SECOND PUBLIC EXAMINATION
Honour School of History
Honour School of History and Economics
Honour School of History and Modern Languages
Honour School of History and Politics

FURTHER SUBJECT 21:
The Authority of Nature: Race, Heredity and Crime, 1800-1940

TRINITY TERM 2018

Tuesday, 22 May, 2018, 9.30 am – 12.30 pm

Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.

Do not turn over until told that you may do so
Candidates must answer **THREE** questions, and **COMPLETE** all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete **AT LEAST ONE** answer from **BOTH** Section A and Section B.

**SECTION A**

1. With reference to the prescribed sources, discuss the extent to which both monogenist and polygenist writers used scientific terms and approaches to describe the human species.

2. Assess the different ways in which Charles Darwin, W.R. Greg and Benjamin Kidd believed that natural selection affected the development of human societies.

3. How did Cesare Lombroso make the case that his criminological work was 'scientific'?

4. Why was H. H. Goddard’s study of the ‘Kallikak’ family so influential?

5. To what extent did the publication of Arthur Jensen’s 1969 article on boosting IQ shift the focus of the debate on intelligence testing in the US and the UK?

**SECTION B**

6. How reliant on anecdotes were eugenicists in making their arguments?

7. How were Darwinian positions used to defend European imperialism in the nineteenth century?

8. How did the notion of ‘degeneration’ change between 1850 and 1920?

9. Why did elites become increasingly anxious about crowds in the second half of the nineteenth century?

10. In what ways did Nazi writers incorporate eugenic arguments into their racial and social theories?
11. Why did intelligence testing become so widespread in the first half of the twentieth century?

12. How have the political and social commitments of modern historians informed their narratives about eugenic and Social Darwinist theories?

13. Were Lamarckian theories more useful to left wing or to more conservative writers?

14. Why did eugenic theorists systematically underestimate the contribution made by women to human heredity?