If there is debate over how ‘revolutionary’ was the pace of social, economic and cultural change in Britain in the two centuries covered in Paper 10, there is no debate over the shorter period covered in Paper 11. The pace of change accelerated at the end of the nineteenth century and seemed to throw Britain (ahead of much of the rest of the developed world) headlong into a new era, eventually denoted ‘modernity’. Britain became the first and for some time the only fully urbanized nation. Both death rates and birth rates declined in an entirely unprecedented fashion and historians are still debating the causes and consequences of these dramatic changes in personal health and in the basis for family life, intergenerational and gender relations. The economy grew rapidly but unevenly, so that the ‘class society’ widely predicted in the nineteenth century was only in the twentieth realized. Steam power, harnessed a century earlier, finally made its full impact felt, enmeshing the comparatively open British economy in a global web; the advent of electronic communications at about the same time meant that globalization had tremendous cultural implications, too. Mass media shaped a mass society. ‘World wars’ and the regional dislocation of mass unemployment rent the social fabric, and re-knit it into new forms. By 1945 the British had already seen a lot of industrialization, urbanization, ‘modernity’ and ‘mass society’. Thus, they experienced what Hobsbawm has called the ‘golden age’ of the post-1945 world in a more worldly-wise, even jaded mood than did many other Europeans - yet these new jolts of technological, social and cultural change lost none of their force, little of their capacity to surprise and confuse in an increasingly multi-cultural, ethnically and religiously diverse society. Historians are still puzzling over the ‘contemporary’ history of Britain. You will have a chance to puzzle with them, and, more than in other papers with a highly developed historiography, to find your own evidence and to venture your own interpretations.

Reading material is hardly lacking, although some of it is drawn from sociology and cultural studies - even journalism - rather than conventional historical writing. There are also of course new sources generated by new technologies – recorded sound, moving pictures, digital data. You will need to work to fit this quasi-primary material into a mature historical framework - good practice in thinking like an historian. The full range of human experience is on offer, so you and your supervisor will have to make stern choices - to sample all of the sub-disciplines or to specialize. One choice you will probably not have to make is chronological: most students should be able to cover the full chronological range of this relatively short paper. Some of you may also be examined in the parallel political history Paper 6; on the whole, the distinctions in subject matter between these papers are clear, but if you are concerned ask your supervisor.

A total of 24 core lectures in Michaelmas and Lent terms will introduce you to key themes and interpretations in the paper. You can additionally augment your knowledge and expertise by attending the lectures on economic history and policy and by attending the optional courses on Quantitative Methods in the Lent Term and on Economics for Historians in the Easter Term.

Even if you are not being supervised for the paper until Lent or Easter Terms, you should attend the core lectures by way of preparation for your later work. Lectures are offered at different levels of specialization and sophistication to allow students to explore the terrain and to follow up more closely areas of special interest: they are essential tools for the paper. Revision lectures will be offered in Easter term by advanced Ph.D. students who will help you survey their fields while at the same time introducing the flavour of cutting-edge research – thus these lectures should be of interest not only to those revising for exams (and they are likely to be ‘one-offs’, not repeated in the same form the following year).
LECTURES

Core Lectures:

Michaelmas Term:

PROF S. SZRETER, PROF P. MANDLER, DR L. DELAP, Dr A. WILLIAMSON

Fridays 9 a.m. (starting 11th October) ROOM 11

1. Demographic Change 1880-1980 – SS
2. Economic History 1880-1914 – SS
3. Class 1880-1914 – PM
5. Immigration and Race – LD
6. Economy 1914-45 – AW
7. Environmental Change and policy - DN
8. Modernities – PM

Tuesdays 12 noon (cross-listed with Paper 10) (starting 15th Oct) ROOM 3

9. Mortality and Health c.1800-1939 – SS
10. The state and social policy c.1800-1939 – SS
12. Gender roles and relations c.1800-1939 - SS
13. Education, Literacy and state policy c.1800-1944 - SS
14. Faith, Belief and the secularisation debate c.1800-2000 - SS
15. The family and the ideology of companionate marriage c.1800-2000 – SS
16. The welfare state in a long-run perspective - SS

Lent Term:

PROF P. MANDLER, DR L. DELAP, Dr A. WILLIAMSON

Fridays 10 a.m. (starting 17th January)

17. Class and Social Change since 1940 – PM
18. Gender roles and experiences since 1939 – LD
19. Economy 1945-79 – AW
20. Youth and Youth Culture – LD
21. National Identities– PM
22. The Polarised Society? -LD
23. Sexualities – LD
24. Education post 1944- PM
ADDITONAL LECTURES:

**Michaelmas Term:**

DR P. RAMOS PINTO  Thurs 10 a.m. (starting 10th Oct)  ROOM 3
Economics for historians (Eight lectures).

**Lent Term:**

DR NATALIA MORA-SITJA AND DR LEIGH SHAW-TAYLOR
Understanding Quantitative Methods for Historians  (Eight lectures)  Mondays 11 a.m.

**Easter Term:**

REVISION LECTURES

PROF. P. MANDLER, DR L. DELAP

Up to four lectures, weeks 1-4  Fridays 11 a.m.