

2012-13 Humanities Undergraduate Stage 2 & 3 Module Handbook

05 School of History

HI5002 Divided Land, Divided History: Ireland C1885-2005

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Bowman Dr T

Contact Hours

3 hours per week

Availability

Available under codes HI5002 (Level I) and HI5003 (Level H).

Synopsis

The module will examine economic, social and political developments within Ireland and Anglo-Irish relations in the period from 1885 to the present. The module will consider a number of key issues, including, the extent to which both Unionists and Nationalists resorted to militancy in 1910-21, the development of partition as a supposed solution to the 'Ulster Question' 1885-1925 and the factors which lead to British withdrawal from Southern Ireland. As regards the development of what is now the Republic of Ireland key questions will be discussed including, why did Ireland develop such a unique party political system and how did the Irish economy, stagnant for many years, develop into the fastest growing in Western Europe in the 1990s? With regard to Northern Ireland, from the formation of the state in 1920, the extent to which the state discriminated against the Catholic population, the complex relationships with Westminster and the development of the 'troubles' from 1969 to the present day will be considered, the latter in security, political and diplomatic terms.

Preliminary Reading

D. G. BOYCE & Alan O'DAY - 'The Making of Modern Irish History: Revisionism and the Revisionist Controversy'

Roy FOSTER - 'Modern Ireland, 1600-1972'

Alvin JACKSON - 'Ireland 1798-1998'

Alvin JACKSON - 'Home Rule: An Irish History, 1800-2000'

Dermot KEOGH - 'Twentieth Century Ireland'

J. J. LEE - 'Ireland 1912-1985'

Cormac O'GRADA - 'A Rocky Road: The Irish Economy since the 1920s'

HI5003 Divided Land, Divided History: Ireland c1885-2005

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Bowman Dr T

Availability

Available under codes HI5002 (Level I) and HI5003 (Level H).

Synopsis

See entry for HI5002

HI5013 Popular Religion and Heresy, 1100-1300

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Bombi Dr B

Contact Hours

3 hours per week

Availability

Available under codes HI5013 (Level I) and HI5014 (Level H)

Synopsis

This module examines the rise and spread of popular religious movements in Western Europe from the eleventh to the early fourteenth century and considers how some of these movements became seen as heresy and were associated with political dissent". It also considers the leadership of the Medieval papacy and its contribution to the transformation and condemnation of religious and heretical movements. The module finally explores the reasons why popular religious movements provoked such strong reactions and compares and contrasts the treatment of these religious and heretical movements with that given to other social minorities.

Preliminary Reading

B. BOLTON - 'The Medieval Reformation', 1983

B. HAMILTON - 'The Medieval Inquisition', 1981

F. ANDREWS - 'The Early Humiliati', Cambridge, 1999

P. BILLER - 'The Waldenses, 1170 – 1530: Between a Religious Order and a Church', 2000

M. LAMBERT - 'Medieval Heresy', 1992

R. I. MOORE - 'The Formation of a Persecuting Society', 1987

W. WAKEFIELD & A. EVANS (eds.) - 'Heresies of the High Middle Ages', 1969

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HI5014 Popular Religion and Heresy, 1100-1300

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Bombi Dr B

Availability

Available under codes HI5013 (Level I) and HI5014 (Level H)

Synopsis

See entry for HI5013

HI5017 T: The Ocean Liner (1840-1914)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Smith Prof C

Contact Hours

Duration of module: two semesters

Number of lectures: 8

Number of seminars: 16

Number of writing weeks: 8

Availability

Special Subject with restricted availability. Made up of two codes: HI5017 and HI5018

Synopsis

Most modern histories of the British Empire – as well as textbooks on Victorian and Edwardian England – pay little more than lip-service to one of the most iconic features of the period: the ocean liner. Indeed, modern history as a whole is only just beginning to explore the significance of “the sea” for Britain’s role as a global player on the world stage. Through a series of in-depth case studies, this special subject therefore offers a wholly new analysis of “the ocean liner” as a microcosm of nineteenth and early twentieth century life.

“My ship, the Titanic, is on her way, and unless she drops me somewhere else, I should get to Cherbourg in a fortnight,” wrote the historian Henry Adams, descendent of two American presidents, on 12 April 1912 as he prepared to spend the summer season in Europe. For many years Adams had considered the spectacular “exponential” growth in size and power of Atlantic liners between the 1840s and the 1910s as evidence both of the “upward progress” of Western material civilisation and of its ultimate fragility. Indeed, back in the 1880s he had spoken of the “engine room” of the Atlantic liner as a metaphor for Washington’s immense power in driving the destiny of the post-Civil War United States of America.

When news of the Titanic’s loss on her maiden westward crossing reached him on 16 April, Adams read the disaster as symbolic of his country’s (and the civilised world’s) imminent doom: “Through the chaos I seemed to be watching the Titanic foundering in a shoreless ocean,” he told his closest friend. “We all foundered and disappeared. Old and sinful as I am, I turn green and sick when I think of it.” And to another friend he added that the news “strikes at confidence in our mechanical success.”

Titanic was in every sense the most spectacular maritime disaster of all time. The drowning of millionaires, the fate of hundreds of third-class passengers for whom there were too few lifeboats, the glamour and glitter of the brand new ship – all carried a poignancy of unusual intensity. But ever since their first appearance in the late 1830s, ocean liners often dominated press headlines with dramatic tales of heroism and chivalry haunted by the phrase “women and children first.” Their critics thus highlighted the liners’ seemingly unerring capacity to kill, drown or burn more of their inhabitants in a single disaster than any other peacetime endeavour of civilised society. As the novelist Joseph Conrad observed of the Titanic’s projectors: “The assumption is that they are ministers of progress. But the mere increase of size is not progress ...”

Although “whig” history has long been outlawed from political and social histories, assumptions of “onwards and ever-upwards progress” still infiltrate maritime and even imperial histories, especially where technologies are used to explain historical change. Indeed, technologies are often taken for granted and thus not subjected to the intense light of the historian’s investigation. This special subject seeks to carry out just that kind of investigation. In so doing, we will widen the scope of the analysis to explore fundamental questions of public trust in steamships. We will also consider the roles played by religion, politics, literature and art in representing and communicating with audiences for whom the sea and ships were simultaneously bringers of wealth and life and symbols of destitution and death.

Preliminary Reading

- Crosbie Smith and with Anne Scott, “Trust in Providence”: Building Confidence into the Cunard Line of Steamers’, *Technology and Culture*, 48 (2007): 471-96. Won the USA-based Society for the History of Technology’s Usher Prize in 2009.
- Crosbie Smith, Ian Higginson and Phillip Wolstenholme, “Avoiding equally extravagance and parsimony”: the Moral Economy of the Ocean Steamship’, *Technology and Culture* 44 (2003): 443-69.
- Crosbie Smith and Phillip Wolstenholme, “We are trusted”: Joseph Conrad and the Blue “Star” Line’, *The Conradian* 29 (2004): 39-63.
- Ben Marsden & Crosbie Smith, *Engineering Empires. A Cultural History of Technology in Nineteenth-century Britain* (Palgrave Macmillan, 2005), ch. 3 [also other chs esp. Intro on modern cultural history methodology].
- Stephen Fox, *The Ocean Railway. Isambard Kingdom Brunel, Samuel Cunard, and the Revolutionary World of the Great Atlantic Steamships* (Harper Collins, 2003).
- Joseph Conrad, *Youth; Typhoon; Lord Jim* (first half). [Three extraordinary novels]
- Rudyard Kipling, “MacAndrew’s Hymn” (and other maritime poems by the same author).

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HI5018 G: The Ocean Liner (1840-1914)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Smith Prof C

Availability

Special Subject with restricted availability. Made up of two codes: HI5017 and HI5018

Synopsis

See entry for HI5017.

HI5019 T: The Monster in Medieval Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Bovey Dr A

Availability

Special Subject with restricted availability. Made up of two codes: HI5019 and HI5020

Synopsis

The Middle Ages, stretching from the collapse of the Roman Empire to the Reformation, could be described as a monstrous millennium. Monsters (big and small, real and fantastical, menacing or harmless, most ugly but some beautiful) occupied an important place in medieval intellectual, literary and visual culture. By focusing on medieval ideas about the monsters, this special subject will introduce you to a wide range of topics and themes connected to medieval ideas about God, time, morality and nature, and it will invite you to think critically about the cultural functions of monsters.

The course begins by tracing the ways that medieval storytellers, theologians, and artists transformed the pantheon of pagan monsters inherited from antiquity into an essential component of medieval Christianity. Using a wide variety of sources, such as Pliny's Natural History, world maps, travellers' tales and romances, we examine how monsters established (and sometimes transgressed) the border between the known and the unknown, and the distinction between 'us' and 'them'.

We investigate the place of monsters in Christian ideas about time, from its monstrous beginning with the fall of Lucifer and the rebel angels from Paradise, to its end, with the terrifying beasts described in the Book of Revelation. Ideas about nature and the supernatural are considered through sources such as the medieval Bestiary, in which fantastical monsters were placed alongside real animals. We will also consider the ways in which monstrous imagery (both literary and visual) was used in order to define (and denigrate) 'the other' by looking at the spread of hostility towards Jews and Muslims by looking, for example, at the *Chronica Majora* of Matthew Paris. Seminars are devoted to specific types of monsters, including demons, ghosts, feral humans (especially wildmen), and sinners.

You will be required to engage with a wide range of challenging primary sources, and to think critically about theoretical approaches to monstrosity. The module will include at least one visit to London, and we will try to venture further afield (for example, to Paris) as well.

If you would like more information about the structure and content of the course, please get in touch with Dr Alixe Bovey.

Preliminary Reading

- Bovey, Alixe *Monsters and Grotesques in Medieval Manuscripts* (London, 2002)
 Cohen, Jeffrey Jerome *Of Giants: Sex, Monsters, and the Middle Ages* (Minneapolis, 1999)
 Friedman, John Block *The Monstrous Races in Medieval Art and Thought* (Cambridge, Mass., 1981, repr. 2000)
 Strickland, Debra Higgs *Saracens, Demons and Jews: Making Monsters in Medieval Art* (Princeton, 2003)
 Williams, David *Deformed Discourse: The Function of the Monster in Mediaeval Thought and Literature* (Montreal, 1996)

HI5020 G: The Monster in Medieval Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Bovey Dr A

Availability

Special Subject with restricted availability. Made up of two codes: HI5019 and HI5020

Synopsis

See entry for HI5019.

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HI5023 The American Civil War Era 1848-1877

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Conyne Dr G

Contact Hours

3 hours per week

Availability

Available under codes HI5023 (Level I) and HI5024 (Level H)

Synopsis

This course will examine this key era of US history by examining the key political and social events, developments in the history of ideas and historiographical controversies from the victory over Mexico to the final withdrawal of US troops from the South. It will focus on the changes that occurred and the changing interpretations of them. Students will be able to see the interplay of forces and ideas that led to a conflict that few, if any, wanted and lasted for longer than anyone expected. Historical and fictional depictions in art and film will be evaluated for the ways they shape perspectives. The key historical topics include the rise of slavery as a public issue in the late 1840s, the attempts to find compromise within the Constitutional framework, the activities of the extremists, the changing nature and goals of the war, the effects the war had on both sides, the plans for the post-war period, the changing elite and popular attitudes, the nature of the final, pragmatic arrangements that the country accepted. Students will be able to pursue topics of their choice alongside and as part of these themes.

Preliminary Reading

S CRANE - 'Red Badge of Courage' (Dover ed. is the cheapest – any will do)

E FONER - 'A Short History of Reconstruction' (Harper, 1990)

JM MCPHERSON - 'Battle Cry of Freedom' (Penguin, 1988)

M PERMAN (ed) - 'Major Problems in the Civil War and Reconstruction' (Houghton Mifflin, 1998)

HI5024 The American Civil War Era 1848-1877

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Conyne Dr G

Availability

Available under codes HI5023 (Level I) and HI5024 (Level H)

Synopsis

See entry for HI5023

HI5031 African History since 1800

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Macola Dr G

Availability

This module will run in the Spring term of the 2012/2013 academic year. It is available to Level I students (HI5031) and Level H students (HI5032).

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.

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

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HI5032 African History since 1800

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	Macola Dr G

Availability

This module will run in the Spring term of the 2012/2013 academic year. It is available to Level I students (HI5031) and Level H students (HI5032).

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.

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

HI5035 History of Modern Medicine and Medical Ethics, 1800-2000

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Schmidt Prof U

Availability

Also available under code HI5036 (Level H)

Synopsis

Focusing on Great Britain, Europe and the United States, the module examines the history of modern medicine and medical ethics, from the development of public health, social Darwinism and eugenics in the 19th century to contemporary issues of human rights in biomedicine in the 20th century. The module explores the role of the state, and assesses medicine and psychiatry in modern warfare. The course will chart continuity and change in medical practice and research in different national and ideological settings. Concepts such as the peoples' community, the Volksgemeinschaft, the race, the nation, the idea of National Socialism, mankind etc. were of importance in initiating and sanctioning German medicine. While an understanding of medicine in the Third Reich is important in charting the development of modern medical ethics, the module will give due considerations to evolving health systems elsewhere in Europe and the United States. The module assesses the extent to which political formations shaped the understanding of ethics and the code of conduct of the medical profession, and explores the origins of the Nuremberg Doctors' Trial. The module looks at the mechanisms to protect human rights in human experimentation since the beginning of the Cold War, and examines the political, professional and institutional factors which shaped the history of bioethics and the Human Genome Project.

Preliminary Reading

- ANNAS, G.J., GRODIN, M.A. (eds.) - 'The Nazi Doctors and the Nuremberg Code', (1992)
- BERG, M., COCKS, G. (eds.) - 'Medicine and Modernity', 1997
- COOTER, R., HARRISON, M., STURDY, S. - 'Medicine and Modern Warfare', 1999
- MCCULLOUGH, L.M., BAKER, R. (eds.) - 'A Global History of Medical Ethics', 2008
- MORENO, J.D. - 'Undue Risk. Secret State Experiments on Humans', 1999
- SCHMIDT, U., FREWER, A.. (eds.) - 'History and Theory of Human Experimentation', 2007
- TROHLER, U., REITER-THEIL, S. (eds.) - 'Ethics Codes in Medicine', 1998

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HI5036	History of Modern Medicine and Medical Ethics, 1800-2000					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Schmidt Prof U

Availability

Also available under code HI5035 (Level I)

Synopsis

Focusing on Great Britain, Europe and the United States, the module examines the history of modern medicine and medical ethics, from the development of public health, social Darwinism and eugenics in the 19th century to contemporary issues of human rights in biomedicine in the 20th century. The module explores the role of the state, and assesses medicine and psychiatry in modern warfare. The course will chart continuity and change in medical practice and research in different national and ideological settings. Concepts such as the peoples' community, the Volksgemeinschaft, the race, the nation, the idea of National Socialism, mankind etc. were of importance in initiating and sanctioning German medicine. While an understanding of medicine in the Third Reich is important in charting the development of modern medical ethics, the module will give due considerations to evolving health systems elsewhere in Europe and the United States. The module assesses the extent to which political formations shaped the understanding of ethics and the code of conduct of the medical profession, and explores the origins of the Nuremberg Doctors' Trial. The module looks at the mechanisms to protect human rights in human experimentation since the beginning of the Cold War, and examines the political, professional and institutional factors which shaped the history of bioethics and the Human Genome Project.

Preliminary Reading

ANNAS, G.J., GRODIN, M.A. (eds.) - 'The Nazi Doctors and the Nuremberg Code', (1992)
BERG, M., COCKS, G. (eds.) - 'Medicine and Modernity', 1997
COOTER, R., HARRISON, M., STURDY, S. - 'Medicine and Modern Warfare', 1999
MCCULLOUGH, L.M., BAKER, R. (eds.) - 'A Global History of Medical Ethics', 2008
MORENO, J.D. - 'Undue Risk. Secret State Experiments on Humans', 1999
SCHMIDT, U., FREWER, A. (eds.) - 'History and Theory of Human Experimentation', 2007
TROHLER, U., REITER-THEIL, S. (eds.) - 'Ethics Codes in Medicine', 1998

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HI5037 T: Britain and the French Revolution, c.1785-c.1804						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Ditchfield Prof GM

Contact Hours

The Special Subject will be taught by 24 weekly seminars during the first and second terms in 2012-2013. The first few seminars will be based around introductory lectures. Each student will be expected to undertake one seminar presentation per term. There will be at least one session in Canterbury Cathedral Library to consult printed primary sources. During the second term, there will be a separate, weekly, opportunity for students to discuss the progress of their dissertation (see below).

Availability

Special Subject with restricted availability. Made up of two codes: HI5037 and HI5038

Method of Assessment

There will be two examinations, of which the first will be a 10,000 word dissertation, to be undertaken during the second term and which is to be submitted at the start of the third term. The dissertation will count for 100 per cent of the mark for the first examination. The second examination will consist of a three-hour paper, based on the primary sources of the course; this examination paper will count for 60 per cent, and coursework 40 per cent, of the mark for the second examination.

Synopsis

That the French Revolution of the late eighteenth century exerted a widespread international and lasting influence is well known. For Britain, such an upheaval within its nearest continental neighbour, the effects were profound. The French Revolution left no aspect of British life untouched. Not only did it affect British politics, government, religion and economic and social life, but it gave rise to a massive and continuing debate in the British newspaper and periodical press, in books and pamphlets, and in the growing genre of cartoon and caricature. Within four years of the fall of the Bastille (14 July 1789), moreover, Britain was at war with Revolutionary France, and became involved in the most costly and consuming international conflict of the century. The war made immense demands upon manpower, led to substantial increases in taxation, and was accompanied by price inflation and serious hardship. By 1801-03, the period of truce between the French Revolutionary and Napoleonic Wars, it would be no exaggeration to claim that the nature of British society and politics had been fundamentally altered. This Special Subject focuses upon the ways in which the French Revolution and the subsequent war affected Britain, and how the Revolution was seen by different political, religious and social elements within Britain. It will examine the key features of the so-called 'ancien regime' in Britain in the immediate aftermath of the defeat in the War of American Independence, the effects of developments in France during the later 1780s and the immediate response to the startling events of 1789-90. It will continue by analysing the changing British perceptions of the Revolution in the aftermath of the 'Terror' and the outbreak of war early in 1793. The response of the main political groups, religious denominations, reformers and radicals, Protestant and Catholic interests in Ireland, and reform movements will be considered, as will the impact of scarcity and wartime taxation in the mid- and late 1790s. The support for radical and loyalist societies in the 1790s, the legislative responses of Pitt's ministry, the divisions among the opposition will be placed in the context of the threats of invasion, debates in the press, and public meetings, demonstrations and disorder. The Special Subject will conclude by examining the question of the possibilities of revolution in Britain and the sources of strength which enabled the regime to survive it. Secondary works dealing with French history in this period will form an important aspect of the reading. All sources, primary and secondary, will be in English.

Preliminary Reading

The primary sources for the Special Subject will include:

The Gentleman's Magazine, 1785-1804

Richard Price, A Discourse on the Love of our Country (1789)

Edmund Burke, Reflections on the Revolution in France (1790)

Thomas Paine, The Rights of Man (1791-92)

- together with the correspondence of key individual writers such as Frances Burney, Mary Wollstonecraft, and Hannah More.

Access to an exceptionally wide range of contemporary sources is provided by ECCO (Eighteenth-Century Catalogue On-Line), via the Templeman Library's website.

The key secondary sources will include:

Jeremy Black, British Foreign Policy in an Age of Revolutions 1783-1793 (1994)

J.C.D. Clark, English Society 1660-1832 (2000)

H.T. Dickinson (ed.), Britain and the French Revolution 1789-1815 (1789)

F. Furet, The French Revolution 1770-1814 (1996)

M. Duffy, The Younger Pitt (2000)

A. Goodwin, The Friends of Liberty

G. Lewis, The French Revolution. Rethinking the Debate (1793)

F.P. Lock, Edmund Burke. Volume II. 1784-1797 (2006)

M. Morris, The British Monarchy and the French Revolution (1998)

HI5038 G: Britain and the French Revolution, c.1785-c.1804						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Ditchfield Prof GM

Availability

Special Subject with restricted availability. Made up of two codes: HI5037 and HI5038

Synopsis

See entry for HI5037.

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HI5049 'T: California: the Golden State'						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Wills Dr J

Availability

This module is a special subject; the coursework component is HI5049, and the dissertation component is HI5050. Students must be registered for both in order to take the special subject.

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.

California: The Golden State 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 region as 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. 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.

Topics include California Exceptionalism, immigration and race, the Gold Rush, conservation, the 1906 San Francisco earthquake, Hollywood, the Hobo, Alcatraz Island, 1950's suburbia, Disneyland, counterculture & music, the Santa Barbara Oil Spill, Diablo Canyon nuclear protest, and race riots in Los Angeles. Themes/issues touched on include: race, gender, class, consumption, environment, culture, and technology.

HI5050 'G: California: the Golden State'						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Wills Dr J

Availability

This module is a special subject; the coursework component is HI5049, and the dissertation component is HI5050. Students must be registered for both in order to take the special subject.

Synopsis

See entry for HI5049

HI5055 Russia: 1855-1945 Reform, Revolution and War						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Boobbyer Dr P

Contact Hours

3 hours per week

Availability

Also available under HI5056 (Level H).

Synopsis

This module introduces students to Russian history from the end of the Crimean War to the Soviet victory in the Second World War. It will equip students to understand the continuities and differences between tsarism and Soviet communism. Themes covered will include: the reforms of Alexander II; the late tsarist autocracy; populism and Marxism; the 1905 revolution; the First World War; the February and October revolutions; the intelligentsia and revolution; revolutionary ideology; the building of socialism, c. 1917-1928; the Stalin revolution, c. 1928-1941; the Second World War.

Preliminary Reading

ACTON, E - 'Rethinking the Russian Revolution'
 BOOBYER, P - 'The Stalin Era '
 ASCHER, A - 'The Revolution of 1905 '
 HARDING N - 'Leninism '
 HOSKING, G - 'Russia: People and Empire'
 LIEVEN, D - 'Nicholas II '
 MALIA, M - 'The Soviet Tragedy'
 PIPES, R - 'The Russian Revolution 1899-1919'
 SCHAPIRO, L - 'The Communist Party of the Soviet Union'
 TUCKER, R (ed.) - 'Stalinism'
 WALDRON, P - 'End of Imperial Russia, 1855-1917'

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HI5056 Russia: 1855-1945 Reform, Revolution and War

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Boobbyer Dr P

Contact Hours

3 hours per week

Availability

Also available under codes HI5055 (Level I)

Synopsis

This module introduces students to Russian history from the end of the Crimean War to the Soviet victory in the Second World War. It will equip students to understand the continuities and differences between tsarism and Soviet communism. Themes covered will include: the reforms of Alexander II; the late tsarist autocracy; populism and Marxism; the 1905 revolution; the First World War; the February and October revolutions; the intelligentsia and revolution; revolutionary ideology; the building of socialism, c. 1917-1928; the Stalin revolution, c. 1928-1941; the Second World War

Preliminary Reading

ACTON, E - 'Rethinking the Russian Revolution'
 BOOBYER, P - 'The Stalin Era '
 ASCHER, A - 'The Revolution of 1905 '
 HARDING N - 'Leninism '
 HOSKING, G - 'Russia: People and Empire'
 LIEVEN, D - 'Nicholas II '
 MALIA, M - 'The Soviet Tragedy'
 PIPES, R - 'The Russian Revolution 1899-1919'
 SCHAPIRO, L - 'The Communist Party of the Soviet Union'
 TUCKER, R (ed.) - 'Stalinism'
 WALDRON, P - 'End of Imperial Russia, 1855-1917'

HI5065 British History c. 1480-1620

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Grummitt Dr D

Contact Hours

1 hour lecture and 2 hour seminar per week

Availability

Also available under code HI5066 (Level H).

Method of Assessment

The module will be examined by coursework (40%) and a 2 hour examination (60%).
 Students will submit two 2,500-word essays (80% of the coursework mark) and being assessed on their contribution to seminars (20% of the coursework mark).

Synopsis

This module will study the political, religious and social history of England, and also English relations with Wales, Ireland and Scotland in the context of the unification of 'Britain'. The theme of the integration of the realm will be traced from the Yorkist foundation of the councils in the North of England, and in the Marches of Wales, to the creation of 'Great Britain' in the reform debates, the control of the periphery by the centre and the unification of the British Isles under James VI and I. Within this framework subjects such as the royal courts of Renaissance England, the rather different impact of the Reformation in England, Wales, Scotland and Ireland, the Tudor commonwealth, plantations in Ireland and North America will be examined in the context of the emergence of the sovereignty of 'the King in Parliament'.

Preliminary Reading

L. Bowen, *The Politics of the Principality: the Principality of Wales c.1603-1642* (2007)
 B. Bradshaw and P. Roberts, *British Consciousness and Identity: the Making of Britain 1533-1707* (1998)
 S. Brigden, *New Worlds, Lost Worlds: the Rule of the Tudors 1485-1603* (2000)
 S. G. Ellis, *The Making of the British Isles* (2007)
 S. G. Ellis, *Tudor Ireland* (1985)
 C. Haigh, *The English Reformations* (1993)
 F. Heal, *The Reformation in Britain and Ireland* (2003)
 A. Ryrie, *The Age of Reformation: the Tudor and Stewart Realms 1485-1603* (2009)
 P. Williams, *The Later Tudors: England 1547-1603* (1995)

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HI5066 British History c. 1480-1620

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Grummitt Dr D

Availability

This module is running in in the Autumn term of 2012/2013. This module is available to Level I students (HI5065) and Level H students (HI5066).

Method of Assessment

The module will be examined by coursework (40%) and a 2 hour examination (60%). Students will submit two 2,5000-word essays (80% of the coursework mark) and being assessed on their contribution to seminars (20% of the coursework mark).

Synopsis

This module will study the political, religious and social history of England, and also English relations with Wales, Ireland and Scotland in the context of the unification of 'Britain'. The theme of the integration of the realm will be traced from the Yorkist foundation of the councils in the North of England, and in the Marches of Wales, to the creation of 'Great Britain' in the reform debates, the control of the periphery by the centre and the unification of the British Isles under James VI and I. Within this framework subjects such as the royal courts of Renaissance England, the rather different impact of the Reformation in England, Wales, Scotland and Ireland, the Tudor commonwealth, plantations in Ireland and North America will be examined in the context of the emergence of the sovereignty of 'the King in Parliament'.

Preliminary Reading

- L. Bowen, *The Politics of the Principality: the Principality of Wales c.1603-1642* (2007)
- B. Bradshaw and P. Roberts, *British Consciousness and Identity: the Making of Britain 1533-1707* (1998)
- S. Brigden, *New Worlds, Lost Worlds: the Rule of the Tudors 1485-1603* (2000)
- S. G. Ellis, *The Making of the British Isles* (2007)
- S. G. Ellis, *Tudor Ireland* (1985)
- C. Haigh, *The English Reformations* (1993)
- F. Heal, *The Reformation in Britain and Ireland* (2003)
- A. Ryrie, *The Age of Reformation: the Tudor and Stewart Realms 1485-1603* (2009)
- P. Williams, *The Later Tudors: England 1547-1603* (1995)

HI5067 War and Modern Medicine 1850-1950

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Anderson Dr J

Contact Hours

One hour lecture and two hour seminar per week

Availability

Also available under code HI5068 (Level H)

Method of Assessment

Two essays (2,500 words) and one presentation. The essays constitute 80% and presentation 20% of the overall coursework mark. One examination paper in the summer term.

Synopsis

Through necessity, fighting forces and medicine have had a long association. This module investigates the role of medicine in modern war. In particular, it examines the period from the Crimea to the end of the Second World War, which saw massive changes in the organisation and practice of military medicine. The course moves from the principal threat to military strength in the nineteenth century, which was not caused by the strength of enemy arsenals, to the methods developed and employed by medical practioners to limit damage to fighting forces by highly destructive weapons in the twentieth century. The course investigates continuity and change in medical care in war including the impact of disease, hygiene, shellshock, venereal disease, ethics, military hospitals, the effects of new drugs and technology and developments in medical practice.

Preliminary Reading

- M. Harrison, *Medicine and Victory* (2008) R. Cooter, M. Harrison and S. Sturdy,(eds), *War Medicine and Modernity* (1998) M. Bostridge, *Florence Nightingale* (2009) B. Shephard, *A War of Nerves: Soldiers and psychiatrists 1914-1994* (2003) J. Bourke, *Dismembering the Male* (1999) L. Van Bergen, *Before my helpless sight: suffering, dying and military medicine on the Western Front, 1914-1918* (2009) J. Reznick, *Rest, recovery, and rehabilitation: healing and identity in Great Britain in the First World War* (1999) A.Carden-Coyne, *Reconstructing the body: classicism, modernism, and the First World War* (2009)

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HI5068 War and Modern Medicine 1850-1950

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	Anderson Dr J

Availability

Also available under code HI5067 (Level I)

Method of Assessment

Two essays (2,500 words) and one presentation. The essays constitute 80% and presentation 20% of the overall coursework mark. One examination paper in the summer term.

Synopsis

Through necessity, fighting forces and medicine have had a long association. This module investigates the role of medicine in modern war. In particular, it examines the period from the Crimea to the end of the Second World War, which saw massive changes in the organisation and practice of military medicine. The course moves from the principal threat to military strength in the nineteenth century, which was not caused by the strength of enemy arsenals, to the methods developed and employed by medical practitioners to limit damage to fighting forces by highly destructive weapons in the twentieth century. The course investigates continuity and change in medical care in war including the impact of disease, hygiene, shellshock, venereal disease, ethics, military hospitals, the effects of new drugs and technology and developments in medical practice.

Preliminary Reading

M. Harrison, *Medicine and Victory* (2008) R. Cooter, M. Harrison and S. Sturdy, (eds), *War Medicine and Modernity* (1998) M. Bostridge, Florence Nightingale (2009) B. Shephard, *A War of Nerves: Soldiers and psychiatrists 1914-1994* (2003) J. Bourke, *Dismembering the Male* (1999) L. Van Bergen, *Before my helpless sight: suffering, dying and military medicine on the Western Front, 1914-1918* (2009) J. Reznick, *Rest, recovery, and rehabilitation: healing and identity in Great Britain in the First World War* (1999) A. Carden-Coyne, *Reconstructing the body: classicism, modernism, and the First World War* (2009)

HI5069 The Rights Revolution: Civil Rights Movements & the Law in the US since

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Conyne Dr G

Synopsis

This course will look at the central theme of the "Rights Era"- the move in the U. S. from a customary deference to tradition and view of the mainstream to the enforcement of political equality with far less regard for mainstream views. It will examine competing views of what "equality" means and consider the numerous groups that have demanded it since 1945 and the way they both fought for their causes and created the turbulence and confrontation in American society after 1960. These groups include, but are not limited to, African Americans, Hispanic-Americans, women, the disabled, certain religious groups, those who have faced discrimination on grounds of sexual orientation, as well as other groups that followed similar legal strategies, such as environmentalists and those who seek greater guarantees of property rights, free speech rights, and gun rights. This not only is an essential topic for understanding the modern United States but as UK is currently undergoing similar legal changes, it has meaning for contemporary Britain.

This course assumes no prior knowledge of American law or of the courts in the United States. It can also include subjects of interest to students not listed above, assuming sufficient materials are available on those topics. It aims to place these groups & their activities in the context of the time and show how the strategies worked (or failed) and the reaction of both elite and general opinion to the claims.

Preliminary Reading

- Selected opinions of the American federal and state courts.
- O'Brien, David, *Storm Center*. (Any edition but the 7th is current)
- Roberts, Gene and Hank Klibanoff; *The Race Beat: The Press, the Civil Rights Struggle & the Awakening of a Nation*.
- White, G. Edward; *The American Judicial Tradition* (3rd edition)

HI5070 The Rights Revolution: Civil Rights Movementss

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Conyne Dr G

Synopsis

See entry for HI5069.

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HI5072 The American Revolution

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

Contact Hours

Weekly two hour seminars

Method of Assessment

100% coursework

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 election of Thomas Jefferson as President. 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.

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*

HI5073 American Freedoms: The Bill of Rights and the Battles that Shaped it: 1

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Long Dr E

Contact Hours

3 hours per week - one hour lecture and one two-hour seminar

Pre-requisites

Students wishing to register for this module must have taken either HI390 or HI391. Students who have experience of, or an interest in, US history who have not taken one of these modules may be allowed to take the module with the permission of the module convenor.

Method of Assessment

100% coursework comprised of a combination of essays, case analyses, and weekly informal presentations.

Synopsis

The United States is often referred to as "the land of the free" or as having "a rights culture." But what exactly does this mean? What rights and freedoms do Americans have and how far do they extend? In theory, the rights and freedoms enjoyed by Americans are enshrined in the Bill of Rights, the collective name for the first ten amendments to the US Constitution. But these rights are not self-defining and the aim of this course is to introduce students to those responsible for defining and shaping those rights throughout American history and to the debates which have shaped those rights. Take, for example, freedom of speech. What does it mean? How free is "free"? Can a person shout "fire" in a crowded theatre, or espouse political doctrines that undermine the existing government, wear black armbands to protest an ongoing war, or burn the American flag as political protest? What about religious freedom? Does it allow Native Americans to use otherwise illegal drugs because their use is part of a religious ritual and cultural background? Does "the right to bear arms" mean that all gun control laws violate the Constitution? Is the death penalty a "cruel and unusual punishment" and, if not, what has been considered such in the past? How is there a "right to privacy" when the word does not appear in the Bill of Rights and how, given that, can it be used to support a woman's right to choose whether to terminate a pregnancy? What constitutes a fair trial and "due process of law" if you are accused of a crime?

This course will address the questions asked above, and others. Students will be asked to consider not only how the meaning of law has changed throughout US history, but what factors (legal, political, social, economic, personal) played a role in bringing about those changes. Students will be expected to engage with the original Supreme Court opinions as well as being able to put those opinions into their historical context.

Preliminary Reading

Before starting the module students should have read David O'Brien's *Storm Center* (currently out of print but easily available from the Library or second hand copies online) or Robert McKeever's *Raw Judicial Power*. Students interested in doing additional reading for the course before it begins should make themselves familiar with Supreme Court opinions (easily available online) and US law journal articles (available online via the Library website through Hein Online and/or Westlaw).

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HI5074 American Freedoms: The Bill of Rights and the Battles that Shaped it: 17

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Long Dr E

Contact Hours

3 hours per week - one hour lecture and one two-hour seminar

Restrictions

Students wishing to register for this module must have taken either HI390 or HI391. Students who have experience of, or an interest in, US history who have not taken one of these modules may be allowed to take the module with the permission of the module convenor.

Method of Assessment

100% coursework comprised of a combination of essays, case analyses, and weekly informal presentations.

Synopsis

The United States is often referred to as "the land of the free" or as having "a rights culture." But what exactly does this mean? What rights and freedoms do Americans have and how far do they extend? In theory, the rights and freedoms enjoyed by Americans are enshrined in the Bill of Rights, the collective name for the first ten amendments to the US Constitution. But these rights are not self-defining and the aim of this course is to introduce students to those responsible for defining and shaping those rights throughout American history and to the debates which have shaped those rights.

Take, for example, freedom of speech. What does it mean? How free is "free"? Can a person shout "fire" in a crowded theatre, or espouse political doctrines that undermine the existing government, wear black armbands to protest an ongoing war, or burn the American flag as political protest? What about religious freedom? Does it allow Native Americans to use otherwise illegal drugs because their use is part of a religious ritual and cultural background? Does "the right to bear arms" mean that all gun control laws violate the Constitution? Is the death penalty a "cruel and unusual punishment" and, if not, what has been considered such in the past? How is there a "right to privacy" when the word does not appear in the Bill of Rights and how, given that, can it be used to support a woman's right to choose whether to terminate a pregnancy? What constitutes a fair trial and "due process of law" if you are accused of a crime?

This course will address the questions asked above, and others. Students will be asked to consider not only how the meaning of law has changed throughout US history, but what factors (legal, political, social, economic, personal) played a role in bringing about those changes. Students will be expected to engage with the original Supreme Court opinions as well as being able to put those opinions into their historical context.

Preliminary Reading

Before starting the module students should have read David O'Brien's Storm Center (currently out of print but easily available from the Library or second hand copies online) or Robert McKeever's Raw Judicial Power. Students interested in doing additional reading for the course before it begins should make themselves familiar with Supreme Court opinions (easily available online) and US law journal articles (available online via the Library website through Hein Online and/or Westlaw).

HI5075 Marvels, Monsters and Freaks 1780-1920

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Anderson Dr J

Contact Hours

One weekly one hour seminar and one weekly two hour seminar.

Availability

This module will be running in the Spring term of the 2012/2013 term. The module is available to Level I students (HI5075) and Level H students (HI5076).

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.

Preliminary Reading

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)

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HI5076 **Marvels, Monsters and Freaks 1780-1920**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Anderson Dr J

Contact Hours

One weekly one hour seminar and one weekly two hour seminar.

This module will be running in the Spring term of the 2012/2013 term. The module is available to Level I students (HI5075) and Level H students (HI5076).

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.

Preliminary Reading

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)

HI5079 **The Wars of the Roses**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Grummitt Dr D

Availability

This module is a special subject; the coursework component is HI5079, and the dissertation component is HI5080. Students must be registered for both in order to take the special subject.

Synopsis

This module explores the series of events and conflicts in fifteenth-century England known as the Wars of the Roses. Immortalised in Shakespeare's history plays, the period between 1450 and 1487 saw five violent changes of king, periods of intense civil war, popular unrest and political bloodletting on an unprecedented scale. The Wars ended with the re-establishment of royal authority under Henry VII. Students will be introduced to the developing historiography of fifteenth-century England. They will analyse a wide range of primary sources that will shed light on the political culture of the time, that is to say, the set of assumptions and concepts that ordered political behaviour and, to a large part, determined the course of the Wars. Students will also explore the local and personal experiences of war through a series of case studies and short biographies.

Topics to be covered

- The end of the Hundred Years War and Cade's Rebellion
- The character and motives of Richard, duke of York
- Military technology and the 'art of war' in the late fifteenth century
- Warwick 'the Kingmaker' and the Readeption of Henry VI
- The role of parliament and late-medieval political culture
- Popular politics and the role of the Commons
- The Wars in a European context
- Henry VII and England's 'Pre-Machiavellian Moment'
- The re-establishment of royal authority

HI5080 **The Wars of the Roses**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Grummitt Dr D

Synopsis

This module is a special subject; the coursework component is HI5079, and the dissertation component is HI5080. Students must be registered for both in order to take the special subject.

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HI5087 An Island People? Britons, Navy and the Sea, 1750-1950

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

Contact Hours

The module will consist of 11 lectures, 11 two-hour seminars (including an essay feedback session) and one reading week (33 contact hours in total).

Availability

Taught as an I and H level combined module: HI5087 and HI5088.

Method of Assessment

The course will be 100% coursework and assessed by three essays (15%, 25% and 40% respectively, matching word lengths of 2,000, 3,000 and 4,000 words), by class contributions (10% for assessed presentations and 10% for contributions to oral discussions).

Synopsis

Nineteenth-century Britons believed that their country's borders were not to be found on Britain's coastlines, but the shores of every other kingdom connected to the sea. In a similar vein, Britons recognised the Royal Navy as the instrument that made any claims to British power, imperial civilisation, even 'greatness' possible. This course examines ideas of Britishness through the changing relationship between Britons, the sea and their navy. Historical actors cast the sea as a providential possession, entrusted to the British, while the Royal Navy increasingly functioned as a stage on which Briton's discussed national mythologies, naval tradition and how to maintain a growing empire. Units for investigation include the legend-making of Horatio Nelson, the representation of the jolly Jack Tar, the navy as a safeguard of the sea, and the sea as the theatre in which Britain projected its power and values. Chronologically we move from an island people emerging victorious from a European war that had spanned much of the eighteenth century and cemented Britain's imperial status to a period of dramatic decolonisation, human loss and culture shock as Britons rethought the identity of their kingdom in a global context.

Preliminary Reading

Primary Sources

- R. Bacon, *From 1900 Onwards* (London, 1940).
- N. Barnaby, *Naval Development in the Century* (London, 1902).
- F.T. Bullen, *Our Heritage the Sea* (London, 1906).
- Naval Songs and Ballads, ed. C.H. Firth (Publications of the Navy Record Society, vol. 33, 1908).
- A. Hurd, *The Command of the Sea: Some Problems of Imperial Defence Considered in the Light of the German Navy Act, 1912* (London, 1912).
- W.H.G. Kingston, *Popular History of the British Navy from the Earliest Times to the Present* (London, 1876).
- R. Southey, *The Life of Nelson*, ed. John Knox Laughton (London, 1813).
- J.R. Thursfield, *Nelson and other Naval Studies* (London, 1909).
- A. White & E.H. Moorhouse, *Nelson and the Twentieth Century* (London, 1905).

Secondary Sources

- R. Blake, *Evangelicals in the Royal Navy, 1775-1815* (Woodbridge, 2008).
- R. Blyth, A. Lambert and J. Rüger (eds), *Dreadnought and the Edwardian Age*, (Aldershot, 2011).
- D. Cannadine (ed.) *Trafalgar in History: A Battle and its Afterlife* (Basingstoke, 2006).
- M. Conley, *From Jack Tar to Union Jack: Representing Naval Manhood in the British Empire* (Manchester, 2009).
- M. Czisnik, *Horatio Nelson: A Controversial Hero* (London, 2005).
- T. Jenks, *Naval Engagements: Patriotism, Cultural Politics and the Royal Navy, 1793-1815* (Oxford, 2006).
- P. Kennedy, *The Rise and Fall of British Naval Mastery* (London, 1976).
- I. Land, *War, Nationalism and the British Sailor, 1750-1850* (Basingstoke, 2009).
- M. Lincoln, *Representing the Royal Navy: British sea power, 1750-1815* (Aldershot, 2002).
- G. O'Hara, *Britain and the Sea Since 1600* (Basingstoke, 2010).
- J. Rüger, *The Great Naval Game: Britain and Germany in the Age of Empire* (Cambridge, 2007).

HI5088 An Island People? Britons, Navy and the Sea, 1750-1950

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Taught as a combined I and H level module: HI5087 and HI5088.

Synopsis

See entry for HI5087.

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HI5090 Military Revolutions: war and the making of the early modern world

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Contact hours: 3 hours per week, including 11 lectures and 11 seminars

Availability

Taught as a combined I and H level module: HI5090 and HI5091.

Method of Assessment

The module will be examined by coursework (40%) and a 2-hour exam (60%)

Students will write and submit two 2,500-word essays (40% each of the coursework component), and will be assessed on their contribution to the seminars (20% of the coursework component). A two-hour, unseen examination will be held in the summer term.

Synopsis

The 'Military Revolution' debate is one of the longest running historiographical controversies in modern scholarship. In its original formulation by Michael Roberts in 1955, it was argued that tactical innovations in the late sixteenth and early seventeenth centuries (particularly in Germany and the Low Countries) led to an expansion in the size of armies and a resulting growth in the ambition and power of the early modern state. The timing of the revolution was questioned first by Geoffrey Parker, who placed the real change in the first half of the sixteenth century and linked it to developments in the potency and cost of artillery defences, and later by Clifford Rogers, who argued for a slower evolution beginning in the early fourteenth century. More recently Jeremy Black has argued that the real period of change was from 1660 and that it was the growth of the apparatus of the state itself and the ambition of princely elites, rather than military change per se, that were fundamental to the development and growth of the early modern state. The debate also has important consequences for the way in which historians have described and accounted for Europe's expansion into the Americas and Asia in the early modern period; Parker subtitled his book *The Rise of the West, 1500-1800*. This module will examine these debates in the context of a number of European and extra-European case studies covering the period c.1450-1789. It will consider the case for technological determinism, as well as the sociological models for state formation advanced by scholars such as Charles Tilly.

Preliminary Reading

Jeremy Black, *Beyond the Military Revolution: War in the Seventeenth-Century World* (2011)

Jeremy Black, *A Military Revolution: Military Change and European Society, 1550-1800* (1997)

Azar Gat, *War in Human Civilization* (2001)

Steven Gunn, David Grummitt and Hans Cools, 'War and the state in early modern Europe: widening the debate', *War in History* 15 (2008), 371-88

Steven Gunn, David Grummitt and Hans Cools, *War, State and Society in England and the Habsburg Netherlands, 1477-1559* (2007).

MacGregor Knox and Williamson Murray (ed.), *The Dynamics of Military Revolution 1300-2050* (2001)

John Lynn, *The Wars of the Louis XIV 1667-1714* (1999)

Rhoads Murphey, *Ottoman Warfare 1500-1700* (1999)

Geoffrey Parker, *The Military Revolution: Military Innovation and the Rise of the West 1500-1800* (1996)

Clifford Rogers (ed.), *The Military Revolution Debate: Readings on the Transformation of Early Modern Europe* (1995)

Charles Tilly, *Coercion, Capital and European States: AD 990-1992* (1992)

HI5091 Military Revolutions: war and the making of the early modern world

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

Availability

Taught as a combined I and H level module: HI5090 and HI5091.

Synopsis

See entry for HI5090.

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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	

Contact Hours

Contact hours: 10 lectures and 10 two-hour seminars (3 hours per week).

The module will be taught through seminars and lectures, and will include one to one meetings with students to discuss their essays. The lectures will attempt to distil essential information and to highlight key historiographical debates which should stimulate student interest in further reading.

Availability

Taught as a combined I and H-level module: HI5092 and HI5093.

Method of Assessment

The module will be examined by coursework (40%) and a 2-hour written exam (60%).

As coursework, students will write two essays of approximately 2,500 words each. They will also write a shorter, examination type essay of approximately 800 words and give an oral presentation. The coursework mark will be made up in this way: Essay 1: 30%; Essay 2: 30%; Short essay: 20%; Oral presentation: 20%.

In the summer term students will sit a two-hour examination paper, which will count for 60% of a student's final mark on the module.

Synopsis

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.

Preliminary Reading

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)

N.B. Cambridge University Press will be bringing out a series of books concerning the combatant armies of the Great War, in 2014. With Ian Beckett and Mark Connelly, I shall be writing the volume on the British army.

HI5093 **Armies at War 1914-1918**

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

Availability

Taught as a combined I and H level module: HI5092 and HI5093.

Synopsis

See entry for HI5092.

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HI5094 Insurgencies and Counter-Insurgencies: The British and French Experienc

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

10 lectures and 10 two-hour seminars (3 hours per week).

Availability

Taught as a combined I and H level module: HI5094 and HI5095.

Method of Assessment

The module will be examined by coursework (40%) and a 2-hour written exam (60%).

As coursework, students will write two essays of approximately 2,500 words each. They will also write a shorter, examination type essay of approximately 800 words and give an oral presentation. The coursework mark will be made up in this way: Essay 1: 30%; Essay 2: 30%; Short essay: 20%; Oral presentation: 20%.

In the summer term students will sit a two-hour examination paper, which will count for 60% of a student's final mark on the module.

Synopsis

The British and French armies spent a considerable period of the twentieth and first decade of the twenty-first centuries involved in counter-insurgency operations. While the French had a coherent counter-insurgency strategy in place from the 1880s and relied heavily on the famed Foreign Legion and other Colonial Army units for much of its counter-insurgency work, the British were reluctant to see counter-insurgencies as their main business. In the immediate aftermath of the Great War, the notorious 'Black and Tans'; essentially auxiliary police, were formed for use in Ireland in 1920-21 and then, in the early 1920s, in the Middle East much counter-insurgency work was entrusted to the Royal Air Force. The standard works on British counter-insurgency then suggest a more thoughtful approach based on minimum force coming into operation after the Second World War, often summarised by the phrase, 'hearts and minds', which was formerly enshrined in army doctrine in the early 1990s. British approaches in Kenya and Malaya are then often compared favourably to the French experience in Algeria, where the process of decolonisation was much more unpleasant than in most of the British colonies. However, recent works, notably those by David Anderson, Caroline Elkins and David French have queried this approach and have noted that the new 'hearts and minds' approach existed uncomfortably alongside the older doctrine of 'butcher and bolt' which had its origins in the North West Frontier of India in the 1890s. More recent campaigns, in Northern Ireland, Iraq and Afghanistan (all areas, incidentally, in which the British Army was involved in counter-insurgency campaigns in 1920!) raise questions about the media portrayal and public accountability of the army, as does the recent release of records concerning Kenya. In addition to examining the role of the British and French armies themselves much attention will obviously be paid to the motivation and strategies of insurgents. Seminars will then consider, amongst other topics, the role of locally raised police and military forces (which were often the most likely perpetrators of atrocities), civil-military relationships and the differing legal frameworks.

Preliminary Reading

Small Wars and Insurgencies – Frank Cass Journal

David Anderson, *Histories of the Hanged, Britain's Dirty War in Kenya and the end of Empire* (2005)

D. M. Anderson and David Killingray (eds.), *Policing and Decolonisation. Politics, nationalism and the police, 1917-1965* (1992).

I. F. W. Beckett, *Modern Insurgencies and Counter-Insurgencies: Guerrillas and their opponents since 1750* (2001, new edition due in 2012)

Timothy Benbow and Rod Thornton (eds.), *Dimensions of Counter-insurgency. Applying experience to practice* (2008).

Anthony Clayton, *The Wars of French Decolonisation* (1994)

Jacques Dalloz, *The War in Indochina* (1990)

Caroline Elkins, *Britain's Gulag. The brutal end of Empire in Kenya* (2005)

David French, *The British Way in Counter-Insurgency, 1945-67* (2011)

Desmond Hamill, *Pig in the Middle: The Army in Northern Ireland, 1969-85* (1986)

Michael Hopkinson, *The Irish War of Independence 1919-21* (2002)

Alastair Horne, *A Savage War of Peace: Algeria, 1954-62* (1987)

Frank Ledwidge, *Losing Small Wars* (2011)

D. M. Leeson, *The Black & Tans: British Police and Auxiliaries in the Irish War of Independence* (2011)

T. R. Mockaitis, *British Counterinsurgency, 1919-60* (1990)

Douglas Porch, *The Conquest of the Sahara* (1986)

Charles Townshend, *Britain's Civil Wars* (1991)

HI5095 Insurgencies and Counter-Insurgencies: The British and French Experienc

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

Availability

Taught as a combined I and H level module: HI5094 and HI5095.

Synopsis

See entry for HI5094.

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HI5096 Modern German History, 1918-1990

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

10 lectures and 10 two-hour seminars (3 hours per week).

Availability

Taught as a combined I and H level module: HI5096 and HI5097.

Method of Assessment

The module will be examined by coursework (40%) and a 2-hour written exam (60%).

Intermediate level students will be required to write two 2,500 word essays. They will also be required to give a presentation to their seminar group. The coursework mark will be made up in this way: Essay 1: 40%; Essay 2: 40%; Presentation and seminar performance: 20%.

Synopsis

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.

Preliminary Reading

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)

HI5097 Modern German History, 1918-1990

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

Availability

Taught as a combined I and H level module: HI5096 and HI5097.

Method of Assessment

The module will be examined by coursework (40%) and a 2-hour written exam (60%).

Higher-level students will complete two 2,500 word essays. They will be required to use primary sources in their essays, and a broader comparative knowledge of the subject will be expected. They will also be required to give a presentation based on one or more primary documents to their seminar group. The coursework mark will be made up in this way: Essay 1: 40%; Essay 2: 40%; Presentation and seminar performance: 20%.

Synopsis

See entry for HI5096.

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HI540 T-The Elizabethan Court and Realm, 1558-1603

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Fincham Prof K

Availability

Special Subject with restricted availability. Made up of two codes: HI540 and HI541

Duration of Module: two terms

Number of lectures: 8

Number of seminars: 20

Number of writing weeks: 4

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 an opportunity to discuss research in progress on these subjects.

Preliminary Reading

Fletcher A & Roberts P (eds) Religion, Culture and Society in Early Modern Britain

Haigh C (ed.) The Reign of Elizabeth

Loades D The Tudor Court

MacCaffrey W Elizabeth I

Neale J E Queen Elizabeth I

Rowse A L The Elizabethan Renaissance: the Cultural Achievement

Strong R The Cult of Elizabeth I

Williams N All the Queen's Men: Elizabeth I and her Courtiers

Williams P The Later Tudors: England 1547-1603

HI541 G-The Elizabethan Court and Realm, 1558-1603

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Fincham Prof K

Availability

Special Subject with restricted availability. Made up of two codes: HI540 and HI541

Synopsis

See entry for HI540.

HI566 History Dissertation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Project	Conyne Dr G

Pre-requisites

Students wishing to take this module should have achieved an average of 60+ across their first year modules.

Restrictions

This module is optional for all Single and Joint Honours History students.

Synopsis

The purpose of the Stage Two History Dissertation is to provide students with the opportunity to explore a topic of their choice in depth, and at a more critical level than is usually possible within the constraints of a normal coursework essay. The essay must not be more than 10,000 words in length, excluding the bibliography. Students choose a topic in consultation with a member of the History School, who will provide supervision and advice on sources. A definitive title must be submitted to the supervisor by the end of the Autumn Term (Term 1) of the student's second year. The Dissertation will be written in the Spring Term (Term 2) and must be submitted by 12 noon on the first Monday of the Summer Term (Term 3). Unlike the dissertation in the Special Subject, the Stage Two History Dissertation may be based on the extended reading of secondary sources, although students will be encouraged to use primary sources wherever possible. Topics should not relate directly to the Special Subject which the student intends to take in their third year.

HI605 Independent Documentary Study in History

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Project	Ditchfield Prof GM

Restrictions

Available to Stage Three students only

Synopsis

This independent documentary module is designed to give a final-year Single or Joint Honours History student an opportunity to work on a body of primary data that is not included in any of the Special Subject modules available in any one year. It is a thirty-credit module in which students are required to submit a study (maximum length 10,000 words) based on primary sources. It is designed mainly as an alternative option for final-year Single Honours History students who do not find a congenial Special Subject. Its purpose, therefore, is to allow specialised documentary study in an area of History not covered by any of the Special Subjects offered in a particular year

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HI610 France in the Age of Absolutism 1515-1715

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Potter Dr D

Availability

Also available under HI611 (Level I).

Synopsis

The period from the accession of Francis I to the death of Louis XIV forms a coherent one in which the ancient doctrines of absolute monarchy were increasingly invoked by the French Crown in the process of state building. In the same period there was strenuous opposition to royal authoritarianism (which sometimes flowed into religious revolt) and it is the tension between these two directions which gives French political culture its basic characteristics. The period will be approached chronologically and thematically

Preliminary Reading

R Bonney Society and Government in France under Richelieu and Mazarin
 R Briggs Early Modern France, 1560-1715
 P Campbell Louis XIV
 M Greengrass The French Reformation
 M Greengrass France in the Age of Henri IV
 RJ Knecht Renaissance Warrior and Patron: Francis I
 RJ Knecht Richelieu
 E Le Roy Ladurie The French Royal State
 JR Major Representative Government in Early Modern Europe
 R Mettam Power and Faction in Louis XIV's France
 D Parker The Making of French Absolutism
 D Potter A History of France, 1640-1560
 D Potter The French Wars of Religion: Selected Documents

HI611 France in the Age of Absolutism 1515-1715

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Potter Dr D

Availability

Also available under code HI610 (Level H)

Synopsis

The period from the accession of Francis I to the death of Louis XIV forms a coherent one in which the ancient doctrines of absolute monarchy were increasingly invoked by the French Crown in the process of state building. In the same period there was strenuous opposition to royal authoritarianism (which sometimes flowed into religious revolt) and it is the tension between these two directions which gives French political culture its basic characteristics. The period will be approached chronologically and thematically

Preliminary Reading

R Bonney Society and Government in France under Richelieu and Mazarin
 R Briggs Early Modern France, 1560-1715
 P Campbell Louis XIV
 M Greengrass The French Reformation
 M Greengrass France in the Age of Henri IV
 RJ Knecht Renaissance Warrior and Patron: Francis I
 RJ Knecht Richelieu
 E Le Roy Ladurie The French Royal State
 JR Major Representative Government in Early Modern Europe
 R Mettam Power and Faction in Louis XIV's France
 D Parker The Making of French Absolutism
 D Potter A History of France, 1640-1560
 D Potter The French Wars of Religion: Selected Documents

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HI614 Britain and the American Revolution 1750-1800

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Ditchfield Prof GM

Contact Hours

4 hours per week

Availability

Available under codes HI614 (Level I) and HI719 (Level H)

Synopsis

During the second half of the eighteenth century Britain lost an empire on the eastern seaboard of America, retained one in Canada and another in the Caribbean and moved towards the acquisition of a further empire in India. At the same time the population of Britain increased substantially; the parliamentary enclosure movement gathered speed and contemporary awareness of the problems of poverty sharpened. Criticisms and demands for reform of existing institutions were matched by an even stronger loyalty to them, and in the age of the French Revolution a significant body of conservative opinion manifested itself. The principal themes to be covered will include the ascendancy of the Elder Pitt; the growth of extra-parliamentary radicalism, the breakdown of relations between Britain and the North American colonies; the Evangelical Revival; the enclosure movement; the response to threats of revolution in the 1790s.

Preliminary Reading

G HOLMES & D SZACHI - 'The Age of Oligarchy: Britain, 1722-1783', 1993
 IR CHRISTIE - 'Wars and Revolutions: Britain, 1760-1815', 1982
 JCD CLARK - 'English Society, 1660-1832', 2nd ed., 2000
 L COLLEY - 'Britons: The Forging of a Nation 1707-1837', 1992
 R PORTER - 'English Society in the Eighteenth Century', 1982
 P LANGFORD - 'A Polite and Commercial People. England, 1727-1783', 1989
 GM DITCHFIELD - 'George III. An Essay in Monarchy', 2002
 JEREMY BLACK - 'The Hanoverians, The History of a Dynasty' (2004)

HI632 The Tools of Empire 1760-1920

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Smith Prof C

Contact Hours

3 hours per week

Availability

Also available under HI725 (Level H)

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.

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

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HI652		T:The Great War, British Memory, History and Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Donaldson Dr PM

Availability

Duration of module: two terms

Number of lectures: 0

Number of seminars: 19

Number of writing weeks: 5

A Special Subject module, with combined module codes: HI652 and HI653.

Method of Assessment

60% examination

40% coursework

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.

Preliminary Reading

Pat Barker *Regeneration* trilogy (1991-5) Edmund Blunden *Undertones of War* (1928)

Vera Brittain *Testament of Youth* (1933) Sebastian Faulks *Birdsong* (1994)

Robert Graves *Goodbye to all That* (1929). David Jones *In Parenthesis* (1937)

T.E. Lawrence *Seven Pillars of Wisdom* (1926), *The Mint* (1936) Frederic Manning *The Middle Parts of Fortune* (1929 aka *Her Privates We*)

Erich Maria Remarque *All Quiet on the Western Front* (1929) Siegfried Sassoon *The Complete Memoirs of George Sherston* (1937).

Bernard Bergonzi *Heroes Twilight* (1965) Richard Cork *A Bitter Truth: avant garde art and the First World War* (1994)

Paul Fussell *The Great War and Modern Memory* (1976) Samuel Hynes: *The Auden Generation* (1976)

Samuel Hynes *A War Imagined: English culture and the First World War* (1990) Adrian Thomson *Anzac Memories: Living with the Legend* (1992)

John Silkin *Out of Battle: the poetry of the First World War* (1972) Martin Stephen *The Price of Pity* (1996)

HI653		G:The Great War, British Memory, History and Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Donaldson Dr PM

Availability

This is a Special Subject module, taught with combined module codes: HI652 and HI653.

Synopsis

See entry for HI652

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HI685 Pre-Industrial England 1550-1720

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

Availability

Also available under code HI744 (Level I)

Synopsis

During the period 1550-1720, England's population doubled while London expanded to become Europe's largest metropolis. The social distribution of land, the foundation of the country's wealth, changed beyond recognition yet the social structure emerged relatively intact after the political and religious upheavals of the 1640s and 50s. Profound economic and social changes transformed England's position from a poor, underdeveloped country on the margins of Europe to that of the most advanced and powerful maritime economy in the world. An emerging 'culture of politeness' was accompanied by an enhanced interest in the visual arts, public science, and the consumption of news, epitomised in the social world of the coffee house. The approach adopted will enable students taking other early modern courses to situate English and European history (1500-1800) within the context of global development from the geographical discoveries to the Industrial Revolution. Students will be guided in the use of simple quantitative methods appropriate to the manipulation of early modern source material, bearing in mind that the period witnessed the emergence of 'political arithmetic' in England and Scotland, that is, the use of statistics in public debate.

Preliminary Reading

R BRENNER - 'Merchants and Revolution, 1550-1653', 1993
 C CLAY - 'Economic Expansion and Social Change: England, 1500-1700', 1984, 2 vols
 A FLETCHER - 'Gender, Sex and Subordination in England, 1500-1800', 1995
 A JOHNS - 'The Nature of the Book', 1998
 M NORTH & D ORMROD (eds.) - 'Art Markets in Europe, 1400-1800', 1998
 J THIRSK - 'The Rural Economy of England', 1984
 L WEATHERILL - 'Consumer Behaviour and Material Culture in Britain, 1660-1760', 1988
 AL BEIER & R FINLAY (eds.) - 'The Making of the Metropolis', London, 1500-1700, 1986

HI699 T: Troubled Superpower: The Soviet Union, 1941-1991

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Boobbyer Dr P

Contact Hours

Duration of module: two semesters
 Number of lectures: 4
 Number of seminars: 18

Availability

A Special Subject, taught with combined module codes: HI699 and HI700.

Method of Assessment

60% examination (two three hour papers, one based on primary sources, the other a general essay paper); 40% coursework. In certain circumstances, students may do a dissertation instead of one of the exams.

Synopsis

The aim of this course is to give students an in-depth historical understanding of the last decades of the Soviet regime. At a general level, students will gain an overview of Soviet history from the 20th Party Congress of 1956 to the collapse of the USSR in 1991. Attention will be focussed on attempts to reform the Soviet Union from Khrushchev to Gorbachev, and why they failed. In this context, the dissident movement and the contribution of dissent to the process of perestroika will be explored. Students will be equipped to ask why the Soviet Union, so soon after gaining 'superpower status', suddenly collapsed from within.

Preliminary Reading

Daniels, R. (ed.) From Reform to Collapse
 Dallin A. and Lapidus G. (eds) The Soviet System: From Crisis to Collapse
 Dunlop, J. The Rise of Russia and the Fall of the Soviet Empire
 English, R. Russia and the Idea of the West
 Gorbachev M., Memoirs
 Keep, J. The Last of the Empires
 Lewin, M. The Gorbachev Phenomenon
 Malia, M. The Soviet Tragedy
 Remnick, D. Lenin's Tomb
 Solzhenitsyn, S. The Gulag Archipelago
 Suny, R.G. Structure of Soviet History
 Taubman, W. Khrushchev: the Man and His Era

HI700 G: Troubled Superpower: The Soviet Union 1941-1991

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Boobbyer Dr P

Availability

This is a Special Subject, taught with combined module codes: HI699 and HI700.

Synopsis

See entry for HI699

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HI712 Anglo-Saxon England

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Gittos Dr HB

Availability

Also available under code HI783 (Level I)

Synopsis

This module is designed to introduce students to the political, social, and cultural history of England in the dramatic centuries between the departure of the Roman legions and the arrival of the Normans. During this period the country was transformed from a province of the Roman Empire into several independent kingdoms; redefined by christianity, invaded by vikings, it was eventually unified into a single state, one that was rich, sophisticated and ripe for conquest. A wide range of sources will be used including archaeology and poetry, letters and lawcodes. There will be an optional field trip to the British Museum.

Preliminary Reading

D WHITELOCK - 'The Beginnings of English Society', 1954
 J BACKHOUSE, D TURNER & L WEBSTER - 'The Golden Age of Anglo-Saxon Art', 1984
 J CAMPBELL (ed.) - 'The Anglo-Saxons', 1982
 B YORKE - 'The Anglo-Saxons' (1999)

HI719 Britain and the American Revolution, 1750-1800

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	Ditchfield Prof GM

Availability

Available under codes HI614 (Level I) and HI719 (Level H)

Synopsis

See entry for HI614

HI725 The Tools of Empire

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Smith Prof C

Contact Hours

3 hours per week

Availability

Also available under HI632 (Level I)

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.

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

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HI742 The Cold War, 1941-1991

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Conyne Dr G

Contact Hours

3 hours per week

Availability

Also available under code HI747 (Level H)

Synopsis

The module analyses the history of the Cold War from its origins in the early 1940s to the Arms Control Agreements of the late 1980s. Key themes will include the Soviet consolidation of power in Eastern Europe; the Marshall Plan and the Berlin Airlift; the Korean War; the Suez Crisis and the Soviet invasion of Hungary; the Cuban Missile Crisis; the China factor; the Vietnam War; Détente; Reagan and Gorbachev; Cold War propaganda and disinformation. Although the module will focus mainly on political history, the cultural history Cold War will also be examined.

Preliminary Reading

- D ACHESEON - 'Present at the Creation', 1970
- D CAUTE - 'The Dancer Defects: The Struggle for Cultural Supremacy during the Cold War', 2003
- A CHERNIAEV - 'My Six Years with Gorbachev', 2000
- R CROCKATT - 'The Fifty Years War: The United States and the Soviet Union in World Politics, 1941-1991', 1995
- A DOBRYNIN - 'In Confidence: Moscow's Ambassador to Six Cold War Presidents', 1995
- R GARTOFF - 'Détente and Confrontation: American-Soviet Relations from Nixon to Reagan', 1985
- J HAYNES and H KLEHR - 'Venona: Decoding Soviet Espionage in America', 1999
- J HANHIMAKI - 'The Cold War: A History in Documents and Eyewitness Accounts', 2003
- H KISSINGER - 'White House Years', 1979
- D PAINTER - 'The Cold War, An International History', 1999
- J YOUNG - 'Cold War Europe, 1945-1989', 1996

HI744 Pre-Industrial England, 1550-1720

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Availability

Also available under code HI685 (Level H)

Synopsis

During the period 1550-1720, England's population doubled while London expanded to become Europe's largest metropolis. The social distribution of land, the foundation of the country's wealth, changed beyond recognition yet the social structure emerged relatively intact after the political and religious upheavals of the 1640s and 50s. Profound economic and social changes transformed England's position from a poor, underdeveloped country on the margins of Europe to that of the most advanced and powerful maritime economy in the world. An emerging 'culture of politeness' was accompanied by an enhanced interest in the visual arts, public science, and the consumption of news, epitomised in the social world of the coffee house. The approach adopted will enable students taking other early modern courses to situate English and European history (1500-1800) within the context of global development from the geographical discoveries to the Industrial Revolution. Students will be guided in the use of simple quantitative methods appropriate to the manipulation of early modern source material, bearing in mind that the period witnessed the emergence of 'political arithmetic' in England and Scotland, that is, the use of statistics in public debate.

Preliminary Reading

- R BRENNER - 'Merchants and Revolution, 1550-1653', 1993
- C CLAY - 'Economic Expansion and Social Change: England, 1500-1700', 1984, 2 vols
- A FLETCHER - 'Gender, Sex and Subordination in England, 1500-1800', 1995
- A JOHNS - 'The Nature of the Book', 1998
- M NORTH & D ORMROD (eds.) - 'Art Markets in Europe, 1400-1800', 1998
- J THIRSK - 'The Rural Economy of England', 1984
- L WEATHERILL - 'Consumer Behaviour and Material Culture in Britain, 1660-1760', 1988
- AL BEIER & R FINLAY (eds.) - 'The Making of the Metropolis', London, 1500-1700, 1986

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HI747 The Cold War, 1941 - 1991

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	Conyne Dr G

Contact Hours

3 hours per week

Availability

Also available under code HI742 (Level I)

Synopsis

The module analyses the history of the Cold War from its origins in the early 1940s to the Arms Control Agreements of the late 1980s. Key themes will include the Soviet consolidation of power in Eastern Europe; the Marshall Plan and the Berlin Airlift; the Korean War; the Suez Crisis and the Soviet invasion of Hungary; the Cuban Missile Crisis; the China factor; the Vietnam War; Détente; Reagan and Gorbachev; Cold War propaganda and disinformation. Although the module will focus mainly on political history, the cultural history Cold War will also be examined.

Preliminary Reading

D ACHESEON - 'Present at the Creation', 1970
 D CAUTE - 'The Dancer Defects: The Struggle for Cultural Supremacy during the Cold War', 2003
 A CHERNIAEV - 'My Six Years with Gorbachev', 2000
 R CROCKATT - 'The Fifty Years War: The United States and the Soviet Union in World Politics, 1941-1991', 1995
 A DOBRYNIN - 'In Confidence: Moscow's Ambassador to Six Cold War Presidents', 1995
 R GARTOFF - 'Détente and Confrontation: American-Soviet Relations from Nixon to Reagan', 1985
 J HAYNES and H KLEHR - 'Venona: Decoding Soviet Espionage in America', 1999
 J HANHIMAKI - 'The Cold War: A History in Documents and Eyewitness Accounts', 2003
 H KISSINGER - 'White House Years', 1979
 D PAINTER - 'The Cold War, An International History', 1999
 J YOUNG - 'Cold War Europe, 1945-1989', 1996

HI749 Society and Culture in Early Modern Europe

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)		Potter Dr D

Contact Hours

3 hours per week

Availability

Also available under code HI751 (Level H)

Synopsis

This course is complementary to 'Politics, War and the State in Early Modern Europe', covers the same period from c.1500 to c.1700 and includes England as part of its coverage of Europe. Its themes, are social and cultural history and it will concentrate on the transformations of European life in terms of popular and learned religion, popular and elite culture, magic and witchcraft, the family and the relations between men and women. Students will be invited to consider a wide variety of specialist works and works of syntheses. The ultimate objective is to examine the thesis that the 16th and 17th centuries saw a decisive move towards new social attitudes and economic structures.

Preliminary Reading

T. BRADY, H. OBERMAN, J. TRACY - 'Handbook of European History, 1400-1600' (2 vols., 1994)
 M.L. BUSH - 'Renaissance, Reformation and the Outer World' (1967)
 N.Z. DAVIS - 'Society and Culture in Early Modern France'
 G. HUPPERT - 'After the Black Death: A Social History of Early Modern Europe' (1986)
 H. KAMEN - 'European Society 1500-1700' (1984)
 S. KETTERING - 'French Society 1589-1715' (2001)
 D. NICHOLAS - 'The Transformation of Europe 1300-1600' (1999)
 VICENS VIVES - 'An Economic History of Spain' (1969)
 S.J. WATTS - 'A Social History of Western Europe 1450-1720' (1984)
 R. SCRIBNER & S. OGILVIE - 'Germany. A New Social and Economic History 1450-1800' (2 vols., 1996)
 P. GOUBERT - 'The Ancient Regime: French Society 1600-1750'
 H. KAMEN - 'The Iron Century' (1971)

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HI751 Society and Culture in Early Modern Europe

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)		Potter Dr D

Contact Hours

3 hours per week

Availability

Also available under code HI749 (Level I)

Synopsis

This course is complementary to 'Politics, War and the State in Early Modern Europe', covers the same period to c.1500 to c.1700 and includes England as part of its coverage of Europe. Its themes, are social and cultural history and it will concentrate on the transformations of European life in terms of popular and learned religion, popular and elite culture, magic and witchcraft, the family and the relations between men and women. Students will be invited to consider a wide variety of specialist works and works of syntheses. The ultimate objective is to examine the thesis that the 16th and 17th centuries saw a decisive move towards new social attitudes and economic structures.

Preliminary Reading

T. BRADY, H. OBERMAN, J. TRACY - 'Handbook of European History, 1400-1600' (2 vols., 1994)
 M.L. BUSH - 'Renaissance, Reformation and the Outer World' (1967)
 N.Z. DAVIS - 'Society and Culture in Early Modern France'
 P. GOUBERT - 'The Ancient Regime: French Society 1600-1750'
 G. HUPPERT - 'After the Black Death: A Social History of Early Modern Europe' (1986)
 H. KAMEN - 'The Iron Century' (1971)
 H. KAMEN - 'European Society 1500-1700' (1984)
 S. KETTERING - 'French Society 1589-1715' (2001)
 D. NICHOLAS - 'The Transformation of Europe 1300-1600' (1999)
 R. SCRIBNER & S. OGILVIE - 'Germany. A New Social and Economic History 1450-1800' (2 vols., 1996)
 VICENS VIVES - 'An Economic History of Spain' (1969)
 S.J. WATTS - 'A Social History of Western Europe 1450-1720' (1984)

HI757 War Studies Dissertation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	60 (30)		
1	Canterbury	Autumn and Spring	H	60 (30)	100% Project	

Restrictions

Available to Stage 3 War Studies 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.

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	Donaldson Dr PM

Contact Hours

3 hours per week

Availability

Also available under code HI762 (Level H)

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 have 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 socio-cultural 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.

Preliminary Reading

AUDOIN-ROUZEAU, S and BECKER, A - '1914-1918. Understanding the Great War' (2002)
 BECKETT, IW - 'The Great War 1914-1918' (2001)
 CHICKERING, R - 'Imperial Germany and the Great War, 1914-1918' (2nd ed., 2004)
 DEGROOT, G.J., - 'Blighty. British Society in the Era of the Great War' (1996)
 FERGUSON, N - 'The Pity of War' (1998)
 SMITH, LV. AUDOIN-ROUZEAU, S. and BECKER, A. - 'France and the Great War, 1914-1918' (2003)
 GREGORY, A - 'The Last Great War. British Society and the First World War' (2008)
 WINTER, J AND BAGGETT, B - 'The Great War and the Shaping of the 20th Century' (1996)

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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	Donaldson Dr PM

Contact Hours

3 hours per week

Availability

Also available under code HI761 (Level I)

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 have 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 socio-cultural 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.

Preliminary Reading

AUDOIN-ROUZEAU, S and BECKER, A - '1914-1918. Understanding the Great War' (2002)
 BECKETT, IW - 'The Great War 1914-1918' (2001)
 CHICKERING, R - 'Imperial Germany and the Great War, 1914-1918' (2nd ed., 2004)
 DEGROOT, G.J., - 'Blighty. British Society in the Era of the Great War' (1996)
 FERGUSON, N - 'The Pity of War' (1998)
 SMITH, L.V. AUDOIN-ROUZEAU, S. and BECKER, A. - 'France and the Great War, 1914-1918' (2003)
 GREGORY, A - 'The Last Great War. British Society and the First World War' (2008)
 WINTER, J AND BAGGETT, B - 'The Great War and the Shaping of the 20th Century' (1996)

HI763 How the West was Won (or lost): The American West in the Nineteenth Cen

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Jones Dr KR

Contact Hours

3 hours per week

Availability

Also available under code HI764 (Level H)

Synopsis

This module will explore the American West, looking at the social and economic dynamics underlying Western history, together with processes of environmental transformation. The unit spans a chronological period from 1803 – the Louisiana Purchase - to 1893 – the date of the Chicago Exposition and Turner's famed 'Frontier thesis'. Commencing with a look at constructions of the West in history, literature and film, the module will move on to critically analyse key issues and moments in Western History including the Lewis and Clark expedition, the Gold Rush, and the Indian Wars. Outline themes include the construction of regional identities, protracted conflicts for resources, environmental changes, and the continuing importance of the West as a symbolic landscape. A key aim of the course lies in facilitating critical discussion on the process of nineteenth-century westward expansion, addressing issues of colonial conquest, environmental despoliation, economic change, and social cohesion. Through lectures and seminars, we will explore the major themes of Western history in this period and examine relevant historiographical debates. Portrayals of the West in art, literature, and film will be used extensively to illustrate the diversity of Western culture and situate the importance of myth in shaping popular and historical discourse.

Preliminary Reading

R HINE & JM FARAGHER - 'The American West: A New Interpretive History' (2000)
 P LIMERICK - 'Legacy of Conquest: Unbroken Past of the American West' (1987)
 W NUGENT - 'Into the West: The Story of its People' (1999)
 R WHITE - 'It's Your Misfortune and None of my Own': A New History of the American West' (1991)
 W CRONON - 'Under An Open Sky: Rethinking America's Western Past' (1992)
 C MILNER (ED) - 'Oxford History of the American West' (1994) and 'Major Problems in the History of the American West' (1997)
 JM FARAGHER - 'Rereading Frederick Jackson Turner: The Significance of the Frontier in American History'

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HI764 How the West Was Won (or Lost): The American West in the Nineteenth Cen

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Jones Dr KR

Contact Hours

3 hours per week

Availability

Also available under code HI763 (Level I)

Synopsis

This module will explore the American West, looking at the social and economic dynamics underlying Western history, together with processes of environmental transformation. The unit spans a chronological period from 1803 – the Louisiana Purchase - to 1893 – the date of the Chicago Exposition and Turner’s famed ‘Frontier thesis’. Commencing with a look at constructions of the West in history, literature and film, the module will move on to critically analyse key issues and moments in Western History including the Lewis and Clark expedition, the Gold Rush, and the Indian Wars. Outline themes include the construction of regional identities, protracted conflicts for resources, environmental changes, and the continuing importance of the West as a symbolic landscape. A key aim of the course lies in facilitating critical discussion on the process of nineteenth-century westward expansion, addressing issues of colonial conquest, environmental despoliation, economic change, and social cohesion. Through lectures and seminars, we will explore the major themes of Western history in this period and examine relevant historiographical debates. Portrayals of the West in art, literature, and film will be used extensively to illustrate the diversity of Western culture and situate the importance of myth in shaping popular and historical discourse.

Preliminary Reading

R HINE & JM FARAGHER - 'The American West: A New Interpretive History' (2000)
 P LIMERICK - 'Legacy of Conquest: Unbroken Past of the American West' (1987)
 W NUGENT - 'Into the West: The Story of its People' (1999)
 R WHITE - 'It's Your Misfortune and None of my Own': A New History of the American West' (1991)
 W CRONON - 'Under An Open Sky: Rethinking America's Western Past' (1992)
 C MILNER (ED) - 'Oxford History of the American West' (1994) and 'Major Problems in the History of the American West' (1997)
 JM FARAGHER - 'Rereading Frederick Jackson Turner: The Significance of the Frontier in American History'

HI765 From Buffalo Bill to Bison Burgers: The American West in the 20th Centu

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Jones Dr KR

Contact Hours

3 hours per week

Availability

Also available under codes HI766 (Level H)

Synopsis

This module explores the American West in the twentieth century, looking at social, political, economic and environmental dynamics. It plots the continuing evolution of the trans-Mississippi region in its ‘developed’ state (post the closure of the Frontier) as a geographical and an imagined space. A core aim lies in illuminating the West as a contested place party to many visions through discussion of such topics as Las Vegas and urban Cold War culture, the West, the militia movement, Western environmentalism and Red Power. Emphasis is placed on exploring the constructed mythology of the West via various modern mediums including Wild West shows, Disneyland and the cowboy brand in politics. Over the course of the module, we will engage with the Hollywood Western as an evolving product, situated in its twentieth-century context, as well as revisionist scholarship on the region based around ideas of continuity versus change, ecological transformation and variegated Western identity.

Preliminary Reading

R WHITE - 'It's Your Misfortune and None of my Own': A New History of the American West' (1991)
 W CRONIN - 'Under An Open Sky: Rethinking America's Western Past' (1992)
 R MISRACH - 'Bravo 20: The Bombing of the American West' (1990)
 P LIMERICK - 'Legacy of Conquest: Unbroken Past of the American West' (1987)
 M DAVIS - 'Ecology of Fear: Los Angeles and the Imagination of Disaster' (1999)
 C MILNER (ed) - 'Major Problems in the History of the American West' (1997)

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HI766 From Buffalo Bill to Bison Burgers: The American West in the 20th Centu

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Jones Dr KR

Contact Hours

3 hours per week

Availability

Also available under HI765 (Level I)

Synopsis

This module explores the American West in the twentieth century, looking at social, political, economic and environmental dynamics. It plots the continuing evolution of the trans-Mississippi region in its 'developed' state (post the closure of the Frontier) as a geographical and an imagined space. A core aim lies in illuminating the West as a contested place party to many visions through discussion of such topics as Las Vegas and urban Cold War culture, the West, the militia movement, Western environmentalism and Red Power. Emphasis is placed on exploring the constructed mythology of the West via various modern mediums including Wild West shows, Disneyland and the cowboy brand in politics. Over the course of the module, we will engage with the Hollywood Western as an evolving product, situated in its twentieth-century context, as well as revisionist scholarship on the region based around ideas of continuity versus change, ecological transformation and variegated Western identity.

Preliminary Reading

R WHITE - 'It's Your Misfortune and None of my Own': A New History of the American West' (1991)
 W CRONIN - 'Under An Open Sky: Rethinking America's Western Past' (1992)
 R MISRACH - 'Bravo 20: The Bombing of the American West' (1990)
 P LIMERICK - 'Legacy of Conquest: Unbroken Past of the American West' (1987)
 M DAVIS - 'Ecology of Fear: Los Angeles and the Imagination of Disaster' (1999)
 C MILNER (ed) - 'Major Problems in the History of the American West' (1997)

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	Bowman Dr T

Contact Hours

Minimum 2 hours per week

Restrictions

WAR STUDIES STUDENTS WILL HAVE PRIORITY ON THIS MODULE.

Availability

Available under codes HI767 (Level I) and HI768 (Level H)

Synopsis

WAR STUDIES STUDENTS WILL HAVE PRIORITY ON THIS MODULE.

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. The course will begin with the inter-war army examining its lack of doctrine and the confused role it had in British and imperial defence plans. From there it will move on to examine the transformation of the army from a pre-war small professional outfit to a vast conscript army, before concluding on the situation in 1945, the retention of peacetime conscription and adaptation to the Cold War world. It will take a broad approach to military history, studying the political, economic and cultural realities behind the force.

Preliminary Reading

David FRENCH - 'Raising Churchill's Army'
 David FRASER - 'And We Shall Shock Them'
 Correlli BARNETT - 'The Desert Generals'
 John KEEGAN (ed) - 'Churchill's Generals'
 Shelford BIDWELL - 'Gunnery at War'
 E.K.G. SIXSMITH - 'British Generalship in the Twentieth Century'

HI768 Churchill's Army: the British Army in the Second World War

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	Bowman Dr T

Availability

Available under codes HI767 (Level I) and HI768 (Level H)

Synopsis

See entry for HI767

2012-13 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI769 From Blitzkrieg to Baghdad: Armoured Warfare in Theory, Practise and Im

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Connelly Prof M

Contact Hours

1 hour lecture and 2 hour seminar per week

Availability

Also available under HI770 (Level H)

Synopsis

The module will explore the nature of the nature of mechanised armoured warfare. It will reveal how quickly advocates of these new machines developed theories of armoured warfare and how these were applied to the battlefield. It will show the supposed decline of the tank and heavy armour in the years since the collapse of the Communist Bloc, only to be given a new lease of life by the two Gulf Wars. The course will also look at the cultural ideas behind the tank, how it has seeped into the imagination as a symbol of modernity and change: for example, the crucial importance of tanks to images of the Hungarian uprising in 1956 and to the Beijing protests of 1989. The important historiography of the cultural application and adaptation of technological and scientific development will also be included in the course and will thus build upon material already familiar to students from the C level core courses.

Preliminary Reading

H GUDERIAN - 'Actung Panzer!'

P WRIGHT - 'Tank'

J.P. HARRIS - 'Men, Ideas and Tanks'

C BARNETT - 'The Desert Generals'

C MESSENGER - 'The Art of Blitzkrieg'

HI770 From Blitzkrieg to Baghdad: Armoured Warfare in Theory, Practise and Im

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Connelly Prof M

Contact Hours

1 hour lecture and 2 hour seminar per week

Availability

Also available under HI769 (Level I)

Synopsis

The module will explore the nature of the nature of mechanised armoured warfare. It will reveal how quickly advocates of these new machines developed theories of armoured warfare and how these were applied to the battlefield. It will show the supposed decline of the tank and heavy armour in the years since the collapse of the Communist Bloc, only to be given a new lease of life by the two Gulf Wars. The course will also look at the cultural ideas behind the tank, how it has seeped into the imagination as a symbol of modernity and change: for example, the crucial importance of tanks to images of the Hungarian uprising in 1956 and to the Beijing protests of 1989. The important historiography of the cultural application and adaptation of technological and scientific development will also be included in the course and will thus build upon material already familiar to students from the C level core courses.

Preliminary Reading

H GUDERIAN - 'Actung Panzer!'

P WRIGHT - 'Tank'

J.P. HARRIS - 'Men, Ideas and Tanks'

C BARNETT - 'The Desert Generals'

C MESSENGER - 'The Art of Blitzkrieg'

HI775 Literature and Science in the Twentieth Century: Remaking the Body

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	Sleigh Dr C

Availability

Available to Stage 2 students under code HI775 (Level I) and Stage 3 students under code HI776 (Level H)

Synopsis

What does it mean to be human? And who can answer this question better: scientists or writers? Writers throughout the twentieth century have used literary tropes of embodiment - such as the robot - to explore experiences including work, gender, evolutionary psychology, and, latterly, the unsettling possibilities offered by genetic modification. Reading their novels, we will see how science and literature have fed off one another in their 'remaking' of the human body. This module follows nicely from either Introduction to Literature and Science and/or Literature and Science in Nineteenth Century Cultures.

Preliminary Reading

O WILDE - 'The Picture of Dorian Gray'

H.G. WELLS - 'Anne Veronica'

A HUXLEY - 'Antic Hay'

K CAPEK - 'R.U.R.'

W GOLDING - 'The Inheritors'

W SELF - 'Great Apes'

M. DARRIEUSECQ - 'Pig Tales'

M ATWOOD - 'Oryx and Crake'

2012-13 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI776 Literature and Science in the Twentieth Century: Remaking the Body

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Available to Stage 2 students under code HI775 (Level I) and Stage 3 students under code HI776 (Level H)

Synopsis

See entry for HI775

HI779 T-The Legacy of the Second World War: Retribution, Reconstruction and R

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Project, 30% Coursework	Goebel Dr SP

Contact Hours

3 hours per week

Availability

Special Subject with restricted availability. Made up of two codes: HI779 and HI780

Method of Assessment

- 70% dissertation of 10,000 words (a local case study using archival sources)
- 20% essays
- 10% presentations and oral contributions

Synopsis

Almost 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. We 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.

In the first term we will discuss important themes of and some theoretical approaches to the history of war remembrance after 1945. In addition, students will be introduced to local archives and their holdings. In the second term, students will undertake their own research projects (dissertations) on how the Second World War was remembered in their home towns – or, alternatively, in Canterbury, Kent or the London region making use of archival sources held at local record offices.

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, 2003)
- Geppert, Dominik (ed.), *The Postwar Challenge – Cultural, Social, and Political Change in Western Europe, 1945-58* (Oxford, 2003)
- Winter, Jay and Sivan, Emmanuel (eds.), *War and Remembrance in the Twentieth Century* (Cambridge, 1999)
- Judt, Tony, *Postwar: A History of Europe since 1945* (London, 2005)
- Müller, Jan-Werner (ed.), *Memory and Power in Post-War Europe: Studies in the Present of the Past* (Cambridge, 2002)

HI780 G-The Legacy of the Second World War: Retribution, Reconstruction and R

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Project, 30% Coursework	Goebel Dr SP

Availability

Special Subject with restricted availability. Made up of two codes: HI779 and HI780

Synopsis

Details of this module can be found in the entry for HI779.

2012-13 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI783 Anglo-Saxon England

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Gittos Dr HB

Contact Hours

3 hours per week

Availability

Also available under code HI712 (Level H)

Synopsis

This module is designed to introduce students to the political, social, and cultural history of England in the dramatic centuries between the departure of the Roman legions and the arrival of the Normans. During this period the country was transformed from a province of the Roman Empire into several independent kingdoms; redefined by christianity, invaded by vikings, it was eventually unified into a single state, one that was rich, sophisticated and ripe for conquest. A wide range of sources will be used including archaeology and poetry, letters and lawcodes. There will be an optional field trip to the British Museum.

Preliminary Reading

D WHITELOCK - 'The Beginnings of English Society', 1954
 J BACKHOUSE, D TURNER & L WEBSTER - 'The Golden Age of Anglo-Saxon Art', 1984
 J CAMPBELL (ed.) - 'The Anglo-Saxons', 1982
 B YORKE - 'The Anglo-Saxons' (1999)

HI789 The Art of Death

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)		Bovey Dr A

Contact Hours

3 hours per week

Availability

Available under codes HI789 (Level I) and HI790 (Level H)

Synopsis

This module explores the place of death within late medieval English culture, focusing especially on the visual evidence of tombs, architecture, and illuminated manuscripts. It will begin by examining how ideas about death and the dead were expressed in works of art before the arrival of the Black Death to England in 1348. We will then explore the ways in which funerary sculpture, architecture and painting changed after, and perhaps because of, the devastation of the plague. These sources will be set within the context of literary, documentary and liturgical evidence. Further, it will explore how historians approach the history of death from different disciplinary perspectives, and consider the place of visual evidence within a range of sources and methods.

Preliminary Reading

BINSKI, P - Medieval Death: Ritual and Representation, London, 1996
 HARVEY, B - Living and dying in England, 1100—1540: the monastic experience, Oxford, 1993
 MORGANSTEN, A. M. - Gothic tombs of kinship in France, the Low Countries, and England, University Park, Pa., 2000
 SAUL, N - Death, Art, and Memory in Medieval England: The Cobham Family and their Monuments, 1300-1500, Oxford, 2001
 PLATT, C - King Death: the Black Death and its aftermath in late-medieval England, London, 1996
 D'AVRAY, D. L. - Death and the Prince: Memorial Preaching before 1350, Oxford, 1994

HI790 The Art of Death

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)		Bovey Dr A

Availability

Available under codes HI789 (Level I) and HI790 (Level H)

Synopsis

See entry for HI789

2012-13 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI795 Inviting Doomsday: US Environmental

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Wills Dr J

Contact Hours

3 hours per week

Availability

Also available under code HI796 (Level H)

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.

Preliminary Reading

- CARSON, R - 'Silent Spring' (1963)
- 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)

HI796 Inviting Doomsday: US Environmental

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Wills Dr J

Contact Hours

3 hours per week

Availability

Also available under code HI795 (Level I)

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.

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