INTRODUCTION

Any study of history engages a natural human curiosity about the past, and how it relates to our present. It is an exciting and diverse subject, which is reflected in the range of postgraduate programmes we offer at Kent.

Leading research-led department

Kent’s School of History is a dynamic, research-led department, where postgraduate students are given the opportunity to work alongside academics recognised as experts in their respective fields. The School is renowned for both research excellence and teaching quality. Based on our results in the Research Excellence Framework (REF) 2014, history was ranked 8th in the UK for research intensity by the Times Higher Education. We also consistently score highly for student satisfaction in the National Student Survey.

Wide-ranging expertise

The wide range of research interests within the School means we can offer an equally broad scope of teaching and research supervision. The School is home to recognised experts on African, American, British and Irish, European (including French, German and Russian), Islamic and imperial history, with particular strengths in the history of medicine and science, military history and medieval culture.

Dynamic publishing culture

The School of History has an active publishing culture. Recent books have included: War, Disability and Rehabilitation in Britain: ‘Soul of a Nation’ (Dr Julie Anderson); Oliviero di Colonia, I Cristiani e il favoloso Egitto. Scontri e incontri durante la V crociata (Dr Barbara Bombi); Conscience, Dissent and Reform in Soviet Russia (Dr Phillip Boobbyer); Carson’s Army: The Ulster Volunteer Force, 1910-22 (Dr Timothy Bowman); Louis XVI and the French Revolution, 1789-1792 (Dr Ambrogio Caiani); Steady the Buffs! A Regiment, a Region and the Great War (Professor Mark Connelly); War and the Media: Reportage and Propaganda, 1900-2003 (Professor Mark Connelly co-ed); Ritual and Remembrance: The Memorialisation of the Great War in East Kent (Dr Peter Donaldson); Altars Restored: The Changing Face of English Religious Worship 1547-c1700 (co-author Professor Kenneth Fincham); Liturgy, Architecture and Sacred Places in Anglo-Saxon England (Dr Helen Gittos); The Great War and Medieval Memory: War, Remembrance and Medievalism in Britain and Germany, 1914-1940 (Dr Stefan Goebel); Lord Robert Cecil: Politician and Internationalist (Professor Gaynor Johnson); The American West: Competing Visions (Dr Karen Jones and Dr John Wills); Missionary Families: Race, Gender and Generation on the Spiritual Frontier (Dr Emily Manktelow); British Cultural Memory and the Second World War (Dr Juliette Pattinson, co-ed); Karl Brandt – The Nazi Doctor: Medicine and
Excellent study resources

All of our students have access to the resources of the Templeman Library, a designated European Documentation Centre, which provides a wealth of resources and services to support study and research across all subject areas. The Library is also home to the British Cartoon Archive and many other primary sources, including a newspaper archive, an extensive audio-visual library, and a complete set of British Second World War Ministry of Information propaganda pamphlets.

The School of History offers a postgraduate common room and dedicated ‘quiet study’ space to all history postgraduates, and is home to the Centre for the Study of War, Propaganda and Society, which has its own distinctive archive of written, audio and visual propaganda materials – particularly in film.

Locally, our postgraduates also receive privileged access to the rare books and manuscripts of the Canterbury Cathedral Archive. We are also within easy reach of the National Maritime Museum in Greenwich, the Centre for Kentish Studies at Maidstone, and the country’s premier research collections and archives in London. The national libraries and archives found in Paris and Brussels are also within easy reach.

University of Kent at Paris

We offer taught postgraduates on our Modern History MA (with a term in Paris option) the opportunity to spend a term studying at our campus in the heart of historic Montparnasse. Taught in English by Kent academics, this programme allows you to gain valuable experience of living and studying abroad, and to become part of a cross-disciplinary postgraduate community, meeting students from all over the world. History PhD students have the option to carry out their research degrees at our Paris centre and, in future, it may also be possible for taught MA students to study for an entire year in Paris. For more information, see p8.

Funding opportunities

The School of History offers a range of studentships and funding opportunities to support its postgraduate students – including opportunities specifically for those on taught programmes.

The School also offers several more specialist studentships, covering areas such as the History of Science and Technology, Medieval and Early Modern History, and for those wishing to study in Paris.

Research studentships and Graduate Teaching Assistantships have also been awarded, offering both funding and guaranteed teaching opportunities to those studying for a PhD. For full details, see www.kent.ac.uk/history/postgraduate/funding

Strong academic community

There is a strong community spirit within the School, and postgraduates can expect full involvement with our passionate and experienced academic staff. We offer numerous lectures, seminars and social events, which postgraduates are welcome to attend alongside their own studies.

A global outlook

Our international reputation means that we attract staff and students from around the world, and our areas of expertise stretch far beyond the UK and Europe to African, American, Islamic and Pacific history. We encourage our research students to utilise overseas study and archives during the course of their research. With our excellent European links, the continent is within easy reach for archives, field trips, day trips and breaks.

Power in the Third Reich (Professor Ulf Schmidt); Bread and Ale for the Brethren: The Provisioning of Norwich Cathedral Priory, 1260-1536 (Dr Phil Slavin); Literature and Science (Dr Charlotte Sleigh); Conservation Fallout: Nuclear Protest at Diablo Canyon (Dr John Wills).

For more information on the research interests of our members of staff, please see p22.

www.kent.ac.uk/history
Chloe Trainor successfully completed a degree in History at Kent and is now studying for a Master’s in the History of Science, Medicine, Environment and Technology.

What attracted you to Kent?
I studied for my BA at Kent and was attracted to the flexibility of the undergraduate programme and the diversity of the School. Throughout the degree, I had one compulsory module and a wide choice of options, so it was exciting to have the opportunity to explore areas that I had not come across before. Canterbury is a really lovely city as well.

Why postgraduate study?
Coming to Kent completely changed what I wanted to be. I originally had aspirations to become a school teacher, but once I arrived I just fell in love with the subject. From my second year onwards, I knew I wanted to pursue further study and eventually a PhD. My choice of Master’s course was very much influenced by the academic staff here. I have a specific interest in medical history and disability, and Dr Julie Anderson is a specialist in this area.

How is your course going?
I’m really enjoying it. The module convenors have a lot more freedom to shape their programmes and we are also encouraged to lead the seminars ourselves. It’s useful because it encourages you to do a closer reading of the materials beforehand, and to prepare the questions you want to ask and identify the things you want to get out of the seminar. It has been both good experience and training.

What are you particularly enjoying?
I really like being part of a school where there is a real sense of community. There are always so many things going on and lots of interesting things you can get involved with, from research seminars and guest lectures to special events. I also prefer the smaller class sizes at Master’s level – you can really get to know the other students and share your ideas.

What about the teaching staff?
I have always been comfortable talking to the academics and felt well supported by them. What you get out of the programme is really up to you. If you are willing to speak out in seminars and engage with the teaching staff, they will be excited that you are interested in their subject. That’s always been my experience.

How would you describe your fellow students?
It’s an interesting mix. On this course in particular, there are students from different backgrounds, not just from history. For example, on one of my modules, there is a physiotherapist and a retired GP. They bring such a different perspective to discussions, which makes for a richer experience.

What about the level of support?
Aside from the support from academic staff, there’s a lot of practical support available. The postgraduate co-ordinator and the administrative staff are so switched on and ensure you have all the information you need. The Graduate School provides great resources as well. Whatever your interests, there’s always additional support at Kent to help you develop.

What’s next for you?
I have secured a PhD place at Kent and am currently exploring funding options. My research will be focused on artists with disabilities in the latter half of the 20th century, and I’m looking forward to getting stuck in to the archives again. Beyond that, I would love to remain in academia. During my time at Kent, my eyes have been opened to the many interesting opportunities that can arise from this career path, such as TV and radio. It’s an exciting prospect.

Any advice for prospective students?
Think about what you want to do and what your end goal is. For me, a Master’s was necessary training for where I wanted to be and Kent was the right place to do it, especially due to the expertise. Once here, get involved in everything you can – your study experience will be more rewarding for it.
In recent years, history graduates have held key positions in civil society. They have become celebrated lawyers, press barons, well-known TV and newspaper journalists, famous comedians and entertainers, award-winning authors, heads of advisory bodies and charities, directors of major museums, top diplomats and civil servants, chief constables, high-ranking officers in the armed forces, and business millionaires.

Professor David Nicholls
The Higher Education Academy
Edward Corse was awarded a PhD from Kent in 2011. He now works for the British Government.

What attracted you to research at Kent?
I previously studied for my BA and MA at Kent and was very happy here. I kept in touch with a number of the academic staff at the School of History and always wanted, one day, to return to study for my PhD.

What was the focus of your research?
My research was on British cultural propaganda in neutral Europe during the Second World War.

How did you find the supervision process?
It was excellent. I had two supervisors who were experts in their field. I met with them on a regular basis and received valuable feedback. I was always motivated by their challenging questions and encouragement.

What support did you receive as a research student?
In addition to the support of my supervisors, I attended a history research skills and methodology course and seminars where other researchers gave updates about their work. On one occasion, I gave a seminar on my own research, which was a very useful experience.

What did you particularly enjoy?
Kent is home to the Centre for the Study of War, Propaganda and Society, which has a worldwide reputation. The interaction with other students and staff who had a similar interest in propaganda was key to the success of my studies.

What about the facilities on campus?
The facilities on campus are excellent, particularly the inter-library loan service, where I was able to source books from various countries around the world that were not available to me in the UK.

How does postgraduate study differ from undergraduate study?
Studying at postgraduate level is much more independent and focused on an area of study that specifically suits you. My research on cultural propaganda was something I chose to do and it allowed me to conduct in-depth research into my chosen topic.

How do you think your studies at Kent helped your career prospects?
First of all, I believe a PhD is something you should do only if you are really interested in the subject and want to take your research to a higher level. However, my PhD has also helped my broader career by showing that I am a committed and hard-working individual, who is able to conduct critical analysis and present results in an intelligible manner.

What are you doing now?
I currently work for the British Government in London (as I did while studying for my PhD), but I am also continuing to maintain my academic interests through writing and researching.

What advice would you give to anyone thinking about taking a research degree at Kent?
Choose a subject that you are interested in and that you know you can be committed to over a relatively long period of time. You’ll need to be self-driven to complete your studies. However, Kent is an ideal place to conduct your research. Your commitment to your work will be rewarded by a supportive and enthusiastic community that is eager for you to do well.
TAUGHT PROGRAMMES

There is a range of taught postgraduate programmes on offer, so you can choose the degree that reflects your interests.

The School of History offers the following Master’s degrees based on coursework:
- Modern History MA
- History of Science, Medicine, Environment and Technology MA
- Imperial History MA
- First World War Studies MA (subject to approval)
- War, Media and Society MA.

In addition, the School offers several taught Master’s programmes in collaboration with other schools at Kent (the School of English and the School of Biosciences):
- Medieval and Early Modern Studies MA
- American Studies MA
- Science, Communication and Society MSc.

Teaching and assessment
Our taught programmes involve regular seminars, in which you work with a small group of like-minded students on given topics. You select from a range of modules, each led by a research-active member of staff. You are required to conduct research for each seminar and be prepared to report your findings back to the group.

Seminar debates are a crucial feature of taught modules, where you will develop your communication and interpersonal skills.

Assessment is by a series of essays on the subject of the module, and the dissertation.

Please note: the module lists detailed in this brochure are not fixed as new modules are always in development and choices are updated yearly. For further information, visit www.kent.ac.uk/history/postgraduate/modules

Methods and Interpretations of Historical Research
In addition, you take the compulsory module for History postgraduates, Methods and Interpretations of Historical Research. This seminar-based module introduces you to key themes in higher level historical research and gives you the opportunity to think deeply about the philosophy of history (see p17).

Dissertation
All students write a dissertation under the supervision of a suitable member of staff in the School. The dissertation is expected to be an original contribution to knowledge and should be based on your own research of primary material related to the dissertation’s subject. Your supervisor is able to advise you on your approach and the materials that you use, but you are expected to be the driving force behind the project.

Modern History MA
Locations: Canterbury; Canterbury and Paris
Attendance: One year full-time, two years part-time
Start: September
Entry requirements: Minimum 2.1 or equivalent in history or a relevant subject (eg, politics, international relations, archaeology).
It is possible to study this programme entirely in Canterbury or split between our Canterbury campus and our Paris centre. This popular MA programme focuses on the period c1500-2000, and draws on the considerable range of expertise within the School to offer a broad selection of taught modules, allowing you to tailor the programme to your own interests.

You learn from academics regarded as experts in their fields and research areas. You develop your capacity to think critically about past events, approach primary and secondary sources from a variety of perspectives, and strive to understand the complex issues surrounding context and significance.

In addition, you engage with the wider historiography and discourse associated with your studies, understanding the structure and nature of cultural, political and social forces in the modern period.

If you are studying on the split-site programme, you spend your first term at the Canterbury campus with full access to its excellent academic and recreational facilities, before relocating to our Paris centre for the spring term, studying at Reid Hall in the heart of historic Montparnasse.

In Paris, you take the Paris-specific history module Literary Undergrounds and Anarchists in the Basement: Paris in the Age of Revolutions, 1715-1870, and can choose between an historical independent research essay. All teaching is provided in English by University of Kent academics.

In the final term, all students complete the MA programme by writing a 15-18,000 word dissertation on a research topic defined in collaboration with an academic supervisor.

**Course content**

**All students** take:
- Methods and Interpretations of Historical Research
- Optional modules from a selection available; the following list is indicative only: Deformed, Deranged and Deviant: Doctors and Difference 1850-2000; Europe in Crisis, 1900-1925; From Hitler to Adenauer, 1933-1963; Geiger Counter at Ground Zero: Explorations of Nuclear America; History of Science and Communication; Medicine, Environment and Society in the Modern World; Religion and Society in 17th-Century England; Science, Ethics and Controversy; Testimonies of War: Oral History in Theory and Practice; War, Propaganda and the Media
- Dissertation of 15-18,000 words.

**Canterbury and Paris** also take:
- Literary Undergrounds and Anarchists in the Basement: Paris in the Age of Revolutions, 1715-1870
- Either an independent historical research essay or one from: Architecture and Cities, 1840s-1960s; Diaspora and Exile; Film and Modernity; From the Idea of a City to Philosophies of Urban Design; Identity, Trauma and Sexuality in Modern French Literature; Mise en Scène: Aesthetics and Dramaturgies of European Theatre; Modernism and Paris; Paris and the European Enlightenment; Paris, London, New York; Paris: Reality and Representation; Paris: The Residency; Religion and European Thought.

**Assessment**

Assessment is by coursework and the dissertation (which counts for half of the final grade).

**History of Science, Medicine, Environment and Technology MA**

**Location:** Canterbury

**Attendance:** One year full-time, two years part-time

**Start:** September

**Entry requirements:** Minimum 2.1 or equivalent in history or a relevant subject (e.g., politics, international relations, archaeology).

This postgraduate programme is unique in teaching the collective history of science, medicine, environment and technology. It also offers modules that combine imperial, ethical and military history with general areas of history of science and medicine. You learn from experts working in these diverse fields, and are taught how different societies, cultures and races have conceptualised disease,
reacted to changes in environment and created different technological artefacts and scientific knowledge.

You are introduced to the major and recent historiographical and methodological approaches, become familiar with the main archives in the UK and are encouraged to approach the history of medicine, science, environment and technology from past as well as contemporary concerns.

Course content

- Methods and Interpretations of Historical Research
- Science and Medicine in Context (TBC)
- At least one optional module; the following list is indicative only: Deformed, Deranged and Deviant: Doctors and Difference

1850-2000; Geiger Counter at Ground Zero: Explorations of Nuclear America; Medicine, Environment and Society in the Modern World; Science, Ethics and Controversy; Science in Translation: Western Science in the Non-Western World
- Dissertation of 15-18,000 words

Assessment

Assessment is by coursework, and the dissertation (which counts for one-third of the final grade).

Imperial History MA

Location: Canterbury
Attendance: One year full-time, two years part-time
Start: September 2016
Entry requirements: Minimum 2.1 or equivalent in a relevant subject.

This new programme allows you to examine key themes and regions in the making of world history from the 18th century to the present day.

The MA incorporates a range of existing postgraduate modules as well as new modules, which are devised to appeal to students of different MA programmes.

Course content

- Methods and Interpretations of Historical Research
- Themes in Imperial and International History
- At least one optional module; the following list is indicative only: An Intimate History of the British Empire; War and Nation: The Challenge of State Formation in Postcolonial Latin America; Britain and the Modern World: Imperialism, Industrialisation and Capitalism 1800-1914; Liberation Struggles in Southern Africa (tbc); Colonial and Postcolonial Discourses; Extremes of Feeling: Literature and Empire in the Eighteenth Century; No End of a Lesson: Britain and the Boer War; Writing of Empire and Settlement.
- Dissertation of 15-18,000 words

Assessment

Assessment is by coursework and the dissertation (which counts for one-third of the final grade).
First World War Studies MA (subject to approval)

Location: Canterbury
Attendance: One year full-time, two years part-time
Start: September
Entry requirements: Minimum 2.1 or equivalent in a relevant subject.

This new MA programme explores the military, cultural, political and social history of the First World War, introducing you to advanced concepts of historiography and cultural theory. Compulsory modules, Landscapes of the Great War: Interpretations and Representations and Landscapes of the Great War: Public Histories, are interdisciplinary in nature, and aim to reinforce the different intellectual approaches to the war.

Course content

- Methods and Interpretations of Historical Research
- Landscapes of the Great War: Interpretations and Representations
- Landscapes of the Great War: Public Histories
- Optional modules include: Ireland and the Great War; Home Front Britain, 1914-18; Cinema and Technology; Film History; Writing the City; The British Army and the Great War
- Dissertation of 15-18,000 words

Please note: the module list is subject to approval.

War, Media and Society MA

Location: Canterbury
Attendance: One year full-time, two years part-time
Start: September
Entry requirements: Minimum 2.1 or equivalent in history or a relevant subject (eg, politics, international relations, archaeology).

This MA programme explores how conflict occurs across a variety of countries and landscapes in the late 19th and 20th centuries, and how such conflict is managed and presented through media and propaganda. It takes in different types of conflict, from conventional trench warfare and geopolitical stand-offs to guerrilla tactics and civil defence initiatives. It also examines the application of technology in warfare, the impact of the media on public opinion, along with the increasing importance of the home front in 20th-century warfare. The compulsory module, Methods and Interpretations of Historical Research, provides an interpretative and conceptual backbone to the programme and introduces you to the particular demands of postgraduate study in history.

Course content

- Methods and Interpretations of Historical Research
- War, Propaganda and the Media
- At least one optional module; the following list is indicative only: The British Army and the Great War; Cities at War; From Wounded Knee to the Little Big Horn Casino; Imagining the American Indian in War and Peace; Geiger Counter at Ground Zero; Explorations of Nuclear America; Scum of the Earth to Virtuous Warriors; Transforming the Image of the Soldier, 1800-2000; The Vietnam War in American History, Media and Memory
- Dissertation of 15-18,000 words

Assessment

Assessment is by coursework, and the dissertation (which counts for a third of the final grade).

Medieval and Early Modern Studies MA

Location: Canterbury
Attendance: One year full-time, two years part-time
Start: September
Entry requirements: Minimum 2.1 or equivalent in a relevant subject.

This unique interdisciplinary programme provides the opportunity for intensive historical, literary or art- historical study. It challenges you to engage with the evidence and methods of different disciplines in order to equip you with the wide range of research techniques crucial for studying the period.
The MA provides a thorough grounding in the skills required for advanced study in the medieval and early modern periods, as well as a compulsory module in disciplinary methods and an exciting and varied range of optional modules. In addition, you produce a final dissertation for which you receive one-to-one supervision.

**Course content**
- Reading Evidence
- Palaeography and Manuscripts
- Beginners’ Latin
- Plus optional modules; the following list is indicative only: The Black Death and the Transformation of Europe, 1346-1400; Chaucer and Gower; The Crisis of Church and State; Early Medieval Archaeology; Encountering the Holy: Devotion and the Medieval Church; The English Reformation and the Invention of the Middle Ages; The Gothic Imagination: English Art and Literature in the Later Middle Ages; Late Antique Archaeology; Medieval and...
public science). It integrates current theory and practice in communicating science with insights from historical and ethical perspectives. Two compulsory modules have a case study-driven approach to science communication, learning from key scientific moments in history and from science communicators who work in a variety of different professions (including media, politics, education and journalism).

Two optional modules allow you to specialise in a particular area of science communication, based on your interests and experience, focusing on either practical/scientific or humanities-based programmes.

Course content
- Science and Medicine in Context (tbc)
- Science@Work
- Two optional modules from: Deformed, Deranged and Deviant: Doctors and Difference 1850-2000; Geiger Counter at Ground Zero: Explorations of Nuclear America; Places, Spaces and Things: Museums and the History of Science; Science, Ethics and Controversy; Science in Translation: Western Science in the Non-Western World; Visualising Science
- Science Communication and Society Project/Dissertation

Assessment
Assessment is by coursework (including essays, media presentations, mock professional reports and grant applications), plus the project.

“This is clearly a very exciting time for postgraduate studies at Kent. Never before has there been such a diverse and outstanding research and teaching programme in the School of History, from medieval visual culture and early modern religious history, the history of the environment and medical science, to the histories of modern conflict and the Cold War.”

Professor Ulf Schmidt
Professor of Modern History
TAUGHT MODULES

The School of History offers a wide range of taught postgraduate modules, allowing you to tailor your studies to your own interests. The list below provides information on a selection of our postgraduate modules, which are subject to student recruitment and tutor availability.

Please note: the module lists below are not fixed as new modules are always in development and choices are updated yearly. For further information, visit www.kent.ac.uk/history/postgraduate/modules

An Intimate History of the British Empire
When it comes to the history of the British Empire, matters of intimacy were matters of state (Stoler). Colonial governments, communities and individuals were all voyeuristically involved in the politics of intimacy – from the bedroom to the bazaar. Inspired by the approaches of New Imperial History, feminist history and cultural studies, this module explores the history of empire by examining its impact upon the intimate, everyday lives of those involved in Britain’s colonial project.

The Black Death and the Transformation of Europe, 1346-1400
Having arrived from the East in late 1347, a deadly and mysterious epidemic ravaged Europe, killing about 50% of its population. The Black Death also left a profound mark on European economy, society, mentality and art. In this module, you explore the causes, spread, impact and consequences of the plague. Since no historical event or phenomenon can be studied in isolation, you also examine the Black Death in the larger context of the 14th-century crisis, comprising population pressure, the Great Famine (1315-21), Cattle Plague (1319-21), anti-Jewish violence, violent warfare and social unrest.

Britain and the Modern World: Imperialism, Industrialisation and Capitalism, 1800-1914
Britain became a global power in the 19th century with worldwide imperial possessions and economic and cultural dominance. This module focuses on the identity of Britain at the height of its national power and eminence. It explores the dynamic fashioning and counter-fashioning of Imperial Britain, shaped by the main forces of the 19th century. You look at the economic processes unleashed by industrialisation and imperialism, and the aesthetic and cultural developments in Britain of such global encounters. Finally, you examine the threats of degeneration and racial anxiety consequent to the Empire and industrialism.

The British Army and the Great War
You examine aspects of the British Army during the Great War, such as the (in)effectiveness of British generalship. You also consider the structure and expansion of the ‘four armies’ (regular, territorial, Kitchener and conscript), and look at how effectively the British Army coped with this massive expansion and trained these newly formed units. You also look at manpower policy during the Great War. There is some discussion about the propaganda elements involved in the voluntary recruiting campaigns of 1914-16 and the British experience of conscription in 1916-18. The discipline and morale of the British Army is also explored.

Cities at War
You explore the cultural imprint of military conflict on cities in the era of the First and Second World Wars. ‘Total war’ blurred the boundaries between home and front, and transformed cities into battlefields. The logic of total mobilisation turned the social and cultural fabric of urban life upside down. Cities and city dwellers became ‘legitimate’ targets of enemy action and suffered disproportionately from air raids, sieges, genocide and epidemic diseases in the wake of war. The social upheavals and physical devastation of war cast a long shadow over the post-war years.
Colonial and Postcolonial Discourses

Here, you are introduced to a wide range of colonial and postcolonial theoretical discourses. The module focuses on the construction of the historical narrative of imperialism, the psychology and culture of colonialism, nationalism and liberation struggles, and postcolonial theories of complicity and resistance. Through the study of crucial texts and events, you analyse the birth of imperialist narratives and their complex consequences for the world today.

Dissertation

All students write a dissertation under the supervision of a suitable member of staff in the School. The dissertation is expected to be an original contribution to knowledge based on your own research. Your supervisor can advise you on your approach and the materials that you use, but you are expected to be the driving force behind the project.

Encountering the Holy: Devotion and the Medieval Church

This module traces the development of devotional theories and practices as they affected both religious and lay communities, drawing on a range of source materials, including legal documents, philosophical and theological treatises and literary texts. Topics include the papacy and theology, preachers and pastoral care, Eucharistic theology, religious guilds and mysticism.

Europe in Crisis, 1900-1925

This module examines the crisis in the European political and diplomatic system, which culminated in the outbreak of the First World War in 1914. You study the old diplomacy, with its emphasis on personal contacts, secrecy and elitism. You explore the First World War as a catalyst for political, diplomatic and cultural change, determining whether the ‘war to end war’ made a difference to the way international peace was encouraged and protected. You also examine the concept of the new (or conference) diplomacy as a means of conducting relations between states. How did this style of diplomacy influence these relations in the aftermath of the First World War? Finally, you study the 1925 Treaty of Locarno, the so-called ‘real peace settlement’ and an example of the old and new diplomacy at work.

Extremes of Feeling: Literature and Empire in the Eighteenth Century

Here, you investigate Britons’ complex aspirations during the age of Enlightenment: wealth and politeness, adventure and the cult of sensibility, collecting rare commodities, seeking ‘extreme experiences’, discoursing on sympathy while owning slaves. How did a backward island nation become an imperial power?
You explore fiction, travel writing, political theory and philosophy. The 18th century was a period of dynamic change and radical social upheaval that has left us with legacies whose effects are still being felt today.

From Hitler to Adenauer, 1933-1963
In this module, you examine the social, political and economic history of Germany, from the Weimar Republic and the rise of Nazism in the 1920s to the influence of the banking crisis and subsequent depression in the 1930s, leading to the take-over of power by the National Socialist Party against a back-drop of political violence and anti-semitism. You look at processes of consolidation, conformity and geopolitical expansion in the run up to the Second World War, racial hygiene propaganda, eugenics and population policies, and the systematic annihilation of the European Jews in the Holocaust.

From Wounded Knee to the Little Big Horn Casino: Imagining the American Indian in War and Peace
This module looks at the American Indian experience in the USA, considering both the changing fortunes of indigenous communities and the iconography surrounding them. You begin by deconstructing prevalent stereotypes of American Indians through such concepts as ‘the vanishing Indian’ and ‘the noble savage’ as well as discussing paradigmatic cultural assumptions about modernity/primitivism and nature/culture. You then critically appraise the history – political, cultural, military and environmental – of the American Indian from 1800 to the present day. Special attention is given to critically analysing visual sources, from the ethnographic photographs of Edward Curtis (1907-1930) and the Hollywood western to Disney’s cartoons and recent depictions of the ‘ecological Indian’ in television advertising.

Geiger Counter at Ground Zero: Explorations of Nuclear America
Here, you critically examine the surface and decay of Nuclear America in the 20th century. Responsible for ushering in the modern atomic era, the USA is widely acknowledged as a pioneer in nuclear technology and weaponry. Receptivity towards the atom has nonetheless shifted over time: atomic materials, once heralded the saviour of American society, have also been deemed responsible for long-term environmental problems and doomsday anxieties. Along with events of global significance (such as the bombing of Hiroshima), the module covers the more intimate views of American citizens living and working close to Ground Zero. In particular, you examine the role of media, propaganda and image in inventing popular understandings of the nuclear age.

History of Science and Communication
This is an introduction to the history of science. It covers some important episodes from the scientific revolution to the late 20th century. It also introduces the principal methods employed by historians of science over the last 40 years, with particular attention given to the role of communication media in the production and interpretation of scientific knowledge.

Home Front Britain, 1914-18
This module examines aspects of the British Home Front during the Great War, providing a comprehensive study of the nation at war. You focus on the higher direction of the war and political developments; the creation of a ‘nation in arms’ and responses to war; war and the growth of the state, industrial and agricultural mobilisation and their implications; the experience of labour and of women; changes in social values and leisure; the development of state welfare; the management of morale; the treatment of aliens and ‘the enemy within’; commemoration and popular memory.

Ireland and the Great War
Here, you explore the experience of Ireland during the First World War. The Irish recruitment to the British armed forces between 1914 and 1918 forms the basis for seminars; considering Nationalist and Unionist reactions and the place of Ireland within wider UK recruitment. You also study political developments,
caused namely by the decline of the Irish Parliamentary Party, rise of the Sinn Féin movement and Irish Unionism’s acceptance of partition. In addition, you focus on commemoration of the Great War in Ireland and overseas, as well as consider the Irish economy and paramilitarism during the war.

Liberation Struggles in Southern Africa
The overthrow of white settler minority rule and apartheid by the peoples of South Africa and Zimbabwe marked a key period in the history of the 20th century. This module traces the trajectory of these linked struggles, both by examining contemporary written and visual sources and by engaging with current debates. You discuss the dynamics of anti-colonial nationalism, the tactic and strategy of armed insurrection, and the ambiguities of independence.

Literary Undergrounds and Anarchists in the Basement: Paris in the Age of Revolutions 1715-1870
Paris as a city witnessed enormous urban and demographic expansion throughout the 18th and 19th centuries, becoming the pre-eminent centre for international intellectual exchange and the central nexus for the trade in luxury goods in Europe. This module charts some of these changes but does not focus solely on the development of the urban fabric of France’s capital city; rather, it seeks to understand the site as one of the most important European hubs of the age. Indeed, in the 1780s, the French capital was one of the largest diplomatic centres in the world. During this time, the city remained a major intellectual, cultural, imperial, industrial and manufacturing crossroads for continental Europe. The instability of French political institutions allowed a space for ‘free thought’ to emerge, which provided a haven for revolutionary exiles from all over the world. By studying the history of Paris, this module places such developments in their broadest political and trans-European context.

Landspace of the Great War: Interpretations and Representations
This module looks at the way in which different academic disciplines have dealt with the three main overarching experiences of the Great War – mobilisation, attrition, and endurance and remobilisation – studying the differing interpretations and their major differences. Where possible, each seminar will have multiple academic contributors, with each section consisting of a tripartite format. Week one sets up the following week in special collections with the final week being reflections on what was examined and interpreted, according to the approaches of different academic disciplines.

Landspace of the Great War: Public Histories
This module builds on Landscapes of the Great War: Interpretations and Representations, moving you towards the public presentation of the war, concentrating on museums, galleries and the processes of re-enactment/performance. Here, you apply the different disciplinary approaches and nature of the materials you have seen to the presentation of the conflict.

Medicine, Environment and Society in the Modern World
This module begins with a general discussion of the relationships between disease, climate and environment. You go on to focus on the emergence of public health in Britain based on the Chadwickian notion that people’s health was a matter of public and state concern. You also explore how race and gender have informed modern medicine. This is followed by a study of the evolution of modern germ theory and vaccines under Louis Pasteur and Robert Koch, and a discussion on the ethical issues of modern laboratory research.

Methods and Interpretations of Historical Research
You investigate the nature of historical research at its highest level and are encouraged to consider history as a wider discipline and to broaden your approach to evidence and interpretation. You are expected to consider and deconstruct a variety of intellectual viewpoints and methodological approaches to the discipline, question the notion of employment and consider the impact that other disciplines have had on the study of history. You are required to present on your
own speciality and encouraged to critique other students’ presentations. A number of workshops will be arranged to help you with your dissertation.

No End of a Lesson: Britain and the Boer War
You examine the experience, impact and legacy of the Boer War in this module. The war in South Africa not only marked a turning point in British military history but also brought into high relief the tensions and fissures that lay beneath the surface of late Victorian England. Reverses in the early months of the war cast doubts on the proficiency of the British Army and led many to question both the health of the nation and the direction of its Imperial ambitions. The focus of the module is divided between an investigation of the military’s performance in South Africa and an exploration of how the conflict was presented to, and impacted on, domestic society. Kipling famously declared that the Boer War had taught the country ‘no end of a lesson’. It is the exact nature of this lesson, in terms of official reaction and public perception, that forms the core of this module.

Religion and Society in 17th-century England
Religion has often been regarded as the motor for change and upheaval in 17th century England; it has been seen as the prime cause of civil war, the inspiration for the godly rule of Oliver Cromwell and ‘the Saints’, and central to the Glorious Revolution of 1688-89. Fears of popery, it has been suggested, helped to forge English national identity. This module reflects critically on these claims. It addresses issues of theology, the close relationship between political power and religious change, the nature of debates on religion at national and local level, and tracks elements of continuity and change over a formative century in English religious experience.

Science, Ethics and Controversy
Science is often presented by the media as a uniform and united body of knowledge, where serious instances of disagreement, exaggeration, fraud or malpractice are peripheralised as being due to rogue practitioners or, increasingly, sensationalisation by the ‘media’. This module engages with recent sociology of science in examining the normality of such phenomena; it considers the complex relationship between scientists and their sponsors and patrons (including the media) and looks at problems in the ethics of research and publication.

Science in Translation: Western Science in the Non-Western World
This module introduces you to the way that scientific knowledge has travelled from Europe to the rest of the world over the last 300 years. The main focus is the expansion of European knowledge into distant lands and societies from the 18th century. You analyse what was ‘European’ about that knowledge and discover the ways in which these journeys have been conceptualised by historians. You look at the conceptual issues about transfer and growth of knowledge and the modes, technologies and mediums of that transit, and the people like translators, interpreters and agents involved in the process. You then focus on more specific cases where the process can be identified, for example, India, Africa and the Arab world.

Scum of the Earth to Virtuous Warriors: Transforming the Image of the British Soldier, 1800-2000
Here, you examine the way in which the image of the British soldier has changed since the Napoleonic wars. Described as ‘the scum of the earth’ by Wellington, the British soldier underwent a massive change of image in the 19th century and came to be regarded as a virtuous warrior, defending Christian civilisation. You explore the reasons behind this change, and the propaganda methods underpinning this transformation. As the module moves into the 20th century, you ask whether the experience of a mass nation in arms during the two world wars, followed by National Service, led to a significantly different public image. Finally, you look at the army’s current high-profile role in peacekeeping operations and how the media has presented it.
Testimonies of War: Oral History in Theory and Practice
This module raises awareness of the possibilities of using oral history as a way of understanding the past, using the topic of 20th-century war as a case study. You examine the advantages and disadvantages, classical texts, and theoretical and methodological insights. The module also features a strong practical dimension and provides experience in interviewing, transcription and analysis.

The Vietnam War in American History, Media and Memory
Over a quarter of a century since the fall of Saigon, Vietnam’s ability to divide Americans persists. The first war that the US did not win outright plunged the nation into a period of turmoil, hastening the collapse of the liberal consensus and ushering in a period of conservative political and cultural dominance. Yet the dominant paradigm of Vietnam memory develops from a liberal point of view. This module examines the legacy of the Vietnam War from three viewpoints: the history and historiography of the war; the media’s portrayal of the war; the contested memory of the war and the continuing debates about the war’s legacy.

Visualising Science
This module examines the visual presentation of science in its many forms, including the artistic representation of science; engagement with science; the visual construction of knowledge in museums (from cabinets of curiosity to contemporary exhibits); the visual construction of knowledge through graphs, diagrams and imaging, and the creation and significance of ‘scientific icons’, such as portraits of famous scientists and the instantly recognisable double helix. You consider how these images affect the nature of science and how they can be used wisely by science communicators.

War, Propaganda and the Media
You explore the concept of propaganda and the role of mass communications media in times of conflict. Using case studies from the First World War to the present day, you think critically about how propaganda is disseminated in wartime, and the pressures that governments, media organisations and journalists face in times of conflict. You examine how different types of conflict and changing technology have elicited different relationships between the media, the military and government, and the impact of the media upon public opinion and the part played by the ‘home front’ in 20th-century warfare.

Writing of Empire and Settlement
You read selected prose writing (in English), which appeared during the period of high imperialism and into the mid-century (1880s-1940s) and trace the evolution of particular writings of empire. The module is a comparative study of writing from different locations of empire. You explore representations of relations between the coloniser and the colonised in literary texts, which are also studied as expressions of a particular vision of European self-representation and its conception of the challenge of the colonised.

Word and Image in Tudor England (tbc)
This module is structured around six key topics: poetry, portraiture and ‘self-fashioning’ in the Henrician and Elizabethan courts; ‘private’ miniatures and sonnets; emblems and emblem books; iconomachy and iconoclasm; women and visual-verbal culture; and death, elegies and funerary arts. Each seminar examines a set of visual texts alongside selected literary texts, and criticism. Where possible, use is made of relevant documents and materials from the Canterbury Cathedral Archives and Library, and local archives. Issues of ongoing concern to the module are the consumption and social function of visual-verbal imagery, the spaces in which such imagery was used, the ways in which writers approached visual-verbal relations in the period and, more generally, the possibilities and problems of interdisciplinary criticism.
RESEARCH DEGREES

The School of History has an exceptionally rich and stimulating research environment – the breadth of our expertise enables us to offer high-quality research supervision across a wide range of areas in history.

Our research programmes
The School of History offers the following research degree programmes:
• History MA, PhD.

In addition, the School offers the following research degrees in conjunction with the Centre for American Studies at Kent:
• American Studies MA, MPhil, PhD.

We also offer the following research degrees in conjunction with the Centre for Medieval and Early Modern Studies at Kent:
• Medieval and Early Modern Studies MA, MPhil, PhD.

Research programmes are best suited to students who have a clear idea of a topic they would like to investigate in detail. The MA by Research entails producing a 30,000-word thesis; the MPhil and PhD programmes demand a high level of research and analysis, resulting in a 60,000 (MPhil) or 100,000 (PhD) word thesis.

Supervision
The School of History is able to offer supervision on a wide range of topics and subject areas. For some guidelines as to who might be best suited for supervision in a range of popular areas, please refer to the research areas listed below. Further information on staff research interests can be found on p22.

Research training
All first-year research students attend a Methodologies and Research Skills seminar, which is split between components run by the School and others provided by the Faculty of Humanities. This training improves your knowledge of both historical theory and methods of using primary material, and can assist in funding applications. In addition, research students benefit from the skills training offered by the University’s Graduate School – see www.kent.ac.uk/graduateschool for details.

Research areas
Medieval and early modern history
Covering c400-1500, incorporating such themes as Anglo-Saxon England, early-modern France, palaeography, British and European politics and society, religion and papacy, the crusades, history of art, architecture, and warfare.

Staff
Dr Barbara Bombi, Professor Kenneth Fincham, Dr Helen Gittos, Dr Danielle van den Heuvel, Dr Jan Loop, Dr Phil Slavin.

Modern history
Covering c1500-present, incorporating such themes as modern British, European and American history, British military history, and 20th-century conflict.

Staff
Dr Philip Boobbyer, Dr Timothy Bowman, Dr Ambrogio Caiani, Professor Mark Connelly, Dr Peter Donaldson, Professor Kenneth Fincham, Professor Gaynor Johnson, Dr Omar Nasim, Dr Juliette Pattinson, Dr William Pettigrew, Dr Leonie Wells-Furby.

History of science, technology and medicine
Incorporating such themes as colonial science and medicine, Nazi medicine, eugenics, science and technology in 19th-century Britain.

Staff
Dr Julie Anderson, Dr Philip Boobbyer, Dr Stefan Goebel, Dr Rebekah Higgitt, Professor Gaynor Johnson, Dr Karen Jones, Dr Giacomo Macola, Dr Emily Mankelow, Dr Omar Nasim, Dr Juliette Pattinson, Professor Ulf Schmidt, Dr Charlotte Sleigh, Dr John Wills.

American history
Incorporating such themes as the American West, the American Revolution, Atlantic history between 1500 and 1800, 20th-century US history and American constitutional, political and diplomatic history.
Staff
Dr George Conyne, Dr Karen Jones, Dr Ben Marsh, Dr John Wills.

History MA, PhD
Location: Canterbury or Paris
Attendance: MA one year full-time or two years part-time; PhD three years full-time or five to six years part-time.
Start: At any time but preferably in September.
Entry requirements: Minimum 2.1 or equivalent in history or a relevant subject (for example, politics, international relations, archaeology).

We welcome applications from a wide variety of disciplinary backgrounds, and are able to offer supervision on a wide range of topics and subject areas.

You can choose to join Kent’s dynamic postgraduate community as a research student in Canterbury or at our Paris centre.

In Paris, you study in English while enjoying the opportunity to develop your French language skills. France’s history offers extensive riches to prospective research students. Popular topics that continue to attract doctoral students include: the Hundred Years War, the French Renaissance, the Wars of Religion, Louis XIV and the Grand Siècle, the French Revolution, the Napoleonic Empire, the Paris Commune, the French Overseas Empire, Radicalism and Avant-Gardism and, naturally, France’s tragic participation in the First World War. There are dozens of unexploited archives and research libraries that can cater to an infinity of research projects. Give yourself the privilege of joining this new, growing and exciting programme. For further information, see www.kent.ac.uk/paris

American Studies MA, MPhil, PhD
Location: Canterbury
Attendance: MA one year full-time or two years part-time; MPhil two years full-time or three years part-time; PhD three years full-time or five to six years part-time.
Start: At any time but preferably in September.
Entry requirements: Minimum 2.1 or equivalent in an appropriate subject (for example, American studies, history or English degrees with US study component).

Members of the Centre for American Studies provide supervision in many aspects of American studies. Supervision is team-based and reflects the active research interests of the Centre.

Medieval and Early Modern Studies MA, MPhil, PhD
Location: Canterbury
Attendance: MA one year full-time or two years part-time; MPhil two years full-time or three years part-time; PhD three years full-time or five to six years part-time.
Start: At any time but preferably in September.
Entry requirements: Minimum 2.1 or equivalent in an appropriate subject.

Members of the Centre for Medieval and Early Modern Studies provide supervision in all aspects of medieval and early modern history, life and culture. The Centre is interdisciplinary, with teaching staff drawn from a number of schools and departments, including History, English, Architecture, Classical & Archaeological Studies and History & Philosophy of Art, as well as the Canterbury Archaeological Trust.
ACADEMIC STAFF

The academic staff of the School of History support teaching and research across a range of areas within the discipline.

For full details of staff research interests, see www.kent.ac.uk/history/staff

Dr Timothy Bowman
Senior Lecturer in British Military History
British military history in the 19th and 20th centuries; Irish history c1775-1998.

Dr Ambrogio Caiani
Lecturer in Modern European History
European political, military and diplomatic history 1715-1848; the French Revolution; Napoleonic Europe; royal courts; constitutional monarchies; Alexis de Tocqueville, French liberalism; political radicalism after the Congress of Vienna.

Dr Andrew Cohen
Lecturer in Imperial History
The relationship between business and politics during the decolonisation of the British Empire and, in particular, the activities of the British multinational company, Lonrho, in Africa

Dr Peter Donaldson
Lecturer in History
The cultural impact of the Great War; 19th and 20th-century military history.

Professor Kenneth Fincham
Professor of Early Modern History
Early modern British politics and religion; the clergy of the Anglican Church; the era of the Civil Wars.

Dr Helen Gittos
Senior Lecturer in Medieval History
Anglo-Saxon England, especially church history; early medieval liturgy and architecture.

Dr Stefan Goebel
Senior Lecturer in Modern British History
Modern British and German history; war and commemoration; the impact of war on cities; collective memory; 20th-century urban history.

Dr Emily Guerry
Lecturer in Medieval History
History of art, in particular gothic devotional culture in medieval visual culture and across Western Europe.

Dr Danielle van den Heuvel
Lecturer in History
Early modern social and economic history, especially street vending in early modern Europe, the history of food selling, women's work, guilds, consumption and retail development.
Dr Rebekah Higgitt  
Lecturer in History of Science  
History of science, especially the physical sciences, in 17th to 19th-century Britain; relationship between science, government and the public; scientific institutions; popular science; biography.

Professor Gaynor Johnson  
Professor of History  
The international history of the 20th century, the origins of the First and Second World Wars, international diplomacy, diplomats, the history of international peace organisations, the history of the Foreign Office.

Dr Karen Jones  
Senior Lecturer in American History  
The American West; environmental history; the wolf: science and symbolism; hunting, nature and American identity; human relationships with animals; nuclear culture; parks and other tourist/heritage landscapes.

Dr Mark Lawrence  
Lecturer in Military History  
Napoleonic and post-Napoleonic Europe, in particular war, radicalism and society in Spain and the comparative history of civil war.

Dr Jan Loop  
Senior Lecturer in History  
The intellectual, religious and cultural history of Europe and the Near East, with a special focus on Western knowledge of the Arab, Ottoman and Persian world between 1450-1800.

Dr Giacomo Macola  
Senior Lecturer in African History  
Central African political and intellectual history from the 18th century to the present.

Dr Emily Manktelow  
Lecturer in British Imperial History  
The social, cultural and familial history of the British Empire in the 19th century; colonial and postcolonial history.

Dr Ben Marsh  
Lecturer in History  
Social and economic history of the Atlantic world c1500-1800 and the settlement of early America, including gender, race history, the US South and slave societies, demography, the American Revolution and the textile industry.

“Postgraduate study in history is about exploring your own interests. When you set the parameters of your project and work from your own motivation and ideas with the help of your supervisor, you learn to be confident in your opinions. It’s a valuable skill for any career in which you have to research and be innovative.”

Dr Don Leggett  
Awarded a PhD from Kent in 2009
ACADEMIC STAFF (CONT)

Dr Omar Nasim  
**Lecturer in History of Science**  
History of science; science and visualisation; history and philosophy of science; science and art; 19th to early 20th century.

Dr Juliette Pattinson  
**Reader in History; Head of School**  
Socio-cultural history, in particular the Second World War.

Dr William Pettigrew  
**Reader in American History**  
England and her Atlantic colonies in the 16th to 18th centuries; the history of the British Atlantic Empire; the transatlantic slave trade; race and ethnicity; the history of economic thought; Renaissance diplomacy.

Professor Ulf Schmidt  
**Professor of Modern History**  
German and European modern history, especially the history of medicine, eugenics and medical films during the Weimar Republic, the Third Reich and the Cold War.

Dr Phil Slavin  
**Lecturer in Medieval History**  
Environmental, economic and social history of late-medieval and early modern British Isles and the north Atlantic world.

Dr Charlotte Sleigh  
**Reader in the History of Science**  
History and culture of the life sciences in the 19th and 20th centuries; history of natural history; literature; gender.

Dr Leonie Wells-Furby  
**Lecturer in Early Modern History**  
Anglicanism in Scotland and Ireland during the 17th century.

Dr John Wills  
**Senior Lecturer in American History**  
Modern US history; environmental, cultural and visual history; American nuclear landscapes; California protest culture; Disney; tourism; 1950s America; cyber-society.
APPLYING TO KENT

General entry requirements
If you wish to apply for a higher degree, you must normally have a first or upper second class honours degree in a relevant or appropriate subject, or the equivalent from an internationally recognised institution. For more information on requirements for international qualifications, visit www.kent.ac.uk/international-countries

For specific entry requirements, please refer to individual programme entries.

In certain circumstances, the School will consider candidates who have not followed a conventional education path. These cases are assessed individually by the Director of Studies.

English language
The University requires all non-native speakers of English to reach a minimum standard of proficiency in written and spoken English before beginning a postgraduate degree.

You should provide us with either: an IELTS certificate with a minimum score of 6.5, including 6.0 in reading and writing; or a Pearson Test of English (Academic) with a score of 62 (including 60 in all four subtests).

If you do not reach the required standard, you can apply for one of our pre-sessional courses. For further information, please see www.kent.ac.uk/international-pathways

Only English language tests taken up to a maximum of two years prior to the date of registration will be accepted for admission into the University. Please note, if your university studies have been completed entirely in English, you may be exempt from providing an English test certificate. Please contact International Development for clarification (www.kent.ac.uk/internationalstudent/contact-us)

Making an application
You can apply for a Kent higher degree electronically via our website at www.kent.ac.uk/courses/postgraduate/apply

If you are applying for a research degree, it is strongly recommended that you contact the School of History in the first instance so that you have an opportunity to discuss your study plans with the Director of Graduate Studies.

Application deadline
There is no fixed deadline for applications. However, we strongly recommend that you apply as soon as possible and no later than three months before the start of term. If you wish to apply for on-campus accommodation, an application must be made online by July 31.

Tuition fees
For the most up-to-date information on tuition fees, visit www.kent.ac.uk/finance-student/fees

Contacts
If you have enquiries in relation to a specific programme, please contact:
School of History
University of Kent,
Canterbury,
Kent CT2 7NX, UK
T: +44 (0)1227 823837
E: history-admissions@kent.ac.uk

COME AND VISIT US
We hold Open Days and postgraduate events throughout the year. For more details about visiting the University, see www.kent.ac.uk/visit
The UK’s European university
Kent is known as the UK’s European university. Our two main UK campuses, Canterbury and Medway, are located in the south-east of England, close to London, and we also have specialist study locations in Brussels, Paris, Athens and Rome.

We have a diverse, cosmopolitan population with 149 nationalities represented. We also have strong links with universities in Europe, and from Kent, you are around two hours away from Paris and Brussels by train.

Research excellence
As a student at Kent, you are taught by leading academics, who produce research of international standing. Based on our excellent results in the 2014 Research Excellence Framework (REF), Kent was ranked 17th* in the UK for research intensity by the Times Higher Education, confirming our position as one of the UK’s leading research universities.

Strong academic community
Kent’s postgraduate students are part of a thriving intellectual community that includes staff and students from all our locations. In addition to lectures, seminars and one-to-one supervisions, you benefit from a rich and stimulating research culture. We have also recently invested in Woolf College, a modern facility on the Canterbury campus dedicated to postgraduates, which combines accommodation with teaching and social space.

A global outlook
Kent has a great international reputation, attracting academic staff and students from around the world. Our academic schools are engaged in collaborative research with universities worldwide and we offer a range of opportunities to study abroad and an approach that is truly global.

The Graduate School
As a postgraduate student, you also have the support of the Graduate School, which promotes your academic interests, co-ordinates the Researcher Development Programme and the Global Skills Award, and facilitates cross-disciplinary interaction and social networking.

Funding
Kent provides a variety of financial support opportunities for postgraduate students. These range from research studentships, location-specific funding, sport and music scholarships, and funding specifically for overseas fee-paying students. For more details see www.kent.ac.uk/pgfunding

Enhanced career prospects
At Kent, we want you to be in a good position to face the demands of a challenging environment.

Locations
Canterbury and Paris

Faculty
Faculty of Humanities

School
School of History

Contact
School of History, University of Kent, Canterbury, Kent CT2 7NX, UK
T: +44 (0)1227 823837
E: history-admissions@kent.ac.uk

Applications
Online at www.kent.ac.uk/courses/postgrad/apply

During your studies, you acquire a high level of academic knowledge and specialist practical skills. We also help you to develop key transferable skills that are essential within the competitive world of work.

Further information
For information about applying to Kent, or to order a copy of the Graduate Prospectus, please contact:
The Recruitment and Admissions Office, The Registry, University of Kent, Canterbury, Kent CT2 7NZ, UK
T: +44 (0)1227 827272
F: +44 (0)1227 827077
www.kent.ac.uk/pg
This brochure was produced in June 2015. The information contained within this brochure was correct at the time of going to press. For the most up-to-date information, please see www.kent.ac.uk/pg

Terms and conditions: the University reserves the right to make variations to the content and delivery of courses and other services, or to discontinue courses and other services, if such action is reasonably considered to be necessary. If a programme is discontinued, the University will make every effort to provide a suitable alternative, but cannot guarantee it will be able to do so. For full terms and conditions, please see www.kent.ac.uk/termsandconditions

To register for a programme of study, all students must agree to abide by the University Regulations (available online at: www.kent.ac.uk/regulations).

Data protection and consent to process: for the University to operate efficiently, it needs to process information about you for administrative, academic and health and safety reasons. Any offer this institution makes to you is subject to your consent to process such information and is therefore a requirement before we can register you as a student.
COME AND VISIT US

To find out more about visiting the University, see our website:
www.kent.ac.uk/visit