

Department of History, Lancaster  
University

# M.Phil. and Ph.D. Research



Handbook for 2009 entry

# Department of History

## Lancaster University

Welcome to the History Department at Lancaster University.

This booklet will give you an overview of postgraduate research in the department: what you can expect and what will be expected from you. You will work most closely with your supervisor(s), however, as a research student, you become part of the department's, and indeed the university's, research community.

This handbook sets out the research culture in the department, the courses which you can undertake and the guidelines which your written work, including your thesis, must follow.

If you have any queries or problems, do not hesitate to contact me.

Professor Andrew Jotischky  
Director of Postgraduate Studies

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# Academic Calendar 2009-10

Postgraduate Induction	Wednesday 30 September at 10am – 12noon B62 Furness
<b>Academic Terms</b>	
Michaelmas	Monday 5 October - Friday 11 December
Lent	Monday 11 January - Friday 19 March
Summer	Monday 19 April - Friday 25 June
Early December	Graduation (all postgraduate degrees)

# **The Research Culture of the Department**

The Department of History is large and covers a huge range of historical interests, with every member of staff being a research active specialist in a variety of areas. The research interests of the staff are listed on pages xxx. In addition to contact with your supervisor and course tutors, you are encouraged to contact other members of staff who you think may be able to assist in the development of your research project.

A brief description of the themes currently being researched within each the Department, and a list of the staff involved (primarily) with each may help you to determine how your particular approach to History fits within the research culture of the department.

## **MEDIEVAL HISTORY**

Our research focuses especially on certain specific issues - lordship and power, religion, boundaries and cultural interactions. It is much concerned with authority, ethnicity and cultural transfers, and with the origins of national identities. It is also exploring the relationship between Western (and Eastern) Christianity and Islam. The chronological brief for the centre, from c.400 to c.1600, is extensive in order to explore changes and continuities over the long period. The geographical range is also deliberately wide, from the British Isles across continental Europe to West Asia, thus encouraging comparisons.

Medieval historians are Professor Keith Stringer, Dr. Sandy Grant, Professor Andrew Jotischky, Dr. Paul Hayward, Dr. Alex Metcalfe, and Dr. Angus Winchester.

## **DIASPORAS, PERIPHERIES AND IDENTITIES**

Issues in this research theme concern the nature and effects of migration and imperialism, the distinction between hosts and incomers, the construction of identities at regional and national level, gender identities, the nature and origins of prejudice, and cultural transfers and exchanges. Research work embraces Europe (including Britain, Russia, Spain and Finland) and the wider world (including the Americas, Asia, East Africa and Australasia), mainly since c.1600.

Staff working on this theme are as follows: Dr Deborah Sutton, Dr Sarah Barber, Dr. Stephen Constantine, Dr Corinna Peniston-Bird and Professor Jeffrey Richards.

## **KNOWLEDGE, TECHNICS AND MODERNITY**

We share an interest in the relationship between the systems of thought and practices of intervention that might be said to have shaped distinctly modern subjectivities. Our specific areas of research range from the making of a modern, scientific understanding of the natural world to the shaping of modern forms of social and cultural expression.

Staff whose research focuses on Knowledge, Technics and Modernity are Dr Tim Hickman, Dr Thomas Rohkrämer, Dr Stephen Pumfrey, Dr John Welshman, Dr. John Strachan and Prof. Derek Sayer.

#### **NORTH-WEST HISTORY AND ARCHIVES**

Research in this area is once expression to the University's commitment to the region. Many of the thematic historical inquiries within the department have a regional focus and interrogate local resources in the rich and varied archives within the North-west. This work has already done much to reveal the national and indeed international importance and distinctiveness of an area which stretches from the Scottish borders to Cheshire. Regional approaches also enable historians to develop a critical perspective on historical and geo-political interpretations pretending to more general validity, obliging us to recognise scale and difference. The rich historical resources available within this diverse region provide an ideal 'historical laboratory' in which to explore important historical themes of wider significance.

Staff with direct research interests in North-west History and archives research cluster is Dr. Michael Winstanley, Dr. Angus Winchester, Dr. Sandy Grant and Professor Keith Stringer.

# A Guide to the Structure of the Research Degrees

*M.Phil. (Master of Philosophy)*

Full-time: 24 months registration; completion within 36 months

Part-time: 36 months registration; completion within 48 months

*Ph.D. (Doctor of Philosophy)*

Full-time: 36 months registration; completion within 48 months

Part-time: 48 months registration; completion within 60 months

The Department takes pride in its outstanding record in the high quality and quantity of successful supervisions of research students who originate from a wide variety of backgrounds. We offer a stimulating, friendly, informal environment and encourage and motivate postgraduate students to achieve their full potential. We provide expert and careful supervision over a wide spectrum of fields of interests and periods of the past. Research students are encouraged and helped to present papers and seek publication outlets for their work.

The basis for the Programme is stated in the *Lancaster University Code of Practice on Postgraduate Research Programmes* which is available in the *Postgraduate Handbook* and on the university web:

<http://www.lancs.ac.uk/users/gradschool/code%20-%20research%20students.html>

## **Supervision and Training**

Students registered for a research degree are allocated one or, if appropriate, two supervisors who are experienced and have expertise close to their interests. They can expect to receive regular individual supervisions constructive advice on research methodology and sources, and comments on written draft work. Although the university sets out guidelines for the frequency of meeting, supervision in the discipline of history has necessarily to be flexible. Research tends to fluctuate between periods of intensive reading, often in archives remote from the department, and writing. The onus is on the student to contact his or her supervisor(s) when s/he feels in need of guidance.

In supervisions, submitted work and ideas will be discussed by the student and supervisor(s) and decisions reached on further work which the supervisor recommends as necessary for the research to progress. A form for recording these decisions is available from the Secretary to Postgraduate Studies. If they wish, students can bring one of the forms to the meeting in order to create a permanent record of supervisions which will be signed by both supervisor(s) and students and returned to the Secretary to Postgraduate Studies.

If at any time, a student is concerned about the level of supervision s/he is receiving, and feels unable to discuss the problem with the supervisor, s/he should raise it immediately with the Director of PG studies or Head of Department. It is important that problems are addressed as soon as possible.

Supervisors also act as academic mentors, providing a link between their research students and the wider world of professional history, alerting them to career and publishing opportunities, conferences, grants *etc.* The Department's Postgraduate Studies Committee, chaired by the Director of Postgraduate Studies, acts as a panel for consulting with supervisors over the progress of their research students and undertakes an annual review of each M.Phil. or Ph.D. student's progress.

It is also important to stress that the accumulated and varied scholarly expertise of the *whole* Department is at the disposal of its students - not just that of the supervisors. Students are invited and encouraged to knock on doors, phone or email any colleague whom they feel may be able to assist them in their work. The Director of Postgraduate Studies and the Secretary to Postgraduate Studies also provide information about scholarships and awards, conferences, welfare, and opportunities for scholars in history.

Supervisors and review panels will advise and direct students to attend particular modules depending on their needs. They will also encourage them to attend and give papers in the regular staff/postgraduate research seminars in History, appropriate seminars in other departments and research centres across campus, and the student-organised conference, *HistFest*.

### **Progress Reviews and Confirmation of Ph.D. progress**

Students who wish to study towards a Ph.D. are admitted to a Ph.D. programme directly. Their progress will be reviewed annually on the basis of a report by supervisor(s), a self-assessment and a meeting with the Director of Postgraduate Studies. If their research promises to be of Ph.D. standard, they can confirm their progression after an appropriate time - typically 12 to 18 months after first registration. AHRC students are required to undertake this confirmation within two years of beginning their PhD. The confirmation requires an assessment of an individual student's progress based on the submission of draft work - a synopsis of the chapters, an introduction, one chapter and a bibliography - and an interview by a committee, made up of members of the History Department, supplemented, when appropriate, by scholars in other departments who have academically related interests. A confirmation panel, if satisfied, will confirm progress appropriate to a PhD degree or it may recommend work that must be done in order for this confirmation to take place. If confirmation is not possible, for whatever reason, the panel may suggest that the student consider opting for an M.Phil. qualification instead, which involves the submission of a thesis of *c.* 60,000 words.

The Ph.D. thesis is normally of 80-100,000 words in length. It is expected to make an original and insightful contribution to historical knowledge and, perhaps, to be suitable for publication in whole or in part.

### **Examination and Award of Degrees**

Supervisors advise on the readiness of theses to be presented for assessment. This consists of an academic conversant with the field, acting as external examiner, alongside a colleague within the university who is designated as internal examiner. Following the

submission of the thesis, there is an oral examination, usually of about two hours' duration, to discuss the work. The examiners' range of decision extends from the acceptance of a thesis as it stands, to the incorporation of minor textual amendments, the referral of a thesis back to the candidate for substantive changes or the award of a degree below the level for which the candidate submitted his or her work (that is an M.Phil. degree in place of a Ph.D.).

Our normal expectation at Lancaster is that degrees sought are awarded and that the involvement of an external examiner is an entirely positive element in assessment, not least in indicating further opportunities for publication, or acting as a referee.

## Departmental and University Facilities

The Department has its own postgraduate *coffee lounge* and *networked computer lab* (Furness B27)(access is controlled by a pin-number keypad) with scanner, and laser printers. We aim to provide shared *study rooms* for full-time research students. Each full-time research student is entitled to a laptop – these are administered by the Faculty.

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, ranging from Quakers to the Second World War, from mountaineering to political leaders' papers and unique oral history collections.

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

Specialist libraries on campus include the world famous Ruskin Library.

*Information Systems Services* (ISS) provide campus-wide technical support and advice including training courses, 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. Networked accommodation is available in Graduate College

### Regional Facilities

*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) 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) the university is only minutes away from the M6.

## Fees and funding

The Department charges the minimum fees recommended by the Higher Education Funding Council for Arts and Humanities/Social Science research degrees. Details of current fees charged are posted on the university web pages at

<http://www.lancs.ac.uk/admissions/postgrad.htm>

It is possible to arrange for fees to be in instalments.

There are a number of avenues open to students to obtain assistance with fees and maintenance.

### National Awards

#### *Full fees and maintenance*

Applicants from the United Kingdom may apply for studentships to either the Arts and Humanities Research Council (AHRC) or the Economic and Social Research Council (ESRC), depending on the focus of the proposed research. The Department takes special pains, and to good effect, in putting forward strong, timely and informed bids for awards for its postgraduate students and in advising them closely on how most convincingly to make their own cases for funding.

#### *Fees only*

Applicants from the rest of the European Union are encouraged to apply for 'fee only' grants from AHRC.

Further advice about funding and about whether to apply to the ESRC or AHRC can be provided by the Director of Postgraduate Studies and M.A. course convenors in the Department.

### Departmental Awards

The History Department is in the enviable position of being able to allocate subject-specific financial awards from trust funds which it administers on behalf of donors. All applicants who have been accepted for a degree scheme are considered.

#### *Iredell Fund*

The Iredell fund provides financial assistance towards research expenses. Applications are invited throughout the year. Students should submit a plan of research, of no more than 1000 words, and a detailed budget. Applications should be supported by a brief statement from the student's supervisor. Applications should be submitted to the Secretary for Postgraduate Studies, Mrs. Ghislaine O'Neill.

#### *Teaching Fees*

Research students can also apply to become teaching assistants within the Department to finance their studies and gain important working experience. Training is available through the Centre for the Enhancement of Learning and Teaching (CELT).

### University Awards

A limited number of full studentships are offered each year. Each applicant must have been accepted for full-time study and research leading to an M.Phil. or a Ph.D.; the present level of awards is normally £13,250.

The University also has various schemes and bursaries, which cover some costs, where a special case can be made. These include the Dowager Countess Eleanor Peel Scholarships, awarded annually each summer, with further supplementary awards made in mid-winter. As with other Lancaster grants, the Peel Awards are made on the basis both of academic excellence, certified by referees, and proven financial need. Both United Kingdom and international postgraduate students may apply for these funds, which tend to average, in each case, around £1,000: these sums may be used to defray the costs of fees or maintenance or of research itself.

For up to date information on the nature and availability of funding opportunities please consult the following web pages:

ESRC: <http://www.esrc.ac.uk>

AHRC: <http://www.ahrc.ac.uk/>

University: <http://www.lancs.ac.uk/pgfunding/>

Department:

<http://www.lancs.ac.uk/users/history/histwebsite/appinfopages/postgrad/pgfunding>.

# Guide to the presentation of M.Phil. and Ph.D. Theses

In presenting your thesis, you should follow the academic conventions laid out in this guide. 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 course 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. **Purpose and Form**

A dissertation or thesis is an extended essay or monograph on a research topic, which should embody the findings of your research, their relation to previous knowledge on the subject and their significance in the context of the discipline as a whole. It is usual to make use of primary sources. If, however, you wish to present a broad overview of an historiography, to explore concepts, or to undertake work on a country other than Britain, it may make sense to concentrate on published work rather than primary sources, especially at Masters level. If in doubt you should consult your supervisor or the Postgraduate Director.

## 2. **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.

## 3. The maximum word **length**, inclusive of notes and appendices, are currently:

MPhil	60-80000
Ph.D	80-100000 max

4. **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, 200\_ (date)

5. **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.
6. 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.
7. 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.
8. **Footnotes** should be numbered consecutively from 1 in each chapter. They may at the end of each chapter (endnotes), although it is increasingly common to place them at the foot of the page. You should check that they relate accurately to the numbers in the text and, if you are using footnotes, that they appear on the same page as the number. Please note that Word 97 infuriatingly often places references on subsequent pages. (Save your document as Word 2 and then reopen in Word 97 and this should correct them problem) If using endnotes, please let a double line spacing between references; single spacing is permissible within footnote references.
- Footnotes or endnotes 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).

9. The **form of Footnotes** or Endnotes should be consistent in use throughout the dissertation or thesis. They should also follow a standard academic practice, ideally as in the following examples:-

a. **BOOKS**

The first citation of a book should include the following information:

Author (either forenames or initials preceding surname - but be consistent)

Full Title (underlined or in *italics*, use a colon to separate main title and any subtitle)

Name of the series in which the book appears (if any) and volume number in that series

Place of publication, publisher, and year of publication all in parentheses (publisher may be omitted)

Page number(s) on which the material cited can be found, prefaced by p. (for single page) or pp. (for two or more pages)

The last item should be followed by a full stop; all other items are separated by a comma unless they precede a parenthesis. *e.g.*

A. Grant, *Independence and Nationhood, 1306-1469* (2nd edn. Edinburgh, Arnold, 1991), pp. 113-14.

H.J. Perkin, *The Rise of Professional Society: England Since 1880* (London, Routledge, 1989), p.223.

S.O.Rose, *Limited Livelihoods: Gender and Class in Nineteenth-Century England* (London, Routledge, 1992), pp.76-92.

D. Shotton and A. White, *The Romans in Lunesdale* (Lancaster, Centre for North-West Regional Studies, 1995), pp.89-102: Appendix III, 'Inscriptions from Roman sites in the Lune Valley'.

Some well-used books appear in different editions (either separate paperback edition or second/third editions). You should cite the reference from the edition you have used, irrespective of the original publication date, *e.g.*

E.P. Thompson, *The Making of the English Working Class* (London, 1st edn., Gollancz, 1963), p.842

When citing second, or subsequent, editions clarify which edition you are using, *e.g.* P. Mathias, *The First Industrial Nation* (2nd. edn., London, Routledge, 1983), p.165

## **b. CHAPTERS IN EDITED COLLECTIONS**

The first citation should include:

Author's name (as above)

Title of chapter in single quotation marks

The word 'in' followed by the names of the editor(s), title and publication details of the book (as above)

First and last page numbers of the chapter cited or page number(s) of a specific reference: *e.g.*

M.R.Higonnet , 'Not so quiet in No-Woman's-Land' in M.Cooke and A.Woollacott (eds.), *Gendering War Talk* (Princeton, Princeton University Press, 1993), pp. 205-226.

P. Hudson, 'Women and industrialization' in June Purvis (ed.), *Women's History, Britain 1850-1945* (London, UCL Press, 1995), p.25.

## **c. ARTICLES IN JOURNALS**

Author's name (as above)

Title of article, in single quotation marks

Title of journal (underlined or in italics) omitting 'A' or 'The'

Volume number, in lower case roman or arabic numerals

Year of Publication

First and last page numbers of the article or page number(s) of a specific reference  
*e.g.*

B. Supple, 'Fear of Failing: economic history and the decline of Britain', *Economic History Review*, 2nd series, xlvii (1994), pp.441-58 (or use abbreviation *Ec.H.R.*)

G. Bock, 'Women's History and Gender History: Aspects of an International Debate', *Gender and History*, 1 (1989), p.15.

NB Do not italicise or underline the title of the article - only the journal.

## **d. NEWSPAPERS AND CONTEMPORARY PERIODICALS**

Title (underlined or italics)

Date

Only the main title of the paper need be given. Omit 'A' or 'The' except for *The Times*.

If an article is authored, give author, title and pages.

*e.g.*

*The Times*, 3 September 1939.

*Bolton Chronicle*, 4 August 1914.

*Quarterly Review*, xxvi, 1821, p.148; or June 1821, pp.162-8.  
*Blackwood's Edinburgh Magazine*, iii, 1818, p. 9; or January 1818, pp.11-14.

**e. PARLIAMENTARY PAPERS**

P.P. [abbreviation listed at beginning of dissertation of course]  
Date of session  
Volume Number (in lowercase Roman numerals)  
Main title of paper, report, etc. (not underlined or italicised)  
Page reference(s) or, if minutes of evidence, question number (s)  
*e.g.*

P.P., 1843, xii, Special Report of the Assistant Poor Law Commissioners on the Employment of Women and Children in Agriculture.  
P.P, 1903, xxviii, Royal Commission on Superannuation in Civil Service, Minutes of Evidence, Q. 4377.  
P.P., 1906, vi, Select Committee of the House of Lords on the Early Closing of Shops, p.6.

**f. DISSERTATIONS AND THESES**

Author  
Title of thesis/dissertation in single quotation marks  
Title of degree, university and date  
Page references (if necessary)  
*e.g.*

S.C. Walker, 'The Eighteenth-Century Landowner as Entrepreneur: The Business Career of Alexander Lindsay, Sixth Earl of Balcarres, c.1785-1825', unpublished Ph.D. thesis, University of Lancaster, 1986.

**g. MANUSCRIPTS**

In the first instance the names of the repository or collection should be given in full and subsequent abbreviations should be indicated by being listed at the beginning of the dissertation. Neither quotation marks nor underlined titles are used.

P.R.O., H.O.52/161 (*i.e.* Home Office papers, H.O. listed in abbreviations).

B.L., Pelham Papers, Add, MSS. 33,160, Household Accounts of Duke of Newcastle, 1767-71, fol. 233. (*i.e.* British Library)

Lancs. C.R.O., Derby Muniments, DDK 1687. Weekly Notes of Steward's Correspondence ... submitted to Earl of Derby for approval, 1795-1802, Daniel Altry to Lord Derby, 3 April 1800.

Holkham Hall, Coke MSS., Household Accounts, 1737-41, fol. 144.

National Union of Boot and Shoe Operatives, Archives, MS. Report of Proceedings of National Conference, February 1893, p.35.

Wood Brothers (Glossop) Ltd., Deeds, Lease of Gnat Hole Mill, 1793.

#### i) **WEB SITES**

If you have used resources on the web, you must cite the information you have obtained from it precisely in your footnotes and bibliography. Be precise; vague references to 'the web' will not suffice. Also include the date of access. The full citation is necessary.

*e.g.*

[http://wwi.lib.byu.edu/index.php/Main\\_Page](http://wwi.lib.byu.edu/index.php/Main_Page) (World War One Document Archive) accessed on [insert date]

<http://www.abdn.ac.uk/bestiary/> (Aberdeen University Bestiary Project) accessed on [insert date]

<http://library.kent.ac.uk/cartoons/> (Centre for Study of Cartoons, University of Kent) accessed on [insert date]

#### j. **SUBSEQUENT REFERENCES**

##### **The abbreviated author/title method**

The simplest way of doing repeat references is the abbreviated author/title method. You give the reference in full (as detailed above) the first time. Then give the author's surname, a brief title, and the relevant page number(s) in subsequent references within your chapter. (You should start again with the full reference the first time you cite it in a new chapter.)

First reference

5. P. Summerfield, *Reconstructing Women's Wartime Lives, Discourse and Subjectivity in Oral Histories of the Second World War* (Manchester, Manchester University Press, 1998), p.94.

Subsequent reference

14. Summerfield, *Reconstructing*, pp.30-35.

##### ***Ibid.*, *op. cit.*, etc**

Even though we recommend avoiding *ibid.* *op.cit.* etc. we will explain these abbreviations here, since you will come across them in what you read. They are foreign phrases they should be underlined or italicised.

*Ibid.* means 'in the same' and refers solely to the immediately preceding reference. For example, note 21 E.J. Evans, *Social Policy 1830-1914*, 1978, p. 13, followed

by note 22 *ibid.* p. 15. If you are referring again to p.13 simply print *ibid.*, without a page reference.

*op.cit.* means ‘in the work cited’ and refers to a source cited earlier among your references. For example, note 21 E.J. Evans, *Social Policy 1830-1914*, 1978, p. 13, and later on, note 99 Evans, *op.cit.*, p. 15. This will be clear if only one work by Evans has been cited earlier. It is also less easy to follow your reference if the new reference to Evans is a long way after the first. **It is better, therefore, to use the abbreviated author/title system**, Evans, *Social Policy*, p.15.

*loc.cit.* should also usually be avoided. It means ‘in the place cited’ and refers you not only to a source cited earlier but to the same place, usually page, in that source. It will not therefore be followed by a page reference. For example, note 21 E.J. Evans, *Social Policy 1830-1914*, 1978, p.13, and later on, note 99 Evans, *loc.cit.* **It is much clearer to use the abbreviated author/title system and quote the page reference again.** You should repeat a full title at the beginning of each chapter.

*vide supra/ vide infra* are becoming obsolete **so please don’t use them.** These phrases mean ‘see above’ and ‘see below’ and should be followed by a page reference to your own text. It is now preferable to say, simply, ‘see above p.10 or ‘see below pp.15-20’.

10. **Appendices**, like footnotes, should be used only for the proper purpose, which in their case is not to hide information which should be in the text but to provide a place for matter which would overload it, such as complicated or lengthy statistics, documents of great significance but too long for the text, explanations of important side issues which in the text would hold up the story, etc. Do not use them to write a separate series of short dissertations. Neither are appendices to be regarded as adornments or as opportunities for you to display word-processing skills via pie or bar charts. They should be *functional*, *i.e.* closely tied into, and supportive of, the argument of your dissertation. Examiners will expect to see reference to appendices at appropriate places in the main text.
11. The **Bibliography** is one of the most useful parts of the dissertation or thesis, and should include **every source** you have used.

It should be organised as follows:

The whole bibliography should be divided into a list of Primary and a list of Secondary Sources

a) Primary Sources should be divided into Manuscript Sources, Parliamentary Papers, Newspapers, Maps, Official Publications, etc. as appropriate.

b) Secondary Sources can be divided between Books and Articles, or you can put them together. It is usual to have a section for Unpublished Theses, if you have used any.

Items within each sub-category should be listed alphabetically by author (or title where no author is named), and **should include full details of all the sources cited in your footnotes together with other works consulted**. It is normal, but not compulsory, to begin each reference with the surname or the author, followed by initials. If this is adopted then an easy way to prepare it is to keep your references on your computer or on index cards, and simply put them into groups and then into alphabetical order (avoiding repetition, of course). Many word processing packages will sort into alphabetical order for you if you put the surname of the author before the initials. As you enter your bibliography on to disk and build it up, don't forget to keep a back up copy. (This, of course, applies to everything you do on computer.)

If in doubt about the best way to organise your bibliography, consult your supervisor.

## 12. **Style of text**

a. Spelling and punctuation. You should always proof-read the typescript carefully to check these. Use a spell-checker if you use a word-processor but remember that spell-checkers can't cope with proper nouns.

b. Use of hyphens

Generally, they should be used only for linking prefixes as in 'the mid-nineteenth century' and adjectival nouns as in 'nineteenth-century government'.

c. Quotations. Use single quotation marks except for quotations within quotations, where double marks should be used. The final quotation mark should be inside if the quotation needs punctuating, *i.e.* if it has a main verb; outside if it is a mere phrase).

Long quotations should be inset as a separate paragraph in the text (approximately 1 cm or 0.5 inches) and typed without quotation marks.

d. Avoid too many capital letters, brackets, dashes and, worst of all, exclamation marks, which make you seem naive and easily surprised. Any additions to the typed or printed text which need to be added, like accents, symbols, words in a non-Roman alphabet, should be printed carefully in black ink, and on all copies. Sub-headings should be used where appropriate.

e. Dates should be written in the form 30 April 1876, without commas, in both the text

and footnotes.

Decades should be expressed as seventies, 1870s, without an apostrophe.

Centuries eighteenth in the text, 18th in references.

f. Numbers: use words for low numbers up to about twenty, unless referring to a series, and figures above that. Inclusive numbers should include the fewest possible figures, *e.g.* 30-1, 153-65, 1953-4 except in the teens when the '1' is repeated, 1812-13.

g. Per cent: is spelt out in the text; % may be used in tables and footnotes.

h. Spelling conventions: Use either 'ise' or 'ize' when there is a choice- but be consistent whichever you choose. Where other alternatives exist (*e.g.* connection or connexion), please be also be consistent in the option you choose.

i. Foreign words and phrases. Should be underlined or italicised.

j. Underlining or *Italics* may be used for titles of books and journals but **Italics are preferable**.

k. Standard Abbreviations

p./pp. page/s

no./nos. number(s)

fo./fos. folio(s)

MPs, JPs but Ph.D., and M.A.

*e.g.* and *i.e.* in FOOTNOTES only - write out in full in the main text

13. **Typing/Word Processing** is essential. Do not underestimate the time it will take to type your own dissertation to the standard required. If unsure of your typing skills pay a professional typist to transcribe your draft.

14. **Copies**

We need two copies, one for the Library and one for the Department, and you will probably want to keep one for yourself, making three in all.

15. **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.

## 16. **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.

## 17. **Submission and Binding**

Two copies of theses should be submitted in temporary bindings; final binding is only carried out **after** the oral examination. We then require two bound copies, at your expense. One is for the Library, for ordinary readers to use and other university libraries to borrow. This will be catalogued in the Library catalogue and listed in published lists of theses. The other is for Departmental use, in teaching other graduate students, etc. If you want the third copy bound for your own use, this can be done for the same price. (Please check at the Departmental Office for current prices.)

## 18. **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)

# Faculty Research Training Programme

You are strongly advised to participate in the courses offered by the Faculty. If you are funded by the AHRC, participation may be compulsory. These courses are convened and taught across departments, several workshops being led by members of the Department of History. Not only will these courses sharpen your analytical skills and expose you to new ideas and methods, they allow you to be part of a research community. Take note of the courses offered for the future. You may want to wait until your second or third year before attending sessions on presenting papers at seminars and conferences. You will meet research students from across the Faculty and establish an invaluable interdisciplinary peer group.

Currently, the Faculty training courses include:

## Michaelmas Term

FASS502/ FASS503	Introduction to the Library and Bibliographic Search Facilities (sessions 1 and 2)
FASS505	Ins and Outs of Copyright
FASS506	Undertaking Doctoral Research and Surviving It
FASS507	Introduction to the Philosophy of the Social Sciences (online distance learning available)
FASS508	Elementary Data Analysis and Computing for Social Research I: Descriptive Statistics (online distance learning available)
FASS509	Elementary Data Analysis and Computing for Social Research II: Hypothesis Testing (online distance learning available)
FASS515	Research Projects in Practice
FASS530	Undertaking and Completing Doctoral Research in Gender & Women's Studies

**NEW FOR 2009-10**

## Lent Term

FASS510	Qualitative Methods in the Social Sciences (online distance learning available)
FASS511	Contemporary Philosophical Thought
FASS512	Social Data Analysis
FASS514	Focus Group as Research Method: A Practical Training
FASS517	Discourse Analysis
FASS521	Writing for Publication
FASS523	Introduction to Using Microsoft PowerPoint
FASS524	The Ontology of the Image
FASS525	Geographical Information Systems in the Humanities and Social Sciences
FASS529	Key Thinkers in Feminist Post-Structuralist Thought
FASS604	The Analysis of Culture
FASS606	Heidegger and Marx - A Productive Dialogue

**NEW FOR 2009-10**

**NEW FOR 2009-10**

**NEW FOR 2009-10**

## Summer Term

FASS513	Analysing Qualitative Data	
FASS516	Developing Thesis Writing Skills (online distance learning available)	
FASS519	Presenting Conference Papers	
FASS522	Ethics in Social Research	
FASS603	Socio-Legal Research: Human rights, feminist and philosophical perspectives	<b>NEW FOR 2009-10</b>
FASS605	Gramsci	<b>NEW FOR 2009-10</b>

For more details see:

<http://www.lancs.ac.uk/fass/faculty/postgrad/training.htm>

<http://www.lancs.ac.uk/fass/fasspostgrads/training/people.htm>

## Other Opportunities for Training and Advice

### Within the Department of History

The **History Department's M.A. programme** offers modules on libraries and archives, computing for historians, palaeography, Medieval Latin, the interpretation of non-documentary evidence, as well as courses on theoretical and historiographical approaches to political, cultural and intellectual history.

### Computer Skills

**Information Systems Services** and the **Department for Continuing Education** offer courses to acquire specific computer skills.

### Careers Advice

While supervisors and other staff members can generally advise on pursuing an academic career, the **University Careers' Service** (now known as the Centre for Employability Enterprise and Careers) offers training in identifying job opportunities, completing job applications and interviews.

See: <http://careers.lancs.ac.uk/>

### Language Training

The **Department of European Language and Culture** offers language training in German, French, Italian and Spanish.

The Summer programme run by the Department of Continuing Education offers intensive language training courses.

For further details, see: <http://summerprogramme.lancs.ac.uk/language.html>

### Thesis in Progress

These study days are run by the Student Learning Development Centre. Thesis in Progress sessions are study days specifically designed for research students at different stages in their degree programme. The sessions take place on one day and are an opportunity to meet research students from other departments and discuss any problems you are having. Themes which make up the sessions include: What is originality?; Managing Ph.D. problems; Presenting papers; Developing writing for research.

### Teaching Skills

The Centre for the Enhancement of Learning and Teaching offers a course specifically designed for postgraduate teaching assistants, the Certificate in Academic Practice (CAP). You are strongly advised to attend this course. Not only is it an invaluable opportunity to discuss teaching practice, formal qualifications are increasingly essential for lecturers. Undertaking this training now will assist you when you apply for jobs after the completion of your degree.

# Histfest

*Histfest* is a national conference run by research students in the department each May. The conference attracts research students from all over the UK and often beyond. You are encouraged to attend *Histfest* from your first year as research students, either as a member of the audience or to present a paper. Participating in *Histfest* will allow you to make important links with other research scholars working in your own or related fields; relationships which will prove invaluable as your research career progresses.

*Histfest* is organized by postgraduates in their second or third year of research – prepare yourself to take on this exciting role at some point during your research programme! Organising *Histfest* is an opportunity to gain vital experience in all aspects of conference organization, from determining the theme and advertising the conference to chairing panels and keeping order during lively discussion.

## Opportunities to Teach in the Department

The Department of History prides itself on the quality of teaching it offers to undergraduate students. Postgraduate teaching assistants are an integral part of the teaching community in the department. We **DO NOT** guarantee teaching experience to all our research students. However, in your second year you will be invited to apply to teach on one or more of the first-year modules.

In the Summer term, an email will be sent to all research students who have completed their first year of research inviting them to indicate which of the first year courses offered by the department they would be interested in teaching on. Successful applicants will be informed during the Summer.

A Handbook for Teaching Assistants has been prepared by the Director of Part 1. The Handbook contains practical advice and information. You are strongly advised to take the Certificate in Academic Practice (CAP) offered by the Centre for the Enhancement of Learning and Teaching (see pg 27).

## 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 European Languages and Cultures. 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:** B.A., Ph.D. (Dublin), F.R.Hist.S.

Research: Britain, Ireland, Spain and the Caribbean, particularly in the seventeenth century, with particular emphasis on radicalism and republicanism; ethnic, communal and national identity; social, cultural and intellectual history and political thought. I also have an interest in the deployment of non-traditional sources in History. I am particularly seeking postgraduate students who wish to work on a huge corpus of primary materials gleaned from the Caribbean region, up to 1700 (Barbados, Antigua, Jamaica, Surinam, Carolina).

Publications: *Aspects of Irish Studies* (1991), *Conquest and Union* (1995), *Regicide and Republicanism: Politics and Ethics in the English Revolution, 1646-1659* (1998), *A Revolutionary Rogue: Henry Marten and the English Republic* (2000); articles on the English Republic, attitudes towards the Irish, Moriscos, and Saami, early English colonialism in the Caribbean region, national identity, Englishness and Britishness.

**CONSTANTINE, Stephen:** B.A. (Wadham College, Oxford); D.Phil. (Nuffield College, Oxford), F.R.Hist.S. Appointed: 1971. Research: Inter-war social history; Empire migration; child migration; Gibraltar. Publications: *Community and Identity: The Making of Modern Gibraltar since 1704* (2009); 'Migrants and settlers' in *The Oxford History of the British Empire Vol. IV: the Twentieth Century* (1999); (ed.) *The First World War in British History* (1995); (co-ed.) *Edward Gibbon: Memoirs of My Life and Writings* (1994); (ed.) *Dominions Diary* (1992); (ed.) *Emigrants and Empire: British Settlement in the Dominions* (1990); *Buy and Build: The Advertising Posters of the Empire Marketing Board* (1986); *The Making of British Colonial Development Policy 1914-1940* (1984); *Unemployment in Britain between the Wars* (1980); journal articles on 'British' Gibraltar, child migrants to the British Empire; empire propaganda; British emigration; New Zealand immigration; the history of popular gardening; interwar unemployment; the novelist Walter Greenwood. Lancaster Pamphlets: *Social Conditions in Britain 1918-1939* (1983); *Lloyd George* (1992).

**GRANT, Sandy:** 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,** BA (Lancaster), MSc (Edinburgh), PhD (London). **Teaching:** digital approaches to the humanities. **Research:** The use of Geographical Information Systems (GIS) technology to study long-term change in the societies of Britain and Ireland in the nineteenth and twentieth centuries. **Recent publications:** *A Place in History: A Guide to using GIS in Historical*

*Research* (2003); (with P. S. Ell) *Historical GIS: Technologies, Methodologies and Scholarship* (2007)

**HAYWARD, Paul:** B.A., M.A. (Auckland); Ph.D. (Cambridge).

Research: Anglo-Saxon and Anglo-Norman England; the Cult of Saints; Political Practice; Medieval Historiography

Publications: *The Winchcombe and Coventry Chronicles: Hitherto Unnoticed Witnesses to the Work of John of Worcester, Medieval and Renaissance Texts and Studies* (Turnhout, Belgium, and Tempe, AZ, forthcoming); *The Politics of History in Anglo-Norman England* (Oxford: Oxford University Press, forthcoming). Articles in *Anglo-Norman Studies*, *The English Historical Review*, *Historical Research*, *The Journal of Ecclesiastical History*, *The Journal of Medieval History*, and *Viator: Medieval and Renaissance Studies*.

**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), M.Phil., Ph.D. (Yale). Professor of Medieval History.

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.

Publications: *Crusading and the Crusader States* (2004), *The Carmelites and Antiquity: Mendicants and their Pasts 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* (2008), *Journal of Ecclesiastical History* (1995), *Studies in Church History* (1996, 2000, 2004), *Cristianesimo nella storia* (1998), *Levant* (1994, 1997).

**METCALFE, Alex:** 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).

**ROHKRÄMER, 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), Ph.D. (Durham). F.R.Hist.S., Fellow of the Royal Society of Canada. Professor of Cultural History

Research: 20<sup>th</sup> century Prague as a mirror on modernity.

Publications: *Going Down for Air: A Memoir in Search of a Subject* (2004), *The Coasts of Bohemia: A Czech History* (1998), *Capitalism and Modernity* (1990), *The Great Arch: English State Formation as Cultural Revolution* (1985); articles in *Past and Present*, *American Journal of*

*Sociology, Common Knowledge, Theory, Culture and Society, The Grey Room*, and elsewhere. Co-editor of *Journal of Historical Sociology*.

**STRACHAN, John:** B.A., M.A. (Warwick), Ph.D (Manchester)

Research: Cultural history of modern France, especially empire, race, identity and the writing of history. Currently writing a book on the French settlers in North Africa in the nineteenth and twentieth centuries.

Publications: Articles/chapters in *French History* (2004, 2006) and forthcoming in *Social History of Alcohol and Drugs* (2007) and in M. Thomas (ed.) *The French Colonial Mind* (2008).

**STRINGER, Keith:** B.A. (Newcastle-upon-Tyne), M.A., Ph.D. (Cambridge), Reader in Medieval History. Professor of Medieval British History

Research: Norman colonisation in Britain, kingship and nobility in early medieval England and Scotland, Anglo-Scottish relations, 1124-1296.

Publications: *Earl David of Huntingdon, 1152-1219: A Study in Anglo-Scottish History* (1985), *Essays on the Nobility of Medieval Scotland* (1985), (ed.) *Medieval Scotland: Crown Lordship and Community* (1993), (ed.) *Uniting the Kingdom?: the making of British history* (1995). Lancaster Pamphlet: *The Reign of Stephen: Kingship, Warfare and Government in Twelfth-century England* (1993).

**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*.

**TAYLOR, James:** B.A., M.A., Ph.D. (Kent)

Research: the social, cultural and political dimensions of economic change in Britain since the 1700s, especially the rise of big business.

Publications: *Creating Capitalism: Joint-Stock Enterprise in British Politics and Culture, 1800-1870* (2006). Articles in journals including *English Historical Review*, *Past & Present* and *Historical Research*.

**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. 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* (forthcoming 2010). Recent articles have been published in *Children & Society* (2008 and 2009); *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).

**WINCHESTER, Angus:** B.A., Ph.D. (Durham), F.S.A.

Research: landscape history; medieval and early-modern rural history; agrarian history, particularly common land; local and regional identities (with particular reference to Cumbria); Quaker history.

Major publications: *Landscape and Society in Medieval Cumbria* (1987); *Harvest of the Hills: rural life in Northern England and the Scottish Borders, 1400-1700* (2000); (with A G Crosby) *England's Landscape 8: The North West* (2006). 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).

**WINSTANLEY, Michael:** B.A. (Corpus Christi College, Oxford); M.A. (Lancaster); Ph.D. (Lancaster).

Research: British social and regional history with particular reference to North West England and the 19<sup>th</sup>-20th centuries. Currently working on aspects of West Indian connections with the region and early Elizabethan society.

Publications: *The Shopkeeper's World, 1830-1914* (1983); *Ireland and the Land Question, 1800-1922* (1984); *Gladstone and the Liberal Party* (1990); *A Traditional Grocer: T.D. Smith of Lancaster* (1991); *Working Children in Nineteenth-Century Lancashire* (ed., 1995); *Rural Industries of the Lune Valley* (ed. 2000). Chapters in edited collections: *The English Urban Landscape* (2000), *Nation of Shopkeepers* (2003), *Companion to Nineteenth-Century Britain* (2004). Articles in journals such as *Past & Present*, *The Historical Journal*, *Rural History* (2006), *Imago Mundi* (2007).