

# HISTORY STUDENT TIMES

Issue Four - April 2009





## MEET THE HISTORY DEPARTMENT

CLAIRE FREESTON TALKS WITH PAM BINGLEY—THE DEPARTMENT'S SELF-CONFESSED QUEEN OF THE FILING CABINET...

### Why Leeds?

I've been here for five years. When I was looking for the job, the word 'History' instantly attracted me - I'm very interested in the subject. I've actually got half an Open University degree in History which I hope to go back to one day.

### What's your position in the School of History?

Officially, I'm the Examinations Coordinator but I'm also the Attendance Coordinator and in charge of student records which is a posh name for filing... I coordinate all the History exams: receiving exam

papers from tutors, checking them over, collecting papers before and after marking and uploading the results. The papers for History are written early on in the semester as it has to go through lots of checking from internal and external examiners. Most of the tutors are good at meeting deadlines and getting papers to me, but I generally give them a deadline of a week or so before just to make sure...

### Do you enjoy your job?

Yes, I love the interaction with students. I enjoy sorting out problems and them going away with a smile on their face. We all get on really well in the office so that's good fun too.

### Where are you from originally?

Oh, I'm totally from Leeds. I spent two years in Australia when I was 14 which interrupted my education so I left school at 15. Since then, I've worked in a series of shops and offices and also as a volunteer in schools. I must have had at least twenty jobs! I'm happy here at Leeds Uni though, so I'll stay here until I retire.

### If you could have three historical dinner party guests, who would they be?

(Editor's note: This question precipitated quite a bit of faffing about during which Pam considered and then rejected issuing invites to Richard III and Shakespeare...) I'd like to meet Sarah Churchill - the first Duchess of Marlborough as she was very politically active. Also, I'd invite Jane Austen so the two could discuss the differences between their two eras. I love Jane Austen's books and the films - I use them as total escapism when I'm not feeling at my best!



My favourite restaurant is Akbars - it's on Eastgate and is definitely recommended. For entertainment, well, I don't go dancing much these days...but I do love the theatre. I prefer the West Yorkshire Playhouse and I'm going there tonight actually, to see 'Othello'.

### Do you have any amusing anecdotes from your time in the History department?

We have a running joke in the office: I have a collection of Emu pens which I frequently find in many different places around the office, on the ceiling, stuck to filing cabinets etc. Last Easter, I came back to

discover they had laid chocolate eggs and at Christmas the stork delivered a seasonal one and I still haven't discovered who's responsible... On a more serious note, it was a total disaster when Turnitin broke down before the third year essay deadline in January. It wasn't our fault, it was a national problem with other universities too, but we extended the deadline to the following Monday and it all turned out OK.

### What do you think to the department's refurb?

It's a nuisance. There's still work to be done as usual but the packing needs doing too. It will be nice when it's all finished but the building we're going to is small and it's going to be a real squash. It'll be particularly difficult for the staff in Parkinson because all the student records will all be over there. But it's got to be done. Hopefully, we'll be back in time for September - it'll be awful if we have to move back during induction week.

### Why are the History office's opening times so bizarre?

We thought that students are around at those times. The office staff need time in the morning to concentrate on work and to keep breaking off is bad news - I know I'd make mistakes on the exam papers if I had to keep doing that. During the hours that we're open, the students come first.

### Do you have any as of yet unfulfilled ambitions?

I want to finish my Open University degree. Sadly, I lost momentum when I tried before although the course was interesting - it incorporated architecture, philosophy, (which was awful,) music and art. Later, Latin killed me - it's just so difficult! When I found out I couldn't do the exam with a dictionary I tailed off the degree.

### What's your favourite place to go out in Leeds?





# MYTHBUSTERS

## JOCELYN PAYNE REVEALS THE TRUTH BEHIND DICK TURPIN...

We've all heard his name. He was the highway robber who rode from London to York in a ridiculously short amount of time to escape execution. Or something. Realising how little most of us actually know about the eighteenth-century hero/villain (delete as appropriate!), I've decided to uncover the legend of Dick Turpin, and find out how much of it is actually true.

Richard 'Dick' Turpin was born in Essex in 1705, and was executed in York in 1739. His life of criminality began when working as a butcher in Essex, Turpin got into the habit of cattle rustling to boost his income. When he got caught, he and his wife (who he later abandoned – that's commitment for you!) fled and lived for a while robbing smugglers on the East Anglia coast. By 1735, Turpin was a prominent member in the infamous Essex Gang, a.k.a Gregory Gang. They specialized in poaching the King's game in Epping Forest, and doing armed robberies on isolated properties, terrorizing the inhabitants into giving up money and valuables. From time to time, horses would be stolen from travellers passing through the forest; on one occasion they stole a horse belonging to the Earl of Essex! Eventually the Gang was caught by the authorities and the three ringleaders hanged. Turpin was able to escape, but not before a £50 bounty was placed upon his head.

With the disintegration of the Essex Gang, Turpin turned to his famous career of highway robbery and murder, firstly with fellow Gang member Thomas Rowden and latterly Tom King. By 1737, Turpin was a notorious criminal, with the bounty on his head now doubled to £100. He stole his famous steed, Black Bess, in this year, but unfortunately her owner recognized Turpin and reported him. The authorities came after him and found his hideout in Epping Forest, forcing Turpin onto the run.

It was then that he made his legendary ride from Essex to York, a staggering 200 miles in allegedly only 15 hours. This has since been proved impossible by endurance tests on horses, and in any case, judging by the number

of pubs that claim Turpin drank there on his journey, it would be surprising if he made it to York being anything less than plastered.

Up north, he began a new life as 'John Palmer', *legitimately* dealing horses in Lincolnshire and Yorkshire. However, it seems that old habits die hard, as before long he was back to his old tricks of stealing horses again. He was arrested in 1739, not for his crimes but for being drunk and disorderly! It was only when inquiries were made as to his identity that the truth about who he was and his criminal past came out. Turpin/Palmer was executed – under his double name! – in 1739 for horse-rustling. Interestingly his life as a murderer and highway robber did not get him convicted, although since horse-rustling was punishable by death anyway it probably wouldn't have made much of a difference.

So what about the legend of Dick Turpin then? It has been suggested that the renowned northward dash was never made by Turpin at all, but that those who romanticized his story after his death 'borrowed' this exciting plotline from another notorious highway robber, John Nevison. Also known as Swift Nick, Nevison made his ride 50 years before Turpin's birth, and apparently he did actually manage it in 15 hours! For Turpin's myth, we can blame the notion of celebrity, Harrison Ainsworth and Walt Disney. Yes, Disney. Awaiting execution, Turpin was visited in prison by many people, and was recorded as having worked the crowd before bravely throwing himself off the scaffold, adding to his own legend. Harrison Ainsworth, in his 1834 romance *Rookwood*, sings the praises of Turpin and his fantastic London to York escape. Well. In the 1965 Disney film, Turpin isn't a bloodthirsty, unscrupulous, money obsessed highwayman but an unlucky farmer who is unjustly fined by his lord and outlawed when he can't pay it, hence his ride to York. This is Disney after all, what do we expect?

It's clear that far from being a romantic hero, Dick Turpin was a nasty piece of work. He was probably quite a laugh



Photo: [www.dave-ford.co.uk](http://www.dave-ford.co.uk)

though if you stayed on the right side of him, that is, the wrong side of the law. Life wouldn't have been boring with Turpin as your mate, that's for sure!





# WHO DO YOU THINK THEY ARE?

DORINDA GEAR TAKES A LOOK AT SOME OF THE WORK THAT GOES ON AT THE NATIONAL ARCHIVES IN KEW, GREATER LONDON, HOME OF 'ANCESTORS' MAGAZINE



The National Archives is about much more than old bits of paper gathering dust in a climate-controlled environment. It not only acts as a central resource centre for many people pursuing genealogical interests, but is a hive of information for a wealth of different types of researchers; journalists, film and television researchers, published and aspiring writers,

and discarding the material that is regarded as regular, unnecessary or redundant.

A major part of the ethos of the Archives is also to preserve the information it holds for the historians of tomorrow. For many people the issue of preservation conjures images of crumbling parchment, fading ink and the brandishing of a pair of white cotton gloves. With the onset of email, word-processing and the storing and circulating of so much electronic information the Archives have had to adapt to a new form of preservation over the last twenty years or so. Upgrades to computer hardware, or new editions of software programs are a fairly common occurrence these days – the challenge for the National Archives is how to preserve this information, and continue to preserve it for decades, even centuries to come, long after the original programs have become obsolete.

Having been given a backstage tour, as it were, by the Press Secretary, I was surprised to find that the administrative area of the Archives was a maze of ramps, stairways and offices that could best be described as Willy Wonka's chocolate factory, redesigned by IKEA. Throughout the main walkway was a row of trees (all real) about 10ft high, obviously meant to serve as some rather poetic metaphor for the roots of history that bind all the work that goes on in the building, and a welcome surprise

in the middle of what can otherwise be quite a synthetic, often industrial building. Industrial golf-buggies appear occasionally, whizzing along the ramps and walkways with boxes on their trailers, transporting documents from one end of the huge building to another. Having the staff

and of course final-year and postgraduate students amongst others. By its own admission, the Archives' mission is 'Bringing history to life through UK government records'.

This sounds like a contradiction in terms; for history students, the idea that history can be brought to life is not so far-fetched, but by a government institution? Their aim is not perhaps as lofty as it may seem. In recent times there has been an unprecedented surge in the popularity of Family History as a hobby – in large part due to the publicity garnered from programmes like the BBC's 'Who Do You Think You Are'. Among the challenges faced by the Archives are meeting requests for information and making records available to the public, although the staff at the Archive do much more than this. With records at the Archives spanning more than a thousand years of UK history, they face the difficulties of handling very old records and respecting their fragility, while on the other hand considering carefully the need to strictly observe government protocol over the sensitivity and security of more recent documents.

Some staff are also assigned in part to the writing of the history of tomorrow – deciding which documents may be of historical value to future generations,







All photos: Dorinda Gear

drink coffee in view of the trees in the walkway arboretum makes more sense as we begin to move through the storage areas and the feeling of being in a man-made environment becomes almost overwhelming. There's a constant, distant whirring as the air conditioning works to control both the temperature and the humidity, and the area mainly consists of vast storage spaces, filled with grey cabinets of varying shapes and sizes. All the treasures are hidden within the stark cabinets and with everything hidden away and a slight chill giving me goose bumps, images from the power station in Total Recall flash unbidden through my mind.

As part of my tour, I'm treated to a peek at some of the huge maps held in storage, including a mid sixteenth-century map of central London, looking a little Spartan compared to the metropolis it has become today. In part, the Archives are by their nature a museum but in the visitor lobby there can be found a small, dimly lit room which functions as such and holds some of the oldest artefacts in the Archives' possession, including original Magna Carta and Domesday parchments. The public areas and reading rooms are open-plan, newly refurbished and security conscious to the extent that I couldn't help feeling I was being watched, and in a way I was – there are literally hundreds of cameras throughout the building, mainly to ensure that none of the visitors try to remove any of the nearly 10 million documents. There are quite a few security restrictions and as well as the cameras, security guards at every turn and the possibility that anyone with ample pockets might be asked to turn

them out, visitors are expected to leave their bags and coats in one of the lockers provided free of charge. With all this talk of security and the fact that it's a government building, I can't help but wonder if someone from MI5 is watching my every move. I ask if I can take some photos inside the building, and the Press Secretary allows me to take a couple, but checks my camera before I leave to ensure that there are no people in the frame.

Part of the provision for the public includes offering a series of workshops and schools visits to broaden awareness of the variety of work done at the Archives. Imagine my surprise when I happened upon a half-naked Henry VIII (who happily agreed to be photographed) – Henry is just part of the Archives attempts to make history exciting for schools, colleges and undergraduate students as part of their history workshops programme, which incorporates actual archive material and question and answer sessions with actors playing historical figures, as part of the process.

If you can get past the feeling that there's someone watching you, and not get caught up in a bizarre Mission Impossible fantasy where you spend your entire time eyeballing the security guard surreptitiously, pretending to examine a tally stick in the semi-dark of the museum, then you may find that there's a lot more to the National Archives than meets the eye.





# THE DEBATE

## CAN HISTORICAL ATROCITIES BE FORGIVEN AND FORGOTTEN?

BY MICHAEL BIRD, TOM BROOKS AND ALICE ANDERSON

*MICHAEL BIRD and TOM BROOKS: "to forgive or forget them would be to turn them into something a little more comfortable and easy to stomach than what they really are; abominations of the past to be avoided at all costs."*

It is part of our human nature to make mistakes; like the progression of an individual human being from childhood to adulthood, they are an inevitable part of our growth as a civilization. Mistakes will be made, or so the theory goes: they should be forgiven and moved on from. However, only the second part is true. Forgiveness as a concept is traditionally associated with the principle of 'forgive and forget'. While atrocities like the Crusades or the Holocaust should be moved on from so that we can learn from them, the Nazis who massacred Jews and the fanatical 12th Century Christians responsible for the massacre of Muslims should not be posthumously exculpated. The mistakes should be learnt from, but neither forgiven nor forgotten.

The tragedy of human nature is that our mistakes, in practice, are rarely learnt from and avoided: the same types of atrocities tend to repeat themselves throughout history. Many of the atrocities committed in human history have at the very least similar themes, even to a large extent being fought along the same lines. Some of the earliest atrocities were fought along religious lines: first the Christian Crusades against the Muslims, and then internal religious persecution with the Spanish Inquisition and Mary I's burning of Protestants. In modern times the majority of genocides have been committed on ethnic grounds. Likewise with Georgian and Victorian colonists' record of eradicating indigenous peoples across the globe; next came the Holocaust, and in more recent times Rwanda, Bosnia, and Darfur.

When looking at this controversial question, one thing is surely of paramount importance; how deeply the atrocity in question affected the lives of the peoples concerned, and if the particular atrocity continues to do so. For example, to take the event that would spring to the mind of most people when this question is posed, the Holocaust of World War II, from an outsiders point of view such as mine (I am neither Jewish nor German) this would seem to still be an emotionally raw subject that continues to affect the lives of people immediately involved, and the generations that have followed them. The consequences for innocent people of heinous persecution by the Nazi government, such as compulsory emigration, the stripping of migrants of all forms of wealth and indeed identity and the forced incarceration into labour and concentration camps

resulting in millions of deaths is not something that can (or should) be forgotten easily even by modern day observers such as ourselves. Surely then the people immediately affected

and their generational successors must feel an even deeper grievance? However, this does not suppose that an event like this can never be forgiven or forgotten, so surely we must ask what it might take for this to occur?



Firstly, it is reasonable to suppose that the scale, depth and pervasion of the atrocity itself is a factor in whether atrocities should be exonerated and overlooked.

There are plenty of examples from the last few hundred years of events that in themselves would seem unforgiveable. Empire building as a European phenomenon is arguably one of the greatest atrocities to have befallen planet Earth. The creation of the British Empire for example, affected people across the globe and included such immediate humanitarian crimes as the initiation of slave trades, the conquering and death, both cultural and literal, of uncountable millions and the theft of land, money and resources. Following these immediate impacts also, the collapse of Empires was arguably even more disastrous humanistically, leading to civil wars and even partition (taking India as an example). With such a pervasive and all-encompassing atrocity like this, that is still having repercussions today (in the form of racist prejudices created, for example) being evident, it is arguable that atrocities on this scale cannot be easily pardoned.

A second factor that springs to mind is the apologies and explanations, if any, given by the perpetrator after whichever horrendous event in question has taken place. The Armenian Genocide is a particularly good example of an atrocity that has never been apologized for by the successors to the Ottoman Empire, The Turkish Republic, who initiated the expelling and encouraged the massacre of up to 1.5 million people, and worse, never wholly acknowledged the fact. Although I accept that in many cases when atrocities have happened, later governments or leaders of a country in question have at least acknowledged their predecessors atrocities, such as the denouncing of Stalin's purges by Khrushchev after his death in 1956, failing to do so is a huge insult to survivors, their families and anyone affected and surely severely limits the ability to forgive and forget.

Also, time as the supposed 'healer of all wounds' must be considered as an enabler for those affected to view atrocities as water under the bridge: another concept I would take issue with. From the viewpoint of 'forgiveness',





# WHAT IF... NAPOLEON HAD WON THE BATTLE OF WATERLOO IN 1815?

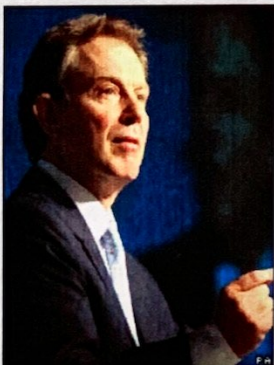
I would argue that anyone immediately affected by an atrocity on the scale that I have been discussing would find it almost impossible to completely forgive in their lifetime the irrational violence and contempt for life behind mass killing, for example, often based upon loose concepts such as race or religion. Following this, even if future generations 'forgave' the atrocities inflicted upon their ancestors, I would argue that this cannot really be a full pardon because they themselves have experienced negative after effects, but never the full weight of the original oppressive event. Furthermore as previously discussed, atrocities like the ones highlighted often have far reaching consequences that do not make them easy to forgive anyway. Even more improbable is the idea that historical atrocities can be forgotten as horrific events by the world with the march of time, a scary concept if people truly are to use history to 'learn from their mistakes'.

Whilst I would concede that the examples I have given are often the most extreme and that really 'historical atrocities' should each be assessed on their own merits (for want of a better word), I would like to conclude that historical atrocities are just that. Therefore, for the reasons given above, to forgive or forget them would be to turn them into something a little more comfortable and easy to stomach than what they really are; abominations of the past to be avoided at all costs. However, with atrocities through the ages sharing common themes and causes, it is clear that we as humans do not learn from our mistakes. That is not to say that the perpetrators of such atrocities should ever be absolved of responsibility. We should move on from genocides to move on as a people, but neither forgive them nor forget the reasons why they happened.

**Alice Anderson:** *"If we were, as a society, not to move on from and forgive the mistakes of others, we would constantly dwell and remain in the past."*

The inability to forgive and move on from tragic events is a worrying aspect of our society. The apology by Tony Blair in 2006 for the atrocities of the Empire of the eighteenth and nineteenth centuries, seemed to me something rather hollow and absurd.

Indeed how could Mr Blair or this generation as a whole, apologise for atrocities caused by our ancestors? As a gesture, I'm sure it is a touching moment for the children and grand children of those who suffered, although is this really necessary? One could argue that the apology was quite hollow as we cannot apologise for something we do not fully



comprehend and did not experience or feel. We must remember that atrocities of the past occurred within a different time, a different context and concerned different people. We look back on some events now with disgust, yet they may have been perceived at the time to be a necessity and a positive development. The British Empire is one such example-endorsed with huge support it was a way of uniting different nations, of benefitting economically from other countries and typifying a sense of 'Britishness' and duty to civilise. Many would argue that our Empire did much for these countries, concerning trade development and the British providing guidance etc. If we took a further look at colonial rule, we would discover that there were seldom uprisings or protests against British rule.

I am not saying atrocities did not occur, they most definitely did, but we must not impose our own judgements on another time which we cannot fully understand or relate to. 'The past is a foreign country; they do things differently there,' as Leslie Poles Hartley famously stated. Also if we were, as a society, not to move on from and forgive the mistakes of others, we would constantly dwell and remain in the past. This is instead of learning from error and embracing events, understanding what occurred and why to benefit future generations. We need to focus on the here and now and move on for the sake of our future. We should not let atrocities which were not of our making overcome our lives and the mistakes of others should not condemn people today.

Surely continually repeating atrocities and apologising for them would only inflict deeper wounds on those affected. The Holocaust and other genocides are examples of this-actions or gestures cannot account for such cruelty and evil. The only positive thing to emerge from such tragedies is to move on and learn from them. We need to prevent these events from ever, even potentially, happening again. I am not by any means arguing we should forget horrific events/atrocities. We must forgive and move on, embracing the past and learning from it.

However, as we can see, we do not learn from atrocities and horrific events. Even the Bosnia-Serbia conflict less than fifteen years ago was reminiscent of Hitler's extermination of the Jews. Here concentration camps were created, photos were taken of Slovaks starving to death behind barbed wire and despite forces such as NATO the world stood by and watched. Perhaps this undermines my argument; what is the point if nothing changes? Well, in my opinion having memorial days and comforting words is not enough, it is not synonymous with 'moving on.' In order to do this, to give a sense of meaning to the loss and suffering caused by historical atrocities, we must enact change.





# WHAT IF... NAPOLEON HAD WON THE BATTLE OF WATERLOO IN 1815?



CLAIRE SCOTT TAKES US ON A TENTATIVE JOURNEY INTO THE WHAT-MIGHT- HAVE BEEN'S OF HISTORY

**Napoleon: Emperor of France, one of the greatest military leaders of all time and the man who conquered much of Europe in the first decades of the nineteenth century. But what if Napoleon had won the Battle of Waterloo of 1815, and defeated the Seventh Coalition?**

Born in Corsica, this descendant of minor nobility rose to prominence under the First French Republic. In 1799 he staged a Coup and installed himself as First Consul but within five years Napoleon named himself Emperor of France. This ambitious man soon turned his army against every major European power resulting in his domination of Continental Europe. Not content with this, Napoleon set his eye on Russia, but this campaign marked the beginning of his demise. The Grand Armée he had so completely transformed was no longer the greatest and most innovative in Europe. The numbers of exceptional veteran soldiers were dwindling and Napoleon became lax in his training of new recruits. By 1813 he was losing battles and it was not long before France was invaded, forcing his first abdication and exile to the Isle of Elba. Less than a year later, the power hungry Napoleon escaped, ingeniously persuading his men he should be Emperor again only to lose the battle of Waterloo and be exiled a second time, ending the total warfare Napoleon has so heedlessly created in Europe. But what if Napoleon had won this final battle? Would Britain have become a part of the French Empire? Let us explore the various possible outcomes through the liberating language of speculation and guesswork...

One thing we can be sure about is if Britain had lost this momentous battle, Waterloo Station would not exist! Why glorify a battle we lost in naming the original Eurotunnel entrance after it? Not only this, but had England been defeated, a French invasion may well have followed and all things English may have been overtaken by French customs. Maybe our typical breakfast would not be a Full English, but in fact a croissant and a cup of coffee. One positive outcome might have been an abundance of delicious patisseries strewn across our towns but we may also have lost our most loved venue, the English Pub. Blackadder famously depicted this potential outcome when time travelling, accidentally killing the Duke of Wellington before the battle of Waterloo, only to discover on returning to his normal time that French culture was everywhere! Maybe if the French Empire had remained in tact, French would be the official first language in the most countries in the world, in

place of English. Maybe our education would have been in French...

According to Trevelyan there would have been far more drastic consequences in Britain, despite the fact that he was convinced Napoleon had changed, and had he won the battle would have been happy to make peace with our small island. Trevelyan suggests England would not have suffered harsh reprisals but instead the romantic Lord Byron would have led a major working class Rebellion only to be executed as a result of his actions! This far fetched idea is maybe not what I would have predicted as the end result of Napoleon's victory, but it is a possibility. There can be little doubt that the situation in Britain, whatever Napoleon's demands, would have been pretty unstable and whilst a rebellion led by the infamous poet may not have happened, some sort of revolt was bound to have occurred.

It is difficult to tell though, that if Napoleon had won, would he have remained leader of France? Money, resources and men had all been seriously depleted by Napoleon's campaigns, and the French may have felt his return to emperorship was not the best idea. Constant warfare had been the norm for years, and the French were desperate for a period of peace. With that being said, Napoleon was not known for his peaceable diplomacy and the French were most definitely aware of this. It is quite safe to say, in my opinion, that Napoleon was not so loved as he had been when he tended to win every battle he entered. In his last few years as ruler, his track record was not so exceptional; the shambles of the Russian campaign had ruined his invincible reputation, and this not only boosted the confidence of his enemies but it also began to destroy the faith his own people had in his performance.

Having said all this, even if Napoleon had triumphed at Waterloo it must be admitted that he would simply have lost the next battle, leading to his final defeat. He did not have the man power to continue his warmongering, and his health was severely depleted. Napoleon apparently was only able to sit on his horse for short periods of time: a problem during war! Therefore, although Wellington famously announced the battle was 'a near run thing', Napoleon would surely have suffered defeat sooner or later. He was no longer considered a military genius and he had ransacked the resources of his entire empire; it was inevitable he would fall in the near future.





# FANCY FOOTBALL?

## PATRICK CULLEN MEETS WITH THE CAPTAIN OF THE HISTORY FOOTBALL TEAM—IT'S NOT ALL ABOUT THE BOOKS, YOU KNOW...

I arrive to meet the captain of the History football team, Gareth Edwards, at the Original Oak on an afternoon that appears to herald the arrival of the great British summer. The sun is shining, the beer garden is full and the student population is out in force to enjoy it. Diminutive in stature, but armed with a cheeky grin and a quick wit, Gareth (Gaz to almost everyone) is sports mad and wastes no time in giving his views on a range of subjects from England's dismal cricketers to Wales' superstar rugby players. His national allegiance (half Welsh-half English) is ambiguous at best!

After easing him in gently with some quick questions about his beloved Grimsby Town, we got down to the important business: the History Football team. Gareth has played during the last two years of his degree, taking over the captaincy this year after previous incumbent Tom Collins graduated. He has worked alongside Steve Enderby, with Steve ably looking after off-field matters and Gareth focusing on training, team selection and on-pitch management.

Not one to naturally court the limelight, Gareth clearly had to be cajoled into accepting the job, but he has proved very capable, even if one of his team-mates, Tony Mape, says he is late for almost everything. His eyes light up when I ask him what he enjoys about playing for the History team. "I've definitely enjoyed the social side of it. It's given me a chance to meet a lot of people off the course. And I'm just happy to have been part of a proper team for two years." He says the captaincy has been stressful at times, most of all when people pull out on the morning of a game. "There have been occasions when people have rung me 10 minutes before the game to say they're picking up their sister from the airport, or something." He remembers one excuse that had him scratching his head: "One fair-haired fresher, who will remain nameless, burnt his fingers trying to make vodka jelly the night before a game." I doubt if Sir Alex Ferguson or Jose Mourinho have ever had to deal with that kind of thing before big matches.

Still Gareth is keen to remind me that the captaincy isn't just about stress. "It gives me an excuse to pretend I'm a football manager every weekend," something that he clearly relishes. "It's good to see people enjoying their football and getting on in the pub afterwards, no matter how the team performs," he adds. For this team winning is important but clearly not as important as everyone enjoying their sport and getting to know new people. So how are they doing in terms of results? "Well it's been a bit of a mixed bag, but we ended up in mid-table and we start a cup knockout next semester, so there's still a chance of silverware in the History department next year."

When the topic of conversation moves on to his degree, Gareth is much less talkative. "Hopefully it's all on track;

I'm doing Europe in the Age of Total Warfare with Holger Afflerbach, which has been good." And does he know what he's going to do when he graduates? "No not really, with the current economic climate as it is, I'm planning to go travelling round the world with a bit of luck." He says he would recommend getting involved to anyone who's interested. "It's the perfect way to run off a Fruity Friday hangover," he says clearly speaking from experience.

### Gareth Edwards in 30 seconds:

**Football team?**  
Grimsby Town

**Position?**  
Left-Back

**Favourite player of all-time?**  
Roy Keane

**Best footballing moment as a player?**  
My only ever goal, scored at school. It came off my thigh I think in a scramble. We were 4-0 up but I celebrated like mad.

**Best footballing moment as a fan?**  
Grimsby winning the Auto Windscreens Shield (against AFC Bournemouth) in 1998 at Wembley. We won 2-1 on the golden goal rule.

**Ultimate ambition in football?**  
At the moment, for Grimsby to stay in the football league.

**Dream team?**  
Schmeichel, Cafu, Bixente Lizarazu, Jaap Stam, Rob Jones, Kevin Donovan, Giggs, Roy Keane, le Tissier, Rooney, Clive Mendonca.



*We're excited to interview more of the History Sports Teams. Are you involved in one? If you want your team to feature then please contact the Editor.*





# DECIDING ON NEXT YEAR?

WE REVIEW SOME OF NEXT YEAR'S HISTORY MODULES SO THAT YOU KNOW WHAT YOU'RE LETTING YOURSELVES IN FOR...

## HIST2160 Queens and Queenship, 11<sup>th</sup>-15<sup>th</sup> Century

**Tutor?** Dr Iona McCleery

**What's it all about?** The module looks at a number of medieval Queens and Consorts, in both Britain and Europe, and assesses both their power in these roles and what their roles actually were. You also study the ambivalent historiography on the topic and whether Queens can be taken as an example of ordinary women in this time.

**Lectures/Seminars?** The classes follow the usual one seminar and one lecture a week so it's not too intense. The lectures are usually pretty interesting and there are always pictures and evidence on the Powerpoint to further illustrate points etc. This adds a bit more interest to the lectures, as there is always something to look at. The seminars are quite informal in a good way and they flow well. Last week we were talking about Disney Princesses so obviously that was awesome...

**Assessment?** We have to do the 2 hour exam, worth 50% and the assessed essay, worth 40% as usual. The extra 10% is made up of 5% article review and 5% oral contribution in seminars.

**What's good?** Well, first of all, the article review is not due in until week 10 so there's much less pressure placed on that. The reading list is particularly good, it is split into 'Essential reading' and 'Recommended reading' so you know where you stand and there are loads of articles in either the course pack, online or in High Demand so even if someone's already stolen all the books by the time you get to the library it's not a problem. Also, the course is just interesting in general and a bit different.

**What's bad?** The module is generally really good but it is more based around concepts as opposed to a set series of events, which can take a bit of getting used to. However, this does allow you to look at loads of different Queens from all over the place and then select examples so no complaints really, it's a very good module.

Reviewed by Samantha Richardson.

## HIST2190 British Imperial Culture: 1914 to the present day

**Tutor:** Christopher Prior.

**What's it all about?** A look at the public perceptions of the British Empire from 1914, explored through the use of contemporary cultural works – such as government-led organisations, novels, cinema, media and many more. The depictions of the British Empire shown by these works are studied alongside events happening both at home and abroad, together with the changes in public reactions to the Empire and ideas of British national identity in regards to the Empire.

**Lectures/Seminars?** Lectures include power points and handouts – both of which include quotes and clips from key sources. Seminars include group presentations and often a study of a certain source related to the lecture topic – such as a novel or film.

**Assessment?** There is the standard essay (30%), exam (60%) and group presentation (10%).

**What's good?** The module is very enjoyable, especially because of the range and style of sources explored, though on occasion some novels needed for seminar study were hard to obtain or unavailable. However, Chris was very helpful in trying to providing extra copies and it was fairly easy to purchase them through the internet. Also, because of the nature of some of the source material, you won't feel guilty for watching films during the exam revision period (provided they are related to the module, of course!)

**What's bad?** Many of the films, especially from the overall reading list, were not in the library, and few were the types of film regularly found in rental shops (but they are easily and cheaply found online.)

Reviewed by Heather Bodle.





## HIST12170 Patient Voices: Medicine and Healthcare in the Middle Ages

**Tutor?** Iona McCleery

**What's it all about?** This module explores medieval healthcare from the viewpoint of the patient – rather than the traditional practitioner outlook. The module takes a look at medieval medical theory (mainly that of humoral theory) and how ancient classical ideas behind medicine were developed and applied during the Middle Ages. The medical needs of different social groups – such as women, the rich and poor, children and lepers – are considered, together with the options available to them. Finally, the various medical practitioners, from university educated to those who had no training, are examined; looking at the remedies they applied, the type of patients they would treat and their relationships with those they were treating.

**Lectures/Seminars?** Lectures are theme-based (perhaps looking at women one week, hospitals the next) and include both power point and handout. The power point includes images of many useful sources – such as paintings of medical events. Seminars tend to be focused around group presentations, with everyone required to ask a question to the presenters afterwards. Then there is discussion focused on the weekly reading or similarities in contemporary medicine.

**Assessment?** There is the standard essay (30%) and exam (60%). 5% comes from a group presentation assessed in the seminars, and the remaining 5% is marked on individual contribution – so actually doing some of the weekly reading so you can speak up in class is often required!

**What's good?** The module is surprisingly interesting – Iona is very enthusiastic and extremely helpful if help is needed with any aspect of the module. The reading list is fairly extensive and much is electronically available – probably because the idea of writing medical history from the viewpoint of the patient is fairly new. The text you are required to purchase for the course is expensive, but very useful throughout the course.

**What's bad?** Seminars tend to be taken up almost entirely by group presentations, which often leave the rest of the class a bit rushed.

Reviewed by Heather Bodle.

## HIST1040: Ancient Empires of the Mediterranean

**Tutor?** Ian Moxon

**What's it all about?** Choosing this module immediately after receiving my A-level results, I had no idea what to expect from a course which promises to look at empires dating as far back as the third millennium B.C. Indeed, after the first lecture I was terrified: the topic had been the Assyrian Empire between 2800 B.C. and 870 B.C., which is pretty daunting for the first time I'd been in Uni after Fresher's Week.

However, the module did seem to get more manageable throughout the semester. The course topics are diverse and interesting; you study many different Empires from the well-known ones like Ancient Greece, Rome and Alexander the Great, as well as lesser known ones such as Assyria, Persia and the Phoenician Empire. Being based on the idea of Empire; what constitutes Empire etc, the module is very politically directed, so if you don't like political or economic history, this perhaps isn't the course for you as there is very little social history. Overall, Ancient Empires is an interesting module which not only clarifies the parts of ancient civilisation we thought we knew about, but challenges what Empire means to us today.

**Lectures/Seminars?** One one-hour seminar and one lecture per week.

**Assessment?** It is assessed via one essay (40%) in week 8 and a two-hour exam (60%), although a non-assessed essay also has to be submitted.

**What's good?** The handouts provided at lectures are the exact notes Moxon uses to give the lecture, so there's not such a big problem if time runs out before the topic is finished or you don't make it to the lecture, and also means there is something reliable to revise from. In the seminars, Professor Moxon uses a wide range of sources to expand upon what's been covered in the lecture, from Homer's *Odyssey* to the Old Testament of the Bible.

**What's bad?** One issue arises if you take this alongside a Single Honours History programme—this being an elective—as both the non-assessed essays and the assessed essays are due in the same weeks, which can get a bit stressful.

Reviewed by Jocelyn Payne





## HIST3711: The Social History of Deviance

**Tutor:** Katrina Honeyman

### What is it all about?

This module focuses on the perception of and response to 'deviancy' in Britain from the beginning of industrialisation up to the present day. This is explored through two main themes: Deviance and gender and deviance and sex—exploration of definitions of 'deviant' sexuality examining changing issues of sexual regulation and sexual deviance.

**Lectures/Seminars?** 11 one hour lectures and 1 one hour seminar every other week (6 in total)

**Assessment?** Standard oral presentation, exam and essay.

**What's good?** Lectures are posted every week onto the VLE so if you miss one you will be able to catch up. It's interesting to see the shifts in the social conceptions of what 'deviancy' is especially in relation to gender. The seminars usually invoked debates and the handbook gives a good bibliography to prepare you

**What's bad?** It does involve a significant amount of reading in preparation for the seminars.

Reviewed by Amy Lang.

## HIST2180: Heresy, Witches and Conspirators

**Tutor:** Rafe Hallett

**What's it all about?** The module focuses on heretics, witches and conspirators; Jews and conversos, witches anti-catholic writings, vagabonds and also evidence of neighbourliness and harmony.

**Lectures/Seminars?** 11 lectures and 6 seminars. Lectures and seminars are very interesting and enjoyable. Rafe really encourages student participation and is so enthusiastic about the module content. Lectures draw upon useful historiography, primary sources, quotes and sometimes interactive material e.g. speeches.

### What's good?

The module is very interactive and it is fascinating to see the comparison from the sixteenth and seventeenth centuries to more modern events – e.g. the comparison between Luther's writings against the Jews in 1543 and the Nazi use of his arguments in their defence of the holocaust at the Nuremberg trials.

### What's bad?

There isn't a huge focus on politics, though elite views and perspectives are explored.



Reviewed by Alice Anderson.

## Special Subjects...

### HIST3391: De Tocqueville and the Democratic Regime

**Tutor?** Dr SJD Green

**What's it all about?** A study of Alexis de Tocqueville's writings about democracy, including a sociological view of 1830s America, a history of the French Revolution and Tocqueville's political memoirs. Tocqueville was a Frenchman writing from around 1830-1853, and one of the foremost analysts of the causes and consequences - political, social and cultural of democracy, at a time when the debate about democracy was still quite open.

**Lectures/Seminars?** 1.5 to 2 hours seminar every week.

**Assessment?** Two three-thousand word essays (in each exam period), one three-hour exam.

**What's good?** The variety of subjects covered including race, religion, politics, history. The module doubles up as a philosophical exercise. Little use of library week-to-week.

**What's bad?** Little practical application, everyone reading from the same books. More impersonal stories.

Reviewed by Josh Black

### HIST3350: Before Columbus: Conquest, Culture and Exploration in Late Medieval Spain and Portugal

**Tutor?** Iona McCleery

**What's it all about?** The first semester covers cultural content from Spain and Portugal including the background to the Iberian Peninsula, the crusades, convivencia and the Mongols. The first essay is due in January, after Christmas. In the second semester, we looked at the conquest of Africa and India and the exploration of Columbus and Vasco de Gama. Lastly, we examined the settlement of South and Central America.

**Lectures/Seminars?** A two hour seminar per week.

**Assessment?** Two essays of 3000 words each, an oral presentation and a three-hour exam in May.

**What's good?** The content is fascinating and no other module offers the range of topics that 'Before Columbus' does. There is a broad reading list and the seminars are interesting. The tutor is always available for help and feedback and halfway through the seminars we get provided with tea and coffee...

**What's bad?** The reading for each seminar is sometimes quite extensive.



# A SPECIAL RELATIONSHIP?

JOSH BLACK INVESTIGATES THE UNIQUE BOND BETWEEN THE U.S AND US

Gordon Brown recently became the fifth British Prime Minister to address Congress (for pub quiz purposes the others are Churchill, Attlee, Thatcher, Blair). The speech was warmly received, earning nearly twenty rounds of applause in half an hour. In addition, Brown was the first leader to meet with President Obama since his inauguration. Brown used his speech firstly to rally America to state-led action to repair the global economic and environmental crises and secondly, to remind America of the four pillars on which the 'Special Relationship' that Winston Churchill first described stands.

The first pillar is an acceptance, (Brown tactfully substituted 'saluting'), of American leadership in the world. With the fall of all the major empires in the first half of the twentieth century, the world became considerably more chaotic, to a degree that the fledgling United Nations, which is largely bankrolled by the US, could not address. Under the pretence of combating communism, the United States became increasingly active on the world stage, economically (Marshall Aid), militarily (Korea) and politically (NATO). British acceptance of this new status quo was not without its teething problems. In 1956, Britain, Israel and France invaded Egypt in order to ensure that the Suez Canal remained open for its shareholders. The outrage of President Eisenhower promptly ended the British intervention. Britain has still attempted to maintain an independence of sorts – a UN veto, nuclear deterrent (American run), but its willingness to support the USA, and encourage it to act, using President Clinton's leverage in the Northern Ireland peace process, for example, distinguishes it from the likes of France, who favour European integration.

The second pillar of the Special Relationship is the supposed communion of values between Britain and America. The most influential of these is free trade, which both countries have been dedicated to since the mid-nineteenth century. However, Britain's Empire was a perpetual source of disharmony, even in Churchill's wartime alliance with Franklin Roosevelt. Here it might be worth mentioning the natural corollary of shared values is often personal relations. Macmillan and Kennedy, Thatcher and Reagan, Blair and both Clinton and Bush enjoyed extraordinarily good relations. When Blair announced after 9/11, 'we're all Americans now,' he signalled the continuing significance of Anglo-American relations.

In fact, Blair's collaboration with the United States had already been fruitful, and in at least one respect true to the third pillar of the Special Relationship; the debt to American armed forces. Of course, the Second World War still plays a large part in this collective memory but American forces are still sacrificed the world over, and whether or not the British public is grateful for their presence in Iraq and Afghanistan, British policymakers have constantly

relied on American manpower, as in Kosovo. That said, Harold Wilson's refusal to send 'even one Scottish bag-piper' to Vietnam was much admired.

It may seem unnecessary to further justify the Special Relationship, but in fact British involvement relies on one further pillar – the belief that Britain can act as a bridge between America and Europe. Such was the rationale behind Blair's proviso that Bush sought a second resolution at the UN for the Iraq war. Britain pertains to have an understanding of the American psyche, and European concerns such as climate change. How effective Britain has been in this role is not easy to say – big successes are few, while small differences are hard to detect. The trouble is in recognising that America has Special Relationships with a number of powers – Israel, Mexico and until the day before yesterday, West Germany. Furthermore, while American interests have hitherto been in involvement in Europe, the post-Cold War world does not present the USA with the same level of sustained interest in European affairs.

What the future holds for the Special Relationship depends on a huge variety of factors; domestic politics, personalities, European integration and international events to name just a few. However, Britain will not stop recognising American pre-eminence in the world, and the global recession brings the interests of the two countries into even greater alignment. Whether or not the USA continues to fight wars around the world for freedom, American agency will be vital in fiscal and economic government and dealing with problems like Iran and Russia, through NATO and other negotiating structures. While European integration might make Britain less vocal in international affairs, she might find herself engaging in more subtle communication between the two continents. So long as America seeks a role for herself in the world, Britain will be a likely partner.



Picture taken from: news.bbc.co.uk





# THE IRISH QUESTION

**PATRICK CULLEN DISCUSSES HOW HOME RULE IN IRELAND IS STILL A VITAL ISSUE FOR SOCIETY AND GOVERNMENT TODAY**

The recent murders of two British servicemen at Massereene Army base in Northern Ireland have brought the controversy of Irish politics back to the fore across the Irish Sea in England. The reaction has been encouraging, with politicians from all ends of the social spectrum denouncing the killings as evil and pointless, yet the question remains: Why in the United Kingdom is there a place where a dissident Republican group, The Real IRA, feels the need to resort to violence to air its grievances?

For most of our parents this harks back to the late 1960s and 1970s when 'the Troubles' erupted brutally and horrific images of civil war on the streets of Britain were broadcast to every household. But where did the Troubles come from? Answers can be found by looking right back to the sixteenth century settlement of Ireland by predominantly Scottish Protestants. These settlers claimed land in the northern counties of Ulster, and developed an aristocracy with Catholic tenant farmers working for them.

But it could have been so different for Ireland. In 1886 and 1893 measures designed to give Ireland some degree of self-government, Home Rule, failed to get the assent of Parliament. Hypothetical 'what if' arguments are dangerous at the best of times but in this case we would do well to remember exactly what the situation was in the 1880s. The Irish Nationalist Party was seeking constitutional change through Home Rule, which for them represented the first leg of the journey towards outright independence. In 1886, the expanded Irish franchise elected 86 Nationalist MPs to Westminster on a Home Rule ticket, thus declaring decisively for self-government. William Gladstone, the aging Liberal Prime Minister, decided somewhat surprisingly (certainly to a large section of his own party) to prioritise the 'Irish question' and to introduce Home Rule. The opposition came from the Ulster counties in the North where the Protestant ascendancy was angry at what they saw as separation from the rest of the United Kingdom. Comparatively prosperous and identifying themselves more as British, these landowners allied themselves with elements from both the Conservative and Liberal parties who were keen to keep Ireland in the Union so as to defend the prestige of the Empire. The Bill was rejected and the Liberal party split; it would never truly recover from the blow.

One of the issues of failing to solve the Irish question was that it allowed certain myths to perpetuate themselves. Ulster is seen as a unanimous group vehemently opposed to separation from Britain, but in reality 17 of the 33 seats in Ulster in the 1886 election belonged to Home Rule candidates. The defensive mentality that has so characterised Ulster opposition to Republicanism blossomed in the period from 1886 to 1921, when partition was finally confirmed. It is also

an oversimplification to emphasise the religious divisions between the two groups; Sectarianism has been allowed to continue because it underlined the differences between Unionists and Republicans, not because it caused the differences.



Home Rule is a loaded term. To some it represented the biggest threat to the security of the Empire; to others it was the Gladstonian cop-out that satisfied neither hard-line Nationalists nor British reformists; to yet more it was the straw that broke the Liberal party's back, the issue that ended a long tradition of government by sharing differences and open discussion. But to me Home Rule will really only ever represent one thing, "What could have been". And every time a life is lost or blood is shed in Northern Ireland, it will only serve to remind me of just that.





# MEET THE HISTORY DEPARTMENT

CLAIRE FREESTON MEETS JAMES HARRIS TO DISCUSS STALIN, STALIN  
AND...STALIN.

[WE'RE ASSURED THAT HE DOES HAVE OTHER INTERESTS REALLY.]



**Why History?** be fun to meet Stalin, Molotov and Ordzhonikidze. I was indifferent to it at school and at University I started doing the idea of progress. You know the scene from Woody Allen's *Annie Hall* where the Columbia Prof is nattering on to his girlfriend about Marshall McLuhan? The Allen figure gets really annoyed because he thinks the guy doesn't know what he's talking about. So he conjures up *McLuhan* himself to tell the Prof directly that indeed he was excellent. That's where my passion for Russian history began and my interest in European history grew from that.

## Where did you study?

At Toronto and then I did my PhD at Chicago. It was about regionalism in the Soviet Union and was called 'The Great Urals: Regionalism and the Evolution of the Soviet System'. I have to admit, it's not bestseller material, but I sold my entire print run of 500 copies...

## What period do you specialize in?

I'm stuck in Stalin's period: 1917 – 1941. This year I've done a couple of lectures for the Level One 'Modern World' course, the 'Rise and Fall of the Soviet Union' at Level Two and then 'Nazism, Stalinism and the Rise of the Total State' at Level Three. Then there's my special subject which is 'Stalin and Stalinism'.

## Why Leeds?

After I graduated, I taught at Pittsburgh and Calgary. I met my wife, who teaches at Durham University and, since she had a full time job there and I didn't have one at all, it made sense to move to the UK with her! I got a three year position at the University of Teeside and then came to Leeds about ten years ago. We live in Durham now and I commute by train.

## Where are you from originally?

Toronto – an ugly place. I was back there a couple of weeks ago and I just thought "urrgh." I now live in a world heritage site which is great! Although, it has to be said, Toronto is fantastic for two things: great restaurants – I think I'd move back there just for the food – and it's a sports town so fantastic for ice hockey and Canadian football.

## If you could have three historical dinner party guests, who would they be?

I run the risk of sounding like a total bore here... but it'd

## If you could be one historical figure for one day, who would you be and when would you be them?

I think I'll be a dreadful bore again and go for Stalin, sometime in September 1936. He'd just be at the start of the Great Terror, when he commits himself to it, and it'd be really great to get inside his head.

## Any hobbies?

Gardening – when we moved a couple of years ago, we ended up with a much smaller garden so it's more manageable now and I like to grow lots of fruit and veg. I'm deeply worried the neighbours though – one of them asked if I was recreating a World War One battle scene, so I decided to restructure it all.

## Are your children budding historians?!

Well, they're only eight and five! When I talk about History they tend to say, "Oh, shut up Daddy." I heartily disapprove of 'Horrible History' books, so I'm still trying to find a good History book to intrigue an eight year old. My daughter likes Angelina the Ballerina at the moment and the closest we get to History with her is Beatrix Potter and Noddy...I'd say that being an academic is a great career but I wouldn't want to direct them; they'll find their own way.

## Do you have any as of yet unfilled ambitions?

What I would like to see expanded and built upon is a new initiative which is half owned by the School of History. It's a website: [www.thehistoryfaculty.com](http://www.thehistoryfaculty.com) where we have thirty-minute long lectures from historians on various topics relevant to A-Level study. We have 32 podcasts at the moment and 648 members today. All the lectures are free and accessible to students and tutors and it's great because it's widening participation with schools and broadening awareness of the department.

See the ad on the back of this issue.

