# Lecture Timetable

<table>
<thead>
<tr>
<th>University Week</th>
<th>Date</th>
<th>Time</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>1 Oct</td>
<td>9.30</td>
<td>(1) Introduction</td>
</tr>
<tr>
<td></td>
<td>2 Oct</td>
<td>8.30</td>
<td>(2) The concept of the industrial revolution</td>
</tr>
<tr>
<td>Week 3</td>
<td>8 Oct</td>
<td>9.30</td>
<td>(3) Economic transformation?</td>
</tr>
<tr>
<td></td>
<td>9 Oct</td>
<td>8.30</td>
<td>(4) Population</td>
</tr>
<tr>
<td>Week 4</td>
<td>15 Oct</td>
<td>9.30</td>
<td>(5) Rural economy</td>
</tr>
<tr>
<td></td>
<td>16 Oct</td>
<td>8.30</td>
<td>(6) Technology</td>
</tr>
<tr>
<td>Week 5</td>
<td>22 Oct</td>
<td>9.30</td>
<td>(7) Capital</td>
</tr>
<tr>
<td></td>
<td>23 Oct</td>
<td>8.30</td>
<td>(8) Transport</td>
</tr>
<tr>
<td>Week 6</td>
<td>29 Oct</td>
<td>9.30</td>
<td>(9) Demand</td>
</tr>
<tr>
<td></td>
<td>30 Oct</td>
<td>8.30</td>
<td>(10) Work</td>
</tr>
<tr>
<td>Week 7</td>
<td>5 Nov</td>
<td>9.30</td>
<td>(11) Family</td>
</tr>
<tr>
<td></td>
<td><strong>7 Nov 8.30</strong></td>
<td></td>
<td>No lecture</td>
</tr>
<tr>
<td>Week 8</td>
<td>12 Nov</td>
<td>9.30</td>
<td>(12) Class</td>
</tr>
<tr>
<td></td>
<td>13 Nov</td>
<td>8.30</td>
<td>(13) Living Standards</td>
</tr>
<tr>
<td>Week 9</td>
<td>19 Nov</td>
<td>9.30</td>
<td>(14) Urbanisation</td>
</tr>
<tr>
<td></td>
<td>20 Nov</td>
<td>8.30</td>
<td>(15) War</td>
</tr>
<tr>
<td>Week 10</td>
<td>26 Nov.</td>
<td>9.30</td>
<td>(16) The State – (final lecture)</td>
</tr>
</tbody>
</table>

**Weeks 10/11 - Completion of tutorial programme**

**Essay deadlines:**

1) **ALL STUDENTS** - Minor Assignment - by 10 November 2003


If you are taking this module for the first semester only, you will also take a two-hour, two-question examination in January 2004.

---

**ALL WRITTEN WORK MUST BE PRESENTED IN TYPEWRITTEN OR WORD PROCESSED FORM, TWO COPIES, COMPLYING WITH THE SCHOOL FORMAT SHEET AS PROVIDED**
Module description and outline
The shift from farming to an industrially based way of life, together with the emergence of a predominantly urban society, are crucial features in humankind’s development. Britain was the pioneer, the first nation to undergo an ‘industrial revolution’. This course examines the factors that brought about this significant transformation, and reviews the social implication of such changes. It provides a foundation for the study of development in other nations and at later time periods. Commencing by discussing the concept of an ‘industrial revolution’ and assessing Britain’s transformation, the module considers elements vital to the process of change. In turn, it analyses: population growth, agrarian change, transport, technology, capital, and supply and demand. The module then assesses the social impact of economic change, reviewing: work, the family, class, living standards and urbanisation.

Course Objectives and Learning Outcomes:

Objectives
By the end of the module you should have
1) Developed your knowledge of the economy and society of Britain during the period c.1750 – 1830, and in particular you should:
   a) have gained an understanding of the British ‘Industrial Revolution’;
   b) have explored definitions, interpretations and approaches taken by historians and social scientists in their analyses of this process;
   c) be able to appreciate economic and sociological terminology, and quantitative data;
   d) have acquired an appreciation of the significance of industrialisation in the overall experience of humankind; and
   e) be able to assess the consequences of economic structural transformation for members of society, whether as groups or as a whole.

2) Further developed a number of key skills, particularly:
   a) written communication, through the submission of an assignment and an essay;
   b) oral communication, through the delivery of a presentation, being a required component of the tutorial programme, and by interaction with members of the tutorial group; and
   c) independent study, involving the production of summaries of complex information and argument, the meeting of deadlines and time management.
**Skills development at Finals level:**

<table>
<thead>
<tr>
<th>Subject Specific Skills</th>
<th>How Developed</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, analyse and reflect critically and contextually upon historical texts and other source materials</td>
<td>Through background reading, together with more specific reading for tutorials and essays.</td>
<td>Through tutorial presentations; by completing continuous assessments – minor assignment and essay - and formal examination.</td>
</tr>
<tr>
<td>Develop an understanding of the varieties of approaches to understanding, constructing and interpreting the past and of comparative perspectives on the past</td>
<td>Through reflecting upon lectures and by background reading, together with more specific reading for tutorials and essays.</td>
<td>Through tutorial presentations; by completing continuous assessments – minor assignment and essay - and formal examination.</td>
</tr>
<tr>
<td>Gather and deploy evidence and data to develop and sustain historical arguments</td>
<td>Through background reading, together with more specific reading for tutorials and essays.</td>
<td>Through tutorial presentations; by completing continuous assessment – minor assignment and essay - and formal examination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LTS Skills</th>
<th>How Developed</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT Skills</td>
<td>By the presentation of tutorial papers, minor assignment and essay</td>
<td>Assignment and essay formally assessed.</td>
</tr>
<tr>
<td>Numeracy</td>
<td>By the presentation of tutorial papers, minor assignment and essay</td>
<td>Assignment and essay formally assessed.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>By the presentation of minor assignment and essay</td>
<td>Assignment and essay formally assessed.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Tutorial presentations</td>
<td>Tutor’s response</td>
</tr>
<tr>
<td>Team Working</td>
<td>Tutorial</td>
<td>Tutor’s response</td>
</tr>
</tbody>
</table>
LECTURES AND READING LIST

This is arranged by lectures, with titles of books beginning with the author’s surname, and titles of articles with author’s initials.

LECTURES

1. Introduction

Plan
1. Nature and importance of the course.
2. The lecture programme
3. Books to buy and read
4. Tutorial classes
5. Written assignments

*Daunton, M. J., Progress and poverty* (1995)
Watley, C., *The industrial revolution in Scotland*
*Mathias, P., The First Industrial Nation* (2nd edn, 1983), where each chapter contains a bibliography

2. The concept of the industrial revolution

Plan
1. Contemporary views of the new manufacturing districts
2. Historians’ coining of the term ‘Industrial Revolution’ during the 1880s.
3. How many ‘revolutions’: agriculture, financial, industrial, social, transport, urban?
4. Rostow, the ‘take-off’ and modelling the industrial revolution.
5. Revolution, evolution and social change.

Mantoux, P., *The industrial revolution in the eighteenth century* (1928 and reprints)
Ashton, T. S., *The Industrial revolution* (1948)
‘Origins of the industrial revolution’; special issue of *Past & Present* (1965)
-----, ‘The process of modernisation and the industrial revolution in England’, *J. of Interdisciplinary History* (1972-3), and reprinted in Wrigley (ed.), *Peoples, Cities and Wealth* (1987)
-----, ‘Path dependency, or why Britain became an industrialized and urbanized economy long before France’, Economic History R, 49 (1996)
-----, ‘The Britishness of the first industrial revolution and the British contribution to the industrialisation of the “follower countries” on the mainland, 1756-1914’, Diplomacy & Statecraft, 8 (1997)

3. Economic transformation?

Plan
1. The quantification of material progress
2. Estimates of National Income and their implications
3. Deane and Cole and the chronology of eighteenth century growth.
4. Revisionism by Crafts and Harley
5. Gradual structural economic change and its relationships with other facets of the Industrial Revolution.

-----, British economic growth during the industrial revolution (1985)
-----, ‘British economic growth 1700-1850; some difficulties of interpretation’, Explorations in Economic History (1987)
-----, ‘Counting the industrial revolution’, Economic History R (1990)
-----, Economics of the industrial revolution (1985)
FACTORS IN THE CHANGING NATURE OF THE BRITISH ECONOMY

4. Population

Plan
1. Introduction
2. General observations on demography
3. Sources for studying Britain’s population
4. Chronology of growth
5. Causes of population growth - old and new
6. Population growth and economic growth

M. Anderson, *Population change in north-western Europe, 1750-1850*


Bonfield, L., R. M. Smith & K. Wrightson (eds), *The world we have gained* (1986)


-----, *The population of Britain in the nineteenth century*


5. Rural economy

Plan
1. Introduction - agriculture and economic development
2. The transformation of agriculture - its features
3. Factors behind the transformation
   3a. Enclosure
   3b. New techniques
   3c. New commercial attitudes
4. Agriculture’s role in industrialisation
5. Conclusion
Mathias, P. and J.A. Davis (eds), *Agriculture and industrialization: from the eighteenth century to the present day* (1996)
-----, *Agriculture and economic growth in England, 1650-1815* (1967)
Mingay, G. E., *Enclosure and the small farmer in the age of the industrial revolution* (1968)
-----, *English Landed Society* (1963)

6. Technology

**Plan**
1. Introduction - technology and economic growth
2. Extent and chronology of inventions in the 18th century
3. Science and invention and innovation
4. Factors promoting inventions in the 18th century
   4a. Heroic and systematic theories
   4b. Bottlenecks
   4c. Interdependence of industries
   4d. Favourable environment - growing demand
5. The extent of innovation and the role of technological change

von Tunzelmann, G. N., *Steam power and British industrialisation to 1860* (1978)
7. Capital

Plan
1. Economic growth and investment
2. Agricultural and urban demands within a transforming economy.
3. Industrial assets: circulating and fixed capital
4. Financing the accumulation of capital
5. The emergence of a formal financial sector.

Crouzet, F. (ed.), *Capital formation in the industrial revolution* (1972)
Weatherill, L., ‘Capital and credit in the pottery industry before 1770’, *Business History* (1982)
Richardson, P., ‘The structure of capital during the industrial revolution revisited: two case studies from the cotton textile industry’, *Economic History R* (1989)
Cameron, R., ‘England’ in Cameron et al., *Banking in the early stages of industrialization* (1967)
Mathias, P., ‘Credit, capital and enterprise in the industrial revolution’, *J. of European Economic History* (1973)
8. Transport

Plan
1. Introduction - Transport development in the 18th century.
2. Was there a transport revolution?
3. Economic and social effects of improvements in transport
4. Transport and economic development - development by ‘shortage’ or ‘excess’

Bagwell, *The transport revolution from 1770* (1973)
Albert, W., *The turnpike road system of England 1663-1844* (1972)

9. Demand

Plan
1. Demand and the growth of output
2. Home and foreign sources of demand.
3. Factors influencing the changing nature and growing volume of demand
4. 18th century materialism

Davis, R., *The Industrial revolution and British overseas trade* (1979)


Mathias, P. & J. A. Davis (eds), *International trade and British economic growth from the eighteenth century to the present day, 5: the nature of industrialisation* (1996)


Fine, B. & E. Leopold, ‘Consumerism and the industrial revolution’, *Social History* (1990)


---

**THE SOCIAL IMPACT OF ECONOMIC CHANGE**

---

**10. Work**

**Plan**

1. Two interpretations of ‘labour’ - as a ‘factor or production’ and in the sense of ‘work’.
2. As a factor of production
   2a. Some theory
   2b. The situation in Britain
3. How labour was affected by industrialisation
   3a. Location of work
   3b. The problems of employers
   3c. How labour and labourers were affected.


Humphries, J., ‘“The most free from objection ...”: the sexual division of labour ... in nineteenth century England’, *J. of Economic History* (1987)


Coats, A. W., ‘Changing attitudes to labour in the mid-eighteenth century’, *Economic History R* (1958)

11. Women and the Family

Plan
1. Female employment and the industrial revolution
   1a Optimistic and pessimistic interpretations
2. Gender, the labour force and ideology
3. The role of women
4. Families and households.

Anderson, M., *Approaches to the history of the Western family, 1500-1914*
Roberts, E., *Women’s work 1840-1940*
Pinchbeck, I., *Women workers and the industrial revolution 1750-1850* (1930)
Humphries, J., ‘Enclosures, common rights and women: the proletarianization of families in the late eighteenth and early nineteenth centuries’, *J. of Economic History* (1990)
-----, ‘Old questions, new data and alternative perspectives: families’ living standards in the industrial revolution’, *J. of Economic History* (1992)
Horn, P., *Children’s work and welfare, 1780-1880*
Sharpe, P., ‘The female labour market in English agriculture during the industrial revolution: expansion or contraction?’ *Agricultural History R*. (1999).
12. Class

Plan
1. Industrialisation and social structure
2. From orders to classes
3. Factories and an industrial proletariat?
4. Cites, towns, skilled artisans and the labouring poor.

Smelser, N. J., *Social change in the industrial revolution: an application of theory to the Lancashire cotton industry 1770-1840* (1959)
Thompson, E. P., *The making of the English working class* (1968)
-----, ‘Eighteenth-century English society: class struggle without class’, *Social History* (1978)
Neale, R. S., *Class and ideology in the nineteenth century* (1972)
Morris, R. J., *Class and class consciousness in the industrial revolution, 1780-1850* (1979)
Corfield, P. J., ‘Class by name and by number in eighteenth century Britain’, *History* (1987)
Archer, J. E., *Social unrest and popular protest in England, 1780-1840*

13 Living standards

Plan
1. Problems of definition
2. Problems of historiography
3. Problems of approach
4. Some problematical exercises
5. Some problematical conclusion and the way forward.

-----, ‘English population, wages and prices’, *J. of Interdisciplinary History* (1983)
-----, & J. G. Williamson, ‘English workers’ living standards during the industrial revolution’, *Economic History R* (1983) and reprinted in Mokyr, *Economics of the industrial revolution*
14. Urbanisation

Plan
1. A country of towns
2. Further urbanisation and urban functions
3. Ports, industrial cities and commercial centres.
4. The withering of the county town.
5. London’s suburbanisation

R. Rodger, *Housing in urban Britain 1780-1914*
Williamson, J. G., *Coping with city growth during the British industrial revolution* (1990)
Chapman, S. D., *The history of working class housing* (1971)
Gouldie, E., *Cruel habitations,: a history of working class housing 1780-1918* (1974)
Vigier, F., *Change and apathy. Liverpool and Manchester during the industrial revolution* (1970)

15. War

Plan
1. Introduction - the French wars
2. Impact of war on major sectors - agriculture, industry and trade.
3. Inflation and government finance
4. Some social consequences
5. The French wars and British industrialisation

Crouzet, F., ‘Wars, blockade and economic change in Europe 1792-1815’, J of Economic History (1964)
Anderson, J., ‘Aspects of the effect on the British economy of the war against France, 1790-1815’,
Australian Economic History R (1972)

16. The state

Plan
1. What was the state in the 18th century?
2. Contemporary economists and the role of the state.
3. Poverty and the evangelicals.

Checkland, S., British public policy 1776-1939 (1983)
Williams, J. B., British commercial policy and trade expansion 1750-1850 (1972)
TUTORIAL TOPICS

Notes:

1) Further reading is provided for each topic; this, in many cases, extends the basic reading list, and the bibliographies contained in Mathias, *First industrial nation*.

2) As part of the study skills element of this course, all students will be required to make one formal presentation over the cycle of their tutorial classes. This component of the tutorial programme will take place in the second or third or fourth meetings of the semester. It is an important constituent of the tutorials, building upon the foundation laid during the first year of study and extending personal expertise and competence. Students are recommended to obtain and consult the following readily available Student Learning Study Guides: Planning a Powerful Presentation; Delivering a Powerful Presentation; and Using Visual Aids. At each tutorial meeting, two class members will give presentations on one of the two listed themes or questions, thereby initiating the group discussion. Presentations should not exceed ten minutes, so allowing about half an hour in all for other class members to become involved. All class members must be prepared to contribute to every discussion through preliminary reading so as to be able to react and comment upon the presentations.

All students will address the following topic (1) at the first meeting of their respective tutorial class. For relevant tutorial topics for subsequent classes, see tutorial sheet for details.

1. What light does Gregory King’s survey (on following page) shed on economy and society in England in the early 18th century?


Taken from P. Mathias, The First Industrial Nation, 1969, Table 1, p.24
2. What is meant by proto-industrialisation. How relevant is the concept to Britain’s experience?

Presentation themes:

a) What is meant by proto-industrialisation?

b) How relevant is the concept to Britain’s experience?


---, ‘The proto-industrial family economy: the structural function of household and family during the transition from peasant to industrial capitalism’, Social History (1976)


3. What changes occurred in the state’s approach and provision for the poor in the period 1750-1834?

Presentation themes:

a) Account for the growth of poverty over the period.

b) Assess the nature of state provision before 1830 (i.e. the ‘old Poor Law’).


-----, ‘The allowance system under the new poor law’, Economic History R (1966)


-----, ‘Malthus was right after all: poor relief rates and birth rates in south east England’, J. of Political Economy (1989)


-----, ‘The poor law report re-examined’, J. of Economic History (1964)


4. Account for the slow response to the environmental and social problems of towns before 1840.

Presentation themes:

a) Explain the problems caused by rapid urbanisation during the period.
b) Account for the slow response on part of both society in general and the authorities.

Vigier, F., *Change and apathy. Liverpool and Manchester during the industrial revolution* (1970)
See also section 14 of the main bibliography - ‘Urbanisation’.

5. How vital was the cotton industry to the industrial revolution?

Presentation themes:

a) Account for the growth of the cotton industry
b) Assess the cotton industry’s importance for the economy as a whole and the ‘industrial revolution’.

‘Origins of the industrial revolution’; special issue of *Past & Present* (1965)
Shapiro, S., *Capital and the cotton industry in the industrial revolution* (1967)

6. Was the industrial revolution, “at its heart, a matter of steam and iron”?

Presentation themes:

a) Yes, it was!
b) No, it wasn’t!

Raistrick, A., *Dynasty of iron founders; the Darbys and Coalbrookdale* (1958)
von Tunzelmann, G. N., *Steam power and British industrialisation to 1860* (1978)
Harris, J. R., *The British iron industry, 1700-1850* (1988)
7. What was the contribution of landowners to industrialisation? Did industrialisation enhance their position or bring about a decline?

**Presentation themes:**
- a) How did landowners react to the opportunities that opened up over the period?
- b) Did industrialisation enhance or bring about a decline in the economic, political and social position of landowners?


8. Did rural England remain the most important sector of British economy and society over the eighteenth century?

**Presentation themes:**
- a) The case for.
- b) The case against.

This calls for an overall assessment (positive {a} and negative {b}) of the nature of industrialisation, the composition of economy and society and the extent of change. You should consider the relevance of statistical material and draw upon Mitchell, B. R. & P. Deane, *Abstract of British historical statistics* (1962; 2nd ed., 1988), guided by the assessment contained in the general text that you are using for this course. Other works in the main bibliography - sections 1 and 2 - may equally prove to be instructive.

9. Why did early working-class movements fail?

**Presentation themes:**
- a) What form did early working-class movements take, and how did they develop before 1850?
- b) Why did they meet with so little success?

Clark, J., *English society 1688-1832: ideology, social structure and political practice during the Ancien regime* (1985)
-----, *Responses to industrialisation: the British experience 1780-1850* (1976)
-----, *Popular disturbances in England 1700-1870* (1979)
10. Were entrepreneurs the ‘linchpin’ of the industrial revolution?

Presentation themes:

a) What is an ‘entrepreneur’; what is their function; and what were the origins of these individuals during the ‘industrial revolution’?

b) What roles did entrepreneurs play in industrialisation and were they the ‘lynch pin’ as opposed to other economic actors and the weight of other sectors of the economy besides manufacturing?

Crouzet, F., *The first industrialists* (1985)

11. What problems did early factory owners encounter in the establishment and running of their enterprises?

Presentation themes:

a) What was the ‘factory system’ and how important was it for the ‘industrial revolution’?

b) What problems arose in running a factory and to what extent were they were resolved?

Pollard, S., ‘Factory discipline in the industrial revolution’, *Economic History R* (1963)
-----, *The genesis of modern management* (1965, 1968)
Tann, J., *The development of the factory* (1970)

12. Assess the contribution of overseas trade to industrialisation.

Presentation themes:

a) Explain the growth and changes in the pattern of overseas trade during the period c.1700-1830.

b) Assess the contribution of overseas trade to industrialisation.

Davis, R., *The Industrial revolution and British overseas trade* (1979)


13. How did the development of a banking system aid the process of industrialisation?

**Presentation themes:**

a) Explain the development and nature of the banking system over the period to 1826.

b) How important was banking to the process of industrialisation?

See items listed under Capital - section 7 of the bibliography


14. Did industrialisation bring with it the increased impoverishment and exploitation of the mass of the population?

**Presentation themes:**

a) Did the position of workers in material terms worsen over the period 1780-1830?

b) Did their position in the workplace and within society deteriorate?


15. ‘The period of the French Wars, 1793-1815, was a “good time” for all but the working class in town and country.’ Discuss.

**Presentation themes:**

a) Consider the impact of war upon the middling groups and aristocracy.

b) Consider the impact upon workers in town and countryside.


Clark, J.C.D., *English Society, 1788-1832: ideology, social structure and political practice during the ancien regime* (1987)


16. Was the industrial revolution a ‘positive contribution to the emancipation of women’?

Presentation themes:
a) Yes, it was!
b) No, it wasn’t!

You should refer to the extensive readings given in section 11 of the bibliography.

18. Did government take a positive, negative or passive role in the industrialisation process?

Presentation themes:
a) Consider the government’s contribution and how far it assisted industrialisation.
b) Consider the limitations and adverse effects of government action.

ASSIGNMENTS AND ESSAYS

For details of deadlines see Module Information Sheet provided. If in any doubt, please check at the School Office.

MINOR ASSIGNMENT

Select three of the following words or phrases. In no more than 500 words, explain for each, its meaning, and briefly consider its significance within the context of this module.

Poverty
Fertility
Communications
Invention and innovation
Capital
Rank and class
Domestic system
ESSAYS

List 1, all students

Write an essay of c. 2,500 words in response to one of the following questions (for submission by 8 December 2003).

1. How far was the ‘Industrial revolution’ geographically focussed upon Lancashire?

2. ‘England during the 18th century was a nation of commerce rather than manufacturing.’ Discuss.

3. Consider the assertion that ‘all types of workers became more vulnerable over the period 1750 to 1830’.

4. What were the causes of pauperism, and how far did they change between 1750 and 1830?

5. What sectors of the economy, what regions of the country, and what aspects of the investment market were affected by canal construction, 1750-1820?

6. ‘Local and regional improvements lay at the heart of agricultural progress during the period 1700 –1830.’ Discuss.

7. ‘In spite of advances in technology and organisation, economic activity in Britain continued to be of a small-scale character.’ Discuss in relation to the period, 1750-1830.

8. ‘Weather and seasons were the chief influences on the fortunes of the economy and on the lives of individuals during the eighteenth and early nineteenth century.’ Discuss.

List 2, 20-credit students only

Write an essay of c.2,500 words in response to one of the following questions (for submission by 12 January 2004).

1. Assess the place of London within the economy over the period 1750 to 1830.

2. Was there a consumer revolution during the eighteenth century, and assess its scale and impact on the economy and population as a whole.

3. How far did Britain’s economy and society become more affected by events, products and influences from abroad during the 18th century?

4. What difficulties did labour encounter in its attempts to organise before 1830?

5. To what extent the employment pattern of women and children change over the course of the 18th century?

6. ‘In 1830, large areas of the nation - regions, sectors of the economy and groups of workers - remained untouched by the economic transformation that had been underway for half a century or more.’ Discuss.
The School of Historical Studies was established in 1949 with the merging of the School of Economics and Politics and the School of Humanistic Studies. It bears no resemblance to a traditional academic history department, but rather supports all learning for which historical methods are appropriate. The School embraces a historical approach to research throughout the humanistic disciplines, from socioeconomic developments, political theory, and modern international relations, to the history of art, science, philosophy, music, and literature. Welcome Study areas Research Students News and Events Resources Blog. The School of Historical and Philosophical Studies was formed in 2011 comprising the programs of History, History and Philosophy of Science, Philosophy, Classics and Archaeology, and the Grimwade Centre for Cultural Materials Conservation and The Program in Jewish Culture and Society. The School brings together a lively, engaging and vibrant programme of teaching and research which offers a wide variety of courses and subjects. The School offerings give you an opportunity to extend your knowledge and understanding of your hi... The School of History was created in 2015 on the basis of HSE’s Faculty of History. The School’s instructors are leading historians and the authors of academic monographs, textbooks, and teaching manuals that are used in various fields of historical studies. Faculty members represent or head the most important scientific schools, such as the social and political history of Russia, Ancient Rus’s history, historical anthropology, medieval studies, the history of ideas, the theory of historical knowledge, visual studies, source studies, special historical disciplines and others.
The School of Historical Studies was established in 1949 with the merging of the School of Economics and Politics and the School of Humanistic Studies. It bears no resemblance to a traditional academic history department, but rather supports all learning for which historical methods are appropriate. The School embraces a historical approach to research throughout the humanistic disciplines, from socioeconomic developments, political theory, and modern international relations, to the history of art, science, philosophy, music, and literature. School of Historical Studies. All Departments. 80 Documents. 4 Researchers. A cautious silence: The politics of Australian anthropology. Abstract: A study describing Chief Protector of Aborigines in Western Australia, AO Neville's successful attempt to discredit Ralph Piddington by scrutinising his personal behaviour, to avert the veracity of the allegations made more. Abstract: A study describing Chief Protector of Aborigines in Western Australia, AO Neville's successful attempt to discredit Ralph Piddington by scrutinising his personal behaviour, to avert the veracity of the allegations made by Piddington, and the inadequacies of Neville's department. The School of History was created in 2015 on the basis of HSE's Faculty of History. The School's instructors are leading historians and the authors of academic monographs, textbooks, and teaching manuals that are used in various fields of historical studies. Faculty members represent or head the most important scientific schools, such as the social and political history of Russia, Ancient Rus' history, historical anthropology, medieval studies, the history of ideas, the theory of historical knowledge, visual studies, source studies, special historical disciplines and others.