

Department of History
Lancaster University

M.Phil. and Ph.D. Research



Handbook for 2010 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. Although you will of course work most closely with your supervisor(s), as a research student you will become part of the department's, and indeed the university's, research community.

This handbook outlines the research culture of the department, the training courses open to you 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.

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Director of Postgraduate Studies

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Academic Calendar 2010-11

Postgraduate Induction

2pm Monday 4th October 2010
B62 Furness

Academic Terms

Michaelmas

Monday 11 October - Friday 17 December

Lent

Monday 17 January - Friday 25 March

Summer

Monday 28 March - Friday 1 April (week 1)
Monday 2 May – Friday 1 July (week 2 -10)

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 space 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. Both of these projects reflect current research strengths and interests in the department, in medieval ‘frontiers’ and 19th-century English cultural practices respectively. Both employ full-time research associates (Norman Edge: Dr Ewan Johnson; Pantomime: Dr Peter Yeandle), and both run regular symposia to which experts from outside Lancaster are invited to present papers.

For full information on these projects, see

<http://www.lancs.ac.uk/normanedge/>

<http://www.drama.bham.ac.uk/pantomime.shtml>

We also have a Faculty research group on The Dynamics of Memory:

<http://www.lancs.ac.uk/fass/groups/dynamicsofmemories/>

Initiatives for future research in the department include the proposed new Victoria County History of Cumbria, which we hope will be housed in History.

http://www.victoriacountyhistory.ac.uk/NationalSite/News/VCH_Cumbria_established

In addition, we welcome funded postdoctoral scholars as major contributors to the research culture of the department. We are fortunate in hosting Dr Dariusz Gafijczuk as a holder of the prestigious Newton International Fellowship (2009-11)

<http://www.lancs.ac.uk/fass/history/profiles/Dariusz-Gafijczuk/>

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.

Regular research presentations are held in the department, both in the form of seminar series and half-day research symposia. These will be advertised regularly throughout the year, and all PG

students are encouraged to attend. You may also find interdisciplinary seminar series held by research centres in the Faculty of interest (<http://www.lancs.ac.uk/fass/faculty/research/centres.htm>). In addition, some subject areas participate in regular seminars with other universities. An example is the termly M6 Medieval History seminar held in conjunction with medievalists at the universities Liverpool, Manchester, MMU, Keele and University College Chester.

PG students in History have a long tradition of maintaining a strong research culture among themselves. The highlight is the annual *Hisfest* conference, which usually takes place over a weekend in May. This PG-organized conference attracts PhD students from all over the country to present papers, listen and contribute to discussion. It is an excellent forum in which to begin presenting scholarly research and to make contacts with doctoral students who share your interests.

In addition, the PG students run their own regular seminar series for presenting draft work or work in progress.

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 in the subject 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 meetings, 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. Forms for recording these decisions are available via the MyPGR website: http://www.lancs.ac.uk/celt/celtweb/postgraduate_MyPGR

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.*

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 Administrator 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 annual 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 progress review meeting with another member of staff to whom some draft work has previously been submitted. The progress reviews are arranged by the Director of Postgraduate Studies. All students must confirm their progression after an appropriate time - typically 12 to 18 months after first registration - by means of a 'confirmation meeting', which usually takes the place of the Year 2 progress review. (AHRC-funded 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 examination. 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 *networked computer lab* (Furness B27), access to which is controlled by a pin-number keypad, with scanner, and laser printers. We also provide shared *study rooms* for full-time research students.

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

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.

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.

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.

For details of postgraduate awards, please see:

<http://www.lancaster.ac.uk/fass/history/postgrad/funding.htm>.

You should be aware that the funding climate changes from year to year, so that in some years more awards may be available than in others. The current situation regarding research council funding from AHRC and ESRC is fluid, and you are advised to speak to the Postgraduate Director personally.

Holders of Lancaster University, FASS or Departmental studentships are required to undertake some undergraduate teaching, usually at first-year level, as part of the conditions of the award. Self-funded research students may also apply to become Graduate 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). Teaching for self-funded students is paid by sessional contract and paid according to standard FASS hourly rates. Because of the dangers of overloading PhD students with too much teaching and preparation, we normally allow GTAs to teach only two seminar hours per week.

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/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.

1. Purpose and Form

A PhD (or MPhil) dissertation or thesis is a 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 must be based on primary sources, and make an original contribution to knowledge.

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	60-80,000
Ph.D	80-100,000 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, 201_ (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 be placed at the end of each chapter (endnotes), although it is 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 you are using footnotes, that they appear on the same page as the number. 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. Shotter 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 (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.

The FASS RTP is undergoing some changes in 2010/11. You should check the website at <http://www.lancs.ac.uk/fass/gradschool/training/index.htm> for up-to-date details. In the past, RTP courses of particular interest to History PhD students have included Discourse Analysis, Marx and Heidegger, The Ontology of Image, and Feminist Theory.

In addition, History will be running in 2010/11 its own dedicated research training course, 'Historical Methods in Social Sciences' (Dr Yoke-Sum Wong) Mich/Lent?? All PhD students are welcome to take this course, which will be taught by seminar; there is no assessment.

We also offer an irregular series of workshops for History PhD students throughout the year dedicated to practical advice on turning your research into publishable articles, submitting work to publishers and/or journals, constructing a CV, applying for funding, preparing and delivering conference papers, and so on. Details of these sessions will be communicated via e-mail.

The University expects us to monitor your training requirements regularly through an annual Development Needs Analysis, a form that you complete in consultation with your supervisor, and which forms part of the annual appraisal system. It is available via the MyPGR site. http://www.lancs.ac.uk/celt/celtweb/postgraduate_MyPGR

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.

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 Supporting Learning programme (<http://www.lancs.ac.uk/celt/celtweb/slp>).

It is departmental policy for all PhD students acting as GTAs, to register for this course in their second year of study. Formal qualifications in teaching are increasingly essential for lecturers, and undertaking this training now will assist you when you apply for jobs after the completion of your degree.

GTAs teaching for the first time are expected to attend one or more of the Survival Skills Days run by CELT on the following dates: **Fri 15th, Thurs 21st, Mon 25th October 2010; Tues 2nd, Fri 5th November 2010; Tues 25th January 2011**. Places are limited, so you are advised to book early at www.lancaster.ac.uk/celt/celtweb/booking.

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.

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, 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 Discourse 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; 19th and 20th 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 1998, 1991). Professor of Medieval History.

Teaching: medieval history, including courses on the Crusades; monasticism; contributions to HIST 100. *Research:* Crusading and the Latin East, monasticism in 12th and 13th century, friars, religious life and culture in the Middle Ages. Major/recent publications: *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, 20th 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).