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7th April 2019

Mr Myles Zhang
Visiting Student, St Catherine's College, University of Oxford 2017-2018

Term	Tutor's name	Tutorial Title	Primary/ Secondary Tutorial	Final Letter Grade
Michaelmas	Dr Cathy Oakes	Gothic Architecture	Primary	A
	Dr Bernard Gowers	Medieval Economic History	Secondary	A-
Hilary	Dr Cathy Oakes	Medieval Visual Culture	Secondary	A
	Dr Hannah Smith	English Architecture 1660-1720	Secondary	A-
	Dr Amanda Powers	History Special Subject 5: Crusades	Secondary	A-
Trinity	Professor James White	Arab Perspectives on the Crusades	Primary	A
	Dr Paul Barnwell	The English Country House	Secondary	A-

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University of Oxford

Naomi Freud
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***R E P O R T F O R M
(VISITING STUDENTS)***

Michaelmas Term 2017

STUDENTS NAME: *Myles Zhang*

TUTOR: *Cathy Oakes*

PRIMARY TUTORIAL TITLE: *Gothic Architecture*

It has been a great pleasure working with Myles this term. He came to the subject with a little experience, having studied an aspect of it with Prof Stephen Murray at Columbia, but much of what he encountered was very new and he rose to the challenge with immense energy and determination. Over the four tutorials, Myles took the opportunity to study Gothic architecture at first hand, and spent time in Canterbury looking at the Cathedral and at the ruins of St Augustines, at Christ Church Cathedral and at Dorchester abbey. For the final sessions, he turned his attention to parochial architecture, and has made two visits to Burford. He also studied and reflected on a key primary source document related to English Gothic – the monk Gervase's account of the 1170s fire and reconstruction at Canterbury, which is so useful as an insight into a contemporary view of the events. Myles has produced four good pieces of work and has never hesitated to seek clarification when the need has arisen. He is a very thoughtful student and good at discussion. As such, he has made real progress through the term. He has finished oddly where he started. At the start of term, he sent me a computer generated short film of the construction sequence at Amiens cathedral, which he had studied under Prof Murray. He has now produced something similar regarding the building history at Burford which is acknowledged by experts to be complex and for which there is very little to turn to in terms of secondary literature. Undaunted, Myles has produced an extremely helpful model showing the church's development. The finishing touches are still being worked on, but we hope Burford PCC may be interested in putting it on their website.

Please circle an appropriate grade: ***A*** *A-* *B+* *B* *B-* *C*

Signature: *Catherine Oakes*

Date: *4/12/2017*

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***R E P O R T F O R M
(VISITING STUDENTS)***

Michaelmas Term 2017

STUDENTS NAME: *Myles Zhang*

TUTOR: *Bernard Gowers*

SECONDARY TUTORIAL TITLE: **Medieval Economic History**

I met Myles for four tutorials on the economic history of Western Europe, covering the eleventh to fourteenth centuries. Myles was an exceptionally diligent student. This was unfamiliar territory for him, but he worked hard to get to grips with new empirical and conceptual material. In tutorials he was consistently well-prepared, engaged, and willing to think on his feet. His essays improved markedly across the term. He is making the important adjustment towards using information in support of an argument, rather than allowing it overwhelm the whole essay. I'm sure he will continue to work on this next term. It was a real pleasure to teach Myles and I wish him well in the future.

Please circle an appropriate grade: ***A-***

Signature: *Bernard Gowers*

Date: *10/12/2017*

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***R E P O R T F O R M
(VISITING STUDENTS)***

Hilary term 2018

STUDENTS NAME: *Myles Zhang*

TUTOR: *Cathy Oakes*

SECONDARY TUTORIAL TITLE: *Medieval Visual Culture*

This was Myles' second term studying with me, and it was a pleasure to join him again as he continued his study of medieval visual culture. Having completed eight tutorials last term on architecture, this term he chose to study Gothic art over 4 sessions. I was pleased to see how Myles embraced this aspect of the medieval period with the same commitment and seriousness, which I had noted in his work last term. As before, his thoughtfulness about the significance of what he was studying and how it fitted into the broader cultural, political and philosophical picture was striking. We looked beyond England this time and began by considering the impact of the 4th Crusade on the development of painting in c13th and c14th Italy. His essay wrestled admirably with the question. He then went on to work on a piece which assessed art of the period from the point of view of how it was valued at the time, in what ways that was expressed and how a modern commentator can discern the responses of contemporary audiences. Another stimulating tutorial ensued. Finally he visited the Victoria and Albert Museum and made an in depth comparison between two carvings displayed there, both of the late c15th, but very different in almost every other respect. He also thought about their curation and the ways they were displayed.

Next term he will return to architecture but this time the country house and of a later period. I wish him very well with his continuing studies and my congratulations on an excellent term's work

Please circle an appropriate grade: **A** A- B+ B B- C

Signature: *Cathy Oakes*

Date: 15/3/18

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***R E P O R T F O R M
(VISITING STUDENTS)***

Hilary term 2018

STUDENTS NAME: *Myles Zhang*

TUTOR: *Hannah Smith*

SECONDARY TUTORIAL TITLE: *English Architecture 1660-1720*

Myles studied 4 topics derived from the English Architecture Special Subject course. Myles has approached his studies with great enthusiasm. His work is erudite, highly analytical and very carefully written. At its best it is in the high first class bracket. Nevertheless, Myles's essays were not consistently operating at this high level throughout the course. The first essay (on ecclesiastical architecture in London) was weakened overall by inconsistent attention paid to the essay question. The second essay (on royal patronage) only partly engaged with the essay question and digressed away from the topic and the time period under analysis. The third essay (on Cambridge and Oxford architecture) was very strong, with a clear engagement with all aspects of the essay question. The fourth essay on urban architecture was strong in places (eg. the rebuilding of London after the Great Fire) but weaker when discussing provincial building and reconstruction. I would urge Myles to ensure that he pays close attention to what the essay question asks and ensures that he reads thoroughly on the precise topic so that his essay displays a good understanding of the majority of the significant points.

Please circle an appropriate grade: *A-*

Signature: *Hannah Smith*

Date: *6/3/18*

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***REPORT FORM
(VISITING STUDENTS)***

Hilary term 2018

STUDENT NAME: *Myles Zhang*

TUTOR: *Amanda Powers*

SECONDARY TUTORIAL TITLE: **Crusades FS**

It is a challenge, as a visiting student, to fit into an entirely unfamiliar system and work to its expectations. In particular, Myles has had to shift from an educational experience in which essays were summative and prepared over a number of weeks, to a rapid-fire system where tutorial essays are simply part of a larger process working towards final exams, and come before tutorial, revision, and exam. He has done a good job of making this adaptation to his working style, although he obviously found it difficult to adopt the brevity required to make and defend an argument in ca. 2000 words. Historical analysis is done differently in the US, where a more colourful and morally inflected analytical style, with references to contemporary concerns, seems preferred. He has tried to steer a path through these difficulties, and has produced thoughtful and interesting analyses to the essay questions. I felt that his essays ended by benefitting from his synthesis of what he began by doing, and what he learned in the course of the term - which is of course a major purpose of the visiting student experience. He has worked hard to familiarise himself with the set texts and read well in the historiography around them. He is articulate and thoughtful in a tutorial context.

I have enjoyed teaching him, appreciated his enthusiasm for the paper, and wish him all the best for the future.

Please circle an appropriate grade: ***A-***

Signature: *Amanda Powers*

Date: *06/03/18*

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***REPORT FORM
(VISITING STUDENTS)***

Trinity term 2018

STUDENT NAME: Myles Zhang

TUTOR: Professor James White

PRIMARY TUTORIAL TITLE: Arab Perspectives on the Crusades

Although Myles has no previous training in Arabic or Islamic Studies, he has performed admirably on this course, assimilating new information quickly and imaginatively. He has dealt particularly well with assignments on architectural history, producing detailed models of the Haram of Jerusalem using Sketchfab. He coped less well with the term's earliest assignments, designed to introduce him to Arabic literary and legal representations of the Crusades, but, again, this is understandable given his training. At times, he has deviated from the set tasks; an essay intended to make him study pilgrimage networks between the Levant and Arabia during the Crusades morphed into a study of contemporary Saudi religion and politics – an interesting topic, but one not entirely germane to the subject at hand. Despite these issues, I have no hesitation in grading him at 'A' level.

Please circle an appropriate grade: A

Signature: James White

Date: 11/06/2018

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***R E P O R T F O R M
(VISITING STUDENTS)***

Trinity term 2018

STUDENT NAME: *Myles Zhang*

TUTOR: *Dr Paul Barnwell*

SECONDARY TUTORIAL TITLE: *The English Country House*

It has been a pleasure to help Myles this term. The aim of the essays and tutorials was to lay a foundation of knowledge of the English country house – perhaps the most distinctively English kind of post-medieval building, and the one whose patrons drove the development of architectural style.

We took, as a leitmotief Henry Wotton's 1624, observation that the country house was a 'theatre for hospitality'. We have sought to explore the extent to which it is true in each of four style-periods (Elizabethan/Jacobean; Baroque; Palladian; Victorian); the different ways in which it was manifested, and the ways in which the houses reflected different expectations in terms of hospitality. In pursuing the theme we have looked at architectural style, plan, interior decoration, and, to some extent, gardens, landscape and setting.

This amounted to an ambitious programme, and Myles has engaged with it to an exceptional degree. For each essay, he visited at least one relevant house, despite the fact that many are not readily accessible by public transport, and read widely. He assimilated a large amount of information, and demonstrated a logical and analytical approach to presenting it in essay format, on one occasion complemented by an interactive analysis of the Baroque (and Palladian) plan. He showed himself to be creative and flexible in thinking about how the concepts of 'theatre' and 'theatricality' might manifest, but never sought to over-interpret the evidence or to make it bear more weight than it should.

On the whole, he achieved the delicate art of producing argument-led essays supported by the right amount of fact and description. Much of the material with which we have worked was unfamiliar to him, but he mastered a surprising amount and always tried to be sensitive to the broader historical context. Only so much can be achieved in four sessions – given longer more sustained, engagement, I should expect Myles to be able to progress to an even higher level, as demonstrated by the essay on the period with which he already had some familiarity. I would encourage him to continue with this kind of study, and wish him well for the future.

Please circle an appropriate grade: *A A- B+ B B- C*

Signature: *P S Barnwell*

Date: *12 June 2018*