

2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

05 School of History

HI5029		The Crusades				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 30
 Total private study hours: 270
 Total module study hours: 300

Method of Assessment

Essay (3,000 words) – 17.5%
 Source Analysis (2,500 words) – 17.5%
 Seminar Presentation (10 mins) – 5%
 Examination (2 hrs) – 60%

Preliminary Reading

H.E.J. Cowdrey, *Popes, monks and crusaders* (1984)
 H.E. Mayer, *The crusades*, 2nd edn. (1988)
 J. Richard, *The Crusades c. 1071-c.1291* [2nd edition]
 J.S.C. Riley-Smith, *The crusades. A short history* (1987)
 ----- (ed), *The Atlas of the Crusades* (1991)
 ----- (ed), *The Oxford Illustrated History of the Crusades* (1995)
 S. Runciman, *A history of the crusades*, 3 vols., (1951-4)
 K.M. Setton (ed. in chief), *A history of the crusades*, 2nd edn., 6 vols. (1969-98)
 C. Tyerman, *England and the crusades* (1988)
 C. Tyerman, *Invention of the Crusades* (1998)
 C. Tyerman, *Fighting for Christendom: holy war and the crusades* (2004)

Synopsis *

The Crusades were a central phenomenon of the High Middle Ages. The product of an aristocratic society suffused by a martial culture and a militant religion, reveal aspects of social relations, popular spirituality, techniques of waging war and attitudes to violence, which retain interest for a modern world to which Holy War and ideological justification of violence are no strangers. The aim of the module is twofold: (i) a full exploration of the events of the campaigns in the Near East, covering the experience as well as the motivations of crusaders and settlers in the Crusader Kingdoms; and (ii) investigation of the interaction over a period of two centuries between western Christians and the indigenous populations, both Christian and Islamic, in and around the states and settlements established in the East. In recent years the Crusades have attracted a wealth of new research and debate, much of it conducted in English. These provide students with rich and accessible secondary material against which to pit their own views. The texts, translated from Arabic and Greek as well as Latin and medieval French, are kept to a manageable size and provide opportunities for critical comparison of different viewpoints on the same events or issues.

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HI5031		African History since 1800				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Preliminary Reading

J. Iliffe Africans: The History of a Continent, 1995
 B. Freund The Making of Contemporary Africa: The Development of African Society since 1800, 1998 edition
 P. Chabal & J.-P. Daloz Africa Works: Disorder as Political Instrument, 1999
 F. Cooper Africa since 1940: The Past of the Present, 2002
 P. Nugent Africa since Independence: A Comparative History, 2004
 The Cambridge History of Africa, vols. 5 to 8

Synopsis */

This module is meant to introduce students to the key processes and dynamics of sub-Saharan African history during the past two centuries. The course covers three chronological periods: the pre-colonial, colonial and post-colonial eras. In their study of the pre-colonial period students, will especially familiarize themselves with the changing nature of African slavery and the nineteenth-century reconstruction of political authority in the face of economic, environmental and military challenges. The colonial period forms the second section of the course. Here, students will gain an understanding of the modalities of the colonial conquest, the creation and operation of colonial economies and the socio-cultural engineering brought about by European rule. The study of the colonial period will end with an analysis of African nationalisms and decolonisation. In the final part of the course, students will develop an understanding of the challenges faced by independent African nations. The nature of the post-colonial African state will be explored alongside such topical issues as the Rwandan Genocide and the African AIDS epidemic.

HI5032		African History since 1800				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	

Preliminary Reading

J. Iliffe Africans: The History of a Continent, 1995
 B. Freund The Making of Contemporary Africa: The Development of African Society since 1800, 1998 edition
 P. Chabal & J.-P. Daloz Africa Works: Disorder as Political Instrument, 1999
 F. Cooper Africa since 1940: The Past of the Present, 2002
 P. Nugent Africa since Independence: A Comparative History, 2004
 The Cambridge History of Africa, vols. 5 to 8

Synopsis */

This module is meant to introduce students to the key processes and dynamics of sub-Saharan African history during the past two centuries. The course covers three chronological periods: the pre-colonial, colonial and post-colonial eras. In their study of the pre-colonial period students, will especially familiarize themselves with the changing nature of African slavery and the nineteenth-century reconstruction of political authority in the face of economic, environmental and military challenges. The colonial period forms the second section of the course. Here, students will gain an understanding of the modalities of the colonial conquest, the creation and operation of colonial economies and the socio-cultural engineering brought about by European rule. The study of the colonial period will end with an analysis of African nationalisms and decolonisation. In the final part of the course, students will develop an understanding of the challenges faced by independent African nations. The nature of the post-colonial African state will be explored alongside such topical issues as the Rwandan Genocide and the African AIDS epidemic.

2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI5072		The American Revolution				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a systematic understanding of the American Revolution.
- Apply methods and techniques to analyse and evaluate a wide variety of primary and secondary source materials relating to the history of American Revolution.
- Critically evaluate, analyse, criticise and assess academic arguments.
- Demonstrate the ability to plan and write a history essay and to organise it around a coherent argument.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Effectively communicate complex concepts and ideas clearly and coherently..
- Reflect on, and manage, their own learning. Plan their use of time, and identify appropriate directions for further study.
- Draw on their own independent research skills in gathering and interpreting primary resources in producing a final year dissertation.
- Synthesise and deploy different types of historical information effectively, through in-depth analysis of primary and secondary material..

Method of Assessment

This module will be assessed by:

- Essay 1 (3,000 words) – 30%
- Essay 2 (3,000 words) – 30%
- Class Test (one hour) – 20%
- Seminar Participation & Presentation – 20%

Preliminary Reading

Edmund Morgan, *The Birth of the Republic*
 J R Pole and Jack Greene, *A Companion to the American Revolution*
 Gordon Wood, *The Creation of the American Republic*

Synopsis *

This source-based class challenges participants to consider the background, causes, and content of the American Revolution from both sides of the Atlantic Ocean from the Stamp Act debates to the establishing of the Federal Constitution. Students will be asked to digest primary documents from political speeches in the British Parliament, to American political pamphlets. Students will consider the character and place of the American Revolution within European and American economic, political, and cultural development. The course will examine the conditions under which American Revolution emerged; the part played by empire, and the distinctive combination of ideological and theological strands that produced a compelling challenge to British Parliamentary authority for the first time.

HI5075		Marvels, Monsters and Freaks 1780-1920				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 30
 Private study hours: 270
 Total study hours: 300

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Students who take this module will have obtained a deeper historical understanding of the nature of cultural constructions of difference.
- 2 They will have appreciated the dynamics of the relationship between medical practitioners and unusual bodies.
- 3 They will have learned to navigate through a rich and complex historiography, and current controversies surrounding unusual people.
- 4 They will have utilized a wide range of primary materials including medical and scientific journals, contemporary accounts, illustrations, film, depictions and memoirs.
- 5 They will have engaged with concepts pertinent to the remit of the programme, especially the body and mind as contested spaces; cultural constructions of the body in different historical periods; the relationship between difference and societal norms and institutionalisation and treatment regimes.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Through in-depth utilization of primary and secondary material depending on the level of the students (whether 5 or 6), students will be able to synthesize different types of historical information effectively.
- 2 Written assignments will encourage self-directed learning, critical expression, fluent prose and a sophisticated understanding of the subject. Students will be able to reflect on their experience and identify future directions for research via teacher feedback.
- 3 Class discussions, group work on complex historical issues and oral presentations will emphasize communication skills and encourage team-building.

Method of Assessment

Main assessment methods:

Essay 1 3,000-words 30%
Essay 2 3,000-words 30%
Take-home Test 1,500-words 20%
Seminar Participation 20%

Reassessment methods:

Reassessment Instrument: 100% coursework.

Preliminary Reading

Indicative Reading List:

Bogdan, Freak Show (1988)
Shattuck, The Forbidden Experiments: The Story of the Wild Boy of Aveyron (1980)
McDonagh, Idiocy: A Cultural History (2008)
Garland Thompson, Freakery (1996)
Feidler, Freaks (1978)
Tromp, (ed), Victorian Freaks (2008)
Porter, A Social History of Madness (1987)
Dale and Melling, Mental Illness and Learning Disability Since 1850 (2006)
Durbach, The Spectacle of Deformity (2009)
Sander L Gilman, Difference and Pathology (1985)
Turner, and Stagg, (eds) Social Histories of Disability and Deformity (2006)
Ernst, (ed) Histories of the Normal and Abnormal (2006)

Pre-requisites

None

Synopsis *

Society has always been fascinated by those deemed different and over time, unusual people have been viewed and constructed in a myriad of ways. The course explores the continuities and changes surrounding those classed as different. Broadly, the course will investigate the changing nature of difference from the 1780s to the 1920s. It will examine the body and mind as contested sites; spaces occupied by those considered different; the establishment of normality versus deviance; the changing conceptions of difference over time; relationships between unusual people and the wider society. Using a broad range of sources, from novels to film, the course will trace the shifting cultural constructions of difference.

HI5092 Armies at War 1914-1918						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

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Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 To introduce students to the historiography and history of the combatant armies (principally British, French, Russian, German, Italian, Austro-Hungarian, Ottoman and U.S.A.) in the Great War.
- 2 To encourage students to develop their critical and analytical skills, through a comparison of a wide range of armed forces, political systems and operational theatres.
- 3 To introduce students to the history and historiography of various armies in a comparative framework.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 To develop a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.
- 2 To further develop analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 3 To further develop communication, presentation and information technology skills.

Method of Assessment

Main assessment methods:

Essay 1 2500 words 12%
Essay 2 2500 words 12%
Exam Prep Essay 800 words 8%
Class Presentation/Participation Mark 8%
Examination 2 hours 60%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Stephane Audoin-Rouzeau, *Men at War 1914-1918: National Sentiment and Trench Journalism in France during the First World War* (1995)
Ian. F. W. Beckett and Keith Simpson (eds.), *A Nation in Arms: A social study of the British Army in the First World War* (1985)
Hugh Cecil and P. H. Liddle (eds.), *Facing Armageddon: The First World War experienced* (1996)
Anthony Clayton, *Paths of Glory: The French Army 1914-1918* (2003)
E. M. Coffman, *The war to end all wars: The American Military experience in World War I* (1986)
Istvan Deak, *Beyond Nationalism: A social and political history of the Habsburg officer corps 1848-1918* (1990)
J. G. Fuller, *Troop Morale and Popular Culture in the British and Dominion Armies 1914-1918* (1990)
Elizabeth Greenhalgh, *Victory through coalition: Britain and France during the First World War* (2008)
Keith Grieves, *The politics of manpower, 1914-18* (1988)
John Horne (ed.), *State, society and mobilization in Europe during the First World War* (1997)
R. L. Nelson, *German soldier newspapers of the First World War* (2011)
G. E. Rothenberg, *The Army of Francis Joseph* (1998)
Martin Samuels, *Command or Control? Command, Training and Tactics in the British and German Armies, 1888-1918* (2003)
Peter Simkins, *Kitchener's Army: The Raising of the New Armies, 1914-16* (1988).
Alexander Watson, *Enduring the Great War: Combat, morale and collapse in the German and British armies, 1914-1918* (2008)
John Whittam, *The politics of the Italian Army* (1977)
A. K. Wildman, *The end of the Russian Imperial Army: The Old Army and the Soldiers' Revolt* (1980)

Pre-requisites

None

Restrictions

Students on the BA(Hons) Military History programme will have priority for spaces on this module.

Synopsis <span style =

This module will offer a comparative study of the armies of the Great Powers during the First World War. The module will adopt the 'war and society' approach to this topic and so will focus on the social composition and combat effectiveness of the armies concerned, along with civil-military relations and the higher strategic direction of the war. This module will therefore seek to answer some of the key questions of the Great War: how did the Great Powers manage to raise and sustain such large armies, why did soldiers continue to fight, given the appalling casualty rates; how politicised were the armies of the Great War, why were politicians allowed to embark on foolhardy military adventures, how crucial were the Americans in securing Entente victory and how effectively were economies adapted to meet the demands of the armies? Comparative topics for discussion in seminars will include; planning for war, recruitment and conscription, the officer corps, generals and politicians, discipline and morale; and attitudes to technological advances.

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HI5096	Modern German History, 1918-1990					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 30

Total private study hours: 270

Total module study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a critical understanding of the historiography and history of Germany between the end of the First World War in 1918 and German reunification in 1990.
- 2 Apply historical methodologies and approaches to analyse a range of primary and secondary sources on the subject, and where possible, visual and material evidence.
- 3 Demonstrate the necessary skills to organise, contextualise, analyse, evaluate and communicate their knowledge of modern German history.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.
- 2 Demonstrate analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 3 Demonstrate effective communication, presentation and information technology skills.

Method of Assessment

Main assessment methods:

Essay 1 (3,000 words) – 16%

Essay 2 (3,000 words) – 16%

Seminar Presentation (10 mins) – 4%

Examination (2 hrs) – 60%

Reassessment methods:

100% Coursework (3,000 words)

Preliminary Reading

Indicative Reading List:

- Bessel, R., *Germany after the First World War* (Oxford, 1995)
Bessel, R., *Germany 1945: From War to Peace* (London, 2009)
Evans, R., *The Third Reich in Power* (London, 2005)
Friedländer, S., *The Years of Extermination* (London, 2007)
Fulbrook, M., *German History since 1800* (London, 1997)
Fulbrook, M., *The People's State* (London, 2005)
Fulbrook, M., *Dissonant Lives: Generations and Violence through the German Dictatorships* (Oxford, 2011).
Jarusch, K., *Dictatorship as Experience* (Oxford, 1999)
Kershaw, I., *Hitler, 2. Vol.* (London, 1998; 2000)
Klessmann, C., *The Divided Past* (Oxford, 2001)
Ross, C., *The East German Dictatorship* (London, 2002)
Sereny, G., *The German Trauma* (London, 2000)

Pre-requisites

None

Synopsis <span style =

Focusing on the history of modern Germany in the Twentieth Century, the module examines major changes and continuities in the development of a highly advanced, industrialised but also militarised European nation state which played a central role in shaping the modern European geographical and political landscape. The module explores the end of the Imperial Monarchy after the end of the First World War in 1918, the role of the Allied reparation demands, hyper-inflation and political instability of the Weimar Republic, and the rise of National Socialism and the Third Reich during the 1930s. The course will chart the influence of anti-Semitism, racial eugenics and geopolitics in Germany's quest for world domination during the Second World War and assess the legacy of the Holocaust in defining post-war German identity and society. By examining the Federal Republic of Germany (FRG) and the German Democratic Republic (GDR), the module will take a critical look at the politics, ideology and day-to-day history (Alltagsgeschichte) of East and West German society during the Cold War, and explore the underlying factors which led to the fall of the Berlin wall in 1989 and subsequent German reunification.

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HI5101 Cholera to Climate Change: Environment and Society in Modern Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Critically evaluate the value of environmental history as an area of study as well as communicating a sense of how it has developed as a discipline.
- Demonstrate a critical awareness of the complicated relationships between humans and the rest of natural world over time, as well the importance of concepts such as agency, anthropogenic change and the social construction of nature.
- Successfully deploy a wide range of disciplinary skills in order to assess, contextualise and critically reflect on the complex entanglements between environment and society in modern Britain.
- Effectively communicate to both specialist and non-specialist audiences the ways in which environmental history offers a useful analytical lens to understanding the history of modern Britain.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Critically assess and analyse primary and secondary sources.
- Demonstrate an ability to communicate complex narratives and arguments in written form.
- Use verbal communication skills to articulate their ideas in a lucid and informed manner.
- Work effectively in independent study and as part of a team.
- Deploy knowledge using information technology and other digital resources.
- Demonstrate reflective and analytical skills through the interpretation of a wide-range of different source materials.

Method of Assessment

This module will be assessed by:

- Essay (3,000 words) - 30%
- Blog Paper (2,000 words) - 20%
- Blog Oral Presentation (1,500 words) - 20%
- Take-home Exercise (1,500 words) - 20%
- Presentation (15-minutes) - 10%

Preliminary Reading

- P. Coates, D. Moon, and Warde, eds, Local Places, Global Processes: Histories of Environmental Change in Britain and Beyond (Oxford: Windgather Press, 2016)
- A. Isenberg ed. The Oxford Handbook of Environmental History (New York: Oxford University Press, 2014)
- Carolyn Merchant, The Death of Nature: Women, Ecology and the Scientific Revolution (San Francisco: Harper San Francisco, 1990)
- Harriet Ritvo, The Dawn of Green: Manchester, Thirlmere, and Modern Environmentalism (Chicago: University of Chicago Press, 2009)
- John Sheail, An Environmental History of Twentieth Century Britain (London: Palgrave, 2002)
- Meredith Veldman, Fantasy, The Bomb and the Greening of Britain (Cambridge: CUP, 1994)

Synopsis *

This course is all about putting History 'in its place', in other words, examining the history of modern Britain through the analytical lens of environmental history and exploring the ways humans have used, adapted, and imagined various environments over time. Taking 1850 as its starting point, it looks at major transformations in British life – the social and ecological problems of the Victorian city; changing attitudes towards nature preservation; empire and ecological imperialism; war, chemicals and modernity; environmental revolutions and radical protest - to chart the ways in which successive generations interacted in meaningful ways with the spaces and other species around them. This is a story both of material changes and of cultural values – our interactions with and our imaginations of the modern world. Accordingly, themes of urbanisation, politics and environmental change; health, medicine and wellbeing; national identity, gender and cultural life will be explored through a series of case studies that take in such topics as 'Miasma and Manure: Public health in 19th century London' and 'Ban the Bomb: the Cold War, nuclear technology and popular protest.' The principal geographical focus is Britain, but the module also embraces a necessarily global outlook in covering such themes as international wildlife conservation; the world of nature on film; and debates about ecological crisis and global climate change.

HI5102 Civil War America, 1848-1877						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

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Contact Hours

Total contact hours = 30
Total private study hours = 270
Total study hours = 300

Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the module, Level 5 students will be able to:

- 1 Appreciate the main themes of American history across the middle decades of the nineteenth century.
- 2 Critically understand key concepts and developments in the period, including the sectional crisis of the 1850s; the reasons for the secession of southern states from the Union in 1860-61; the wartime development of total war policies by both the Confederacy and the United States; the evolution of emancipation during the war, and the development of Reconstruction policy (1863-77).
- 3 Critically understand the range of causal factors that brought about the Civil War, and the factors that both encouraged and limited the development of post-war Reconstruction, both in high politics and on the ground.
- 4 Appreciate the significance of both continuity and change across the Civil War and post-war periods.
- 5 Critically understand the impact of the Civil War on both the shape and future direction of the United States, including the republic's politics, its culture, its economy and the structure of American society in the later decades of the nineteenth century.
- 6 Critically understand the broader significance of armed conflicts as not only military events in history, but as opportunities to uncover social, economic, cultural and political change as well.
- 7 Critically understand key historiographical debates and approaches relating to the study of the coming of the Civil War and its outcome, as well as the broader approaches of scholars who set the war and its aftermath against a broader global canvas.

The intended generic learning outcomes:

On successfully completing the module students at Levels 5 and 6 will be able to:

- 1 Demonstrate their ability to present ideas and arguments in oral and written form;
- 2 Demonstrate their ability to present ideas in written work in both essays and in smaller assignments, as well as critically reflect on their work and the development of their transferrable skills.
- 3 Demonstrate their ability to analyse, synthesise and precis secondary literature;
- 4 Demonstrate their ability to work both independently and as part of a team, through individual preparation for seminars, as well as group work during seminars;
- 5 Demonstrate their ability to produce work for a deadline;

Method of Assessment

Main assessment methods:

Essay (4,000 words) 45%
Portfolio (2,500 words) 35%
Seminar Presentation 5%
Seminar Participation 15%

Reassessment methods:

100% coursework (4,000 word essay OR 2,500 word portfolio)

Preliminary Reading

Indicative Reading List:

Sven Beckert, *Empire of Cotton: A New History of Global Capitalism* (London, 2014).
Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York, 1988).
Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South From Slavery to the Great Migration* (Cambridge MA, 2003).
James Oakes, *Freedom National: The Destruction of Slavery in the United States, 1861-1865* (New York, 2013).
Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (Cambridge MA, 2010).
James McPherson, *Battle Cry of Freedom: The Civil War Era* (New York, 1988).
David M. Potter, *The Impending Crisis, 1848-1861* (New York, 1976).

Pre-requisites

None

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Synopsis *

Between the founding of the republic and the middle decades of the nineteenth century, the United States came of age. The nation's population increased tenfold; its territory more than doubled. Driven by the high-minded ideals out of which the country had been founded, and the restless energy that saw a nation of thirteen colonies grow into a territorial republic of immense size, the United States became a symbol of a tumultuous century. In time, however, the republic would become a casualty of its own success. As the 1850s wore on, a battle over slavery and its place in a rapidly changing nation unraveled into sectional conflict, secession, civil war and a decade's long struggle after the war ended. The result was the largest forced emancipation of slaves in world history, and a conflict of barely calculable carnage. For better and for worse, the Civil War and its aftermath would become the great crucible into which a modern United States was born.

This module surveys the origins, conflicts and outcomes of the Civil War by not only understanding how the war altered the United States but understanding the Civil War and its aftermath in a broader context. Students will examine the causes and consequences of the conflict, by looking backwards to the roots of sectionalism and secession, and forwards into the postwar period, known as Reconstruction. The purpose of this module is to understand how all of these historical forces sowed the seeds of the republic's demise, while at the same time examining what kind of new nation Americans created in the ashes of the old one. Out of the war would come not only a new nation, but a fundamentally different United States. The violent collapse of slavery and the destruction of the plantation system brought profound change and innumerable conflicts, long after the South capitulated and two national armies laid down their weapons. In the wake of the war, Americans would attempt to construct a new republic, born as Abraham Lincoln urged in 1864, out of a 'new birth of freedom.' The problems with that birth, and the contradictions that would endure, would mark the country right up to the present-day.

HI5103 'The Jewel in the Crown': India and the Making of Imperial Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours = 30
Total private study hours = 270
Total study hours = 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Appreciate the main themes of the history of the British Empire in the nineteenth century.
- 2 Demonstrate a critical understanding of key concepts and developments in the period, including but not limited to the expansion of British colonial control in India; India's transition from a possession held by the English East India Company to being a 'crown colony' in 1858; and role of British India in further consolidation of the British Empire.
- 3 Demonstrate a critical understanding of the range of causal factors that brought about the British imperial expansion in India and the intersections between history of colonial India and British Imperial History.
- 4 Appreciate the significance of both continuity and change in imperial history.
- 5 Demonstrate a critical understanding of the impact of the colonial control over India on both the shape of the British Empire, including the politics, economy and society in the nineteenth and early twentieth century.
- 6 Demonstrate a critical understanding of key historiographical debates and approaches relating to the study of the history of colonial India and the British Empire against a broader global canvas.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Effectively communicate ideas and arguments.
- 2 Demonstrate their ability to present ideas in written work in both essays and in smaller assignments, as well as critically reflect on their work and the development of their transferrable skills.
- 3 Demonstrate their ability to analyse, synthesise and precis secondary and primary literature.
- 4 Demonstrate their ability to work independently.
- 5 Demonstrate their ability to produce work for a deadline.

Method of Assessment

Main assessment methods:

Essay (4,500 words) 50%
Primary Source Analysis (1,500 words) 25%
Gobbet Analysis (500 words) 10%
Book/Article Review (1,500 words) 15%

Reassessment methods:
100% coursework

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Preliminary Reading

Indicative Reading List:

Bayly, C.A., Indian Society and the Making of the British Empire (Cambridge, 1988)
H. Streets-Salter and T. R. Getz (Ed): Empires and Colonies in the modern world: a global perspective (New York, 2016)
C. Hall and S. O. Rose (Ed) At Home with the Empire: metropolitan culture and the imperial world (Cambridge, 2006)
B. Metcalf and T. Metcalf (Ed) A Concise History of Modern India (Cambridge, 2012)
J. Wilson, The Domination of Strangers: Modern Governance in Eastern India, 1780-1835 (London, 2008)
T. Metcalf, Ideologies of the Raj (Cambridge, 1995)
P. Levine, The British Empire: Sunrise to Sunset (New York, 2007)
The Oxford History of the British Empire (relevant volumes and chapters) (Oxford, 1998/1999)

Pre-requisites

None

Synopsis *

Often described as the 'Jewel in the Crown', British India played a key role (economic, strategic, military) in the expansion and consolidation of British Empire. In the 18th century India had been a territory held by the English East India Company; by the mid-19th century India became a crown colony and an integral part of the British Empire for reasons that included both resources and a role in enhancing imperial prestige.

Focussing mainly on the nineteenth century, this module explores the processes through which India became a colony and its broader impact on the British Empire. More specifically, the purpose of the module is to impart in students a critical understanding of the relationship between India and the British Empire, especially the ways in which India influenced imperial policies (social, economic) in both metropolitan Britain and in the wider British dominions and colonies. In short, this module offers a survey of the complex, long and historically consequential relation between India and the British Empire.

HI5104	Press Start to Play: America as a Gamer's Nation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours = 30
Total private study hours = 270
Total study hours = 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

1. Demonstrate awareness of the key themes, debates and issues regarding the history of play and recreation in the United States of America in the twentieth century and beyond
2. Demonstrate the ability to critically analyse modern technological media from a cultural and historical perspective
3. Demonstrate a critical understanding of historical game studies theory
4. Recognise how the history of play and leisure relates to issues of gender, class and race
5. Be able to historicize, analyse and deconstruct a range of play products

The intended generic learning outcomes.
On successfully completing the module students will be able to:

1. Effectively communicate ideas and arguments.
2. Demonstrate their ability to present ideas in written work in both essays and in smaller assignments, as well as critically reflect on their work and the development of their transferrable skills.
3. Demonstrate their ability to analyse, synthesise and precis secondary and primary literature and objects;
4. Demonstrate their ability to work independently;
5. Demonstrate their ability to produce work for a deadline.

Method of Assessment

Main assessment methods:

Critical Analysis (2000 words) 20%
Game Brief (Digital Portfolio inc. 2500 words) 40%
Essay (4000 words) 40%

Reassessment methods:

100% coursework

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Preliminary Reading

Indicative Reading List:

Judith Adams (1991) *The American Amusement Park Industry* (Twayne)
Justine Cassell & Henry Jenkins (2001) *From Barbie to Mortal Kombat* (MIT Press)
Adam Chapman (2018) *Digital Games as History* (Routledge).
Johan Huizinga (1938 [1955]) *Homo Ludens* (Angelico)
John Kasson (2003) *Amusing the Million* (Hill & Wang)
Carly Korucek (2015) *Coin-Operated Americans* (Minnesota UP)
Michael Newman (2017) *Atari Age* (MIT Press)
Carroll Pursell (2015) *From Playgrounds to Playstation* (Johns Hopkins UP)
John Wills (2019) *Gamer Nation* (Johns Hopkins UP)

Pre-requisites

None

Synopsis *

This module explores the history of play in the United States of America across the twentieth and twenty-first centuries. The module pays keen attention to the interface of technology with the emergence of mass consumption, modern media, increased leisure time and shifts in family life in a US setting. It encourages students to reflect on the deeper meanings behind the practice of play by engaging with significant theoretical discussions (such as Huizinga's magic circle, or Chapman's (hi)story-play-space). Play is explored through its relationship with matters of class (1890's Coney Island and segregated amusements), race (African-American Jackie Robinson as the first Major League baseball player in the 1940s), and gender (the 1950's Barbie Doll).

The module also explores how 'play' and 'games' can be seen to shape popular views of history and the past. Through the lens of modern video games, sessions tackle how the frontier West, the Cold War, and the War on Terror have all been 'gamified.' Through project work, it encourages students to dissect the presentation of America and American history in specific game products, and tackle some of the myriad problems with 'playing the past'.

The interdisciplinary module draws on literature from (Historical) Game Studies, Media Studies, Cultural Studies and Cultural History.

HI5105	Violence, Justice and Social Bonds, c.400-800					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	
2	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 demonstrate knowledge and critical understanding of the operation of law, custom and justice in the early Middle Ages and the relevance of these topics to the broader social and legal history of Europe.
- 2 evaluate critically the appropriateness of a range of methodological approaches to the study of legal history in order to combine them in an overall assessment of early medieval societies.
- 3 articulate an understanding of the possibilities and limitations of different types of primary sources, and show how these influence historical analysis and interpretation.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 formulate robust historical arguments that are supported by critical evaluation of primary and secondary sources.
- 2 clearly express information, arguments and analysis appropriately, thus demonstrating strong communication skills.
- 3 exercise personal responsibility and decision-making in the course of carrying out independent research and seeking out research materials.
- 4 demonstrate skills in conceptualisation, reflexivity, critical thought and epistemological awareness.

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Method of Assessment

Main assessment methods:

- 100% Coursework
- Essay (4,000 words) – 40%
- Source Analysis (2,000 words) – 20%
- Class Test – 20%
- Seminar Participation & Presentation – 20%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

- Bartlett, R. (1988). *Trial by Fire and Water: The Medieval Judicial Ordeal*. Oxford: Oxford University Press.
- Brown, W. C. (2011). *Violence in Medieval Europe*. Abingdon: Routledge.
- Davies, W. and Fouracre, P., eds (1986). *The Settlement of Disputes in Early Medieval Europe*. Cambridge: Cambridge University Press.
- Rio, A., ed. (2008). *Law, Custom and Justice in Late Antiquity and the Early Middle Ages*. London: KCL Centre for Hellenic Studies.
- Rio, A. (2017). *Slavery after Rome, 500–1100*. Oxford: Oxford University Press.
- Wallace-Hadrill, J. M. (1959). 'The Bloodfeud of the Franks', *Bulletin of the John Rylands Library* 41, pp. 459-87.

Pre-requisites

None

Synopsis *

The centuries following the fall of the Roman Empire are often portrayed as a morass of feud, violence and lawlessness. This module tests this caricature by examining how early medieval rulers maintained law and order in an age when they often lacked the capacity to intervene directly to resolve conflicts. Looking across the western post-Roman 'barbarian' kingdoms and the Byzantine Empire, we shall examine a wide range of documentary and literary sources which offer fascinating perspectives on a variety of social and political conflicts. Students will gain a broad understanding of how the social order was kept together at a time when everything seemed to be falling apart. Along the way, we shall explore issues relating to crime and punishment, violence and coercion, social status, marriage and sexuality, the power of the Church, and more. How widespread was vendetta or 'blood-feud'? Did medieval courts really use ordeals to establish innocence? Why did individuals sometimes voluntarily enter slavery? What could a woman do if she wished to divorce her husband? These are the kinds of questions students will consider in this module on conflict, law and justice in the early medieval world.

HI5107	The Coming of the Friars: Urban Society, Learning and Lay Piety					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 80

Total private study hours: 520

Total module study hours: 600

Method of Assessment

- Essay (3000 words) – 10%
- Essay (3000 words) – 10%
- Critique (1500 words) – 5%
- Critique (1500 words) – 5%
- Presentation (15 minutes) – 5%
- Presentation (15 minutes) – 5%
- Exam 1 (2 hours) – 30%
- Exam 2 (2 hours) – 30%

Synopsis *

This module examines how far the social, economic and political changes that occurred within Medieval Europe from the mid twelfth century affected popular religious beliefs and piety. One of the most dramatic changes in this period was the rise of towns and long-distance trade. Towns developed their own distinctive forms of government and social organisation, and consequently townspeople developed a more independent and critical mindset, especially in matters of religion. Two powerful examples of these new trends were the growth of universities in the major European cities and the rise of new religious movements. One of the major intellectual forces in the new universities and one of the most important of these new movements were the friars. The friars comprised the Franciscans, founded around 1206 by Francis of Assisi (1182-83/1226), and the Dominicans, founded by Dominic in about 1207. These new religious orders also gave an important role to women, notably Clare of Assisi, one of the first followers of Francis, who founded her own order of nuns in the 1220s. These new orders revolutionised the Medieval Church and society. They responded to popular demand for more effective religious instruction. In effect they helped the Church to establish a system of mass communication in order to transmit its religious teachings to the laity. After the coming of the Friars no aspect of daily life was untouched by these teachings, for example transforming the idea of poverty into a powerful spiritual ideal, still alive in our world.

The module will draw on narrative, hagiographical, documentary and visual sources. It will be structured around themes, including: the rise of towns; economic and political features of thirteenth century Europe; popular piety; preaching; gender issues; medieval universities and intellectual life; and Mendicant art. Issues such as the idea of poverty, the role of women, the importance of religion, and the presence of the Church within the medieval society will inform the course's approach to the material.

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HI5108	Early Modern Islamic Empires: 1500-1757					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

Contact hours: 30
Private study hours: 270
Total hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Be introduced to the history of the political, social and cultural developments in the Islamic world between 1500-1757.
- 2 Acquire an understanding of the cultural encounter and historical interaction between Islamic states, broadly conceived.
- 3 Assess critically and historically the shared and differing perspectives on different parts of the Islamic World to one another.
- 4 Acquire knowledge and understanding of a variety of methodological and theoretical approaches regarding the history of cultural exchange, cultural encounters and intercultural perceptions. They will in particular acquire a critical understanding of the 'Orientalism'- debate and its impact on the disciplines of cultural, postcolonial and political history.
- 5 Demonstrate an understanding of the complexities and the context of various primary sources relating to the Islamic world. To read them critically.
- 6 Develop their critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Enhance their ability to express complex ideas and arguments effectively to a variety of audiences and/or using a variety of methods which can be transferred to other areas of study and employment.
- 2 Enhance communication, presentational skills and information technology skills.
- 3 Consider and demonstrate their understanding of critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians.
- 4 Demonstrate their problem solving skills and ability to work independently.
- 5 Communicate complex concepts effectively to a variety of audiences and/or using a variety of methods
- 6 Demonstrate their communication skills and to skills in IT.

Method of Assessment

Main assessment methods:

Essay 1 (2,000 words) 40%
Essay 2 (2,000 words) 40%
Annotated Bibliography 20%

Reassessment methods:
100% Coursework

Preliminary Reading

Indicative Reading List:

Alam, Muzaffar and Subrahmanyam, Sanjay. *Indo-Persian Travels in the Age of Discoveries 1400-1800*. Cambridge, 2007.
Aslanian, Sebouh. *From the Indian Ocean to the Mediterranean: The Global Trade Networks of Armenian Merchants from New Julfa*. University of California, 2011.
Casale, Giancarlo. *The Ottoman Age of Exploration*. Oxford, 2010.
Dale, Stephen. *Indian Merchants and Eurasian Trade, 1600-1750*. Cambridge, 1994.
Faroqhi, Suraiya, *The Ottoman and Mughal Empires: Social History in the Early Modern World*. I.B. Tauris, 2019.
Floor, Willem. *The Economy of Safavid Persia*. Wiesbaden, 2000.
Gommans, Jos. *Mughal Warfare: Indian Frontiers and High Roads to Empire, 1500-1700*. London, 2002.
Melville, Charles. *Safavid Persia*. I.B.Tauris, 2009.

Pre-requisites

None

Synopsis *

In this course, students will study the rich history of the Early Modern Islamic World, stretching from the Ottoman Empire in the West, to India and Central Asia in the East. The course will focus on the three so-called 'Gunpowder Empires', the Ottomans, Safavids and Mughals. It will cover their rise from tribal, religious groupings on the borders and peripheries of the Islamic World, to true world powers. Students will be introduced to the ancient concepts of Iranian Kingship and how these were revitalised by all three empires to serve political aims, while maintaining a strict adherence to the tenets of Islam. Students will also explore the conflicting nature of these empires and their neighbours; whether the ongoing struggles between the Ottomans and Safavids in the Caucasus, or the uneasy relationship between the Mughals and the Hindu population of the Indian Subcontinent.

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HI5109 Europe in Extremes: Communism, Fascism and Nazism, 1917-1939						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Contact Hours: 30
Private Study Hours: 270
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

1. Demonstrate an advanced understanding of the three main extreme ideologies which took hold of countries in Europe during the interwar period, understanding how they came to power, how they consolidated their grip on their respective polities and how they governed.
2. Demonstrate an understanding of the similarities and differences between these three movements, with particular reference to their ideological foundations, leadership styles, propaganda and social control tactics, foreign policy, and relationship with violence and civil strife.
3. Demonstrate an awareness of how these three systems related to one another, and to other European states (including the liberal democracies, such as France and Britain), and of how their foreign policies fed into major conflicts and disputes during the period 1917-1939, such as the Russian Civil War(s), the Spanish Civil War, the Abyssinian Crisis and the Second World War.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

1. Work with a moderate level of independence to research and develop their understanding of questions and issues.
2. Demonstrate an ability to provide persuasive written and verbal presentations, including the use of a range of primary source materials and historiographical content.
3. Research and integrate primary sources into written and verbal assessments and communicate effectively to a variety of audiences and/or using a variety of methods.
4. Apply their knowledge and skills to the production of a range of different outputs, including both written and oral arguments.

Method of Assessment

Main assessment methods:

Gobbets Exercise (2,000 words) 20%
Essay 1 (2,500 words) 25%
Presentation 15%
Exam 40%

Reassessment methods:
100% Coursework.

Preliminary Reading

Indicative Reading List:

De Grand, Alexander, *Italian Fascism: Its Origins and Development* (Lincoln, NE: University of Nebraska Press, 2000)
Evans, Richard, *The Coming of the Third Reich* (London: Penguin, 2004)
Evans, Richard, *The Third Reich in Power* (London: Penguin, 2006)
Goeschel, Christian, *Mussolini and Hitler: The Forging of the Fascist Alliance* (New Haven, CT: Yale University Press, 2018).
Kershaw, Ian, *To Hell and Back: Europe, 1914-1949* (London: Penguin, 2015)
Kitchen, Martin, *Europe Between the Wars: A Political History* (Abingdon: Routledge, 2006)
Smele, Jonathan, *The Russian Civil Wars, 1916-1926: Ten Years that Shook the World* (Oxford: OUP, 2015)
Weeks, Theodore, *Across the Revolutionary Divide: Russia and the USSR, 1861-1945* (Oxford: Blackwell, 2010)

Pre-requisites

None

Synopsis *

This module explores the three extreme ideologies which took hold of parts of Europe during the interwar period – communism (especially in Russia; later, the Soviet Union), fascism (especially in Italy, and later in Spain), and Nazism (in Germany). These ideologies will be assessed in three ways. Firstly, they will be examined individually, encompassing their emergence, rise to power and assumption of total control; here, the emphasis will be on the power of ideological thinking, the extent of popular support attained by the movements, and the country-specific reasons for their success. Secondly, the ideologies will be considered in comparison with one another, including the leadership styles of Lenin, Stalin, Mussolini, Hitler and Franco, the roles played by propaganda in their rise and rule, and the ways in which they utilised, or otherwise engaged in, violence to further their aims. And thirdly, the connections between them will be discussed, especially the notion that in the countries mentioned above, and later across Europe, the struggle between extreme ideologies of left and right became the defining issue of the period.

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HI5201	Conquest and Resistance in southern Africa,1750-1918					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 30

Private study hours: 270

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Critically evaluate a rich historiography of southern Africa, evaluating its relative strengths and limitations, and to interpret these sources verbally and in writing.
2. Demonstrate a systematic understanding of Europe's interaction with southern Africa from 1750 to 1918 and an understanding of the consequent political, social and cultural change within the context of European colonialism.
3. Demonstrate a critical awareness of different disciplinary approaches towards the history of southern Africa.
4. Demonstrate a critical ability to communicate one's findings on southern African history. Learn to articulate ideas and interpretations in a cogent and persuasive manner.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Accurately deploy established methods of historical analysis and enquiry to construct robust historical arguments drawing intelligently on secondary sources, and to present these arguments verbally and in writing.
2. Demonstrate skills of conceptualisation, reflexivity, critical thought and epistemological awareness.
3. Demonstrate a comprehensive knowledge and systematic understanding of the past and particular aspects of the historiography and methodology.

Method of Assessment

Main assessment methods:

Essay 1 (3,000 words) (40%)

Essay 2 (3,000 words) (40%)

Presentation (20%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Oxford History of the British Empire, 5 vol. Oxford, (1998) (chapters on Southern Africa)

Davenport T.R.H. & C. Saunders, (2000). South Africa

Graham, M. (2019) Africa

Ilfie, J (1995). Africans: The History of a Continent

Mlambo, A. (2014). A History of Zimbabwe

Ross, R (1999) A Concise History of Africa

Skinner, R (2017) South Africa in World History (2017)

Thompson, L.M. (2001). A History of South Africa

Pre-requisites

None

Synopsis <span style =

This course explores Southern Africa in a period when it was one of the most dynamic and turbulent regions on earth. Early encounters and conflicts between European settlers and African societies focused on land and labour and were shaped by rapid changes in local and global economies and societies. The discovery of gold and diamonds transformed the local economy and radically transformed the region's relations with the major imperial powers: Germany, Great Britain and Portugal. The Berlin conference of 1884-85 initiated a scramble for formal control of the region, its peoples and its riches, which culminated in the South African war of 1899-1902. Diverse African societies responded to interactions and conflicts with European encroachment and annexation in a range of ways. Processes of African and European empire building and expansion will be examined as will be the economic and political dynamics of European imperialism, both on the international and the local stage, demonstrating both their metropolitan and local causes. This module will look at the societies of both the colonisers and the colonised, also paying attention to African responses and resistance.

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HI6002 The British Army and Empire c1750-1920						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 To provide students with the skills needed to understand, evaluate, contextualise and communicate effectively their knowledge of history.
- 2 To provide students with an understanding of the imperial campaigning of the British army in this period. In particular, the army's role in civil administration and policing as well as its purely military responsibilities and the impact the imperial experience had on the everyday lives of soldiers and the development of British army as a whole.
- 3 To expose students to the disciplines of political, social and economic history and their various methodological approaches.
- 4 Students will learn how to access a range of sources of information and present the results.
- 5 Students will acquire skills of conceptualisation, reflexivity, critical thought and epistemological awareness.
- 6 Students will acquire knowledge and understanding of the past and particular aspects of the historiography and methodology, assisting them in other courses.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 To develop a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.
- 2 To further develop analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 3 To further develop communication, presentation and information technology skills.

Method of Assessment

Main assessment methods:

Essay 1 2500 words 25%
Essay 2 4000 words 40%
In-class test 20%
Presentation 15-minutes 15%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

I. F. W. Beckett, *The amateur military tradition, 1558-1945*
Peter Boyden, Alan J Guy and Marion Harding (eds.), *'Ashes and Blood': the British Army in South Africa, 1795-1914*
David Chandler and Ian Beckett (eds.), *The Oxford History of the British Army*
J. E. Cookson, *The British Armed Nation, 1793-1815*
David French, *Military Identities: The Regimental system, the British army and the British people, c. 1870-2000*
Richard Holmes, *The British Soldier in India*
V. G. Kiernan, *Colonial Empires and Armies, 1815-1960*
Hew Strachan, *The Politics of the British Army*
E. M. Spiers, *Army and Society, 1815-1914*
E. M. Spiers, *The Scottish soldier and Empire, 1854-1902*
E. M. Spiers, *The Victorian soldier in Africa*

Pre-requisites

None

Synopsis *

Between 1815 and 1914 Britain engaged in only one European war. The Empire was, therefore, the most consistent and most continuous influence in shaping the army as an institution, in providing it with sustained exposure to warfare and in enabling it to develop and refine its professionalism as an institution. This module will examine various aspects of the British army's imperial experience in the period 1750-1920. The central focus will be on the campaigning in Africa and India, exploring how a relatively small number of British soldiers managed to gain and retain control of such vast territories and populations. Although the time period will run from the eighteenth to the twentieth century, the focus of the module will be on the Victorian and Edwardian periods, reflecting the current historiography on the topic. The extended date parameters will, however, allow for thematic studies of central issues such as army reform and civil-military relations to be placed in their wider chronological context.

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HI6009 Europe and the Islamic World, c 1450-1750						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Been introduced to the history of the political, social and cultural developments in the Islamic world between 1450-1750 and its relation to early modern Europe.
- 2 Acquired an understanding of the cultural encounter and historical interaction between Christian Europe and the Islamic world, appreciating the impact this encounter had on the development of European civilization.
- 3 Assessed critically and historically the Christian-European perception of the Islamic world and vice versa.
- 4 Acquired knowledge and understanding of a variety of methodological and theoretical approaches regarding the history of cultural exchange, cultural encounters and intercultural perceptions. They will in particular acquire a critical understanding of the 'Orientalism'- debate and its impact on the disciplines of cultural, postcolonial and political history.
- 5 Demonstrated an understanding of the complexities and the context of various primary sources relating to the European perception of the Islamic world. To read them critically.
- 6 Developed their critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 2 enhanced communication, presentational skills and information technology skills.

Method of Assessment

Main assessment methods:

Essay 1 (3,000 words) 16%
Essay 2 (3,000 words) 16%
Presentation and Seminar Participation 8%
Examination 2-hours 60%

Reassessment methods:
Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Norman Daniel, *Islam and the West. The Making of an Image*, new ed. (2009)
Natalie Zemon Davies, *Trickster Travels: A Sixteenth-Century Muslim between the Worlds* (New York 2006)
Adam S. Francisco, *Martin Luther and Islam. A Study in Sixteenth-Century Polemics and Apologetics* (Leiden, 2007).
Robert Irwin, *For Lust of Knowledge. The Orientalists and their Enemies* (2006)
Gerald MacLean *The Rise of Oriental Travel. English Visitors to the Ottoman Empire 1580-1720* (Basingstoke, 2004)
Margarete Meserve, *Empires of Islam in Renaissance historical thought* (2008)
The Quran, trans. Tarif Khalidi (2008).
Edward Said, *Orientalism* (1978)
George Saliba, *Islamic Science and the Making of European Renaissance* (Massachusetts, 2007)
G J. Toomer, *Eastern Wisdom and Learning. The Study of Arabic in Seventeenth-Century England* (Oxford, 1996).

Pre-requisites

None

Synopsis >

Cultures never develop and grow in isolation. They are built on the values of past generations, and they are shaped and challenged in interaction with other cultures. The main objective of this module is to explore and present the powerful interaction between Europe and the Islamic world in early modern times, c. 1450-1750.

The course will firstly provide an overview of the rise and fall of three major Islamic states and empires (the Abbasid Caliphate, the Safavid Empire, the Ottoman Empire). It will then assess the early modern European encounter with the Islamic world 1) by discussing the scholarly, religious, political and economic incentives for this encounter; 2) by documenting the exchange of knowledge, ideas, values and material objects this encounter stimulated in the early modern period; 3) by exploring the enormous impact, which this encounter had on European civilization.

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HI6011	From Crisis to Revolution: France 1774-1799					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 30

Private study hours: 270

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a comprehensive knowledge of the political, intellectual, cultural and social developments in Revolutionary France from 1774 to 1799
- 2 Understand the utility and importance of assessing the specific historical developments in political thought in France during the late eighteenth century.
- 3 Confidently evaluate, with a variety of interpretations and perspectives pertaining to the module topic
- 4 Build an understanding of the themes and key achievements of the French Revolution.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Construct analytical arguments based on an evaluation of reviews and secondary literature so as to communicate and understand these clearly.
- 2 Manage their own learning with both expert guidance and own initiative by reading the most relevant scholarly materials and understanding pertinent historical interpretations.
- 3 Identify a range of solutions involving different types of secondary literature and abstract concepts in order to make evaluations about complex issues in different contexts
- 4 Analyse and assimilate significant and pertinent quantities of data, enabling them to undertake appropriate further training of an academic nature

Method of Assessment

Main assessment methods:

Essay 1 Thematic (2,000 words) (30%)

Essay 2 Analytical Case Based (3,000 words) (50%)

Presentation 1 (10%)

Presentation 2 (10%)

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

- Bronislaw Baczko, *Ending the Terror: The French Revolution after Robespierre* (Cambridge, 1994)
William Doyle, *The Oxford History of the French Revolution* (any edition)
P.M. Jones, *Reform and Revolution in France, The Politics of Transition, 1774–1791* (Cambridge, 1995)
William Doyle, *The Origins of the French Revolution* (any edition)
Martyn Lyons, *France under the Directory* (Cambridge, 1975)
R.R. Palmer, *Twelve Who Ruled, The Year of the Terror in the French Revolution* (any edition)
Munro Price, *The Fall of the French Monarchy* (London, 2006)
Timothy Tackett, *Becoming Revolutionary, The Deputies of the French National Assembly and the Emergence of a Revolutionary Culture 1789 - 1790* (Pennsylvania, 1996)
Simon Schama, *Citizens* (any edition)
David Andress, *The Terror, The Merciless War for Freedom in Revolutionary France* (any edition)

Pre-requisites

None

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Synopsis *

The French Revolution was one of the great turning points of European history. Indeed the deputies of the National Assembly claimed that the year 1789 marked the beginning of a new modernity. They consciously rejected the past by dismissing it as an 'ancien régime' or old order. This module will seek to understand and question this claim. It will examine critically the last decades of the Bourbon monarchy and ask if the term 'crisis' is an adequate description of this period. It will then turn to the revolutionaries' ambitious programme of reform which sought to remould not only the institutional and governmental landscape of France but the very underpinnings of daily life. The Revolution deployed rapidly a new armoury of political concepts such as: national sovereignty, secular state and rights of man. Such innovations threw political legitimacy, deference towards social elites and the relationship between church & state into a dangerous state of flux. The module will examine the process by which an initially liberal agenda of freedom, tolerance and pluralism succumbed quickly to factional expediency, international warfare and political terror. It will also introduce students to some of the historiographic battlegrounds and stakes which have divided scholars of the French Revolution during the past two centuries.

HI6012 From Crisis to Revolution: France 1774-1799						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	H	30 (15)	100% Coursework	
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30

Private study hours: 270

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Students will gain the knowledge and conceptual tools to understand and interpret the origins of the French Revolution, and how and why the revolution developed as it did from 1789-1799. Students will obtain knowledge of the most important relevant episodes of the history of the period, and some of the historiographical debates surrounding the subject.
- 2 Students will develop their ability to discuss the issues that are raised in the module, and to present their work. Through exposure to the distinctive nature of late 18th century France, students will gain an enhanced understanding of the diversity of human cultures, and the different situations in which revolutions occur.
- 3 Demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.
- 4 Demonstrated their capacity to assess and critically engage with primary sources.
- 5 Demonstrated independent learning skills by giving two compulsory presentations which will make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, secondary literature, information technology, relevant subject bibliographies and other primary and secondary sources.
- 6 The ability to analyse key texts and other materials critically at a high level, through the production of two compulsory essays.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Enhanced their ability to express complex ideas and arguments which can be transferred to other areas of study and employment.
- 2 Enhanced communication, presentational skills and information technology skills.
- 3 Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in compiling, with expert guidance, bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments.
- 4 Analyse, discuss, and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will demonstrate their understanding of debates which surround the core themes of this module.
- 5 Approach problem solving creatively, and form critical and evaluative judgments through the delivery of two compulsory presentations about the appropriateness of these approaches and historiographical debates.
- 6 Present the outcomes of the research and learning in two compulsory essays that synthesize specialist knowledge in cogent fashion in a variety of settings and contexts.

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Method of Assessment

Main assessment methods:

Essay 1 Primary Source Critique (2,000 words) (30%)
Essay 2 Historiographical Analysis (3,000 words) (50%)
Presentation 1 (10%)
Presentation 2 (10%)

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Bronislaw Baczko, *Ending the Terror: The French Revolution after Robespierre* (Cambridge, 1994)
William Doyle, *The Oxford History of the French Revolution* (any edition)
P.M. Jones, *Reform and Revolution in France, The Politics of Transition, 1774–1791* (Cambridge, 1995)
William Doyle, *The Origins of the French Revolution* (any edition)
Martyn Lyons, *France under the Directory* (Cambridge, 1975)
R.R. Palmer, *Twelve Who Ruled, The Year of the Terror in the French Revolution* (any edition)
Munro Price, *The Fall of the French Monarchy* (London, 2006)
Timothy Tackett, *Becoming Revolutionary, The Deputies of the French National Assembly and the Emergence of a Revolutionary Culture 1789 - 1790* (Pennsylvania, 1996)
Simon Schama, *Citizens* (any edition)
David Andress, *The Terror, The Merciless War for Freedom in Revolutionary France* (any edition)

Pre-requisites

None

Synopsis *

The French Revolution was one of the great turning points of European history. Indeed the deputies of the National Assembly claimed that the year 1789 marked the beginning of a new modernity. They consciously rejected the past by dismissing it as an 'ancien régime' or old order. This module will seek to understand and question this claim. It will examine critically the last decades of the Bourbon monarchy and ask if the term 'crisis' is an adequate description of this period. It will then turn to the revolutionaries' ambitious programme of reform which sought to remould not only the institutional and governmental landscape of France but the very underpinnings of daily life. The Revolution deployed rapidly a new armoury of political concepts such as: national sovereignty, secular state and rights of man. Such innovations threw political legitimacy, deference towards social elites and the relationship between church & state into a dangerous state of flux. The module will examine the process by which an initially liberal agenda of freedom, tolerance and pluralism succumbed quickly to factional expediency, international warfare and political terror. It will also introduce students to some of the historiographic battlegrounds and stakes which have divided scholars of the French Revolution during the past two centuries.

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HI6017 Work Experience at the Royal Engineers Museum						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

11 weekly sessions at the Royal Engineers Museum, Library and Archive (Mondays, 10am-4pm) plus four group progress sessions at the Canterbury campus.

Students will commence in Week 13 with a seminar (Group Progress Session 1) held jointly by the School and REMLA in order to provide orientation and introduction to the aims and outcomes of the module. This session will be used to determine student interests which will then feed into the materials they will be directed to in the REMLA collection.

For each of the REMLA weeks, the students will be assigned a particular cataloguing task drawn from its vast range of materials. The students will be given full instruction in cataloguing and interpretation in these sessions. The sessions will not only impart cataloguing skills and associated rudimentary skills as to how such material might be used in an exhibition, but also an in-depth knowledge into a range of primary sources.

Method of Assessment

One essay exploring the historical role of the Royal Engineers based on particular interest.

Production of a text panel relating to the materials you will have explored.

The production of two blog pieces outlining your experiences of working with the materials and what you have learned about presentational skills.

In addition, you may find it useful to maintain a work-log outlining what you do each week, the issues arising and anything you may wish to discuss with the convenor and the museum staff.

Preliminary Reading

Bettina Messias Carbonell, *Museum Studies: An Anthology of Contexts* (Maldon MA: Blackwell, 2004)

David Chandler and Ian Beckett (eds), *The Oxford History of the British Army* (Oxford: Oxford University Press, 1996)

Eilean Hooper-Greenhill, *The Educational Role of the Museum* (London: Routledge, 1999)

Roy M. Macleod and Deepak Kumar, *Technology and the Raj: Western Technology and Technical Transfers to India, 1700-1947* (New Delhi and London: Thousand Oaks and Sage, 1995)

Sharon Macdonald, *A Companion To Museum Studies* (Malden, MA, Oxford and Victoria: Blackwell, 2006)

Alan Ramsay Skelley, *The Victorian Army at Home* (London and Montreal: Croom Helm and Queen's University Press, 1977)

Hew Strachan, *From Waterloo to Balaclava: Tactics, Technology and the British Army, 1815-1854* (Cambridge: Cambridge University Press, 1985)

Restrictions

Students should note that, due to the work placement nature of the module, HI6017 can only be taken by five students each year.

Registration on to this module will be based on previous student achievement, previous attendance, and an interview with the convenor.

Synopsis *

The curriculum is deliberately flexible and is built around student interests and how they can be merged with the REMLA holdings with the overall intention of deepening the students' knowledge of both the historical role of the Royal Engineers and provide work experience through basic museological and curatorial skills.

For example, a student with a particular interest in the First World War will be assigned to relevant materials in the REMLA collection. This material will then form the basis of the assessments. The student will also be asked to look at the relevant section of the Museum and reflect on how this particular aspect has been presented.

HI6024 Napoleon and Europe, 1799 - 1815						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Availability

Please note that this module is only available to single-honours and joint-honours students on the BA in History and BA in Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

Contact Hours

Total Contact hours: 80

Total Private study: 520

Total Study hours: 600

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a deep awareness of the factual material and analytical tools and approaches necessary to understand the nature & mission of the Napoleonic Empire and its trans-European impact.
2. Demonstrate a critical understanding of France's constantly evolving military and diplomatic priorities.
3. Demonstrate comprehensive knowledge of the most important political and military turning points of the period, and some of the historiographical battles waged around the subject.
4. Demonstrate the ability to discuss the complex analytical and conceptual problems raised in the special subject, and to present their work in written and oral form.
5. Demonstrate an enhanced critical understanding of the diversity of human cultures, and the effects of Empire on different geographic, political, social and cultural contexts.
6. Effectively find, use, critique and critically evaluate relevant primary sources on the Napoleonic Empire.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a range of intellectual, research and transferable skills. They will come to understand the problems that are inherent in the historical record and the limits within which interpretation is possible
2. Demonstrate critical thought and independence of mind, the capacity to marshal subtle and sophisticated arguments, and the ability to challenge received conclusions
3. Communicate complex ideas and information effectively.
4. Effectively manage their own learning and work effectively without close supervision or guidance.

Method of Assessment

Main assessment methods:

Essay 1	3000 words	8%
Essay 2	3000 words	8%
Gobbet Exercise	2000 words	8%
Take Home Test		8%
Presentation 1		4%
Presentation 2		4%
Exam 1	2 hours	30%
Exam 2	2 hours	30%

Reassessment methods:

100% Coursework (5500 words)

Preliminary Reading

Indicative Reading List:

Michael Broers, *Europe under Napoleon 1799-1815* (Hodder, London, 1996)
Michael Broers, *Napoleon: The Spirit of the Age* (Faber & Faber, London, 2018)
Connelly, Owen, *Napoleon's satellite kingdoms managing conquered peoples* (Krieger Publishing Company, Malabar, 1990)
Geoffrey Ellis, *The Napoleonic Empire* (Palgrave, London, 1991)
Clive Emsley, *Napoleon conquest, reform and reorganisation* (Routledge, London, 2014)
Alan Forrest and Philip Dwyer, *Napoleon and His Empire, Europe, 1804-1813* (Bloomsbury, London, 2006)
Alexander Garb, *Napoleon and the Transformation of Europe* (Palgrave, Basingstoke, 2003)
Stuart Woolf, *Napoleon's integration of Europe* (Routledge, London, 1991)

Pre-requisites

None

Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

This module is not available as Elective (Wild)

Synopsis *

This special subject will introduce students to the pros and cons of the historiographical debate surrounding Napoleonic and Revolutionary French history. It will give final year students an alternative means of engaging with the familiar historical category of 'Empire.' The focus on French expansion abroad, in the early nineteenth century, challenges one to move away from understanding the Napoleonic Empire in national terms; this course in essence, by its very nature, is European in both scope and content. To do this it will explore processes of acculturation and international competition on a thematic basis. It will examine, in broad multi-national manner, the complex interaction between centre and periphery or what Italians, more prosaically, describe as conflict between 'stato reale' and 'stato civile.'

This special subject will investigate the Napoleonic Empire in its many facets. Students will be urged actively to pursue their individual interests in either war and society, Empire, political culture and/or gender.

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HI6025 Early Modern Europe: Culture, Identity, Encounter 1450 - 1750						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
3	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours= 30
Total private study hours = 270
Total study hours = 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate the knowledge and conceptual tools to understand and interpret major changes taking place in European society between c. 1450 and 1750.
- 2 Display a knowledge of the most important relevant episodes of the social, cultural and economic history of the period, and some of the historiographical debates surrounding the subject.
- 3 Demonstrate their ability to discuss the issues that are raised in the module, and to present their work in written and oral form.
- 4 Demonstrate an enhanced understanding of what life was like for early modern Europeans, and how it changed between the 15th and the 18th century, especially in terms of social, economic, and gender relations.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate enhanced ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment
- 2 Demonstrate enhanced communication, presentational skills and information technology skills

Method of Assessment

Main assessment methods:

- Essay 1 (3,000 words) - 24%
- Essay 2 (3,000 words) - 24%
- Presentation (15-minutes) - 6%
- Seminar Participation (ongoing) - 6%
- Exam (2 hours) - 40%

Reassessment methods:
100% Coursework

Preliminary Reading

Indicative Reading List:

- J. Amelang, *The Flight of Icarus: Artisan Autobiography in Early Modern Europe* (1998).
- J. M. Bennett and A. M. Froide (eds), *Singlewomen in the European past, 1250-1800* (Philadelphia PA, 1999).
- S.C. Ogilvie, *A Bitter Living: Women, markets, and social capital in early modern Germany* (2003).
- S. Ozment, *Ancestors: The Loving Family in Old Europe* (2001).
- L. Roper, *Oedipus and the Devil: Witchcraft, Sexuality and Religion in Early Modern Europe* (1994).
- U. Rublack, *Dressing Up: Cultural Identity in Renaissance Europe* (2010).
- R. Sarti, *Europe at Home - Family and Material Culture 1500- 1800* (2002).
- M. Wiesner-Hanks, *Early Modern Europe, 1450-1789* (Cambridge, 2006).

Pre-requisites

None

Synopsis *

This module covers fundamental transformations taking place in European society between c. 1450 and 1750. It focuses specifically on the everyday experiences of early modern Europeans, and how these changed as a result of, amongst others, global expansion, encounters with 'others', religious change, urbanisation and a innovation proliferation of new goods. Through looking at how these transformations affected the micro-level of men and women in their daily lives, this module aims to give insight into the ever-changing lives of Europeans before the onset of 'modernisation' in the 19th century. Themes that will be addressed in the lectures and seminars include ethnic and religious diversity, gender, the individual, witchcraft and material culture.

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HI6029	The Great War: British Memory, History and Culture					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Availability

Please note that this module is only available to single-honours and joint-honours students on the BA History and BA War Studies/Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

Contact Hours

Total contact hours: 60

Private study hours: 540

Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will have:

- 1 Acquired a firm grasp of the military and cultural history of Great War and of shifts in the representation of the conflict from 1914 to the present.
- 2 Demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.
- 3 Demonstrated their capacity to assess and critically engage with a wide range of primary sources, both visual and written.
- 4 Demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.
- 5 Acquired the ability to analyse key texts and other materials critically at a high level.

The intended generic learning outcomes.

On successfully completing the module students will have:

- 1 Enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 2 Enhanced communication, presentational skills and information technology skills demonstrating the acquisition of an independent learning style.
- 3 Analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis.
- 4 Approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches.

Method of Assessment

Main assessment methods:

Essay 3000 words 8%

Essay 3000 words 8%

Essay 3000 words 8%

In-class test 8%

Presentation 15 minutes 8%

Examination 2 hours 30%

Examination 2 hours 30%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Brian Bond, *The Unquiet Western Front* (Cambridge 2002)

Brian Bond (ed.), *The First World War and British military History* (Oxford 1991)

Modris Eksteins, *The Rites of Spring*, (Toronto 1989)

Paul Fussell, *The Great War and Modern Memory* (Oxford 1975)

Samuel Hynes, *A War Imagined: the First World War and English Culture* (London 1990)

Martin Stephen, *The Price of Pity* (London 1994)

Dan Todman, *The Great War: Myth and Memory* (London 2005)

Jay Winter and Antoine Prost, *The Great War in History* (Cambridge 2005)

Pre-requisites

None

Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

Not available as Elective (Wild)

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Synopsis *

The aim of this course will be to show how far the Great War has infiltrated into modern culture and to test the validity of Paul Fussell's thesis that the Great War created Britain's modern cultural atmosphere. Fussell contends that modern society is marked by a love of irony, paradox and contradiction formed by the experience of the Western Front. Against this theory we will set the ideas of Samuel Hynes and Martin Stephen, as argued in their works, *A War Imagined* and *The Price of Pity*. This course will explore how the Great War has influenced our lives and why we have certain images of it. Why, for example, do most people associate the Great War with words such as 'waste', 'futility' and 'disillusion'? Why does the morality of the Great War seem so tarnished, while the Second World War is conceived as a just war? The course will be based upon literature (high and popular), poetry, art, architecture and film. We will therefore be 'reading' a 'primary text' each week. The course will serve to highlight many of themes of the 19th and 20th century British survey courses and will further contextualise the course on Britain and the Home Front in the Second World War.

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HI6032 Persecution, Repression and Resistance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate an in-depth knowledge and critical understanding of the themes of persecution, repression and resistance;
- Demonstrate a broad knowledge and critical understanding of some of the historiographical debates surrounding the subject and be well positioned to judge between competing interpretations of this era;
- Formulate their own opinions on a variety of historiographical approaches, demonstrate effective communication skills and present clear historical arguments supported with relevant evidence;
- Engage with selected representations, drawn from a range of primary source materials including official documents, filmic representations, posters, autobiographies, diaries and oral histories;
- Engage with a range of secondary source materials including articles and monographs and have practised selecting and deploying historical information.

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate effective communication skills and information technology skills.
- Express complex ideas and arguments effectively.

Method of Assessment

This module will be assessed by:

- Essay 1 (3,000 words) – 20%
- Essay 2 (3,000 words) – 20%
- Examination (2 hrs) – 60%

Preliminary Reading

Germany

- Dan Stone (ed.) *The Historiography of the Holocaust*
- Judith Tydor Baumel, *Double Jeopardy: Gender and the Holocaust*
- Michael Burleigh and W. Wipperman, *The Racial State: Germany 1933– 1945*
- Donald Kendrick & Grattan Puxon, *Gypsies Under the Swastika*
- M. James Penton, *Jehovah's Witnesses and the Third Reich: Sectarian Politics Under Persecution*
- Richard Plant, *The Pink Triangle: The Nazi War Against Homosexuals*
- Jill Stephenson, *Women in Nazi Germany*

France

- Peter Davis, *France and the Second World War: Occupation, Collaboration and Resistance*
- Richard Vinen, *The Unfree French: Life under the Occupation*
- Robert Gildea, *Marianne in Chains: In Search of the German Occupation, 1940-1945*
- Julian Jackson, *France: The Dark Years, 1940-1944*
- Gerhard Hirschfeld & Patrick Marsh, (eds.), *Collaboration in France: Politics and Culture During the Nazi Occupation, 1940-1944*
- Matthew Cobb, *The Resistance: The French Fight Against the Nazis*
- Henry Rousso, *The Vichy Syndrome: History and Memory in France Since 1944*
- Hanna Diamond, *Women and the Second World War in France, 1939-1948: Choices and Constraints*

Synopsis *

What were the experiences of 'outsiders' who did not conform to Nazi ideals? What was it like to live in an occupied country during the Second World War? This course, which is structured in two parts, examines both Germany during the Third Reich and Vichy France under German occupation. Themes to be addressed include: the persecution of Jews, Roma and Sinti, Jehovah's Witnesses, homosexuals and those with impairments; pro- and anti-natalist policies; the concentration camp system; German resistance; the fall of France; Vichy collusion; popular collaboration; French resistance; and the Liberation.

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HI6034	Anglo-French Relations 1904 - 1945					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

Learning Outcomes

11. The intended subject specific learning outcomes

By the end of this module, all students will have:

11.1 Gained a sophisticated understanding of the relationship between Britain and France between 1904 and 1945. They will be able to identify, analyse and discuss the nature of this relationship and how it had a bearing on other European countries.

11.2 Gained a detailed knowledge of the operation of European diplomacy in the first half of the twentieth century.

11.3 Gained a working knowledge of some key concepts in diplomatic theory, for example, balance of power diplomacy, crisis diplomacy.

11.4 Challenged received wisdoms about the apparent advantages of being on the winning side at the end of a war.

12. The intended generic learning outcomes

By the end of this module, students will have:

12.1 enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment

12.2 enhanced communication, presentational skills and information technology skills

Method of Assessment

The module will be assessed by coursework and exam on a 40% coursework and 60% exam ratio.

Coursework

The coursework component will be assessed as follows:

- 1) 2 x 3000 word essays, each worth 40% of the coursework mark, relating especially to learning outcomes 11.1-4 and 12.1-2.
- 2) A 15 minute presentation, worth 10% of the coursework mark relating to learning outcomes 11.3 and 12.1-2
- 3) A general seminar performance mark, worth 10% of the coursework mark, relating especially to learning outcomes 11.1-4 and 12.1-2

Exams

The learning outcomes of the module will be tested in the two-hour exam – which will make up 60% of the final mark for the module.

Preliminary Reading

- Aldrich, R.: Greater France: a history of French overseas expansion, (Basingstoke: Macmillan, 1996).
- Andrew, C.: Theophile Delcassé and the making of the Entente Cordiale, (Basingstoke: Macmillan, 1968).
- Audoin Rouzeau, S.: Men at war 1914 1918: national sentiment and trench journalism in France during the First World War, (New York: Berg, 1992).
- Ball, S.: Baldwin and the Conservative Party: the crisis of 1924 1931, (New York: Yale University Press, 1988).
- Chamberlain, M.E.: Pax Britannica?: British foreign policy 1789 1914, (London: Longman, 1988).
- Doerr, P.W.: British foreign policy, 1919 1939, (Manchester: Manchester University Press), 1998).

Synopsis <span style =

The diplomatic relationship between Britain and France in the first half of the twentieth century can be seen as a marriage of convenience. Not natural historical allies, the British and French governments were forced increasingly to work together to combat the tensions in Europe that led to the outbreak of the First and Second World Wars.

This module explores the love-hate relationship between the two countries in tracing the origins of the Entente Cordiale, and by addressing some of the major historiographical debates in twentieth century international history. Lectures will provide students with an overview of these debates and the topics listed below, and seminars will encourage students to consider their understanding of these areas and critically engage with them through discussion.

Themes explored will typically include, imperialism, political reform and its impact on foreign policy formation, democratisation, the rise of nationalism, peacemaking at the end of the two world wars; the Ruhr Crisis, the Treaty of Locarno, the League of Nations; the Kellogg Briand Pact; the Briand Plan; the Geneva disarmament conferences of the late 1920s/early 1930s; Eastern Europe and Russia; different strategies to deal with the rise of Hitler; the fall of France, the rise of Vichy; the secret war; the outbreak of the Cold War.

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HI6040	The Age of Discovery: Cultural Encounters in the Early Modern World c.14					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

This module will be taught through two 2-hour seminars each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback.

Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a knowledge and systematic understanding of the history of European discoveries and intercultural encounters between the 15th and the 18th century and of their intellectual, religious and cultural consequences.
- Demonstrate a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.
- Demonstrate their capacity to assess and critically engage with a wide range of primary sources, both visual and written.
- Demonstrate independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.
- Critically evaluate key texts and other materials at a high level.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- Demonstrate enhanced communication, presentational skills and information technology skills
- Demonstrate the acquisition of an independent learning style when engaging with the course content, and the ability to manage their own learning.
- Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.
- Approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches.
- Demonstrate transferable skills, such as taking minutes, guide peers through readings; produce a variety of text and assessment genres.

Method of Assessment

This module will be assessed by:

- Essay 1 (2500 words) – 9%
- Essay 2 (2500 words) – 9%
- Guided Readings – 4%
- Seminar Participation – 2%
- Presentations (10 minutes) – 6%
- Vallaloid Debate (1500 words) – 5%
- Exhibition and catalogue (1500 words, plus images/exhibits) – 5%
- Exam 1 (2 hours) – 30%
- Exam 2 (2 hours) – 30%

Preliminary Reading

Abulafia, David, *The Discovery of Mankind: Encounters in the Age of Columbus* (New Haven, 2008)

Benjamin, Thomas, *The Atlantic World. Europeans, Africans, Indians and Their Shared History, 1400-1900* (Cambridge, 2009)

Bitterli, Urs, *Cultures in Conflict. Encounters between European and non-European cultures, 1492-1800* (Stanford, 1989)

Grafton, Anthony, *New Worlds, Ancient Texts. The Power of Tradition and the Shock of Discovery* (Cambridge, Mass., 1992)

Hunt, Lynn et al. *The Book that Changed Europe. Picart and Bernard's Religious Ceremonies of the World* (Cambridge, Mass., 2010).

Laven, Mary, *Matteo Ricci and the Jesuit Encounter with the East* (London, 2011)

Rubiés, Joan-Pau, *Travellers and Cosmographers. Studies in the History of Early Modern Travel and Ethnography* (Aldershot, 2007)

Stagl, Justin A., *History of Curiosity. The Theory of Travel 1550-1800* (Chur, 1995)

Restrictions

Please note that this module is only available to single-honours and joint-honours students on the BA in History and BA in Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

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Synopsis *

A century after the discovery of the Americas, in a treatise published in 1580, the radical Reformer Jacob Paleologus argued that it was most unlikely that the ancestors of the American natives could have crossed the Ocean and he concluded hence that all humans cannot descend from one single individual, Adam. So the discovery of America not only challenged traditional geographical knowledge, but also questioned fundamental religious, anthropological and historical assumptions. This module will explore early modern encounters with new worlds and with non-European cultures and it will ask about the manifold changes of European life which these discoveries brought about.

The seminars of the first term will be dedicated to the different stages of European discoveries, starting with Columbus' discovery of America and ending with Mungo Park's attempts to discover the sources of the Niger river. Based on the weekly reading of one primary source, we will follow explorers, travellers, ambassadors, soldiers and missionaries on their expeditions to the inner parts of Africa, to the court of the Shah of Persia, to China and to the Americas. The module discusses the religious, intellectual, political and economical contexts of these discoveries and it will ask how the various actors organized and methodized their expeditions and how they interpreted their discoveries. The second term will be dedicated to the study of some of the consequences these discoveries entailed. How did they affect traditional European ideas about mankind, religion, the world and their position in it? How did they influence European life style, fashion, art and literature?

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HI6044 British Politics 1625-1642						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Availability

Please note that this module is only available to single-honours and joint-honours students on the BA in History and BA in Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

Contact Hours

This module will be taught through two 2-hour seminars each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback.

Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a firm grasp of the complex politics, religion and culture of the period
- Demonstrate a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.
- Demonstrate their capacity to assess and critically engage with a wide range of primary sources, both visual and written.
- Demonstrate independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.
- Critically evaluate key texts and other materials critically at a high level

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Communicate complex ideas, concepts and arguments.
- Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form
- Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.
- Creatively approach problem solving, and form critical and evaluative judgements about the appropriateness of these approaches.

Method of Assessment

This module will be assessed by:

- Essay 1 (3000 words) – 8%
- Essay 2 (3000 words) – 8%
- Essay 3 (3000 words) – 8%
- Gobbet Exercise (3000 words) – 8%
- Presentation (15 minutes) – 8%
- Exam 1 (2 hours) – 30%
- Exam 2 (2 hours) – 30%

Preliminary Reading

- J. Adamson, *The Noble Revolt: The Overthrow of Charles I* (Weidenfeld & Nicolson, London, 2007)
- D. Cressy, *Charles I and the People of England* (OUP, Oxford, 2015)
- R. Cust, *Charles I: A Political Life* (Routledge, London, 2005)
- M. Lee, *The Road to Revolution: Scotland under Charles I 1625-1637* (University of Illinois Press, Champaign, 1985)
- J. Merritt (ed), *The Political World of Thomas Wentworth, Earl of Strafford 1621-1641* (CUP, Cambridge, 1995)
- T.W. Moody (ed), *New History of Ireland III: Early Modern Ireland 1534-1641* (OUP, Oxford, 1976)
- C. Russell, *The Causes of the English Civil War* (OUP, Oxford, 1990)
- K. Sharpe, *The Personal Rule of Charles I* (Yale University Press UK, London, 1992)

Synopsis *

This module will analyse British government and society during the 1630s, one of the most significant decades of the 17th century, when Charles I ruled without parliament in England and pursued controversial policies in England, Scotland and Ireland. Through examining a wide variety of primary source material, students will be encouraged to draw their own conclusions about the character and success of Caroline government in the 1630s, as well as on the causes of the British Civil Wars, topics upon which rival historiographical theories continue to flourish. This is a fascinating period of intense historical enquiry which offers students the opportunity to become adept at the interpretation of primary sources, to deepen their understanding of the complexities of the period, and to improve the presentation of their ideas in both oral and written form.

HI605 Undergraduate Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Project	

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Contact Hours

Supervision hours: 12
Independent Study hours: 288
Total hours: 300 hours

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Be able to pursue research at an advanced level.
- 2 Use primary resources and materials for historical subject matter and factual information. In particular to develop their appreciation of the epistemological and heuristic stakes and issues involved in historical research.
- 3 Seek out their own student intellectual self-development and independence through the identification of a clear academic subject matter for in-depth research.
- 4 Have conceptualised their chosen topic of research and placed it within a wider historiographical framework of debate or interest.
- 5 Demonstrate a concrete appreciation of the historian's craft and useful research skills which they will be able to use and deploy in most avenues of future employment.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Consider critically relevant intellectual concepts as well as evaluate and weight academic differences of opinion and interpretation, .
- 2 Undertake research, and critically analyse these sources in the context of existing historiography and second sources relevant to the subject.
- 3 Work independently. Students will engage in independent work, and will practice and improve their skills in time management, historical research, organisation and analysis of material, and essay-writing.
- 4 Communicate complex concepts effectively through written work, further developing the skills gained across their programme of study.
- 5 Demonstrate communication skills and skills with IT.
- 6 Present complex information creatively and accessibly.
- 7 Develop their ability to identify and solve problems.

Method of Assessment

Main assessment methods:

100% Project
1 x abstract and annotated bibliography (up to three sides of A4)
1 x 9,000-word dissertation

Reassessment methods:
Like-for-like

Preliminary Reading

Indicative Reading List:

Derek Swetman, *Writing your dissertation: how to plan, prepare and present successful work* (Oxford University Press, 2000).
Carolyn Steadman, *Dust* (Manchester University Press, 2001).
Derrida, Jacques. *Archive fever: A Freudian impression* (University of Chicago Press, 1996).
Ghosh, Durba, et al. *Archive stories: facts, fictions, and the writing of history* (Duke University Press, 2006).
Blouin Jr, Francis X., and William G. Rosenberg. *Processing the past: contesting authority in history and the archives* (Oxford University Press, 2012).
Langlois, Charles Victor, and Charles Seignobos. *Introduction to the Study of History* (Duckworth & co., 1912).
Farge, Arlette. *The allure of the archives* (Yale University Press, 2013).
Davis, Natalie Zemon. *Fiction in the archives: pardon tales and their tellers in sixteenth-century France* (Stanford University Press, 1987).

Pre-requisites

None

Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

Synopsis *

This module is designed to give final-year Single or Joint Honours History students an opportunity to independently research a historical topic, under the supervision of an expert in the field. Students are required to submit a dissertation (9,000 words +/-10%) based on research undertaken into primary sources, and an extended reading of secondary sources. The module is designed to allow students to engage in their own historical research into any chosen topic (under the guidance of a supervisory team in the first instance, and later an individual supervisor), and to present their research in a cogent and accessible format.

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HI6056	The British Atlantic World c.1580-1763					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30

Private study hours: 270

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the Level 5 module students will be able to:

- 1 demonstrate the knowledge and conceptual tools necessary to understand and interpret the history of Atlantic colonisation conducted from Britain between c.1580 and c.1760.
- 2 manifest an understanding of the most important relevant episodes of the history of the period, and some of the historiographical debates surrounding the subject.
- 3 critically analyse a range of primary sources including letters, diaries, journals, memoirs, published and unpublished material (among many others).
- 4 exhibit strong analytical and critical skills and be able to evaluate and assess early American history and its impact and legacy in later periods.

The intended generic learning outcomes.

On successfully completing the Level 5 module students will be able to:

- 1 enhance their ability to express complex ideas and arguments through a variety of communication methods, using skills which can be transferred to other areas of study and employment.
- 2 enhance communication, presentational skills and information technology skills

Method of Assessment

Main assessment methods:

Topic Essay 3,500 words 40%

Source Review 1,750 words 20%

Scholarship Review 1,750 words 20%

Seminar Participation 10%

Presentation 10-minutes 10%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

K.R. Andrews. (1984) *Trade, plunder, and settlement: maritime enterprise and the genesis of the British Empire, 1480-1630*. Cambridge: CUP

D. Armitage & M.J. Braddick (eds.). (2002) *The British Atlantic world, 1500-1800*. Basingstoke: Palgrave

I. Berlin. (1998) *Many Thousands Gone: the first two centuries of slavery in North America*. Cambridge, MA: Harvard UP [E-Book]

N. Canny (ed.). (1999) *The origins of empire: British overseas enterprise to the close of the seventeenth century*. Oxford: OUP [E-Book]

N. Canny & P. Morgan (eds.). (2011) *The Oxford Handbook of the Atlantic World, c.1450-c.1850*. Oxford: OUP [E-Book]

S. Sarson. (2005) *British America, 1500-1800: Creating Colonies, Imagining an Empire*. New York: Bloomsbury

Pre-requisites

None

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Synopsis *

The curriculum works systematically through the exploration and settlement of different regions, with weekly material covering particular migratory pathways, including Chesapeake planters, New England puritans, pirates and settlers in the Caribbean, and other seminal cultural zones including attention to the Middle Colonies and the Lower South. Introductory coverage will explore the "prehistory" of British colonialism through an examination of the plantation of Ulster, and other aspects of migration and imperialism will be treated through engagement with the Scottish experiment at Darien and English attempts to gain footholds in West Africa. The curriculum will concentrate on particular themes to help sustain integrity across this diffuse oceanic domain: encounters with indigenous peoples, Atlantic imperialism, settlement demographics, and cultural folkways. The final weeks of the course will treat points of convergence and integration, including the growth of cities, religious movements, political commonalities, and the eighteenth-century wars for empire in the Atlantic, culminating in the Peace of Paris of 1763.

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HI6058	Saints, Relics & Churches in Medieval Europe c.500-1500					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Availability

Please note that this module is only available to single-honours and joint-honours students on the BA History and BA War Studies/Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

Contact Hours

Total contact hours: 60

Private study hours: 540

Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Obtained a critical understanding of how the cult of saints developed in medieval Europe, as well as how and why it changed over time.
- 2 Expanded their knowledge the influence of saints and relics over the religion, culture, and society of medieval Europe.
- 3 Gained knowledge and understanding with a wide range of different types of primary sources.
- 4 Become more sophisticated in the interpretation of those primary sources, and developed a greater awareness of the problems involved in interpreting such sources, informed by recent scholarship on the period.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Developed their ability to communicate about complex concepts effectively.
- 2 Developed their ability to manage their own time and to work autonomously.
- 3 Developed their ability to present information orally and to use images as a communication tool.
- 4 Analysed, discussed, deconstructed, and demonstrated cogent understanding of primary sources and, subsequently, assembled and presented arguments based on this analysis.
- 5 Approached problem solving creatively, and formed critical and evaluative judgments about the suitability of these approaches.

Method of Assessment

Main assessment methods:

- Essay 3000 words 8%
- Presentation 10 minutes 4%
- Presentation 10 minutes 4%
- Examination 2 x 2 hours 60%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

- B. Abou-el-Haj. (1994) *The Medieval Cult of Saints: Formations and Transformations*. Cambridge: CUP
- R. Bartlett. (2013) *Why Can the Dead Do Such Great Things?: Saints and Worshippers from the Martyrs to the Reformation*. Princeton: Princeton University Press
- P. Brown. (1981) *The Cult of the Saints: Its Rise and Function in Latin Christianity*. Chicago: University of Chicago Press
- R. Marks. (2004) *Image and Devotion in Late Medieval England*. Stroud: The History Press
- A. Vauchez. (2005) *Sainthood in the Later Middle Ages*. Cambridge: CUP

Pre-requisites

None

Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

Not available as Elective (Wild)

Synopsis *

Saints were a central feature of the Christian religion in medieval Europe, and they also had a profound influence on culture and society. This module explores the development of the cult of saints from Late Antiquity to the eve of the Reformation. Some of the main topics that will be considered include relics, miracle stories, pilgrimage, and artistic production. In addition to these topics, the module will consider the impact that saints and relics had on the building of churches and the feast days in the calendar. We will look at a wide variety of sources including illuminated manuscripts, sculpture, stained glass, church buildings, and saints' lives. All texts will be read in translation.

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HI6060	After Stalin: The Decline and Fall of the Soviet Union					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Availability

Please note that this module is only available to single-honours and joint-honours students on the BA History and BA War Studies/Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

Contact Hours

Total contact hours: 60
Private study hours: 540
Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrated an in-depth historical knowledge of the USSR from the 1940s to the collapse of the USSR, and the first attempts to re-create the Russian state in the early 1990s.
- 2 Gained the conceptual tools to understand and interpret the political, social and intellectual last decades of Soviet power, and the historiographical debates which are relevant to it.
- 3 Acquired sufficient contextual knowledge to answer complex questions such as why the Soviet Union, so soon after gaining 'superpower status', suddenly collapsed from within.
- 4 Demonstrated a broad conceptual command of the subject matter of the course, and a thorough and systematic understanding of the latest research in Russian history.
- 5 Demonstrated their capacity to assess and critically engage with a wide range of primary sources, and particularly to analyse the literary works of relevant contemporary Russian writers.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Improved and demonstrated their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 2 Improved and applied their communication, presentational skills and information technology skills.
- 3 Demonstrated the acquisition of an independent learning style.
- 4 Analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis.
- 5 Approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches.

Method of Assessment

Main assessment methods:

Essay 3,000 words 8%
Set Text Essay 3,000 words 8%
Commentaries 3,000 words 8%
Presentation 15 minutes 8%
In-class Test 1.5-hours 8%
Examination 1 2 hours 30%
Examination 2 2 hours 30%

Reassessment methods :

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

- P. Boobbyer. (2005) *Conscience, Dissent and Reform in Soviet Russia*. Routledge: Oxon
V. Bukovsky. (1979) *To Build a Castle: My Life as a Dissenter*. New York: Viking Press
T. Colton. (2008) *Yeltsin: A Life*. New York: Basic Books
R. Daniels (ed.). (1994) *Soviet Communism from Reform to Collapse*. Boston: Cengage
J. Dunlop. (1995) *The Rise of Russia and the Fall of the Soviet Empire*. Princeton: Princeton University Press
R. English. (2000) *Russia and the Idea of the West*. New York: Columbia University Press
M. Gorbachev. (1987) *Perestroika*. New York: Harper and Row
M. Heller, and A. Nekrich. (1986) *Utopia in Power*. Mandaluyong, Philippines: Summit Books
J. Keep. (2002) *Last of the Empires*. Oxford: OUP
M. Malia. (1995) *The Soviet Tragedy*. New York: Free Press

Pre-requisites

None

Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

Not available as Elective (Wild)

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Synopsis *

This module addresses the politics, ideology and culture of the USSR in the post-war era. It starts with an exploration of late Stalinism, before covering Khrushchev's reforms, Brezhnev's neo-Stalinism and Gorbachev's perestroika. Along with these themes, time will be devoted to: the intelligentsia; labour camps and the release of detainees in the 1950s; Soviet science; religion and spirituality; emerging nationalism; the Human Rights Movement; 'village' prose; the Soviet economy; foreign policy and policy in the 'near abroad'; the collapse of the USSR; and Yeltsin's reformism and the new Russian state. The approach is interdisciplinary, and this will be reflected in the wide range of primary sources used; and throughout the module students will be introduced to the relevant historiography.

HI6061	Human Experiments & Human Rights during the Cold War					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Availability

Please note that this module is only available to single-honours and joint-honours students on the BA in History and BA in Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

Contact Hours

This module will be taught through one 1-hour session and one 3-hour seminar each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback.

Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a firm understanding of the historiography and historical context of human rights in human experiments during the Cold War, with a particular emphasis on the United Kingdom and the United States.
- Demonstrate a broad conceptual command of the course, and a thorough and systematic understanding of the latest research in the history of military and civilian medical ethics and human experimentation.
- Assess and critically engage with a wide range of primary sources (both written and visual) related to the history of human rights in human experiments, medical ethics and informed consent, chemical and biological warfare, and international conventions banning the use and development of non-conventional weapons.
- Learn independently through individual engagement with a wide range of subject-related high-level resources, including research in archival collections such as the National Archives, and Wellcome Library Archives and Manuscript collection.
- Analyse key texts related to the Maddison Inquest(s) in 1953 and 2004 and other materials important for an understanding of the development of military medical ethics in the 20th and 21st centuries.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- Demonstrate improved communication, presentational skills and information technology skills.
- Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.
- Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.
- Approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches.

Method of Assessment

This module will be assessed by:

- Essay 1 (5000 words) - 12%
- Essay 2 (5000 words) - 12%
- In-class Test (2000 words) - 8%
- Presentation (30-40 minutes) - 8%
- Exam 1 (2 hours) - 30%
- Exam 2 (2 hours) - 30%

Preliminary Reading

- D. Avery. (2013) *Pathogens for War*. Toronto: Toronto University Press
- B. Balmer. (2001) *Britain and Biological Warfare*. Basingstoke: Palgrave
- B. Balmer. (2012) *Secrecy and Science*. Farnham: Ashgate
- R. Cooter, M. Harrison, S. Sturdy. (1999) *Medicine and Modern Warfare*. Amsterdam: Rodopi
- M. Gross & D. Carrick. (2012) *Military Medical Ethics*. Farnham: Ashgate
- P.M. Hammond & G.B. Carter. (2002) *From Biological Warfare to Healthcare*. Basingstoke: Palgrave
- J.D. Moreno. (1999). *Undue Risk: Secret State Experiments on Humans*. New York: Routledge
- J.D. Moreno. *Mind Wars: Brain Research and National Defence*. New York: Dana Press
- U. Schmidt & A. Frewer (eds.). (2007) *History and Theory of Human Experimentation*. London: Steiner
- U. Schmidt. (2004) *Justice at Nuremberg*. Basingstoke: Palgrave
- U. Tröhler & S. Reiter-Theil (eds.). (1998) *Ethics Codes in Medicine*. Aldershot: Ashgate
- J.B. Tucker. (2006) *War of Nerves: Chemical Warfare from World War I to Al-Qaeda*. New York: Doubleday
- M. Wheelis et al. (eds.). (2006) *Deadly Cultures: Biological Weapons since 1945*. Cambridge: Harvard University Press

Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

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Synopsis *

This Special Subject examines the history of human rights in human experimentation during the Cold War, and traces the development of biological and chemical warfare research from the Second World War through to Allied military research in the 1950s and 1960s. It charts continuity and change in the development of medical ethics standards in modern military research on humans, and assesses the extent to which research subjects were informed of the risks involved in the research. The module explores Allied war-time research and the international response to news of Nazi medical atrocities. The Nuremberg Medical Trial and the Nuremberg Code are important milestones in the history of informed consent and modern medical ethics. The module looks at the Nuclear testing programme that was conducted by the United States and the United Kingdom in the 1950s, and investigates in detail the evolving chemical warfare programme at Porton Down in the United Kingdom where one of the servicemen, Ronald Maddison, died from exposure to the nerve agent sarin in 1953. The history of research into incapacitants and biological warfare agents is located into a wider context of an evolving system of medical ethics in which non-therapeutic experiments without consent were increasingly seen as unethical and unlawful. Finally, the attempts by veteran groups for recognition and compensation will be examined as part of a wider political history of the Cold War which has shaped our understanding and memory of the more recent past.

HI6063 California: The Golden State						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Weekly three-hour seminars throughout the Autumn and Spring term.

Method of Assessment

This module's assessment consists of coursework worth 40% and examination worth 60%.

Coursework (40%):

- Seminar Presentation (10% of coursework component).
- 2 x 1500 word Source Analysis papers. Students will analysis in detail 2 sources linked with California history and culture, writing a 1500 piece on each. The sources will include film, photography, music, videogames, literature, diaries, political speeches, news media and historical records (15% of coursework component each).
- 2 x 3500 word essays (30% of coursework component each).

Exams (60%):

Each paper is worth 50% of the exam component.

- 2 hour Gobbets Analysis Paper. Students will choose from a range of gobbets linked with the California history and culture, writing answers that engage with the context, content and commentary of each gobbet.
- 2 hour Essay Question Paper.

Preliminary Reading

- CHAN, S., OLIN, S. and PATERSON, T. (eds.) (1996) Major Problems in California History. Boston: Wadsworth Publishing.
- DAVIS, M. (2006) City of Quartz. London: Verso Books.
- DAVIS, M. (1999) Ecology of Fear. New York: Vintage Books.
- GUTIERREZ, R. and ORSI, R. (1998) Contested Eden: California Before the Gold Rush. Berkeley: University of California Press.
- JOHNSON, S. (2001) Roaring Camp: The Social World of the California Gold Rush. London: W. W. Norton & Co.
- MCWILLIAMS, C. (1999) California: The Great Exception. Berkeley: University of California Press.
- MUIR, J. (1912) The Yosemite. New York: The Century Company.
- STARR, K. (2007) California: A Modern History. New York: Modern Library Inc.
- RAWLS, J. and BEAN, W. (2011) California: An Interpretive History. New York: McGraw-Hill Education.
- WALDIE, D. (2005) Holy Land: A Suburban Memoir. London: W. W. Norton & Co.
- WILLS, J. (2012) Conservation Fallout: Nuclear Protest at Diablo Canyon. Reno: University of Nevada Press.

Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

Synopsis *

This special subject explores California history from Native American times to modern day. It charts the rise to power of the US Pacific Coast and the many complexities that come with mass immigration, technological innovation and cultural frontierism. The special subject does not provide a simple narrative of state history, but instead employs a series of case studies to illuminate key periods of California's past and present, auto-stops, if you will, to navigate the Golden State as both a place, an idea and, most significantly, an image. The case studies also facilitate an interdisciplinary approach to the topic, for example, the Great Depression in California is considered by a session on the life of the hobo, his music, migration, work and community in the period. Sources here include Nels Anderson's classic sociological text 'On Hobos and Homelessness' and collections of Okie/hobo music of the period. A number of movie showings will relate both the rise of Hollywood as a state industry as well as Hollywood's own social commentary on the California experience. The California dream and the notion of California exceptionalism will be critiqued across the module. Students will be expected to immerse themselves in the culture industry of the state and truly explore what (if anything) makes California so special or Golden.

HI6064 Armies at War, 1792-1815						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the Level 5 module students will be able to:

- 1 Analyse the concept of the 'Nation in Arms' as it developed in the immediate aftermath of the French Revolution.
- 2 Analyse the nature of conscription as it was applied throughout most of continental Europe, 1792-1815.
- 3 Demonstrate a knowledge and critical understanding of the nature of warfare, 1792-1815 and its place within the concept of 'total war'.
- 4 Analyse the 'Napoleonic way in warfare' and its implications with regard to logistics, strategy, tactics and the nature of armies.
- 5 Analyse the extent to which the enemies of Napoleon were ultimately victorious against him by restructuring their armies on the French model.
- 6 Demonstrate a knowledge and critical understanding of the basis of guerrilla warfare, as it developed in the Iberian Peninsula, 1808-13.
- 7 Critically engage in key historiographical debates, applying the concepts and principles of historical study to the relevant context.

The intended generic learning outcomes.

On successfully completing the Level 5 module students will be able to:

- 1 Effectively communicate information and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 2 Critically engage in key debates, applying the concepts and principles of study to the relevant context.
- 3 Make effective use of relevant sources.

Method of Assessment

Main assessment methods:

Level 5

Essay 1	2,500 words	18%
Essay 2	2,500 words	18%
Exam Preparation Essay	1,000 words	12%
Presentation	10 minutes	12%
Exam	2 hours	40%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

BERTAUD, J. (1989) *The Army of the French Revolution: From Citizen-Soldiers to Instrument of Power*. Princeton: Princeton University Press.

BLANNING, T. C. W. (1996) *The French Revolutionary Wars, 1787-1802*. London: Hodder.

BLAUFARD, R. (2002) *The French Army, 1750-1820*. Manchester: Manchester University Press.

COOKSON, J. E. (1997) *The British Armed Nation, 1793-1815*. Oxford: Oxford University Press.

ESDAILE, C. J. (1988) *The Spanish army in the Peninsular War*. Manchester: Manchester University Press.

FORREST, A. (2001) *Conscripts and Deserters*. Oxford: Oxford University Press.

FORREST, A. (1989) *The Soldiers of the French Revolution*. Durham: Duke University Press.

KEEP, J. (1985) *Soldiers of the Tsar: Army and Society in Russia, 1462-1874*. Oxford: Oxford University Press.

LINCH, K. (2011) *Britain and Wellington's army*. London: Palgrave Schol.

PARET, P. (1966) *Yorck and the era of Prussian military reform, 1807-1815*. Princeton: Princeton University Press.

SCHNEID, F. C. (2015) *European Armies of the French Revolution 1789-1802*. Norman: University of Oklahoma Press.

STOKER, D. and SCHNEID, F. C. (eds.) (2014), *Conscription in the Napoleonic Era*. London: Routledge.

Pre-requisites

None

Synopsis

This module examines the European experience of war during the French Revolutionary and Napoleonic Wars. The lectures will consider the major national armies (French, Prussian, Austrian, Russian, British and Spanish) and how they were expanded and reformed in the wake of the French Revolution. Seminars will consider key themes, such as the nature of the officer corps, recruitment and conscription, the nature of 'People's War', interactions between soldiers and civilians, developments in tactics, logistics and discipline and morale. The approach taken, will largely be that of 'war and society', focusing on the social history of the armies but there will also be some consideration of operational history and cultural history approaches to this topic. While this approach moves significantly away from 'old military history' with its focus on generals and battles, there will be some consideration of Napoleon's methods of warfare and how these were successfully countered by his enemies.

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HI6068	Resistance, Rebellion and Regicide: c.1480-1603					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	

Contact Hours

One 1-hour lecture and one 2-hour seminar each week.

Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

- 1) Demonstrate a knowledge and critical understanding of when and why early modern subjects rebelled against their monarchs.
- 2) Analyse change over time during the sixteenth century.
- 3) Analyse the interplay of domestic and international factors in prompting rebellion.
- 4) Demonstrate an awareness of the strengths, weaknesses and limitations of extant source materials.
- 5) Demonstrate awareness of the inter-relationship of factors which cause political unrest and assess their relative importance.

The intended generic learning outcomes

On successfully completing the module students will be able to:

- 1) Weigh the merits of different scholarly interpretations with reference to primary sources.
- 2) Develop their ability to analyse a range of types of source materials and employ this material to contribute to a clear argument.
- 3) Develop their participation in debate, using evidence to support their position in seminar discussions and written assignments.

Method of Assessment

40% coursework; 60% exam.

Assessment will be by two essays of 3,000 words each, and a two-hour examination in the Summer term.

Preliminary Reading

- BURNS, J. (2004) Pro Me Si Mereor In Me: kingship and tyranny in Scotland, 1437-1587. In VON FRIEDBURG, R. (ed.) Murder and monarchy : regicide in European history, 1300-1800. Basingstoke: Palgrave Macmillan. (other essays in this volume provide valuable wider context).
- DAWSON, J. (1991) The two John Knoxes : England, Scotland and the 1558 tracts. *Journal of Ecclesiastical History* (42). p. 555-76.
- KESSELRING, K. J. (2007) The Northern Rebellion of 1569: faith, politics, and protest in Elizabethan England. Basingstoke: Palgrave Macmillan.
- MAGGIN, C. (2004) The Baltinglass rebellion, 1580: English dissent or a Gaelic uprising? *Historical Journal* (47:2). p. 205-32.
- SANSOM, C. J. (2008) The Wakefield Conspiracy of 1541 and Henry VIII's Progress to the North Reconsidered. *Northern History* (45). p. 217-238.
- WOOD, A. (2014) The Deep Roots of Albion's Fatal Tree: The Tudor State and the Monopoly of Violence. *History* (99). p. 403-417.

Synopsis *

Early Modern European states fostered a culture of obedience. Subjects were meant to show loyalty to their monarch through conforming to their commands, and the doctrine of obedience was promulgated in pulpits and cheap print up and down the land. Nevertheless, rebellions occurred. This course will examine when, why and how subjects resisted their monarchs during the sixteenth century in England, Ireland Scotland, and what factors could push resistance into rebellion – even to the ultimate sin of regicide. We will explore the impact of religious changes on rebellion, considering how having a monarch with a different religion might facilitate rebellion, and the impact of classical ideas about the res publica, the commonwealth or republic, on providing new justifications for rebellion, and explore how these phenomena occurred in the three different contexts of the three kingdoms. We shall also consider how rebellion was reported, and the relationship between the state and controlling news, and how domestic rebellions were influenced by and in turn affected local, national and foreign developments.

Traditionally, historians tend to think about rebellion and resistance following one of two approaches, either social history, considering bottom up protests and popular culture, or intellectual history, exploring theoretical justifications for rebellion and understanding the nature of legitimate political power. This module will allow students to explore both historical approaches. When the module is run at level 5, students will be expected to compare the uses of both approach and its strengths and weaknesses, and at level 6 they will be invited to combine both approaches in their own work.

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HI6069 Science and Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

Weekly one-hour lectures and two-hour seminars.

Method of Assessment

This module will be assessed by 100% coursework

- Source commentaries (2000 words – 25%)
- Group presentation (c. 15 minutes in pairs/threes 15%)
- Two essays (2x 3000 words – 60%)

Preliminary Reading

BROOK, J. H. and CANTOR, G.N. (1998) *Reconstructing Nature: The Engagement of Science and Religion*. London: T&T Clark.

BROOKE, J. H. (2009) *Darwin and Victorian Christianity*. In HODGE, J. and RADICK, G. (eds.) (2009) *The Cambridge Companion to Darwin*. Cambridge: Cambridge University Press.

COHEN, I.B., DUFFIN K. E., and STRICKLAND, S. (eds) (1990) *Puritanism and the Rise of Modern Science: The Merton Thesis*. New Brunswick: Rutgers University Press.

DIXON, T. (2008) *Science and Religion: A Very Short Introduction*. Oxford: Oxford University Press.

FINOCCHIARO, M. A. (2007) *Retrying Galileo, 1633–1992*. Berkeley: University of California Press.

JACOB, J. R. and JACOB, M. C. (1980) *The Anglican Origins of Modern Science: The Metaphysical Foundations of the Whig Constitution*. *Isis* (71). p. 251-267.

LINDBERG, D. C. and NUMBERS, R. L. (2003) *When Science and Christianity Meet*. Chicago: University of Chicago Press.

SHAPIRO, A. R. (2013) *Trying Biology: The Scopes Trial, Textbooks, and the Antievolution Movement in American Schools*. Chicago: University of Chicago Press.

Synopsis *

Science and religion are often presented as in antithesis; worldviews that will inevitably clash. Popular accounts of science often present religion and religious institutions as a restraining force on the advance of science, and find it difficult to deal with the many scientific figures whose work was either underpinned or unaffected by their faith. This module will look critically at these narratives, re-examining famous episodes such as Galileo's clash with the Catholic Church, and debates over Darwin's theory of evolution, from the Huxley-Wilberforce debate of 1860 to the Scopes Trial in Tennessee in 1925. We will explore the late 19th-century roots of the "clash narrative" and the developing idea of inevitable "Warfare" between science and religion, noting the other ways in which the relationship has been understood. This includes the long-lasting natural theological framing of scientific knowledge, which saw evidence of God's existence and attributes in the natural world, and historians' accounts of the role of religion in motivating individuals and groups to undertake scientific work.

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HI6071 The United Nations in the Twentieth Century						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Weekly three-hour seminars.

Method of Assessment

40% Coursework:

1 gobbets exercise (2,000 words): 10%

3 essays of 3,000 words: 10% each

60% Examination:

2 examinations, each of two hours and worth 30% each: 1) Source Analysis paper and 2) a paper of standard essay questions

Preliminary Reading

CARPENTER, T. G. (ed) (2001) *Delusions of Grandeur: The United Nations and Global Intervention*. Washington DC: Cato Institute.

FINKELSTEIN, L. S. (ed) (1990), *Politics in the United Nations System*. Durham, NC: Duke University Press.

GARIES, S. B. (2012) *The United Nations*. Basingstoke: Palgrave Macmillan.

KARNS, M. P. and MINGST, K. A. (2009) *International Organizations*. New York: Lynne Rienner Publishers inc.

KI-MOON, B. and AHTISAARI, M. (2015) *The United Nations at 70*. New York: Rizzoli International Publishers.

KENNEDY, P. (2007) *The Parliament of Man: the past, the present, and the future of the United Nations*. London: Penguin.

MAZOWER, M. (2013) *No Enchanted Palace*. Princeton: Princeton University Press.

MEISLER, S. (2011) *United Nations: A History*. New York: Grove Press.

RYAN, S. (200) *The United Nations and International Politics*. New York: Palgrave Macmillan.

WEISS T. G. and DAWS S. (eds) (2007), *The Oxford Handbook on the United Nations*. Oxford: Oxford University Press.

Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

Synopsis *

The United Nations was established by the victorious states of the Second World War in 1945. The preamble to the Charter of the United Nations declared that the organisation's aim is to 'save succeeding generations from the scourge of war'; promote fundamental human rights and the rights of nations large and small; maintain international law and promote social progress. This module will explore how successfully the organisation has met its founding ideals. In doing so, it will consider major issues that faced the United Nations during the first fifty years of its existence. It will examine how policy was formulated in the committee rooms of the General Assembly and the Security Council. It will then explore how effective such policy proved in the context of the Cold War and the changing post-colonial environment of the late twentieth century.

HI6075 Sex, Health and Deviance in Britain since 1800						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 60

Private study hours: 540

Total study hours: 600

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand and critically assess the relationship between sex and health in Britain since 1800.
- 2 Critically evaluate the role of the Church, the State, the medical profession and others in shaping public discourse and societal norms surrounding sex and health in Britain since 1800, drawing on a range of primary sources.
- 3 Critically assess the extent to which public attitudes towards sex and private behaviour were regulated throughout this period, by drawing on examples of deviant attitudes and practices.
- 4 Critically analyse deviant attitudes and behaviours through a series of individual case studies according to geography, class, gender and ethnicity.
- 5 Situate the history of sex and health in the broader context of nineteenth and twentieth century Britain, and where possible, Europe, North America and Asia.
- 6 Critically evaluate the notion of deviance, drawing on relevant historical and sociological literature.
- 7 Develop a systematic understanding of the challenges faced by those considered sexually deviant in the twenty-first century through a detailed knowledge of the history of sex and sexuality.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Write an informed research essay, historiographical review and commentary on documents, under pressure of time.
- 2 Work critically with primary materials, ephemera, images, advertisements, newspapers, pamphlets, autobiographies, diaries, and contemporary film and video resources, accurately deploying established techniques of analysis and enquiry.
- 3 Develop the ability to navigate, identify, absorb and react to a substantial amount of material related to the subject in various formats.
- 4 Develop the ability to manage their own learning, enhancing skills which enable the design and completion of a research essay in which primary and secondary materials are assessed against current academic debates in the field
- 5 Develop communication skills and the ability to work in a team through class discussions on complex historical problems, and oral presentations.

Method of Assessment

Main assessment methods:

Historiographical Review	3,000 words	12%
Commentary	1,500 words	6%
Essay	4,500 words	14%
Presentation	20 minutes	8%
Examination	2 x 2 hours	60%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

- Cook, H. (2005) *The Long Sexual Revolution: English Women, Sex and Contraception 1800-1975*, Oxford: Oxford University Press
- Davidson, R. and L. Hall (2001) *Sex, Sin and Suffering: Venereal Disease and European Society since 1870*, London: Routledge
- Hall, L. (2012) *Sex, Gender and Social Change in Britain since 1880*, Basingstoke: Palgrave Macmillan
- Jütte, R. (2008) *Contraception: A History*, Cambridge: Polity Press
- Porter, R. and M. Teich (eds.) (1994) *Sexual Knowledge, Sexual Science: The History of Attitudes to Sexuality*, Cambridge: Cambridge University Press
- Szreter, S. (1996) *Fertility, Class and Gender in Britain 1860-1940*, Cambridge: Cambridge University Press
- Szreter, S and K. Fisher (2010) *Sex Before the Sexual Revolution. Intimate Life in England 1918-1963*, Cambridge: Cambridge University Press

Pre-requisites

None

Restrictions

Not available as Elective (Wild)

Synopsis <span style =

From early nineteenth century concerns over declining birth rates to the profound impact of the AIDS epidemic in the late twentieth century, this module will examine key political, economic, social and medical issues and events that shaped discourse, attitudes and behaviours surrounding sex and health in Britain since 1800. A central concern of this module will be to untangle the complicated relationship between public discourse and private behaviour. Indeed, while vocal social commentators, scientific and medical communities, the State and the Church increasingly sought to regulate sexual attitudes and behaviours, deviant and tabooed practices such as prostitution, masturbation and sex outside marriage were (and still are) prevalent. In untangling public discourse and private behaviour, the module will consider: the extent to which the regulation of sex and health has been successful; the ways in which attitudes and behaviours changed across the period and varied according to geography, social class, sexual preference, gender and ethnicity; and how they affect our attitudes towards sex and health today. Themes addressed in this module include: Britain's role in the global commercialisation of contraceptive technologies; venereal disease; abortion and infanticide; eugenics; same-sex relationships; and sex crimes.

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HI6076	Surgery, Science and Society since 1750					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours = 30
Total private study hours = 270
Total study hours = 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Analyse the concept of a 'surgical revolution' as it developed in Europe and North America from the late eighteenth century
- 2 Demonstrate a knowledge and critical understanding of the continuities and changes to surgery from 1750 and their place within the history of medicine
- 3 Demonstrate a knowledge and critical understanding of different historical approaches to surgery, including those from the history of medicine and social and cultural history
- 4 Critically engage in key historiographical debates in the medical history and social and cultural history fields, applying the concepts and principles of the historical study of surgery to the relevant context.
- 5 Analyse the public dissemination of surgical history to public audiences

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Ability to communicate effectively to using a variety of methods
- 2 Critically engage in key debates, applying the concepts and principles of study to the relevant context
- 3 Make effective use of relevant sources

Method of Assessment

Main assessment methods:

Essay (3,000 words) (60%)
Presentation plus general seminar performance (20 minutes) (20%)
Critical evaluation (2,500 words) (20%)

Reassessment methods:

1 x 3,000-word essay

Preliminary Reading

Indicative Reading List:

Lawrence, C. (ed., 1992) *Medical Theory, Surgical Practice: Studies in the History of Surgery*, London and New York: Routledge
Löwy, I. (2009) *Preventative Strikes: Women, Precancer, and Prophylactic Surgery*, Baltimore: The Johns Hopkins University Press
Richardson, R. (2001) *Death, Dissection and the Destitute*, Chicago: University of Chicago Press
Schlich, T. (2010) *The Origins of Organ Transplantation: Surgery and Laboratory Science, 1880s-1930s*, Rochester, NY: The University of Rochester Press
Schlich, T. (2002) *Surgery, Science and Industry: A Revolution in Fracture Care, 1950s-1990s*, Basingstoke: Palgrave Macmillan
Schlich, T. and C. Crenner (2016) *Beyond Innovation: Historical Perspectives of Technological Change in Modern Surgery*, Rochester, NY: The University of Rochester Press
Wangensteen, O. H and S. D., Wangenstein (1978) *The Rise of Surgery. From Empiric Craft to Scientific Discipline*, Folkstone: Dawson

Pre-requisites

None

Synopsis <span style =

Over the last two centuries, surgery has been radically transformed from a barbaric craft to a precision based science. Aided by new technologies, surgeons pioneered exploration into the body in ways never achieved before and became heroes of the hospital operating theatre and beyond. Historians have called this a surgical revolution. But how revolutionary was it? Did surgeons always get it right? Did new ideas, procedures and technologies immediately replace those that came before them? Is the history of surgery simply a story of continual progress? This module will examine major aspects of surgery from 1750 in order to evaluate the extent to which a 'surgical revolution' took place. Topics to be addressed include the rise of pathological anatomy; dissection and body snatching; anaesthesia; antisepsis and asepsis; vivisection; war; organ transplantation; and keyhole surgery. Adopting a social and cultural approach, the module will examine these topics in line with several key themes: the surgical profession, masculinity and heroism; patients, ethics and the body; technologies and techniques; and the sciences of pathology and physiology. The module will also explore the dissemination of surgical history today to public audiences through analyses of museum exhibits.

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HI6081 Elizabethan Court and Realm, 1558-1603						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 60
Private study hours: 540
Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will have:

- 1 Acquired a firm grasp of the complex politics, religion and culture of the period.
- 2 Demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.
- 3 Demonstrated their capacity to assess and critically engage with a wide range of primary sources, both visual and written. These include chronicles (such as Camden's Annals), ambassadorial reports, conciliar memoranda, private letters, debates in the House of Commons, charges at quarter sessions and contemporary publications; groundplans of Elizabethan houses and churches; and engravings and royal portraits.
- 4 Demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources. These include Early English Books online, the Bibliography of British and Irish History, State Papers online, Calendar of State Papers Domestic, and familiarity with recent articles and reviews of recent books in key periodicals such as The English Historical Review and Historical Journal. They will be deployed in background reading, seminar presentations and essay writing.
- 5 Acquired the ability to analyse key texts and other materials critically at a high level. The range of primary source material presents challenges: Elizabethan English sometimes needs interpreting; students will learn how to contextualise documents and visual material according to date, provenance and purpose; and they will come to understand, too, the benefits of cross-reference and checking one contemporary source against another, and both against current historiography.

The intended generic learning outcomes.
On successfully completing the module students will have:

- 1 Enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 2 Enhanced communication, presentational skills and information technology skills.
- 3 Demonstrated independent learning when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.
- 4 Analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.
- 5 Approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches.

Method of Assessment

Main assessment methods:

Essay 1 3000 words 8%
Essay 2 3000 words 8%
Essay 3 3000 words 8%
Gobbet Exercise 3000 words 8%
Presentation 15 minutes 8%
Examination 2 x 2 hours 60%

Reassessment methods:
Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

D. Starkey, Elizabeth: Apprenticeship (Vintage, 2000)
W. MacCaffrey, Elizabeth I (Arnold, 1993)
M.H. Cole, The Portable Queen: Elizabeth I and the Politics of Ceremony (UMP, 1999)
S. Doran & T. Freeman eds., The Myth of Elizabeth (Palgrave, 2003)
P. Croft ed., Patronage, Culture and Power: the early Cecils 1558-1612 (Yale, 2002)
A. Gajda, The Earl of Essex and Late Elizabethan Political Culture (Oxford, 2012)

Pre-requisites

None

Restrictions

Not available as Elective (Wild)

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Synopsis *

This module aims to study the Court of Queen Elizabeth I as the fulcrum of power and politics in the realm and as a cultural centre. Students will be introduced to the historiography and current interpretations of the political and cultural history of England and Wales in the Elizabethan period. They will analyse a wide range of original primary sources on the workings of the royal household, and on the processes of policy-making by the Queen and the privy council in relation to the government of the kingdom, and be invited to examine critically the evidence for the reputation of the Elizabethan Court as the centre of patronage in the 'English Renaissance' of literature and drama. There will be regular opportunities to discuss research in progress on these subjects.

HI6083 Rifles, Railways and Factories						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	
2	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
2	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 30

Total private study hours: 270

Total module study hours: 300

Method of Assessment

Assessment will consist of:

1 seminar paper - 10% of final mark

2 essays (3000 words) - 25% each of final mark

1 two hour examination paper in the summer term (three questions from a list of ten) - 40% of final mark

Preliminary Reading

General/Core Texts: German Wars of Unification

Stig Forster and Jorge Nagler (eds.), *On the road to total war: the American Civil War and German wars of unification, 1861-1871* (New York: CUP and German Historical Institute, 1997)

Michael Howard, *The Franco-Prussian War: the German invasion of France, 1870* (London: Hart Davis, 1961)

Dennis Showalter, *The Wars of German Unification* (London: Hodder, 2004)

Dennis Showalter, *Railroads and rifles: soldiers, technology and the unification of Germany* (Hamden, CT: 1976)

Geoffrey Wawro, *The Austro-Prussian War: Austria's war with Prussia and Italy, 1866* (Cambridge: CUP, 1996)

Geoffrey Wawro, *The Franco-Prussian War* (Cambridge: CUP, 2003)

General/Core Texts: American Civil War

Stig Forster and Jorge Nagler (eds.), *On the road to total war: the American Civil War and German wars of unification, 1861-1871* (New York: CUP and German Historical Institute, 1997)

Susan-Mary Grant and Brian Holden-Reid (eds), *Themes of the American Civil War* (London: Routledge, 2009)

Susan-Mary Grant, *War for a nation: the American Civil War* (London: Routledge, 2006)

John Keegan, *The American Civil War* (London: Hutchinson, 2009)

James M. McPherson, *The Battle Cry of Freedom* (Harmondsworth: Penguin, 1989)

Ethan S. Rafuse (ed.), *American Civil War* (Aldershot: Ashgate, 2005)

Restrictions

Students on the BA(Hons) Military History programme will have priority for spaces on this module.

Synopsis *

Week 1: introduction

Weeks 2-6 (including Study Week) German Wars of Unification, 1864-1870

Weeks 7-12 American Civil War

Both sets of conflicts will be examined through a series of themes: political management of war in the second half of the nineteenth century; the nature of generalship and command; the issues of logistics, communications and military medicine; the experiences of front-line troops; the management and attitudes of home fronts

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HI6084 War, State and Society, c.1830-1871						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	
2	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total contact hours: 30
 Total private study hours: 270
 Total module study hours: 300

Method of Assessment

60% coursework/40% exam

1 seminar paper - 10% of final mark
 2 essays (3000 words each) - 25% each of final mark
 1 two hour examination paper in the summer term - 40% of final mark

Preliminary Reading

Stig Forster and Jorge Nagler (eds.), *On the road to total war: the American Civil War and German wars of unification, 1861-1871* (New York: CUP and German Historical Institute, 1997)
 Susan-Mary Grant and Brian Holden-Reid (eds), *Themes of the American Civil War* (London: Routledge, 2009)
 Susan-Mary Grant, *War for a nation: the American Civil War* (London: Routledge, 2006)
 Michael Howard, *The Franco-Prussian War: the German invasion of France, 1870* (London: Hart Davis, 1961)
 John Keegan, *The American Civil War* (London: Hutchinson, 2009)
 James M. McPherson, *The Battle Cry of Freedom* (Harmondsworth: Penguin, 1989)
 Ethan S. Rafuse (ed.), *American Civil War* (Aldershot: Ashgate, 2005)
 Dennis Showalter, *The Wars of German Unification* (London: Hodder, 2004)
 Dennis Showalter, *Railroads and rifles: soldiers, technology and the unification of Germany* (Hamden, CT: 1976)
 Geoffrey Wawro, *The Austro-Prussian War: Austria's war with Prussia and Italy, 1866* (Cambridge: CUP, 1996)
 Geoffrey Wawro, *The Franco-Prussian War* (Cambridge: CUP, 2003)

Restrictions

Students on the BA(Hons) Military History programme will have priority for spaces on this module.

Synopsis *

This module will be based around study of the German Wars of Unification (1864-1870) and the American Civil War. Both sets of conflicts will be examined through a series of themes: political management of war in the second half of the nineteenth century; the nature of generalship and command; the issues of logistics, communications and military medicine; the experiences of front-line troops; and the management and attitudes of home fronts.

HI6086 Loyalists: The Wrong Side of American Independence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 60
 Private study hours: 540
 Total study hours: 600

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Understand and critically assess the origins, evolution, and legacy of the American Revolution.
- 2 Assess the relative importance of ideological, military, economic, and cultural variables in inclining historical populations towards loyalism or radicalism.
- 3 Critically analyse how the experiences of the losing side of the Revolution compared and contrasted with their "Patriot" counterparts.
- 4 Critically evaluate how race, class, and gender affected the prevalence and character of loyalism in different regions of North America.
- 5 Undertake original research using primary sources from the National Archives.
- 6 Develop a systematic understanding of the impact of diasporic loyalists on communities around the British Empire (including Canada, Africa, and the British Isles).

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Develop their critical capacities in approaching a range of textual and non-written evidence, and their ability to process and formulate this evidence into a sophisticated and cogent argument (to be assessed through essays and written examination).
- 2 Develop their ability to participate successfully in sophisticated debate, weighing evidence to change their own position or to persuade others, to be fostered in the seminar environment.
- 3 Demonstrate an understanding of the complex interrelationship of factors which cause political allegiances to develop, and evaluate the significance of these.
- 4 Evaluate the merits of scholars' arguments on the basis of analysis of their use of source material and logical deduction.

Method of Assessment

Main assessment methods:

Essay 1	3,500 words	12%
Biographic Exercise	2,000 words	6%
Essay 2	3,500 words	12%
Digital Mapping Exercise		6%
Seminar Participation		4%

Examination 2 x 2 hours 60%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

David Ramsay, *History of the American Revolution* (Philadelphia, 1789);
Jeremy Belknap, *History of New-Hampshire* (2 vols: Boston, 1791);
George Bancroft, *History of the United States of America* (New York, 1888);
Leslie F. Upton, *The Loyal Whig: William Smith of New York and Quebec* (Toronto: University of Toronto Press, 1969);
Neil MacKinnon, *This Unfriendly Soil: The Loyalist Experience in Nova Scotia, 1783-1791* (Kingston: McGill-Queens University Press, 1986);
Theodore C. Holmes, *Loyalists to Canada: The 1783 Settlement of Quakers and Others at Passamaquoddy* (Camden, ME: Picton Press, 1992);
Norman Knowles, *Inventing the Loyalists: The Ontario Loyalist Tradition and the Creation of a Usable Past* (Toronto: University of Toronto Press, 1997);
Mary Beth Norton, *The British-Americans: The Loyalist Exiles in England, 1774-1789* (Boston: Little, Brown, 1972);
Simon Schama, *Rough Crossings: Britain, the slaves, and the American Revolution* (New York: Ecco, 2006);
Cassandra Pybus, *Epic Journeys of Freedom: Runaway Slaves of the American Revolution and Their Global Quest for Liberty* (Boston: Beacon, 2006);
Maya Jasanoff, *Liberty's Exiles: how the loss of America made the British Empire* (London: Harper Press, 2011);
Jerry Bannister and Liam Riordan, eds., *The Loyal Atlantic: Remaking the British Atlantic in the Revolutionary Era* (Toronto: University of Toronto Press, 2012);
William H. Nelson, *The American Tory* (Oxford: Clarendon Press, 1961);
Paul H. Smith, *Loyalists and Redcoats: A Study in British Revolutionary Policy* (Chapel Hill: University of North Carolina Press, 1964);
Wallace Brown, *The King's Friends: The Composition and Motives of the American Loyalist Claimants* (Providence: Brown University Press, 1965);
Calhoun, Robert M., *The Loyalists in Revolutionary America, 1760-1781* (New York: H.B. Jovanovich, 1973);
Robert M. Calhoun, Timothy M. Barnes, and George A. Rawlyk, eds. *Loyalists and Community in North America* (Westport: Greenwood Press, 1994)

Pre-requisites

None

Restrictions

Not available as Elective (Wild)

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Synopsis *

This special subject addresses the loyalists during the American Revolutionary era, who for a host of reasons remained wedded to king and empire, and sought to resist the tide of movement towards US independence using any means at their disposal – ideological, economic, spiritual, physical, and emotional. The loyalists, identified with the interests of the British Crown, were among the great losers during the Revolutionary War and at independence. Estimates of between 60,000-80,000 departed the U.S. at the end of the war, repatriating in clusters throughout the British Empire. Celebrated and long-studied in Canada, the American loyalists, have been vulnerable to "the condescension of posterity": for many decades vilified in nationalistic American narratives of the Founding Era, and absentmindedly overlooked in British imperial histories that looked to the Second Empire. They were a diverse lot, mobilised by diverse interests – including within their number thousands of Indians and slaves as well as wealthy whites, Anglicans, women, soldiers, ethnic minorities, and others who had benefited from royal patronage or who disparaged the Patriot movement. The subject's topicality resonates far beyond the academy, as shown by recent developments (e.g. Scottish and Quebecois referenda, Brexit and changing sentiments on Europe, and globally prominent issues of migration and refugee integration). We treat the culture of royalism and loyalty on the eve of the Revolution, the experiences and arguments of loyalists during the Revolution (including their military history and the battles for hearts and minds), the diasporic communities of loyalists who moved to the British Isles, Sierra Leone, Nova Scotia and elsewhere, and try also to contextualise perhaps as many as half a million loyalists who remained in or returned to the U.S. after the American Revolution, who faced the prospect of an awkward reintegration.

Besides working chronologically through these themes and issues, students taking this special subject will also develop skills, work in, and be assessed in palaeography and primary source analysis (consulting the Loyalist Claims), and digital humanities (pursuing the digital mapping of loyalists).

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HI6088	British Political History from Balfour to Blair, 1903-1997					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an advanced understanding of the political history of Britain from the formation of the Conservative government under Arthur Balfour in 1903, until the advent of New Labour under Tony Blair in 1997, and the ways in which intervening events were shaped by domestic social, economic and by international factors.
- 2 Demonstrate a sophisticated understanding of advanced concepts in the extensive historiography relating to how party labels evolved and changed over time, as well as what motivated these changes.
- 3 Demonstrate an advanced capability to understand the nature and reason for political changes during the period, 1903-1997, including the impact of the two world wars on British politics, the evolution of the welfare state, Britain's changing role in world affairs and Britain's membership of what is now the EU.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Work with a moderate level of independence to research and develop their understanding of questions and issues.
- 2 Demonstrate an ability to provide persuasive written and verbal presentations, including the use of a range of primary source materials and historiographical content.
- 3 Research and integrate primary sources into written and verbal assessments.
- 4 Apply their knowledge and skills to the production of a range of different outputs, including both written and oral arguments.

Method of Assessment

Main assessment methods:

- One Seminar Presentation (20 mins) – 10%
- Exam Preparation Commentary (1,000 words) – 10%
- Essay 1 (2,500 words) – 20%
- Essay 2 (2,500 words) – 20%
- Examination in the Summer term (2-hours) – 40%

Reassessment methods:

100% Coursework.

Preliminary Reading

Indicative Reading List:

- Dutton, D., *A History of the Liberal Party in the Twentieth Century* (Basingstoke: Palgrave Macmillan, 2004).
Dutton, D., *Liberals in Schism: A History of the National Liberal Party* (London: Tauris Academic Studies, 2008).
Jones, E., *Edmund Burke and the Invention of Modern Conservatism, 1830-1914: An Intellectual History* (Oxford: Oxford University Press, 2017).
Lee, S.J., *Aspects of British Political History 1914-1992* (London: Routledge, 1996).
Pearce, M.L., *British Political History 1867-2001: Democracy and Decline* (London: Routledge, 2002).
Pugh, M., *State and Society: British Political and Social History 1870-1992* (London: Edward Arnold, 1994).
Ramsden, J., *Don't Mention the War: The British and Germans Since 1890* (London: Abacus, 2007).
Ramsden, J., *An Appetite for Power: A History of the Conservative Party since 1830* (London: HarperCollins, 1999).

Pre-requisites

None

Synopsis *

The module will chart the evolution of what largely remains the contemporary British political landscape. It begins and ends during periods when British foreign relations considerations played an important role in internal domestic affairs. This includes the Edwardian tariff reform debate, that split the Conservative/Unionist party during the early years of the twentieth century, and origins of the most recent phase in Britain's increasingly fraught relationship with the EU, that would again split the Conservative party and result in the events of June 2016. The module examines all of the key British political figures between 1903-1997, including David Lloyd George, Winston Churchill, Antony Eden, Harold Wilson, Edward Heath, Margaret Thatcher and Tony Blair. It examines how the role of prime minister changed over this period, likewise the role of the Cabinet and other cognate constitutional issues. The module examines the ways in which labels such as Liberal and Tory changed over the period, as well as important developments such as the evolution of the politics of consensus and the role played by coalition government in British political history. A further major theme will be how British domestic politics were influenced by wider international economic and security questions, such as the impact of the two world wars and the Cold War.

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HI6094 The Legacy of the Second World War						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Method of Assessment

40% Coursework, 60% Examination

Preliminary Reading

Bessel, Richard and Schumann, Dirk (eds.), *Life after Death: Approaches to a Cultural and Social History of Europe during the 1940s and 1950s* (Cambridge: Cambridge University Press, 2003)

Bird, Stephanie, Fulbrook, Mary, Wagner, Julia and Wienand, Christiane (eds.), *Reverberations of Nazi Violence in Germany and Beyond* (London: Bloomsbury Academic, 2016)

Crew, David F., *Bodies and Ruins: Imagining the Ruins of Germany, 1945 to the Present* (Ann Arbor: University of Michigan Press, 2017)

Müller, Jan-Werner (ed.), *Memory and Power in Post-War Europe: Studies in the Presence of the Past* (Cambridge: Cambridge University Press, 2002)

Winter, Jay, *War Beyond Words: Languages of Remembrance from the Great War to the Present* (Cambridge: Cambridge University Press, 2017)

Synopsis *

Over seventy years after Nazi Germany's unconditional surrender, we are still living in the shadow of the Second World War. The end of the Cold War has seen an upsurge in commemorative activity ranging from new memorials to court cases. This special subject considers the impact of the Second World War on European societies (including Britain) between 1945 and the present day. This module will examine – and compare – the ways in which contemporaries and later generations have tried to make sense of the upheaval and horrors of the Second World War. The module will explore a host of commemorative practices and media (ranging from architecture and popular histories to film and war memorials) and their socio-cultural contexts. Methodologically, the module explores the cultural history of the legacy of war. Cultural history here means the study of languages, practices, artefacts and gestures through which events are encoded by those who live through them or in their aftermath.

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HI6097		The Hundred Years' War, c. 1337-1453				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 30
Total private study hours: 270
Total module study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Critically evaluate a variety of historical sources, including visual evidence (e.g., castles, churches) and documentary sources (e.g., narrative sources and documents), and to evaluate their relative strengths and limitations, and to interpret these sources verbally and in writing.
- 2 Demonstrate a systematic understanding of the development of the Anglo-French conflict in northern France between the mid-twelfth and mid-fifteenth centuries and an understanding of political, social and cultural change within the context of the Late Medieval Europe.
- 3 Demonstrate a critical awareness of different disciplinary approaches to the theme of war, diplomacy and religion during the central Middle Ages.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Accurately deploy established methods of historical analysis and enquiry to construct robust historical arguments drawing intelligently on primary and secondary sources, and to present these arguments effectively to a variety of audiences and/or using a variety of methods..
- 2 Demonstrate skills of conceptualisation, reflexivity, critical thought and epistemological awareness.
- 3 Demonstrate a comprehensive knowledge and systematic understanding of the past and particular aspects of the historiography and methodology.

Method of Assessment

Main assessment methods:

Essay (3,000 words) – 17.5%
Source Analysis (2,500 words) – 17.5%
Seminar Presentation (10 mins) – 5%
Examination (2 hrs) – 60%

Reassessment methods:
100% Coursework

Preliminary Reading

Indicative Reading List:

- A. Curry, M. Hughes, *Arms, Armies and Fortifications of the Hundred Years War* (1994)
A. Curry, *The Hundred Years War* (London, 2003)
M. Vale, *The Angevin Legacy 1250-1340* (Oxford, 1996)
K. Plöger, *England and the Avignon Popes: the Practice of Diplomacy in Late Medieval Europe* (Oxford, 2005).
A. Curry, *The Battle of Agincourt* (Yale, 2015)
B. Bombi, *Anglo-papal relations in the early fourteenth century. A study in Medieval diplomacy* (Oxford, 2019).

Pre-requisites

None

Synopsis *

This module will address the causes, developments and legacy of the longest war in the Middle Ages, known as Hundred Years' War between England and France (1337-1453). The first two sessions will set up the context for the outbreak of the war, looking at the establishment of the Angevin Empire in northern France from the mid-twelfth century and the origins of the Hundred Years' War, the causes of which have been debated at length by historians. Following the chronological development of the war in its four phases, the module will look at the European dimension of the war, which developed due to international alliances and attempts at pacifying the parties, mostly undertaken under the supervision of the papacy and the Empire. Alongside the political perspective, the module will pay attention to the defensive structures and military strategies employed during the war as well as the cultural milieu within which the war was fought that ultimately led to the growth of lay chivalric values.

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HI6098 Telegraph to Television: War and the British Media, 1853-1945						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate greater knowledge and critical understanding of the history and historiography of Britain's involvement in major conflicts of 19th and 20th century history including the Crimean War, the South African Wars, the Spanish Civil War and the Two World Wars.
- 2 Demonstrate a detailed awareness of the ways in which understandings of war have been shaped by war correspondents and the media industries in which they operate.
- 3 To develop a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.
- 4 To further develop analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 5 To further develop communication, presentation and information technology skills.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate an understanding of modern British history in its international/European context, which should help to equip them to live and work in Continental Europe.
- 2 Consider critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians, and they will also be encouraged to develop their ability to identify and solve problems
- 3 Utilise problem solving skills, and the ability to work both independently and within groups. Students will engage in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.
- 4 Undertake group work to interact effectively with others and to work co-operatively on group tasks.
- 5 Communicate complex concepts effectively to a variety of audiences and/or using a variety of methods
- 6 Demonstrate communication skills and skills in IT.

Method of Assessment

Main assessment methods:

Source analysis 1,000 words 20%
Essay 1 2,500 words 30%
Essay 2 2,500 words 30%
Class Presentation (10 minutes) 20%

Reassessment methods:
This module will be reassessed by 100% Coursework

Preliminary Reading

Indicative Reading List:

Connelly, M., et al., Propaganda and Conflict: War, Media and Shaping the Twentieth Century, (Bloomsbury, 2019)
Hoskins, A., & O'Loughlin, B., War and Media: The Emergence of Diffused War, (Cambridge: Polity, 2010)
Knightley, P., First Casualty: The War Correspondent as Hero and Myth Maker from Crimea to Iraq, (Johns Hopkins UP, 2004)
McLaughlin, G., The War Correspondent, (Pluto, 2002)
Taylor, P., Munitions of the Mind: War Propaganda from the Ancient World to the Nuclear Age, (Glasgow: Collins, 1990)
Welch, D., Propaganda & Persuasion, (London: The British Library, 2013)

Pre-requisites

None

Synopsis *

This course examines the reporting of war in the British media from the Crimean War (1853-1856) to the end of the Second World War in 1945. Against an overview of the causes and consequences of a series of conflicts around the world, the course will present a series of case studies to provide an analysis of the development of the media such as the growth of newspapers, commercial advertising, film and broadcasting. The developing role of war correspondents will be contextualised with the role of government in influencing the flow of information to the public in parallel to the development of the national newspaper press, through early cinema and radio, to enhance students' understanding of the historical developments in the reporting of conflict and the growth of the modern media prior to the dawn of Britain's television service.

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HI6099	Terror, Murder and Bloodshed: the Renaissance in Italy and beyond, c. 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 72
Total private study hours: 528
Total overall hours: 600

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

1. Engage critically with the historiographical development of the concept of 'the Renaissance
2. Reflect on the interaction between cultural, intellectual, social, economic and political developments
3. Reflect on the interaction of physically separate communities, both within Western Europe and between Europe and non-Western cultures
4. Appreciate the use of textual, visual and material evidence as an historian's primary sources
5. Evaluate historians' arguments on the basis of the primary sources studied

The intended generic learning outcomes.
On successfully completing the module students will be able to:

1. Demonstrate an advanced ability to analyse primary texts
2. Demonstrate an advanced ability to analyse visual and material sources
3. Show an evidence-based questioning approach to existing scholarship
4. Deploy the evidence provided by primary sources in the construction of a reasoned argument
5. Express coherent arguments effectively to a variety of audiences and/or using a variety of methods

Method of Assessment

Main assessment methods:

Gobbets Exercise (2,000 words) 10%
Essay 1 (2,500 words) 10%
Essay 2 (2,500 words) 10%
Source Analysis Presentation (10 minutes) 10%
Gobbets Exam (2 hours) 30%
Essay Exam (2 hours) 30%

Reassessment methods:
100% coursework (essay: 50%; gobbets: 50%)

Preliminary Reading

Indicative Reading List:

M. Belozerskaya, *Rethinking the Renaissance: Burgundian arts across Europe* (Cambridge, 2002)
P. Burke, *The Italian Renaissance: culture and society in Italy*, 3rd ed. (Cambridge, 2014)
P. Burke, *Hybrid Renaissance: culture, language, architecture* (Budapest, 2016)
G. Campbell ed., *The Oxford Illustrated History of the Renaissance* (Oxford, 2019)
J. Najemy ed., *Italy in the Age of the Renaissance, 1300-1550* (Oxford, 2004)
D. Rundle ed., *Humanism in Fifteenth-Century Europe* (Oxford, 2012)

Pre-requisites

None

Restrictions

Not available as Elective (Wild)

Synopsis *****

The 'Renaissance': a time of artistic and cultural productivity; a time, also, of ruthless politics and repeated destruction. The contradictions of the concept are part of its allure - and there is little chance of ignoring it, from cinema references to Machiavelli to the setting of *Assassin's Creed II*. What, though, is the historical basis for the construction of the 'Renaissance' that has developed since the mid-nineteenth century? And what does that construction tell us about historians' perceptions of 'progress'?

This Special Subject allows you to investigate the culture of the Renaissance through engagement with primary sources, textual, visual and material. It begins the Italian peninsula, often considered 'the cradle' of innovation in arts, intellectual life and warfare, looking back to the heritage from earlier centuries but with particular focus stretching from the beginning of the fifteenth century — when the papacy was divided and the city-states at each other's throats — to the aftermath of the Sack of Rome in 1527, when German troops in the pay of the Holy Roman Emperor pillaged the 'Eternal City'.

We will, however, continually be placing Italian creativity in context, considering its debts to other cultures, both Christian and Muslim, and investigating its interaction with the cultural and commercial life of other parts of Europe, from Spain to the British Isles.

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HI6101 Global Insurgency and Counterinsurgency in the Modern Era						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate an advanced understanding of insurgency and counter-insurgency from a global perspective.
- Demonstrate a sophisticated understanding of advanced concepts in the conceptual and case study-specific historiography concerning insurgency and counter-insurgency.
- Demonstrate an advanced capability to understand the nature and impact of irregular warfare militarily, socially, politically and culturally.

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Work independently to research and develop their understanding of questions and issues.
- Demonstrate an advanced ability to provide persuasive written and verbal presentations, including the use of a range of primary and secondary source materials and historiographical content.
- Research and integrate secondary sources into written and verbal assessments in a sophisticated manner.
- More fully demonstrate and apply their knowledge and skills to the production of a range of different outputs, including both written and oral arguments.

Method of Assessment

This module will be assessed by:

- Seminar Presentation (10 minutes) - 10%
- Exam Preparation Commentary (1000 words) - 10%
- Essay 1 (2500 words) - 20%
- Essay 2 (2500 words) - 20%
- Examination in the Summer term (2 hours) - 40%

Preliminary Reading

Aur lie Basha, 'I Made Mistakes': Robert McNamara's Vietnam War Policy (Cambridge, 2019)
 Ian Beckett, Modern Insurgencies and Counter-insurgencies (Abingdon, 2001)
 Yingcong Dai, White Lotus War (University of Washington press, 2019)
 Mario Draper, The Belgian Army and Society (Basingstoke, 2018)
 Ben Fallaw and Terry Rugeley, Forced Marches: Soldiers and Military Caciques in Modern Mexico (University of Arizona Press, 2012)
 Beatrice Heuser (ed.), Small Wars and Insurgencies in Theory and Practice, 1500-1850 (Routledge: Abingdon, 2015)
 Beatrice Heuser, The Evolution of Strategy (2010)
 Walter Laqueur, Guerrilla Warfare (1977)
 Mark Lawrence, Spain's First Carlist War, 1833-1840 (Basingstoke, 2014)
 Giacomo Macola, The Gun in Africa (Ohio, 2016)
 Thomas A Marks and Paul B Rich, 'Back to the Future: People's War in the twenty-first century', Small Wars and Insurgencies, Vol. 28, Iss. 3, 2017.
 Douglas Porch, Counterinsurgency : Exposing the Myths of the New Way of War (Cambridge, 2013)
 Natalia Sobrevilla, The Caudillo of the Andes (Cambdige, 2011)
 Mao Tse-Tung, On Guerrilla Warfare (2015)

Synopsis *

The term 'guerrilla' tends to evoke twentieth-century connotations. 'People's war', Mao and Che Guevara all conjure up notions of revolutionary warfare, of 'new' warfare far removed from the supposedly state-centric armies and strategies of the nineteenth century. But irregular warfare also featured strongly in the nineteenth century. This module studies this type of warfare across the nineteenth and twentieth centuries as a whole, mixing well-known theatres and campaigns with less well-known ones. It explores the links between insurgencies and nationalism, revolution and counter-revolution, and studies the extent to which we can identify evolving patterns between reactive and progressive insurgency, along with learning curves and emulation in counter-insurgency. British and French experiences will be studied, along with American Spanish, Latin American, Chinese and African.

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HI6102 Civil War America, 1848-1877						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Appreciate the main themes of American history across the middle decades of the nineteenth century.
- Critically understand key concepts and developments in the period, including the sectional crisis of the 1850s; the reasons for the secession of southern states from the Union in 1860-61; the wartime development of total war policies by both the Confederacy and the United States; the evolution of emancipation during the war, and the development of Reconstruction policy (1863-77).
- Critically understand the range of causal factors that brought about the Civil War, and the factors that both encouraged and limited the development of post-war Reconstruction, both in high politics and on the ground.
- Appreciate the significance of both continuity and change across the Civil War and post-war periods.
- Critically understand the impact of the Civil War on both the shape and future direction of the United States, including the republic's politics, its culture, its economy and the structure of American society in the later decades of the nineteenth century.
- Critically understand the broader significance of armed conflicts as not only military events in history, but as opportunities to uncover social, economic, cultural and political change as well.
- Critically understand key historiographical debates and approaches relating to the study of the coming of the Civil War and its outcome, as well as the broader approaches of scholars who set the war and its aftermath against a broader global canvas.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate their ability to present ideas and arguments in oral and written form.
- Demonstrate their ability to present ideas in written work in both essays and in smaller assignments, as well as critically reflect on their work and the development of their transferrable skills.
- Demonstrate their ability to analyse, synthesise and precis secondary literature.
- Demonstrate their ability to work both independently and as part of a team, through individual preparation for seminars, as well as group work during seminars.
- Demonstrate their ability to produce work for a deadline.

Method of Assessment

This module will be assessed by:

- Essay (4,000 words) - 45%
- Portfolio (2,500 words) - 35%
- Seminar Presentation - 5%
- Seminar Participation - 15%

Preliminary Reading

Sven Beckert, *Empire of Cotton: A New History of Global Capitalism* (London, 2014).
Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York, 1988).
Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South From Slavery to the Great Migration* (Cambridge MA, 2003).
James Oakes, *Freedom National: The Destruction of Slavery in the United States, 1861-1865* (New York, 2013).
Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (Cambridge MA, 2010).
James McPherson, *Battle Cry of Freedom: The Civil War Era* (New York, 1988).
David M. Potter, *The Impending Crisis, 1848-1861* (New York, 1976).

Synopsis *

Between the founding of the republic and the middle decades of the nineteenth century, the United States came of age. The nation's population increased tenfold; its territory more than doubled. Driven by the high-minded ideals out of which the country had been founded, and the restless energy that saw a nation of thirteen colonies grow into a territorial republic of immense size, the United States became a symbol of a tumultuous century. In time, however, the republic would become a casualty of its own success. As the 1850s wore on, a battle over slavery and its place in a rapidly changing nation unraveled into sectional conflict, secession, civil war and a decade's long struggle after the war ended. The result was the largest forced emancipation of slaves in world history, and a conflict of barely calculable carnage. For better and for worse, the Civil War and its aftermath would become the great crucible into which a modern United States was born.

This module surveys the origins, conflicts and outcomes of the Civil War by not only understanding how the war altered the United States but understanding the Civil War and its aftermath in a broader context. Students will examine the causes and consequences of the conflict, by looking backwards to the roots of sectionalism and secession, and forwards into the postwar period, known as Reconstruction. The purpose of this module is to understand how all of these historical forces sowed the seeds of the republic's demise, while at the same time examining what kind of new nation Americans created in the ashes of the old one. Out of the war would come not only a new nation, but a fundamentally different United States. The violent collapse of slavery and the destruction of the plantation system brought profound change and innumerable conflicts, long after the South capitulated and two national armies laid down their weapons. In the wake of the war, Americans would attempt to construct a new republic, born as Abraham Lincoln urged in 1864, out of a 'new birth of freedom.' The problems with that birth, and the contradictions that would endure, would mark the country right up to the present-day.

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HI6107 Conquests, Cultures and Identities: England AD 850-1100						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 60
Private study hours: 540
Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a comprehensive knowledge of the political, cultural and social developments in England from 850 to 1100
- 2 Appreciate the utility and importance of assessing the specific historical developments in Britain in the ninth, tenth and eleventh centuries in their broader chronological and geographic contexts
- 3 Confidently evaluate, with a variety of methodological techniques, a diverse range of primary sources pertaining to the module topic
- 4 Demonstrate a critical understanding of the historiographical paradigms and debates that surround the history of England in the later Anglo-Saxon and early Norman periods, particularly in relation to ideas of 'identity' and 'the nation'

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Construct in-depth, analytical arguments based on evaluation of scholarly reviews and primary sources, and then communicate effectively to a variety of audiences and/or using a variety of methods.
- 2 Manage their own learning with both initiative and personal responsibility by identifying the most relevant research materials and carrying out substantial independent research
- 3 Identify a range of solutions involving different types of evidence and abstract concepts in order to make decisions about complex problems in a variety of contexts
- 4 Analyse and assimilate large quantities of data at a high level, enabling them to undertake appropriate further training of a professional or equivalent nature
- 5 Demonstrate an awareness of the importance of communicating historical research and understanding to non-specialist audiences and the wider public

Method of Assessment

Main assessment methods:

Essay 1 (3,000 words) 10%
Essay 2 (3,000 words) 10%
Public engagement exercise (1,000 words) 10%
Presentation 1 5%
Presentation 2 5%
Two 2-hour exams each worth 30%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Crick, J. and van Houts, E., eds. (2011), *A Social History of England, 900–1200*. Cambridge: Cambridge University Press.
Davies, W., ed. (2003), *From the Vikings to the Normans*. Oxford: Oxford University Press.
Golding, B. (2013), *Conquest and Colonisation: the Normans in Britain, 1066–1100*, 2nd ed. Basingstoke: Palgrave MacMillan.
Molyneux, G. (2015), *The Formation of the English Kingdom in the Tenth Century*. Oxford: Oxford University Press.
Tyler, E.M. (2017), *England in Europe: English Royal Women and Literary Patronage, c.1000 –c.1150*. Toronto: Toronto University Press.
Stafford, P. (1989), *Unification and Conquest: A Political and Social History of England in the Tenth and Eleventh Centuries*. London: Hodder Arnold.

Pre-requisites

None

Restrictions

Not available as Elective (Wild)

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Synopsis *

The ninth to eleventh centuries are frequently described as the 'making of England' – the time when England became a political entity for the first time and when 'English' identity begins to emerge clearly in the historic record – only for it all to come crashing down, so some claim, in 1066 with the Norman Conquest. As such, these years and their kings are today invoked in powerful yet often highly problematic discourses of national 'origins'. While it is certainly the case that the polity of 'England' first existed in this period, the historic reality is far more complex and fascinating than such modern representations. For example, the Norman Conquest was not the first conquest of England in the eleventh century. This special subject therefore explores the rich political, cultural and social histories of England from the ninth to eleventh centuries, starting with the first wave of Viking invasions and the rise of the kingdom of Wessex in the ninth century, and ending with the Anglo-Norman historians of the late eleventh and early twelfth centuries, who reflected on their own identities and the transformations and traumas of the preceding decades. How productive is it to understand the developments of this period in terms of 'English' identity? How great an impact did conquest and political violence have on day-to-day life? And how can we account for the international and multilingual cultures that were fostered in Britain at this time? It is these questions that we will address over the course of the module.

HI6108	Ireland: A Military history since 1689					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 88
Total private study hours: 512
Total module study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Deploy advanced and sophisticated techniques of analysis and enquiry within military history, broadly defined.
- 2 Demonstrate an advanced ability to examine critically many different types of primary sources.
- 3 Demonstrate a comprehensive understanding of the evolving historiography of Irish military history.
- 4 Locate the place of the Irish soldier within a transnational environment and communicate this effectively to a variety of audiences and/or using a variety of methods.
- 5 Demonstrate a critical awareness of the nature of paramilitarism and 'amateur soldiering' in Ireland.
- 6 Critically evaluate the extent to which Ireland witnessed 'total war' in 1914-18 and 1939-45.
- 7 Demonstrate a knowledge of the role of the military in a perpetually neutral state.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Interpret a range of primary and secondary sources in a sophisticated manner in order to create equally sophisticated assessment outputs.
- 2 Demonstrate an advanced level of research and interpretation and the flexibility to present findings in different ways.
- 3 Demonstrate the ability to work independently and in groups, and produce outputs likely to appeal to a broader audience.
- 4 Demonstrate the ability to manage time and work-load and produce consistently high level responses over a sustained period.

Method of Assessment

Main assessment methods:

Essay 1 (3,000 words): 15%
Essay 2 (3,000 words): 15%
Individual seminar presentation: 5%
Group project: 5%
Examination 1 (2 hours, essay-based): 30%
Examination 2 (2 hours, Gobbet analysis): 30%

Reassessment methods :

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Thomas Bartlett and Keith Jeffery (eds.), *A Military History of Ireland* (Cambridge: Cambridge University Press, 1996)
Thomas Bartlett, David Dickson, Dáire Keogh and Kevin Whelan (eds.), *1798: A bicentenary perspective* (Dublin: Four Courts Press, 2003)
Brian Barton and M. T. Foy, *The Easter Rising* (Stroud: History Press, 1999)
Alan Blackstock, *An Ascendancy Army: The Irish Yeomanry, 1796-1834* (Dublin: Four Courts Press, 1998)
J. W. Blake, *Northern Ireland in the Second World War* (Belfast: HMSO, 1956)
Timothy Bowman, *Irish Regiments in the Great War: Discipline and Morale* (Manchester: Manchester University Press, 2002)
Timothy Bowman, *Carson's Army: The Ulster Volunteer Force, 1910-22* (Manchester: Manchester University Press, 2007)

Pre-requisites

None

Restrictions

Not available as elective (wild)

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Synopsis *

This module covers a wide time period, but within this there will be a number of case-studies which will make this more manageable for students. Ultimately the module will revolve around the study of a number of military traditions within Ireland. The Protestant / Loyalist volunteering tradition, witnessed through those who defended Derry and Enniskillen in 1689, the Irish Volunteer movement of 1778-1792, the Yeomanry of 1796-1834, the Ulster Volunteer Force of 1913-1920, the Ulster Special Constabulary 1920-1970, Ulster Defence Regiment 1970-1992 and the various Loyalist paramilitary groups – Ulster Volunteer Force, Ulster Defence Association, Loyalist Volunteer Force, etc. which emerged from 1966. The Republican military tradition seen with the United Irishmen of 1792-1803, the Young Irelanders of 1848, the Fenian movement of 1858-1916, the Irish Volunteers of 1913-16 and the Irish Republican Army in the many forms it has existed since 1916. The 'Wild Geese' tradition of Irishmen serving in foreign armies was most noticeable with the Irish Brigades formed in the French and Spanish armies in the 1690s, but was also witnessed in the American Civil War and, indeed, South American Wars of Liberation. The tradition of Irish service within the British army as both regular and amateur soldiers will be considered in detail, with particularly a focus on the role of the Irish soldier in the British Empire.

Case-studies will also consider the First World War, when approximately 200,000 Irishmen and 10,000 Irish women served in the British forces and the Second World War when the contribution of Northern Ireland can be compared to the experience of Eire, the latter often described as an 'unneutral neutral' given the numbers of Irish citizens who served in the British forces during that conflict.

This module will end with a consideration of the recent Northern Ireland troubles of 1966-1998.

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HI6109 Soldier Heroes, Military Maids & Cowardly Conchies:gendering the study						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

Contact Hours: 30
Private Study Hours: 270
Total Study Hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate a systematic understanding of the gendered and gendering nature of the two world wars
- 2 Demonstrate a systematic understanding of the variety of military, civilian and paramilitary roles undertaken by men and women during the two world wars
- 3 Demonstrate a systematic understanding of representations of military, civilian and paramilitary roles both at the time and subsequently

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Judge between relevant historical arguments (including current historiographic positions) about gender and war, engage in sophisticated historical debate and weigh evidence to change their own position or to persuade others
- 2 Deploy textual and visual sources confidently and accurately as evidence for historical argument, and to understand how this evidence might challenge or extend existing historical narratives
- 3 Formulate their own opinions on a variety of historiographical approaches and develop their oral and written communication skills by producing blog posts, source analyses and an essay

Method of Assessment

Main assessment methods:

Blog 1 250 words - 5%
Blog 2 250 words – 5%
Group virtual exhibition - 45%
Essay 2500 words - 45%

Reassessment methods:
Like for like

Preliminary Reading

Indicative Reading List:

Ana Carden-Coyne (ed.) *Gender and Conflict Since 1914* (Basingstoke: Palgrave, 2012)
Gerry DeGroot and Corinna Peniston-Bird, *A Soldier and a Woman: Sexual Integration in the Military* (Harlow: Pearson, 2000)
Jessica Meyer, *Men of War: Masculinity and the First World War in Britain* (Basingstoke: Palgrave Macmillan, 2009)
Linsey Robb, *Men at Work: The Working Man in British Culture, 1939 – 1945* (Basingstoke, Palgrave Macmillan, 2015)
Linsey Robb and Juliette Pattinson, *Men, Masculinities and Male Culture in the Second World War* (Palgrave, 2018)
Juliette Pattinson, Arthur McIvor & Linsey Robb, *Men in Reserve: British Civilian Masculinities in the Second World War* (Manchester University Press, 2017)

Pre-requisites

None

Synopsis

War is both a gendered and a gendering activity, polarising combatant men and non-combatant women. These idealised roles have shaped public understandings of the volunteer soldier and the woman ensuring her 'Best boy' was wearing khaki in the First World War and of the Spitfire Ace and the home front worker in the Second. Yet in both wars there were large numbers of men of conscription age who remained in civilian occupations who have been entirely erased from popular memory. Moreover many women joined the services and donned martial uniform and some even undertook combatant roles. This module examines the roles, experiences, representations and legacies military, paramilitary and civilian men and women between 1914 and 1945 using Britain as a case study. However, throughout the course examples from other countries will be drawn upon and students can choose to focus on any country in their assessment.

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HI6112	Gandhi: Myth of the Mahatma, 1893-1948					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 60
Private study hours: 540
Total study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate a systematic understanding of British Imperial History and a detailed knowledge of political, economic social and cultural milieu in colonial South Asia and Southern Africa.
- 2 Accurately deploy a variety of methodological techniques in the analysis of a range of written documents and visual evidence from 19th and 20th centuries, but also appreciate the limitations and ambiguity of this evidence and issues pertaining to 'colonial archive'.
- 3 Demonstrate a critical awareness of the problems and possibilities of studying imperial history, particularly in comparative spatial framework.
- 4 Critically evaluate historiographical notions of Colonialism, Imperialism, Nationalism, Sovereignty and describe how these contribute to an overall assessment of imperial history in 19th and 20th century.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Formulate detailed arguments based on critical evaluation of scholarly reviews and primary sources, and then communicate effectively to a variety of audiences and/or using a variety of methods.
- 2 Manage their own learning and exercise both initiative and personal responsibility by identifying the most relevant research materials and carrying out substantial independent research.
- 3 Identify a range of solutions involving different types of evidence and abstract concepts in order to make decisions about complex problems in a variety of contexts.
- 4 Analyse and assimilate large quantities of data at a high level which enables them to undertake appropriate further training of a professional or equivalent nature.
- 5 Demonstrate an awareness of the importance of communicating historical research and understanding to non-specialist audiences and the wider public.

Method of Assessment

Main assessment methods:

Essay 1 (3,000-words) 15%
Essay 2 (3,000 words) 15%
Presentation 1 (15-minutes) 5%
Presentation 2 (15-minutes) 5%
Examination 1 (2-hours) 30%
Examination 2 (2-hours) 30%

Reassessment methods:
Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

M.K. Gandhi, *Hind Swaraj or Indian Home Rule* (Ahmedabad, 1909)
M.K. Gandhi, *The Story of my experiments with truth* (Ahmedabad, 1927)
M.K. Gandhi, *The Collected Works of Mahatma Gandhi [Relevant Volumes]* (New Delhi, 1960)
M.K. Gandhi, *Satyagraha in South Africa* (Ahmedabad, 1928)
R. Guha, *Gandhi, 1914-1948: The Years that Changed the World* (New York, 2018)
R. Guha, *Gandhi Before India* (New York, 2014)
J. Brown, *Gandhi: Prisoner of Hope* (Yale, 1990)
N. R. Godse, *Why I assassinated Gandhi* (Delhi, 2016)
Desai and G. Vahed (Ed), *The South African Gandhi: Stretcher Bearer of Empire* (Stanford, 2015)
F. Devji, *The Impossible Indian: Gandhi and the Temptation of Violence* (Harvard, 2012)
J. Lelyveld, *Great Soul: Mahatma Gandhi and His Struggle with India* (London, 2012)
A. Nandy, *At the Edge of Psychology: Essays in Politics and Culture* (Oxford; New Delhi, 1991)
D. Arnold, *Gandhi: Profiles in Power* (London, 2001).

Pre-requisites

None

Restrictions

Not available as elective (wild)

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Synopsis *

This module will address the dynamic interactions between the British Empire and arguably its most significant colony India by examining the political life of Mohandas Karamchand Gandhi, popularly known as the Mahatma (the great soul).

The focus on Gandhi, often considered as the person who successfully commanded the nationalist movement against the British Raj will allow an exploration the history of the politics of anti-colonial movement in the British Empire, especially around issues of colonial control; role of violence; citizenship; subject hood and sovereignty. More specifically, as M.K. Gandhi spent a significant amount of time in London – the metropole as well as in South Africa – a white settler colony; an investigation of his political life will provide productive ways to engage with the British Empire beyond South Asia. A comparative framework including the metropole and different kinds of colonies also has the vantage of underlining the ways in which imperial/anti-imperial politics was shaped by forces (intellectual, socio-cultural) more complex and nuanced than perhaps hitherto assumed.

In the first term the module will introduce students to British Imperial history, with a focus on colonisation of South Asia and Southern Africa. Themes discussed in the seminars will include, but not limited to: East India Companies and settlement of India and Southern Africa; imperial networks (people; commodities, ideas, administrators) between India, Southern Africa and Britain; M.K. Gandhi in London and his life and experiences in South Africa; Boer Wars and the beginnings of anti-colonial movement in India.

In the second term, the module will look at how M.K. Gandhi developed his political strategies, especially ideas of non-violent civil disobedience and Satyagraha; major Gandhi led anti-colonial mass movements in India; Gandhi's engagement with imperial politics in terms of Round Table Conferences and visits to UK and India's independence and partition. These themes will also explore the ways in which the politics of M.K. Gandhi was imbricated with his personality and its consequent dissonances which continue to reverberate even today.

HI6113 Age of Emancipation: Slavery & Labour in the Atlantic World, 1790-1890						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

A total of 88 contact hours across the autumn and spring terms.

Learning Outcomes

The intended subject specific learning outcomes, on successfully completing the module students will be able to:

- Critically engage with the main themes of Atlantic World history in the nineteenth century, with a particular emphasis on debates over abolition and emancipation, as well as the process of emancipation across the Atlantic World.
- Demonstrate a sophisticated understanding of the key concepts and developments of the period, including the impact of the American, French and Haitian Revolutions on Atlantic slave systems; the development of the abolitionist movement; the rise of the "second slavery"; differences between emancipation processes in a global context; and the relationship between emancipation and the development of other systems of coerced labour in the Atlantic and global South in the decades that followed.
- Demonstrate a sophisticated understanding of the causal factors that brought about emancipation, and the factors that limited the development of free labour systems in regions where slavery once dominated.
- Demonstrate a clear sophisticated understanding of the relationship between the history of emancipation and the development of racial imperialism in the back half of the nineteenth, and beginning of the twentieth centuries.
- Critically engage with the broader significance of emancipation and the part that it played in the development of modern capitalism in the Atlantic World.
- Critically engage with the major historiographical debates and approaches in the comparative history of slavery and emancipation and be able to connect the local and regional variations of struggles over land and labour to broader processes of historical change, when set against a broader global canvas.

The intended generic learning outcomes, on successfully completing the module students will be able to:

- Demonstrate their ability to present complex ideas and arguments coherently, in oral and written form.
- Demonstrate enhanced skills in presenting ideas in written work, in both essays and in smaller assignments, as well as critically reflecting on their work and the development of their transferrable skills.
- Demonstrate their ability to analyse, synthesise and critique complex written material, through primary and secondary source analysis.
- Demonstrate enhanced skills in problem solving, influencing and negotiation.

Method of Assessment

This module will be assessed by 40% Coursework and 60% Exam, broken down as follows:

- Examination 1 (two hours, essay based): 30%
- Examination 2 (two hours, primary source analysis): 30%
- Essay 1 (3,000 words, historiographical): 10%
- Essay 2 (3,000 words, primary source analysis): 10%
- Portfolio (3,000 words): 10%
- Seminar Participation: 10%

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Preliminary Reading

Sven Beckert, *Empire of Cotton: A New History of Global Capitalism* (London, Allan Lane, 2014).

Daina R. Berry and Leslie M. Harris ed., *Sexuality & Slavery: Reclaiming Intimate Histories in the Americas* (Athens: University of Georgia Press, 2018).

Seymour Drescher, *Abolition: A History of Slavery and Antislavery* (Cambridge: Cambridge University Press, 2009).

Thomas Holt, *The Problem of Freedom: Race, Labor and Politics in Jamaica and Britain, 1832-1938* (Baltimore, Johns Hopkins University Press, 1992).

Amy Dru Stanley, *From Bondage to Contract: Wage Labor, Marriage and the Market in the Age of Slave Emancipation* (Cambridge: Cambridge University Press, 1998).

Dale Tomich, *Through the Prism of Slavery: Labor, Capital and the World Economy* (Lanham, Rowan & Littlefield, 2004).

Eric Williams, *Capitalism and Slavery* (1944; Chapel Hill: University of North Carolina Press, 1994).

Synopsis *

By the middle decades of the nineteenth century, the collapse of slavery in many parts of the Atlantic World heralded, for some, the coming of a new, modern age. Revolution decades before in America, France and most powerfully in Haiti, had pushed new ideas to the forefront about who ought to govern themselves, and who those governments ought to serve. In fits and starts, an emerging capitalist system cut a broad path through the international economy, disrupting older systems of trade and upending older ideas about labour and work. For more than two centuries, slavery, we are told, was part of that older world which had become imperilled by mid-century. The institution had been everywhere in the Atlantic by the end of the eighteenth century. By 1840, however, only slaveholders in the United States, Cuba, Brazil and Puerto Rico would continue to hold onto their human chattel. Change seemed everywhere. Modernity was on the march. This is the traditional story historians tell about the Atlantic World in the nineteenth century: a triumphalist tale that we will challenge in this module. Focused on the period between the 1790s and the 1890s, the module surveys Atlantic history in the nineteenth century and follows lines of connection between ideas about race, slavery, freedom and labour, to see this period in new light. We will take up the social, cultural, intellectual, economic and political battles between abolitionists and proslavery advocates, slaves and slaveholders, freedpeople and landowners, labourers and factory owners, whose struggles for power would turn the nineteenth century into one of the most chaotic periods of modern history. Traversing the history of the United States, Caribbean and Latin America, the module invites students to think in new ways about slavery, labour, capitalism, emancipation and the foundations of the modern world we live in.

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HI6114	Liberation Struggles in Southern Africa					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours 88
Total private study hours: 512
Total module study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Develop an enhanced and sophisticated understanding of the dynamics of anti-colonialism in a global context as well as specify its regional circumstances.
- 2 Develop an ability to examine and critically evaluate the merits of different primary sources.
- 3 Analyse and debate an exceptionally fierce historiography.
- 4 Demonstrate a sophisticated understanding of the historical underpinnings of the tensions existing in governing African liberation movements today

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Interpret a range of secondary as well as primary sources in order to create sophisticated assessment outputs.
- 2 Demonstrate an advanced level of research and interpretation and the flexibility to present findings in a variety of ways.
- 3 Work individually and collectively in seminars and to convey views in a succinct and effective manner.
- 4 Demonstrate an ability to manage time and work-load effectively so as to produce a consistently high level of output.

Method of Assessment

Main assessment methods:

Essay 1 (3,000 words) 10%
Source Analysis 1 (2,000 words) 10%
Essay 2 (3,000 words) 10%
Source Analysis 2 (2,000 words) 10%
Final Examination 1 (2 hours, essay based) 30%
Final Examination 2 (2 hours, Gobbet analysis) ** 30%

Reassessment methods:
Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

P Alexander, Workers, war and the origins of Apartheid: labour and politics in South Africa, 1939-48 (Oxford, 2000).
A. Cohen, The Politics and Economics of Decolonization: The Failed Experiment of the Central African Federation (London, 2017)
G. Hill, The Battle for Zimbabwe: The Final Countdown (Cape Town, 2003)
T. Lodge, Sharpeville: An apartheid Massacre and its Consequences (London, 2011)
N. Mandela, Long Walk to Freedom (Johannesburg, 1995)
A Mlambo, . A History of Zimbabwe (Cambridge, 2014)
B. Raftopoulos and A. Mlambo (eds), Becoming Zimbabwe (Harare, 2009).
D. Welsh, The Rise and Fall of Apartheid (Johannesburg, 2009)

Pre-requisites

None

Restrictions

Not available as Elective (Wild)

Synopsis *

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 twentieth century. This module traces the trajectory of these linked liberation struggles both by examining contemporary written and visual sources and by engaging with current debates. Themes to be discussed include the dynamics of anti-colonial nationalism, the tactics and strategy of armed insurrection, the influence of the Cold War, the use of propaganda and the ambiguities of independence.

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HI6115 Warriors, Myths and Migrants: the Anglo-Saxon Kingdoms						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate an understanding of the major political, social and cultural developments in the history of the Anglo-Saxon kingdoms of Britain up to the ninth century
- 2 Apply different methodological techniques to the analysis of a range of textual and material sources from the period
- 3 Engage with current scholarly debates and theoretical models concerning the framing of early medieval history
- 4 Critically evaluate contemporary cultural and political appropriations of the medieval past

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Formulate and express arguments clearly in writing with the support of both primary sources and secondary literature
- 2 Manage their own learning by carrying out independent research and seeking out research materials
- 3 Employ different types of evidence and intellectual concepts in order to identify solutions to historical problems
- 4 Express arguments, interpretations and ideas and demonstrate strong communication skills

Method of Assessment

Main assessment methods

Essay 1 (3,000 words)	30%
Essay 2 (3,000 words)	30%
Source Critique (1,000 words)	20%
Presentation	10%
Seminar Participation	10%

Reassessment methods

100% coursework (3,000-word essay)

Preliminary Reading

Indicative Reading List:

Blair, John (2000). *The Anglo-Saxon Age: A Very Short Introduction*. Oxford: Oxford University Press.
Breay, Claire and Story, Joanna, eds (2018). *Anglo-Saxon Kingdoms: Art, Word, War*. London: British Library.
Campbell, James, ed. (1982). *The Anglo-Saxons*. Oxford: Phaidon.
Crawford, Sally (2009). *Daily Life in Anglo-Saxon England*. Oxford: Greenwood World.
Fleming, Robin (2010). *Britain After Rome: The Fall and Rise, 400 to 1070*. London: Allen Lane.
Higham, Nicholas J. and Ryan, Martin J. (2013). *The Anglo-Saxon World*. New Haven, CT: Yale University Press.
Stafford, Pauline, ed. (2009). *A Companion to the Early Middle Ages: Britain and Ireland, c.500–1100*. Chichester: Wiley-Blackwell.
Yorke, Barbara (1999). *The Anglo-Saxons*. Stroud: Sutton

Pre-requisites

None

Synopsis >*

Early medieval Britain has often been mythologized in popular culture as a murky time of origins, heroes and legends: King Arthur and his round table; Beowulf and his dragon; and the earliest foundations of England. The historic reality is, however, far more fascinating and complex. The end of Roman imperial rule in Britain in the fifth century gave way to a period of seismic social, political and cultural change. Pagan religious practices became prevalent, while a Germanic language, Old English, became the dominant spoken tongue of communities in large swathes of southern Britain. At the same time, a fractured political landscape emerged, with new polities forming, including Kent, Mercia and Wessex, each with their own rulers, many of whom heralded themselves as kings. These transformations are often attributed to new waves of migration, and indeed, the events and developments of the period can only be understood fully in their broader European context. This module offers an introduction to these developments from the fifth to ninth centuries, tracing the formation of new kingdoms, assessing the changing, gendered structures of society, and exploring the cultural influences and practices of the period. We will meet a diverse series of individuals, including the notorious Bishop Wilfrid, the influential abbess Hild of Whitby, and Hadrian, the African leader of Canterbury's St Augustine's abbey. In doing so, we will take the opportunity to explore the unique early medieval material and textual remains in Canterbury itself, and throughout the course a key question will be: how can we characterize such a large period of history with substance and integrity?

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HI6116	From Mercenaries to Freedom Fighters: Transnational Soldiering, c.1700-					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours 88
Total private study hours: 512
Total module study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Deploy sophisticated techniques of analysis and enquiry within 'new military history' and 'transnational history'
- 2 Examine and critically evaluate the merits of different primary sources.
- 3 Demonstrate a detailed knowledge of digital humanities theory and practice through the compilation of a primary-source database.
- 4 Use software in a sophisticated manner from Excel through to specific mapping and network-tracking programmes.
- 5 Demonstrate a comprehensive understanding of the evolving historiographical debates and arguments about 'foreign soldiers': where they fit on a scale from 'mercenaries' to 'freedom fighters' and how their presence has changed the nature and dynamics of warfare.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Interpret a range of secondary as well as primary sources in order to create sophisticated assessment outputs.
- 2 Demonstrate an advanced level of research and interpretation and the flexibility to present findings in a variety of ways.
- 3 Work individually and collectively in seminars and to convey views in a succinct and effective manner in a variety of ways.
- 4 Demonstrate an ability to manage time and work-load effectively so as to produce a consistently high level of output.

Method of Assessment

Main assessment methods:

Essay 1 (2,500 words): 12%
Database + Methodological Essay (1,000 words): 6%
Essay 2 (2,500 words): 12%
Presentation 1 (Autumn Term) 5%
Presentation 2 (Recorded) (Spring Term) 5%
Examination 1 (2 hours, essay-based): 30%
Examination 2 (2 hours, Gobbet analysis): 30%

Reassessment methods:
Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Nir Arielli & Bruce Collins (eds.), *Transnational Soldiers: Foreign Military Enlistment in the Modern Era* (Palgrave Macmillan, Basingstoke, 2013) – E-Book
Christine G. Krüger & S. Levsen (eds.), *War Volunteering in Modern Times: From the French Revolution to the Second World War* (Palgrave Macmillan, Basingstoke, 2010)
David Malet, *Foreign Fighters: Transnational Identity in Civic Conflicts* (OUP, USA, 2013)
Martin Rink, 'The Partisan's Metamorphosis: From Freelance Military Entrepreneur to German Freedom Fighter, 1740 to 1815', *War in History*, vol. 17, no. 1, (2010), pp. 6-36.
Sibylle Scheipers, *Unlawful Combatants: A Genealogy of the Irregular Fighter* (OUP, Oxford, 2015)
Janice E. Thomson, *Mercenaries, Pirates, and Sovereigns: State-Building and Extraterritorial Violence in Early Modern Europe* (Princeton University Press, Princeton, NJ, 1994)

Pre-requisites

None

Restrictions

Not available as Elective (Wild)

Synopsis <span style =

Through a number of chronologically- and geographically-diverse case studies, this Special Subject will trace the evolving notion of 'mercenaryism' from its role in establishing the fiscal military state in the Early-Modern period through to its more modern connotation with 'freedom fighters' acting beyond – and often against – the defined nation state. It will cover events in Europe, North America, South America, the Indian sub-continent, Africa, the Middle-East, and Asia. In doing so, students are invited to consider the impact of 'transnational soldiering' on the development of modern warfare in a global context. The continued presence of these 'foreign soldiers' around the world poses interesting questions concerning identity, military cultures, global networks and encounters, as well as the transfer of ideas across borders. It ties together the experience of national and colonial soldiery, international volunteerism, and statelessness within a broader context of the 19th & 20th Centuries' nationalist and internationalist movements. In a broader cultural sense, students will reflect on the importance behind the semantics of 'mercenaryism' and how the term has been perceived, evoked, and moulded by society over time. 'Mercenary', 'guerrilla', and 'franc-tireur' are often pejorative terms used to describe combatants acting outside the established laws and customs of war. Yet, these are not far removed from the more sympathetic terms of 'people's army', 'foreign/political exile', and 'freedom fighter'. Understanding how and why these terms converge forms the primary learning objective.

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HI6117 The Eternal Nazi: Global Legacies of the Third Reich						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 80

Total private study hours: 520

Total module study hours: 600

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an awareness of the fact that the Third Reich did not simply disappear with Hitler's suicide or the defeat in the Second World War, but that rather it left a series of complex and international legacies which emerged in 1945 but with which historians and others are still grappling today.
2. Demonstrate an advanced understanding of the ways in which the Third Reich has become the dominant historical episode of the twentieth century and how it has influenced the social, political and cultural discourse in countries around the world.
3. Demonstrate an advanced understanding of the importance of memory and memorialisation as it pertains to crucial events and periods from the past. This will extend to the ways in which memory (and myths) can be constructed to serve particular purposes and how this shapes the wider public's comprehension of history at large.
4. Demonstrate an awareness of the risks and benefits implicit in approaching the study of history from a certain moral standpoint, and the complex relationship between analysing particularly difficult episodes of the past (especially the Holocaust) and passing moral judgement.
5. Demonstrate an understanding of the importance of a comprehensive and informed historical education and of the processes and challenges involved in shaping this education.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Work with considerable independence to conduct research and develop their understanding of questions and issues.
2. Demonstrate an ability to communicate effectively and persuasively by a variety of means, including the use of a range of primary source materials and historiographical content.
3. Research and integrate primary sources into assessments.
4. Apply their knowledge and skills to the production of a range of different outputs, including both written and oral arguments.
5. Work collaboratively to develop and advance ideas and think about the best way to disseminate their thinking as a group.

Method of Assessment

Main assessment methods:

Presentation/seminar contribution – 10%

Essay 1 (2,000 words) – 5%

Essay 2 (3,000 words) – 15%

Lesson plan & commentary (2,000 words) – 10%

Exam 1 (two hours) – 30%

Exam 2 (two hours) – 30%

Reassessment methods:

100% coursework

Preliminary Reading

Indicative Reading List:

- Arendt, H., *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Viking, 1963)
- Berlet, C. (ed.), *Trumping Democracy: From Reagan to the Alt-Right* (Abingdon: Routledge, 2019)
- Bessel, R., *Germany 1945: From War to Peace* (London: Simon & Schuster, 2009)
- Copsey, N., and M. Worley (eds.), *Tomorrow Belongs to Us: The British Far Right since 1967* (Abingdon: Routledge, 2017)
- Evans, R., *The Third Reich in History and Memory* (London: Little, Brown, 2015)
- Fulbrook, M., *Reckonings: Legacies of Nazi Persecution and the Quest for Justice* (Oxford: OUP, 2018)
- Grossmann, A., *Jews, Germans, and Allies: Close Encounters in Occupied Germany* (Princeton, NJ: Princeton University Press, 2007)
- Hermansson, P., D. Lawrence, J. Mulhall and S. Murdoch, *The International Alt-Right: Fascism for the 21st Century?* (Abingdon: Routledge, 2020)
- Judt, T., *Postwar: A History of Europe since 1945* (London: Vintage, 2005)
- Kershaw, I., *The Nazi Dictatorship: Problems and Perspectives of Interpretation* (London: Bloomsbury, 2000)
- Macklin, G., *Failed Führers: A History of Britain's Extreme Right* (Abingdon: Routledge, 2020)
- Moeller, R.G., *War Stories: The Search for a Usable Past in the Federal Republic of Germany* (Berkeley, CA: University of California Press, 2003)

Pre-requisites

None

Restrictions

Not available as Elective (Wild)

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Synopsis *

Why do we care so much about the Nazis? This is one of the core questions at the heart of this Special Subject. Students will have the opportunity to engage with the ways in which the history, memory and myths of the Third Reich – perhaps the defining historical phenomenon of the twentieth century – have been constructed and interpreted around the world since 1945. The module will be divided into four sections. The first will consider the nature of the Third Reich itself and of its downfall, as well as the situation which emerged from the ashes, including the Allied occupation and the onset of the Cold War. The second will delve into the thorny topic of justice and restitution, examining how the perpetrators and victims of Nazism were treated after the war and how we continue to wrestle with the tricky issues of guilt, complicity and victimhood. The third will think explicitly about memory and the ways in which histories of the Third Reich and the Holocaust have been presented, and what that can tell us about the times in which those histories were created. It will also critically engage with the risks involved in emphasising Nazi Germany over other horrific episodes from modern history. The fourth and final section will look at the political legacies of the Third Reich encompassing the long post-war tradition of neo-Nazism and the more recent mainstream resurgence of the so-called 'alt-right'. As this suggests, this module is a timely and important one, offering students the chance to think about a history which they have likely encountered on countless prior occasions in a new and innovative way. Alongside the topics mentioned above, throughout the module, they will be encouraged to think about the countless ways in which Nazism has infiltrated the international social, political and cultural discourse since 1945.

HI613 Conflict in Seventeenth Century Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 40
Private study hours: 260
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a general grasp of the historiography of British politics and religion in the 17th century;
- 2 Demonstrate a sound understanding of the often tense relationship between the three kingdoms of England, Scotland and Ireland in the century before Union in 1707;
- 3 Conceptualise and interpret political, religious and cultural developments in Britain across the 17th century, through studying key events and episodes in the history of the period;
- 4 analyse, interpret and discuss evidence from secondary texts, and construct arguments based on this evidence.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Express complex ideas and concepts in written form;
- 2 Work collaboratively;
- 3 Demonstrate communication and presentation skills.

Method of Assessment

Main assessment methods:

Essay 1 (3,000-words) - 16%
Essay 2 (3,000 words) - 16%
Oral Contribution - 8%
Exam (2 hours) - 60%

Reassessment methods:

Reassessment Instrument: 100% coursework

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Preliminary Reading

Indicative Reading List:

R. Cust, Charles I: A Political Life (Oxford, 2005)
 T. Harris, Restoration: Charles II and his Kingdoms 1660-1685 (London, 2006)
 MacInnes & J. Ohlmeyer (eds), The Stuart Kingdoms in the Seventeenth Century: Awkward Neighbours (Dublin, 2002)
 Russell, The Fall of the British Monarchies 1637-1642 (Oxford, 1992)
 K. Sharpe, Image Wars: Promoting Kings and Commonwealths in England 1603-1660 (Yale, 2010)
 Smith, The Stuart Parliaments 1603-1689 (London, 1999)
 W. Speck, James II (London, 2002)
 J. Spurr, The Post-Reformation 1603-1714 (London, 2006)
 N. Tyacke, Aspects of English Protestantism c.1530-1700 (Manchester, 2001)

Pre-requisites

None

Synopsis >*

This module considers politics, religion, culture and society in Britain under the Stuart kings, and analyses the nature and causes of conflict arising from tensions between, and within these overlapping areas. The seventeenth century was a period of fluctuating fortunes in church and state. The growth of religious polarisation, heightened fears of popish conspiracy, and the emergence of increasing religious dissent and toleration, went hand-in-hand with the collapse of monarchical authority, an experiment with republican government, and eventually, after the restoration of royal power, permanent constitutional change. In the hands of the Stuarts, the seventeenth century was often a turbulent time for England, Scotland and Ireland, as the dynasty grappled with the practicalities of governing three separate kingdoms, whose interests only periodically combined and occasionally collided. The complexity of the period is reflected in its historiography, which covers a broad range of themes, and about which debates continue to flourish.

HI632 The Tools of Empire 1760-1920						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Preliminary Reading

C SMITH - 'The Science of Energy', 1998
 W SCHIVELBUSCH - 'The Railway Journey', 1986
 DR HEADRICK - 'The Tools of Empire', 1981
 D READ - 'The Power of News', 1992
 RA STAFFORD - 'Scientist of Empire', 1989
 DSL CARDWELL - 'The Fontana History of Technology', 1994

Synopsis >*

Fundamental to Western European political and cultural ambitions since the mid-eighteenth century has been technological change. This module provides a unique and stimulating social history of science and technology in a period of industrialisation and imperial expansion. In the first part, we examine the twin foundations of British industrial and imperial power exemplified by the dramatic eighteenth-century voyages of Captain James Cook around the Pacific, and by the evolution of the steam engine by James Watt in the same period. In the second part of the module we focus on the powerful new nineteenth century technological systems - railways, steamships, electric telegraphs and ship canals - which served to discipline the diverse cultures of Empire, whether British, American or Continental. In these ways, the module will provide a striking foundational study for an enriched understanding of politics and society in the modern world.

HI7002 The International History of the Vietnam Wars						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 72
 Total private study hours: 528
 Total module study hours: 600

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Deploy advanced techniques of analysis and enquiry within international history, understanding how local, national, regional and international factors intersect in the unfolding of events.
- 2 Critically examine the personal, national and international considerations that shaped decisions for war.
- 3 Demonstrate a comprehensive understanding of the challenges of fighting a "limited war" for a democracy as well as the political and other considerations that shaped military strategy.
- 4 Utilise established techniques to place the Vietnam Wars in historical perspective, including their contemporary resonance.
- 5 Situate the wars in a regional and international context, understanding the complex issues surrounding how colonial and Cold War considerations influenced outcomes in the field.
- 6 Demonstrate advanced ability to engage with existing historiographical debates, including in written and verbal assessments.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Deconstruct problems in a logical and sequential manner.
- 2 Construct coherent and evidence-based written and oral arguments.
- 3 Interpret statistical and numerical information accurately and be able to contextualise it against qualitative information.
- 4 Demonstrate the ability to work independently and in groups.
- 5 Critically assess different types of primary sources, with an ability to understand their strengths and weaknesses as evidence for historical enquiry.
- 6 Demonstrate advanced ability to provide persuasive written and verbal presentations while deploying a range of primary source materials and high level historiographical content.
- 7 Demonstrate advanced ability to access, analyse and integrate primary sources into written and verbal assessments.

Method of Assessment

Main assessment methods:

Essay 1 (3,000 words): 8%

Essay 2 (3,000 words): 8%

Primary source analysis exercise (3,000 words): 8%

Book review (1,000 words): 8%

Group work and presentation (in-class group work, 10-minute oral presentation and self-reflection exercise): 8%

Examination 1 (2 hours, essay-based): 30%

Examination 2 (2 hours, Gobbet analysis): 30%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

- Basha i Novosejt, Aurélie. *I Made Mistakes: Robert McNamara's Vietnam Policy*. (New York, NY: Cambridge University Press, 2019).
- Gaddis, John L. *Strategies of containment: a critical appraisal of American national security policy during the Cold War*. (Oxford, UK: Oxford University Press, 2005).
- Herring, George C. *America's Longest War: the United States and Vietnam, 1950-1975* 4th ed. (New York, NY: McGraw Hill, 2001).
- Logevall, Fredrik. *Embers of War: The Fall of an Empire and the Making of America's Vietnam* (New York, NY: Random House, 2012).
- McMaster, H.R. *Dereliction of Duty: Johnson, McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam* (New York, NY: Harper Perennial, 1997).
- McNamara, Robert S. and Brian VanDeMark. *In Retrospect: the tragedy and lessons of Vietnam*. (New York, NY: Times Books, 1995).
- Nguyen, Lien Hang. *Hanoi's War: An International History of the War for Peace in Vietnam*. (Chapel Hill, NC: University of North Carolina Press, 2012).
- Sorley, Lewis. *A Better War: The Unexamined Victories and Final Tragedy of America's Last Years in Vietnam*. (New York, NY: Houghton Mifflin Harcourt, 1999).
- Stewart, Geoffrey C. *Vietnam's Lost Revolution: Ngo Dinh Diem's Failure to Build an Independent Nation, 1955-1963*. (Cambridge, UK: Cambridge University Press, 2017).
- Young, Marilyn B. *The Vietnam Wars, 1945-1990*. (New York, NY: HarperCollins, 1991).

Pre-requisites

None

Restrictions

Not available as Elective (Wild)

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Synopsis *

The course explores the causes, conduct and consequences of the French and American wars in Vietnam. The course begins in the aftermath of the Second World War with the French Indochina War and charts the United States' growing concern with the region, the Americanisation of the war in Vietnam under President Johnson and eventual disengagement under President Nixon. In addition to placing the conflicts in their regional and international contexts, the course will consider the military strategies implemented in the field and the domestic challenges inherent to fighting a "limited war". The second part of the course focuses on the domestic aspects of the American war including the role of the media, the evolution of the anti-war movement and civil-military tensions. In addition to acquiring substantive knowledge, students will practice core skills, including accessing and critically assessing primary sources, communicating effectively orally and in their written work as well as working in groups.

HI7003	Head,Shoulders,Knees, and Toes:A History of the Modern Body(1800-1950)					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a familiarity to the main socio-cultural, medical and scientific developments relating to the body 1800-1950; and the skills needed to understand, critically evaluate, contextualise and communicate effectively their knowledge of this history and the complex issues involved.
- 2 Demonstrate intellectual interests in the history of the body and develop their skills in comprehensively researching historical subjects and in effectively communicating their detailed knowledge and ideas, both orally and in writing.
- 3 Demonstrate a comprehensive knowledge and critical understanding of the contexts and interpretations relating to the medico-scientific, social and cultural history of the body.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate an understanding of the body in relation to modern history, and the history of medicine, science and the environment in an international context
- 2 Consider critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians, which will encourage the development of abilities to identify issues and engage in meaningful discussion.
- 3 Utilise problem solving skills, and the ability to work both independently and within groups. Students will engage in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.
- 4 Communicate complex concepts effectively both orally and through written work.

Method of Assessment

Main assessment methods:

Essay 1 (3,000 words) 30%
Essay 2 (3,000 words) 30%
Take Home Assignment (2,500 words) 20%
Seminar Participation 20%

Reassessment methods:

100% Coursework (3,000 words)

Preliminary Reading

Indicative Reading List:

Ina Zweiniger-Bargielowska, *Managing the body: beauty, health and fitness in Britain, 1880-1939*, Oxford: OUP, 2010.
Lisa Jean Moore and Mary Kosut, *The body reader*, New York: NY University Press, 2010.
Ivan Crozier, (ed.), *A cultural history of the human body in the modern age*, London: Bloomsbury 2010.
Michael Sappol and Stephen R Price, *A Cultural History of the Modern Body in the Age of Empire*, London: Bloomsbury, 2014.
Roderick Floud et al, *The Changing Body*, Cambridge: CUP, 2011.

Pre-requisites

None

Synopsis *

This module examines the cultural, social, medical and scientific understanding of the modern body. The nineteenth and the first half of the twentieth century saw a reconceptualization of the body, through technology, environments, conflict, the economy and the cultural construction of the body in relation to the wider world. The course makes it clear that the body is not neutral, and provides a way to explore wider concepts relating to biology, relationships, and experience.

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HI7006	British Foreign Policy 1904 - 1973					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours = 30

Total Private Study = 270

Total Study Hours = 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate a sophisticated and advanced understanding of British foreign policy 1904-1973, including the process of policy formulation.
- 2 Demonstrate a comprehensive understanding of advanced concepts in the extensive historiography relating to how to understand Britain's changing role in international diplomacy, 1904-1973 and at what motivated these changes.
- 3 Demonstrate a sophisticated understanding of the nature and reasons for the development of British foreign policy, 1904-1973.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Work independently to research and develop their understanding of questions and issues.
- 2 Demonstrate an advanced ability to provide persuasive written presentations, including the use of a range of primary source materials and historiographical content.
- 3 Research and integrate primary sources into written assessments in a sophisticated manner.
- 4 More fully demonstrate and apply their knowledge and skills to the production of a range of different outputs.

Method of Assessment

Main assessment methods:

One Seminar Presentation (20 mins) – 10%

Exam Preparation Commentary (1,000 words) – 10%

Essay 1 (2,500 words) – 20%

Essay 2 (2,500 words) – 20%

Examination (2-hours) – 40%

Reassessment methods:

100% Coursework

Preliminary Reading

Indicative Reading List:

Barr, J., *A Line in the Sand. Britain, France and the Struggle that Shaped the Middle East* (London: Simon and Schuster, 2011).

Bell, P.M.H., *France and Britain, 1900-1940: Entente and Estrangement* (London: Pearson, 1996).

Chickering, R. and S. Forster (eds), *The Shadows of Total War: Europe, East Asia and the United States, 1919-1939* (Cambridge: Cambridge University Press 2003).

Colas, A., *International Civil Society: Social Movements in World Politics* (Cambridge: Cambridge University Press, 2002).

Florini, A.M., *The Coming Democracy: New Rules for Running a New World* (London: Island Press, 2003).

Grünwald, G. and P. van den Dungen (eds), *Twentieth Century Peace Movements: Successes and Failures* (Lewiston: Edward Mellen Press, 1994).

Pre-requisites

None

Synopsis *

The module will chart the evolution of contemporary British foreign policy. It begins firmly in the era of pre-First World War diplomacy, and examines the legacy of Britain's role in nineteenth century international relations, including the role of empire. The module will explore the nature of the old and new diplomacy as well as issues relating to foreign policy formation. It will include an evaluation of the role of diplomats and the work and operation of the Foreign Office. It will also include a discussion of the main themes and issues of Britain's relations with all of the major European powers from 1904-1973, including the origins of the two world wars, the connection between foreign policy and political ideology. The module will also examine Britain's relations with the United States during this period and with the Far East, especially with Japan. This module does not significantly overlap with HI 6034/5 Anglo-French Relations because only one session of the module will be devoted to Anglo-French relations in this period. Likewise, there will be no significant overlap with HI6045 Origins of the Second World War because that module examines the origins of that conflict from a global perspective. It makes some reference to the Anglo-French dimension, but it is not central to the module.

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HI757 Military History Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	60 (30)	100% Project	

Method of Assessment

This module will be assessed by a historiographical essay (20% of the final mark) and a 15,000 word dissertation (80% of the final mark).

Restrictions

Available to Stage 3 War Studies/Military History students only.

Synopsis *

The module is intended to provide students with the ability to work on a dissertation subject suitable to the discipline of War Studies with a strong element of primary source research and deconstruction. Teaching will be by seminar class in twelve fortnightly two-hour sessions. During these sessions student progress will be monitored constantly. The classes will be used to deal with every aspect of the production of a major piece of researched written work. The classes will therefore begin with research methodologies and archive sources and will develop during the course of the year to support the planning and writing-up stages. Students will be gathered into thematic/chronological groups and will be asked to make regular oral reports in class on issues relating to the research progress of their particular group. Each student will submit a full plan by the end of Autumn term.

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HI761	The Cultural History Of The Great War: Britain, France and Germany In C					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the Level 5 and 6 module students will be able to:

- 1 To introduce students to the main socio-cultural developments in the history of the major European Continental states between c. 1914-1919; and to provide students with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history.
- 2 To illustrate in different contexts and to compare how war impacted on both Britain Continental Europe in the early 20th century.
- 3 To provide students with an opportunity to develop their intellectual interests in both Modern British and European History and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.
- 4 To expose students to the disciplines of cultural and military history and to the comparative method.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Students will gain an understanding of how Modern British and Modern European History intersect, which should help to equip them to live and work in Continental Europe.
- 2 Students will be encouraged to consider critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians, and they will also be encouraged to develop their ability to identify and solve problems.
- 3 The course will test problem solving skills and ability to work both independently and within groups. Students will engage in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.
- 4 Students will also engage in group work in seminars, in which they will be encouraged to interact effectively with others and to work co-operatively on group tasks.
- 5 Students will acquire the skill to communicate complex concepts effectively both orally and through written work. They will acquire the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.
- 6 To provide students with communication skills and to provide skills in IT

Method of Assessment

Main assessment methods:

Essay 3,000 words 27%
Extended Essay 6,000 words 53%
Oral mark 20%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Audoin-Rouzeau, Stéphane and Becker, Annette, 1914-1918. Understanding the Great War (London, 2002).
Beckett, Ian W., The Great War 1914-1918 (Harlow, 2001).
Chickering, Roger, Imperial Germany and the Great War, 1914-1918 (Cambridge, 2nd edn 2004).
DeGroot, Gerard J., Blighty. British Society in the Era of the Great War (London and New York, 1996).
Ferguson, Niall, The Pity of War (London, 1998).
Robb, George, British Culture and the First World War (Basingstoke and New York, 2002).
Smith, Leonard V., Audoin-Rouzeau, Stéphane and Becker, Annette, France and the Great War, 1914-1918 (Cambridge, 2003).
Winter, Jay and Baggett, Blaine, The Great War and the Shaping of the 20th Century (New York, 1996).

Pre-requisites

None

Synopsis *

The history of the Great War is a subject of perennial fascination for this war left its imprint on British/European society to an extent almost unparalleled in modern history. No previous war matched it in scale and brutality. The military history and the course of events has been told many times. This course, by contrast, focuses on the social and cultural upheavals of the Great War. The aim is to move beyond narrow military history and examine the war's sociocultural impact on British and European societies. Furthermore, it hopes to overcome historians' fixation with national histories. The First World War was, by definition, a transnational event and this course will fully explore the comparative method.

2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI762	The Cultural History Of The Great War: Britain, France And Germany In C					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 To introduce students to the main socio-cultural developments in the history of the major European Continental states between c. 1914-1919; and to provide students with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history.
- 2 To illustrate in different contexts and to compare how war impacted on both Britain Continental Europe in the early 20th century.
- 3 To provide students with an opportunity to develop their intellectual interests in both Modern British and European History and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.
- 4 To expose students to the disciplines of cultural and military history and to the comparative method.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Students will gain an understanding of how Modern British and Modern European History intersect, which should help to equip them to live and work in Continental Europe.
- 2 Students will be encouraged to consider critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians, and they will also be encouraged to develop their ability to identify and solve problems.
- 3 The course will test problem solving skills and ability to work both independently and within groups. Students will engage in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.
- 4 Students will also engage in group work in seminars, in which they will be encouraged to interact effectively with others and to work co-operatively on group tasks.
- 5 Students will acquire the skill to communicate complex concepts effectively both orally and through written work. They will acquire the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.
- 6 To provide students with communication skills and to provide skills in IT.

Method of Assessment

Main assessment methods:

Essay 3,000 words 27%
Extended Essay 6,000 words 53%
Oral mark 20%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Audoin-Rouzeau, Stéphane and Becker, Annette, 1914-1918. Understanding the Great War (London, 2002).
Beckett, Ian W., The Great War 1914-1918 (Harlow, 2001).
Chickering, Roger, Imperial Germany and the Great War, 1914-1918 (Cambridge, 2nd edn 2004).
DeGroot, Gerard J., Blighty. British Society in the Era of the Great War (London and New York, 1996).
Ferguson, Niall, The Pity of War (London, 1998).
Robb, George, British Culture and the First World War (Basingstoke and New York, 2002).
Smith, Leonard V., Audoin-Rouzeau, Stéphane and Becker, Annette, France and the Great War, 1914-1918 (Cambridge, 2003).
Winter, Jay and Baggett, Blaine, The Great War and the Shaping of the 20th Century (New York, 1996).

Pre-requisites

None

Synopsis *

The history of the Great War is a subject of perennial fascination for this war left its imprint on British/European society to an extent almost unparalleled in modern history. No previous war matched it in scale and brutality. The military history and the course of events has been told many times. This course, by contrast, focuses on the social and cultural upheavals of the Great War. The aim is to move beyond narrow military history and examine the war's sociocultural impact on British and European societies. Furthermore, it hopes to overcome historians' fixation with national histories. The First World War was, by definition, a transnational event and this course will fully explore the comparative method.

2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI767 Churchill's Army: the British Army in the Second World War						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 30

Private study hours: 270

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 To provide students with the skills needed to understand, evaluate, contextualise and communicate effectively their knowledge of history.
- 2 To provide students with an understanding of the combat effectiveness, social structure and political complexion of the British Army in the Second World War.
- 3 To expose students to the disciplines of political, social and military history and their various methodological approaches.
- 4 To test and improve skills appropriate to level 5 and 6 students by setting them specific, differentiated tasks.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Students will acquire the skill to communicate complex concepts effectively both orally and through written work. They will acquire the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.
- 2 To provide students with communications skills (S of H, Transferable Skills 1), the ability to integrate numerical and statistical information (S of H, Transferable Skills 2), and to provide skills in information technology
- 3 The course will test problem solving skills and sharpen the ability to work both independently and with groups.

Method of Assessment

Main assessment methods:

Essay 1 3,000 words 12%

Class presentation 10-minutes 8%

Essay 2 3,000 words 12%

Exam Prep Essay 1,000 words 8%

Examination 2 hours 60%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Alan Allport, *Browned Off and Bloody-Minded: The British soldier goes to war 1939-1945* (2015)

Christopher Bayly and Tim Harper, *Forgotten Armies: The Fall of British Asia 1941-1945* (2004)

John Buckley, *Monty's Men: The British Army and the Liberation of Europe* (2014)

Jeremy Crang, *The British Army and the People's War, 1939-45* (2000)

Jonathan Fennell, *Combat and Morale in the North African Campaign* (2011)

David French, *Raising Churchill's Army: the British Army and the War against Germany, 1919-1945* (2001)

Pre-requisites

None

Restrictions

Students on the BA(Hons) Military History programme will have priority for spaces on this module.

Synopsis *

The module will explore the nature of the British Army in the Second World War. How it reacted to the crushing defeats of 1940 in France and 1942 in the Far East before transforming itself into a war-winning force. It will take a broad approach to military history, studying the political, economic and cultural realities behind the force.

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HI787 The Nature of Command						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 30

Private study hours: 270

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Acquired a firm grasp of the historiography of the topic and of shifts in the attitudes towards, and demands of, senior military commanders.
- 2 Demonstrated a broad conceptual command of the study of military leadership, and a thorough and systematic understanding of the latest research on the subject.
- 3 Demonstrated their capacity to assess and critically engage with a wide range of primary sources, both visual and written.
- 4 Demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.
- 5 Acquired the ability to analyse key texts and other materials critically at a high level.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- 2 Enhanced communication, presentational skills and information technology skills.
- 3 Demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.
- 4 Analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.
- 5 Approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches.

Method of Assessment

Main assessment methods:

Essay 1 3,000 words 30%

Essay 2 3,000 words 30%

Presentation 15 minutes 20%

In-class test 50-minutes 20%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

John Keegan, *The Mask of Command*, (London: 1987)

Robin Prior and Trevor Wilson, *Command on the Western Front*, (London: 1992)

Gary Sheffield, *Leadership and Command: the Anglo-American experience since 1861*, (London: 2002)

Gary Sheffield, *The Challenges of High Command*, (Basingstoke: 2003)

E. Sixsmith, *British Generalship in the Twentieth Century*, (London: 1970)

Pre-requisites

None

Synopsis *

The course will provide students with a historical understanding of command at a variety of levels by looking at various types of battle scenarios, both strategic and tactical. The course will take an international perspective as well as a chronological one, but will rely primarily on Anglo-American case studies, the colonial struggles of the 19th century, the retreat from empire, the two world wars and the recent actions in the Gulf. As well as providing historical lessons, students will be challenged to solve universal command problems still applicable to modern warfare, and thus provides a transferable skill in both a specific sense - useful for anyone contemplating a career in the armed forces - and in a generic sense it will stimulate the skills needed to deconstruct and solve problems logically while taking account of a variety of factors and perspectives.

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HI789	The Art of Death					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
2	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
2	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 30
Private study hours: 270
Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate skills that enable them to work with a variety of historical sources, including visual evidence (e.g., sculpture, paintings, stained glass) and documentary sources (e.g., wills and coroners' records), and to evaluate their relative strengths and limitations, and to interpret these sources.
- 2 Provide an overview of the development of the visual culture of death in medieval Europe and an understanding of artistic innovations within the context of wider artistic, economic, devotional, social and epidemiological developments.
- 3 Demonstrate an awareness of different disciplinary approaches to the theme of death in the Middle Ages (especially art-historical, social-historical, theological, and literary), and to approach a specific monument with an understanding of its potential as evidence addressing different disciplinary concerns.

The intended generic learning outcomes.
On successfully completing the module students will be able to:

- 1 Demonstrate the ability to construct robust historical arguments drawing intelligently on primary and secondary sources, and to present these arguments.
- 2 Demonstrate skills of conceptualisation, reflexivity, critical thought and epistemological awareness.
- 3 Demonstrate knowledge and understanding of the past and particular aspects of the historiography and methodology, assisting them in other courses.

Method of Assessment

Main assessment methods:

Source Analysis 3,000 words 20%
Term Paper 3,000 words 20%
Examination 2 hours 60%

Reassessment methods:
Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Binski, Paul (2004). *Becket's Crown* (New Haven, 2004)
Binski, Paul (1996). *Medieval Death: Ritual and Representation* (London, 1996)
Brown, Peter (1982). *The Cult of the Saints* (Chicago, 1982)
Camille, Michael (1992). *Image on the Edge* (London, 1992)
Horrox, Rosemary (1994). *The Black Death* (Manchester, 1994)
Le Goff, Jacques (1986). *The Birth of Purgatory* (Chicago, 1986)
Saul, Nigel (2001). *Death, Art, and Memory in Medieval England* (Oxford, 2001)

Pre-requisites

None

Synopsis *

This module explores the place of death within medieval European culture, focusing especially on the visual and material evidence of relics, tombs, architecture, wall paintings, and illuminated manuscripts. It will begin by examining how ideas about death and the dead were expressed in works of art from Late Antiquity until the arrival of the Black Death in 1348. Our primary sources will be set within the context of literary, visual, documentary and liturgical evidence. Together, we will examine these sources from different disciplinary perspectives in attempt to determine how the study of medieval death and contemporary anxieties about the afterlife can inform us about how people lived in the Middle Ages.

2021-22 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI790 The Art of Death: Representations, Rituals, & Records in Medieval Europe						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total contact hours: 30

Private study hours: 270

Total study hours: 300

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate skills that enable them to work with a variety of complex historical sources, including visual evidence (e.g., sculpture, paintings, stained glass) and documentary sources (e.g., wills and coroners' records), and to critically evaluate their relative strengths and limitations, and provide sophisticated interpretation of these sources.
- 2 Provide a detailed overview of the development of the visual culture of death in medieval Europe and a comprehensive understanding of artistic innovations within the context of wider artistic, economic, devotional, social and epidemiological developments.
- 3 Demonstrate a comprehensive understanding of different disciplinary approaches to the theme of death in the Middle Ages (especially art-historical, social-historical, theological, and literary), and to approach a specific monument with a thorough understanding of its potential as evidence addressing different disciplinary concerns.

The intended subject specific learning outcomes.

On successfully completing the module level 6 students will be able to:

- 1 Demonstrate the ability to construct robust and comprehensive historical arguments drawing intelligently on complex primary and secondary sources, and to present these arguments clearly.
- 2 Demonstrate skills of conceptualisation, reflexivity, critical thought and epistemological awareness and the ability to effectively apply these to complex historical problems and sources.
- 3 Demonstrate detailed knowledge and comprehensive understanding of the past and particular aspects of the historiography and methodology, assisting them in other courses.

Method of Assessment

Main assessment methods:

Source Analysis	3,000 words	20%
Term Paper	3,000 words	20%
Examination	2 hours	60%

Reassessment methods:

Reassessment Instrument: 100% coursework

Preliminary Reading

Indicative Reading List:

Binski, Paul (2004). *Becket's Crown* (New Haven, 2004)
Binski, Paul (1996). *Medieval Death: Ritual and Representation* (London, 1996)
Brown, Peter (1982). *The Cult of the Saints* (Chicago, 1982)
Camille, Michael (1992). *Image on the Edge* (London, 1992)
Horrox, Rosemary (1994). *The Black Death* (Manchester, 1994)
Le Goff, Jacques (1986). *The Birth of Purgatory* (Chicago, 1986)
Saul, Nigel (2001). *Death, Art, and Memory in Medieval England* (Oxford, 2001)

Pre-requisites

None

Synopsis *

This module explores the place of death within medieval European culture, focusing especially on the visual and material evidence of relics, tombs, architecture, wall paintings, and illuminated manuscripts. It will begin by examining how ideas about death and the dead were expressed in works of art from Late Antiquity until the arrival of the Black Death in 1348. Our primary sources will be set within the context of literary, visual, documentary and liturgical evidence. Together, we will examine these sources from different disciplinary perspectives in attempt to determine how the study of medieval death and contemporary anxieties about the afterlife can inform us about how people lived in the Middle Ages.

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HI795 Inviting Doomsday: US Environmental						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Weekly one-hour lectures and two-hour seminars.

Preliminary Reading

CARSON, R - 'Silent Spring' (1962)
PRICE, J - 'Flight Maps: Adventures with Nature in Modern America' (1999)
ROTHMAN, H - 'The Greening of a Nation' (1998)
STEINBURG, T - 'Down to Earth: Nature's Role in American History' (2002)
WASKO, J - 'Understanding Disney' (2001)
NASH, R - 'American Environmentalism@ Readings in Conservation History' (1989)
WILLS, J - 'US Environmental History: Inviting Doomsday' (Edinburgh University Press, 2012)

Synopsis *

Condemned by the international community for refusing to sign the Kyoto Accords, rendered powerless by electricity blackouts, and stricken by the Hurricane Katrina disaster, the United States of America is today embroiled in a narrative of environmental controversy and catastrophe. This module explores to what extent the USA has been 'inviting doomsday' throughout the modern (twentieth-century) period. Commencing with an introductory session on writing and researching American environmental history, the module is then split into four sections: Science and Recreation, Doomsday Scenarios, Environmental Protest, and Consuming Nature. Over the twelve weeks we will consider a range of environmental issues that include wildlife management in national parks, pesticide spraying on prairie farms, nuclear testing in Nevada, and Mickey Mouse rides in Disneyland. By the end of the module, we will have constructed a comprehensive map of the United States based around themes of ecological transformation, assimilation and decay.