Tutorials in History

British History

Britain in the Middle Ages, 1066–1485

The Norman conquest of 1066 stands at the start of this tutorial. Its significance continues to be disputed, but it transformed many aspects of life, from language to land holding to a preoccupation with France. Magna Carta put limits on the power of the king, though, again, its significance is still debated. Cultural life flourished, with the building of spectacular Gothic churches and cathedrals and chivalry preoccupying the aristocracy and leaving a legacy in literature and visual culture. Conflicts between Church and state culminated in the murder of Thomas Becket in 1170, and internal unrest, notably the Peasants' Revolt of 1381, and economic upheaval followed the horrors of the Black Death of 1348–9. The (civil) Wars of the Roses in the later fifteenth century mark the close of the period, ending as they did with the establishment of the Tudor dynasty. The period saw the integration of Wales into the state, despite the revolt led by Owain Glyn Dŵr in the early fifteenth century. Scotland, by contrast, kept its own monarchy and political as well as cultural identity. This tutorial combines the study of political history with a chance to examine social and economic history, and the arts and visual culture of the period.

The Tudors and Stuarts, 1485–1714

This tutorial starts with the Wars of the Roses, which brought the Tudor family to the English throne. Henry VII's careful work of consolidation and parsimony was succeeded by Henry VIII's reign, characterized by a cultural flowering, involvement in continental politics, and the Reformation. The iconoclasm and doctrinal debates of the last of these, and the remarkable transfer of lands and wealth from Church to secular control, made the Reformation a genuinely pivotal moment, for reasons within and beyond the strictly religious. The stability brought by Elizabeth enabled literature and music to blossom. The Stuart dynasty who succeeded her united the crowns of Scotland and England, though the political systems and religious and cultural life of the two kingdoms remained distinct. Architecture and the arts flourished, but struggles over the limits to royal power culminated in the civil wars. After Britain's unsuccessful experiment with republicanism, the Stuarts returned to the throne with many political questions unresolved, though the events of 1688 set firm limits to royal power over secular and religious matters. At the end of the period the Act of Union in 1707 brought the two kingdoms of Scotland and England into political union for the first time. This tutorial examines the politics, culture, and society of this turbulent but compelling period.

The Georgian Era, 1714–1837

The accession to the throne of George I and the start of the Hanoverian dynasty secured Britain as a Protestant state and, if Linda Colley is correct, cemented Protestantism as a cornerstone of British identity, in contradistinction to Catholic states with their superstition and tyranny. Britain was also a highly centralized state, and the failures of the Jacobite uprisings of 1715 and 1745 cemented both centralized power and Protestantism in Britain.

The power of the Royal Navy protected the mercantile fleet, and the growth of Britain's maritime empire was so substantial that it survived even the loss of the American colonies. The Enlightenment, which flourished perhaps particularly in Scotland, brought a culture of reason which challenged everything from the arts, where Georgian architecture transformed the appearance of many towns, to gender roles, literature, and slavery. The Regency and reign of George IV showed the more dissolute side of court life, and a new playfulness in architecture which absorbed influences from the empire in buildings such as the Royal Pavilion at Brighton. This tutorial takes a broad view of British life in the Georgian period, with the reign of William IV bringing it to a close.

Victorian Britain, 1837–1901

The young Victoria acceded to the throne in 1837 a time of confidence: Britain's commerce and manufacture flourished, her empire was the most powerful in the world after the defeat of France, technological change brought engineering marvels, and the British polity had avoided much of the instability which characterized continental powers. Yet the period was also marked by profound anxiety: were British governing institutions — parliament, local government, and the civil service — fit for the challenges of modern life? What should the future of its empire be? Why did abject poverty coexist with unprecedented wealth and what could be done about it? How could religious institutions rise to the challenges of the age? What was the role of women in a society with a woman at its head? The study of history itself began to take on something of its modern form, and the landscape began to tell history more overtly as it was increasingly memorialized. This tutorial gives students the chance to engage with various aspects of British life in this fascinating age.

Britain in the Modern Age, 1901 Onwards

Britain started the modern era at the centre of an unprecedentedly large and powerful empire, backed by a powerful navy and army, with London as the centre of the global financial system, with its constituent nations ruled by a unitary parliament, and with a population which was very largely white. Two world wars later, it has shed its empire (apart from a few islands), shrunk to being a medium-sized military power, been overtaken by New York as a global financial centre, seen the Westminster parliament have to coexist with devolved parliaments in Wales and Scotland, and acquired a multicultural and multi-ethnic population. It has joined and left both the European Free Trade Association and the European Union — a sign that its post-imperial role is still up for debate. Its political discourse has shifted from being largely class-based to being shaped much more by geography (the revival of Welsh and Scottish nationalism) and by matters of personal identity, cultural outlook, and existential questions such as environmental action. Its post-war welfare state, crucially the National Health Service, defined how people thought of the society of which they were part — until Margaret Thatcher questioned the very existence of society. High culture blossomed after John Maynard Keynes secured state funding for it after the Second World War, and the BBC has played a key role in that. Popular culture has broadened with the increasing diversity of the population and rise of new media. All these things have combined to transform British society, at the same time as it looks to its past in times of uncertainty and cherishes its material heritage. Students on this tutorial can explore the society of which they are briefly part to understand their temporary home and ponder its future.

Global History

Reformation and Counter-Reformation Europe

From the Lollards of England in the fourteenth century to Jan Hus in Bohemia in the fifteenth and Martin Luther, John Calvin, and Ulrich Zwingli in the sixteenth, the Catholic Church faced a series of challenges which changed it and saw Western Christendom fracture into a large number of churches and sects. Matters of doctrine and practice soon spilled over into questions of authority and governance, and political instability followed. The wars of religion referred to as the Thirty Years War of 1618–48 scarred the continent for decades afterwards, so profound was the destruction and dislocation. The political response to religious instability often involved repression, seen in iconoclasm, burnings and torture of religious opponents, and persecution of apparently aberrant minorities, notably in the witch trials which characterized Protestant lands in particular. The Catholic Church formulated its response in the Counter-Reformation, which relied on visual splendour, rigorous education, and confident re-assertion of its doctrine, and had a lasting effect on church buildings, sacred art, and religious education. Popular culture underwent radical changes as the rise of literacy, print culture, and reproduction of images engaged ordinary people in the big religious and political questions of the day. While this tutorial does explore questions of doctrine and practice, its focus is largely on the historical context and the social, cultural, and material legacies of the Reformation and Counter-Reformation.

Enlightenment Europe

The Enlightenment brought new ways of thinking: more egalitarian, more secular, and in many cases centred on the notion that the deliberate actions of rational men (and even occasionally women) could enable societal progress. Many rulers and their advisers were attracted to these new ideas, hoping that the state would be able to harness its resources for wider societal benefit. Information gathering, sometimes using new technologies, in censuses, mapped surveys, and specialist enquiries was to precede and underlie such improvements. Elegant neo-classical buildings epitomized Enlightenment principles of harmony, balance, order, and reasonableness. Enlightenment thinking underpinned the American War of Independence (1775–83) and the French Revolution of 1789, which in turn inspired further experiments with rational government. Yet serfdom remained in large parts of Europe, the slave trade and enslavement of Africans continued and even increased, women still enjoyed substantially fewer rights than men, and European empires oppressed increasing numbers of colonial subjects. For them, the Enlightenment's lofty ideals rang rather hollow. This tutorial examines the ideas, ideals, and realities of the Enlightenment in a variety of geographical contexts, combining intellectual history with an exploration of political theory, visual culture, the history of science, and social history.

Colonial America and the Early Republic, 1607–1825

English colonial history began in North America in 1607 with the establishment of the Jamestown settlement. French, Dutch, Swedish, and Spanish settlements were similarly established, but many subsequently fell under British control, notably in the second half of the seventeenth century when the Dutch settlements came under British rule, to be followed

by the French territories in 1763 after the Seven Years War. Settlement and trade in the abundant natural resources harvested from or cultivated in the new land brought wealth to colonists and settlers alike, but questions over governance boiled over in the American War of Independence (1775–83). The new republic rested on what was claimed as a model constitution, but the political settlement sanctioned slavery and repression of indigenous communities, and limited women's rights. Americans relished their freedom from imperial control, but set about establishing their own continental empire with relentless expansion westwards, as settlers continued to arrive not just from north-west Europe as in earlier times, but from southern and eastern Europe, challenging ideas of Protestant and white supremacy. This tutorial invites students to take a detailed look at their homeland in its formative stages, exploring the ideals and limitations of colonial America and the early republic, using the rich resources of the Rothermere American Institute, the largest collection of Americana outside America.

The Modern USA: The Civil War to the Present

This period in the USA has been shaped by wars including the Civil War of 1861–65 which finally ended slavery, though not oppression of people of African heritage; the Spanish–American War of 1898 which left the USA a maritime as well as a continental empire; the First World War when the USA intervened decisively in a European war; the Second World War when the USA was itself threatened by Axis powers; and the south-east Asian wars of Korea (1950–3) and Vietnam (1955–73). Alongside these formal wars were the Cold War, a battle for ideological supremacy between democratic capitalism and socialism, and recent military adventures in the Middle East and Afghanistan. All have shown the power of the USA, as well as limitations to its power. Yet the US homeland went unscathed by the physical effects of war; standards of living rose and migrants flocked in until checked by US legislation. The benefits of free enterprise were challenged by the Great Depression and consequent migration of thousands of Americans to the USSR, while upward social mobility — part of the Great American Dream — came to look increasingly unattainable for those born poor. The Civil Rights Movement showed the how racially divided America was, but inspired other rights movements around the world to seek change through peaceful methods. Present-day America confronts problems of social division and continued racial discrimination, but settlement there remains the goal of millions of migrants, though they find themselves increasingly unwelcome. This tutorial invites students to take a detailed look at their homeland over the last 150 years, its politics, society, foreign policy, and culture, using the rich resources of the Rothermere American Institute, the largest collection of Americana outside America.

Special Subjects

Art and Archaeology in Britain in the Early Middle Ages

Between c.600 and 1066, Britain was transformed in social and political terms, as the idea of England formed from a diversity of peoples and polities. This transformation is vividly reflected in the art and material culture that survives to this day. Students taking this tutorial will consider the ways in which political power, social relations, and religious beliefs are encoded in physical objects such as weapons, personal adornments, manuscripts, and buildings, and will attempt to interpret them in the light of the wider historical context. This tutorial will give students the chance to examine engaging primary sources such as the finds from the Sutton Hoo burial, the Franks Casket, and the Alfred Jewel, objects whose context is often as mysterious as they are visually captivating; as well as manuscripts such as the Lindisfarne Gospels. In addition, students will study the archaeology of the period, grappling with the methodological problems inherent in the discipline and learning the ways in which excavated sites can illuminate social practices and networks as well as providing vital context for individual objects. Themes will include the expression of religious belief and religious change in material culture, as well as the interaction of diverse cultural impulses with Celtic, Germanic, and Roman backgrounds. By the end of the tutorial, the student will have brought to light a period which has been traditionally and unfairly characterized as dark and will have learnt both to appreciate and to interpret a glorious wealth of visual culture.

Patronage and Power: Court Life and Art, 1500–1700

In the early sixteenth century, when High Renaissance and Mannerist styles dominated taste, Charles V, Francis I, and Henry VIII sought to outrival each other in magnificence across Spain, France, England, and the Low Countries; by the late seventeenth century, a Baroque Europe rotated around the gravitational cultural centre built at Versailles by Louis XIV. This tutorial seeks to examine the role of courtly culture in the production of art during a time of unprecedented upheaval and violence but also wealth and splendour. Students will examine a wide variety of primary sources, from painting and sculpture to architecture, theatrical spectacle, and even etiquette, gardening, and food. While royal sway was most obviously projected by visual art, many other circles of influence strove to express their power through creative visual means, and art also played a significant role in diplomacy. New political, social, and religious ideologies were eloquently expressed in visual media, and students will be asked to reconstruct the historical contexts of their primary sources and strive to interpret them as experienced by contemporaries. Students will investigate the mechanisms by which art was created, excavating the networks of elite patronage, as well as patterns of collecting, and the new scholarly enterprises that embraced and provoked the creation and collection of artworks. Students will encounter famous names in art creation, the figures whose prestige and wealth were burnished by their association with courtly contexts; but they will also encounter humbler contexts of artistic production, in which courtly images were projected and propagated through the world at large, through printing, costume, gardening, etc. Courtly centres in Madrid, Paris, Vienna, Brussels, Rome, and London will become familiar to students, who will gain both a historical and an art-historical expertise about the period in question.

Artists, Intellectuals, and Reformers in Victorian Britain

This tutorial aims to study the ideas of influential Victorians and their legacy. We look together at texts by a broad range of thinkers including art and social critic John Ruskin, essayist Thomas Carlyle, poet and reformer Matthew Arnold, art historian and aesthete Walter Pater, and revolutionary and author of the craft revival William Morris. In an era when women were starting to find a public voice, we look at the ideas of housing and open space reformer Octavia Hill, nursing pioneer Florence Nightingale, and novelist and essayist George Eliot. We also look at the institutions where ideas were formed, such as schools and universities, or where they were put into practice — museums and art galleries, for example. We consider the role of religion in an age which was highly moral but where religious institutions seemed to many to be unable either to engage with the ideas of the day or to rise to contemporary social challenges. We engage particularly with ideas of Ruskin when we visit the University Museum (of natural history), where his ideas underlie the building and its display, and we may visit his teaching collection of works of art in the Ashmolean Museum. The Ashmolean's collection of Pre-Raphaelite art gives another opportunity to engage with art of the period, while the shocking buildings of Keble College provide a chance to engage with the religious and artistic response to the social challenges of the day.

The First World War, 1914–1920

The student of the First World War investigates a remarkable congruence of historical themes and narratives, and this tutorial aims to equip the student historiographically to approach the knotty issues involved and to deepen the student's understanding of the period in cultural and social terms as well as in the political and military spheres. The student will have the chance to consider some of the trickiest questions of twentieth-century history: the causes of the war, the effects of the war, and the alternative outcomes that specific events (the lottery of battle, the decision of the USA to join the war, the Russian Revolution) may have evaded. Could the war have been avoided? Could better generalship have altered the outcome? Was Germany capable of winning? Were other countries vulnerable to revolution? The tutorial will address the varied points of view of the different combatant nations, thus avoiding a narrow approach. It will also examine the wealth of sources available, making use of poetry, novels, and diaries as well as military archival material and the accounts of politicians and generals in order to develop a sense of the wide range of experiences among those affected by the war. The student will develop skills as a critical employer of historical evidence, and in addition will think about the ways the subsequent portrayals of what was a highly traumatic event have affected the way we perceive the war and prevent us from understanding its nature and progress with clarity.

Sharing a Crowded Planet

In this tutorial we read four British and four American writers on what nature is and how we should behave towards the natural environment and the neighbours whom we encounter there. From Britain we consider Gilbert White, whose *Natural History of Selborne* (1789) became a model of close observation and nature writing; Octavia Hill, nineteenth-century social reformer, who campaigned for poor town-dwellers to have access to open space; John Ruskin, the social and art critic who railed against the despoliation of nature caused by industrialization and a grubby concern with money-making; and Nan Shepherd, Scottish poet

and essayist, whose *Living Mountain* (1977) sought a new way to relate to mountains. From the USA we consider John Muir, an emigrant from Scotland who pioneered American appreciation of wilderness; Henry David Thoreau, whose *Walden* (1854) described his *Life in the Woods*, a simple life, and one in which close observation of the seasons reminds us of White; Aldo Leopold, whose *Sand County Almanac* (1949) illustrated his search for a new way to relate to the non-human inhabitants of his locality; and Rachel Carson. who inveighed against the environmental damage wrought by chemicals in *Silent Spring* (1962). We consider the ethical, political, literary, and religious aspects of their work.

Thinking about the Holocaust: The British and Oxford Experience

Many students feel that they should know more about the Holocaust but shy away from studying it because of the unrelenting horrors involved. This tutorial takes an oblique approach, never masking the horrors of the Holocaust and always giving time to exploring the emotional toll placed on Holocaust scholars, but giving students a way of engaging which is less grisly and which focuses on its impact in the place which is temporarily their home. We explore how Jewish children and adults — distinguished scholars and scientists and domestic servants alike — found in Oxford a refuge from Naziism. We examine how they re-established a Jewish community 650 years after medieval Jews were expelled from the city. We see how both medieval and modern Jewish communities are inscribed on the Oxford landscape. We consider how we remember the Holocaust — in memorials, events, films, novels, children's books, and other media. We discuss what we find congenial to consider — people who organized the successful escape of children, for example — and what we would rather leave unexamined and unmemorialized. We explore ideas of resistance, rescue, exile, home, Otherness, and community. We consider ways of countering misinformation — through archives, law courts, and museum displays, for example. We encounter a wide variety of primary sources — from texts to teddy bears — as we seek to think about the Holocaust and our reaction to it.

China since the 1930s

In the past century China has radically transformed itself, and this tutorial will give the student insights the better to understand the nature of China today and how it got here. The student is not expected to have a previous background in Chinese history, and all required texts will be in English. The period begins with Chinese resistance to Japanese occupation and imperialism, and this is to be set against a long-standing background of European imperialism. The student will study the growth of Chinese identity, as expressed in art and literature and in growing political nationalism, and the concomitant rise of the Communist Party as well. The optimism of the foundation of the People's Republic of China in 1949 is clearly a key theme, but the trauma of the retreat of the Kuomintang to Taiwan and the separation between that island and the mainland remains an enduring and troubling feature of Chinese history. The student will examine the political development of the new Republic and the cultural and social changes that rapidly established the new state. The policies of Mao and his successors will be evaluated, and the changing attitude of the government to political ideology and economic policy will be traced. The astonishing economic progress of China down to the present will be studied, including the growth of cities, relations with foreign countries, and the effects of government policy on the life of the population in general. Themes that may be addressed include: the implementation of Communist policy; spiritual

life in China; the Cultural Revolution; the personality of and devotion to Chairman Mao; relations with the USA; and the art of modern China.

Divided by the Iron Curtain: Society and Culture in Europe, 1945–1968

The two decades between the end of the Second World War and the student uprisings of 1968, which brought a bitter taste to the end of the 1960s, saw astonishing cultural and social changes across Europe, both in the Capitalist West and the Communist East. This tutorial will plunge the student into that cultural world, exploring texts and images produced across the continent as a way to understand the variety of intellectual and imaginative responses to the new world created in the traumatic aftermath of world war. The student will gain a good understanding of a variety of different societies, from Russia to Britain and from France to Czechoslovakia; however, the tutorial will also emphasize similarities and continuity of cultural response across stark political divides. An emphasis on diverse primary sources will expose the student to high culture and to popular culture, to cinema, novels, poetry, and works of critical commentary and philosophy.

Understanding Museums

For this tutorial we meet each week in one of Oxford's excellent museums to explore important ethical, intellectual, historical, and practical questions surrounding museums. You will write an essay for each tutorial and guide your tutor around the museums of your choice to see how your argument works out in practice. The University of Oxford has outstanding botanic gardens, herbaria, an arboretum, and a wood, as well as museums of art and antiquities, ethnology, natural history, musical instruments, the history of science, modern art, and more. In all of them the quality of the objects is remarkable, and their integration into the life of the University and town is important. Come and explore the collections and think through the demands made on twenty-first-century museums and the opportunities they present as repositories of objects; sites of scholarship; places of education, entertainment, inspiration, and social interaction; places which bear witness to colonial violence but which can also promote visitors' health and wellbeing; places which were traditionally for the elite but which can revive the civic life of their communities; places which stand for critical enquiry but which can be harnessed by governments for their own ends; places which allow us to stand aside from consumerism but which are also fully implicated in it. How are the conflicting demands put on museums to be met? How has our idea of the museum changed over time, and how is it changing again to meet our current needs and expectations? Whom and what are museums for? What would your priorities be if you ran a museum? In this tutorial you lead your tutor round Oxford's museums to explore these and other questions.

An Interconnected World, 1919–2001

This tutorial embraces a deliberately global perspective on the twentieth century, stretching from the aftermath of the First World War and the rise of the Great Depression via the Second World War to that war's aftermath, the Cold War and the concomitant process of decolonization that dominated the second half of the century, and the tentative development of new world orders following the end of the USSR. The themes addressed have global impact, and the tutorial will avoid a Eurocentric approach, attempting to see historical events

and processes from varied points of view and showing how historical narratives that have often been told with an emphasis on US or European perspectives can be understood in much greater depth by examining the connections with parts of the world beyond the region of the North Atlantic.

The Path to Irish Independence, 1867–1922

This tutorial examines a period in Irish (and British) history that was revolutionary on various levels and created the blueprint for Ireland that, for good or ill, operates to the present. The failed Fenian Rising of 1867 nonetheless heralded a period of Irish resistance to imperial British rule that incorporated, variously, due political process, violence, language, education, literature, sport, and visual art. The drama of the aspiration to Home Rule in Ireland, so often deferred and then, when won, postponed by the First World War, provides only one of many remarkable narratives of the tutorial, which reaches a bloody and much mythicized climax in the Easter Rising of 1916 and, following the war of independence, a compromised political independence when the Anglo-Irish Treaty was ratified in 1922.

The student will look beyond the political and military narratives to investigate the cultural movements and counter-movements that characterized the development of Irish nationalism, the hopes for independence, and the reactionary Unionism that was an inevitable corollary. The ‘Celtic Revival’, with all its ramifications in the renewal of language, in education, in sport, and in literature and theatre, offers a rich arena of investigation. Equally fascinating are developments in social life, and the role of religion in all communities on the island of Ireland. The rise of Unionism and the development of a distinctive Ulster identity make up another rich vein. These are just some of the fascinating themes the student may address, examining a wide array of primary sources from now-canonical literature, to ephemeral journalism and political propaganda, to striking visual art. After completing this tutorial, the student will have a richer sense of Irish history and a much better understanding of the foundations of the current political and social landscape of Ireland.

Theories of State and Society in the Nineteenth and Early Twentieth Centuries

This tutorial will enable the student to think deeply about the development of liberalism and socialism as systems of political thought and historical analysis. The student will read numerous primary texts in order to put these ideological developments in their historical context, and to understand how thinkers more than a century ago forged theories of state in controversy and fruitful debate with one another. The tutorial goes all the way back to Hegel, and traces the way liberal thought evolved via such writers as J.S. Mill. Marx is clearly a gigantic figure in this area of study, and the student will be able to put his writings in their historical context, as well as consider the antecedents that even such a powerful writer might be forced to acknowledge.

Against this backdrop, the development of sociology in the early twentieth century offers a transformation in the way we consider the relationship between people and polity, and Weber and Durkheim will be considered. The example of the USA has often provided a telling counterpoint to affairs in Europe, both offering an alternative picture of state and society and

nurturing related but distinctive trains of thought, and in this context de Tocqueville and Veblen prove stimulating primary texts.

The Crusades, 1096–1302

The Crusades have loomed large in Western historiography, and are distinctive because of the combination of dramatic narratives with a sense of spiritual and religious righteousness and mission that united, at least temporarily, otherwise fractious European leaders. Historically, accounts of the Crusades have laboured under a heavy bias, being Eurocentric in their use of sources and pro-European in their shaping of narrative; as a result they are a fascinating area of study, in that they present a series of anomalous and dramatic events that already captured the medieval imagination, and they also help us reflect on the self-image that Europeans have forged by means of historiography over many centuries up to the present.

In this tutorial, students will examine primary sources in translation from all sides in the conflicts in order to gain a much more rounded appreciation of the Crusades and to sharpen their critical faculties; archaeology, art, and numismatics will be included as well as texts. Numerous intriguing themes may be addressed: religious justification for war (in both Christian and Islamic contexts); the impact of the Crusades on Jewish communities; the operation of the military religious orders; the personality of Saladin, in reality and in the imagination; the social history of crusader kingdoms. Although these events took place over seven centuries ago, holy war and Western interference (military and political) in the Middle East have a central place in global events, so this is a course of study that may well inform our understanding of our contemporary world.

The Practice of History

The writing of history, it seems, leapt fully formed from the pens of Herodotus and Thucydides in fifth-century Greece. Their two books, so contrasting, contain *in nuce* many of the questions of historiographical practice that have accompanied the writing of history, in a virtually unbroken tradition, down to today. In addition, they are brilliant literary achievements and compelling to read (which cannot be said of all their successors). This tutorial will use the broad chronological sweep of history writing to consider the great variety of approaches taken by those who wish to record events in the past (or the present) and make sense of them. Students will read a stimulating range of primary sources and will be encouraged to employ their critical faculties to investigate the craft of the historian, from the construction of compelling narrative to the use of auxiliary evidence (eyewitness reports, ethnography, archival research, etc.) to create cogent analysis and to offer persuasive answers to tricky questions. In addition, students will be invited to analyse the theoretical underpinnings of historical writing, whether such theory be explicit (as in the work of Marx and his followers) or implicit, perhaps not even evident to the historian. Primary sources addressed in this course may include: Herodotus, Thucydides, Polybius, Josephus, Tacitus, Eusebius, Bede, Machiavelli, Gibbon, Hegel, Ranke, Marx, Weber, Foucault, and others.

Historical Methods and Approaches

The discipline of history is intimately connected with many other disciplines: archaeology, politics, sociology, art history, gender studies, even philosophy. Does history serve as a junior assistant to these disciplines, or *vice versa*? This tutorial examines this chicken-and-egg question in depth, taking seriously the contributions that different disciplines can make to each other. History has been greatly enriched by a growing openness to other approaches, despite the sometimes hidebound nature of the academy, and students will examine such enrichment. Equally, historiography can deepen our understanding of other disciplines, but it can also challenge assumptions by contexualizing *idées fixes* and creating fresh narratives that overturn long-held accounts. Historical narratives involve value judgements, and it is not always clear how these are achieved (for example, which painters should be emphasized in a history of art?), though the process is basic to our appreciation of any discipline. This wide-ranging tutorial will allow the student to consider these questions deeply, examining case studies that illuminate interdisciplinary relations.