Evidence and Argument is a bridge paper for first-year History and Politics students which is designed to provide an introduction to key concepts, approaches, and methods from across the two disciplines.

Both the History Faculty and the Department of Politics and International Studies at Cambridge are unusually broad and eclectic in their interests and approaches. In History, interests range from the traditional realm of ‘high’ politics to social and cultural history, the history of political thought, and the use of quantitative data to reconstruct economic and demographic changes which stretch across decades or even centuries. Some Politics lecturers see themselves as ‘political scientists’, developing theories and models which seek to explain processes of political change, whilst others eschew social science and focus on understanding the meanings and intentions of political actors. Why do these disciplinary choices matter? How do they shape the kinds of evidence we use and the arguments we construct?

Evidence and Argument explores these questions through six case studies – of archives and manuscripts, visual sources, the comparative method, quantitative history, electoral behaviour, and ‘texts in time’ – based on original sources and ongoing research projects in Cambridge. It will be examined through a Long Essay of 3,000-4,000 words and a 1.5-hour written paper. This paper guide provides a core reading list for the Evidence and Argument classes and Long Essay and should be read in conjunction with the Moodle site, which contains PDF copies of most of the primary sources and some of the secondary readings. You should also refer to the handouts and reading lists provided by your lecturers when preparing for the written exam. A consolidated reading list and further information on the written exam will be circulated in Lent Term.

If you have any questions, please contact the course director, Dr Peter Sloman, by email (pjs93@cam.ac.uk) or in person. Dr Sloman will be available to meet with students each Tuesday from 1-2pm in Alison Richard Building room 108 – no appointment necessary.

Teaching arrangements

Evidence and Argument is taught through eight classes spread across Michaelmas Term and Lent Term, together with 32 core lectures (16 of which are shared with Historical Argument and Practice). Each student will receive a half-hour supervision in Lent Term to provide advice on the Long Essay, and there will also be revision classes and supervisions in Easter Term to help students prepare for the written exam.

Lectures

Introductory lectures (Dr Peter Sloman)
Wednesday 3 October at 11.45am – Room 6, History Faculty – Introductory lecture
Thursday 14 February at 12 noon (tbc) – Writing the E&A long essay
Tuesday 12 March at 2pm – Room 6, History Faculty – Preparing for the E&A exam
Historical Argument and Practice

**Michaelmas Term – Thursdays at 2pm, Room LG9, Faculty of Law unless otherwise stated**

- 4 October – Who does History? (Prof. John Arnold) [different venue: Lady Mitchell Hall]
- 11 October – Classical histories (Dr Rebecca Flemming)
- 18 October – Pre-modern histories (Prof. John Arnold)
- 25 October – The cornucopia of Enlightenment histories (Miss Sylvana Tomaselli)
- 1 November – Empires write back? (Dr Hank Gonzales)
- 8 November – Turns in History (Prof. Mary Laven, Dr Sam James, and Dr Robert Lee)
- 15 November – Cultural History (Dr Helen McCarthy)
- 22 November – Marxist History (Dr Waseem Yaqoob)

**Lent Term – Thursdays at 2pm, Room LG19, Faculty of Law**

- 17 January – Social History (Dr Laura Carter)
- 24 January – Economic History (Prof. Gareth Austin)
- 31 January – Intellectual History (Prof. Mark Goldie)
- 7 February – International and transnational History (Prof. Andrew Preston)
- 14 February – Histories for the public (Prof. Simon Szreter)
- 21 February – Political History (Dr Nicki Kindersley)

Approaches to Politics

**Michaelmas Term – Tuesdays at 2pm, Room S1, Alison Richard Building**

- 9 October – Studying Politics: foundational choices (Dr Peter Sloman)
- 16 October – Evidence and sources in Politics (Dr Peter Sloman and others)
- 23 October – The comparative method (Dr Peter Sloman)
- 30 October – Political sociology (Dr Peter Sloman)
- 6 November – Rational choice (Dr Peter Sloman)
- 13 November – Institutionalism (Dr Tomas Larsson)
- 20 November – Religion in Politics (Dr Tomas Larsson)
- 27 November – Political thought (Prof. Duncan Kelly and Dr Richard Serjeantson)

**Lent Term – Tuesdays at 2pm, Room 6, History Faculty**

- 22 January – Interpretivism (Dr Iza Hussin)
- 29 January – Method in International Relations (Dr Aaron Rapport)
- 5 February – States and empires in Politics (Prof. Brendan Simms)
- 12 February – Public opinion polling (Dr Aaron Rapport)
- 19 February – Power in Politics (Dr Duncan Bell)
- 26 February – Public policy (Dr Dennis Grube)
- 5 March – Gender in Politics (Dr Bogdan Popa)

Optional additional lectures: Concepts and Problems in History

History and Politics students are also welcome to attend the Historical Argument and Practice series on ‘Concepts and Problems’ on Mondays at 2pm. These lectures will be given as follows:

**Michaelmas Term – Mondays at 2pm, Room LG19, Faculty of Law**

- 8 October – Gender (Dr Ben Griffin)
- 15 October – Race (Dr Nick Guyatt)
- 22 October – Power (Prof. David Reynolds)
- 29 October – Environment (Dr Paul Warde)
- 5 November – Memory (Dr Harriet Lyon)
12 November – Religion (Prof. David Maxwell)
19 November – Quantification (Dr Amy Erickson)
26 November – Sources of History (Prof. James Raven, Dr Tom Simpson and Dr Ruth Watson)

**Lent Term – Mondays at 2pm, Room LG19, Faculty of Law**
21 January – Revolutions (Dr Mark Smith)
28 January – States (Prof. Saul Dubow and Dr Andrew Spencer)
4 February – Nations (Prof. Gary Gerstle and Dr Paul Cavill)
11 February – Time (Dr Allegra Fryxell)
18 February – Oceans (Dr Sujit Sivasundaram)
25 February – The Global (Prof. Samita Sen)
4 March – Empires (Dr Hank Gonzales)
11 March – Periodization in History (Dr Lucy Delap, Dr Helen Pfeifer and Dr Julie Barrau)

**Classes**

Class 1 (17 October 2018). How to think with sources
Class 2 (31 October). Using archives and manuscript sources: The miners’ strike 1984-5
Class 3 (14 November). Using visual sources: Political cartoons
Class 4 (28 November). Comparative History: Varieties of nationalism in Asia and Africa
Class 6 (13 February). Explaining political behaviour: UK general elections
Class 7 (27 February). Texts in Time: Thomas Hobbes and *Leviathan*
Class 8 (13 March): History, Politics, and power: A concluding discussion

**Class groups**

Classes will be taught in three groups of 12-15 students, each led by an academic from History or POLIS with assistance from a doctoral student:

- **Group 1** – Dr Bronwen Everill (bee21@cam.ac.uk) and Mr Sam Tunnicliffe (sit99@cam.ac.uk). This class will meet in room 2 of the Finella Building, Gonville and Caius College, from 1-2.30pm on Wednesdays in weeks 2, 4, 6, and 8.
- **Group 2** – Dr Richard Serjeantson (rws1001@cam.ac.uk) and Mr Philipp Hirsch (pamh2@cam.ac.uk). This class will meet in the Junior Parlour, Trinity College, from 3-4.30pm on Wednesdays in weeks 2, 4, 6, and 8.
- **Group 3** – Dr Peter Sloman (pjs93@cam.ac.uk) and Ms Carys Brown (clmb3@cam.ac.uk). This class will meet in Churchill College, from 4.30-6pm on Wednesdays in weeks 2, 4, 6, and 8. (Please meet at the porters’ lodge in the first instance. The first class on Wednesday 17 October will be in the Club Room and subsequent classes will be in the Bevin Room.)

Students will be assigned to class groups at the start of Michaelmas Term. If you need to switch groups because of an unavoidable clash with other lectures or classes, please speak to Dr Sloman.

**Preparing for classes**

Evidence and Argument is taught through lectures and classes, which provide an opportunity for students to discuss scholarly issues in a larger group than supervisions and to develop
their oral presentation skills. Classes 2-7 will begin with two or three presentations from students, each lasting about 10 minutes, which should introduce key concepts from the readings (and, where appropriate, sources) and provide a starting-point for wider discussion. Your class leader will assign presentation topics at the start of the year.

You should expect to spend an average of 12 hours preparing for each class, though this may vary over the course of the year. In particular, you may wish to spend more time preparing than usual when you are giving a presentation, and correspondingly less time (say, 8-10 hours) preparing for the other classes.

An effective oral presentation should introduce the topic as clearly as possible, outline the main intellectual issues involved and explain which arguments you have found most convincing. You should draw on the prescribed texts and sources (which might be manuscripts, cartoons, data, or secondary literature) and explain why they are relevant to the question. You may wish to use Powerpoint to support your argument and provide illustrative material, though it is perfectly possible to give a good presentation without using slides. The post-graduate teaching assistant will provide informal feedback to help you develop your presentation skills.

When you are not presenting, you should prepare to participate in class discussion by reading the key texts (especially those marked with an asterisk) and primary sources (where relevant) and thinking about how you might answer the discussion questions. Although class participation is not graded at Cambridge, those who participate actively in class discussion usually learn more and so perform better in long essays and examinations.

Learning objectives

On completing the course,

i. Students should understand the different methods and approaches used in the study of History and Politics at Cambridge, and should be able to reflect on the theoretical and practical implications of these choices.

ii. Students should be familiar with some of the forms of evidence used by historians and political scientists, and should be able to analyse written, oral, visual, and statistical sources.

iii. Students should be able to construct clear and well-founded arguments and to evaluate the strengths and weaknesses of arguments made by others.

Assessment

Evidence and Argument will be assessed in two ways:

i. **A Long Essay of up to 4,000 words (50%).** A list of six questions will be issued to students at the division of Lent Term, and the deadline for submission will be Thursday of the third week of Easter Term (**9 May 2019**), at noon. The Long Essay questions will be closely related to the topics studied in class.

There will be one question on each of the following six topics: archives and manuscript sources (the 1984-5 miners’ strike), visual sources (political cartoons), comparative history (nations and nationalism), quantitative sources (measuring
industrialization), political behaviour (UK general elections), and texts in time (Thomas Hobbes and Leviathan).

The Long Essay should be formatted according to the History Faculty Style Guide, available online at https://www.hist.cam.ac.uk/undergraduate/hist-tripos/info-all-years/style-guide, and students should submit two copies to the History and Politics Administrator in the History Faculty Office by the deadline. A digital copy is also required: information about how to submit this will be circulated nearer the time.

ii. **A 1½-hour written examination (50%), in which candidates must answer one question** from a list of no fewer than twelve. The examination questions will draw on material from the lectures as well as the classes, and will ask candidates to reflect on the theoretical and methodological issues involved in the study of History and Politics.

Further information about both the Long Essay and the written examination will be provided in Lent Term. The style and range of questions is likely to be similar to those asked in 2017-18, which are listed below.

**2017-18 Long Essay questions**
1. Why did the 1984-5 miners’ strike fail?
2. Has the nature and purpose of political cartoons changed between the eighteenth century and the twenty-first century?
3. ‘Historical information on men and women's work has the potential to revolutionise our understanding of the process of industrialisation.’ Discuss.
4. How can the writings of nationalist leaders help us understand the differences between their respective forms of nationalism?
5. How can theories of voting behaviour help us understand the outcome of the 2017 United Kingdom general election?
6. ‘Political philosophy is dead’ [PETER LASLETT, 1956]. Discuss.

**2017-18 written exam questions**
1. ‘Power is the probability that one actor within a social relationship will be in a position to carry out his own will despite resistance’ [MAX WEBER]. Discuss.
2. How and to what extent have modern political historians transcended the limitations of a ‘high politics’ perspective?
3. Assess the value and limits for studying modern political history of any one of the following: (a) archives, (b) images, (c) material culture, (d) oral sources.
4. How and in what ways does quantitative history enable us to answer questions which qualitative analysis cannot?
5. ‘Historians and political scientists should stop treating the “nation state” as their main category of analysis.’ Discuss.
6. How does analysis of gender help us understand changes in the practice of western politics?
7. ‘Political scientists are rediscovering the importance of religion; historians have never forgotten it.’ Discuss.
8. What lessons should historians learn from studying the social sciences?
9. Why have Marxist interpretations of the past become less popular among historians?
10. To what extent has the ‘Cambridge school’ exaggerated the importance of putting political thinkers in historical context?
11. ‘Rational choice theory is too abstract to explain politics in the real world.’ Discuss.
12. To what extent have ‘new institutionalists’ succeeded in moving beyond a narrow focus on formal political institutions?
13. What, if any, are the dangers of adopting a comparative method?
14. What, if anything, is gained by treating politics as a social science?

Marking criteria

i) Long Essay: All Long Essays should engage with relevant primary and/or secondary sources, as indicated by the reading list provided for the relevant class (though this need not be treated as exhaustive). Some Long Essay questions invite close study of a set of primary sources, while others ask candidates to use primary sources and/or the secondary literature to answer more thematic questions. A Long Essay may excel in a number of different ways: through an especially astute interpretation of the prescribed sources, by constructing an unusually sophisticated and focussed argument, or by combining these two approaches. All Long Essays should form a coherent whole and should show that the candidate is aware of conceptual and methodological issues.

Long Essays will be assessed in terms of the following three criteria, though their application and the balance among them may differ according to the nature of the question:
(i) understanding, analysis and interpretation of primary and/or secondary sources;
(ii) development of a coherent and substantial argument which illuminates the question;
(iii) effectiveness of writing and quality of presentation.

Few Long Essays will satisfy all criteria equally, but patterns characteristic of each class of degree may be identified in broad terms. Examiners should assess candidates against all three criteria in their comments books. The final mark will be a balance among them.

Candidates should follow the History Faculty Style Guide, which is available online, and should include a bibliography of relevant materials and secondary works consulted. Failure to comply with guidelines on footnoting, bibliography or style may be penalized by the examiner; in such cases, this must be stated in the examiner’s comments. In the case of serious breaches this may jeopardize the class awarded.

75-100: A Long Essay in this band will engage exceptionally closely with the question and address its implications in a sophisticated manner. It will display an unusually effective command of a wide range of relevant material and mobilise this knowledge to good effect to develop a compelling argument. Writing will be clear, authoritative and to the point. Work in this category is likely to be original in the sense of putting forward persuasive and well-supported new ideas or making unexpected connections.
A Long Essay in this band will have analysed the question, understood its larger context, and developed a cogent argument based on a close engagement with the relevant primary and/or secondary sources: either the thematic issues or the sources may be foregrounded depending on the nature of the question and the approach adopted. First-class work will display understanding of the provenance, context, and meaning of sources and the relationship among them and a thorough knowledge of the relevant secondary material. The narrative will serve an overall argument which is stated clearly in the introduction and developed systematically throughout. The writing will be lucid and persuasive, and the presentation will be consistently good.

Work within this band will display a good-to-high level of competence, and may show many of the qualities of a first class Long Essay, albeit in less sustained form. The Long Essay will be situated within an appropriate context and there will be a fair understanding of the state of knowledge and debate. The work will have an overall structure. Only the better candidates in this class are likely to reflect on the limitations of their own work. The writing will be clear and the presentation will generally be good.

Some Long Essays in this category will display all the weaknesses of low II.i work, generally in more pronounced form. Others will have a major flaw which prevents a higher mark. The engagement with the primary sources and/or secondary literature may be limited either in scope or in the level of understanding, so that much space is filled with 'background'. Alternatively, the study of sources may be flawed by an inability to relate the material to a wider thematic context. In either case the Long Essay will be structured by the information available rather than by the need to answer a clearly formulated question. The structure is, therefore, likely to be clumsy and either episodic – perhaps with several brief but barely-connected chapters – or dominated by breathless narrative. Large issues may go unexplored. The capacity for brief summary or self-criticism is likely to be slight. The style may be unclear, repetitious and ungainly. Factual errors, non sequiturs, self-contradictions and obvious gaps in knowledge are likely. Presentation may be careful and even pedantic, or the essay may be let down by poor typing, sporadic footnotes and an incomplete or disorganised bibliography.

A Long Essay in this category will meet the requirements of length and presentation but have nothing of interest to say, or say it remarkably badly. This could be due to failure to examine key pieces of evidence or to inability to understand the question and construct a suitable argument in response to it. Either case might be compounded by ignorance of the general area of study and the literature about it. The Long Essay might consist of undigested primary or secondary material presented in an unstructured form and with virtually no
relation to an argument. Chronology might be non-existent or the argument transparently unsustainable. A Long Essay of this quality might show signs of haste or inadequate command of written English. Although these faults could co-exist with excellent presentation, there would be a strong chance of error, disorder and a lack of references and bibliography.

0-39: A Long Essay should be placed in this category if it fails to meet the criteria for a higher mark: that is, if it fails to develop even a superficially effective response to the question.

ii) Written examination: In assessing individual answers and scripts, Examiners and Assessors are asked to have regard to three principal criteria:

(i) the extent to which the candidate has addressed the question(s) asked;
(ii) the quality of the argument offered;
(iii) the range of knowledge displayed.

75-100: An answer in this band will engage exceptionally closely with the question and address its implications in a sophisticated manner. It will display an unusually effective command of a wide range of relevant material and mobilise this knowledge to good effect to develop a compelling argument. Writing will be clear, authoritative and to the point. Work in this category is likely to be original in the sense of putting forward persuasive and well-supported new ideas or making unexpected connections.

70-74: An answer in this band will engage closely and effectively with the question, demonstrating the candidate’s ability to deal with abstract issues and develop a distinctive and persuasive argument. It will be aware of historiographical or methodological debate, but will go beyond merely paraphrasing the ideas of others to demonstrate the candidate’s own command of the relevant concepts. It should also be linguistically and structurally clear, authoritative and to the point.

60-69: An answer in this band will display a clear understanding of the question and deploy a range of relevant evidence in answering it. The argument will be well-structured rather than emerging piecemeal or amounting merely to a list of points, but it will lack the conceptual grasp and analytical acuity of a first-class answer. Secondary literature will be used appropriately and purposefully, with an adequate awareness of its implications. Expression will be clear and capable, demonstrating a firm conceptual grasp, particularly towards the top end of the range.

50-59: An answer in this band is likely to be weakly focused on the specific question under discussion, leaving the reader to draw out the implications of what is being said. The structure of the answer is likely to be dictated by the information available to the writer, rather than by the implications of the question, which may have been
overlooked or misunderstood. There may be a tendency to state ideas rather than analyse them, or the argument may rest on unsupported claims. There may be frequent indications of imperfect recollection or understanding, such as a tendency to simplify the arguments of other writers or to stumble over factual detail. Linguistically as well as structurally the presentation of ideas may be rather clumsy, with points imperfectly explained.

40-49: An answer in this band is likely to offer only a superficial or unsustained response to the question, suggesting that the candidate lacks the knowledge required to support a persuasive argument. The presentation may be muddled or unclear, and the views of other writers may be seriously misunderstood or distorted.

0-39: An answer should be placed in this band if it fails to meet the criteria for a higher mark: that is, if it fails to develop even a superficially effective response to the question.
Reading list for Evidence and Argument classes

General and introductory

David Cannadine (ed.), *What is History Now?* (Basingstoke, 2002)
David Marsh and Gerry Stoker (eds.), *Theory and Methods in Political Science* (Basingstoke, 1995 and subsequent editions)
Bernard Crick, *In Defence of Politics* (1962 and subsequent editions)
Donatella della Porta and Michael Keating (eds.), *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* (Cambridge, 2008)

Classic works

Karl Marx, *The Eighteenth Brumaire of Louis Napoleon* (various editions)
Thomas Kuhn, *The Structure of Scientific Revolutions* (Chicago, IL, 1962)
Theda Skocpol, *States and Social Revolutions* (Cambridge, 1979; paperback edition, 2015)
Class 1 (MT Week 2). How to think with sources

This class will provide an introduction to textual analysis through close reading of one primary source and one academic journal article:

- Cmd. 5360, Treaty of Alliance between His Majesty, in respect of the United Kingdom, and His Majesty the King of Egypt... London, August 26, 1936 (1937) – available online at http://treaties.fco.gov.uk/docs/pdf/1937/TS0006.pdf and on Moodle
  - This is a primary source – the text of a 1936 treaty between the UK and Egypt. You do not need to know anything about the background to the treaty, but please read it carefully before the class and think about how it might be useful to a historian. What is its purpose? What historical questions can (and can’t) we use to answer? Are there parts which are difficult to understand without knowing more about the context?

  - This is an academic article about the changing ways in which historians have written the history of slavery in the United States and elsewhere. Please read it before the class and think about the following questions:
    - What is the author’s argument?
    - What approaches to the history of slavery does Johnson endorse or criticize?
    - What implications might this have for subjects other than the history of slavery?

We will discuss these and other related questions in the class.
Class 2 (MT Week 4). Using archives and manuscript sources: The miners’ strike 1984-5

This exercise is an introduction to the ways in which political historians use archival sources to understand the past. It focuses on a range of documents produced before and during the 1984-5 miners’ strike which are held in the papers of Margaret Thatcher and Neil Kinnock at the Churchill Archives Centre and at the National Archives in Kew: these have all been uploaded to the Evidence and Argument Moodle site. First, you should read the core secondary reading, which provides useful context for understanding why the strike took place and the context in which these documents were produced. You should then read the documents carefully and think about what they tell us about the Conservative government’s strategy, the difficulties which the strike caused for the Labour Party, and the experiences of miners – both those who went on strike and those who didn’t.

Questions for presentation and discussion

What do the documents tell us about
1. The Conservative government’s strategy during the miners’ strike?
2. The challenges which Neil Kinnock faced as leader of the opposition?
3. The experiences of striking and working miners?

For discussion: What are the strengths and limitations of these kinds of archival sources for studying recent political history?

Primary sources (in chronological order – all available on Moodle)

- ‘Record of a Meeting held at No. 10 Downing Street on 15 September 1983’, 15 Sept. 1983 (The National Archives: Public Record Office, PREM 19/1329)
- Cabinet conclusions, 15 March 1984 (The National Archives: Public Record Office, CAB 128/78/114)
- John Reid memo to Derek Foster, ‘Synopsis of Speeches etc. on the Coal Dispute’, 16 May 1984 (Churchill Archives Centre, Neil Kinnock papers, KNNK 15/2/4 pt. 1)
- Peter Walker letter to Conservative MPs on coal stocks and return to work rates, 26 June 1984 (Churchill Archives Centre, Margaret Thatcher papers, THCR 2/6/3/107)
- Kathryn Slater circular, ‘Women Against Pit Closures National Rally’, 20 July 1984, with flyer ‘Women Against Pit Closures National Demonstration’ on NUM notepaper (Churchill Archives Centre, Neil Kinnock papers, KNNK 15/2/13)
- David Hart memo to Margaret Thatcher, ‘Winning the War against Scargillism’, 18 Sept. 1984 (Churchill Archives Centre, Margaret Thatcher papers, THCR 1/12/26)
- Notes for Margaret Thatcher’s 1984 party conference speech on unemployment and the miners’ strike, by Angus Maude, 6 Oct. 1984 (Churchill Archives Centre, Margaret Thatcher papers, THCR 5/1/5/269)
- Bernard Ingham memo to Margaret Thatcher, ‘After the NUM strike’, 21 Nov. 1984 (Churchill Archives Centre, Margaret Thatcher papers, THCR 1/12/26)
- Draft of Neil Kinnock’s speech to Stoke rally, 30 Nov. 1984 (Churchill Archives Centre, Neil Kinnock papers, KNNK 15/2/42)
Reading list

Core reading

*Richard Vinen, Thatcher’s Britain (2009), chapter 7 – ‘Victory foretold: The miners’ – available on Moodle

Background


Further reading

Margaret Thatcher, The Downing Street Years (1993), chapter 13
Martin Westlake, Kinnock: The Biography (2001), chapter 13
David Edgerton, The Rise and Fall of the British Nation: A Twentieth-Century History (2018), chapters 18 and 19

Reflections on modern British political history

Susan Pederson, “What is political history now?” in David Cannadine (ed), What is History Now (2002)
Class 3 (MT Week 6). Using visual sources: Political cartoons

This class will explore how we might use political cartoons as a source for understanding the development of democratic political behaviour since the eighteenth century. You should start with the core readings, look at some cartoons online, and think about the questions below.

Questions for presentation and discussion

What can political cartoons tell us about changing views of
1. Democracy and representative government?
2. Political parties?
3. Nations and national identity?
Each presenter should select three or four cartoons to illustrate their argument.

For discussion:
- What can visual sources tell us about contemporaries’ views of political culture?
- Do political cartoons require special methodological approaches?
- How do historians and political scientists use cartoons, and other visual sources, differently?
- Can satire transcend national political contexts?

Primary sources

There are thousands of political cartoons available on the internet. This list is just a starting-point, and students should feel free to search more widely.

http://app.harpweek.com
https://www.cartoonbank.com/
Proquest Historical Periodicals – available through iDiscover
www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/
https://www.brown.edu/academics/libraries/john-carter-brown/jcb-online/image-collections/political-cartoon-collection
http://www.americanantiquarian.org/american-political-cartoons
http://theweek.com/cartoons

Reading list

Core reading

Further reading

Stephen Hess and Sandy Northrop, *Drawn and Quartered: The history of American political cartoons* (Montgomery, AL, 1996)
Robert Mann, *Daisy Petals and Mushroom Clouds: LBJ, Barry Goldwater, and the Campaign Ad that Changed American Politics* (Baton Rouge, LA, 2011)
Class 4 (MT Week 8). Comparative history: Varieties of nationalism in Asia and Africa

This class provides an introduction to comparative history through a case study of the development of nationalism in Asia and Africa. The readings focus on the writings of nationalist leaders in four contexts – India (Gandhi, Tagore, Nehru), China (Mao), the Arab world (Nasser), and sub-Saharan Africa (Awolowo). You should prepare for the class by looking at the core readings marked with an asterisk below, and at least one or two of the primary sources marked with a dagger (†), and thinking about the questions below.

Questions for presentation and discussion

Each presenter should discuss one of the four cases (India, China, the Arab world, and sub-Saharan Africa) in the light of the following questions:

- What do the individual biographies tell us about the making of nationalism?
- In what way was nationalism a critique of imperialism?
- What were the visions of politics of the newly decolonized societies?

For discussion:

- Is nationalism ‘modular’?
- How do we account for the rise of peasant nationalism?
- In what way is popular culture significant for the making of national identity?

Reading list

Core reading


Further general reading


India

†Rabindranath Tagore, *Nationalism* (1917)

†M. K. Gandhi, *Hind Swaraj*, ed. by Anthony Parel (1909 and various editions)

†Jawaharlal Nehru, *The Discovery of India* (1946), chapter 8


Faisal Devji, “‘Hind Swaraj’ and Gandhi’s thought”, *Public Culture*, 23 (2011)
Benjamin Zachariah, *Nehru* (2004), chapters 2-3

*China*

†Mao Zedong, ‘Report on an Investigation of the Peasant Movement In Hunan’ [1927] and ‘On New Democracy’ [1940], in *Selected Works of Mao Tse-tung* – available in various editions and online

*The Arab world*

Sylvia G. Haim (ed.), *Arab Nationalism: An Anthology* (Berkeley, CA, 1962)
Ziad Fahmy, *Ordinary Egyptians: Creating the modern nation through popular culture* (Stanford, CA, 2011)

*Sub-Saharan Africa*

†Obafemi Awolowo, *Path to Nigerian Freedom* (1947)
Frederick Cooper, *Africa since 1940* (Cambridge, 2002), chapters 4-6
E.S. Atieno Odhiambo and John Lonsdale (eds.), *Mau Mau and Nationhood* (Athens, OH, 2002), chapters 3, 6, 10

Further background reading suggestions can be found in relevant sections of the History Paper 23 reading list.
Class 5 (LT Week 2). Using quantitative sources: Measuring industrialization

Historians and political scientists use both qualitative and quantitative sources in their work. Quantitative sources provide information which can be expressed as one or more numbers. This has obvious benefits, but also comes with unique challenges. This class is based on a case study developed by Dr Sebastian Keibek, in which you are asked to look at several historical sources providing quantitative information, each with their own strengths and weaknesses. It does not require any special maths skills or knowledge of statistics, and all the sources mentioned below are available on Moodle.

When economists and politicians discuss the state of today’s economy, they often talk in terms of GDP, a monetary measure of a country’s total economic output. Accurately calculating this number requires collecting large amounts of information from private firms and government departments, a task undertaken by national statistics offices. Direct information on the national economy in Britain in terms of outputs, that is, quantities and prices of goods and services produced, is scarce before the advent of national accounts in the 1940s. To study economic developments before the 1940s, the best available information is often not on what goods were produced in which quantities, but on who was involved in this production; in other words: on the composition of the labour force.

Information on what individuals did for a living was often collected in official documents, particularly if those individuals were men. We can use this information to generate a picture of the composition of the labour force at certain moments in time. One way of expressing this in a quantitative way is to allocate individuals to occupational sectors. Such an allocation can be made at several degrees of precision, but for this case study we will limit ourselves to the highest level of abstraction, and divide the labour force in just three sectors: agriculture, manufacturing, and services. Economists often characterise the state of a country’s economic development in terms of these three sectors – as depicted in this stylised chart. The underlying idea is that in little-developed, low-income economies, the vast majority of people was/is engaged in agriculture, consuming almost all the food they produce(d) themselves, with only a limited surplus which they could/can trade for non-food essentials (such as clothing), and hardly any for luxury goods (e.g. interior decorations) or services (e.g. paid entertainment). In more developed economies, with higher household incomes, this surplus was/is larger, providing employment for a larger share of the population in manufacturing and, to a lesser degree, services. In wealthy Western economies today, incomes are so high that we can afford to spend a large share of it on services (such as a university education), whilst technology has greatly reduced the number of people working in manufacturing and agriculture – resulting in an occupational structure dominated by the service sector. All of this means that if we could reconstruct the occupational structure of a country or region at some moment in the past, this would give us information on the contemporary state of the economy, compared to some earlier or later time, or to some other country or region.

Primary sources

On Moodle, you will find a number of English historical sources which provide occupational information:

1. Returns from the 1851 census for the village of Allerthorpe. More information on this village can be found here. Censuses were taken every ten years, starting in 1801. The amount and quality of occupational information collected improved over time, but only becomes
really useful from 1841 for men, and from 1851 for men and women. As you will see, information was recorded per household. The word ‘do’ stands for ‘ditto’ and simply means that the information on the previous line should be repeated.

2. Gregory King’s social table of England and Wales for 1688. In 1696, King published his pamphlet on the ‘Natural and Political Observations and Conclusions upon the State and Condition of England’, which is one of the first attempts to ‘count’ the population and income of England and Wales. The so-called ‘social table’ in this pamphlet categorises the number and income of all English and Welsh households by social class for 1688, and has been used extensively by economic historians to estimate the composition of the labour force for that year.

3. The probate inventory of John Porter. Just like today, people in early modern Britain sometimes created a ‘last will and testament’, which stipulated how the inheritance should be divided when he/she died. To support the fair division of the inheritance, a so-called ‘probate inventory’ might also be drawn up after a person had died. Such a document provided a list of all material possessions (except real estate), with their estimated value. In the ‘header’ of the inventory (the preamble above the actual list of goods), the deceased was, if he was a man, typically identified not just by his name but also by his occupation – as is the case in this example. To allow the retrieval of these documents from the archives, indexes have over time been created, listing millions of documents, repeating much of the information from these headers. An example can be found here.

4. A transcript of the 1522 military survey for the county of Rutland. Similar surveys have survived for the town of Coventry and the Suffolk ‘hundred’ of Babergh. This survey was taken to create an estimate of England’s capacity to provide men, arms, and armour in times of war. Since the provision of arms and armour was linked to a person's wealth, with wealthy men being able to provide horses and expensive equipment, those surveyed had to provide a sworn valuation of their possessions. Similar survey returns exist for later moments in time, but this is the earliest useful example.

Questions for presentation and discussion

Study the four primary sources with the following questions in mind:

a. What type of occupational information do they provide?

b. Can this information be easily characterised in sectoral terms (agriculture, manufacturing, services)?

c. How complete is the information, within the scope of the geographic entity covered by the source?

d. How easy would it be to obtain a reasonable impression of the contemporary occupational structure of Britain as a whole on the basis of this type of source? What problems (incompleteness, vagueness, bias, etcetera) would have to be solved to achieve this?

e. Historians have used all of the above types of sources to reconstruct Britain’s historical occupational structure. A recent example is provided by Stephen Broadberry et al. in their study of British Economic Growth, 1270–1870 (Cambridge, CUP 2015). Read the journal article by Broadberry et al. (2013) – particularly pages 18 and 19, which deal with how they used the 1522 militia surveys and Gregory King’s social table – and critically evaluate their approach.
Each presenter should discuss questions a-d by reference to one of the prescribed sources.

**Reading list**

**Core reading**

*Stephen Broadberry, Bruce M.S. Campbell, and Bas van Leeuwen, ‘When did Britain industrialise? The sectoral distribution of the labour force and labour productivity in Britain, 1381–1851’, Explorations in Economic History, 50 (2013) – available on Moodle

**Further reading**

Pat Hudson and Mina Ishizu, History by Numbers: An Introduction to Quantitative Approaches (second edition, Bloomsbury Academic, 2016)
E.A. Wrigley, The Path to Sustained Growth: England’s Transformation from an Organic Economy to an Industrial Revolution (Cambridge, 2016)
(For a short summary of Professor Wrigley’s views, see ‘Opening Pandora’s box: A new look at the industrial revolution’, Vox EU website, 22 July 2011, available online at http://voxeu.org/article/industrial-revolution-energy-revolution.)
Emma Griffin, A short history of the British industrial revolution (Basingstoke, 2010), chapters 2 and 5
Stephen Broadberry, Bruce M.S. Campbell, Alexander Klein, Mark Overton, and Bas van Leeuwen, British Economic Growth, 1270-1870 (Cambridge, 2015), esp. chapters 10 and 11.
Class 6 (LT Week 4). Explaining political behaviour: UK general elections

This class will introduce students to the analysis of political behaviour through a case study of electoral behaviour in the UK and beyond. Students will evaluate the strengths and weaknesses of different theories of voting and examine how historians have applied social science methods to historical data.

Questions for presentation and discussion

How might the following theories of electoral behaviour be used to explain the results of recent British general elections?

1. Sociological – e.g. class politics (see esp. Clarke, Lawrence and Taylor, and Achen and Bartels)
2. Rational choice (see esp. Downs, Ansolabehere and Hay)
3. Valence – also known as competence or performance politics (see esp. Clarke and Dalton ch. 10)

For discussion:

- How might sociological and rational choice theories of electoral behaviour be used to explain the results of the 2010, 2015 and 2017 British general elections?
- Why have political scientists placed growing emphasis on ‘valence’ (or competence or performance) in recent years?
- What are the challenges involved in applying social science theories of voting to historical elections?
- Is social survey data more useful for answering some questions than others?

Reading list

Core reading


Political science literature

Christopher A. Achen and Larry M. Bartels, Democracy for Realists (Princeton, NJ, 2016), esp. chapter 9 – a recent defence of social groups as the main basis of political identities.
Applications to recent UK general elections

Paul Whiteley et al., *Affluence, Austerity and Electoral Change in Britain* (Cambridge, 2013)

Historical approaches and applications


Further readings on UK general elections, 1997-2015

Harold D. Clarke et al., *Austerity and Political Choice in Britain* (Basingstoke, 2016)
Andrew Geddes and Jonathan Tonge (eds.), *Britain Votes 2015* (Oxford, 2015; also available as a supplement to *Parliamentary Affairs*, 68 (2015))

The 2017 general election

Jonathan Tonge et al. (eds.), *Britain Votes 2017* (Oxford, 2018; also available as a supplement to *Parliamentary Affairs*, 71 (2018))
Nicholas Allen and John Bartle (eds.) None Past the Post: Britain at the Polls, 2017 (Manchester UP, 2018)
Class 7 (LT Week 6). Texts in Time: Thomas Hobbes and *Leviathan*

This class will explore recent theoretical debates in the history of political thought, especially the approach taken by the ‘Cambridge school’. It provides an opportunity to reflect on how you might use the texts you have studied in POL1 – such as Thomas Hobbes’ *Leviathan* – as historical sources, and also to think about the changing ways in which these texts have been interpreted and used at different points in time.

*Questions for presentation and discussion*

1. How does the historical context of the writing and publication of *Leviathan* help us understand Hobbes’ argument?
2. How may *Leviathan*’s changing reception across the twentieth century be explained?
3. Is its language the key to understanding the political thought of the past?

*For discussion:*

- Is the requirement to study texts in their historical contexts unnecessarily restrictive of the ways in which we can understand the political thought of the past?
- How far can the study of political theory in its historical context inform its application to contemporary problems?

*Primary source*


*Reading list*

Core readings


*Methodology: Contexts and languages*

Historical commentary: the contexts and languages of Hobbes


The reception of Hobbes in the twentieth century


Political thought and political philosophy


This class will examine the relationship between History and Politics in the light of the material you have encountered in the lectures and previous classes. It will also consider how the study of History and Politics should be shaped by an understanding of power.

Please prepare for this class by reading the following:
* Michel Foucault, ‘The subject and power’, in Michel Foucault: Beyond Structuralism and Hermeneutics, ed. Hubert L. Dreyfus and Paul Rabinow (Brighton, 1982; reprinted, 2006) – available as an ebook

You might also look at some of the following further readings on power:
Jonathan Hearn, Theorizing Power (Basingstoke, 2012)
Michel Foucault, Discipline and Punish: The Birth of the Prison (1978)