SECOND PUBLIC EXAMINATION
Honour School of History
Honour School of Ancient and Modern History

DISCIPLINES OF HISTORY

TRINITY TERM 2018

Friday, 1 June 2018, 9.30am – 12.30pm

Candidates should answer TWO questions, ONE from EACH section

Do not turn over until told that you may do so
DISCIPLINES OF HISTORY

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A. Making Historical Comparisons

Candidates must demonstrate knowledge of at least TWO societies or historical periods.

1. To what extent do empires rely on claims about race and difference?
2. How has women’s agency contributed to changing constructions of masculinity?
3. Is diplomacy anything more than the ritualized exercise of political pragmatism?
4. Why has religious enthusiasm been so controversial?
5. Have improved modes of communication driven change in the character of government?
6. Has the regulation of sexuality always arisen from similar preoccupations?
7. What determines the spread of political ideologies?
8. When do revolutions extend beyond their immediate context?
9. How is the nature of urbanization shaped by the relationship between town and hinterland?
10. Do intermediate social organizations mitigate societal tensions? You may, if you wish, confine your answer to any one organizational form such as the family, guilds, clans, tribes, etc.
11. Do effective criminal justice systems rest on popular consent?
12. Are elites self-defining?
13. Is a history of slavery AND/OR serfdom always a history of submission?
14. Have the principal effects of ritual and myth been to divide rather than to unite?
15. Are collective identities merely the reflection of social power relations? You may, if you wish, refer in your answer to ethnicity, class, culture or gender.

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16. How close has been the relationship between art and politics?

17. Does literacy strengthen or undermine social hierarchies?

18. When was globalization?

19. Have education systems been agents of social change?

20. Have frontier regions shared distinctive characteristics?

B. Making Historical Arguments

In answering questions from this section candidates should discuss specific examples of historical writing. They should consider the ways in which historians select and use sources, the methodologies they have employed, and the historiographical context within which they write.

21. ‘Subjects are constituted discursively and experience is a linguistic event’ (JOAN SCOTT). To what extent has the linguistic turn transformed approaches to historical narrative?

22. Is ‘identity’ a useful category of historical analysis?

23. Does oral history necessarily privilege individual over collective memory?

24. Has postcolonial scholarship succeeded in ‘provincializing Europe’ (DIPESH CHAKRABARTY)?

25. How have developments in anthropology influenced cultural history?

26. Is the study of political history shaped or undermined by the role of contingency?

27. To what extent have historians of sexuality acknowledged ‘the unknowability and indeterminacy of the sexual past (DOAN)?

28. Has the concept of the nation benefitted the historical study of state formation?

29. What distinguishes the writing of intellectual history from other traditions?
30. Have historians AND/OR art historians been too concerned with individual artists?

31. In what fields of historical enquiry has micro-history proved most illuminating?

32. How has interdisciplinarity assisted the study of the history of emotions?

33. To what extent do archives embody relationships of power?

34. How have historians responded to the challenges of interpreting gendered historical sources?

35. Which themes of historical research have benefitted most directly from global history?

36. In what ways has environmental history been enabled by new technologies?

37. How does a quantitative approach enrich our study of the past?

38. To what extent did Christian historians adopt or eschew the models of their classical precursors?

39. What has the spatial turn contributed to our understanding of patterns of urban life?

40. Do most historians still use EITHER material culture OR archaeology to supplement evidence from the written record rather than to generate entirely new questions?