

Department of History  
Lancaster University

**M.A. in History**



Student Handbook 2011-2012

Department of History

**Lancaster University**

Welcome to the History Department at Lancaster University.

This booklet will give you an overview of the MA programme in History: what you can expect from the department and the university and what we expect from you.

This booklet explains the programme and assessment criteria; sets out the modules which are offered in the Department of History and beyond and introduces the staff in the department.

We hope you find the booklet helpful. Please do not hesitate to contact me if you have any queries.

Professor Andrew Jotischky  
Director of Postgraduate Studies

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09.30 – 13.00  
13.30 – 16.30

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## Academic Calendar 2011-12

MA Departmental Induction                      Wednesday 5 October at 11am – 1pm  
FASS Meeting Room 3

### Academic Terms

Michaelmas    Monday 10 October - Friday 16 December

Lent    Monday 16 January - Friday 23 March

Summer    Monday 23 April – Friday 29 June

### Assessment Deadlines (please NOTE!)

3pm Thursday 19 January (end of week 1)    Deadline for submission of Michaelmas Term's coursework

3pm Thursday 26 April (end of week 1)        Deadline for submission of Lent Term's coursework

3pm Thursday 28 June (end of week 10)       Deadline for submission of Summer Term's coursework

As per university regulations, coursework ready for return 4 weeks after submission date

3pm Thursday 13 September                      Deadline for submission of MA Dissertations

Early October    MA Dissertations sent to External Examiners

Late October/early November                      MA/Diploma Board of Examiners

Early December    Graduation (all postgraduate degrees)

## **The Research Culture of the Department**

There is a wide variety of internationally recognised research activity in the Department of History, sometimes involving specialist research teams of academic staff, research associates, and visiting scholars.

The Department also retains a strong commitment to individual research and scholarship, which is a prerequisite for developing many of its key research areas. Such areas extend in time from the early medieval era to the modern and post-modern periods, and in region from the British Isles and central Europe to North America and the Caribbean, North Africa and other Mediterranean lands, and India and Singapore. Our research embraces socio-economic, cultural, political, religious and intellectual history, and often has an innovative cross-disciplinary emphasis.

Current research projects in the History Department include *The Norman Edge: Identity and State Formation on the Frontiers of Europe (c.1050-1200)* and *The Cultural Politics of English Pantomime, 1837-1901*, both funded by the AHRC. We also have a Faculty research group on *The Dynamics of Memory*, and are intending to house the new Victoria County History of Cumbria in the Department.

You are strongly encouraged to study the list of staff research interests at the back of this booklet, and to consult any member of staff whom you think may be helpful to you in your research.

## **The Postgraduate Community**

As an MA student in the Department of History, you become part of a thriving postgraduate community which includes those studying for an MA in History in a wide range of topics and research students studying towards their MPhil and PhD degrees. Being a postgraduate student presents new challenges and so you are encouraged to get to know your peers and become part of this larger community.

Representation from the MA students to departmental management is maintained through the election of one student to the Staff-Student Consultative Committee and the Departmental Meeting. Both meet twice termly, and the representative is encouraged to bring to the committee any issues relating to the MA cohort.

Each year in May, the research students in the department organise *Histfest*, a conference organised for and by postgraduates that attracts research students from all over the country. You are warmly invited to attend this event, meet postgraduates from other universities, listen to research papers and take part in lively debate.

The postgraduate community is also invited to attend the Staff research events further details will be circulated by email. In addition, you are strongly encouraged to look at the research events taking place across the Faculty of Arts and Social Sciences. These can be found on the FASS website Events page (<http://www.lancs.ac.uk/fass/faculty/stories>). You will find interaction with students and academics in other departments rewarding and stimulating.

### ***Complaints Mechanism***

The department aims to treat all its students with full courtesy and respect and is committed to providing its students with a high quality learning experience. Any student who feels, after consultation with his or her module tutor, that he or she has not been properly treated in accordance with this code of practice should initially bring the matter to the attention of the Postgraduate Director, in the expectation that the majority of matters can be resolved by this means.

If, however, it is not felt that adequate resolution has been achieved, the student should then approach the Head of Department via the Departmental Officer in the first instance. The University has recently implemented a new complaints procedure, which requires the completion of a form in order for a formal complaint to be properly classed as such. Students wishing to make a formal complaint should first invoke the departmental procedures outlined above. For further information on the University's formal complaints procedure please see <https://gap.lancs.ac.uk/complaints/pages/default.aspx>. Any such formal complaints should be addressed to the Departmental Officer for the attention of the Head of Department.

## **The Structure of the MA in History**

The aim behind the MA in History is to provide an introduction to researching History at a higher level than that provided by the BA. As such, it is designed both for students who wish to pursue a self-contained period of postgraduate study and those who want to go on to develop their work in a higher research degree.

The MA in History is studied over one year full-time, or two years part-time. In 2011-12, the fees will be £4,460 for full-time home and EU students, or £2,230 per annum for part-time home and EU students.

The MA in History is made up of 180 credits, comprising both taught modules of 20 credits each and a dissertation generated from your supervised research. The taught modules, which are largely generic and methodological rather than content-based, will develop and refine the skills required to research and write the dissertation. They are designed to 'fit around' your chosen topic of research. They form a package designed to give you the right skills, techniques and knowledge to produce the best possible dissertation. They also provide the research skills which will enable you, should you wish to apply for a research degree.

There are two possible pathways to make up your 180 credits: you may opt either for the 4.5 pathway: taught modules (=80 credits) + a 25,000 word dissertation (=100 credits) OR the 6.3 pathway: 6 taught modules (=120 credits) and a 15,000 word dissertation (=80 credits). Whichever pathway you choose, you do not have to make a firm choice until the end of the Lent Term.

Full details of the pathways can be found at <http://www.lancaster.ac.uk/fass/history/postgrad/MAPathways.htm> and on pp. 13 of this guide.

### **Full-time**

For full-time students, the MA in History runs over a twelve month period. The 180 credits accounts for 1,800 hours of study time per student.

### **Part-time**

The MA in History runs over two years for part-time students. Students take the same modules as full-time students over a two-year period, normally with a 'Researching' module in Michaelmas Term and an 'Advanced' module in Lent Term of Year 1, with a further two modules taken in Michaelmas and Lent Terms of Year 2. The dissertation will be begun in Year 1 and research and writing will stretch over two years, amounting to 500 study-hours each year.

### **Assessment**

Assessment on the taught modules will vary but will normally include one substantial piece of writing to be submitted after the end of the module. All M.A. coursework is internally moderated as appropriate. Tutors will begin marking written work when all the essays have been submitted. The exceptions to this general rule are HIST 425 and 426, which by their nature have different kinds of assessment.

## **Aims, Objectives and Assessment for the MA in History**

### **Programme Outcomes**

Our MA programme aims to provide you with the opportunity to acquire and demonstrate some key historical skills. You should be able to:

- (a) understand key methods and sources related to approaches to the study of the past, including relevant theories and concepts against which to test and evaluate empirical material;
- (b) assimilate and understand the advanced literature in one or more areas of history;
- (c) appreciate different models of explanation and historiographical traditions;
- (d) acquire and apply a practical understanding of appropriate qualitative and quantitative skills including, *inter alia*:
  - knowledge and understanding of literary and non-literary primary sources (including, for example, artefacts, landscape, oral testimony, maps, visual images, sound, and web-based resources);
  - basic statistical and computing skills, including the creation and analysis of spreadsheets and databases;
- (e) initiate, sustain and complete a substantial piece of research demonstrating an ability to:
  - formulate a research hypothesis or question;
  - identify appropriate resources and methodologies and to test that hypothesis;
  - sustain extended academic analysis;
  - compile and present a research bibliography;
  - demonstrate a mastery of professional conventions of presentation;
  - communicate information, ideas, arguments and interpretations clearly.

### **Teaching**

Individual modules are taught as discussion-based seminars or, in some cases, as practical workshops, through which you are encouraged to pursue your own interests.

Individual supervision is provided for the dissertation, whether you choose the 4:5 or 6:3 pathway.

### **Assessment**

All deadlines must be adhered to unless an extension has been agreed by the Director of Postgraduate Studies. Extensions for coursework cannot be extended after week 3 of summer term.

In order to complete the degree in 12 months and graduate within the normal timescale extensions to dissertations cannot be extended beyond the 30<sup>th</sup> September.

### **Submission of Coursework**

**All coursework should be handed in to Ghislaine O'Neill in the Postgraduate Office (B106) where its receipt (and date) will be recorded and NOT to module tutors.**

**Please ensure that you attach a coursework cover sheet to your work.**

### **Marking Procedures**

Coursework is marked internally, by your module tutor or dissertation supervisor, and second marked by another member of staff. Later in the year, it will be sent to an external examiner for moderation or final decisions on marks.

All marks are PROVISIONAL until finally agreed by the Board of Examiners.

Students who submit work will be entitled to feedback as soon as possible after the work has been submitted. The Department undertakes to mark and second mark coursework and provide qualitative feedback within four weeks of the deadline for receipt.

Once work has been first and second marked, an agreed mark is decided by the two internal examiners. Students are then entitled to see the reports of first markers and the agreed internal mark, *with the proviso that it remains provisional and subject to change by external examiners and Board of Examiners*. In the unlikely event that first and second internal markers have been unable to agree a mark, the split mark will be revealed to the student. In such cases, the external examiner decides the final mark.

**Coursework is sent to external examiners at three stages during the year, after the conclusion of each unit and at the beginning of October. Note that the coursework for HIST 401, the feasibility study for the dissertation, is sent to the external examiners along with the dissertation itself.**

**The Board of Examiners will usually meet in late October.**

### **Marking criteria**

#### *Taught modules*

Assessment is by a mixture of essay, presentation, seminar report, examination or practical as appropriate to the module.

A pass mark of 50% must be achieved for each module; 65% or more is classed as a merit; 70% or more is classed as a distinction. Pieces of coursework which fall below the pass mark may be resubmitted, at the tutor's discretion.

All coursework for modules should be completed and submitted by the end of the first week following the term in which it is taught.

#### *Dissertation*

Two copies must be submitted by 3pm on Thursday 13<sup>th</sup> September 2012 **and should follow the guidelines outlined on the HIST 401 LUVLE site**

Candidates who do not substantially follow the guidelines for presentation but submit a dissertation which is otherwise satisfactory may be required to correct their submissions prior to graduation.

A pass mark of 50% is required; 65% or more is classified as a merit; 70% or more is classified as a distinction.

### **Qualifications for Pass, Merit and Distinction at MA**

#### *Pass*

A mark of 50% is required in each module and the dissertation/research project.

#### *Merit*

Students shall be awarded a merit if they achieve a mark of at least 65% in components equivalent to at least 50% of the weight of the scheme and a mean mark of not less than 60% across all components of the scheme, provided that they achieve a Pass mark in all elements of the scheme. To attain a merit, a mark of at least 65% must be achieved for the dissertation.

#### *Distinction*

Students shall be awarded a distinction if they achieve a mark of at least 70% in components equivalent to at least 50% of the weight of the scheme and a mean mark of not less than 65% across all components of the scheme, provided that they achieve a Pass mark in all elements of the scheme. To attain a distinction, a mark of at least 70% must be achieved for the dissertation.

#### *Failure/Condonation*

The Board of Examiners MAY recommend that a mark of 45-49% in one taught module of assessment be condoned provided there is evidence of compensatory strength elsewhere, normally defined as a mark of 60% or more. A mark of less than 50% in the dissertation will not be condoned. Students agreeing to accept the rules for condonation /compensation waive their rights for re-examination or re-submission.

#### *Failure/Resubmission*

At the discretion of the Board of Examiners and subject to the approval of Senate, candidates may be allowed to resubmit specified pieces of work in order to qualify for a pass in the degree. The Department will normally support any permission for re-submission of work where one or two taught modules have been marginally failed, or when the Dissertation has been narrowly failed. Re-submission is normally completed within twelve months immediately following the failure and is normally made only in those units which have been failed. A mark of no more than 50% will be awarded to pieces of work which are resubmitted.

Students being re-assessed may be charged the fees specified by the Board of Graduate Studies in such cases.

Students who after failure are not offered the opportunity for re-assessment and wish to claim one are entitled to state their case to the University's Postgraduate Studies Office.

## Criteria for Assessment of Dissertations

1. The following lists the principal qualities by which M.A. dissertations are judged for assessment purposes. Each dissertation is assessed by two internal examiners, and a third examiner connected with another university or academic institution.
2. The criteria for assessment fall into five broad categories.
  - a) The choice, definition and discussion of a topic of inquiry.
  - b) The identification, selection, and evaluation of primary evidence.
  - c) The use and interpretation of evidence of sufficient weight and variety for a stated research purpose.
  - d) The contextualisation of the subject, and of the findings, within a broader field of research.
  - e) The presentation of the dissertation in an approved form, and in a clear and accurate written style.
3. As the arrangement of the listing indicates, some criteria will be applied fairly uniformly to all dissertations, while others will be subject to variations, according to the character of individual theses. Not all the attributes mentioned will necessarily be expected in any given case, and the relative weighting attached to particular elements will reflect their importance to, and influence upon, each dissertation

### *Qualities expected in all dissertations*

4. All dissertations should be addressed to a clearly defined topic or problem. Assessors will be concerned to establish that the task of research has been specified and explained, and that the scope of the work has been carefully delimited.
5. It follows that dissertations will be expected to engage consistently with their chosen subject. They will obtain credit for formulating an appropriate research plan, for selecting material relevant to the task in hand, and for elaborating and sustaining a relevant argument or discussion. Examiners will also look for some assessment by the author of the success with which the objectives of the dissertation have been fulfilled. It does *not*, however, follow that such work will be penalised if it reaches conclusions which are uncertain, limited or negative, provided that the author shows an awareness of what has and has not been accomplished by the inquiry.
6. Candidates will be expected to show a reasonable familiarity with the published historical work concerned with the field or subject of their dissertations. They will be rewarded for their ability to evaluate this historiography, and to demonstrate how their own work relates to it. Failure to take account of books and articles which deal centrally with the topic of the dissertation and contribute to current historical opinion upon it will affect their assessment adversely.
7. The length of a HIST 400 dissertation (4:5 pathway) will normally be 25,000 words, or for a HIST 450 dissertation (6:3 pathway), 15, 000 words; in both cases including appendices and all other textual matter. Candidates may be penalised where a dissertation is judged to reflect inadequate preparation, although theses shorter than the above standard may in some instances be held to incorporate as much thought and effort as lengthier pieces. Dissertations which significantly exceed the upper word limit are liable to lose marks. Candidates are expected to avoid unnecessary repetition of material, excessive detail, and unwarranted reiteration of argument.
8. Dissertations will be rated more highly where they are well written. Accurate and clear expression is demanded in all cases. Examiners will expect obscure and unfamiliar terms to be explained. On the other hand, candidates will not be expected to simplify issues which are

inherently complex and difficult, but only to satisfy their examiners that they are capable of lucid expression.

9. In addition, dissertations must be organised into chapters, each internally coherent and set in a logical sequence. Examiners will wish to see that candidates have given attention to problems of design, that chapters are of suitable length, that the connections between them are discernible, and that appropriate use is made of tables, figures, illustrations and appendices.
10. A high standard of presentation is essential. Marks will be deducted if dissertations are improperly or insufficiently referenced, do not set out contents and bibliographies, and contain numerous typographical errors. The Guidelines for Referencing and Bibliography on the 401 LUVLE site should be observed, and any significant deviation from them must have been agreed beforehand with the supervisor.
11. Candidates are liable to be penalised for failure to submit their dissertations by the due date.

*Qualities assessed in relation to the character of the dissertation.*

12. While all M.A. dissertations should show that the author has made independent use of appropriate primary sources, the volume and extent of these sources will clearly vary. Candidates will, however, be judged favourably according to the thoroughness with which they have employed exiguous source material, or where they have made an appropriate and intelligent selection of more plentiful evidence. Examiners will consider as an oversight the neglect of primary sources which can reasonably be thought important or relevant to the topic of research, unless this is explicitly justified.
13. Dissertations should reflect an ability to assess the character and attributes of the primary sources employed. Examiners will expect to find, where called for, some description of and comment on this material. Significant reliance upon sources which are not thus identified and evaluated may be regarded as a deficiency.
14. Dissertations for the M.A. degree are not necessarily expected to reach general conclusions of an original kind. If they do so, of module, they will be appropriately rewarded. In all cases, however, examiners will expect to find marks of an independent judgement upon problems and evidence. This may be achieved by means of the formulation and conceptualisation of a topic, the selection of cases for examination, the choice and combination of sources, the citation of evidence, the application of a methodology, or otherwise. Examiners will read the dissertation with an eye to the signs of an independent mind and judgement at work. A candidate who addresses a topic which has been the subject of published historical research should thus seek to identify those points at which his or her independence of judgement is most apparent.
15. Candidates will be expected to use evidence, both primary and secondary, in a manner which accords with the task or tasks undertaken in the dissertation. Where a dissertation contains statistical analysis, for example, or a content analysis of one or more texts, the author will be expected to demonstrate proficiency in the appropriate techniques. Examiners will also give credit where different kinds of evidence are combined or brought to bear on a problem or subject.

*General*

16. Dissertations, assessed in the light of the above criteria, will be marked according to the standards achieved in the five areas mentioned in paragraph 2.

Full marking criteria can be found on the HIST 401 LUVLE site.

## Modules offered by the Department

You will take either four or six taught modules, which will include HIST 401 in Michaelmas Term, and at least one of HIST 411, 412, 414 or 415 in Lent Term. If you are taking the 6:3 pathway, you *must* also take HIST 405 and either 451 or 452.

The modules are designed to fit together such that students can construct the most appropriate stream of study for their individual research needs. A description of the modules within the History Department is given in the next few pages. **Please register for your choice of modules with Mrs. Ghislaine O'Neill, by completing the registration form or by email, as soon as you can after the induction session and no later than 12 noon on Monday of week 1 (10<sup>th</sup> October).**

**N.B. if an option recruits fewer than 5 students, it may not be possible to run it as an independent unit but we will endeavour to incorporate as much module material as possible with other modules in order to accommodate individual student interests.**

### **4:5 Pathway (four taught modules and a long dissertation)**

The core modules for the 4:5 pathway are:

- [HIST401: Researching and Writing History](#)
- [HIST400: Dissertation](#) (25,000 words)

### **6:3 Pathway (six taught modules and a shorter dissertation)**

The core modules for the 6:3 pathway are:

- [HIST401: Researching and Writing History](#)
- [HIST405: History for Life](#)
- [HIST450: Dissertation](#) (15,000 words)
- [HIST451: Researching Medieval and Early Modern History](#) OR
- [HIST452: Researching Modern History](#)

**Both Pathways will choose from the following 20 credit modules which must include at least one 411, 412, 414 or 415:**

- [HIST411: Approaches to Social History](#)
- [HIST412: Approaches to Political History](#)
- [HIST414: Approaches to Cultural History](#)
- [HIST415: Historical Approaches to Locality and Region](#)
- [HIST421: Beyond the Text: Literature, Image and Voice as Historical Evidence](#)
- [HIST422: Palaeography: using medieval & early modern sources](#)
- [HIST423: Landscape and Heritage](#)
- [HIST425: Introduction to Latin Translation for Historians](#)
- [HIST426: Digital Humanities](#)
- [HIST491: Historical Consultancy](#)
- [HIST492: Additional Research Project](#)

We try to ensure that all modules run every year, but this is not always possible due to staff availability. Any of these modules, **with the exception of the core modules and one 'Advanced' module**, can be substituted for one offered by other departments in FASS (e.g. Religious Studies, European Languages and Cultures, Politics, Religion and Philosophy, English, Sociology, Media, Film and Cultural Studies).

*Please note that unforeseen circumstances sometimes result in late changes to module availability.*

### **HIST401: Researching and Writing History**



**Module Convenor:** [Professor Andrew Jotischky](#)

**Teaching:** Michaelmas Term

This module is intended to provide students with practical help in the conceptualisation and execution of their research so that they can present a dissertation that meets the required standard at the conclusion of their MA. Topics for discussion will include:

1. the qualities of a successful dissertation;
2. assessing the 'state of play' in a particular field of historical inquiry so that you can place yourself at its cutting edge;
3. how to formulate viable research questions and/or working hypotheses;
4. compiling a research bibliography, including how to locate primary sources which are relevant to your research;
5. how to manage the collection of data with the help of modern information technology;
6. how to organise your dissertation, including how to develop a coherent argument;
7. when and how to start writing;
8. effective writing;
9. the use and abuse of footnotes;

10. how to present your dissertation.

**Assessment:** Since the principal learning outcome of this module is to ensure the feasibility of students' M.A. dissertation topics, it will be assessed by a written feasibility study of 5,000 words, which will include an annotated bibliography of secondary sources and a list of primary sources; students will also be expected to give an oral presentation on their research.

## **HIST405: History for Life**

**Module Convenor:** [Dr Sandy Grant](#)

**Taught:** Michaelmas, Lent and Summer

This module is designed to show how valuable History can be in understanding the world in which we live beyond the academy. Unlike most other modules in the MA, it meets throughout the year. The module is divided into five main thematic areas of enquiry: History and Historians, People and Environment, Geopolitics, Finance and Economy, and Ideologies. Four workshops will be held on each theme, addressing historical perspectives on contemporary debates and some potential applications of historical research techniques and historical knowledge to problems in these areas. The module is taught consorcially, with different members of staff offering lectures according to their own expertise and interests.

At the end of the module, you will give a presentation to the group and produce a 5,000 word piece of work, showing how your chosen dissertation topic could be disseminated to a non-academic audience, for example via a website, podcast or film.

All students, whether they opt for the 6:3 or 4:5 pathway, are strongly advised to attend the workshop sessions in Michaelmas and Lent Terms.

## **HIST411: Approaches to Social History**



**Course Convenor:** [Prof. Paolo Palladino](#)

This module introduces you to the work of Michel Foucault, particularly his discussions of social organisation and the constitution of the subject. We will begin with a close reading of *Discipline and Punish* (1977) and *History of Sexuality* (1979), and then turn to the lectures at the Collège de France on which these two texts were based for a more detailed discussion of

issues arising.

**Taught:** Lent Term.

**Assessment:** 5000 word essay (100%).

**Introductory Reading:**

Mitchell Dean, *Critical and Effective Histories: Foucault's Method and Historical Sociology* (London: Routledge, 1994).

**HIST412: Approaches to Political History**

**Module Convenor:** [Dr Sandy Grand and Dr Thomas Rohkramer](#)

**Teaching:** Lent Term

**Assessment:** written project of c. 4,000 words (80%) and associated oral presentation (20%).

This module discusses the relative merits of ways in which historians can, and have written about the exercise of power within societies including the narrative approach, the study of 'great' men and women, constitutional history, prosopography, local, regional and national studies, international comparisons, the relationship between politics and economics, and post-modernism. It is essentially historiographical, focusing on key works, but encourages students to apply ideas and approaches discussed in the seminars to their own areas of specialist interest.

**Introductory Reading:**

- Balogh, Brian, 'The State of the State among Historians', *Social Science History*, 27 (2003), 455-463;
- Hoppit, Julian (ed.), *Parliaments, nations and identities in Britain and Ireland, 1660-1850* (Manchester, 2003).

**HIST414: Approaches to Cultural History**

**Module Conveyor:** [Professor Mercedes Camino](#)

**Teaching:** Lent Term

This is not a module in the history of culture, as such. It will rather introduce students to sources, methods and theories pertinent to cultural analysis, in a practical way which will benefit their own historical researches. The module will explore a variety of approaches to cultural history, whether it be Marxist, structuralist, feminist, queer theory, postcolonial or poststructuralist. Topics will vary

year to year depending on the staff teaching the module and the interests of the students taking the module.

**Assessment:** One seminar presentation related to one of the module topics (25%) and an essay of 4-5,000 words (75%) on a subject to be agreed with the module tutor.

**Introductory Reading:**

- Chartier, Roger. *Cultural History* (1988)
- Darnton, Robert. *The Great Cat Massacre and Other Episodes in French Cultural History* (1985)

**HIST415: Historical Approaches to Locality and Region**

**Module Convenor:** [Dr Angus Winchester](#)

**Teaching:** Lent Term

The module will address issues and approaches relevant to the pursuit of history at the scale of locality and region. It will introduce the development of the study of history at micro-level and will explore a range of themes encountered by historians working within a close spatial focus. These will be drawn from the following: boundaries and localities (cultural divisions of space and the definition of place); defining regions (questions of scale, cohesion and expression); relationships between places - core and periphery; micro-history; community history (definitions and identities); case study approaches (individual and comparative); perceptions of space (historical mapping).

**Introductory Reading:**

- Beckett, John V., *Writing Local History* (Manchester, 2008)
- Kammen, Carol (ed.), *The Pursuit of Local History: readings on theory and practice* (London, 1996)
- Tiller, Kate, *English Local History: an Introduction* (Stroud, 2002)

**Assessment:** Students are required to produce one assessed piece of coursework of 5,000 words.

## HIST421: Beyond the Text: Literature, Image and Voice as Historical Evidence



**Module Convenor:** [Dr Sarah Barber](#)

This module examines historical approaches to visual, audio visual, aural, oral and artefactual sources. It is not confined to these sources, and may not cover all of them in any one year, tailored to suit the specialisms of each cohort. It is designed to be of value to any postgraduate student irrespective of periodisation, and has in the past covered the gamut from ancient Rome to the modern day. The aim is to deepen student familiarity with the range of sources available to historians, to analyse how non-traditional sources have been approached by historians, and to suggest ways in which students can approach these sources within their own research. The module design permits a degree of tailoring around student interests, and students will be given the opportunity to submit module work relating the module to their chosen area of historical investigation. Students will find the textbook useful: Sarah Barber and Corinna Peniston Bird (eds.), *History beyond the Text: A Student's Guide to approaching alternative Sources* (Routledge, 2009).

**Taught:** Michaelmas Term

**Assessment:** Students are required to produce one assessed piece of coursework of 5,000 words.

## **HIST422: Palaeography: using medieval & early modern sources**



**Module Convenor:** [Angus Winchester](#)

This module, designed for students undertaking medieval or early-modern research, introduces the principles of palaeography and provides an opportunity to gain experience of how to read medieval and early-modern hands. It also aims to help you to think about manuscript sources, their production and reproduction and the relationship between manuscript and printed versions of primary texts. The module introduces selected classes of medieval and early-modern archive sources. Each seminar will include both substantive discussion of a topic or genre of source and a workshop element to give you palaeography practice. Regular palaeography ‘homework’ will be set and students are expected to undertake palaeography practice between class meetings.

**Taught:** Lent Term

**Assessment:** a) a short palaeography exercise. You are required to pass this test but it will not count towards the final assessment for the module; b) a 5,000-word project on a chosen source type or example (100%).

### **Introductory Reading:**

- [The National Archives](#)
- L. C. Hector, *The Handwriting of English Documents* (Dorking: Kohler and Coombes, 1988)
- H. Marshall, *Palaeography for Family and Local Historians* (Phillimore, 2004)
- P. D. A. Harvey, *Editing Historical Records* (London: British Library, 2001)

## HIST423: Landscape and Heritage



**Module Convenor:** [Dr Angus Winchester](#)

**Teaching:** Michaelmas Term (includes two half-day field excursions).

**Assessment:** one short ( *approx.* 1,500-word) map-based exercise (25%) and one longer ( *approx.* 3,500-word) project essay (75%).

This module explores W.G. Hoskins' dictum that 'to those who know how to read it aright, the English landscape is the richest historical record we possess'. Taking a case study approach (drawing particularly on the varied landscapes of Cumbria), the module offers an intensive introduction to how historians can 'read' the rural landscape as a source of historical evidence. It is structured around two themes. The first is that, as the cumulative product of generations of human activity across many centuries, the landscape has been 'written over' time and again but that older elements often survive to show through later changes. The second theme is that landscape is rich in historical symbolism and can be read as the concrete expression of abstract ideas, such as power and authority.

### **Introductory Reading:**

- W.G. Hoskins, *The Making of the English Landscape* (1955; later paperback editions).
- M. Aston, *Interpreting the Landscape: landscape archaeology in local studies* (revised edition, 1997).
- Joan Thirsk (ed.), *The English Rural Landscape* (2000).
- Angus J L Winchester and Alan G Crosby, *England's Landscape 8: The North West* (2006).

## **HIST425: Introduction to Latin Translation for Historians**



**Module Tutor:** Professor John Thorley

This is a special intensive module for students who have little or no previous knowledge of Latin. The module concentrates on the basics of Latin Grammar and vocabulary as used in the Medieval period, though it will also be very useful for students of the Roman and Renaissance periods. By the end of the module students should be able to read sources such as title deeds, court rolls, government records, wills, and inscriptions. Help will be given to individual students on Latin texts relevant to their dissertation or thesis.

**Taught:** Michaelmas, Lent and early Summer Terms.

**Assessment:** Two module work exercises assessed at 20% and a final examination assessed at 60%.

### **Selected Reading:**

- J. Thorley, *Documents in Medieval Latin*.
- E. A. Gooder, *Latin for Local Historians*.
- R. Latham (ed.), *Medieval Latin Word-List*.
- Any standard Latin-English dictionary.

## **HIST426: Digital Humanities**

**Module Convenor:** [Dr Ian Gregory](#)

This unit provides a basic introduction to ways in which digital technology can be employed to enhance research methodology. The first half of the module explores the potential of spreadsheets and databases, particularly Microsoft Excel, and demonstrates how they can be used to analyse and present historical information. No prior experience of computing is required or assumed. It utilises a variety of existing datasets, compiled by staff and students based on major sources for (largely) British history. As such is it also intended to enhance awareness of the location, structure, uses and limitations of categories of some primary sources.

Students are encouraged to identify sources relevant to their own areas of interest to develop in their assignments. The second half provides an introduction to GIS (Geographical Information Systems)

which enables data to be mapped spatially, enabling patterns and distributions to be displayed and analysed.

We will also have a brief look at how computers structure texts.

**Taught:** Lent Term

**Assessment:** 1) Spreadsheet and Database Assignment (including commentary) (50%), 2) GIS assignment. Students are encouraged to find datasets and materials relevant to their own interests (50%).

Core Reading:

- Pat Hudson, *History by Numbers* (London: Edward Arnold, 2000).

## **HIST451: Researching Medieval and Early Modern History**

**Module Convenor:** [Professor Andrew Jotischky](#)

**6:3 Pathway only**

**Taught:** Summer Term



This module is designed to give a thematic overview to the key problems and debates in medieval and early modern history. It will focus on areas of historiographical controversy, such as power and rulership, the 'Feudal Revolution' of the 11th century, law and governance, the papacy and papal monarchy, religious beliefs and practices, dissent and heresy, social organization and social reform; intellectual change, cultural interactions and cultural change, and aspects of the transition from the medieval to the early modern world view. Specific content will be adapted to the research interests and requirements of students taking the module. The emphasis throughout will be on changes and continuities across the period.

**Assessment:** 5,000 word essay (100%) at the end of the module.

## **HIST452: Researching Modern History**

**Module Convenor:** [Professor Aristotle Kallis](#)

**6:3 Pathway only**

**Taught: Summer Term**



This module is designed to give a thematic overview to the key problems and debates in modern history. The seminal debates and controversies in modern history will be covered, particularly in Britain, Continental Europe, and North America. Themes to be covered include the changing status of the human agent in historical writing, ‘history from below’, the cultural/linguistic turn in historical studies, interdisciplinarity, political, industrial, cultural and scientific ‘revolutions’ and the meaning of ‘modernity’. Specific content will be adapted to the research interests and requirements of students taking the module.

**Assessment:** 5,000 word essay (100%) at the end of the module.

## **HIST491: Historical Consultancy Project**

This module may be taken in place of a taught module, subject to identification of an appropriate ‘client’. It should provide the experience of designing and executing a small-scale historical research project in conjunction with this client. The client could be an organisation outside or inside the University (e.g a national newspaper, a local library, the University Library or Peter Scott Gallery). Undertaking the Consultancy Project will add evidence of the ability to apply historical skills to a ‘real world’ problem, to a student’s portfolio of achievements.

Creative interaction with a client will widen students' awareness of employment opportunities for those with History qualifications, and will help to prepare you for newly emerging work and employment patterns. You will receive supervision from an appropriate member of the History Department, who will help you to negotiate a manageable project with the client. The supervisor will

also provide guidance on achieving a balance between satisfying the needs of the client and meeting the academic requirements of the MA.

The Consultancy Project will normally be undertaken in one term and will be equivalent to one MA module with a notional coursework requirement of 5,000 words. It could, with the approval of the module convenor, be extended into two modules. The availability of Historical Consultancies cannot be guaranteed and varies from year to year. Please consult the [Director of Postgraduate Studies](#) if you are interested in this possibility

A variation on the Historical Consultancy project, but still coming within the terms of the unit, is the Schools Placement. This scheme, which is administered by the LUSU's Involve unit, places students who wish to gain classroom experience in a local school for one term. The assessment will vary depending on the school's requirements, but will be the equivalent of a 5,000 word project or essay. Initial training and selection is undertaken by Involve, and any student interested in this possibility should see the Director of Postgraduate Studies at the start of the Michaelmas Term.

### **HIST492: Additional Research Project**

This module exists to accommodate a student's particular research project which cannot be accommodated within the dissertation (HIST400) or other taught modules. Only students with a clear idea of a particular research project they wish to employ, and a clear understanding that it cannot be accommodated within the remainder of the postgraduate programme, should consider this option. **You will need to secure the prior agreement of a member of staff to supervise the project.** Please consult the appropriate Director of Postgraduate Studies if you wish to pursue this option. The form of assessment will vary depending on the project, and will be agreed in negotiation between Director of Postgraduate Studies, supervisor and student. However, it will be of equivalent weighting to 5,000 words of text.

**PLEASE NOTE: Module attendance will be monitored and a record will be placed on your student file. Whenever you are obliged by illness or some other compelling cause to miss one, you must send an explanation in writing by email to the tutor concerned, beforehand if at all possible, but certainly no later than three days after the seminar. A verbal message from a friend is not acceptable.**

### **Modules offered outside the Department**

Of the four or six taught modules that you are required to take, one module can be selected from modules offered by other departments in the Faculty of Arts and Social Sciences. This module must be selected in consultation with your supervisor and **cannot** be substituted for either your 'Researching' or 'Advanced' module.

You must confirm with the teaching department whether the module is running. In cases of over-subscription, the department concerned will always give priority to its own students. For information on these modules please go to the appropriate web pages:

*Department of Sociology:*  
*Centre for Gender and Women's Studies*  
*Geography*  
*Linguistics and English Language*  
*Media*  
*Politics and International Relations*  
<http://www.lancs.ac.uk/fass/sociology/prospective/ma/modules.htm>

*Law School*  
<http://www.lancs.ac.uk/fass/law/prospective/index.htm>

*Department of Religious Studies*  
<http://www.lancs.ac.uk/fass/ppr/religstud/postgraduate/masters/modules.htm>

## Guide to the presentation of MA dissertations

In presenting your Masters' dissertation, you should follow the general advice here and the academic conventions laid out in the Guidelines for Referencing on the HIST 401 LUVLE site. If you do not, you may be required by the Department or the university to resubmit before being allowed to graduate. If in doubt at any stage in the preparation of your Dissertation about how to interpret any of this guide, please ask your supervisor or module director.

We STRONGLY advise you to follow these conventions in the presentation of ALL COURSEWORK through the year so that you become familiar with them.

### 1. Structure

The dissertation or thesis should be divided into **Chapters**, each of which should be devoted to a separate aspect or period of the topic, except that the first and last of these should be an Introduction and a Conclusion. The **Introduction** should outline the aims of the research, relating these to the current state of research on the topic including theoretical perspectives, and should explain and justify the methodology used. The **Conclusion** should indicate the extent to which the aims have been achieved. It should also indicate how your study has advanced understanding of the topic and what further research it could lead to. The Introduction and the Conclusion may be shorter in the length than the other chapters. Each chapter, like the dissertation as a whole, should be appropriately structured (*i.e.* with a recognizable beginning, middle and end), and should be complete in itself. Remember that successful dissertations and theses are kept by the Department and the University Library and are available for consultation by other scholars.

### 2. Length of dissertation

- a) The maximum **length** for the 4:5 pathway, inclusive of notes and appendices, of the MA in History is 25,000 words.
- b) The maximum length for the 6:3 pathway, inclusive of notes and appendices, of the MA in History is 15,000 words

### 3. The Title page should be in the following form:

TITLE (in CAPITALS, not underlined)

A dissertation submitted in partial fulfilment

of the degree of (insert degree title underlined)

by

Author (full names), B.A./[or B.Sc.*etc*] (University)

University of Lancaster, month, 201\_ (date)

### 4. A one-page Summary or Abstract should immediately follow the title page. You should consider this as a very brief abstract of the contents of the dissertation or thesis.

5. The **Contents page**, immediately following, should list the various chapters, appendices, bibliography and the lists of abbreviations and illustrations (if any), *with page numbers*. The **List of Illustrations** should follow the Contents page. **Acknowledgments** (if any) should also be listed on the contents page or, if they are extensive, on a separate page.
6. The **List of Abbreviations**, an important aid to the reader, comes next, on a separate page. The abbreviations should be unambiguous and readily intelligible (*e.g.* ‘Trevelyan’ rather than ‘G.M.T.’ ‘Lancs. C.R.O.’ rather than ‘L.C.R.O.’ *etc.*). You should note, though, that ‘P.P.’ for ‘Parliamentary Papers’, ‘B.L.’ for ‘British Library’, ‘P.R.O.’ for ‘Public Record Office’, *E.H.R.* for *English Historical Review*, and *Ec.H.R.* for *Economic History Review* *etc.*, are now standard and will be readily recognised by other research historians.
7. **Footnotes** should be numbered consecutively from 1 in each chapter. They may come at the end of each chapter (endnotes), although it is increasingly common and usually preferable to place them at the foot of the page. You should check that they relate accurately to the numbers in the text and, if possible, that they appear on the same page as the number. Footnotes should be single-spaced.  
Footnotes are for **references** only, with brief explanations as necessary. They should **not** carry extended comment or a subordinate argument separate from the text. Generally speaking, if a thing is worth saying it is worth saying in the text. (The same is true of Appendices - see below, paragraph 10).
8. The **form of Footnotes** should be consistent in use throughout the dissertation or thesis. They should also follow a standard academic practice, as outlined in the Guidelines for Referencing on the HIST 401 LUVLE site
9. **Typing/Word Processing** is essential. Do not underestimate the time it will take to present your own dissertation to the standard required. If unsure of your typing skills pay a professional typist to transcribe your draft.
10. **Copies**

#### MA Dissertations

You submit two copies in loose-leaf form in a cardboard folder or pocket file. You should also send an electronic copy to Ghislaine O’Neill for the departments records.

11. **General Rules for presentation**
  - i) Use A4 paper
  - ii) Leave a left-hand margin of 1.5 inches and a right-hand margin of 1 inch, preferably not justified. The wide left hand margin is necessary for binding purposes. There should also be a space of 1 inch at the top and bottom of each page.
  - iii) Use double spacing throughout. This is necessary for your own and the examiners' corrections. Single space for quotations.

iv) Begin each chapter, appendix, bibliography, etc., on a fresh page.

v) Graphs and illustrations

These can either be pasted on to pages of A4 paper, with the same margins as in (ii), and the pages numbered according to their place in the text (see paragraph 6, above) or inserted into the text using software available on your computer. If inserting graphs or illustrations within the text on a page, be check that the image is larger enough to be decipherable and font sizes are proportionate to the image.

vi) Number each page at the top or bottom.

## 12 **Checking**

Remember to allow plenty of time **both** for typing/word-processing (whether you are doing this yourself or not) **and** for checking the text for errors, inconsistencies etc. If employing a typist allow at least a fortnight before the submission date in mid-September. If typing your own you may need longer.

13. **Further guidance** on how to prepare dissertations and theses may be found in:

J.Fitzpatrick et al, *Secrets for a Successful Dissertation* (Sage, 1998)

R.Marius, *A Short Guide to Writing about History* (Longman, 1999)

E.Rudestam and R.R.Newton, *Surviving your Dissertation* (Sage, 1992)

G.Taylor, *The Student's Writing Guide for the Arts and Social Sciences* (Cambridge 1989)

K.L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* (Chicago U.P., 6th ed., 1996)

British Standards Institution, *British Standard for Bibliographical References* (BS 1629: 1989)

G. Kitson Clark, *Guide for Research Students working on Historical Subjects* (Cambridge, 2nd. Ed., 1968)

J.A. La Nauze, *Presentation of Historical Theses* (Melbourne, U.P., 1967)

## **Departmental, University and Regional Facilities**

There is a lively social and research culture with regular staff/postgraduate seminars; an annual postgraduate conference, *HistFest*, organised by and for postgraduates, and interdisciplinary links with other departments in the Faculty of Arts and Social Sciences.

The Department has its own networked computer lab (access to which is controlled by a pin-number keypad) with scanner and laser printer.

The *University Library* houses a wide selection of printed, manuscript, CD-ROM and microfiche sources (including a full set of British Parliamentary Papers) covering all periods. There is an increasing range of source online or via databases to which the Library subscribes:

[http://libweb.lancs.ac.uk/history\\_guide.htm](http://libweb.lancs.ac.uk/history_guide.htm)

*Information Systems Services* (ISS) provide campus-wide technical support and advice including training modules, help-desks, on-line help, and printed guides and leaflets. There are networked computer laboratories on campus. Students have free access to Internet, email and central file store access.

*Major regional archives* are easily accessible from campus including the five county record offices for Cumbria and Lancashire (Carlisle, Kendal, Whitehaven, Barrow, Preston); university and city libraries, the North West Sound Archive, the Working Class Library and North West File Archive in Manchester and Liverpool. Among the other specialist collections in the region are the Talbot Library of the Roman Catholic Diocese of Lancaster, with its extensive early modern printed sources, the internationally acclaimed Arundell Library at Stonyhurst College, near Blackburn, and the Carlisle Cathedral Library. A little further afield, the fine Borthwick (York), John Rylands (Manchester) and Brotherton (Leeds) Libraries enrich our access to scholarly resources in the North. Our strong interest in Scottish history is underpinned by ready rail and road access to the Scottish Archives in Edinburgh. There is a direct rail link to London (3 hours) and the university is only minutes away from the M6.

## Staff research interests and selected publications

Historians abound at Lancaster, not just in History but in such departments as English Religious Studies, Politics, Geography, Sociology and Modern Languages. The list below, though, highlights the activities of publishing historians working from the History Department itself, providing guidance on the areas of expertise in which they are available for supervision or consultation.

**BARBER, Sarah**, BA (Hons), PhD Trinity College, Dublin; FRHistS, FRA, Senior Lecturer in History. *Teaching*: early-modern history of particularly Britain, Ireland, western Europe and the Americas. I also have a particular interest in non-written history. *Research*: the constructions of identity in early-modern Europe, the history of the Caribbean and American colonialism, Ireland, and the construction of history using visual, oral and aural sources. *Publications*: (ed. with Steven G. Ellis) *Conquest and Union: Fashioning a British State, 1485-1725* (1985); *Regicide and Republicanism: Politics and Ethics in the English Revolution, 1646-1659* (1998); *A Revolutionary Rogue: Henry Marten and the English Republic* (2000); (ed. with Corinna Peniston Bird) *History beyond the Text: a Student's Guide to approaching alternative sources* (2009). On founding editorial board of *National Identities* and *Journal of Early American History*.

The major concentration of my research and thus MA and PhD supervision at present concerns the collection, centralisation and digitisation of sources for Anglophone Caribbean history between c.1600 and c.1720, which facilitates research in numerous fields of enquiry whilst focusing on relations between Britain and the eastern seaboard from Virginia to Surinam. I am also continuing to work on themes of identity and prejudice in the context of Scandinavia, the British Isles, Spain, the Americas and non-traditional expressions of cultural identity.

**CAMINO, Mercedes**: BA, MA, PhD (Auckland/UCSD), F.R.Hist.S. Professor of Hispanic Studies. *Teaching*: Early Modern Exploration, Spanish History and Film, Cultural and Memory Studies. *Current Research*: Spanish Resistance Fighters in Film, Exploration of the Pacific. *Recent/Major Publications*: *Exploring the Explorers: Spaniards in Oceania (1519-1794)* (Manchester University Press, 2008), *Film, Memory and the Legacy of the Spanish Civil War* (forthcoming Palgrave MacMillan), "'Vivir sin ti': Motherhood, Melodrama and Spanishness in Pedro Almodóvar's *Todo sobre mi madre* (1999) and *Volver*' (2006) (*Bulletin of Spanish Studies*, 2010), 'Blood of an Innocent: Guillermo del Toro's *Laberinto del fauno* (2006) and Montxo Armendariz's *Silencio roto* (2001)' (*Studies in Hispanic Cinema* 2010), *Producing the Pacific: Maps and Narratives of Spanish Exploration (1567-1606)*. (Amsterdam/Atlanta: Rodopi, 2005).

Cross-cultural voyages of exploration, Sixteenth- and Seventeenth-century Literature and Culture (especially women writers), Early Modern Colonialism, History of Cartography, Spanish and European Film and Media Studies, Memory Studies.

**GRANT, Alexander**: B.A. D.Phil. (Oxford, Worcester College). F.R.Hist.S.  
*Research*: Late Medieval British History, especially nobles and noble society in late Medieval Scotland.  
*Publications*: *Independence and Nationhood: Scotland 1306-1469* (1984); (ed.) *Medieval Scotland: Crown, Lordship and Community* (1993); (ed.) *Nations, nationalism and patriotism in the European past* (1994); (ed.) *Social and political identities in western history* (1994); (ed.) *Uniting the Kingdom? The Making of British History* (1995). Lancaster Pamphlet: *Henry VII* (1985)

**GREGORY, Ian**: B.Sc. (Lancaster, 1992), Ph.D. (London, 2001). Senior Lecturer in Digital Humanities. *Teaching*: Digital humanities, uses of ICT in historical research. *Research*: the use of computing approaches generally, and spatial and mapping approaches in particular to research in history and the humanities more broadly. *Some major/recent publications*: "Mapping the English Lake District: A literary GIS" *Transactions of the Institute of British Geographers*, 2011, in press (with D Cooper); "Comparisons between the geographies

of mortality and deprivation from the 1900s to 2001: Spatial analysis of census and mortality statistics” *British Medical Journal*, 2009, 339: b3454, pp. 676-679; “The railways, urbanisation, and local demography in England and Wales, 1825-1911” *Social Science History*, 2010, 24, pp. 199-228 (with J. Marti Henneberg); “Different places, different stories: Infant mortality decline in England & Wales, 1851-1911” *Annals of the Association of American Geographers*, 98, pp. 773-794; *Historical GIS: Technologies, methodologies and scholarship*. Cambridge University Press, 2007 (with P.S. Ell)

Areas of research supervision: Any area in which digital or computing based approaches to your research are appropriate.

**HAGOPIAN, Patrick:** B.A. (Sussex, 1982); M.A. (Pennsylvania, 1989); Ph.D (Johns Hopkins, 1993). Senior Lecturer. *Teaching:* modern American History, the Vietnam War, women’s and family history; *Research:* Commemoration, war, oral history, the public history of race and slavery; *Major Publication:* The Vietnam War in American Memory: Veterans, Memorials, and the Politics of Healing. Articles in the Journal of American History; Prospects: An Annual in American Cultural Studies; the Dumbarton Oaks Colloquium in the History of Landscape Architecture, and elsewhere.

*Areas of research supervision:* museums, commemoration, war and justice, post–World War II American cultural and political history.

**HAYWARD, Paul:** HAYWARD, Paul Antony: B.A., M.A. (Auckland, 1988, 1990), Ph.D. (Cantab., 1994). Lecturer. *Teaching:* Anglo-Saxon and Anglo-Norman England; Germany in the Central Middle Ages; Medieval Sources, especially Historiography. *Research:* Medieval Europe c.600–1200, with particular reference to the development of historical writing, political practice, and the cult of saints. *Major/recent publications:* *The Politics of Sanctity in Anglo-Norman England* (O.U.P., forthcoming); *The Winchcombe and Coventry Chronicles: Hitherto Unnoticed Witnesses to the Work of John of Worcester*, 2 vols. (2010); *The Cult of Saints in Late Antiquity and the Middle Ages: Essays on the Contribution of Peter Brown* (edited with James Howard-Johnston, 2000, 2002). Chapters in Crick and van Houts (eds), *A Social History of England, 900–1200* (forthcoming); Hall and Higham (eds), *St Wilfrid* (forthcoming); Bale (ed.), *St Edmund, King and Martyr* (2009); Leemans (ed.), *The Dismodule of Martyrdom and the Construction of Christian Identity* (2005); Hunter, Laursen and Nederman (eds), *Heresy in Transition* (2005). Articles in *Anglo-Norman Studies*, *English Historical Review*, *Historical Research*, *Journal of Ecclesiastical History*, *Journal of Medieval History*, *Viator: Medieval and Renaissance Studies*, and elsewhere. Member of the editorial board, *Journal of Medieval History* (2007–).

*Areas of research supervision:* Earlier medieval Europe, especially England, c.600–1200; The Cult of Saints in Latin Christendom, c.400–1200; Medieval historical writing.

**HICKMAN, Tim:** B.A. (Oregon), M.A., Ph.D. (California, Irvine)  
Research: U.S. cultural and social history; narcotics and professional medicine; 19<sup>th</sup> and 20<sup>th</sup> century American fiction, art and politics; critical theory; the meanings of ‘modernity’ in American culture.  
Publications: *The Secret Leprosy of Modern Days: Narcotic Addiction, Modernity and Professional Medical Authority in the United States, 1870-1920* (2007); articles on narcotics and professional medicine in the United States.

**JOTISCHKY, Andrew:** B.A. (Cambridge 1986), M.Phil., Ph.D. (Yale 1988, 1991). Professor of Medieval History.  
*Teaching:* medieval history, including modules on the Crusades; monasticism; contributions to HIST 100.  
*Research:* Crusading and the Latin East, monasticism in 12<sup>th</sup> and 13<sup>th</sup> century, friars, religious life and culture in the Middle Ages. Major/recent publications include:

*Crusading and the Crusader States* (2004), *The Carmelites and Antiquity: Mendicants and their Past in the Middle Ages* (2002), *The Perfection of Solitude: Hermits and Monks in the Crusader States* (1995), various articles on aspects of the Crusades and Latin/Orthodox relations in the Mediterranean world in *Crusades, Journal of Ecclesiastical History, Studies in Church History, Cristianesimo nella storia, Levant*, and essays in various edited collections.

*Areas of research supervision:* Crusading and the Crusader States; religious life and thought, especially monasticism.

**KALLIS, Aristotle:** BA (Athens, 1992), PhD (Edinburgh 1998). Professor of Modern and Contemporary History. Research: European fascism in ideological and comparative terms, contemporary right-wing radicalism, study of dictatorships, violence and genocide, Modern urban planning. Teaching: mass violence and genocide in the 20th century. Major publications: *Genocide and Fascism* (Routledge 2009), *Nazi Propaganda in the Second World War* (Palgrave, 2005/07), *The Fascism Reader* (Routledge 2003), *Fascist Ideology* (Routledge 2000). Articles: in *Journal of Contemporary History, Journal of Modern Italian Studies, European History Quarterly, Holocaust and Genocide Studies, Journal of Genocide Research, Totalitarian Movements and Political Religions*, and elsewhere.

*Areas of supervision:* fascism and right-wing radicalism, totalitarianism, dictatorship, extremism, propaganda, mass violence, modern Italian, German, and Greek history, modern urban planning.

**METCALFE, Alexander:** : B.A., M.A. (Oxford), B.A., Ph.D. (Leeds), F.R.Hist.S.

Research: Socio-religious and political history of the medieval Mediterranean and Islamic World

Publications: (ed.) *The Society of Norman Italy* (2001), *Muslims and Christians in Norman Sicily* (2003), *The Muslims of Medieval Italy* (forthcoming 2008). Articles on Muslims under Christian rule and vice-versa; palaeography, language and charters of Norman Sicily. Editor of *The Journal of Arabic and Islamic Studies*.

**PALLADINO, Paolo:** : B.A. (Columbia), Ph.D. (Minnesota). Appointed: 1995. Research interests: Science, technology and medicine, especially in relation to the boundaries between the natural, the political and embodied being; history after post-structuralist, deconstructive and post-colonial critiques. Current research projects: 1. Ageing, death and bio-political governance; 2. The life sciences, aesthetics and political theory. Publications: *Entomology, Ecology and Agriculture: The Making of Scientific Careers in North America, 1885-1985* (Amsterdam, 1996); *Plants, Patients and the Historian: (Re)membering in the Age of Genetic Engineering* (Manchester, 2002); and articles in *Body & Society, British Journal for the History of Science, Configurations, Culture, Theory & Critique, Economic History Review, Isis, History of the Human Sciences, History of Science, Journal of Cultural Research, Journal of Historical Sociology, Journal of the History of Biology, Metascience, Minerva, Rethinking History, Social History of Medicine, Social Studies of Science, Technology and Culture, Textual Practice*, and *Theory & Event*.

**PENISTON-BIRD, Corinna:** : M.A. (St. Andrews), Ph.D. (St. Andrews). Appointed: 2000. Current teaching: National identities; gender and warfare; alternative sources for historians. Current research: Commemoration in twentieth-century Britain; spatial and collective identities in Central Europe; military masculinities and femininities. Publications: (co-edited with Sarah Barber) *History Beyond the Text: A Guide to the Use of Non-Traditional Sources by Historians* (Routledge, 2008); 'Austrian Fascism' in *The Oxford Handbook of Fascism* (ed. Richard Bosworth; O.U.P., 2008); *Contesting Home Defence* (Manchester University Press, 2007) (with Penny Summerfield); 'Coffee, Klimt and Climbing: Constructing an Austrian National Identity in Tourist Literature 1918-1938' in Walton, J. K. (ed.) *Tourisms, histories and identities: nations, destinations and representations in Europe and beyond* (Channel View Press, 2006); 'Classifying the body in the Second World War: British men in and out of uniform' in *Body and Society* (2003); *Blitz: A Pictorial History of Britain under Attack* (2001); *A Soldier and a Woman; Sexual Integration in the Military* (co-edited collection with G. J. DeGroot) (2000).

**PUMFREY, Stephen:** B.A. (Cambridge), Ph.D. (London).

Research: intellectual and social history of ideas, particularly science and philosophy (16th to 18th centuries), 'the magnetic philosophy', history of science and science education. Currently working on the interactions between patronage and natural philosophy.

Publications: a number of articles in books and journals. Co-editor of *Science, Culture and Popular Belief in the Renaissance* (1991); articles on history of the physical sciences.

**RICHARDS, Jeffrey:** M.A. (Cambridge). F.R.Hist.S. Professor of Cultural History.

Research: cinema and society in Britain; British national identity, history of leisure since 1850.

Publications: *Visions of Yesterday* (1973); *Swordsmen of the Screen* (1977); *The Popes and the Papacy in the Early Middle Ages* (1979); *Consul of God* (1980); *A Social History of Britain in Postcards 1870-1930* (1980); *Best of British* (1983); *Age of the Dream Palace* (1984); *Britain Can Take it* (1986); *The Railway Station, a Social History* (1986); (ed.) *Mass Observation at the Movies* (1987); *Imperialism and Juvenile Literature* (1989); *Sex, Dissidence and Damnation* (1991); *Sir Henry Irving: Theatre, Culture and Society* (1994); (ed.) *Filming T.E. Lawrence* (1997); *Films and British National Identity* (1997); *The Unknown 1930s: an alternative history of British cinema, 1929-39* (1998); (ed.) *Diana: the Making of a Media Saint* (1999).

**ROHKRAMER, Thomas:** : B.A., Ph.D. (Freiburg). Appointed: 1995.

Research: Cultural history of Germany since around 1800. More specifically; the military and militarism in a cultural context; attitudes towards nature, technology and environment and 'modernity'; the fatal attraction of National Socialism; the history of the Alps. Publications: *Der Militarismus der kleinen Leute* (The Militarism of the Common People) (1990); *Eine andere Moderne? : Zivilisationskritik, Natur und Technik in Deutschland, 1880-1933* (An Alternative Modernity: Cultural Criticism, Nature and Technology in Germany) (1999). *A Single Communal Faith? The German Right from Conservatism to National Socialism* (2007). Articles in related areas as well as on the fatal attraction of National Socialism, ecological thought, space and place, and the German-Austrian Alpine Association (forthcoming).

**SAYER, Derek:** B.A.(Essex, 1972), Ph.D.(Durham, 1975). F.R.Hist.S., Fellow of the Royal Society of Canada. Professor of Cultural History and Head of Department. *Teaching:* modern Czech history, history of photography. *Research:* a critical history of modernity, as viewed from 20th-century Prague. *Major/recent publications:* Prague, Capital of the Twentieth Century (in press with Princeton University Press); *Going Down for Air: A Memoir in Search of a Subject* (2004); *The Coasts of Bohemia: A Czech History* (1998); *Capitalism and Modernity: An Excursus on Marx and Weber* (1990); *The Great Arch: English State Formation as Cultural Revolution* (with Philip Corrigan, 1985). Articles in *Past and Present*, *American Journal of Sociology*, *Common Knowledge*, *Theory, Culture and Society*, *The Grey Room*, *Oxford Art Journal*, and elsewhere. Founding editor, *Journal of Historical Sociology*.

*Areas of research supervision:* Central Europe, particularly the Czech Lands; modern art, architecture, and photography; historical "memory"; history and social theory, especially Marxist theory and French post-structuralist thought.

**STRACHAN, John:** B.A. (Warwick, 2000), M.A. (Warwick, 2002); Ph.D. (Manchester, 2007). Lecturer. *Teaching:* modern French history and historiography; history of empire and race. *Research:* cultural history of French North Africa, history and memory, historiography and empire. *Major/recent publications:* forthcoming biographical essays on Albert Camus and Fernand Braudel. Articles in *Social History of Alcohol and Drugs* (2007) and *French History* (2004, 2006). Numerous reviews of books, including on *H-Net*. Member of the steering committee of the Society for the Study of French History.

*Areas of research supervision:* modern French history (particularly cultural, colonial and intellectual); history of regional and national identity; history of empire and race; modern historiography.

**SUTTON, Deborah:** : B.A. (York), M.Sc. (Sheffield), Ph.D. (Jawaharlal Nehru University, New Delhi)  
Research: settler colonisation in South India; forestry; development interventions in late colonial and post-colonial South Asia and East Africa.  
Publications: *Other Landscapes: Colonialism and the Predicament of Authority in nineteenth century South India* (forthcoming); articles in *Indian Economic and Social History*; *Journal of Imperial and Commonwealth History and Interventions: International Journal of Postcolonial Studies*

**TADMOR, Naomi:** B.A. M.A. (Jerusalem), PhD (Cambridge 1992). F.R.Hist.S. Professor of History and Research Director. Teaching: English History, c.1500-1800. Research: early modern history, especially the history of the family, history and literature, the social and cultural history of the English Bible. Major/recent publications: N. Tadmor, *The social universe of the English Bible: scripture, society and culture in early modern England* (Cambridge 2010); N. Tadmor and R.M. Smith eds., *Kinship in Britain, 500-2000, Special issue, Continuity and Change* (Cambridge 2010); N. Tadmor, *Family and friends in eighteenth-century England: household, kinship, and patronage* (Cambridge 2001); H. Small, J. Raven, and N. Tadmor eds., *The practice and representation of reading in England* (Cambridge 1996)

Areas of research supervision: early modern social and cultural history, with particular interest in religious culture, literature, gender, social relations, and the relation between society and state.

**TAYLOR, James:** B.A., M.A., Ph.D. (Kent). F.R.Hist.S. *Teaching:* British history since 1780; history of advertising and consumerism. *Research:* commercial fraud, corporate governance, and company law in Britain since 1800. *Major publications:* *Creating Capitalism: Joint-Stock Enterprise in British Politics and Culture, 1800-1870* (2006), winner of Economic History Society for best first monograph 2006/7; articles on economic, social and political history in *Past & Present*, *English Historical Review*, *Historical Journal*, *Historical Research*, and others.

Areas of research supervision: history of financial fraud and crime more generally; economic and business history of Britain since 1800; the role of the state in modern Britain; history of advertising and shopping.

**WARBURTON, Alan:** : B.A., M.A., Ph.D. (Lancaster). Appointed: 1992. Research: European History in the 19th and 20th centuries, especially France, Italy, Germany and Russia; 20th Century conflict and the technology of war; peace processes in Europe, the Middle East and East Asia; the development of the international system, from the 19th century to the present period of supposed "globalisation"; the emergence and continuation of the United States as a "Superpower"; and the development of space exploration.

**WELSHMAN, John:** BA (York), DPhil (Oxford). Appointed: 2008. Teaching and Research: Public Policy in Twentieth-Century Britain. Publications: *Municipal Medicine: Public Health in Twentieth-Century Britain* (2000); *Underclass: A History of the Excluded, 1880-2000* (2006); *Community Care in Perspective: Care, Control, and Citizenship* (2006); *From Transmitted Deprivation to Social Exclusion: Policy, Poverty, and Parenting* (2007); *Churchill's Children: The Evacuee Experience in Wartime Britain* (2010); *Titanic: The Last Night of a Small Town* (forthcoming, 2012). Recent articles have been published in *Children & Society* (2008 and 2010); *Contemporary British History* (2009); *Economic History Review* (2006); the *Journal of Epidemiology and Community Health* (2006 and 2007); the *Journal of Social Policy* (2004); the *Political Quarterly* (2006); *Social History of Medicine* (2006); and *Twentieth Century British History* (2005 and 2008).

Areas of research supervision: public policy in twentieth-century Britain, notably health, education, welfare, and employment policy; the Home Front during the Second World War; contemporary British social and policy history; research drawing on personal narratives as historical sources.

**WINCHESTER, Angus:** B.A.(Durham, 1973), Ph.D.(Durham, 1978), F.S.A. Senior Lecturer. *Teaching:* landscape and environmental history; local and regional history. *Research:* medieval and early-modern rural

and agrarian history, particularly the history of common land; local and regional identities (with particular reference to Cumbria). **Major/recent publications:** *Contested Common Land: environmental governance, past and present* (with C. P. Rodgers, E. A. Straughton and M. Pieraccini; in press, Earthscan Ltd); *England's Landscape 8: The North West* (with A G Crosby, 2006); *The Harvest of the Hills: rural life in Northern England and the Scottish Borders, 1400-1700* (2000); *Landscape and Society in Medieval Cumbria* (1987). **Scholarly editions:** *The Diary of Isaac Fletcher of Underwood, Cumberland 1756-1781* (1994); *Thomas Denton: a Perambulation of Cumberland 1687-8* (2003); *John Denton's History of Cumberland* (2010).

*Areas of research supervision:* rural and agrarian history (medieval and early modern); environmental governance; common land; history of Cumbria; manorial records.

**WONG, Yoke-Sum:** B.A (Alberta, 1991), M.Ed (Alberta, 1994), PhD (Alberta, Sociology, 2003) "The Chaos of Dainties": Singapore and the Confections of Empire, 1819-1930. **Teaching:** Historical methods, 20<sup>th</sup> cent popular culture. **Research:** imperial histories and their mobile cultures; art architecture and design, particularly modernism. **Major/recent publications:** "When there are no Pagodas on Pagoda Street: Navigating 19th Century Urban Singapore" Vol. 38 special issue of *Environment and Planning A*. (2006), 325-340; 'Beyond (and Below) Incommensurability: The Aesthetics of the Postcard *Common Knowledge* V.8, #2 (Spring 2002), 333-356; "The Sigh of the East: A Sense of Empire and Other Lingerings" *Canadian Review of Sociology and Anthropology*, 36(2) May 1999, pp. 269-282; "Modernism's Love Child: The Story of Happy Architectures" in *Devalued Currency: Elegiac Symposium on Paradigm Shifts Part 1 Common Knowledge* (Duke U Press) Summer 2008; *Twenty Years of the Journal of Historical Sociology Volume 1 - Essays on the British State* eds. Derek Sayer & Yoke-Sum Wong Oxford, Wiley-Blackwell (May 2008); *Twenty Years of the Journal of Historical Sociology Volume 2 - Challenging the Field* eds. Derek Sayer and Yoke-Sum Wong Oxford, Wiley, Blackwell (May 2008).