



Mansfield
College
UNIVERSITY OF OXFORD

Visiting Student Programme

Course Catalogue 2024-25 entry



The Visiting Student Programme

The Mansfield Visiting Student Programme aims to replicate as closely as possible the Oxford undergraduate experience. The Oxford system of undergraduate teaching is based on the weekly tutorial, where one to three students meet with a tutor for a period of concentrated discussion. Tutorials are supplemented by lectures and by the University's extensive library resources. The programme places great emphasis on the development of skills of critical evaluation and reasoning, whilst also allowing students to explore their chosen discipline in depth.

The academic year at Oxford is divided into three eight-week terms, October–December, January–March, and April–June. Each student on the programme takes one primary (eight tutorials) and one secondary (four tutorials) course a term. Students will usually be expected to complete a piece of work, normally an essay or a problem sheet, for each tutorial. There may also be additional classes as part of a course, and most courses will be supported by lectures in the faculties and departments. Students have the opportunity to follow a course of study in one subject, progressing through to more difficult and specialised work, or to pick from a range of disciplines.

When assessing a student's application, their past qualifications and statement of interests will be taken into account when deciding whether the courses the student has selected are of the appropriate level. Some higher level courses require students to have studied certain pre-requisites; where this is the case, students may wish to schedule the course for the final term so that they can complete the pre-requisites beforehand (if they have not already). Courses with pre-requisites are marked with a '*' in this catalogue.

Please note that some courses are only available in particular terms. Please contact vsp@mansfield.ox.ac.uk with any questions about available courses or about teaching.

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Course List

Intermediate courses require you to have taken an introductory level course prior to study. Advanced courses require more background in the subject (please ask Helen Lacey for details).

Economics (primary tutorials only)

Intermediate:

ECO1: Microeconomics

ECO2: Macroeconomics

ECO3: Quantitative Economics

ECO4: Development of the World Economy since 1800* (Trinity term)

Advanced:

Human Geography

GEO1: Earth Systems Processes

GEO2: Geographical Controversies

GEO3: Space, Place and Society

GEO4: Earth System Dynamics

GEO5: Environmental Geography

Intermediate:

HIS1: History of the British Isles II, 1042–1330

HIS2: History of the British Isles III, 1330–1550

HIS3: History of the British Isles IV, 1500–1700

HIS4: History of the British Isles V, 1685–1830

HIS5: History of the British Isles VI, 1815–1924

HIS6: European and World History 1000–1300 (Hilary/Trinity term)

HIS7: European and World History 1300–1500 (Hilary/Trinity term)

HIS8: European and World History 1500–1700 (Hilary/Trinity term)

HIS9: European and World History 1830–1914 (Hilary/Trinity term)

HIS10: European and World History 1750–1930 (Hilary/Trinity term)

HIS11: European and World History 1914–1989 (Hilary/Trinity term)

HIS13: Optional Subject (see below)

Advanced:

HIS12: Further Subject (see below)

Optional Subjects are available in **Trinity term only**. Please put HIS013 on your application form and specify which you would like to take. Information about these courses can be found here <https://www.history.ox.ac.uk/optional-subject>

- Theories of State (Aristotle, Hobbes, Rousseau, Marx)
- Alfred and the Vikings: Conflict, Culture and Identity in the Early Middle Ages
- Early Gothic France c.1100–1150
- The Mongols
- English Chivalry and the French War c.1330–1400
- Crime and Punishment in England c.1280–1450
- Nature and Art in the Renaissance
- Witch-craft and Witch-hunting in Early Modern Europe
- Making England Protestant c.1558–1642
- Conquest and Colonisation: Spain and America in the Sixteenth Century
- Revolution and Empire in France 1789–1815
- Women, Gender and the Nation: Britain 1789–1825
- Romance of the People: The Folk Revival from 1760 to 1914
- Haiti and Louisiana: The Problem of Revolution in the Age of Slavery
- Imperial Republic: The United States and Global Imperialism, 1867–1914
- The New Woman in Britain and Ireland, c. 1880–1920
- The Rise and Crisis of European Socialisms: 1881–1921
- 1919: Remaking the World
- Living with the Enemy: The Experience of the Second World War in Europe
- Viewing Communism: Cinema and Everyday Life in Eastern Europe, 1944–1989
- Radicalism in Britain 1965–1975

Further Subjects are available in **Hilary Term only**. Please put HIS012 on your application form and specify which option you would like to take. Information about these courses can be found [here](#).

- Anglo-Saxon Archaeology c.600–750: Society and Economy in the Early Christian Period
- The Near East in the Age of Justinian and Muhammad, 527–c.700
- The Carolingian Renaissance
- The Crusades, c.1095–1291
- Culture and Society in Early Renaissance Italy, 1290–1348
- Flanders and Italy in the Quattrocento, 1420–80
- The Wars of the Roses, 1450–1500
- Women, Gender and Print Culture in Reformation England, c.1530–1640
- Literature and Politics in Early Modern England
- The Iberian Global Century, 1550–1650
- Writing in the Early Modern Period, 1550–1750
- Court Culture and Art in Early Modern Europe 1580–1700
- War and Society in Britain and Europe c.1650–1815
- The Metropolitan Crucible, London 1685–1815

- Medicine, Empire, and Improvement, 1720–1820
- The Age of Jefferson, 1774–1826
- Nationalism in Western Europe, 1799–1890
- Imperialism and Nationalism in Sub-Saharan Africa c. 1870–1980
- The Soviet Union, 1924–41
- Scholastic and Humanist Political Thought
- The Science of Society, 1650–1800
- Political Theory and Social Science c.1780–1920

Human Sciences

Intermediate:

HUM1: Ecology and Evolution

HUM2: Physiology and Genetics

HUM3: Society, Culture and Environment

HUM4: Sociology and Demography

HUM5: Quantitative Methods for the Human Science

Advanced:

HUM6: Behaviour and its Evolution

HUM7: Human Genetics and Evolution

HUM8: Human Ecology

HUM9: Demography and Population

HUM10: Anthropological Analysis and Interpretation

HUM11: Sociological Theory

HUM12: Anthropology of a Selected Region (eg Lowland South America, Japan, South Asia, Africa)

HUM13: Gender Theories

HUM14: Health and Disease

Philosophy

PHI1: History of Philosophy from Descartes to Kant

PHI2: Knowledge and Reality*

PHI3: Ethics

PHI4: Philosophy of Mind*

PHI5: Philosophy of Religion

PHI6: Aesthetics

PHI7: Medieval Philosophy*

PHI8: Post-Kantian Philosophy*

PHI9: Ancient Philosophy

PHI10: Wittgenstein*

PHI11: Theory of Politics

PHI12: Individual Authors

E.g. Descartes, Spinoza, Leibniz, Locke, Hume, Berkeley, Kant

Politics

Intermediate:

- POL1: Comparative Government
- POL2: British Politics and Government since 1900
- POL3: Theory of Politics
- POL4: International Relations
- POL5: Political Sociology

Advanced:

- POL6: Modern British Government and Politics
- POL7: Government and Politics of the US
- POL8: Politics in Europe
- POL9: Politics in Russia and the Former Soviet Union
- POL10: Politics in Sub-Saharan Africa
- POL11: Politics in Latin America
- POL12: Politics in South Asia
- POL13: Politics in the Middle East
- POL14: International Relations in the Era of the Two World Wars
- POL15: International Relations in the Era of the Cold War
- POL16: Political Thought: Plato to Rousseau
- POL17: Political Thought: Bentham to Weber
- POL18: Marx and Marxism
- POL19: Politics in China
- POL20: Politics of the European Union

Theology & Religion

- REL1: Reformation
- REL2: 19th-Century Christian Thought
- REL3: Modern Theology
- REL4: Philosophy of Religion
- REL5: Nature of Religion
- REL6: Hinduism
- REL7: Buddhism
- REL8: New Testament
- REL9: Old Testament
- REL10: Introduction to Mysticism

Economics

Microeconomics

The objective of the course is to introduce students to the elementary theoretical and mathematical tools used in microeconomic analysis. At the end of the course students should be able (i) to understand and explain the tools, (ii) to use the tools to analyse simple problems in microeconomics, and (iii) to discuss critically the methods used.

Macroeconomics

The course objective is to provide training in the principles of macroeconomics to enable students to analyse problems in the key areas using appropriate tools. The course aims to develop an understanding of these principles using verbal, graphical and simple mathematical techniques. The areas covered include national income, consumption, investment, international trade, money and banks, inflation, unemployment, business cycles, monetary and fiscal policy, and the financial crisis. In addition to developing the theoretical principles the course introduces some empirical and institutional data for the UK and other major economies.

Quantitative Economics

The QE course is designed to give students a good understanding of the rationale for and intuition about the application of statistical methods to the analysis of a range of applied economics issues, such as the economics effects of education or the behaviour of aggregate consumption. Topics covered will include statistical and causal inference, multivariate regression analysis, testing and interpretation of regression results and empirical applications and interpretation of current and recent literature in a number of areas of empirical economics.

Development of the World Economy since 1800

Economic development of the major regions of the world: Europe, Asia, the Americas, Africa, Oceania. The proximate sources of growth: population and human capital, physical capital and technology. The underlying sources of growth: first and second nature geography, institutions and the state. The consequences of growth: living standards, inequality and consumption. International transactions: real trade and factor flows, finance. Warfare and empire. Economic development of the major regions of the world: Europe, Asia, the Americas, Africa, Oceania. The proximate sources of growth: population and human capital, physical capital and technology. The underlying sources of growth: first and second nature geography, institutions and the state. The consequences of growth: living standards, inequality and consumption. International transactions: real trade and factor flows, finance. Warfare and empire.

Economics of Developing Countries

Economic development for the world's poorer nations is a self-evident challenge, which demands serious economic analysis. This course introduces you to key areas of development economics, relating analysis to conditions in developing countries, and

exploring some of the major economic policy issues relating to developing countries.

The topics covered include: theories of growth and development; poverty and income distribution; human resources, labour markets and employment; industrialisation and technology; agriculture and rural development. Familiar topics which have to be adapted to the situation in developing countries also include monetary and fiscal issues; inflation; foreign trade and payments; foreign and domestic capital; the role of economic aid. An overarching theme is the role of government in development and the operation of markets.

While the approach taken in the course is analytical, you will be expected to have an interest in the problems and policies of particular regions or countries, and use knowledge of actual situations to inform and illustrate the analysis.

Labour Economics and Industrial Relations

The aim of the course is to understand: the behaviour of employees and employers and of collective groups which they may form; how the labour market works and the macroeconomic and distributional outcomes it produces; the policies and practices of organisations towards their employees; government policy towards labour issues.

Students are encouraged to take an international comparative perspective on the individual topics. As the above indicates, the course is a mixture of macro and micro. However, it allows a much more intensive study of distributional matters, of policy and of applied issues more generally than do these two core courses.

There are 24 lectures, and students will have 8 tutorials. The reading list encompasses a wider range of topics than many other optional courses; students may study a subset of these in tutorials: the impact of alternative bargaining and employee relations systems; Management strategies and HRM; union membership; economic aspects of unions; the role of the law; wages and salary structures, incentives and payment systems; wage dispersion and internal labour markets; labour market adjustment: unemployment and inflation; the size distribution of earnings; low pay and minimum wages; labour market segmentation; discrimination; unions and productivity; labour market policy, welfare to work, employment subsidies, education and training.

Public Economics

Public Economics is a very wide-ranging discipline, concerned with the principles underlying most aspects of economic policy. The course covers both principles and applications. It starts by developing the welfare-theoretic foundations of policy analysis, the rationale for government intervention and the constraints on government action. Taxation and government expenditure are considered extensively.

On the revenue side of the public accounts we consider the principles involved in tax design and analyse different types of taxes, including social insurance systems. On the expenditure side the course assesses the rationale for major categories of public spending, including health, education and pensions.

Economics of Industry

This popular course centres on the behaviour of private sector firms. It builds on the analysis of oligopoly behaviour developed in the Microeconomics core course, extending this to provide a comprehensive industrial organization analysis. Implications of firm behaviour for social welfare are considered throughout.

The course includes empirical evidence from studies of real markets. The major themes of industrial and competition policy are covered, including oligopolistic price competition, product differentiation, strategic entry deterrence and predatory behaviour, advertising, price discrimination, vertically related markets, R & D, technology races, the relationship between market structure and profitability, and the analysis of mergers.

Game Theory

Strategic-form games and extensive-form games. Solution concepts. Games with incomplete information. Applications and topics which may (but not necessarily) include bargaining, auctions, global games, evolutionary games, cooperative games, learning, games in political science.

International Economics

With the increasing internationalisation of economic life the study of International Economics has much to offer in helping to think about global developments. The course will analyse the determinants of international trade, including the implications of imperfect competition in international markets; the cases when a protectionist policy towards international trade may be appropriate; regionalism in international trading arrangements; the fundamental determinants of the balance of payments and exchange rates; the theory and evidence relating to exchange rate behaviour and to alternative exchange rate arrangements; the international context within which domestic macroeconomic policy is designed and conducted; international macroeconomic linkages; and the importance of international macroeconomic policy co-ordination.

Money and Banking

Students must have studied intermediate microeconomics and macroeconomics, economics options in previous academic work, and Calculus 2.

This course covers a range of topics in modern monetary economics, starting from microeconomic explanations for the existence of money and then proceeding to aggregate models of price and output fluctuations, the monetary transmission mechanism, the conduct of monetary policy, explanations for hyperinflation episodes and the relationship between monetary policy and asset returns. Each topic starts with the presentation of a core theoretical model and some extensions.

The focus of the lectures then turns to relevant empirical work in the field. The applied topics covered include (i) how best to separate cause and effect in the aggregate relationship between the interest rate, output and the price level; (ii) heterogeneity in

the responses of banks and firms to monetary policy shocks; (iii) explanations for inflation performance across countries and through time; (iv) the impact of monetary policy on the yield curve.

Econometrics

This course intends to expose you to the statistical techniques that economists use for estimating, testing, and forecasting economic relationships. The emphasis is on understanding the techniques involved and also on what they mean in terms of the economic problem being studied. Successful completion of this course should allow you to read much of the professional empirical literature in economics.

Finance

Investment appraisal under conditions of certainty/uncertainty. Portfolio theory and capital asset pricing model. Sources of finance, debt capacity, dividends, and cost of capital. Financial market efficiency. Emerging issues in finance. Takeovers and mergers.

English

The following courses in English are regularly offered to Visiting Students and details of each course are given below. For further English courses which may be available please go to <http://www.english.ox.ac.uk/prospective-undergraduates/course-structure>.

If you have a particular interest in an area of English which you do not see here, please contact vsp@mansfield.ox.ac.uk, and we will ask our English Fellows for advice.

The study of English at Oxford covers core period courses of literature in English from 650–the present day, plus specialist options (special subject and special author).

Period Papers

Old and Early Middle English 650–1350

This paper introduces you to the writing of early medieval England, giving you the opportunity to study the literatures of both Anglo-Saxon and post-Conquest England. This includes texts such as Beowulf, Ancrene Wisse, The Dream of the Rood and The Wanderer.

Literature in English 1350–1550

Enables you to study British texts and authors from the early Middle Ages to the early Tudor period. You will study Chaucer and other major fourteenth-century writers such as Langland, the Gawain-poet and Gower, but the course can also cover early texts such as Ancrene Wisse and late medieval writers such as Malory and the Older Scots poets (e.g. Henryson and Dunbar) in order to gain a deeper sense of the different types of writing produced during changing cultural and historical circumstances. The topic also contains a rich range of genres in verse and prose, including the lyric, the ballad, romance, devotional and mystical writing and drama.

Literature in English 1550–1660

This paper encompasses the reigns of Henry VIII to most of the reign of Charles I (1625–1649). It develops from Literature in English 1350–1550 topic with which it has some helpful overlaps.

This paper offers a period rich in formal experimentation, in the importation of classical and continental forms, in translation, in literary theory, in religious writing and in historical chronicle. Writers began to consider what a secular English literature might look like and theorised accordingly (e.g. Sir Philip Sidney, George Puttenham); the English language itself was undergoing enormous change, embracing thousands of new words a year and becoming more Latinate (thus paving the way for the considerations of Thomas Sprat at the Royal Society in Literature in English 1660–1760).

You will find household names throughout this paper: the drama of Marlowe, Jonson, Middleton; the epic poetry and pastoral of Edmund Spenser; sonnets by Sidney and

Drayton; the metaphysical and religious poetry of Donne, Vaughan, Herbert; the Cavalier poetry of Lovelace, Herrick, Cowley, Suckling, Waller, Carew. The prose of the period also offers a rich field.

Nonfictional prose was dominant in many forms: sermons, martyrologies, diaries, letters, autobiographies, scientific writing (Bacon), ecclesiastical prose (Richard Hooker), speeches (Queen Elizabeth), travel writing, medical works (Burton). In fiction, romance novellas, many of which were used as sources of plays by writers such as Shakespeare, paved the way for what would later become the novel.

Because of these crossovers, this period responds particularly well to thematic approaches. Topics which are prominent in current academic books include: myth, classical revision and appropriation, Catholicism, Italy, nationhood, London, historiography, grief, the history of the emotions, subjectivity, self-fashioning, magic and the supernatural, death, travel and discovery, service, reputation, myth, law, place, regional or national identity, wantonness in poetry and/or behaviour.

Equally, the period's interest in experimentation and development means that approaches via form, genre, and style are very rewarding: epyllion, elegy, allegory, parody, epithalamion, blazon, epigram, the essay, rogue literature, the masque, romance, sacred texts, satire, pastoral, history, tragedy and comedy and their subsets (revenge tragedy, domestic tragedy, tragicomedy, citizen comedy, humours comedy). And the development of the English language in this period, to say nothing of rhetorical training at school and university, means that linguistic excess, plainness, neologism, commonplacing, 'inkhorn' and 'honeyed' terms, and all aspects of form (visual shape, stanzaic form, metre, rhyme etc.) deserve close attention.

Literature in English 1660–1760

This paper explores literature in a variety of genres and modes across the period 1642 to 1740. You will be encouraged to develop a knowledge of the major forms and styles which flourished in the seventeenth and eighteenth centuries, as well as an understanding of the important political, social and cultural contexts for the literature of the period. Thematic approaches to the period are encouraged: topics such as women's writing, gender, politics and satire, the development of the public sphere, 'politeness', the growth of print culture and the continuation of manuscript and coterie writing, the significance of the urban and the rural, and the rise of the sublime and early precursors of Romanticism, are all potential subjects for exploration. The definition of the 'literary' within this period is broad, and can include scientific, political and philosophical writings, such as those by Hobbes, Locke and Mandeville.

Some of the mainstream authors within this period are Marvell, Milton (prose and later poems including *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*), Restoration dramatists and satirists including Behn, Wycherley, Etherege and Dryden, prose writers such as Sir Thomas Browne and John Bunyan, devotional poets including Thomas Traherne and Henry Vaughan, novelists such as Daniel Defoe and Eliza Haywood, satirists such as John Wilmot, Earl of Rochester, Oldham, Butler, Dryden, Swift

and Pope, women writers such as Aphra Behn, Ann Finch, Sarah Egerton, Mary Collier, Lady Mary Wortley Montagu.

Literature in English 1760–1830

In this paper you may study texts from the period 1740 to 1832 by author, theme, genre, or historical context. Teaching is designed to give you a sense of the major literary and cultural developments, as well as an opportunity to explore both well-known and less well-known materials in a very diverse period.

The period includes novelists such as Richardson, Fielding, Sterne, Smollett, Burney, Austen, Edgeworth, Scott and Mary Shelley; poets such as Gray, Goldsmith, Smart, Burns, Cowper, Barbauld, Smith, Blake, Wordsworth, Coleridge, Byron, Shelley, Hemans, Clare and Keats; and non-fiction prose writers such as Johnson, Boswell, Wollstonecraft, Hazlitt, Lamb and De Quincey. Work on other writers of the period is also encouraged. Genres such as Life-Writing, Political Prose, Travel writing, Aesthetic writings, Literary Criticism, the Gothic, or the literature of sensibility are all popular topics.

Themes such as the rights of women, the Abolition Movement, the Sublime, the Body, ekphrasis and the visual arts, national identity, Orientalism, transformations of the pastoral, literary tradition, Hellenism, heroism, senses of the past, personal identity, the French Revolution, the rise of Napoleon, can also be addressed.

The chronological boundaries are loosely set at Fielding at the beginning and Clare at the end. Regular lectures covering different aspects of the literature of the period take place in this term and sometimes in earlier terms as well.

Literature in English 1830–1910

This paper gives you the opportunity to write across a range of authors, focusing on some of the major preoccupations, both thematic and stylistic, of the period.

Issues that you might choose to cover could include (for example) the development of realism, responses to industrialism, women's writing, concepts of identity and selfhood, guilt and transgression, memory and uses of the past, verbal and metrical experimentation, attitudes towards nation, race and Empire, decadence, the roots of modernism, symbolism, science, religion, class, domesticity, writing for children and the treatment of childhood, romance, popular fiction, melodrama, the social problem play, drama and identity, theatre and performance issues, the relationship between literature and art.

Among the authors you might consider studying are the following: Arnold, Braddon, the Brontës, Elizabeth Barrett Browning, Robert Browning, Carlyle, Carroll, Clough, Wilkie Collins, Conrad, Dickens, Emily Dickinson, Frederick Douglass, George Eliot, Emerson, Margaret Fuller, Elizabeth Gaskell, George Gissing, Hardy, Hopkins, A. E. Housman, Harriet Jacobs, Henry James, Melville, Meredith, John Stuart Mill, Newman, Pater, Patmore, Charlotte Perkins Gilman, Christina Rossetti, Ruskin, Olive Schreiner, Shaw, R. L. Stevenson, Swinburne, Harriet Beecher Stowe, Tennyson, Thackeray, Thoreau, Twain, H.

G. Wells, Edith Wharton, Walt Whitman, and Oscar Wilde. However, you may also choose to study groups of writers or particular genres, such as spasmodic poetry, Gothic, the dramatic monologue, elegy, and so on.

Literature in English 1910–present day

This paper examines 20th and 21st century Literature. The essay questions in the examination tend to be based on topics, rather than authors. This gives you the opportunity to write across a range of authors, focusing on some of the major thematic and stylistic preoccupations of the period. Alternatively you may choose to focus each of your examination answers on the work of only one or two authors. Issues that you might choose to cover would include (for example) modernism, postmodernism, ideas of literary language, post-colonialism, literary experimentalism, primitivism, national (and other) identities, popular culture, concepts of literary value, journalism, gender, intertextuality, literature and other art forms, technology, innovations in modern theatre, war literature, and representations of the city.

Among the authors you might consider studying are Achebe, Amis (father and son), Atwood, Auden, Djuna Barnes, Beckett, Boland, Bowen, Carter, Caryl Churchill, Coetzee, Conrad, Duffy, T. S. Eliot, Forster, Friel, Golding, Greene, Heaney, Hill, Hughes, Joyce, Kipling, Larkin, Lawrence, Lessing, Mamet, Miller, Toni Morrison, Muldoon, Naipaul, Ondaatje, Orwell, Osborne, Pinter, Plath, the poets of the two World Wars, Pound, Rushdie, Shaw, Stoppard, Dylan Thomas, Walcott, Waugh, Tennessee Williams, Woolf, and Yeats. Candidates are encouraged to read widely within the period. You may discuss any literature written in the English language: there are no exclusions based on the author's citizenship, country of origin, or residence.

Shakespeare

This paper gives you the opportunity to explore Shakespeare's canon of work across themes and genres. You can write on genres, periods, history, themes, emotions, audiences, staging, films, adaptation, politics, appropriation, authorship, collaboration, editing, marketing, women, theoretical schools, stage directions, Shakespeare in relation to his contemporaries etc.

Special Authors

Study of a special author gives students the opportunity to specialize in the works of one author and their literary and historical context. Popular special authors include: Beowulf Poet; Chaucer; Spenser; Milton; Ben Jonson; Marvell; Dryden; Eliza Haywood; Wordsworth; Jane Austen; Byron; Tennyson; Dickens; Wilde; Conrad; Yeats; Woolf ; Walcott; Joyce; Roth; Friel; Emerson; Dickinson; Faulkner. Students may select other authors for specialist study in discussion with Mansfield tutors.

Special topics

Students can choose a special topic in discussion with Mansfield tutors. Study of a special topic is an opportunity to specialize, in a literary movement, genre or type of literature (e.g. the novel, children's literature, travel literature, women's writing) or in the study of linguistics and English language, within one literary period or across periods.

Geography

The following courses in Geography are regularly offered to Visiting Students and details of each course are given below. For further Geography courses which may be available please go to <http://www.geog.ox.ac.uk/undergraduate/apply/course.html>. If you have a particular interest in an area of Geography which you do not see here, please contact vsp@mansfield.ox.ac.uk, and we will ask our Geography Fellows for advice.

Climate Change

These tutorials will relate to the optional Undergraduate subject "Climate change impacts and Adaptation" and will examine aspects of climate change science, impacts and responses. A basic understanding of the climate system is strongly recommended.

Human Geography

Introduces students to concepts in human geography and includes lecture courses on 'Economy and Transformation', 'Territories and Identities', and 'Culture and Society'.

Earth System Processes

Introduces students to concepts in physical geography and includes tutorials on Climatology, Ecology and Geomorphology. Some science background is desirable.

Geographical Controversies

Introduces students to debates about evidence, history and theory in geography.

Space, Place and Society

Advanced course focusing on issues and theories about space, place and society.

Students need to have studied Human Geography (or equivalent course at home institution).

This course provides a human geographical perspective on space, place and society, taking account of relevant and major concepts in geographical thought, and acknowledging differing theoretical approaches. Specific cases and practices will be introduced at a range of geographical scales. The course provides an integrated approach to look at themes such as power, globalization, and uneven development. It builds upon the Human Geography course, developing the themes introduced there in more nuanced ways, at a variety of scales and with a stronger engagement with contemporary theoretical perspectives and debates.

Some of the questions this course considers are:

- What are the contemporary spaces of development and how do they differ from those of the past?
- How might a politics of place contribute to new relations of responsibility, care and solidarity in a globalising world?
- How are the tensions between movement and security managed at national borders?

Earth System Dynamics

Advanced course in physical geography that focuses on Earth System Science.

Students need to have studied Earth Systems Processes (or equivalent course at home institution).

The course will provide a comprehensive assessment of Earth system dynamics based on the research expertise in the department, cutting across a range of temporal and spatial scales. It will build upon core physical geography material delivered in the Earth Systems Processes course and utilise and amplify some of the key concepts introduced in the Geographical Research course. The course begins by exploring the driving forces of climatic change at tectonic, orbital and millennial scales. The dynamics and change occurring in climate systems, ecosystems, and geomorphological systems are then explored. Finally the course considers the interlinkages between all these components within the overall earth system.

Some of the questions this course considers are:

- What is the role of feedbacks within the earth system as drivers of environmental change over orbital and millennial timescales?
- What is the role of the global hydrological cycle in past and present climate change?
- How do geomorphic systems respond to climatic change century to millennial timescales?
- Which landscapes will be most sensitive to geomorphological change as a result of future greenhouse gas-induced warming?
- What is the importance of the oceans to the present-day functioning at the global scale of climate and terrestrial ecology?

Environmental Geography

Students need to have studied Earth Systems Processes (or equivalent course at home institution) and/or Human Geography (or equivalent course at home institution) and/or Geographical Controversies (or equivalent course at home institution)

Advanced course studying environmental issues, science, management and thought.

Takes an interdisciplinary perspective and focuses on case studies

This course provides an interdisciplinary approach to issues in environmental science,

thought, histories, policy and management. The course will be empirically-focused, and draw upon some of the concepts and theories introduced in the Geographical Research course. Both physical and human geographers will be involved in its delivery, students will be introduced to both scientific and policy aspects of environmental issues and the course will provide tangible evidence of the need for integration between the different branches of the subject. Students will be expected to become familiar with key problems and solutions involved with human engagement with the environment and show knowledge of the physical processes involved. The nature of past, current and future environmental change at a range of scales will be introduced. A range of case studies will be used, varying from year to year, which may include topics such as tropical deforestation, land degradation, community conservation and transport planning.

Some of the questions this foundational course considers are:

- How can international trade be managed so as to minimise impacts and maximise benefits to the environment?
- What are the key scientific uncertainties involved in the successful and sustainable management of common property resources?
- What methods and theories are most useful in predicting land use change over the next 20 years?
- What are the scientific debates surrounding geoengineering solutions to climate change?
- What might be the impacts of future climate change on flow and water availability?

History

The following courses in History are available to Visiting Students and details of each course are given below. For further History courses please email for information. If you have a particular interest in an area of History which you do not see here, please contact vsp@mansfield.ox.ac.uk, and we will ask our History Fellows for advice.

History of the British Isles: courses cover periods within the range c.300– 1970s.

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 Glyn Dŵr, 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 IV, 1500–1700

Reformation, Revolution, Restoration: this is a period rich in exciting events. Throughout, political and religious authority were contested, challenged, and re-imagined afresh. The paper begins in the aftermath of the Wars of the Roses, with the Tudor dynasty consolidating a precarious grip on the English throne and a fragile hold on parts of Ireland, with a delicate peace between Scotland and England. Two hundred years later, the whole of Britain would be transformed, brought together into a Union with social and religious consequences no less important than the political implications.

The long, contested process of Reformation unleashed a wide variety of religious ideas and encouraged new ways of understanding identity, community, and even family relationships. A period of sustained economic growth brought unimagined luxuries and new technologies to the growing cities, changing the social fabric of the country in complex ways. Literature, music and art flourished; Shakespeare's plays, Tallis's motets and Holbein's portraits all express the grandeur and the individual anxieties of the period. And by 1700 Britain had moved from the fringes of Europe to become one of its leading powers, with a growing Empire in the Americas.

Students taking this paper have the opportunity to examine a wide range of social, political and religious developments across all three British kingdoms. The period is rich in source material, with texts and pamphlets ranging from royal proclamations to scurrilous, 'tabloid' newsbooks are easily accessible in libraries and online. But opinions and policies were not only formed through texts; historians are increasingly aware of the sophisticated political and religious culture which developed in this period, involving art, music and carefully staged rituals. Traces of the rich visual and artistic culture of the period can be seen across the city, in the Ashmolean and in many of the colleges, and students are encouraged to consider these sources alongside more traditional ones.

Moreover, such a crucial period in British history has attracted some of the most passionate and engaged historians, and controversy over the nature of the Reformation, the flow of court politics, the causes of the civil war, and the events of the Glorious Revolution continues to arouse heated debate. No less important are questions of social and economic change, and historians now use the vast range of source materials in new and increasingly sophisticated ways. The paper offers students the opportunity to examine the central events and ideas of this period, but the flexibility of the tutorial system allows each student to spend time focusing on particular aspects of it, in consultation with their tutor.

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.

European and World History

European and World History II: 1000–1300

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.

European and World History 1300–1500

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.

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.

European and World History 1500–1700

The two hundred years of this period are amongst the most traumatic and destructive in European history. Yet paradoxically they were simultaneously a period of remarkable creativity, innovation and intellectual transformation. Martin Luther's 1517 protest grew into a seismic challenge not just towards the Catholic Church, but to a whole series of political, social and cultural assumptions that had united the Christian West.

Religious division and dynastic politics provided an explosive combination, setting in train struggles that climaxed in the Thirty Years' War of 1618–1648, a struggle fought across much of central and Western Europe and bringing devastation, economic dislocation and mortality on a colossal scale. War was no less a fact of political life in

Eastern and Northern Europe, where the respective political trajectories of Poland-Lithuania, Muscovy and Sweden were shaped by enduring conflict. The Ottoman Empire posed a territorial threat to Europe throughout this period, confronting Europeans embarked on global colonial enterprise with the possibility of being colonized themselves.

Within individual societies, the radicalism of the reformation engendered a formidable political, social and intellectual reaction, whose consequences were still to be felt at the end of the seventeenth century.

A period of heightened religious intolerance was matched by the determination of authorities to impose social, sexual and intellectual conformity within their societies. Most notoriously this was seen in the evolution of theories of witchcraft as diabolical possession, which permitted spasms of witch-hunting and extreme persecution from the 1580s. Here and elsewhere, issues both of gender relations and the role of women in different early-modern societies have become key areas of research and debate. Growing out of this repressive atmosphere were the first elements of a transformation of knowledge through a burgeoning print and news-culture in which science and scientific observation, philosophical reasoning and scepticism, new economic and political thinking, could be disseminated and discussed.

All of these religious, ideological and political tensions unfolded in a dramatically changing economic environment. Accelerating population growth through the first part of the period, leading to increasing demand on the available land and on food production, followed by the global cooling of the 'Little Ice Age' and a vast increase in the scale and costs of warfare, had a calamitous impact on the majority of the population of Europe. Famine and disease caused regular and devastating 'spikes' of mortality through to the end of the seventeenth century.

Yet economic misery was not the fate of all: the Dutch Republic emerged to enjoy a 'Golden Age' of prosperity and cultural flourishing. Elsewhere across Europe, existing and new elites benefitted from rising agricultural prices and falling wages to gain unprecedented prosperity, and become the driving force behind a transformation of the sophistication and extravagance of material culture, whether seen in increasingly opulent princely courts or the art and architecture of the baroque.

Students taking this tutorial-based course may choose topics over a broad chronological and geographical range, or may concentrate on a narrower range of territories, themes, or a more constrained time-period. Tutorials will provide the opportunity to employ detailed case-studies to think about major issues shaping states and societies in this period, and about historical approaches which have done much to challenge traditional interpretations of political, social and cultural history.

Studies of the imposition of the Protestant and Catholic reformations, repression of crime and the treatment of minorities and those on the margins of society allow the student to make use of extensive recent work calling into question dichotomies such as

'popular' and 'élite', and exploring concepts such as acculturation and syncretism as alternatives to simplified models of 'top-down' imposition.

Traditional assumptions that this was an era of 'absolutism' can lead to more critical consideration of the mechanisms of political power in the early modern state, the limitations upon central authority and the persistence of societies based upon localized power and privilege. Warfare can be studied both in its own right, and in relation to a number of key debates about its impact on states and societies.

Artistic movements such as classicism and the baroque offer the possibility of developing recent ideas about the projection of 'soft' power, while hallowed concepts like the 'scientific revolution' are the subject of vigorous historiographical debate. The course can equally be directed towards economic history, making use of an extensive recent literature concerning developing patterns of trade, mercantile networks, and the rapid development of European colonisation.

European and World History 1830–1914

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 handcraft 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 metropolises, 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.

European and World History 1750–1930

The purpose of this course is to offer a more distinctively ‘global’ approach to the world history of this period. What this means in practice is: an emphasis upon the significance of mobility and exchange – in goods, ideas and people – across Eurasia, the Americas, and Africa; upon supra-regional phenomena, including religions, patterns of consumption, environmental stresses and the differential impact of scientific and technical knowledge; and on the reciprocal influences exerted on each other by European, Asian, African and other societies.

Asia and Africa may have been influenced by Europe, but the reverse was equally true. 1750 is an arbitrary starting point, but it marks, perhaps, the beginnings of a decisive shift in the relative position of the strongest European states and societies on the one hand and those of other parts of Eurasia on the other, and the onset of what some historians have called ‘the great divergence’ between the East and the West which, in wealth and power, has lasted into our own times.

Part of the aim of the course is to consider some of the reasons for this, but also the factors behind the remarkable resilience of many Asian societies, Islamic and other. Inevitably, the assertion of European imperial power is an important part of the story. But there were other empires in Eurasia (the Ottoman, Qajar and Qing) with a strong instinct for survival and considerable success in keeping the Europeans at bay. What allowed them to do so? Why did they eventually collapse?

This period is also one in which an astonishing range of new communities was formed in response to unprecedented levels of migration by Asians and Africans as well as Europeans; to the revolution in communications which allows a sense of community to extend over thousands of miles; to the economic changes associated with industrialisation and the creation of labour-hungry plantation and mining economies; and to the shifts in status and culture that encouraged new solidarities around gender or race, as well as reinforcing old ones based on religion.

European and World History 1914–1989

The period from the outbreak of the First World War in August 1914 to the fall of the Berlin wall in November 1989 forms a divided unity. Often referred to as Europe’s short

20th century, it was marked by two world wars and the cold war. The First World War led to unprecedented policies of state and social mobilization, and ended in revolution, civil wars and large-scale acts of ethnic cleansing. The collapse of the multinational empires of central and eastern Europe was accompanied by experiments at reshaping the nation state in line with competing authoritarian and democratic ideologies, while repeated economic crises challenged both national and European orders.

This culminated in the overlapping military, political and ideological conflicts of the period that we term the Second World War, but which in fact encompassed a wide range of discrete conflicts from the mid-1930s to the mid-1940s, and which brought about the massive reshaping of the Continent, and its division into two self-contained entities. If the first half of this period (1914-45) was marked by instability and violent extremism culminating in genocide, the second half (1945-89) was remarkable for its relative stability and, especially in Western Europe, affluence.

Political protesters in 1968 consciously adopted different methods from those of the earlier period, just as the economic crises in the 1970s were resolved in quite different ways from those of the 1920s and 30s. When Central and Eastern Europe were swept by popular revolutions in 1989, they did not follow the same course as the revolutions of 1917-21.

Human Sciences

Courses available are given below. For further information on this course of study please go to <https://ihs.web.ox.ac.uk/node/2504306>.

Intermediate:

HUM1: Ecology and Evolution

HUM2: Physiology and Genetics

HUM3: Society, Culture and Environment

HUM4: Sociology and Demography

HUM5: Quantitative Methods for the Human Science

Advanced:

HUM6: Behaviour and its Evolution

HUM7: Human Genetics and Evolution

HUM8: Human Ecology

HUM9: Demography and Population

HUM10: Anthropological Analysis and Interpretation

HUM11: Sociological Theory

HUM12: Anthropology of a Selected Region (e.g. Lowland South America, Japan, South Asia, Africa)

HUM13: Gender: Theories and Realities: Cross Cultural Perspectives

HUM14: Health and Disease

Philosophy

History of Philosophy from Descartes to Kant

The purpose of this paper is to enable you to gain a critical understanding of some of the metaphysical and epistemological ideas of some of the most important philosophers of the early modern period, between the 1630s to the 1780s.

This period saw a great flowering of philosophy in Europe. Descartes, Spinoza and Leibniz, often collectively referred to as "the rationalists", placed the new "corpuscularian" science within grand metaphysical systems which certified our God-given capacity to reason our way to the laws of nature (as well as to many other, often astonishing conclusions about the world). Locke wrote in a different, empiricist tradition. He argued that, since our concepts all ultimately derive from experience, our knowledge is necessarily limited.

Berkeley and Hume developed this empiricism in the direction of a kind of idealism, according to which the world studied by science is in some sense mind-dependent and mind-constructed. Kant subsequently sought to arbitrate between the rationalists and the empiricists, by rooting out some assumptions common to them and trying thereby to salvage and to reconcile some of their apparently irreconcilable insights.

This is one of the core papers for Oxford undergraduates studying philosophy (101). Accordingly, studying this paper might help you feel part of the resident undergraduate community. For a four week course, typically it is taught by focusing on just one major philosopher's works. For an eight week course, you would typically focus on two philosophers, one empiricist, one rationalist. If you wish to take this paper for longer than 8 weeks, you could do so by selecting from the individual philosophers option.

As a history paper, close reading the primary texts is of great importance. You are trying to study a whole system of thought, not just a single problem at a time as you might do in other parts of philosophy (metaphysics, epistemology, mind, ethics, religion, aesthetics papers).

Preparatory reading: R.S.Woolhouse, *The Empiricists*; J.Cottingham, *The Rationalists* (both O.U.P. Opus series).

Individual Philosophers: Descartes, Spinoza, Leibniz, Locke, Hume, Berkeley, Kant
8 weeks History of Philosophy from Descartes to Kant (or the equivalent course in your home university) as a prerequisite. This option is a way to extend the D to K paper. For example, you could:

- focus on an additional philosopher for another 4 weeks
- take 4 more weeks on a philosopher you've already studied.
- take 8 weeks on a philosopher you have not yet studied.

- take 8 weeks to specialise on rationalist philosophers (Descartes, Spinoza, Leibniz)

Knowledge and Reality

The purpose of this subject is to enable you to examine some central questions about the nature of the world and the extent to which we can have knowledge of it. In considering knowledge you will examine whether it is possible to attain knowledge of what the world is really like. Is our knowledge of the world necessarily limited to what we can observe to be the case? Indeed, are even our observational beliefs about the world around us justified? Can we have knowledge of what will happen based on what has happened? Is our understanding of the world necessarily limited to what we can prove to be the case? Or can we understand claims about the remote past or distant future which we cannot in principle prove to be true?

In considering reality you will focus on questions such as the following. Does the world really contain the three-dimensional objects and their properties – such as red buses or black horses – which we appear to encounter in everyday life? Or is it made up rather of the somewhat different entities studied by science, such as colourless atoms or four-dimensional space-time worms? What is the relation between the common sense picture of the world and that provided by contemporary science? Is it correct to think of the objects and their properties that make up the world as being what they are independently of our preferred ways of dividing up reality? These issues are discussed with reference to a variety of specific questions such as 'What is time?', 'What is the nature of causation?', and 'What are substances?'

This is one of the core papers for Oxford undergraduates studying philosophy (102). Accordingly, studying this paper might help you feel part of the resident undergraduate community. For a four week course, typically it is taught by focusing on either knowledge or reality. For an eight week course, you would typically spend 4 weeks on knowledge topics and 4 on reality ones.

You should have studied an introduction to philosophy course in your home university. This is a problem based paper, not a history paper. We are interested in what you think are the problems and the best ways to deal with them, rather than what other people have said about them.

Preparatory reading: Jonathan Dancy, *Introduction to Contemporary Epistemology* (Oxford), chs. 1–3; Michael J. Loux, *Metaphysics* (Routledge)

Ethics

The purpose of this subject is to enable you to come to grips with some questions which exercise many people, philosophers and non-philosophers alike. How should we decide what is best to do, and how best to lead our lives? Are our value judgments on these and other matters objective or do they merely reflect our subjective preferences and viewpoints? Are we in fact free to make these choices, or have our decisions already been determined by antecedent features of our environment and genetic

endowment? In considering these issues you will examine a variety of ethical concepts, such as those of justice, rights, equality, virtue, and happiness, which are widely used in moral and political argument. There is also opportunity to discuss some applied ethical issues.

This is a compulsory paper for PPE (Philosophy Politics Economics) students taking philosophy (103). Accordingly, studying this paper should give you much in common with the resident undergraduate community. For a four week course, you would focus on either normative ethics or metaethics. For an eight week course, if you have not previously studied ethics, you would typically spend 4 weeks on normative ethics (including consequentialism, Kantianism, virtue ethics) and 4 on metaethics. This is usually taught as a problem based paper rather than looking at historical texts. However, it is possible to treat some weeks historically, looking at Aristotle, Kant or Hume.

Preparatory reading: Timmons, Mark "Moral Theory" 2012 (Rowman & Littlefield) Earlier edition would also be fine; McNaughton, D. "Moral Vision" 1988 (Blackwell); Pettit, P., Baron, M., Slote, M. "Three Methods of Ethics" 1997 (Blackwell).

Philosophy of Mind

The purpose of this subject is to enable you to examine a variety of questions about the nature of persons and their psychological states, including such general questions as: what is the relation between persons and their minds? Could robots or automata be persons? What is the relation between our minds and our brains? If we understood everything about the brain, would we understand everything about consciousness and rational thought? If not, why not?

Several of these issues focus on the relation between our common sense understanding of ourselves and others, and the view of the mind developed in scientific psychology and neuroscience. Are the two accounts compatible? Should one be regarded as better than the other? Should our common sense understanding of the mind be jettisoned in favour of the scientific picture? Or does the latter leave out something essential to a proper understanding of ourselves and others? Other more specific questions concern memory, thought, belief, emotion, perception, and action.

This paper is taken by most PP (philosophy and psychology) students. It is also taken by other philosophy students as a special paper. Typically students should take 4 weeks to get to grips with the mind body problem, ensuring they understand the terrain of behaviourists, substance dualists, type identity theorists, functionalists of different stripes and property dualists. After that they can focus on special topics.

This is a problem based, not a historical paper. It is conceptually challenging and students often find they only really start to understand how the pieces fit together in the second half of term. Students find it worthwhile eventually but you need to be prepared to stick with it in the first few weeks. You should have already studied quite a bit of analytic philosophy before attempting this paper. For example, you might have

already taken one of knowledge and reality, history of philosophy or ethics in your first term here or have taken equivalent second year courses in your own university.

Preparatory reading: Kim, J. "Philosophy of Mind" 3rd Edition (get at least 2nd edition) 2011 (Westview); or Braddon Mitchell, D. and Jackson, F. "Philosophy of Mind and Cognition" 1996 (Blackwell).

Philosophy of Religion

The purpose of this subject is to enable you to examine claims about the existence of God and God's relationship to the world. What, if anything, is meant by them? Could they be true? What justification, if any, can or needs to be provided for them? The paper is concerned primarily with the claims of Western religions (Christianity, Judaism and Islam), and with the central claim of those religions, that there is a God.

God is said to be omnipresent, omnipotent, omniscient, perfectly good, a source of moral obligation and so on. But what does it mean to say that God has these properties, and are they consistent with each other? Could God change the past, or choose to do evil? Does it make sense to say that God is outside time? You will have the opportunity to study arguments for the existence of God – for example, the teleological argument from the fact that the Universe is governed by scientific laws, and the argument from people's religious experiences.

Other issues are whether the fact of pain and suffering counts strongly, or even conclusively, against the existence of God, whether there could be evidence for miracles, whether it could be shown that prayer "works", whether there could be life after death, and what philosophical problems are raised by the existence of different religions.

This is a compulsory paper for Philosophy and Theology students. Accordingly, studying this paper should give you much in common with the resident undergraduate community.

This is usually taught as a problem based paper rather than looking at historical texts. However, it is possible to treat some weeks historically.

Preparatory reading: M. Peterson and other authors, Reason and Religious Belief, An Introduction to the Philosophy of Religion (Oxford University Press).

Aesthetics

The purpose of this subject is to enable you to study a number of questions about the nature and value of beauty and of the arts. For example, do we enjoy sights and sounds because they are beautiful, or are they beautiful because we enjoy them? Does the enjoyment of beauty involve a particular sort of experience, and if so, how should we define it and what psychological capacities does it presuppose? Is a work of art a physical object, an abstract object, or what? Does the value of a work of art depend only upon its long or short-term effects on our minds or characters? If not, what sorts

of reasons can we give for admiring a work of art?

Do reasons for admiring paintings, pieces of music and poems have enough in common with one another, and little enough in common with reasons for admiring other kinds of things, to support the idea that there is a distinctive sort of value which good art of every sort, and only art, possesses? As well as general questions such as these ones, the subject also addresses questions raised by particular art forms. For example, what is the difference between a picture and a description in words? Can fiction embody truths about its subject-matter? How does music express emotions? All of these questions, and others, are addressed directly, and also by examining classic texts, including Plato's Republic, Aristotle's Poetics, Hume's Essay on the Standard of Taste and Kant's Critique of Aesthetic Judgement.

No prerequisites as long as you have already done some philosophy at your home university. This is usually taught as a combination of problem based weeks and weeks focused on a particular author and text.

Preparatory reading: Malcolm Budd, Values of Art (Penguin).

Medieval Philosophy

Aquinas, Duns Scotus and Ockham are the most significant and influential thinkers of the Middle Ages. As this is a text based paper, you should focus on a close reading of the texts of those philosophers you are studying. You may, however, study the texts in translation. The purpose of this subject is to introduce you to the central ideas and arguments on a wide variety of theological and philosophical topics in these authors' work.

For Aquinas, these topics include the proofs of the existence of God (the famous "five ways"), the concept of the simplicity of God (including the controversial issue of the identity of being and essence in God), the concept of the soul in general and of the human soul in particular, the proof of the immortality of the human soul, the nature of perception and of intellectual knowledge, the notion of free will and of happiness, the theory of human actions.

For Scotus, topics include the proof of the existence and of the unicity of God (the most sophisticated one in the Middle Ages) and the issues about causality that it raises, the theory of the existence of concepts common to God and creatures (the univocity theory of religious language), the discussion about the immateriality and the immortality of the human soul, and the reply to scepticism.

For Ockham, they include nominalism about universals and the refutation of realism (including the realism of Duns Scotus), some issues in logic and especially the theory of "suppositio" and its application in the debate about universals, the theory of intellectual knowledge of singulars and the question of whether we can have evidence about contingent properties of singulars, the nature of efficient causality and the problem of whether we can prove the existence of a first efficient cause.

This paper is very rarely studied by undergraduates and there are a limited number of teachers available for it.

You should have studied some Aristotle either here or at your home university. As a history paper, close reading the primary texts is of great importance, as is an understanding of context. There is no requirement to read the texts in the original language.

Preparatory reading: Kenny, A Medieval Philosophy: A New History of Western Philosophy, Vol 2 2007 OUP.

Post- Kantian Philosophy

Individual Authors: Hegel, Nietzsche, Sartre, Heidegger

Many of the questions raised by German and French philosophers of the 19th and early 20th centuries were thought to arise directly out of Kant's metaphysics, epistemology and ethics: Hence the title of this subject, the purpose of which is to enable you to explore some of the developments of (and departures from) Kantian themes in the work of Hegel, Nietzsche, Heidegger and Sartre. Hegel delineates a global, metaphysical system out of which he develops his own distinctive vision of ethical and political life.

Nietzsche's writings less obviously constitute a 'system', but they too develop certain ethical and existential implications of our epistemological and metaphysical commitments. Heidegger and Sartre develop phenomenology. They bring that method to bear on such fundamental aspects of human existence as authenticity, social understanding, bad faith, art and freedom. As this is a text based paper, students should pay careful attention to the primary texts. They may look at texts in translation. You will study one author for 4 weeks so you can take this paper for anywhere between 4 and 16 weeks.

You should have studied some authors from the Descartes to Kant paper and ideally Kant himself. As a history paper, close reading the primary texts is of great importance.

Preparatory Reading: Robert C. Solomon, Continental Philosophy since 1750: The Rise and Fall of the Self (O.U.P.).

Ancient Philosophy

4 weeks on each of the Republic and the Nicomachean Ethics. Plato: 4/8 weeks on the Republic. Aristotle: 4/8 weeks on the Nicomachean Ethics.

Plato's influence on the history of philosophy is enormous. The purpose of this subject is to enable you to make a critical study of The Republic, which is perhaps his most important and most influential work. Written as a dialogue between Socrates and others including the outspoken immoralist Thrasymachus, it is primarily concerned with questions of the nature of justice and of what is the best kind of life to lead. These questions prompt discussions of the ideal city –which Karl Popper criticised as totalitarian –, of education and art, of the nature of knowledge, the Theory of Forms and

the immortality of the soul. In studying it you will encounter a work of philosophy of unusual literary merit, one in which philosophy is presented through debates, through analogies and images, including the famous simile of the Cave, as well as rigorous argument, and you will encounter some of Plato's important contributions to ethics, political theory, metaphysics, philosophy of mind and aesthetics. You are expected to study the work in detail as it is a text based paper.

Like Plato in the Republic, Aristotle is concerned with the question, what is the best possible sort of life? Whereas this leads Plato to pose grand questions in metaphysics and political theory, it leads Aristotle to offer close analyses of the structure of human action, responsibility, the virtues, the nature of moral knowledge, weakness of will, pleasure, friendship, and other related issues. Much of what Aristotle has to say on these is ground-breaking, highly perceptive, and still of importance in contemporary debate in ethics and moral psychology. You are expected to study the work in detail as this is a text based paper.

As a history paper, close reading the primary texts is of great importance. You need not read the texts in the original Greek but you will need to comment on questions of translation.

Preparatory Reading: Julia Annas, An Introduction to Plato's Republic, Introduction and ch. 1. Plato: Republic, tr Grube, revised Reeve (Hackett). J. L. Ackrill, Aristotle the Philosopher, ch. 10. Aristotle: Nicomachean Ethics translated and with notes by T.H. Irwin (Hackett).

Wittgenstein

The purpose of this subject is to enable you to study some of the most influential ideas of the 20th century. The main texts are Wittgenstein's posthumously-published Philosophical Investigations and The Blue and Brown Books. These writings are famous not just for their content but also for their distinctive style and conception of philosophy. There is much critical discussion about the relation between those aspects of Wittgenstein's work. Wittgenstein covers a great range of issues, principally in philosophy of language and philosophy of mind. In philosophy of language, one key topic is the nature of rules and rule following. What is involved in grasping a rule; and how can I tell, in a new case, what I have to do to apply the rule correctly? Indeed, what makes it the case that a particular move at this stage is the correct way of applying the rule; is there any standard of correctness other than the agreement of our fellows?

Other topics include: whether language is systematic; the relation between linguistic meaning and non-linguistic activities; whether concepts can be illuminatingly analysed. In the philosophy of mind, Wittgenstein is especially famous for the so-called 'private language argument', which tries to show that words for sensations cannot get their meanings by being attached to purely internal, introspective, 'private objects'. Other, equally important, topics include the nature of the self, of introspection and of visual experience, and the intentionality (the representative quality) of mental states. Most generally, can we (as Wittgenstein thought) avoid Cartesianism without lapsing into

behaviourism?

This can be a difficult paper. You need to have an idea of what Wittgenstein is criticising to appreciate this paper. Accordingly, Knowledge and Reality, Logic and Language, Mind would be ideal companions. You should have studied one of these or Descartes to Kant before you attempt this option.

As a text based paper, close reading the primary text is important. You will be trying to work out what Wittgenstein was claiming before you can work out whether he was right. However, there almost no weight placed on context in studying this paper. It is less historical than the other text-based papers.

Preparatory Reading: Philosophical Investigations paras 1-80; Blue Book pp. 1-17; Saul Kripke: Wittgenstein on Rules and Private Language (Blackwell); Marie McGinn: Wittgenstein and the Philosophical Investigations (Routledge, 1997, in the Routledge Philosophy Guidebooks series).

Theory of Politics

In order to understand the world of politics, we also need to know which views of politics and society people have when they make political decisions, and why we recommend certain courses of action rather than others. This purpose of this subject is to enable you to look at the main ideas we use when we think about politics: why do we have competing views of social justice and what makes a particular view persuasive, possibly even right? What happens when a concept such as freedom has different meanings, so that those who argue that we must maximise freedom of choice are confronted with those who claim that some choices will actually restrict your freedom?

Is power desirable or harmful? Would feminists or nationalists give a different answer to that question? Political theory is concerned with developing good responses to problems such as: when should we obey, and when should we disobey, the state? But it is also concerned with mapping the ways in which we approach questions such as: how does one argue in favour of human rights? In addition, you will explore the main ideologies, such as liberalism, conservatism and socialism, in order to understand their main arguments and why each of them will direct us to different political solutions and arrangements.

Most PPEists study this paper. Accordingly it is an excellent way to get involved with the resident undergraduate students' academic debates. This paper can be taught in a variety of ways – by concepts (liberty, equality, justice, obedience etc.); by –isms (socialism, liberalism, feminism, conservatism etc.) or, less commonly, by canonical texts (Mill, Rousseau, Rawls, Nozick, Marx etc.)

Preparatory Reading: Will Kymlicka, Contemporary Political Philosophy: An Introduction (O.U.P.)

Some sample combinations of options:

Philosophy via Canonical Texts:

A full second year philosophy course.

1. 8 weeks on Descartes to Kant
2. 8 weeks on Ancient Philosophy
3. 12/16 on individual authors from Descartes to Kant, Ancient Philosophy, Medieval, Post-Kantian and Wittgenstein.
4. 4/8 on problems based philosophy courses e.g. knowledge and reality or ethics

Problem-based philosophy:

A full second year philosophy course.

1. 8 Ethics;
2. 8 Knowledge and Reality;
3. 4/8 Logic and Language
4. 4/8 Mind
5. 0/4 from other problem based philosophy courses e.g. Philosophy of Science,
6. 4/8 from text based papers e.g. Descartes to Kant, Wittgenstein.

Philosophy as a minor:

A joint honours philosophy course .

1. 8 knowledge and reality or 8 history from D to K
2. 8 ethics
3. 4 weeks of another philosophy option

Social Sciences and value theory:

12–24 weeks on politics or economics plus

- 8 weeks on ethics;
- 4/8 weeks on political theory
- Choice:
 - 4 weeks on Ancient philosophy with reference to political theory and ethics
 - And/or 4 weeks philosophy of social science
 - Or no further philosophy

Literature and Value theory:

12–24 weeks on literature plus

- 8 weeks on aesthetics;
- 4/8 weeks on ethics;
- Choice:
 - 4 weeks on Nietzsche
 - And/or 4 weeks on Kant
 - Or no further philosophy

Classics:

12–20 on ancient history and literature plus

- 4/8 weeks on The Republic
- 4/8 weeks on The Nicomachean Ethics
- Choice:
 - 8 weeks on Knowledge and Reality
 - And/or 4/8 weeks on Ethics
 - And/or 4 weeks on Political Theory
 - And/or 4 weeks on Aesthetics
 - or no further philosophy

Humanities and Post Kantian:

12–20 other philosophy or another humanities subject

1. 18 Descartes to Kant;
2. 8/12/16 Individual Post Kantian authors;

Theology and Philosophy:

16–20 Theology options

1. 8 Philosophy of Religion
2. 4/8 Ethics
3. 4/8 Medieval or Post–Kantian

Politics

Please note that intermediary and advanced courses require some previous experience. Please contact us if you would like to discuss your options:

vsp@mansfield.ox.ac.uk.

<https://canvas.ox.ac.uk/courses/71424/pages/politics-ug-papers-information>.

Comparative Government

This course is a comparative study of the main political institutions through which contemporary societies are governed. These include constitutional frameworks, executives, legislatures, bureaucracies, constitutional courts, systems of devolved power, electoral systems, political parties, and party systems. The course also considers some of the main political processes that affect governance and regime stability, such as styles of leadership, processes of regime transition and democratisation, and patterns of policy-making.

Through reference to the distinct methodological approach used by different scholars in studying these phenomena – socio-cultural and behavioural approaches, the various 'institutional' schools, and rational-choice analysis – students acquire an understanding of the utility and limits of these individual schools of analysis. The course builds on the country-based institutional knowledge introduced in the first-year course (Introduction to Politics). In the first year, the focus is on single-country analysis of broad themes in the recent historical development of specific countries. In Comparative Government, the approach is explicitly comparative.

British Government and Politics since 1900

This course consists of the close study of political developments in Britain since 1900 and the major academic debates surrounding them. It allows students to study a single political system in depth, over a period long enough both to make visible long-run processes of social, economic and political change, and to permit comparisons and contrasts to be drawn between the situations of political actors at different times. It is also a period with an extraordinarily rich and rewarding academic literature, which encourages students to explore problems of evidence and interpretation, and to consider a range of explanations, based on different scholarly traditions, for the same events.

These include techniques and methods as diverse as archivally-based historical analysis, political biography and political science modelling. Among the topics covered are the decline of the Liberal Party and the rise of the Labour Party; the political effects of the two world wars and the widening franchise; the development of the institutions and procedures of modern government; the changing party system under mass democracy; the challenges and failures of political extremism; the domestic impact of foreign policies such as appeasement, decolonisation and European integration; the

challenges posed to modern governments by relative economic decline, and efforts to transform the system such as tariff reform, social democracy and Thatcherism.

Theory of Politics

The course is designed to acquaint students with the political concepts central to the theoretical, normative and interpretative analysis of politics. The study of concepts such as liberty, justice, authority or power provides the foundation for understanding the nature of political thought. These concepts underpin the study of politics in general and are therefore crucial to enhancing the awareness of the relation between political thought and action. Students are also directed towards discursive ideologies displaying complex conceptual arrangements such as liberalism or socialism.

The course is devised so as to develop a manifold range of skills necessary for constructing critical arguments in political theory, for working with problems of consistency and justification, for analysing the complexities of the usage of political language, for understanding the principal forms through which political thought presents itself, both as theory and as ideology, and for appreciating the main current and recent debates that command attention in the field. To those ends philosophical, ideological and historical analyses are all appropriate, and the merits of each type may be assessed and contrasted. Students are therefore encouraged to explore different ways of approaching these issues, though they are also enabled, if they so wish, to choose a specific strategy from among these approaches. Students are also invited, in consultation with their tutors, to balance a broad appreciation of the field with a development of their own interests within the wide choice of available concepts and ideologies.

The literature to which they are directed is therefore diverse, encompassing classical texts, seminal philosophers and theorists, significant journal articles, and typical examples of ideological debate. Both substantive arguments and methodological issues are consequently aired. By extending the initial understanding of political thought gained by students in the first year introduction to politics, or by building on other related introductory lectures and subjects, the course provides the basis for specialization in political theory, as well as tools that other specializations may draw upon. It will enable students to reflect on the principles underlying politics, to make reasoned assessments of political discourse, and to develop their own arguments at a requisite degree of sophistication.

International Relations

This course helps develop a broad knowledge and understanding of the major issues in international relations, concentrating on the period since 1990. The subject seeks to strike a balance between empirical knowledge and theoretical understanding. Those taking the subject will have the opportunity to study some of the major questions in contemporary international relations (e.g. the role of the United Nations and of alliances such as NATO; the impact on international relations of globalization and of democratization; the development of European integration; the international impact of civil wars and humanitarian disasters; and problems that arise from national self-

determination and attempts to promote human rights). They will also develop a broad knowledge of the most important analytical and theoretical tools that are needed to make sense of these questions.

Political Sociology

The course builds on some of the concepts, theories and knowledge introduced in introductory Politics courses – notably the study of electorates, parties and interest groups, and the study of the interaction of political ideas such as democracy with political processes. In this subject students will study in more detail the major theoretical approaches to social class, race and ethnicity, gender, religion, nationality, states, interest groups including unions, parties, movements and single issue campaigns, and the interrelationships between culture, economy, social structure, and political processes and institutions.

The theoretical approaches will be critically assessed in the light of empirical evidence from a range of countries, and also put in the context of the philosophically rigorous analysis of power and change. To aid students in attaining a comprehensive grasp of the field of study, they will have the opportunity to look at 'approaches' such as structuralism, rational choice theory, political culture theory, and the historical and comparative perspective as such, as well as studying the application of these to the specific topics mentioned. Thus by the end of the course students should have an understanding of recent sociological explanations of political processes and events, a grasp of the competing approaches in the field, an understanding of the main methods of data collection and analysis, and an appreciation of the role of models and theories in sociological knowledge.

Modern British Government and Politics

The course aims to provide a specialist knowledge of contemporary British government and politics. It provides candidates with both an awareness of the most significant debates in the academic literature and of different methodological approaches to the subject and a thorough understanding of the issues and controversies surrounding the operation of British government.

This involves the study of the UK electoral system, political parties and voting behaviour; of the organisation and political activities of the executive, legislature, judiciary and civil service; of the powers of Parliament and local government; of the devolution of power to regions of the UK; and of the political influence of the media and pressure groups. The interaction of these political institutions with the European Union is also studied. Current and recent proposals for reforming the constitution are a particular focus of attention. The course includes the examination of a wide range of primary documents, including parliamentary papers and government reports. It aims to provide candidates with the ability to retrieve and analyse official information and other primary documents and to place them in historical and political context.

On completion of the course candidates will be familiar with the detailed workings of British governmental institutions, with decision-making processes in government and

the evolution of strategies for managing the public sector, and with the political dynamics of the system.

Government and Politics in the US

This subject seeks to provide students with a basic understanding of American exceptionalism, of the United States' political institutions, and of selected areas of public policy, and a good knowledge and understanding of the scholarly literature in the field. It covers the constitution; federalism and separation of powers; the presidency; congress; the federal courts; the federal bureaucracy; parties and the party system; electoral politics; political culture; mass media; interest groups; state and local politics; processes of policy formation and implementation, especially as related to urban policy, economic policy, race, and civil rights. It enables students to use data drawn from the large resources available (inter alia) in the Harmsworth Library (in the Rothermere American Institute) and the Law Library to form their own interpretations of governmental processes, to refine the skill of thinking rigorously and critically for themselves, and thus to contribute more fully to tutorials.

Politics in Europe

This paper is a comparative study of the national party and institutional systems of Europe, and of comparative issues in European politics, including democratisation, institutional relations, political economy and party politics. Candidates are expected to show a broad knowledge of European politics, and may where appropriate include reference to the UK in answers, but should not answer any questions mainly or exclusively with reference to the UK.

Politics in Russia and the Former Soviet Union

Candidates will be required to show knowledge of the transformation of the Soviet system from 1985, and an understanding of the politics of countries of the former Soviet Union with respect to their formation, post-Soviet transitions, regime types, institutional arrangements, party systems, electoral processes, ethnic and clan composition, political economy, corruption, and the influence of external factors. Politics in Sub-Saharan Africa.

This course will enable students to acquire a knowledge and understanding of the recent history and contemporary politics of particular African countries; to analyse their political processes and institutions, to situate them in their social and economic context; and to examine the political conditions and consequences of economic policies. Students will be expected to study the politics of at least three African countries in some detail. These should include one or both of South Africa and Nigeria.

They will also be expected to read material on other countries relevant to the study of specific themes and topics dealt with in tutorials and in a weekly class. These include the politics of democratization, structural adjustment, labour and unions, agricultural policy, gender, class and ethnicity. The course will allow students to extend their understanding of comparative politics, and particularly of issues common to Africa and other regions they may be studying, of political theory, of political sociology and of

international relations by raising relevant questions in African circumstances. Students will acquire a more informed and critical understanding of African countries, which often appear to be far-away places of which we know little. Students may use this course as a foundation for further work in and about Africa in journalism, business, government, NGOs and academic research. It will contribute to their wider education as informed citizens.

Politics in Latin America

The aim of this subject is to study the major issues in the politics of Latin America. The subject will focus on the politics of a number of major countries, but in a way that leads to comparisons between them. The countries will include Mexico, Argentina, Brazil, Peru, Chile and Venezuela – chosen because they all represent interesting problems to the student, and because they have accessible literature in English. The broad theme that links these countries together is the study of the conditions that facilitate or hinder the consolidation of political stability.

This subject will examine institutional approaches to the study of Latin American politics, and will draw upon the political sociology and the political economy of the countries concerned, as well as upon the international context. Attention will be paid to the politics of the military; to the politics of economic stabilisation; to the nature of the governing elites; and to questions of political participation of the major social groups.

Politics in South Asia

This course introduces students to the nature of political change in the major South Asian countries (India, Pakistan, Sri Lanka and Bangladesh) in the period after independence from colonial rule. The subject is intended to educate students in the most significant themes and issues in contemporary South Asian politics, through the study of illustrative cases taken from the various countries of the region. The subject also seeks to enable students to develop a critical engagement with the analytical literature on South Asia, in particular, and on the 'Third World' or 'developing countries', more generally. While each of the major South Asian countries is studied separately, students are, at the same time, encouraged to analyse political developments comparatively.

The course examines the nature of the post-colonial state and the evolution of political institutions and party politics, with a focus on the functioning of democracy and the tendencies towards authoritarianism or martial rule. The interface of democratic politics with the political economy of the 'developmental' state is also addressed. The course also explores the development of 'movement' politics or social movements as an important element of the democratic process. The course gives attention to social organisation, culture and identities as they bear on politics. In particular, the politics of gender, class, caste, religion and ethnicity are emphasised.

The course engages with the evolution of political ideologies, especially those of nationalism and 'development', which have played significant roles in the political history of post-colonial states. The course is expected to enable students to develop

the ability to construct rigorous arguments on South Asian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject. This course will prepare students to undertake post graduate studies on South Asia and the 'Third World', and for careers in journalism, diplomacy, national and international 'development' organisations, NGOs and 'Think Tank' or consultancy organisations, which specialise on the 'Third World' and the field of 'development'.

Politics of the Middle East

The course aims to give the student a wide-ranging and sophisticated introduction to the domestic political dynamics of the contemporary Middle East and its wider social relations. The course is organised thematically, with weekly topics including the nature of the state, political economy, the military, democratisation, succession and gender.

The thematic emphasis gives the student maximum flexibility to concentrate on whichever countries most interest him/her. The geographical scope of the course is inclusive, covering North Africa, Turkey and Iran, as well as the core countries of region. It is expected that the student will complete the course knowing six or seven countries in some depth. The course is designed to relate to the discipline of politics in general, eschewing the notion that the Middle East is somehow unique and mysterious; students are encouraged to bring their knowledge of political concepts to bear in the course. Inter-regional comparisons are also encouraged, with students who have studied other parts of the developing world especially welcome.

The course has been designed both for the generalist, who may go on to work in business, government, journalism or the professions, and for the budding specialist who may then proceed to a Masters in Middle Eastern studies. Please note that demand sometimes outstrips teaching supply on this paper.

International Relations in the Era of the Two World Wars

This course is the study of central issues in the international history of a period which had a profound influence on the subject of international relations. Students are introduced through the study of historical topics to the major debates and different theoretical approaches. These include Realist, Liberal, and Marxist views of the international system, levels of analysis, decision making processes and the role of individual leaders, the concepts of the balance of power, collective security, and détente and the concert of powers, isolationism and appeasement.

The course also considers the impact of total war on the international system, causes of regional instability (nationalism, imperialism), the inter-action of different regional theatres in an evolving global international system, the role of financial and economic factors, revolutionary ideologies (Communism and Fascism), and the 'learning process' as it affected policy-making in and immediately after the Second World War.

The course enables students to consider the major theories and concepts of international relations critically in relation to the historical evidence, on which several of the theories were based, and to draw on a rich academic literature. It develops the skill

of analysing empirical material in a way which is both informed by theory and sensitive to the complexity of the evidence. The course is closely related to the core subject International Relations and to the option International Relations in the Era of the Cold War.

International Relations in the Era of the Cold War

The course covers the international relations of a period (1945–91) crucial for the evolution of today's world. These have always generated much writing of high quality, which is now further enlivened by the progressive release and assimilation of archive material; and the period now appears sufficiently self-contained for scholars to be able to step back and gain perspective by viewing it as a whole. The course links strongly with the Politics 'core' 'International Relations' course, providing factual context and tests for many of that subject's theoretical approaches to international relations, and also valuable background for its treatment of the post-1990 'contemporary' scene.

Political Thought: Plato to Rousseau

The objective of this subject is to introduce students to some of the canonical texts in political thought and to help them to develop an appreciation of their significance for their own time and for contemporary political theory. The subject is designed to enhance students' skills in reading and interpreting texts and to develop their appreciation of the richness of the traditions of political thought in the West which will contribute to their broader understanding of the discipline.

The subject allows students to choose from a range of classical texts in the history of political thought and also offers a number of supplementary topics which encourage students to examine issues raised by these texts in the context of related discussions in the wider canon of political thought. In both cases, the subject encourages students to develop skills in reading and critically reflecting on the arguments of complex works of political philosophy. It offers students the opportunity to develop an appreciation of the intellectual context in which the texts were written and/or to discuss the arguments of the texts in relation to issues in contemporary political theory.

Students, in consultation with their tutors, may follow one or other of these options exclusively so long as they are able to demonstrate a sound grasp of the arguments of the texts on which they answer questions. The subject permits students to take either a narrow focus, concentrating on a few thinkers in depth, or aiming for a wide coverage of many. Either approach, however, relies on developing the capacity to grasp both the way particular texts work as arguments, and to gain some independent critical purchase on the arguments themselves. Students are also encouraged to examine different methods of interpretation in the History of Political Thought.

Political Thought: Bentham to Weber

This subject is designed to acquaint students with the transition from classical political philosophy to modern social theory --- that is, to introduce them to major theories developed from the late eighteenth century to the early twenty century, theories which (a) explored the nature and direction of social and economic change in Europe and (b)

grappled with the moral and political issues raised by social and economic change. The subject enables students to study in depth a range of important texts, helping them to develop the skills required to identify and comment critically on the principal arguments contained in those texts.

Students are also encouraged to appreciate the intellectual and historical context in which the texts were written. Students may, in consultation with their tutors, choose between a number of approaches to this subject. They may concentrate on a smaller number of named theorists in greater depth or aim for a broader coverage of many theorists by way of topics. Thus, they may approach the subject by choosing a number of clusters of thinkers (e.g. Bentham and Mill, Hegel and Marx, Weber and Durkheim, Saint-Simon and Tocqueville). Or they may focus on topics such as individualism and community, centralisation, the idea of progress, science and religion, by reading further primary texts in addition to those specified in the reading list. These further texts can include both additional works by the named thinkers and works by other relevant writers, for instance those who pre-date the named thinker and who were particularly influential for him, contemporary writers whose work was pertinent and, in some cases, later writers.

In any event, students will be expected to demonstrate detailed and critical acquaintance with the major texts, and to analyse some of the main issues of contention, or agreement, in the period covered by the subject. This subject will enable students to read complex texts with discrimination and attune themselves to the variety and depth of modern social and political debates in an historical perspective. Marx and Marxism.

The course, unusual in being devoted to a single intellectual and political tradition, gives students the opportunity to develop a deep and systematic understanding of Marxist theory and practice. Depending on their interests, and reflecting the interdisciplinary breadth of the Marxist tradition, students are able (in consultation with their tutors) to concentrate on one or more of Marxist philosophy, politics, sociology and economics. Similarly, although all students are required to cover the essentials of Marxist theory with reference to the key writings of Marx and Engels, the course permits students to strike their own balance between concentrating on these texts – and their interpretation and evaluation – and considering the theoretical contributions of later Marxists. While most attention is devoted to issues in Marxist theory, students are also expected to approach Marxism as a practical, political ideology, with concrete political consequences. In all cases, the course teaches students to be able critically to evaluate, not just to show knowledge of, the Marxist tradition.

Politics in China

This course will enable students to acquire a knowledge and understanding of the recent history and contemporary politics of China. China has been in transition from the long rule of Mao Zedong since 1978, and its politics and society have transformed radically during that period. Students will gain an understanding of the Chinese Communist party (the most powerful Communist party left in the world), looking at its

historical background before analysing its current strategy to remain in control of China in the post-Cold War era. The reform era under Deng Xiaoping and Jiang Zemin will be analysed through a variety of themes, including elite politics and the Tian'anmen crisis of 1989, rural reforms, urban culture, and gender. China's new status as a regional power in international relations will also be examined, as well as its relations with Taiwan and Hong Kong, two very different Chinese societies.

This course will allow students to develop a strong knowledge of one of the world's most important countries, and could serve as stimulation for further work in and about China in journalism, business, government, NGOs and academic research. Please note that demand sometimes outstrips teaching supply on this paper.

The Politics of the European Union

This paper focuses on the study of the history, institutions, and policy processes of the European Union. It includes analysis of the history and theories of the European integration process. Candidates are expected to show knowledge of politics of the European Union, including the main institutions of the EU, decision making procedures and specific policies, as well as relations between the EU and the rest of the world. The paper also focuses on democracy in the European Union and the impact of European integration on the domestic politics and policies of the member states.

Theology and Religion

The following courses in Theology and Religion are available to Visiting Students and details of each course are given below. For further courses which may be available please go to <http://www.theology.ox.ac.uk/undergraduate-admissions/our-courses.html>. If you have a particular interest in an area of Theology which you do not see here, please contact vsp@mansfield.ox.ac.uk.

Reformation

The subject includes the work and thought of the leading mainstream Protestant reformers, especially Luther, Zwingli, and Calvin, together with the radicals, and the development of the Reformation in European society. Questions will be set both on renewal in the Roman Catholic Church throughout Europe, the confessional tensions which led to the Thirty Years' War (1618–48) and on religious change in the kingdom of England from the Henrician reforms through to the reign of Charles I and the downfall of his government and Church.

19th-Century Christian Thought

This can be taken as a four or eight week tutorial course and is supported in Michaelmas and Hilary Terms by Faculty lectures. The course addresses key issues in theological thinking in Britain and Europe during the long nineteenth century. These include biblical interpretation, the nature of authority, reason and faith, ecclesiology, Christology, romanticism, literature and imagination, spirit and history, reductionism, religious experience, and the encounter with world religions. The topics will be addressed through seminal or representative texts. Kant, Hegel, Schleiermacher, Kierkegaard, Nietzsche, Newman and Coleridge are especially significant thinkers whose work or influence will normally be represented in the paper.

Modern Theology

This can be taken as a four or eight week tutorial course and is supported in all three terms by Faculty lectures titled 'Modern Theology' and 'God, Christ and Salvation'. The course addresses topics in modern theology, from the early twentieth century through to the present, with particular references to the doctrine of God, Christology, and soteriology. Special emphasis will be placed on the interrelationship between these three topics and on the way in which their treatment is affected by differing understandings of the nature, the sources, and the practice of theology. Candidates will be expected to be aware of the interplay of tradition, innovation and confessional context in the work of major systematic theologians of the twentieth century.

Philosophy of Religion

This can be taken as a four or eight week tutorial course and is supported by Faculty lectures in Michaelmas term. The course addresses claims about the existence of God, and God's relation to the world: their meaning, the possibility of their truth, and the kind of justification which can or needs to be provided for them, and the philosophical

problems raised by the existence of different religions.

Nature of Religion

This can be taken as a four or eight week tutorial course and is supported in Michaelmas Term by an eight week Faculty lecture course titled Introduction to The Study of Religions and in Hilary Term by an eight week lecture course titled The Nature of Religion. The course addresses the contested nature of the term 'religion' and examines some key authors, texts and issues in this interdisciplinary field.

Prior reading might be the introduction to John Bowker ed. Oxford Dictionary of Religion and D Corrywright and P Morgan Get Set for Religious Studies. Either Ivan Strenski ed. Thinking About Religion OR Seth D Kunin with Jonathan Miles Watson eds. Theories of Religion: A Reader have useful texts.

Hinduism

This can be taken as a four or eight week tutorial course and is supported by Faculty lectures on Hinduism in both Michaelmas and Hilary Terms. It seeks to interrogate the use of the term 'Hinduism' and to understand other key ideas in this family of traditions and examines some key texts and historical movements. Prior reading might be Kim Knott Hinduism: A Very Short Introduction and (for those with existing background) Gavin Flood An Introduction to Hinduism. A useful selection of texts to which reference will be made is Dominic Goodall ed. Hindu Scriptures.

Buddhism

This can be taken as a four or eight week tutorial course and is supported by Faculty lectures in Michaelmas and Hilary terms. It introduces both the teaching of the Buddha and the main ideas of early Buddhism in their historical setting. Particular attention will be paid to the foundations of Buddhist ethics, the relationships of householder, and ascetic lay ways of life. Prior reading might be D Keown Buddhism: A Very Short Introduction and (for those with some existing background) Richard Gombrich What The Buddha Thought. A useful collection of texts is Rupert Gethin ed. Sayings of The Buddha.

New Testament

This can be taken as a four or eight week tutorial course. The subject includes a consideration of both the historical circumstances of origin and the literary, theological character of the documents that make up the New Testament. Topics include the historical Jesus, the synoptic problem, the provenance, purpose, theology and social context of the Gospels and the Pauline literature, and the early history of the Christian movement. This option is supported in all three terms by Faculty lectures titled "Introduction to the New Testament with Special Reference to the Gospel of Mark," "The Gospel of Matthew," "The Gospel of John," "The Historical Jesus," "Introduction to Paul," "Romans" and "1 Corinthians".

Old Testament

This can be taken as a four or eight week tutorial course and is supported by Faculty lectures on 'Introduction to the Old Testament' in Michaelmas term and on 'Types of Old Testament Literature' in Trinity term, with further lectures on a variety of more specialised topics also available in all three terms. The course investigates the main theological themes of the Old Testament within its historical setting, with particular reference to three major texts (the books of Isaiah, Psalms, and Deuteronomy).

Introduction to Mysticism

This course seeks to examine the way mysticism has been defined and studied and will give the student the chance to look at a selected example of mystical writing from a particular tradition (e.g. Jewish; Christian or Islamic). There are Faculty lectures and seminars in this area to support learning.

Select Bibliography:

- William James relevant chapters of *The Varieties of Religious Experience*
- Steven T Katz ed. *Mysticism and Religious Traditions*
- Bernard McGinn *The Foundations of Mysticism*
- Annemarie Schimmel *Mystical Dimensions of Islam*
- G. Scholem *Major Trends in Jewish Mysticism*
- Richard Woods ed. *Understanding Mysticism*