

Undergraduate Certificate in History

2019-2020

Course code: 1920CCR210

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
Tel 01223 746222 www.ice.cam.ac.uk

Welcome to the **Undergraduate Certificate in History**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course guide.

The course aims to:

1. introduce students to the key concepts and methods of history;
2. enable students to identify and explore continuities and discontinuities in history;
3. introduce students to a broad range of history studies in time and location;
4. promote skills of interpreting and evaluating primary and secondary evidence, as a means of fostering independent thinking and the ability to construct a scholarly argument based upon appropriate judgements about evidence;
5. provide students with opportunities for progression to further studies in the area of history.

Teaching staff

Academic Director:

Dr Samantha Williams, is University Senior Lecturer in Local and Regional History and has been Course Director of the Master of Studies in Local and Regional History from 2007/8. Her research interests are poverty and welfare in the 17th, 18th, and 19th centuries in England. She is author of *Poverty, gender and life-cycle under the English poor law* (Boydell and Brewer, 2011), *Unmarried motherhood in London, 1700-1850: pregnancy, the poor law and provision* (Palgrave Macmillan, 2018) and is co-editor of A. Levene, T. Nutt, and S.K. Williams (eds.), *Illegitimacy in Britain 1700-1920* (Palgrave Macmillan, 2005). She is currently researching the poor law in Cambridge.

Tutors:

Dr Andrew Lacey, has a doctorate for work on King Charles I and has been teaching in adult education for over 25 years. He is a Tutor for the Continuing Education departments at both the University of Cambridge and the University of Oxford and his historical interests range from the Tudors, the English Civil War to 19th and 20th century British and European history. Andrew has written and tutors four online courses, two on the Tudors and one on Hitler and Nazi Germany for Cambridge, and one on the English Civil War for Oxford. His most recent book, *The English Civil War in 100 Facts*, was published by Amberley in July 2017. His website is: www.andrewlacey.co.uk

Dr Ian Chambers gained a BA and MA from the University of Warwick before moving to the University of California to earn his Ph.D. in History. He has taught at the University of Idaho, the University of Nottingham and currently teaches at the University of Cambridge

where he is a Senior Fellow at Robinson College. His primary area of research is early American with an emphasis on Native American history. He has published numerous pieces of research examining Native American interaction with colonists, received fellowships from Colonial Williamsburg and the Institute for Southern Studies at the University of South Carolina and presented his work to academic conference throughout the UK and USA. Ian has been honoured for his teaching being awarded the Outstanding Faculty Award in 2010 and twice gained the Inspirational Faculty Member Award for Excellence. As well as teaching at the university level Ian has also taught adult education classes for the WEA.

Administrative staff

Heads of Academic Centre Administration

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Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught for part of the course in one of 14 classrooms at Madingley Hall where classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en-suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: www.ice.cam.ac.uk/about-us/how-find-us

Contact details of ICE

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Please also refer to the 'information for students' section on ICE's website www.ice.cam.ac.uk/studying-with-us/information-for-students and the 2019/20 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 18 September 2019

Syllabus for first unit

Michaelmas term 2019

Reformation, Revolution and Religion in Britain, 1485–1714

Start date	5 October 2019	End date	7 December 2019
Day	Saturday	Time	10.00 – 17.30
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutors	Dr Andrew Lacey	No of meetings	4 day-schools on 5 October, 9 and 23 November and 7 December 2019.

Aims

- To explore the political, constitutional and religious disputes of 16th and 17th century Britain.
- To examine the reasons for and the effects of religious upheaval and violence on English and British society in this period.
- To discuss the ways in which this period laid the foundations for the modern British state.

Content

Using an inter-disciplinary approach combining politics, religion and iconography, this course will explore conflict, resistance and revolt between 1485 and 1714. We will explore the expanding world of the early sixteenth-century, the nature of the Reformation unleashed by Henry VIII and Edward VI, the Counter-Reformation of Mary and the 'religious settlement' of Elizabeth. We will also study the Catholic opposition under Elizabeth and the rising power of Puritanism which finally provoked Civil War and Revolution across the British Isles in the 1640s and resulted in the downfall of the Stuart monarchy and the execution of Charles I.

From there we will consider why Puritan Republicanism failed to establish itself and the Restoration of the ancien regime in 1660. The 'settlement' of 1660 – 2 settled very little and we will study the ways in which royal policy and religion destabilized Britain until the 'Glorious Revolution' of 1688. We will conclude by considering the ways in which it was war and finance which finally decided the questions concerning religion and the relative powers of Crown and Parliament and which laid the foundations of the modern British state.

Presentation of the unit

The unit/s will be presented as illustrated lecture/seminars, student participation is expected and encouraged.

Provisional lecture list

Date	Session	Content
5 October 2019 10.00am – 5.30pm (1.15pm Lunch)	Lecture 1: Who were the Tudors?	Where did the Tudor family come from? What role did they play in the Wars of the Roses? Why was Henry Tudor crowned king after the battle of Bosworth in 1485 and what was the significance of his reign?
	Lecture 2: Henry VIII – Defender of (which) Faith?	Henry VIII began as ‘Defender of the Faith.’ Why did he break with the Pope, declare himself head of the English church and what were the consequences?
	Lecture 3: England’s Josiah	Edward VI and Thomas Cranmer introduce a truly Protestant Reformation to England.
	Lecture 4: Fires of Faith	Edward’s half-sister, Mary, attempts to undo the Protestant Reformation. Could she have succeeded in returning England permanently to the ‘true faith?’
9 November 2019 10.00am – 5.30pm (1.15pm Lunch)	Lecture 1: By the skin of her teeth!	Princess Elizabeth’s difficult and often dangerous childhood and adolescence.
	Lecture 2: ‘The Alteration of Religion.’	Elizabeth’s attempts to create the Church of England as a middle way between Rome and Geneva.
	Lecture 3: Puritans and Papists!	Those who contested the Elizabethan church settlement, whether Presbyterians or Roman Catholics
	Lecture 4: ‘The Enterprise of England.’	Elizabeth and religious conflict in Europe which culminated in the Armada of 1588.
23 November 2019 10.00am - 5.30pm (1.15pm Lunch)	Lecture 1: The advent of the Stuarts.	The problem of the succession and the reign of James VI & I, including disputes with Parliament.
	Lecture 2: Divine Rights.	The attempt by Charles I to dispense with Parliament in the 1630s and the image of kingship Charles promoted.
	Lecture 3: For King or Parliament?	The causes, conduct and consequences of the Civil War in the 1640s culminating in revolution and regicide.
	Lecture 4: The English Republic.	The Commonwealth of England and the Protectorate of Cromwell, was he ‘king in all but name?’
7 December 2019 10.00am – 5.30 pm (1.15pm Lunch)	Lecture 1: Restoration!	Why did the Republic collapse and how was the monarchy and the Church of England restored?
	Lecture 2: Plague, Fire and Papists!	The crises of the reign of Charles II – plague, the Great Fire, the ‘Popish Plot’ and the Exclusion Crisis.
	Lecture 3: James VII & II	Why did James VII and II become king and why was he deposed in the ‘Glorious Revolution?’
	Lecture 4: War, finance and the succession.	The revolution in the relationship between Crown and Parliament between 1688 and

		1714 as a result of war and the Protestant succession.
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Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Have some familiarity with the broad narrative of events between 1485 and 1714.
- Understand some of the ways in which religious conflict affected English society.
- Appreciate the role and significance of key people and concepts in this period.
- Have some understanding of the ways in which this period created the modern British state.

Student assignments

As part of a Certificate course, this unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of an assignment of 3,700 - 4,000 words.

Students will be encouraged to participate in discussion and in class work. They will also be encouraged to read some of the set texts from the reading list.

An assignment of between 3,700 and 4,000 words.

This assignment is designed to demonstrate that you have developed analytical skills appropriate for an historian.

ASSIGNMENT TITLES

1. 'Emperor and Pope in his own realm.' Is this an accurate description of Henry VIII in 1545?
2. Choose two portraits of Elizabeth I and, using the portraits, explore the iconography of power and gender.
3. 'Elizabeth I's religious settlement survived against all the odds,' discuss.
4. What does the iconography of Rubens and Van Dyck tell us about Charles I's concept of monarchy?
5. Why did the Puritan opposition to James VI & I and Charles I result in Civil War and regicide in the 1640s?
6. Why did the various Commonwealth and Protectoral regimes after 1649 fail?
7. Why were the revelations of Titus Oates concerning the 'Popish Plot' so readily believed?
8. In what ways did the French wars between 1689 and 1713 decide the balance of power between Crown and Parliament?
9. A relevant student proposal which has been discussed with and approved by the tutor.

For the award of credit the assignment is weighted at 100% of the unit total.

Students are expected to submit their assignments online and feedback on assignments is delivered online.

Closing date for the submission of the assignments: before 12 noon on Monday 6 January 2020 (Greenwich Mean Time).

Reading and resource list

Recommended

Miller, J. *The Stuarts*.

London: Hambledon and London, 2004.

Rex, R. *The Tudors*.

Stroud: Amberley, 2009.

Background reading

Braddick, M. *God's fury, England's fire: a new history of the English Civil Wars*.

London: Allen Lane, 2008.

Duffy, E. *Fires of faith: Catholic England under Mary Tudor*.

New Haven: Yale University Press, 2009.

Haigh, C. *Elizabeth I*.

London: Longman, 1988.

Harris, T. *Politics under the later Stuarts: party conflict in a divided society 1660 – 1715*.

London: Longman, 1993.

Hill, C. *God's Englishman: Oliver Cromwell and the English Revolution*.

London: Penguin, 1970.

Lacey, A. *The English Civil War in 100 Facts*.

Stroud: Amberley, 2017.

MacCulloch, D. *Tudor church militant: Edward VI and the Protestant Reformation*.

London: Allen Lane, 1999.

Starkey, D. *Elizabeth: apprenticeship*.

London: Chatto & Windus, 2000.

Starkey, D. *The reign of Henry VIII: personalities and politics*.

London: Vintage, 2002.

Websites

'John Foxe's Acts and Monuments.' A major aid to scholarship, this website contains the first four editions of the 'Book of Martyrs' published in Foxe's lifetime – namely, 1563, 1570, 1576 and 1583.
<http://www.johnfoxe.org/>

All you could ever possibly want to know about the Spanish Armada at the British Battles website:
<http://www.britishbattles.com/spanish-war/spanish-armada.htm>

The Spanish Armada at the National Maritime Museum

<http://www.rmg.co.uk/explore/sea-and-ships/facts/navies-and-warships/the-spanish-armada>

The Cromwell Association

<http://www.olivercromwell.org/>

BBC History. Was Cromwell the father of British democracy?

<http://www.bbc.co.uk/timelines/zttpsbk>

BBC History

http://www.bbc.co.uk/history/british/civil_war_revolution/cromwell_01.shtml

An article on Cromwell from the excellent British Civil War website
<http://bcw-project.org/biography/oliver-cromwell>

Syllabus for second unit

Lent term 2020

Fascism in Europe 1918 - 1945

Start date	1 February 2020	End date	21 March 2020
Day	Saturday	Time	10.00-17.30
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutor	Dr Andrew Lacey	No of meetings	4 day-schools on 1 and 29 February, 14 and 21 March 2020.

Aims

- To have some understanding of the growth and significance of Fascist and neo-Fascist movements in Europe between 1919 – 1945.
- To engage with the process of evaluation and interpretation of Fascism/Fascisms in an attempt to arrive at a meaningful and useful understanding.
- To consider the reasons for and the place of collaboration with Nazi Germany in the Second World War.
- To consider the post-1945 significance of Fascism on the European radical right.

Content

The name 'Fascism' derives from the fasces of ancient Rome: a bundle of rods and an axe tied together and carried by the lictors before Roman magistrates as a symbol of their authority. But as a word 'Fascism' tells us little or nothing about the political creed or creeds which bore its name in the middle years of the twentieth century. It is also a word surrounded by ambiguity. For example, was German National Socialism the same as Italian Fascism and vice versa? (Hitler, after all, never called himself a Fascist.) What did the Spanish Falange or Sir Oswald Mosley's British Union of Fascists have in common with Mussolini's blackshirts? Was there such a thing as 'clerico-fascism' in Austria and Portugal? Where do the Rumanian Iron Guard fit into all this? The questions surrounding the nature of Fascism are many and controversial. Yet some meaningful conclusions can be drawn concerning such things as the Fascist concept of the state, the importance of myth, ritual and 'civic religion', the cult of the leader, their concepts of the sort of society they wanted to create after their enemies had been defeated and, linked to those concepts, the forming of the 'new Fascist man' – homo fascistus.

This course will concentrate on discussing those characteristics common to most overtly Fascist or National Socialist movements in Europe between 1919 and 1945. It is not intended to provide a narrative of European history between those dates, rather it is intended to use the historical narrative to illustrate the process of interpretation. We will examine the origins of Fascism in the chaotic aftermath of the First World War and attempt an overview of the essential characteristics of the principle movements. From there we will look at how Fascism manifested itself through

'political theatre' and explore the concept of 'civic religion' and its importance to our understanding of the inner dynamic of these movements. We will also explore the case of collaboration during World War II – from Finland to North Africa, from Spain to India. Why did individuals and countries choose to fight with or alongside Nazi Germany? Finally, we will close with a discussion of the state of neo-fascist and neo-Nazi movements in Europe since 1945 and the legacies which Fascism may have bequeathed to the modern world.

Presentation of the unit

The unit/s will be presented as illustrated lecture/seminar, student participation is expected and encouraged.

Provisional lecture list

Date	Session	Content
1 February 2020 10.00am – 5.30pm (1.15pm Lunch)	Lecture 1: Fascism – what's in a name	Can we arrive at a generic description of Fascism, or should we study each movement separately?
	Lecture 2: Mussolini – the making of a Fascist.	Mussolini began life as a radical Socialist, what were the influences which led him to launch the Fascist Movement in 1919?
	Lecture 3: Fascism in Italy 1922 - 1940	How did the Fascist Movement win power, what were its policies within Italy in the 1920s and 1930s?
	Lecture 4: The Rome-Berlin Axis	Was it inevitable that Mussolini and Hitler should form an alliance?
29 February 2020 10.00am – 5.30pm (1.15pm Lunch)	Lecture 1: Hitler and the making of National Socialism.	Hitler's youth, his experience in the First World War, Germany's defeat in 1918 and the creation of the NSDAP.
	Lecture 2: Kampfzeit! 1923 - 33	The fate of the Nazi Party in the 1920s, from the Beer Hall Putsch to the 'Seizure of Power.'
	Lecture 3: Nazi Germany 1933 – 39.	What was life like in Nazi Germany? We will examine the ways the Nazis ruled, those they favoured and those they persecuted.
	Lecture 4: Deutschland Erwache!	We will explore the road to war between 1933 and 1939 and ask if Hitler was serious about wanting a comprehensive treaty with Great Britain?
14 March 2020 10.00am - 5.30 pm (1.15pm Lunch)	Lecture 1: Collaboration and War.	We will be looking at 'Fellow-Travellers' of the right before 1939, for example, was Franco a Fascist?
	Lecture 2: Vichy France!	The creation of the 'French State' under Petain, the policy of collaboration, Vichy and the Jews etc.
	Lecture 3: Hungary and Croatia.	Taking these two states as examples we will discuss whether they were allies of Nazi Germany or collaborators?
	Lecture 4: Hitler's Foreign Legions	An exploration of the Waffen-SS units raised from occupied countries and their role in the invasion of the Soviet Union in June 1941.
21 March 2020 10.00am – 5.30 pm (1.15pm Lunch)	Lecture 1: Jihad!	Islam and the Nazis. Why did Moslems from the Balkans, the Ukraine etc join Waffen-SS units?

	Lecture 2: Collaboration and the Holocaust	What part did occupied, allied or collaborationist states play in the 'Final Solution of the Jewish Question?'
	Lecture 3 Post-War Fascism	Did Fascist movements and/or ideas survive after 1945?
	Lecture 4: And in conclusion...	What have we learnt about the nature of Fascism?

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Have some understanding of the narrative of events regarding Fascist movement between 1919 and 1945.
- Have some appreciation of the process of interpretation and comparison of the distinctive features of various Fascist movements.
- Appreciate the role and significance of key people and concepts in this period.
- Consider and evaluate the reasons why individuals and governments chose to fight with or alongside Nazi Germany in World War II.

Student assignments

As part of a Certificate course, this unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of an assignment of 3,700 - 4,000 words.

Students will be encouraged to participate in discussion and in class work. They will also be encouraged to read some of the set texts from the reading list.

An assignment of between 3,700 and 4,000 words.

This assignment is designed to demonstrate that you have developed analytical skills appropriate for an historian.

ASSIGNMENT TITLES

1. Is there an ideological difference between Fascism and National Socialism, and if so, what is it?
2. Are Fascism and National Socialism a form of 'civic religion'?
3. To what extent did the SS realise the ideal of 'the new Fascist man'?
4. 'Without the First World War there could have been no Fascism or National Socialism.' Discuss.
5. 'Mussolini came to power primarily because of the breakdown of Liberal Italy rather than because of any inherent strength in Fascism', discuss.
6. 'The enemy of my enemy is my friend.' To what extent does this 'explain' collaboration?
7. A relevant student proposal which has been discussed with and approved by the tutor.

Students are expected to submit their assignments online and feedback on assignments is delivered online.

For the award of credit the assignment is weighted at 100% of the unit total.

Closing date for the submission of the assignments: before 12 noon on Thursday 16 April 2020 (Greenwich Mean Time).

Reading and resource list

Recommended reading

Passmore, K. Fascism: a very short introduction.
Oxford: Oxford University Press, 2002.
(A very good – and short – introduction to the subject).

Payne, S. G. A history of Fascism 1914-1945.
London: UCL Press, 1995.
(An excellent overview).

Background reading.

Bosworth, R.J.B. Mussolini.
London: Arnold, 2002.

Dorril, S. Blackshirt: Sir Oswald Mosley and British Fascism.
London: Penguin, 2007.

Eatwell, R. Fascism: a history.
London: Chatto & Windus, 1995.

Graham, H. The Spanish Civil War: a very short introduction.
Oxford: Oxford University Press, 2005.

McDonough, F. Hitler and Nazi Germany.
Cambridge: Cambridge University Press, 1999.

Mann, M. Fascists.
Cambridge: Cambridge University Press, 2004.

Neville, P. The Holocaust.
Cambridge: Cambridge University Press, 1999.

Stahel, D. (ed) Joining Hitler's crusade: European nations and the invasion of the Soviet Union, 1941.
Cambridge: Cambridge University Press, 2017.

Todd, A. The European dictatorships: Hitler, Stalin, Mussolini.
Cambridge: Cambridge University Press, 2002.

Syllabus for third unit

Easter term 2020

The making of America and the Native Americans

Start date	3 May 2020	End date	6 June 2020
Day	Saturday or Sunday	Time	10.00-17.30
Venue	Madingley Hall, Madingley, Cambridge, CB23 8AQ		
Tutor	Dr Ian Chambers	No of meetings	4 day schools on 3 (Sunday), 23 and 30 May, 6 June.

Aims

- To offer a broad chronological understanding Native American History.
- To enable students to understand the continuing presence of Native American's in American Society.
- To explore the cultural background of Native Americans.
- To analyse the problems surrounding the interpretation of historical sources and to enable students to acquire some of the skills needed to evaluate them critically.

Content

The course will give a broad chronological and geographical introduction to Native American History. Looking at both well-known and not so well individuals and events will allow us to delve deep into specific topics that are representative of broader issues.

We will explore issues such as conflict, diplomacy, governmental relations and the state of Native Americans in present day America.

By focussing on several discrete events and native groups we will gain an insight in to the make-up of native community and society and track the trials and tribulations that native people have undergone.

Presentation of the unit

The course will contain several different pedagogical approaches including lecture (with power point and video clips from documentary), seminar discussion (both full class and group), and class reflection. You will also have online support through our Virtual Learning Environment.

Provisional lecture list

Date	Session	Content
3 May 2020 (Sunday) 10.00am – 5.30pm (1.15pm Lunch)	Lecture 1	Origin Stories
	Lecture 2	First Contact: Friends and Enemies
	Lecture 3	New France
	Lecture 4	Powhatan and Jamestown
23 May 2020 10.00am – 5.30pm (1.15pm Lunch)	Lecture 1	Metacom's rebellion
	Lecture 2	Native Americans and the Seven Years War
	Lecture 3	Revolution and Lewis and Clark
	Lecture 4	Forced Removal
30 May 2020 10.00am – 5.30pm (1.15pm Lunch)	Lecture 1	Native Americans and the Civil War
	Lecture 2	War Peace and Confinement
	Lecture 3	Native American Resistance
	Lecture 4	Reservations, Civilization, and Allotment
6 June 2020 10.00am – 5.30pm (1.15pm Lunch)	Lecture 1	Native Americans and World War Two
	Lecture 2	Termination and Self Determination
	Lecture 3	Activism, Alcatraz and Wounded Knee II
	Lecture 4	Contemporary art and literature

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Explain the historical context which shapes human consciousness and action, and to identify those factors which shape continuity and change in diverse human communities.
- Formulate historical questions and to engage in independent research and inquiry.
- Apply historical knowledge so they can reflect upon global human experience and complexity.

Student assignments

The unit requires a commitment to pre-class preparation and to active involvement in class discussions.

Coursework will be in the form of a written assignment of 3,700 - 4,000 words.

An assignment of between 3,700 and 4,000 words.

A choice of titles is given below. This assignment is designed to demonstrate that students have developed analytical skills appropriate for an historian.

Please ensure that you reference any original documents, printed primary sources or secondary works on which you rely. Guidance on referencing is available on the VLE.

ASSIGNMENT TITLES

1. Why did initial friendship turn to conflict and aggression in the English colonies?
2. How did native involvement affect the progress of the Seven Years War?
3. Indian removal was ethnic cleansing, discuss.
4. Were the creation of reservations and allotment a good government policy badly implemented by officials on the ground or simply bad policy?
5. How did World War II and Self Determination affect the position of Native Americans in America?
6. Should we view Wounded Knee II as a success or a failure?

Students are expected to submit their assignments online and feedback on assignments is delivered online.

For the award of credit the assignment is weighted at 100% of the unit total.

Closing date for the submission of the assignments: before 12 noon on Monday 29 June 2020 (British Summer Time).

Reading and resource list

Key Texts

CAIH = Deloria, Philip, ed., *A Companion to American Indian History* (2002) – Available online through University of Cambridge Library system
CHNPA = *Cambridge History of the Native Peoples of the Americas*, Vol. 1 (1996)

Topic specific texts

Adams, David Wallace. *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928* (1995)

Axtell, James. "The White Indians of Colonial America," *William and Mary Quarterly*, 3d Ser. 32 (1975): 55-88

Barr, Juliana, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (2007)

Beck, David R. M. *The Struggle for Self-Determination: History of the Menominee Indians since 1854* (2005)

Bell, Betty. "Gender in Native America." CAIH (2002)

Berkhofer, Robert F. Jr. *The White Man's Indian: Images of the American Indian, from Columbus to the Present* (1978)

Biolsi, Thomas, "The Birth of the Reservation: Making the Modern Individual Among the Lakota," *American Ethnologist* (1995)

Blackhawk. Ned, *Violence Over the Land: Indians and Empires in the Early American West* (2006)

Brooks, James F. *Captives and Cousins: Slavery Kinship, and Community in the Southwest Borderlands* (2002)

Brown, Jennifer and Theresa Schenck. "Métis, Mestizo, and Mixed Blood" CAIH (2002)

Calloway, Colin G. *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (1997)

Calloway, Colin G. *Revolution in Indian Country: Crisis and Diversity in Native American Communities* (1995)

Child, Brenda, *Boarding School Seasons: American Indian Families, 1900-1940* (1998)

Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England* (1983)

Deloria, Philip. *Playing Indian* (1998)

Deloria, Vine, Jr. ed. *American Indian Policy in the Twentieth Century* (1985)

Demos, John. *The Unredeemed Captive* (1994)

Dowd, Gregory Evans Dowd. "Wag the Imperial Dog: Indians and Overseas Empires in North America, 1650-1776" *CAIH* (2002)

Dowd, Gregory Evans. *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815* (1992)

Edmunds, David R. "Native Americans and the United States, Canada, and Mexico" *CAIH* (2002)

Fixico, Donald. "Federal and State Policies and American Indians" *CAIH* (2002)

Fowler, Loretta. "The Great Plains From the Arrival of the Horse to 1885" *CHNPA* (1996)

Green, Michael D. "The Expansion of European Colonization to the Mississippi Valley, 1780-1880," *CHNPA* (1996)

Gutierrez, Ramon A. *When Jesus Came, the Corn Mothers Went Away* (1991)

Hamalainen, Pekka. "The Rise and Fall of Plains Indian Horse Cultures," *Journal of American History* (2003)

Harring, Sidney. "Indian Law, Sovereignty, and State Law: Native People and the Law," *CAIH* (2002)

Harring, Sidney. *Crow Dog's Case: American Indian Sovereignty, Tribal Law and United States Law in the 19th Century* (1984)

Holm, Tom. "American Indian Warfare: The Cycles of Conflict and the Militarization of Native North America," *CAIH* (2002)

Hoxie, Frederick E. *A Final Promise: The Campaign to Assimilate the Indians, 1800 1920* (1984)

Hurtado, Anthony, *Indian Survival on the California Frontier* (1988)

Kelly, Lawrence D. *The Assault on Assimilation: John Collier and the Origins of Indian Policy Reform* (1983)

Lamar, Howard R., and Sam Truett. "The Greater Southwest and California from the Beginning of European Settlement to the 1880s," *CHNPA* (1996)

Lomawaima, K. Tsianina. *They Called it Prairie Light: The Story of the Chilocco Indian School* (1994)

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TIMETABLE

Michaelmas 2019

Day School 1	Saturday 5 October 2019
Day School 2	Saturday 9 November 2019
Day School 3	Saturday 23 November 2019
Day School 4	Saturday 7 December 2019

Lent 2020

Day School 1	Saturday 1 February 2020
Day School 2	Saturday 29 February 2020
Day School 3	Saturday 14 March 2020
Day School 4	Saturday 21 March 2020

Easter 2020

Day School 1	Sunday 3 May 2020
Day School 2	Saturday 23 May 2020
Day School 3	Saturday 30 May 2020
Day School 4	Saturday 6 June 2020

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

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