**History**

The following courses in History are available to Visiting Students and details of each course are given below. For further History courses which may be available please go to [http://www.history.ox.ac.uk/prospective/undergraduate/studying/single-hons.html](http://www.history.ox.ac.uk/prospective/undergraduate/studying/single-hons.html).

If you have a particular interest in an area of History which you do not see here, please contact [vsp@mansfield.ox.ac.uk](mailto:vsp@mansfield.ox.ac.uk), and we will ask our History fellows for advice. Before confirming your choice of topics we will look at your past qualifications and statement of interests to make sure we are providing the most suitable courses for you.

**History of the British Isles**: courses cover periods within the range c.300-1970s. Mansfield tutors specialise in the following:

- History of the British Isles II, 1042-1330
- History of the British Isles III, 1330-1550
- History of the British Isles V, 1685-1830
- History of the British Isles VI, 1815-1924

**General History (European and Global History)**: periods range from 285-1970s. Mansfield tutors specialise in the following:

- General History V: 1122–1273
- General History VI: 1273–1409
- General History VII: 1409–1525
- General History X: 1715–1799
- General History XII: 1856–1914

**Specialised Courses**: courses can be tailored to your particular interests. Mansfield tutors specialise in the following:

- Medieval Popular Politics
- Later Medieval Crime and Punishment
- The Black Death and Social Change, 1348-1450
- British Popular Politics, 1780 – 1900
- The Victorians
- Women, Gender and Historical Change, Britain in the long 19th century
- Modern British feminism

Other options from tutors outside of college include:

- Early 20th century Irish history
- Modern economic history
- Enlightenment history

It is sometimes possible to arrange specialist tutorials for Visiting Students which follow an adapted version of the Special, Further or Optional Papers advertised by the History Faculty. For the full range of subjects, see the History Faculty website: [http://www.history.ox.ac.uk/](http://www.history.ox.ac.uk/)
History of the British Isles: courses cover periods within the range c.300-1970s. Mansfield tutors specialise in the following:

History of the British Isles II, 1042-1330
Medieval society with its warriors and kings, bishops and peasants, can seem alien to us, but these three centuries saw the emergence of essential pre-conditions for modern society. The whole spectrum of human activity was transformed, both through increasing collectivization – in villages, towns, churches, and under governments – and by greater pluralization in ways of life.

England’s own particular turning-point, the Norman Conquest, opens the paper: but just how much did it change and how much endured from previous centuries – or indeed would have changed anyway in a period of European-wide development? Its immediate result was a century of political instability, as England was drawn into the politics of northern France. Yet the Conquest also provided the foundation for a precociously strong monarchy, and the system of common law which still endures.

These developments had important effects. Kings and their warrior nobles, increasingly characterized by the culture of chivalry, attempted to colonize and dominate Britain. The different societies of Wales, Ireland and Scotland were affected in different ways by English imperialism, especially in Edward I’s successful conquest of Wales and unsuccessful assault on Scotland.

On the other hand, the power of English kings had to be restrained internally: in Magna Carta the barons demanded that the ruler treat his subjects lawfully and make their interests the concern of government. This was developed into a sophisticated political ideology of royal accountability, which could be used at the end of the period to depose a king: Edward II was seen as inadequate to provide stable government and secure justice to a national community increasingly conscious of the duties of kingship.

Royal ideology was also challenged by the church: the clergy sought to exempt themselves from lay authority, a conflict seen most dramatically in the murder of Thomas Becket. Yet church reform gradually transformed social experience by putting religion at its centre, seen in the prevalence of saints’ cults and shrines, the popularity of the crusading ethos, and the rapid spread of monasteries and parish churches.

Education also underwent a sea-change: the ‘twelfth-century renaissance’ inaugurated a literate society, which created new institutions and administered them in more regular and bureaucratic ways. It also revived the cultural leadership of the western world, evident in the glorious cathedrals constructed at this time, and the revival of scholarship in the universities.

These were centuries of important social and economic change. Markets and towns multiplied, and increasing trade created a more commercialized mentality. More land was settled by an expanding population, although until the end of the period many of the resulting benefits went to the lords, who strengthened their lordship over the peasants. Family structures and the position of women were thus fundamentally affected. Had economic growth ended before the Black Death? Even if stagnation ensued in the fourteenth century, the fundamental changes of the central middle ages left a legacy to the modern world of political sophistication, social and economic diversification, and cultural dominance.

History of the British Isles III, 1330-1550
For England, Scotland, Ireland and Wales this was a period of dramatic conflict and change which presents many fascinating paradoxes. Thus the Black Death of 1348-9 in which a third or more of the population died, the Peasants’ Revolt of 1381, and frequent complaints of urban decay all suggest
economic and social crisis; yet the cloth industry grew, living standards rose and economic opportunities for women temporarily widened. In the early fifteenth century the Welsh rose in revolt under Owain Glyndŵr, yet within a century and a half they were peacefully assimilated to the Tudor state. The Scots were united enough to resist English aggression, yet slew two of their kings in rebellion. The English won spectacular victories in France – Crécy, Poitiers, Agincourt – yet lost ground to the Gaelic lords in Ireland. The English crown steadily endowed itself with one of the most effective governmental machineries in Europe, negotiating for the cooperation of local élites in the developing parliament, court and legal system; yet Richard II was deposed and his successors fell prey to factionalism in the Wars of the Roses, only for monarchical power to revive under the Yorkists and Tudors. The English church survived the challenge of the Oxford-grown heresy, Lollardy, and provided for an increasingly elaborate and informed popular piety, but fell victim to Henry VIII’s determination to become its supreme head. The universities expanded, and architecture, music and vernacular literature flourished from Barbour, Chaucer and Langland to Lindsay, Wyatt and Surrey; yet by 1550 an increasingly influential humanism affected contempt for much of medieval culture.

All these aspects of the period continue to provoke debate among historians, many of them teaching here in Oxford, and this creates an opportunity for undergraduates to forge their own understanding of a field in which political, social, cultural and religious history interact in stimulating ways, and one in which the different societies within the British Isles can be studied both in their own right and in their mutual interaction.

History of the British Isles V, 1685-1830
This paper begins with the Glorious Revolution of 1688, which entrenched parliament at the centre of British government and established a system of regulated toleration for some kinds of Christian worship outside the Church of England. At its end in 1830 Dissenters and Catholics acquired full political rights, and the election of a reforming ‘Whig’ government put the reform and extension of the parliamentary franchise squarely on the agenda. At the beginning of the period, commerce and manufactures were flourishing to such an extent that it was beginning to be possible for pamphleteers to claim for the nation the status of leading economic power; by the end of the period, Britain was ‘the first industrial nation’. These developments made Britain an object of fascination - sometimes, of admiration – for other Europeans.

The ‘British state’ was largely a creation of this period, which also saw the union of the Scottish with the English parliament (1707) and of the Irish with the Anglo-Scottish parliament (1801). A ‘British’ identity developed in parallel with English, Welsh, Scottish and Irish identities. The growth of Atlantic trade and the acquisition of substantial Indian territories added to the might of the ‘British Empire’.

Yet all these developments were associated with strains, tensions and conflicts. Britain spent almost half the period at war, defending and extending its position in Europe and the world. War impelled government growth, which in turn gave rise to concern about the changing nature of state and polity. The costs and benefits of economic development were not distributed equally. Relations between the different kingdoms of the British Isles complicated the task of devising and maintaining a legitimate political order. The legitimacy and very existence of empire were called into question by the American War of Independence 1776-83. Meanwhile, the growth of ‘enlightenment’ in Europe raised questions about Britain’s claim to be an exceptionally liberal and humane society. Self-questioning was both intensified and complicated by the outbreak of the French Revolution, and the long ensuing war. Peace in 1815 opened the way for reconstruction and reassessment.

During the past few decades this period has been the subject of much lively and creative historical writing. John Brewer, Linda Colley, Roy Porter and several Oxford scholars have explored all these developments, their impact on British values and culture, and the ways in which they were
experienced by men and women at all social levels. The quality of writing on the period reflects its fundamental importance and interest for the understanding of modern Britain. Not often studied at A-Level, it is a period which has a great deal to offer at university.

**History of the British Isles VI, 1815-1924**

The paper covers a period which is today regarded by journalists and sentimentalists as an epoch of British ‘greatness’. That it was a very remarkable epoch is certain, and its most obvious defining feature is provided by a history of political and institutional change which appears in retrospect like a blaze of technicolor. To say this is not just a comment on heroic individuals such as Gladstone and Disraeli; rather it is reflection of what all ordinary Britons (though not necessarily Irishmen) really thought: politics lay at the centre of their historical world. The centrepiece of political struggle lay in the attempts variously to reform and to preserve England’s ‘ancient constitution’. How could it be made more compatible with modern ideas about political representation, perhaps with ‘democracy’ even? But how at the same time could one preserve those unique historic features, such as traditional English liberty under the sovereignty of Parliament, which had served Britain so well since 1688 – features which (it was alleged) would continue to protect her from foreign perils such as despotism, revolution, and dictators? The paper thus invites students to consider how satisfactory and how complete were the ‘Victorian’ reforms which still supply the basic structure of our political institutions today. Why were they so seemingly successful in Britain and so troubled in Ireland? It also asks how these notoriously insular institutions functioned in Europe and as the ultimate rulers of a large and expansive empire. Could one have both empire and liberty?

However, it is a guiding principle of this paper – and one reflected in the introductory lecture provision – to make equal provision for the study of politics and society, where ‘society’ is broadly defined to include culture and the economy. In considering British society students will be able to draw on rich and established traditions of writing on the working classes and on the traditional landed élite, alongside a more recent and open-ended body of writing on gender, to say nothing of that elusive residuum the ‘middle classes’. Of course social class can no longer be seen simply as a material fact, or as a reflection of the workplace, important though this dimension undoubtedly was. Social situation also requires a consideration of social cultures and mentalities. Of these some were class bound and some were not, and here the histories of religion and of ethnicity occupy a prominent place in the focus of the paper, both of them relatively new and expansive areas of research inquiry. So in social history, too, students are invited to reflect on features which render England and Britain unique in a European context. For example: a notorious preoccupation with wealth creation; a religious geography based on the peculiarly Anglo-Saxon polarity between established Churches and Dissenters, and the absence of any tradition of a prestigious state bureaucracy on the Continental model. Were these distinctive traditions a source of privileged advantage, or did they render the British Isles merely backward and provincial? Both points of view were advanced with much enthusiasm by Britons and Europeans alike over the lifetime of this paper.

**General History (European and Global History)**: periods range from 285-1970s. Mansfield tutors specialise in the following:

**General History V: 1122–1273**

This is a crucial period for the formation of Europe. It is no less fundamental for the shaping of Europe’s relations with the wider world. The idea of a united Christendom was given its fullest expression by the expanding Roman papacy, which at this period sponsored the crusade movement for Christian control of the eastern Mediterranean, southern Iberia, and northeastern Europe. An ironic victim of this campaign would be the capital of the eastern empire of Byzantium, which yet survived as a potent member of the uneasy Christian commonwealth. Meanwhile the universal
ideals of the western pope and emperor were challenged by newly developing ideas of government in principalities and cities. Rapidly growing populations presented both social challenges and economic and political opportunity. Experiments in communal living and the limitation of conflict in the towns of Italy and Flanders would leave a vital legacy of practical experience and political thought to later generations. Equally experimental were the new religious orders, whose potential for disturbing the status quo was epitomized in the eccentric figure of St Francis. In France and in Aragon, new reasons of state were advanced to justify the growing pretensions of monarchy. Debate on all these issues was fed by the new universities – which, with the Gothic cathedrals, stand out amongst the inventions of the period – where scholars digested ancient Greek learning mediated by contact with the Arab world. Running through the course is the motif of cultural exchange, which can be studied in the Byzantine mosaics and Islamic-influenced architecture of Norman Sicily, or in the equally hybrid society of Iberia, where Jews, Christians and Muslims constantly renegotiated their mutual relationships. The homogenizing ideology of Church and Empire was everywhere qualified and subverted by local culture, manifested in the sources in regional religious cults and heresies of various kinds, linguistic and artistic diversity and popular social movements. Accessible primary materials offer infinite ways into the interpretation of this rich and problematic period.

General History VI: 1273–1409
In all areas of human life the fourteenth century saw momentous change and fascinating developments. Climate change and microbiological alterations combined to cause droughts and harvest failures, together with plagues amongst animals and humans. From 1348 epidemic disease was recurrent, and this had massive effects on economic and social history. Plague caused significant changes in the relationship between lords and peasants, and trade networks, having expanded rapidly in this era of international banking, were substantially restructured. The period saw the rise of international banking and a huge financial crisis in the 1340s when the kings of England and France defaulted on the loans used to pay for the Hundred Years War. The political history of the period used to be written as a confusing mass of inconclusive wars, the retreat of centralized states, and failed popular rebellions, but this is being rewritten in all sorts of interesting ways. The dynastic kingdom was only one amongst many vibrant political forms that included city states, urban leagues, and noble confederations. Aristocratic elites enjoyed varying degrees of autonomy and everywhere were a major focus of political life, but political society was expanding wherever states and tax burdens grew. The papacy was also a major political player, and an enormously influential institution in legal and religious terms as well. In many regions popular rebellion was at once an expression of political crisis but also vitality and creativity. As well as the western European polities, it is interesting to study the principality of Muscovy, the union of Polish and Lithuania, and the rise of the Ottoman empire in Anatolia and the Balkans. The cultural life of the period can be approached first hand through the products of burgeoning vernacular literatures such as the Tuscan ‘greats’ Dante, Boccaccio and Petrarch, and though architecture and the visual arts. This was also a period in which there were substantial and fascinating debates and disagreements within universities; debates which also crossed over into lay society. Religious literature, including saints’ lives, spiritual autobiographies, and manuals of instruction fed a growing demand for direct engagement with religion in which the laity came to take just as active a role as the clergy. In places this growing demands manifested itself as heresy, and the church responded with systematic campaigns of education and persecution.

General History VII: 1409–1525
The long fifteenth century is a period of spectacular cultural change, political dynamism, technological development and religious ferment, whose study is sustained by a rich and easily accessible body of source material.
The concept of ‘The Renaissance’ provides an opportunity to analyze the interplay of innovation and tradition in a number of different contexts, written and visual. At the same time, the religious life of lay people in the period was in many ways transformed: unprecedented evidence of popular piety is contemporaneous with massive movements of dissent among Hus’s Czechs or Luther’s Germans. Political historians once tagged the period the age of ‘new monarchy’. Some more-or-less monarchical systems did acquire greater cohesiveness, for reasons that you may wish to explore. But the scope for political enquiry and comparison goes a lot further than that: the period saw challenging assertions of consultative principles (not least within the Catholic church); a rich proliferation of city-states and city-leagues; and some ambitious plans for dynastic aggrandisement, from the Trastámara of Iberia to the house of Jagiellon in East-Central Europe. ‘Christian Europe’ is itself a notion that invites critical reflection. In the Spanish lands, centuries of Christian-Islamic-Jewish coexistence were coming to a close; but to the East, Islam was acquiring new force in Ottoman form. And there was a world beyond, opening, for better or worse, to European encounters. By the end of the period, Cortés was in Mexico; and Sebastian del Cano safely home – the first mariner in history to circumnavigate the globe.

**General History X: 1715–1799**

The eighteenth century offers you the opportunity to study the foundations of the modern world. After nearly a century of stagnation, population and economy began to grow and by 1800 Europe was the most developed commercial civilization the world had ever known. Economic growth, however, entailed growing social dislocation as the greater affluence of the few meant increased poverty and insecurity for the many. Economic growth, too, made it increasingly difficult to integrate new and old wealth within a society which associated rank with inherited and corporate privilege. Meanwhile the dominant Augustinian form of Christianity which underpinned that society was itself under attack from the new, much more egalitarian and secular ideology of the Enlightenment. Across Europe the philosophes and their allies made human betterment in this world the focus of their writing. Since many princes and their advisors after 1750 took up these new ideas in the hope that the abolition of the corporative society would increase the state’s ability to mobilize its subjects’ resources, the stage was set for a battle royal between many of Europe’s governments and the privileged orders, which culminated in the American War of Independence and the French Revolution of 1789. While this provided an opportunity for the ideas of the Enlightenment finally to be turned into reality, it also proved the prelude to a decade of war as the French Revolutionaries, divided amongst themselves, attempted to impose their view of the new Jerusalem on the rest of the continent as well as on Frenchmen and women.

In such a period of conflict and change, there is no shortage of topics for you to study in tutorials. Central topics are the Enlightenment, the leading ‘Enlightened absolutists’ (Frederick of Prussia, Catherine of Russia, Joseph II, Charles VIII of Naples and III of Spain), the failure of administrative and fiscal reform in France, the outbreak and impact of the French Revolution. There are, however many other topics in economic, social and cultural history which you can explore, among them popular culture and changing attitudes to women and children.

Nor need your attention be confined to Europe. The eighteenth century was a period when Europe and the rest of the world were more tightly bound together than ever before. There is a large secondary literature in English on the American Revolution and the framing of the 1787 Constitution. The decline of the Mughal Empire in India and the coming of the British to Bengal are also well covered, as is the development of Spanish America in the eighteenth century. It is also possible now to study Japanese, Chinese and aspects of African history.

**General History XII: 1856–1914**

Although European history remains central to this paper, the period 1856-1914 saw ‘the first era of globalization’, marked by the laying of oceanic telegraph cables, the completion of transcontinental railways in the US (1869) and Russia (1905), and the opening of the Suez (1869) and Panama (1914)
canals. This led to massive movements of goods, capital and people, assisted by economic developments such as the ‘Gold Standard’ and the ‘Second Industrial Revolution’ (the application of science to industry). Globalization and industrialization created crises as peasant agriculture and handicraft industries – both in Europe and across the world – could not compete with mass produced imports, nor with migrant labour. As we move towards the First World War, protectionism and xenophobia grew in the metropoles, while in the imperial arena European powers competed to grab raw materials and markets. But the period also witnessed the growth of an internationalism and humanitarian intervention. Those nations outside western authority, such as the Ottoman, Chinese and Japanese empires, responded to these challenges with mixed results. However, around 1900 there are signs of the waning of western power, as imperial states such as Spain, Italy and Russia were all defeated overseas. Rapid industrialization, urbanization and population growth also posed challenges for European governments, whether nation states like the newly unified Italy and Germany or multi-ethnic empires such as Russia and Austro-Hungary. Liberal regimes and autocrats were threatened from both the Left and the rise of organized labour and the Right and the rise of new radical populist movements. In the ‘age of the masses’ national, regional, ethnic, religious and even gender identities were increasingly politicized. Governments responded with nation-building through compulsory schooling and military service, and social welfare, but not always with the desired results. Both society and the state were threatened with violent fragmentation in revolution and separatist revolt, and this in turn fed conflict in international relations. Fragmentation was also visible in the fields of the arts and sciences, with a plethora of new movements attempting to capture the experience of rapid change (such as impressionism and expressionism), or comprehend it (the rise of the social sciences). And yet, despite all these crises and confusions, European states and societies were coping, conflict was not inevitable. Many of the developments covered in this paper – socialism, the ‘new woman’, consumerism, and psychoanalysis among them – were disorientating for some but invigorating for others: change carried promise as well as threats. As with other General History papers this one is taught by means of tutorials and lectures. Relevant lecture series may run in different terms and different years, so check the general scheme in both your final years.

Please note – if you would like to take a course in a different period of British or General History to those listed above, it is often possible to arrange this with a tutor from another college.

**Specialised Courses**: courses can be tailored to your particular interests. Mansfield tutors specialise in the following:

**Medieval Popular Politics**: This course examines the changing size and scope of the medieval political community in the period 1300-1485. Students will be able to study the influence of popular riots and rebellions (Peasants’ Revolt of 1381, Jack Cade’s Rebellion of 1450, for example) as well as other forms of political expression open to the lower orders. This will also include an examination of the emergence and growth of parliament and the various interests that were articulated at the county and the national level.

**Later Medieval Crime and Punishment**: By looking at the definition, prosecution and punishment of crime, historians can learn a great deal about how a society comprehends itself. The records of crime are records of social breakdown, personal moral failure, and economic or political desperation. They provide a negative image of shared values relating to public order, morality, and good citizenship. The world of medieval crime and punishment bears some comparison with our own – much in our systems of law and morality was born in this period – but there are also striking differences, such as the frequent use of capital punishment, the heavy involvement of local communities in defining and dealing with crime, and the class, gender and ethnic disparities underlying medieval thinking about
morality and crime. This course will allow students to research individual crimes or groups of crimes including: homicide, infanticide, theft, prostitution, rape, abduction, heresy, treason, defamation, noble disorder, criminal gangs, and economic crimes such as piracy and poaching. Case studies in these crimes can be linked to thematic studies on the role of the local community, the influence of class and gender, the aims of punishment, crime in literature, concepts of public order, and the use of legal records to study social relations.

The Black Death and Social Change, 1348-1450: The Black Death pandemic reduced the population of Europe dramatically; in England the population was halved in little over two years. This course allows students to study the profound social and economic changes which occurred over the late medieval period, both in the British Isles and in the European context. Studies will consider a range of scholarly approaches to these changes, including the work of Marxist scholars on the decline of the feudal system and the phenomenon of mass revolt, the approaches to population studies inspired by Malthusian theories and the recent work of gender historians in understanding medieval social structures and the nature of economic change.

British Popular politics, 1780 – 1900
From the Gordon riots to the foundation of the Labour Party, this paper will consider the complex patterns of popular political participation in Britain. Students will be able to study the various phenomena of mass politicisation, from riots and street protest to movements such as Chartism which brought politics to the whole family. This was also the great era of the pressure group: men and women alike began to employ new tactics to secure a voice in the political nation. Working-class responses to greater democratic rights will be analysed, including the exclusionary practices based on gender, religion or race this sometimes involved. Students will have the opportunity to consider the impact of European and global events upon British popular consciousness, including the French Revolution, continental socialism, and the growth of Empire.

The Victorians:
This paper aims to lay bare the many popular myths surrounding the Victorians. The era will be approached thematically, with a particular emphasis on social and cultural topics, such as sexuality, childhood and family life. Students will be encouraged to use fictional texts by such authors as Charles Dickens, Elizabeth Gaskell, Thomas Hardy and George Eliot to consider how these and other issues including social reform, religion, and urbanisation were debated and received by the reading public.

Women, Gender and Historical Change, Britain in the long 19th century:
This paper will consider the ways in which ideas of gender structured and influenced key aspects of historical change in Britain over the long 19th century. Industrialisation brought new challenges to the gendered dynamics of working-class life - in some areas leading to co-operative attempts to unionise male and female labour whilst resulting in biting gendered tensions elsewhere. The rise of mass education had the potential to empower millions, but it often reaffirmed traditional assumptions of gender roles. The growth of state intervention in this period further contributed to this gender differentiation, with the enactment of protective legislation aimed specifically at women. Students may choose to specialise either in one such theme, or range more broadly across a set of topics.

Modern British feminism:
This paper will comprise an analytical chronology of modern British feminism from the enlightenment through to the 20th century interwar period. Starting with the revolutionary declamations of Mary Wollstonecraft in the late 18th century, the ebb and flow of radical
perspectives on women (and responses to them) will be traced, including utopian socialism, equal rights campaigns, imperial philanthropy and feminist attempts to redefine family and marriage.

Other options from tutors outside of college include:

**Early 20th century Irish history:** This subject explores events and ideas in Ireland from the Home Rule era to the Anglo-Irish Treaty. Topics covered include the Fenian tradition (separatist ideology, republican rhetoric, emigre nationalism); the idea of Home Rule (Isaac Butt, federalism, Protestants and nationality); the land issue; the Home Rule crisis; the polarization of Ulster Unionism and Catholic nationalism from that era; cultural revivalism and the debates over ‘Irishness’; the development of radical political options such as Sinn Fein, suffragism and co-operativism in the early 1900s; the pre-war crisis over Ulster and Home Rule; the 1916 Rising, the transformation of nationalist politics, and the rearrangement of Anglo-Irish relations.

**Modern economic history:** The emphasis in this paper is on the successes and problems of economic development (primarily, though not exclusively western) in an international context. The main themes covered include late nineteenth-century industrialisation, the rise American technological leadership, the problems of inflation, unemployment and depression between the wars, the post-world war golden years, the end of the ‘golden years’ in inflation and unemployment, international capital movements, and sterling prices, interest rates, money, and public finance Government economic policy in peace and war wages, unemployment, trade unions, and the working of the labour market management and entrepreneurship, the location of industries, industrial concentration, and the growth of large firms, the distribution of incomes, poverty, and living standards.

**Enlightenment history:** This Subject will allow you to explore the main developments in thought, manners, and social structures from the age of Enlightenment to the post-revolutionary period of Romanticism and Realism. Sources range from memoirs, novels, philosophical works and travel accounts, and these will be studied within their social contexts, whose mentalités they reflect. Topics covered include the literary and artistic transition from classical or neo-classical forms to Romanticism and to the early manifestations of Realism (especially in the novel); the function of land and office as mechanisms for social advancement from the noble and privileged society of the old regime to the emergence of other notables; reactions to the French Revolution and adjustment to Napoleon’s dictatorship; the implications for the Church and for religious expression of the Revolution’s secularizing measures; the impact of urbanization and embourgeoisement on the older rural structures and mentality; and the emergence of a distinctive feminist discourse and its impact on society.