

MA in HISTORY

COURSE HANDBOOK 2019-20



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Royal Holloway, University of London
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IMPORTANT: Please ensure that read this Course Handbook **in conjunction with the PGT Student Handbook**. You will find specific details about and regulations for studying History in this department and across the School of Humanities there.

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DISCLAIMER: The information in this Handbook is accurate at the time of going to press (September 2019), but it is subject to change, but is subject to change in line with the College's policy of development. The School of Humanities will make every effort to run the courses listed but these may need to be changed or withdrawn in the light of tutor availability and student numbers.

WELCOME TO THE MA IN HISTORY AT ROYAL HOLLOWAY

Royal Holloway's historic campus and architecturally stunning Founders building was officially opened by Queen Victoria in 1886. Thomas Holloway and wife Jane built the college as one of the earliest Higher Education institutions for women. In 1985 Royal Holloway merged with Bedford College, which was founded by the path-breaking reformer and civil rights campaigner Elizabeth Jesser Reid in 1849. The college remained female only until 1945 when the first male postgraduate students were admitted. In 1965 the College went fully co-educational with the admittance of male undergraduates. You can find out more about our history and the activities of students who campaigned for women's suffrage in the [College Archives](#) .



This flexible and inclusive MA in History has been running successfully for many years and provides a thorough training in the skills and concepts needed for the advanced study of History, while also enabling students to choose topics from across a wide range of periods. Modules cover Gender and Cultural history, British, European and World history as well as Hellenic, Holocaust and Medieval studies. The two core course modules (shared with students on the Public History MA) provide instruction in a wide-range of historical methodologies, research skills and ethics that will enable you to successfully navigate physical and virtual archives and to analyse manuscript, printed, digital, material, oral and visual sources.

The course enables you to sample a range of modules or to pick a specific 'pathway' to follow: in Gender, Conflict and Violence, or Hellenic Studies. You will study two subject specific modules, in the Autumn and Spring terms, to develop more in-depth knowledge about your topic and the historiographical debates that shape current research. You will have the opportunity, and are strongly encouraged, to submit an essay plan to your module tutors for feedback, before writing and submitting your final course work. The course culminates in the completion of an individual research-based dissertation on a topic of your choice. You will have the opportunity to choose a supervisor for your project from among our wide range of respected specialist academics in their field. Throughout the course you will be encouraged

to visit archives and museums, to attend seminars and events, and to make the most of research resources provided by the whole University of London.

By the completion of your course you will have gained the necessary skills to enable you to pursue your studies at PhD level which would enable you to become a professional academic historian. However, here at Royal Holloway we place a high value on transferrable skills to promote employability in a wide range of history, archival, museum, teaching, library, archeology, legal, business, financial fields, as well as the civil and diplomatic service to name just a few our postgraduates have entered. You will be supported to develop your verbal, written and digital communication and presentational skills as well as honing your ability to read, analyse, evaluate and report on large amounts of information.

WELCOME WEEK

Term starts on Monday 23rd September and the History Department will run an **Induction Meeting** for all our MA students at **12 midday on Tuesday 24th September in the Moore Building Lecture Theatre**. This will be followed by a buffet lunch at which you will get the opportunity to meet fellow students and lecturers across different fields of history. There is also a specific **MA History students' induction meeting** with the Course Director Dr Nicola Phillips at **3pm in the International Building room 244**.

2. COURSE STRUCTURE

Full-time students take components to the value of 180 credits. These are listed below showing course code, course title and credit value. Part time students take courses to the value of 80 credits in their first year: the mandatory programme components (40 credits) and 2 option courses to the value of 40 credits. In their second year they take further options to the value of 40 credits and write their dissertation (60 credits).

FULL TIME STUDENTS:

TERM 1	CREDITS
HS5450 Core Course	20
HS5455 Core Course	20
Option Module 1	20
Option Module 2	20
Total	80
TERM 2	
Option 3	20
Option 4	20
Total	40
TERM 3 - SEPTEMBER	
Dissertation	60
TOTAL COURSE CREDITS:	180

PART-TIME STUDENTS

FIRST YEAR

TERM 1

HS5450 Core Course	20
HS5455: Core Course	20
Option Module 1	20

TERM 2

Option Module 2	20
First Year Total	80

SECOND YEAR

TERM 1

Option module 3	20
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TERM 2

Option Module 4	20
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TERM 3- SEPTEMBER

Dissertation	60
Second Year Total	100

TOTAL COURSE CREDITS **180**

3. TIMETABLE FOR MA HISTORY COURSEWORK SUBMISSION

The following schedule displays both an advisory timetable for delivery of essay plans to your tutors and (in bold) the final compulsory deadlines for delivery of the complete essays/other course work. This is to enable you to take advantage of the opportunity to submit a 1-2 page plan for each piece of written work to your tutor in time to get feedback about how you could improve it. At MA level there are no set essay questions, so submitting a plan also helps you to frame your essay and dissertation titles as critical (i.e. interrogative) questions rather than as descriptive statements, which is particularly beneficial for forming and structuring a clear, convincing argument. Previous students have urged all students to take the advisory dates on the timetable to heart, not least to avoid a last-minute rush. They also remind you that it takes a long time to edit and to print-out the final versions of coursework - so get started in good time! **If you wish to submit any item of work earlier than the set deadline, however, you may do so.**

N.B. Digital copies of coursework must be submitted online via Turnitin and hard copies to the School of Humanities Administration Office by 3pm on the date stated.

A) Schedule for FULL-TIME MA in History students 2019-20

Mid October 2019	Identify topic for HS5455 Core Course skills project
Early November 2019	PLAN for 1 st option essay
Mid November	PLAN for Skills project
Late November 2019	PLAN for 2 nd option essay
Monday 10 December 2019	PLAN for HS5450 Concepts Core Course essay
NB: The Concepts course also includes weekly assignments throughout the term, four of which will count towards the final mark for this course (40%).	
Friday 13 DECEMBER 2019:	SKILLS PROJECT FINAL DEADLINE
Friday 17 JANUARY 2020:	1st & 2nd OPTION ESSAYS DEADLINE
Friday 28 FEBRUARY 2020:	CONCEPTS CORE COURSE ESSAY DEADLINE
Late-February 2020	PLAN for 3 rd Option essay
Mid-March 2020	PLAN for 4 th Option essay
Friday 1 MAY 2020:	3rd & 4th OPTION ESSAYS FINAL DEADLINE
Late May 2020	Identify dissertation topic & supervisor
Tuesday 1 SEPTEMBER 2020:	DISSERTATION DEADLINE

B) Schedule for FIRST YEAR PART-TIME MA students

October 2019	Identify topic for HS5455 Core Course skills project
Early November 2019	PLAN for 1 st option essay
Monday 10 December 2019	PLAN for Concepts Core Course essay
NB: The Concepts course also includes weekly assignments throughout the term, four of which will count towards the final mark for this course (40%).	
Friday 13 DECEMBER 2019:	SKILLS PROJECT FINAL DEADLINE
Friday 17 JANUARY 2020:	1st OPTION ESSAY DEADLINE

Friday 28 FEBRUARY 2020: CONCEPTS CORE COURSE ESSAY DEADLINE

Friday 1 MAY 2020 2nd OPTION ESSAY DEADLINE

C) Schedule for SECOND YEAR PART-TIME MA students

By the end of September Identify dissertation topic and supervisor

Early November 2019 PLAN for 3rd Option essay

Friday 17 JANUARY 2020: 3rd OPTION ESSAY DEADLINE

Mid-March 2020 PLAN for 4th Option essay

Friday 1 MAY 2020: 4th OPTION ESSAY FINAL DEADLINE

Tuesday 1 SEPTEMBER 2019 DISSERTATION, FINAL DEADLINE

4. LATE SUBMISSION AND APPLICATIONS FOR EXTENSIONS

You can find specific information about Assessment submissions, penalties for lateness and how to apply for an extension in the History PGT Handbook pp 20-24. Please note that the only exceptions that can be made to final deadlines are cases with documented medical or other extenuating circumstances, and you must apply **before** the deadline. So if you are worried that you may not be able to complete coursework on time please contact your Module Tutor or the MA History Course Director, Dr. Nicola Phillips as soon as possible. Please note that, if you are living in College accommodation and are given an extension for the dissertation, it will not be possible to extend your contract beyond the 50th week. Students are required to move out of their College accommodation by the end of that week.

For details of the examination processes and full College Regulations please see <https://intranet.royalholloway.ac.uk/students/assets/docs/pdf/academic-regulations/2019-20-general-regulations-fv.pdf>

5. REQUIRED MA HISTORY COURSES

HS5450 History Past and Present: Concepts and Approaches

Tutor: Dr Paris Chronakis

Teaching: 1 hour interactive lecture plus 1 hour seminar per week in Term 1: Lectures Tuesdays 2-3pm, Seminars 3-4pm [Shared with MA Public History Students].

This module looks at history from the point of view of its practitioners. It approaches historians as academic researchers but also as social actors and cultural brokers in dialogue with the past while deeply embedded in the societies they inhabit. The module thus centres around a set of key, if not existentialist, questions, questions that drive historical research as well as historiographical debate today. How do historians think and write about the past? Do they have a role to play in our globalized and very much present-minded world? And how is "history" caught into contemporary debates on identity politics, post-truth and the digital divide? To answer these questions, the module critically interrogates history's ambivalent position between art and social science and asks how historical concepts and historical research practices intersect with methods of communicating the past to an academic and wider audience. This module is designed for both MA History and MA Public History students.

Introductory Readings:

Geoff Eley, *A Crooked Line: From Cultural History to the History of Society* (University of Michigan Press, 2005)

Lynn Hunt, *Writing History in the Global Era* (Norton, 2014)

Simon Gunn, *History and Cultural Theory* (Routledge, 2006)

Nicholas B. Dirks, *Autobiography of an Archive. A Scholar's Passage to India* (Columbia University Press, 2015)

Melissa Terras, Julianne Nyhan, Edward Vanhoutte (eds.), *Defining Digital Humanities: A Reader* (Ashgate, 2014)

Penelope J. Corfield, *Time and the Shape of History* (Yale University Press, 2007)

Jo Guldi & David Armitage, *The History Manifesto* (Cambridge University Press, 2014)

Assessment

1. **A 3,000 word essay** (60%)
2. **Best 4 of 10 coursework assignments of 500 words each** (40%) to be delivered on a weekly basis throughout the term.

HS5455: Studying and Communicating the Past: Resources, Skills and Ethics

Tutor: Dr Nicola Phillips

Teaching: 1 hour interactive lecture plus 1 hour seminar per week in Term 1 at Royal Holloway. Lectures Tuesdays 11am -12pm, Seminars 4-5pm. [Shared with MA Public History Students].

This course introduces students to the research skills and resources they need as historians at postgraduate level. It is designed for both MA Understanding the range, scope and depth of historical archives, the use of documents and artefacts, and developing the critical intelligence needed to construct a convincing historical story are all vital skills for history postgraduate students. Whether writing an MA dissertation, or setting up a portfolio of research skills to

market to future employers, a sound knowledge of archival research and the ability to puzzle out arcane documents are essentials. Public History MA students, who may need to gather material swiftly and accurately for multiple external-facing projects (be it for use in museums, TV or magazines), stand in particular need of knowledge of a wide range of historical sources. This course will introduce students to a series of different archive types and methods of interpretation, and give them the chance to put these into practice. Students are strongly encouraged to take an independent approach, and to bring their own findings and discoveries into the classroom. The aim is that students will finish the course as fully-fledged historical researchers.

Introductory Reading:

D. Henige, 'Authorship Renounced: The "Found" Source in the Historical Record', *Journal of Scholarly Publishing*, 41 (2009), 31-55

Sean Cunningham, 'Archive Skills and Tools for Historians,' on the IHR's Making History blog:

http://www.history.ac.uk/makinghistory/resources/articles/archive_skills_and_tools_for_historians.html

Karen Harvey, *History and Material Culture: A Student's Guide to Approaching Alternative Sources* (London: Routledge, 2009)

Ronald J. Grele, 'On Using Oral History Collections: An Introduction', *The Journal of American History*, 74 (1987) 570-8.

Assessment:

1. **The Skills Project** (90%) consists of a free-standing essay of 4,500-5,000 words. Its aim is to demonstrate chosen skills of historical research/analysis. It should demonstrate effective research practice rather than a new theory or fresh research.
2. **A Presentation** (10%) to be delivered during the classes in term 1.

6. HS5410 THE DISSERTATION

Convener: Dr Nicola Phillips

The Dissertation is the culmination of the MA and the means of putting all the concepts, skills, and historical subject knowledge into practice. It is a piece of original work of 12,500-15,000 words, usually researched and written in the months following the submission of other coursework essays (so normally in June + July + August). **Two copies** (top copy securely bound) are due in early September, plus an electronic submission via Turnitin.

All students are supervised for their Dissertation by a member of staff within the History Department, as appropriate to the topic. **It is the responsibility of the student** to make contact with a potential supervisor, to select and agree a topic, and to keep in touch with the supervisor during the summer. The MA Programme Director, Dr. Nicola Phillips, or individual course tutors, can advise on these processes (but see Advisory Timetable below). **Please note that members of the academic staff are all active research scholars, and so not continuously available throughout the summer months.** It is therefore particularly important to arrange the topic and a work schedule with supervisor in good time, **before the end of May.**

The dissertation supervisor: in most cases students are happy with the supervisory relationship. However, there are occasions where for some reason the supervisory relationship does not work

and breaks down. If this happens, you should speak as soon as possible with the Programme Director or your Personal Advisor to see whether the problem can be resolved informally, e.g. through mediation, or changing supervisor. You should not wait until after you have received your final degree results to raise the matter as it is very difficult for the College to resolve such matters or take remedial action at that point.

Students are allowed at least one consultation with the supervisor in June; plus one read-through of a sample of the draft text of the Dissertation. Sometimes more than one meeting with the supervisor is required. But in other circumstances, advice can be continued by email, by mutual agreement. Please note that supervisors will be unable to contribute constructively to a Dissertation if they are left un-consulted and then are suddenly presented with a long draft late in the summer.

Part-time students normally complete the Dissertation in the second year, but are strongly advised to arrange a supervisor and make initial plans for their research during the summer of the first year.

Dissertations must be pieces of independent research, *using primary sources wherever possible*. In particular, sources should not be quoted 'second-hand' from secondary authorities, which may err; but should be checked in the original, if at all possible.

The Dissertation length should normally be close to the required length (which includes footnotes, but *excludes* scholarly appendices and bibliography*). Visiting Examiners have warned against excess length, which will be penalized (see Section 6 below (under 'Word Count') and also the PGT Student Handbook for College penalties on over-length work; but will accept Dissertations of something under 12,500-15,000 words **provided** that the subject has been fully explored. The punitive dimension aside, however, students should use the word limit to learn how to write and edit to a specific length. This is, in itself, an important discipline or 'transferable skill', and invaluable in many professional contexts.

* Thus all footnoted material must be counted within the word limit. The only exception here is any extra wordage generated by necessary quotation from foreign languages. For detailed guidelines see below under 'Word Count' pp. 23-24.

6.1 Advisory Timetable for Dissertation

In January: Begin thinking about topic/feasibility; consult with tutors. Part-time students are advised to do so by the end of the summer of their first year.

By 29 May: All students must confirm their choice of supervisor and topic. The name of your chosen supervisor and topic should be reported to the Course Director, Dr. Nicola Phillips.

By mid-June: Students should see supervisors to discuss a detailed plan to receive advice on the writing of the first draft.

By 30 June: Supervisors should receive a final title plus an outline plan of chapters **in writing**. Students and supervisors should have also arranged (a) the timetable for receiving and returning

the first draft and (b) **agreed methods of contact between student and supervisor during the summer research recess - whether by email/phone etc.**

By mid-August: Students should submit drafts for comment to their supervisors. (NB: dates can be varied **by agreement** between student and supervisor)

Tues: 1 Sept. Submission of Dissertation in two copies + electronic version

Note on Post-MA Dissemination of Research:

Successful Dissertations of Distinction standard are deposited in Royal Holloway Library - subject to normal copyright regulations; and all early Dissertations 1993-2002 are available in the Library.

Students should also consider other outlets for Dissertations and/or Skills Projects, after the award of the MA. For example, if the work has focused upon a specific institution, it is good practice to present a copy to that institution/archive/etc - after inserting a copyright declaration on the title-page. It is also worth checking with the press (local or national) to see if there is scope for a spin-off article.

Finally, MA research may lead to a scholarly article or provide a launch-pad for advanced research leading to MPhil or PhD.

7. MA HISTORY OPTION COURSES

TERM 1 (Autumn)

HS5129 Transnational Holocaust (20 Credits)

Teaching: **One 2-hour weekly seminar taught over one term – taught at the Weiner Library, London**

Assignment: One essay of 4,500 – 5,000 words

This MA course introduces students to the history, impact and memory of forced movement of Jewish victims of the Nazi regime outside of the familiar places of ghettos and camps. Whereas the core MA courses introduce (HS5730 and HS5731) students to the history of the Holocaust and postwar interpretative debates, this course presents a 'moving' transnational and translocal history of the Holocaust. It upends the conventional chronology, beginning in the mid-1920s and concluding in the early 1950s (on the eve of decolonization, the founding of Israel, the passage of DP (Displaced Persons) Acts in the US in 1948/1949, humanitarian conventions, the division of Germany, and the UN refugee convention). The course analyses the journeys and experiences of victims of forced movement and their emerging spatial agency in new locations, and also focuses on the geo-political contexts of the locations they moved through and stayed in (whether by circumstance or choice). The course draws on emerging research in Holocaust studies on refugee diasporas, transnationalism, and landscapes of the Holocaust. The course also draws on literature on postwar Europe, humanitarian relief organizations, and histories of asylum seeking pertinent to Jewish, European and as relevant, refugee diasporas in regional locations of Africa, the Caribbean and South America.

Course aims and learning outcomes - Demonstrate a complex understanding of the transnational history of the Holocaust - Critically engage with a wide variety of literatures and scholarly debates, and identify trends in new research agendas - Produce nuanced coursework essays that are clearly structured and argued, fully referenced, and fluently written - Present complex arguments orally

Introductory reading (of the historical, transnational period covered):

Bernard Wasserstein, *On the eve: the Jews of Europe before the Second World War* (New York: Simon & Schuster, 2012).

Michael R. Marrus, *The Unwanted: European Refugees in the Twentieth Century* (New York: Oxford University Press, 1985)

Gerard Daniel Cohen, *In War's Wake: Europe's Displaced Persons in the Postwar Order*, (Oxford: Oxford University Press, 2011)

HS5133 Fairy Tales: Narrating Queer Gender and Sexuality in the Twentieth Century

(20 credits)

Tutor: Dr Amy Tooth Murphy

Teaching: One 2-hour weekly seminar taught over one term – at Royal Holloway, Egham

Assignment: One essay of 4,500 – 5,000 words

This module examines the role of narrative in queer identity and queer life in modern and contemporary history. The lives of LGBTQ (lesbian, gay, bisexual, transgender, queer) people have historically been silenced and marginalised within and by traditional discourses. Therefore, this module will examine the ways in which queer people have sought to represent and analyse their own experiences through the narrative-driven mediums of oral history, film, and fiction. By using these 'unconventional' historical primary sources we will uncover how queer people have worked both with and against the grain of narrative in order to tell stories that are meaningful to them. Through the use of archetypes and common narrative tropes queer people have sought to situate their lives and their stories within wider cultural discourses. Nonetheless, we will also explore the concept of queer temporality, considering the potential for queer narratives to disrupt and challenge mainstream discourses, even problematising chronology in the process. We will also consider how the narrative of queerness is slowly being integrated into the historical record, and the implications of this shift. In doing so we will consider, for example, the dominance of the coming out story in modern Western history, asking searching questions as to who is excluded in the process, and the impact on queer narratives in general.

Introductory Reading:

Gavin Brown, 'Listening to Queer Maps of the City: Gay Men's Narratives of Pleasure and Danger in London's East End', *Oral History Journal*, 29.1 (2001), 48-61.

Allain Daigle, 'Of Love and Longing: Queer Nostalgia in *Carol*', *Queer Studies in Media and Pop Culture*, 2.2 (2017), 199+

[This article examines the 2015 film, *Carol*, which is based on the 1952 novel, *The Price of Salt*, by Patricia Highsmith]

Alison Oram, 'Sexuality in Heterotopia: Time, Space and Love between Women in the Historic House', *Women's History Review*, 21.4 (2012), 533-551.

Ajamu X, Topher Campbell and Mary Stevens, 'Love and Lubrication in the Archives, or rukus!: A Black Queer Archive for the United Kingdom', *Archivaria*, 68 (2009), online open access.

HS5209: Women, the Crusades and the Frontier Society of Medieval Christendom (20 Credits)

Tutor: Prof Andrew Jotischky

Teaching: One 2-hour weekly seminar taught over one term – at Royal Holloway, Egham

Assignment: One essay of 4,500 – 5,000 words

The crusading movement arose at a time of significant change for women. The association of crusading with pilgrimage meant that women often travelled to the Holy Land with crusade expeditions, although their presence was often criticised. This course will demonstrate how most medieval historians used gendered language and moral tales to express their disapproval of women who took the cross. Women of all social levels went on crusade, however. Some were noble wives of knights and lords, others worked as prostitutes and washerwomen. They supported crusader armies during battles, and were often the casualties of warfare. After the First Crusade, a Latin society was established in the East that lasted for nearly 200 years. In such frontier settlements warfare was endemic; many women lost fathers, husbands and sons. This led to a shortage of suitable male warriors to govern, and noble women often held a crucial role providing political stability through regency and marriage. A range of translated primary materials will be used to illustrate relevant historiographical arguments, including a series of case studies based on influential women such as Eleanor of Aquitaine and Queen Melisende of Jerusalem.

Introductory Reading:

Gendering the Crusades, ed. S. B. Edgington & S. Lambert (Cardiff: University of Wales Press, 2001).

N. Hodgson, *Women, Crusading and the Holy Land in Historical Narrative* (Woodbridge, 2007).

HS5256 Recording the Crusades: the Memory and Legacy of Crusading Down the Centuries (20 credits)

Tutor: Prof Jonathan Phillips

Teaching: One 2-hour weekly seminar over one term – taught at Royal Holloway, Egham

Assessment: One essay of 4,500 – 5,000 words

This course will examine the writing and the memory of crusading, paying particular attention to the evolution and mutation of the crusading idea over the last 200 years. We will see how crusading imagery was adopted by the European colonial/imperial powers during the nineteenth century, we will look at how it was used during World War I and then follow the story down to the disastrous use of the word 'crusade' by President George W. Bush in 2001. We will also consider how historians have interpreted the subject, starting with Michaud in the early nineteenth century, moving through Grousset (1920s), Erdmann (1930s), Runciman (1950s), Prawer, Richard and Mayer (1970s), to Riley-Smith, Housley and Tyerman today.

As well as this 'Western' perspective we will analyse how the crusade and the jihad have evolved in the Muslim world; once more looking at the age of colonialism and imperialism, but this time through Muslim eyes. We can also follow these ideas through the twentieth century and down to the present day. We shall look at their use by Islamists such as Osama bin Laden, and also Arab Nationalists such as President Nasser of Egypt and President Hafez al-Assad of Syria. The course will employ a range of evidence including visual and literary

materials.

Introductory Reading:

M.Horswell, *The Rise and Fall of British Crusader Medievalism* (Abingdon, 2018)

J.P.Phillips, *The Life and the Legend of the Sultan Saladin* (London, 2019)

E.Siberry, *The New Crusaders: Images of the Crusaders in the Nineteenth and Twentieth Centuries* (Aldershot, 2000)

HS5336: Augustine of Hippo and the Last Days of Rome (20 credits)

This module traces the career of one of the most fascinating and influential figures in late antiquity, the North African bishop Augustine of Hippo. Through a contextual study of Augustine's own writings (his memoir the *Confessions*, his letters, monastic rules, exegetical works and theological treatises) students will explore

- a) his response to the crisis of authority during the years in which through civil war and eventually invasion, Roman Africa was split off from the wider empire,
- b) his political and social thought, and
- c) the window onto Roman family life offered by his *Confessions*.

Introductory reading:

Augustine, *Confessions* (tr. Ruden)

Peter Brown, *Augustine of Hippo* (London: Faber & Faber, 1967, 2nd edition 2000)

Kelly, C., 'Ruling the Later Roman Empire', *Revealing Antiquity* 15 (Cambridge, MA: Harvard University Press, 2004).

Matthews, J., *Western Aristocracies and Imperial Court A.D. 364-425* (Oxford, Clarendon Press, 1975).

James J. O'Donnell, *Augustine, Sinner and Saint: A New Biography* (London: Profile Books, 2005)

HS5425 Introduction to the Historical Study of the Modern Muslim World (20 Credits)

Teaching: One 2-hour bi-weekly seminar *taught over terms 1 and 2* –at Royal Holloway, Egham

Assignment: One essay of 3,000 words (50%) plus best FIVE of weekly assignments (adding to 50%)

In this module you will develop an understanding of Islamic history from the sixth to the twentieth century. You will look at the origins and foundations of the faith and consider debates about the future of the Muslim world. You will explore the political, social and cultural historical narratives of Muslim communities and the role Islam has played in global development. You will look at the differences and similarities among, and diversity within, Muslim societies, and analyse the key developments in Islamic thought.

Introductory Readings:

Marshall G. Hodgson, *The Venture of Islam: conscience and History in a World Civilisation*. Chicago, 1959

Muhammad Qasim Zaman, *The Ulama in Contemporary Islam*, Princeton 2002.

Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids and Mughals* Cambridge

2009.

Faisal Devji, *The Terrorist in Search of Humanity: Militant Islam and Global Politics* (C. Hurst, 2008).

HS5721 The Infidel Within? Muslims in the West (20 Credits)

Tutor: Prof Humayan Ansari

Teaching: One 2-hour weekly seminar taught over one term – taught at Royal Holloway, Egham

Assignment: One essay of 4,500 – 5,000 words

In this module you will develop an understanding of the history of Muslims in the west. You will look at the foundation of Islam as a world religion and its various denominations and traditions in western states from the 1800s through to the 21st century. You will consider contemporary issues such as identity, divided loyalties, gender relations, and perceptions held by the majority and non-Muslim community. You will examine points of conflict between Muslims and wider society, including continuity, adjustment, and the war on terror.

Introductory Reading:

SZ Abedin and Z Sardar (eds.), *Muslim Minorities in the West*, Grey Seal Books, 1995.

H Ansari, 'The Infidel Within', *Muslims in Britain Since 1800*, Hurst Publishers, 2004.

J Cesari, *When Islam and Democracy Meet: Muslims in Europe and the United States*, Palgrave MacMillan, 2006.

YY Haddad (ed.), *Muslims in the West: from Sojourners to Citizens*, Oxford University Press, 2002.

HS5737 History of the Holocaust (20 credits)

Tutor:

Teaching: One two-hour seminar taught weekly in Term 1 in central London (usually in Wiener Library)

Assessment: One essay of 4,500 – 5,000 words

The course provides a thorough grounding in the history of the Holocaust, taught mainly through secondary sources. The course covers the history of the Jews from the emancipation period onwards, especially the Jews of Germany; the emergence of political antisemitism in Germany and Austria; the rise to power of Nazism; the Euthanasia Programme and its relationship with the persecution of the Jews; and Nazi policy vis-à-vis the Jews and other victims (Afro-Germans, homosexuals, Soviet POWs etc.) in its various stages. It deals with the Holocaust from the point of view of Nazi persecution and the responses of its victims.

Introductory Reading:

Richard J Evans, *The Coming of the Third Reich* (2003)

Ian Kershaw, *Hitler: 1889-1936 Hubris* (1998)^[SEP]

Saul Friedländer, *Nazi Germany and the Jews, vol. 1* (Weidenfeld & Nicolson, 1996)

HS5770 Culture wars: a genealogy of the European civil wars (20 credits)

Tutor: Dr Daniel Beer

Teaching: one two-hour weekly seminar, taught in term 1 in Central London (11 Bedford Square), on Thursdays

Assessment: one essay of 4,500 – 5,000 words

In mid twentieth-century Europe, states, societies and ‘nations’ were reconstructed through the execution, imprisonment and castigation of compatriots. The Nazi concentration camps and Soviet Gulag remain extreme cases, but the brutal recasting of state and society via the creation of categories of non-persons without civil rights (an ‘anti-nation’) was itself far from exceptional in Europe - east or west. This half unit course explores how this came to be. It takes as its thematic canvas the politics, culture and society of Europe in the decades up to (and including) the Great War of 1914-18. It looks at accelerating urban and industrial change and its social and political consequences (including the expansion of state power and new forms of social identity and political mobilization); it considers the emergence and consolidation of deep psychological fears about social and economic change; and also how the European experience of colonialism reinforced pathological ways of thinking, and pervasive myths which produced segregationist forms of social and political organisation. For it was all of these things, rather than the political fact of Nazism alone, that lay at the root of the concentration camps.

The course is structured to allow for a systematic exploration of the various interlinked strands and themes. Classes include: Europe in flux (industrialisation/impact of urbanisation); Cultures of reaction (religion and conservatism); Mass mobilization/new forms of politics; Growth of state power; Nationalism and racism; the European experience of colonialism; Seeking order through ‘purification’ (gender & sexuality); Dreams and nightmares (science, Darwinism, eugenics, criminology); the Great War and the cultivation of hatred.

Introductory Reading:

Richard Evans, *The Pursuit of Power: Europe 1815-1914* (London, 2016)

Michael Saler (ed.), *The Fin de Siècle World* (Oxford, 2015)

Eric Hobsbawm, *Age of Empire* (London, 1987)

TERM 2 (Spring)

HS5132 Breaking Waves: Feminism in Britain, c. 1860-Present (20 Credits)

Tutor: Dr Stella Moss

Teaching: One 2-hour weekly seminar taught over one term – taught at Royal Holloway, Egham

Assignment: One essay of 4,500 – 5,000 words

This course explores the history of feminism in Britain from the mid-nineteenth century to the present. The course explores the varied formation, configuration and contestation of feminist politics and activism, encouraging students to look beyond well-worn narratives of ‘waves’ of feminism. The course illuminates the development of feminist political thought, as well as diverse histories of activism and campaigning. Core themes include: feminism and the state; body politics and sexualities; women’s work; family life; and feminist political thought. Students are encouraged to develop their critical understanding of feminism through engagement with diverse primary material (including political texts, social surveys,

photographs, film and oral histories) and via wide-ranging historical and multi-disciplinary scholarship.

Introductory Bibliography:

Sue Morgan (ed.), *Feminist History Reader* (2006)

Sonya Rose, *What is Gender History?* (2010)

Margaret Walters, *Feminism: A Very Short Introduction* (2005)

HS5219 Byzantium and the First Crusade (20 Credits)

Tutor: Toby Bromige

Teaching: One 2-hour weekly seminar taught over one term – taught at Royal Holloway, Egham

Assignment: One essay of 4,500 – 5,000 words

This course traces the response of the rulers of the Byzantine Empire to the First Crusade, which passed through their territory in 1096-7. It places the crusade in the context of previous Byzantine interaction with the Latin West, especially attempts by the emperors to secure military help both before and during the reign of Alexios I Komnenos (1081-1118). The events of the First Crusade - its preaching by Urban II in 1095, its progress through Byzantine territory to Antioch, the 'third wave' of 1101 and Bohemond of Taranto's attack on the empire in 1107 – will all be discussed in this context through a range of Byzantine and Western source material in translation. Among the issues discussed will be the role of Alexios I in the preaching and launching of the crusade, the nature of the oaths sworn in Constantinople in 1096-7, the importance of the schism between the Byzantine and western Churches and the origin of the hostility between Bohemond and Alexios I.

Introductory Reading:

Michael Angold, *The Byzantine Empire, 1025-1204: A Political History*, 2nd edition (London: Longman, 1997)

Peter Frankopan, *The First Crusade: The Call from the East* (London: Bodley Head, 2012)

Jonathan Harris, *Byzantium and the Crusades*, 2nd edition (London and New York: Bloomsbury, 2014)

HS5515: Louis IX, the Mamluks and the Mongols: Crusading and the Near East in the 13th Century (20 credits)

Tutor: Prof Jonathan Phillips

Teaching: One 2-hour weekly seminar taught over one term – taught at Royal Holloway, Egham

Assignment: One essay of 4,500 – 5,000 words

Centred on the attempt by Louis IX of France to recover Jerusalem and the Holy Land through the conquest of Egypt, this course looks more broadly at large-scale crusading in the 13th century, and the radical change in strategy epitomised by Louis' crusade. We start by examining briefly previous attempts in the first half of the century to recover the Holy Land, then follow the origins, preaching and preparations for Louis' invasion (1248-50) to its disastrous climax and aftermath, before turning to look at the wider framework of Near

Eastern political dynamics in the mid-13th century, with particular focus on the Mongols and their impact on both Muslim and Christian states.

Introductory reading:

Chronicles of the Crusades, tr. C.Smith (London, 2008)

W.C.Jordan, Louis IX and the Challenge of the Crusade (Princeton, 1979)

J.Richard, Saint Louis: Crusader King of France (Cambridge, 1992)

C.Smith, Crusading in the Age of Joinville (Aldershot, 2006)

HS5517 Medieval Pilgrimage (20 Credits)

Tutor: Prof Andrew Jotischky

Teaching: One 2-hour weekly seminar taught over one term – taught at Royal Holloway, Egham

Assignment: One essay of 4,500 – 5,000 words

The aims of the module are to develop an understanding of the significance of pilgrimage in the medieval world through a combination of contextual study of the ideals and practices associated with this dimension of medieval piety, and specific study of contemporary pilgrimage accounts from the fourth to fifteenth centuries. Students should thereby be able to consider specific aspects of pilgrimage and the practices associated with it within a broad context of changing practices of piety. They should appreciate the value of interdisciplinary approaches to the understanding of medieval texts, and comparative approaches to medieval religious history. The content will be based on study of a number of pre-selected contemporary pilgrimage accounts from Latin and Byzantine sources, in translation. Typical topics will include: the practice of pilgrimage in religious traditions from Late Antiquity onwards, Saints' cults and sacred space, specific pilgrimage destinations, pilgrims' writings, gender, class, material culture, etc.

Introductory Reading:

Jonathan Sumption, Pilgrimage. An Image of Medieval Religion (London, 1975)

Chareyron, Nicole, Pilgrims to Jerusalem in the middle ages (New York, 2005)

Coleman, S and J. Elsner, [eds.], Pilgrim voices: narrative and authorship in Christian pilgrimage, (Oxford, 2003)

HS5646 Utopia, Dystopia, and Modernity (20 Credits)

Tutor: Prof Greg Claeys

Teaching: One 2-hour seminar running weekly during one term – taught at Royal Holloway, Egham

Assessment: One essay of 4,500 – 5,000 words

This course examines the development of utopian literature, movements, ideologies and communal experiments in the modern period, and specifically as a response to modernity. It commences with an overview of definitional debates respecting utopia/dystopia in the field, then surveys the background to the modern period from Plato and the Spartan tradition through Thomas More, to the English Revolution of the 17th century. Sessions then specifically examine: Utopias of the British Enlightenment (Defoe; Swift); The French

Revolution and Utopianism; "Utopian" Socialism; Marxism and Utopianism; Communal Movements of the 19th century; Edward Bellamy's "Looking Backward" and William Morris's "News from Nowhere"; Darwinism, Eugenics and the Origins of Dystopia from H.G. Wells to Huxley's *Brave New World*; Totalitarianism and Dystopia; Orwell; 20th century Literary Dystopianism and Science Fiction (Le Guin, Piercy, Atwood). There is also a Research Skills seminar attached to this course.

Introductory Reading:

Thomas More. *Utopia* (various edns.)

Introduction to Gregory Claeys and Lyman Tower Sargent), eds. *The Utopia Reader* (New York: New York University Press, 1999,

F. Viera. "The Concept of Utopia", in Gregory Claeys, ed. *The Cambridge Companion to Utopian Literature* (Cambridge: Cambridge University Press, 2010, pp. 3-27

HS5648: Diasporas, Refugees and Minorities in Modern Europe and the Mediterranean

(20 credits)

Tutor: Dr Paris Chronakis

Teaching: One 2-hour weekly seminar taught over one term – taught at the Weiner Library, London

Assignment: One essay of 4,500 – 5,000 words

This module offers a conceptual approach to Christian, Jewish and Muslim diasporas, refugees and minorities in the imperial and post-imperial lands of East Central Europe and the Mediterranean during the 19th and 20th centuries. It maps the complex transformation of diasporic populations living side-by-side in the cosmopolitan cities of the Ottoman, Habsburg and Russian Empires into refugees and minorities in the successor nation-states of Greece, Cyprus, Turkey, Russia, and Poland and considers their enduring legacy in Europe and beyond. Suggested topics include: historical and historiographical approaches to diasporas ("Hellenism", "Judaism", "diaspora nationalism"); emerging categories: "refugees" and "minorities" in 19th-century European diplomacy; nationalism and 'the minority question' in the Habsburg and Ottoman empires ("Habsburg supra-nationalism", "Helleno-Ottomanism"); Europe in motion: the Balkan Wars, WW1, the Greco-Turkish War and forced migrations; interwar state policies toward refugees and minorities (assimilation, segregation and discrimination); international organizations and inter-state relations (League of Nations and UN High Commission for Refugees); formations of "refugee" and "minority" identities ("Byzantine Greeks", "Hellenic Judaism"); new categories: the Holocaust and displaced persons, European civil wars (Russia, Spain, Greece) and political refugees; refugees and minorities between and across academic disciplines (history, social anthropology, political science, international relations).

Introductory Readings

S. Lavie & Ted Swedenburg (eds.), *Displacement, Diaspora and Geographies of Identity* (Durham, NC: Duke University Press, 1996)

Harry Mylonas, *The Politics of Nation-Building: Making Co-Nationals, Refugees, and Minorities* (Cambridge University Press, 2013)

Peter Gatrell, *The Making of the Modern Refugee* (Oxford University Press, 2013)

Hannah Arendt, "We Refugees," *The Menorah Journal* (January 1943).

Omer Bartov & Eric D. Weitz (eds.), *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands* (Indiana University Press, 2012)

HS5738 Interpreting the Holocaust (20 credits)

Tutor: Prof Dan Stone

Teaching: One two-hour seminar taught weekly in Term 2 in central London (usually in Wiener Library)

Assessment: One essay of 4,500 – 5,000 words

The course provides a thorough grounding in the historiography of and theoretical approaches to the Holocaust. The course is taught using secondary historical sources, sociological and anthropological texts, testimony and memoir, film, art, photography, comics, museums and monuments. The course examines first different 'grand narrative' explanations for the Holocaust (such as 'modernity' and 'genocide'), then looks at different sources, such as testimony and photography, and finally looks the politics of Holocaust memory, through an examination of Holocaust monuments and museums, and contemporary discussions about memorialisation.

Introductory Reading:

Dan Stone, ed., *The Historiography of the Holocaust* (2006)

David Bankier and Dan Michman, (eds.), *Holocaust Historiography in Context. Emergence, Challenges, Polemics and Achievements* (2008)

Anne Kelly Knowles, Tim Cole and Alberto Giordano, eds., *Geographies of the Holocaust* (2014)

HS5771 The European civil wars 1917-1947 (NB: pre-requisite is HS5770) (20 Credits)

Tutor: Dr Daniel Beer

Teaching: one two-hour weekly seminar, taught in term 2 in Central London (11 Bedford Square), on Thursdays

Assessment: one essay of 4,500 – 5,000 words

This course looks at the major forms of acute internecine conflict across the European continent from the time of the First World War up to the 'long postwar' after 1945. It complements the thematic genealogy of these European civil wars studied in HS5770 (which is a prerequisite for taking this course).

The course is structured to allow a thematic and comparative exploration across the countries and regions of Europe – north, south, east and west. The course schedule comprises: Part 1: Revolutionary War (The First World War as a series of civil wars; the challenges of revolution and of domesticating revolution), Part 2: Reconfiguring Revolution (the ambition to forge ethnic nations or classless societies; creating 'community aliens'; co-opting the 'nation'), Part 3: The World Remade (cultures of empire; the brutal peace; memory, forgetting and the 'new social contract').

The course will allow students to expand their empirical knowledge of this complex and crowded period as well their understanding of the conceptual tools and theories historians have used to interpret it. The course is structured to facilitate a comparative investigation of

common processes and experiences.

Introductory Reading:

P. Preston, 'The Great Civil War 1914-1945': T.C.W. Blanning (ed.), *The Oxford History of Modern Europe*. 2000.

M. Mazower, *Dark Continent. Europe's Twentieth Century*. (Penguin 1999).

Ian Kershaw, *To Hell and Back: Europe, 1914-1949* (Penguin 2016)

HS5780 New Imperial Histories (20 credits)

Tutor: Dr Emily Manktelow

Teaching: One 2-hour weekly seminar taught over one term – taught at Royal Holloway, Egham

Assessment: One essay of 4,500 – 5,000 words

This option explores recent approaches (particularly those of the last decade) to British imperial and colonial history, placing particular emphasis on those which advocate a transnational or comparative approach. It allows students to develop an appreciation of the influence of postcolonial studies, geography, anthropology, and sociology on history writing in this context. Seminar topics may include settler colonialism, colonial violence, the material culture of empire, the relationship between metropole and colony, sex and gender, race and racism, imperial networks and trajectories, law and empire, and attempts to reconnect cultural and economic interpretations of empire.

Introductory Reading:

Stephen Howe, ed., *The New Imperial Histories Reader* (Routledge, 2010)

Philippa Levine, *The British Empire: sunrise to sunset* (Pearson, 2007)

Kathleen Wilson (ed), *A New Imperial History: Culture, Identity and Modernity in Britain and the Empire, 1660-1840* (Cambridge, 2004)



11 Bedford Square: Royal Holloway's London Campus



Senate House, London: Library and home of the Institute of Historical Research

8. PRESENTATION OF MA COURSEWORK

Referencing

For graduate students, all RHUL History requires is consistency in the application of an accepted scholarly 'house style' across a given piece of work. You could choose to adopt the house style of MHRA, MLA, for example, Cambridge University Press or Oxford University Press or Chicago. It should, however, be a system that uses footnotes rather than the Harvard author/date system. Otherwise, all we require is *consistency of usage across a given piece of work*. Markers will pick up only on outright errors or *inconsistencies in application*.

Please use footnotes (not endnotes) which should be in single line spacing - clearly demarcated from text - and numbered sequentially throughout each essay or chapter.

General principle of referencing: published works (books and journal titles) should be indicated in *italics* in contrast to unpublished material, which is not italicised.

For repeat citations use *Ibid.*, p. 2. [*Ibid.* = short for *ibidem* = the same]. N.B. It is used *only* if the identical source is cited in immediately following footnote].

For work already cited When referring in a later note to a text already cited in full earlier in your work, use surname + abbreviated but recognisable version of title – e.g. E.P. Thompson, *The Making of the English Working Class* (London, 1963) = Thompson, *Making*, pp. 3-4. N.B. Op. cit. is not now used.

Style for Archival Documents: Name the archive first, then the documents, followed by the numerical Archive reference and pagination: eg. British Library (subsequently BL) Place Papers, Add. Ms. 35,505, f. 45. [f= folio]. Same sequence for other archives: eg. West Sussex Record Office (subsequently WSRO), Corporation Minutes, Box 350, f. 23. If folios are unnumbered, give date or details of document: eg. Box 351, letter dated 31/1/1781. The National Archives at Kew use the abbreviation TNA.

Style for websites: Give the website address in full first, then references to any internal page or section within the site. Because websites are not stable sources and are liable to frequent updating, you must also indicate the date on which you consulted it and in some cases the version/or when it was last updated. Online database collections of digitised sources, however often ask for a specific style of referencing as acknowledgement that you have used them. The Proceedings of the Old Bailey, 1674-1913 for example requires:

Old Bailey Proceedings Online (www.oldbaileyonline.org, version 6.0, 17 April 2011), April 1754, trial of Elizabeth Canning (t17540424-60).

Subsequent citations in the same publication use a shortened form, such as:

Old Bailey Proceedings[or *OBP*], April 1754, Elizabeth Canning (t17540424-60)

Text Layout

Text should be word processed in double line or 1.5 line spacing, with good left hand margin [at least one inch]. Latin and foreign terminology (but not full quotations) into *italics*.

Dissertations are normally divided into chapters. Each chapter should start on a new page. Within chapters, you may use numbered or named sub-sections at your discretion and as appropriate. They should normally be used sparingly, however, and please ensure that you do not use them as an alternative to properly structuring the essay/dissertation. This will be immediately apparent to the examiners.

Pagination

All items should be numbered consecutively, with title page as page 1 and including appendices + bibliography within the same consecutive numeration.

Preface [optional for Dissertation; not required for MA Essays]

This comes first - after title page and before Table of Contents. Keep it very brief and formal - give thanks to all who have given help, especially any libraries or archives, if appropriate, but nothing too florid. Thanks may be given to 'teachers' and 'family' but none should be named individually to maintain strict examination anonymity.

Contents for Dissertation + Skills Project; [not required for Essays]

Table of contents should list all chapter titles and supply appropriate page numbers. The Table of contents should list Preface, even though it precedes the Table of Contents; and then list in sequence Tables, Figures and Illustrations (if any), Conventions, the number and title of all Chapters, plus the end matter which includes appendices (if any) and bibliography.

Conventions [if appropriate]

At the end of front matter, insert Conventions, with standard abbreviations for commonly cited libraries, archives and printed works. E.g. BL for British Library, *OED* for *Oxford English Dictionary* etc. - plus names of any local record office(s) that you have consulted. This saves wordage.

Dates

Dates should be given as: 4 June 1900, 3 September 1801, etc; **not** the 4th of June.

Illustrations

Illustrations may be included if appropriate. Please ensure that they are given proper titles and numbers, and that the source is indicated. The illustrations must be integrated into the argument - i.e. not just 'extras'.

Appendices

Statistical or documentary or any other appendices should follow the main text, but only if needed and if fully discussed within the substantive text.

Word Count

For MA essays, Skills Projects and Dissertations, word count includes text and footnotes but *not* bibliography or scholarly appendices. Please indicate the word count at the end of your work.

Quotation from foreign languages: students should attempt to keep to short, essential quotations (otherwise paraphrase in English). Foreign quotations should normally also be

translated into English – in which case they will count as part of the usual wordage. However, if there are compelling reasons for citing the original words, then the quotation can be made in the original language in the main text. This should then be footnoted with a translation to English provided in the footnote. **Students should exclude this extra footnoted wordage from their final word count.**

For Penalties applied to work that exceeds the stated limit please see the college Policy on p.22 of the PGT Student Handbook. There is no official penalty for under-length work but it usually indicates a weakness. So while what matters is the quality of the argument and concision is almost always a virtue, significantly short weight work is unlikely to have dealt adequately with the topic/question, and will be marked lower accordingly. So students are advised to produce assessed work which is not less than the stipulated minimum.

Bibliography

The Bibliography comes at the very end, after appendices. The sequence of citation is usually:

(1) Primary Sources

- (a) manuscript
- (b) printed – e.g. Newspapers; printed texts

(2) Secondary Authorities

- (a) printed - can be sub-divided into books and articles if you prefer
- (b) unpublished – e.g. unpublished theses

Please note too that all references to essays in journals and to chapters in edited books should include in the bibliography **full page references to the specific essay or chapter.**

Binding

MA SKILLS PROJECT AND DISSERTATION: One copy of the Skills Project and Two copies of the Dissertation are required, bound or affixed in a permanent binding, such as ring binder or slide binder, plus one copy in electronic format. In exceptional cases when additional items such as tapes or disks are presented as part of the material for examination, two sets of these additional items will be needed, affixed clearly to the top copy of the Dissertation.

Note on Professional Presentation:

It is worth taking time to ensure that all work is professionally presented. It indicates that you have taken time and trouble, and that are taking your own work seriously. All MA examiners value professional presentation, and it is a quality upon which Visiting Examiners always lay great stress.



9. RESEARCH LIBRARIES IN LONDON

British Library, 96 Euston Rd, St. Pancras, London, NW1 is the UK's national copyright library. A major research library, it holds more than 150 million items from many countries, in many languages and in many formats. BL also has **Manuscript Library; Map Library; National Sound Archive and Newspaper Library**. Reading room admission requires TWO forms of identification (which should indicate your postal address). The integrated BL catalogue is available on-line; and advice is available via email from the BL's Reader Services Enquiries.

The Women's Library (formerly Fawcett Society) – collects specialisms within women's history. The library and archives of the Society are now part of the Women's Library Collection at the LSE, and held in the LSE's main library:

<http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx>

Goldsmiths' Library, University of London Library, Senate House, WC1 - specialisms in C18 and C19 printed tracts.

Guildhall Library. London Guildhall - London history.

Institute of Historical Research, London University, Senate House, Malet Street, WC1 - London University MA students are admitted with letter of introduction. Good collection on site (reference only) of poll books, directories, local histories, and printed sourcebooks. The IHR can be consulted online; and its catalogue is accessible via the London University Library electronic catalogue.

London School of Economics Library, Houghton Street, WC2 - specialisms in modern politics, sociology and economics.

London University Library, Senate House, Malet Street, WC1 - London University students need special ticket (ask at RHUL Bedford Library) - lending library with many secondary works; as well as non-lending printed primary collections, incl. specialism in history of music; magic/witchcraft/occult.

The Warburg Institute Library, Woburn Square, London WC1H 0AB, specialises in the history of art, architecture and material culture in the history of the Renaissance.

Wellcome Library for History of Medicine, Wellcome House, 183 Euston Road, London NW1 - very extensive collection on medical history, with fine collection also of illustrative material on medical themes (indexed by topic).

The National Art Library, located within the Victoria and Albert Museum, Cromwell Road, London SW7 2R. A major reference library on the fine and decorative arts. Also holds specialist collections such as children's books.

Specialist Collections:

There are also many specialist Libraries - check in footnotes and bibliographies to find research leads, and explore also on the internet, where many catalogues are available.

10. ARCHIVES AND MUSEUMS IN LONDON

The list below is indicative only. Virtually all archives and museums now have websites, so please check these as your first port of call.

The National Archives (TNA) Ruskin Avenue, Kew - it houses all British state archives created since the middle-ages and far more so see the website <https://www.nationalarchives.gov.uk/>. Before visiting search its online catalogue 'Discovery' <https://discovery.nationalarchives.gov.uk/>

British Library Manuscripts Room- large and highly eclectic array of papers deposited over the years - including material relating to British home, foreign and imperial history. Contains a lot of un-studied treasures.

The London Metropolitan Archives, 40 Northampton Rd, Farringdon, London EC1R 0HB - is the principal local government archive repository for the Greater London area, including the City of London: it is the largest county record office in the UK. [Click here](#) to for research guides and to search their collections.

Imperial War Museum (including photographic archive and oral history collections) <http://collections.iwm.org.uk/>

Marx Memorial Library (an extensive library plus archival collections, including the archive of the British Battalion of the International Brigades) <http://www.marx-memorial-library.org/>

Bishopsgate Institute, 230 Bishopsgate, London EC2M 4QH - contains important and growing collections on the history of London and the labour, co-operative, freethought and humanist movements
<http://www.bishopsgate.org.uk/>

Museum of London, London Wall, EC2 - exhibits and collections of material (esp. archaeological) on London history from prehistoric times to present.

National Film Archive (British Film Institute), Stephen St, W1 - film history.

National Maritime Museum, Park Row, Greenwich, SE10 - maritime records.

The Hunterian (Museum and Archive of the Royal College of Surgeons of England), Lincoln's Inn Fields, <http://www.rcseng.ac.uk/museums>

Victoria & Albert Museum, Cromwell Road, London, SW1 - artefacts, exhibits and books on design history; plus rich archive collection.

Quaker Library and Archive, Friends House, 173-177 Euston Road, London NW1 2BJ

Other Specialisms:

There are also archives/museums on virtually every possible historical specialisation - as well as good local archives almost everywhere. Consult handbooks in Library collections as well as website search facilities.

Royal Holloway College Archives

The College Archives at Royal Holloway house some of the earliest records relating to the history of higher education for women, in the form of the archives of Bedford College and Royal Holloway College. They are now housed in the basement of the Davison Building beneath the Library with modern facilities for research.

The collections are a particularly rich resource, and can be used for research into a variety of **subject areas** within Modern History, including:

- History of Education
- C19 Economic and Social History
- Women's Career Opportunities and Employment
- History of Art and Architecture
- Victorian Philanthropy
- Life in Wartime
- Women's Political and Social Participation in the C19 and C20

Relevant **highlights** from the collections include:

- Administrative and financial records relating to the governance of the Colleges from the time of their foundations
- Student registers and student and staff personal files
- Personal papers of eminent individuals in the history of the Colleges
- Records of student societies, including debating, drama and sport
- Reminiscences, correspondence, diaries and oral history memories of former students and staff, including a large collection of C18 and C19 letters
- Records relating to the design of the Colleges and the Royal Holloway Picture Gallery, including correspondence with artists
- Advertising records relating to Thomas Holloway's manufacture of pills and ointments, and material relating to the Holloway Sanatorium
- A substantial collection of photographs dating from the 1880s

RHUL dissertations researched using the College Archives include:

- 'Mine was the Motion: Political Activity and Activism at Royal Holloway College, 1890-1920'
- 'Independent Lives: Women's Higher Education and their Occupations'

- 'Philanthropy and its Role in the Establishment of Women's Higher Education: A Study of Bedford College and Royal Holloway College in the Nineteenth Century'
- 'Never Despair: Holloway's Remedies and the Patent Medicine Market, 1837-1937'

Contacts:

The Archive catalogue is online and can be consulted directly. Or for further information email the College Archivist, Annabelle Valentine archives@royalholloway.ac.uk or phone +44 (0)1784 443814

12. BIBLIOGRAPHY OF RESEARCH, WRITING AND STUDY GUIDES

Even though most of you will have studied history before, it is a good idea to review your knowledge of approaches to studying as well as learning new concepts and techniques for researching and writing. So here is a short list that is well worth using for reference:-

J. Arnold, *History. A Very Short Introduction* (2001)

K. Black and D.M. MacRaild, *Studying History* (1997)

P. Burke (ed.), *New Perspectives on Historical Writing* (1991)

L.J. Butler and A. Gorst (eds), *Modern British History: A Guide to Study and Research* (1997)

F. Casey, *How to Study: A Practical Guide* (1985)

A. Curthoys & A. McGrath, *How to write History that People want to Read* (2011)

L. Jordanova, *History in Practice* (2000)

J. Tosh (ed.), *Historians on History* (2000)

J. Tosh, *The Pursuit of History* (4th edn. 2006)

G. Watson, *Writing a Thesis: A Guide to Long Essays & Dissertations* (1987)

J. Foster and J. Sheppard (eds), *British Archives: A Guide to Archive Resources in the United Kingdom* (3rd edn. 1995). N.B. You should now consult this only in conjunction with The National Archives online '[Discovery](#)' catalogue which includes the National Register of Archives (NRA), Access to Archives (A2A), Directory of Archives (ARCHON) – now known as [Find an Archive](#) and the [Manorial Documents Register](#)

13. SUPPORT FOR POSTGRADUATE STUDENTS

Travel expenses

MA students resident on the Egham campus or Egham-based who take RHUL course options taught in central London may claim a contribution to their fares, on condition that they have first invested in a Young Person's Railcard, available at Egham station, which gives a 33% discount on the fare to central London when travelling after the designated peak time. This does not include students who live in London and travel to Egham for classes.

The Department will reimburse students up to a maximum of £(sum tbc) a year. Please note that fares on London underground or buses cannot be claimed for and that this concession applies only to RHUL options, not those offered by other colleges of the University of London.

Students should keep their tickets and at the end of the first and second terms complete a claim form. Claims for travel expenses must be made on the forms which will be made available from the Humanities School Office (IN149) about ten days before the end of each term.

PLEASE NOTE: Claims may only be made in respect of each current's terms expenses, it is not possible to claim retrospectively for a previous term.



Department of History
Royal Holloway, University of London
Egham
Surrey TW20 0EX

ORAL HISTORY RECORDING AGREEMENT

Recordings of oral histories are an important resource in our understanding of the recent past. Your recorded interview will make an important contribution in postgraduate studies undertaken in the History Department of Royal Holloway, University of London. In addition, and with your agreement, the recording will be preserved as a permanent reference resource for use in further research, publication, education, lectures, broadcasting and the internet. The purpose of this Agreement is to ensure that your contribution is added to the collections of the Royal Holloway, University of London in strict accordance with your wishes.

This Agreement is made between **The History Department, Royal Holloway University of London, Egham, Surrey TW20 8HB** ("the Department") and you ("the Interviewee", "I"):

Your name:.....

Your address:.....

in regard to the recorded interview/s which took place on:

Date/s:.....

Declaration: I, the Interviewee confirm that I consented to take part in the recording and hereby assign to the Library all copyright in my contribution for use in all and any media. I understand that this will not affect my moral right to be identified as the 'performer' in accordance with the Copyright, Design and Patents Act 1988.

If you do not wish to assign your copyright to the Library, or you wish to limit public access to your contribution for a period of years, please state these conditions here:

.....
.....

This Agreement will be governed by and construed in accordance with English law and the jurisdiction of the English courts.

Both parties shall, by signing below, indicate acceptance of the Agreement.

By or on behalf of the Interviewee:

Signed:

Name in block capitals:Date:

On behalf of the History Department, Royal Holloway, University of London

Signed:

Name in block capitals:Date:

Office use only:

Full name:

Acc.no.:

Series title: