



3.
  - c) 'Foreign Texts'. Here you can choose from a range of historical writing in foreign languages (Greek, Latin, French, German, Italian, Spanish, Russian) designed to improve or revive skill at languages, and to allow the close study of texts which are particularly interesting to the historian.
  - d) 'Quantification in History'. This is especially valuable for those with an interest in Economics. It covers the major methods of statistical presentation and analysis used by historians.
  - e) One of the 'Optional Subjects', which allow you to study a short period of history in some depth, drawing on a prescribed range of documents in English translation (this list may be subject to change): see <https://www.history.ox.ac.uk/optional-subject>.
4. A course on 'Theories of the State', which involves studying the political theories of Aristotle, Hobbes, Rousseau and Marx.

You will also undertake training in Quantitative Methods (Q-Step), alongside the PPE students (see <http://www.oqc.ox.ac.uk/courses.html>)

In order to arrange your teaching, we shall need you to make decisions on items 1 and 3, above. For item 1, we need to know whether you would like to do a British period or a 'European and World' one, and which period it is. As far as item 3, is concerned, we need to know which option (a) to (e) you want to do (and, if 3(c), which language). In choosing your courses, you may like to bear in mind that, at *some* stage in the three years of your degree, you are required to study a British period paper and a paper on a period before 1800 (which can be the same one).

If you would like to know more about the courses before making up your mind, you are welcome to contact Professor John Watts at the College during the summer ([john.watts@ccc.ox.ac.uk](mailto:john.watts@ccc.ox.ac.uk)).

Otherwise, **please inform the Academic Registrar ([rachel.clifford@ccc.ox.ac.uk](mailto:rachel.clifford@ccc.ox.ac.uk)), by 1<sup>st</sup> September:**

1. which British or European and World period paper you would like to do.
2. which 'historical method' paper you would like to take (if you want to do 3(e) you don't have to decide which option yet; if you want to do 3(c), tell us the language).

The pattern of your first year will depend to some extent on what courses you choose, but you can expect to be working towards two papers at the same time. Typically, one will involve weekly tutorials and last for a term; the other will involve fortnightly tutorials and be spread over two or more terms. As far as possible, we shall try to arrange for you to study courses at the same time as your colleagues in PPE or History will be studying them. This will not always be possible, however.

## 1. POLITICS READINGS

The purpose of this reading list is to help you to get acquainted with some introductory texts for the study of politics before you start your formal course. We suggest that you read at least part of the texts listed below and –crucially- think about what you have read. Please note that the texts listed below will not necessarily be covered in full in tutorials or lectures. However, getting acquainted with the texts below will help you get up to speed quickly with the first year Politics course.

Your first-year course consists of three parts. The first two, political theory and empirical politics, are taught by a combination of college-provided tutorials and departmental lectures, and will be formally examined in the Preliminary Examination at the end of the first year. The third part, methods of political analysis, is taught exclusively through lectures and laboratory sessions in the Department of Politics and International Relations, and will be assessed through a 2,000-word essay to be submitted at the beginning of your third term.

### Political Theory

**For political theory**, we suggest you read at least some of the basic texts studied in this part of the course before you arrive in October:

J. J. Rousseau, *The Social Contract*;

J.J. Rousseau, *Discourse on the Origins of Inequality*

J. S. Mill, *On Liberty*

Alexis de Tocqueville, *Democracy in America*

Volume 1: Author's Introduction; Part 1, chapters 3-5; Part 2, chapters 6-9.

Volume 2: Part 2, chapters 1-8; Part 4, chapters 1-8

David McLellan, (ed.), *Karl Marx: Selected Writings* (2<sup>nd</sup> ed), Oxford, Oxford University Press, 2000. (Readings 14, 18, 37, 39)

### Empirical and comparative politics

**For empirical politics** we suggest that you familiarize yourself with two main books, and that you read some basic texts on the most important contemporary democracies:

*Main books:*

William Roberts Clark, Matt Golder, and Sonia Golder, *Principles of Comparative Government*, Washington, 2<sup>nd</sup> ed., 2013.

Don't try to read the whole book. Read Chapter 1 to understand what the authors mean by "institutional design"; chapter 4 on the state (pp. 87-125), chapters 5-6 on democracy (pp. 143-209); chapter 12, "Parliamentary, Presidential, and Semi-Presidential Democracies: Making and Breaking a Government" (pp. 457-525); and chapter 14 on party cleavages (pp. 603-668).

Arendt Lijphart, *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*, (2<sup>nd</sup> ed.) New Haven and London, 2012.

This book is important for connecting the work that you will do in college tutorials on empirical politics with the departmental lectures and classes on methods of political analysis. The "models of democracy" discussed in the book are different from the distinction between parliamentary and presidential democracies mentioned above. Lijphart's conclusions have been much disputed, but the interest of the book for you lies more in the methodological tools

used than in its substantive conclusions. If you do not have the time to read the entire book; focus on chapters 1-3, 7, 8, and 15-17.

*Country textbooks and contemporary commentaries:*

Studying empirical politics is largely about identifying the key roles that institutions play in democratic and non-democratic government, and the key patterns of behaviour shown by different actors: elites, individual citizens, or whole groups or populations. Analysis of this kind is best done comparatively. Our first year lecture series is thematic, not country-based, but we illustrate general themes with examples from particular countries. So before you can compare, you need some understanding of how institutions and patterns of behaviour have evolved in particular countries.

Which countries? In principle, the course is supposed to have a global reach. A good comparative politics undergraduate textbook that offers an up-to-date coverage of the politics of several countries is:

Kopstein, J., Lichbach, M. and S. Hanson (eds.), *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*, Cambridge, Cambridge University Press, 2014 (4<sup>th</sup> ed.).

This textbook provides a very accessible but rigorous introduction to the “why’s” and “how’s” of comparative politics. You should feel free to read the first chapter on “What is Comparative Politics?” if you want a slightly different perspective from the Clark *et al.* textbook mentioned above. Then you can choose among the chapters that cover the politics of specific countries (and of the EU), and that constitute the bulk of the textbook. Before you delve into the country chapters, have a look at chapter 2, which offers a general framework to interpret the country-specific information reported in the textbook.

In practice though, while we shall go beyond advanced democracies, we start there. The texts below are *suggested* readings in case you wanted to deepen your knowledge of the politics of the UK, USA, Germany and France. These basic country-based textbooks which are useful not least as a source to refer to as you study the books by Clark *et al* and Lijphart mentioned above. (Note that these textbooks have gone through different editions. If you cannot find the latest edition, a recent one typically contains most of the basic information that you are looking for.)  
Wright, V. and A. Knapp, *The Government and Politics of France*, New York, Routledge, (5<sup>th</sup> ed.) 2006

Langenbacher, E. and D. Conradt, *The German Polity*, Boston, Houghton Mifflin, (7<sup>th</sup> ed) 2017  
Heffernan, R., C. Hay, M. Russell, and P. Cowley, (eds) *Developments in British Politics 10*, Palgrave Macmillan, 2016

Bowles, N. and R. McMahon, *Government and Politics of the United States*, Palgrave Macmillan, (3<sup>rd</sup> ed) 2014

### Methods of Political Analysis

**For the methods component** of the course we suggest that you consult two main textbooks: Kellstedt, Paul M. and Guy D. Whitten, *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press, 2008.

This book provides an introduction to the empirical study of politics through the analysis of quantitative data, and to the basics of research design. It is designed to make you familiar with the basic tools needed to be a critical consumer of scholarly research in political science. Please focus on chapters 1-4 in your preparation. The more technical part of the books focuses on analytical techniques that will be covered in-depth during the lectures and data labs.

Shively, Phillips W. *The Craft of Political Research* (10<sup>th</sup> edition). New York, Routledge, 2017

This book is a complement to Kellstedt and Whitten. Please review Chapters 1-2, on the development of research puzzles and designs in political science research.

## 2. HISTORY READING

We suggest that you do two kinds of introductory reading for History.

First of all, we would like you to read, and think about, the accompanying essays 'Time, Work- Discipline and Industrial Capitalism', by E. P. Thompson and 'Rice-Milling, Gender and Slave Labour in Colonial South Carolina', by Judith Carney. We will meet to discuss these essays during Freshers' Week. We do not expect you to know anything about the things the authors are discussing, but we would like you to think about their approaches, their arguments and their evidence. What do you find persuasive and interesting here? What does not convince you? What continuities and differences do you notice between the two pieces, written roughly thirty years apart? Our aim in asking you to read these articles, and in joining us to discuss it, is to draw you into some of the ways we work at Oxford. Your reactions to what you read are important. You'll get used to reading articles like this, as well as books, and to forming opinions about them. You'll also get used to exchanging those opinions with other students and tutors. And you'll get used to encountering unfamiliar material and having to come up with some ideas about it pretty quickly. We'd like to offer you a taste of that experience soon after you arrive.

Secondly, you may wish to do some preparatory reading for your History period paper.

**When you have decided which one you would like to do, let us know, and we'll send you some reading suggestions.**

## HOW TO PREPARE YOURSELF FOR YOUR FIRST TERM'S WORK

### IT

The use of a tablet, PC or lap-top is now routine, and you should expect to use one frequently, as you probably already do. The ability to touch-type will be a real advantage. Wi-Fi is available throughout the College and there are also network connections in student rooms on the main College site. The University IT Service has a shop where you can purchase consumables, software at discount prices, and hardware - also at advantageous prices.

### Study Skills

You may also like to look at one of the guides to studying at university, some of which are listed below. University work presents new challenges (and excitements), and it raises different issues and problems. No-one will be 'teaching' you in quite the way you have been taught before: it will be up to you, to a much greater extent, to organise your time and to plan your studies; and the standard university diet of lectures, classes and tutorials differs from the kind of teaching that is usual in sixth forms. You will not find it hard to adapt to the style and content of university education, and you will certainly develop your own personal strategies for meeting the demands placed upon you; but, even so, these guides often contain useful advice, and reading one of them may give you a better idea of what sort of things to expect when you come to Oxford in the autumn. All are available in paperback at reasonable prices.

- E. Chambers and A. Northedge, *The Arts Good Study Guide*, 2<sup>nd</sup> edn (Milton Keynes, 2008)
- M. Abbott, ed., *History Skills*, 2<sup>nd</sup> edn (London, 2009)
- L. Marshall and F. Rowland, *A Guide to Learning Independently* (Open University Press, 1998)
- P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences* (Macmillan, 1986)

The next two guides focus particularly on the sorts of writing skill which may be required for university work. If there are aspects of English style, grammar and syntax which you are not sure of, now might be a good time to tackle them. Do you, for example, know how to use a colon? Or a semi-colon?

- G. J. Fairbairn and C. Winch, *Reading, Writing and Reasoning. A Guide for Students* (Open University Press, 1996)
- D. Collinson, et al., *Plain English* (Open University Press, 1992).

For a classic short guide on the importance of writing clearly, see George Orwell's essay 'Politics and the English language' (1947), which is available in a number of collections of his essays.

**Do not forget to inform the Academic Registrar by 1<sup>st</sup> September about the courses you have chosen for next term. If you are late with this, we may not be able to arrange the teaching you want.** If you have any queries, please do not hesitate to write to us. More detailed information about courses and examinations (for all three years) will be made available to you when you arrive in Oxford in the autumn.

GIOVANNI CAPOCCIA, SCOT PETERSON (politics)  
MICHAEL JOSEPH, KATHERINE PAUGH, JOHN WATTS (history)  
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