

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 05 School of History

<b>HI5002 Divided Land, Divided History: Ireland C1885-2005</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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'

<b>HI5003 Divided Land, Divided History: Ireland c1885-2005</b>						
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 HI5002 (Level I) and HI5003 (Level H).

#### Synopsis

See entry for HI5002

<b>HI5010 T: The Coming of the Friars: Urban Society, Learning and Lay Piety</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Bombi Dr B

<b>HI5011 G: The Coming of the Friars: Urban Society, Learning and Lay Piety</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Bombi Dr B

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5021 Big Brother is Watching You: Science and Power in the 20th century</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
2	Canterbury	Autumn	I	30 (15)	100% Coursework	Sleigh Dr C

### Availability

Also available under HI5022 (Level H)

### Synopsis

Twentieth-century scientists offered governments, the military and industry ever better methods to survey and control their members. Enlistees, civilians and workers were measured, categorised and organised according to their supposedly scientific means. Eugenics and intelligence tests ranked the populace early in the century; Walmart style management science kept them in line towards its end. How did scientists achieve this power? What political ends did it serve? And are we free of it today? Just because you're paranoid doesn't mean they're not out to get you...

### Preliminary Reading

Capshew, J & Rader, K. 'Big Science: Price to the Present', Osiris, 2nd Series (1992), vol. 7  
 Cooter, R., & M. Harrison (eds.) War, Medicine and Modernity (Sutton Publishing Ltd, Gloucester, 1998)  
 Milgram, S Obedience to Authority (Tavistock Publications Ltd, London, 1974)  
 Rose, N Governing the Soul: The Shaping of the Private Self (Routledge, London; NY, 1989)  
 Rose, N Inventing Ourselves: Psychology, Power and Personhood (CUP, paperback edition, 1998)  
 Rose, N Powers of Freedom: Reframing Political Thought (CUP, 4th Imp. 2004)  
 Russell, B The Impact of Science on Society (1952)  
 Wagner, R A Sociology of Modernity: Liberty and Discipline (Routledge, 1993)  
 Weight, R Patriots: National Identity in Britain, 1940-2000 (Macmillan, London, 2002)  
 Zuckerman, S Scientists and War (The Scientific Book Club, London, 1966)

<b>HI5022 Big Brother is Watching You: Science and Power in the 20th century</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
2	Canterbury	Autumn	H	30 (15)	100% Coursework	Sleigh Dr C

### Availability

Also available under HI5021

### Synopsis

Twentieth-century scientists offered governments, the military and industry ever better methods to survey and control their members. Enlistees, civilians and workers were measured, categorised and organised according to their supposedly scientific means. Eugenics and intelligence tests ranked the populace early in the century; Walmart style management science kept them in line towards its end. How did scientists achieve this power? What political ends did it serve? And are we free of it today? Just because you're paranoid doesn't mean they're not out to get you...

### Preliminary Reading

Capshew, J & Rader, K. 'Big Science: Price to the Present', Osiris, 2nd Series (1992), vol. 7  
 Cooter, R., & M. Harrison (eds.) War, Medicine and Modernity (Sutton Publishing Ltd, Gloucester, 1998)  
 Milgram, S Obedience to Authority (Tavistock Publications Ltd, London, 1974)  
 Rose, N Governing the Soul: The Shaping of the Private Self (Routledge, London; NY, 1989)  
 Rose, N Inventing Ourselves: Psychology, Power and Personhood (CUP, paperback edition, 1998)  
 Rose, N Powers of Freedom: Reframing Political Thought (CUP, 4th Imp. 2004)  
 Russell, B The Impact of Science on Society (1952)  
 Wagner, R A Sociology of Modernity: Liberty and Discipline (Routledge, 1993)  
 Weight, R Patriots: National Identity in Britain, 1940-2000 (Macmillan, London, 2002)  
 Zuckerman, S Scientists and War (The Scientific Book Club, London, 1966)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 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

### HI5028      The Crusades

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

#### Contact Hours

3 hours per week

#### Availability

Available to Stage 2 students under code HI5028 (Level I) and Stage 3 students under code HI5029 Level H)

#### Synopsis

This module introduces students to the circumstances behind and motives for the crusading movement, to the key events of early crusades, and to the rise and fall of the Latin Kingdom of Jerusalem. Extensive use is made of primary sources in translation. Topics to be covered include: The background of the crusades; The historiography of the crusades: What were the crusades?; The First Crusade; The Latin Kingdom of Jerusalem; The second Crusade; The fall of Jerusalem in 1187; The Third Crusade; The Fourth Crusade; Crusading within Europe; The capture of Damietta; The crusade of Louis IX

#### Preliminary Reading

J. RICHARD - 'The Crusades c. 1071-c.1291' [2nd edition]

J.S.C. RILEY-SMITH (ed) - 'The Atlas of the Crusades' (1991); 'Oxford Illustrated History of the Crusades' (1995) and 'The Crusades, a Short History' (1987)

K.M. SETTON (ed. in chief) - 'A History of the Crusades', 2nd edn., 6 vols. (1969-98).

H.E. MAYER - 'The Crusades', 2nd edn. (1988)

H.E.J. COWDREY - 'Popes, Monks and Crusaders' (1984)

S. RUNCIMAN - 'A History of the Crusades', 3 vols., (1951-4)

C. TYERMAN - 'England and the Crusades' (1988); 'Invention of the Crusades' (1998) and 'For Christendom: Holy War and the Crusades' (2004)

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

### Contact Hours

3 hours per week

### Availability

Available to Stage 2 students under code HI5028 (Level I) and Stage 3 students under code HI5029 (Level H)

### Synopsis

This module introduces students to the circumstances behind and motives for the crusading movement, to the key events of early crusades, and to the rise and fall of the Latin Kingdom of Jerusalem. Extensive use is made of primary sources in translation. Topics to be covered include: The background of the crusades; The historiography of the crusades: What were the crusades?; The First Crusade; The Latin Kingdom of Jerusalem; The second Crusade; The fall of Jerusalem in 1187; The Third Crusade; The Fourth Crusade; Crusading within Europe; The capture of Damietta; The crusade of Louis IX

### Preliminary Reading

J. RICHARD - 'The Crusades c. 1071-c.1291' [2nd edition]  
 J.S.C. RILEY-SMITH (ed) - 'The Atlas of the Crusades' (1991); 'Oxford Illustrated History of the Crusades' (1995) and 'The Crusades, a Short History' (1987)  
 K.M. SETTON (ed. in chief) - 'A History of the Crusades', 2nd edn., 6 vols. (1969-98).  
 H.E. MAYER - 'The Crusades', 2nd edn. (1988)  
 H.E.J. COWDREY - 'Popes, Monks and Crusaders' (1984)  
 S. RUNCIMAN - 'A History of the Crusades', 3 vols., (1951-4)  
 C. TYERMAN - 'England and the Crusades' (1988); 'Invention of the Crusades' (1998) and 'For Christendom: Holy War and the Crusades' (2004)

<b>HI5031</b>		<b>African History since 1800</b>				
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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<b>HI5032</b>		<b>African History since 1800</b>				
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

<b>HI5035</b>		<b>History of Modern Medicine and Medical Ethics,1800-2000</b>				
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

### HI5039 T:Human Rights and Human Experiments during the Cold War, 1945-1989

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

### HI5040 G:Human Rights and Human Experiments during the Cold War, 1945-1989

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	Schmidt Prof U

### HI5041 Gothic Art: Image and Imagination in Europe, c.1140-1500

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

#### Contact Hours

1 hour lecture and 2 hour seminar per week

#### Availability

Also available under code HI5042 (Level H)

#### Synopsis

In the twelfth century, a dazzling new style of art and architecture flourished in Europe. Known since the sixteenth century (often pejoratively) as Gothic, this aesthetic pervaded visual culture, from the soaring vaults of vast cathedrals to domestic interiors, and from precious gem-encrusted reliquaries to tapestries, ivories, panel paintings, manuscripts and jewellery. Works of art made in this period offer fascinating insights into the beliefs, priorities and even anxieties of their patrons and makers. In this module, we will explore the nature of image-making in the later Middle Ages: what were images for, and for whom? How and why were they made and used? What was the status of the artist? What does the Gothic image reveal about the workings of the medieval imagination? This module offers a survey of the development of Gothic art from its inception in the celebrated Abbey Church of St Denis to the dawn of the sixteenth century. Lectures will provide an overview of the arts in this period, and in seminars we will focus on particular works of art and architecture, including Canterbury's extraordinary Cathedral

#### Preliminary Reading

M CAMILLE - Gothic Art: Glorious Visions, 1996  
 N COLDSTREAM - Medieval Architecture, 2002  
 P BINSKI - Becket's Crown: Art and Imagination in Gothic England, 2004  
 V SEKULES - Medieval Art, 2001

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<b>HI5042 Gothic Art: Image and Imagination in Europe, c.1140-1500</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	Naydenova-Slade Dr M

### Contact Hours

1 hour lecture and 2 hour seminar per week

### Availability

Also available under code HI5041 (Level I)

### Synopsis

In the twelfth century, a dazzling new style of art and architecture flourished in Europe. Known since the sixteenth century (often pejoratively) as Gothic, this aesthetic pervaded visual culture, from the soaring vaults of vast cathedrals to domestic interiors, and from precious gem-encrusted reliquaries to tapestries, ivories, panel paintings, manuscripts and jewellery. Works of art made in this period offer fascinating insights into the beliefs, priorities and even anxieties of their patrons and makers. In this module, we will explore the nature of image-making in the later Middle Ages: what were images for, and for whom? How and why were they made and used? What was the status of the artist? What does the Gothic image reveal about the workings of the medieval imagination? This module offers a survey of the development of Gothic art from its inception in the celebrated Abbey Church of St Denis to the dawn of the sixteenth century. Lectures will provide an overview of the arts in this period, and in seminars we will focus on particular works of art and architecture, including Canterbury's extraordinary Cathedral

### Preliminary Reading

M CAMILLE - Gothic Art: Glorious Visions, 1996

N COLDSTREAM - Medieval Architecture, 2002

P BINSKI - Becket's Crown: Art and Imagination in Gothic England, 2004

V SEKULES - Medieval Art, 2001

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI5053	The Global Burden of Disease: Globalisation and International Health					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	Chakrabarti Dr P

### Contact Hours

3 hours per week

### Availability

Also available under code HI5054 (Level H)

### Synopsis

In the 1830s, waves of cholera pandemics in different parts of Europe led to a sudden fear about spread of disease across geographical boundaries. In the International Sanitary Conference of 1866 in Istanbul, these became the major topics of discussion. Starting from this period the course will study how disease became an international political, economic, military and diplomatic concern. The course will focus on the emergence of globalization as a historical phenomenon and also on the global spread of diseases, the fears and anxieties attached to it and the adoption of international measures towards preventing these, all of which are evident today in diseases like SARS, Avian Flu, HIV/AIDS, etc. The course will focus on four main historical developments; the awareness of the unhygienic conditions of the colonies endemic to diseases like cholera, plague and malaria; the technological developments like steamships and railways, which had brought the eastern tropical regions closer to Europe, the subsequent adoption of international policies and quarantine regulations to control and eradicate such breakouts. The final section of the course will focus on the measures adopted by the newly independent countries like India towards eradicating epidemic diseases from the 1950s and the convergence of postcolonial development, growing awareness of malnutrition and poverty in the Third World countries and international health concerns.

The lectures will cover these themes:

1. Globalization as a historical phenomenon
2. Cholera Conference in Constantinople (1866) and other International Sanitary Conferences
3. Sanitary enclaves and quarantine measures
4. Bacteriology and the diffusion of Pasteurian vaccination around the world
5. Emergence of Tropical medicine as an international medical strategy
6. The role of League of Nations in international health diplomacy
7. The role of the Rockefeller Foundation in the tropics
8. The WHO and international health collaborations
9. Post colonial eradication programs in malaria and smallpox
10. Global Poverty and International Health

### Preliminary Reading

J FARLEY - 'To Cast out Disease: A History of the International Health Division of the Rockefeller Foundation (1913-1951)', New York, 2004

S. AMRITH - 'Decolonizing International Health: India and Southeast Asia, 1930-65', 2006

N.M. GOODMAN - 'International health organizations and their work', 2nd ed. London, Churchill Livingstone, 1971

ALISON BASHFORD (ed) - 'Medicine at the Border: Disease, Globalization and Security, 1850 to the Present, Palgrave', 2006.

PAUL FARMER - 'Infections and Inequalities' (University of California Press, 1998

A.G. HOPKINS( ed) - Globalization in World History, Pimlico, 2002.

EMMANUEL LE ROY LADURIE - 'A concept: the unification of the globe by disease', in The mind and method of the historian (Brighton, 1981)

DAVID P FIDLER - 'The Globalization of public health: the first 100 years of international health diplomacy', Bulletin of the World Health Organization; 2001, Vol. 79 Issue 9.



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HI5054	The Global Burden of Disease: Globalisation and International Health					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	Chakrabarti Dr P

### Availability

Also available under code HI5053 (Level I)

### Synopsis

In the 1830s, waves of cholera pandemics in different parts of Europe led to a sudden fear about spread of disease across geographical boundaries. In the International Sanitary Conference of 1866 in Istanbul, these became the major topics of discussion. Starting from this period the course will study how disease became an international political, economic, military and diplomatic concern. The course will focus on the emergence of globalization as a historical phenomenon and also on the global spread of diseases, the fears and anxieties attached to it and the adoption of international measures towards preventing these, all of which are evident today in diseases like SARS, Avian Flu, HIV/AIDS, etc. The course will focus on four main historical developments; the awareness of the unhygienic conditions of the colonies endemic to diseases like cholera, plague and malaria; the technological developments like steamships and railways, which had brought the eastern tropical regions closer to Europe, the subsequent adoption of international policies and quarantine regulations to control and eradicate such breakouts. The final section of the course will focus on the measures adopted by the newly independent countries like India towards eradicating epidemic diseases from the 1950s and the convergence of postcolonial development, growing awareness of malnutrition and poverty in the Third World countries and international health concerns.

The lectures will cover these themes:

1. Globalization as a historical phenomenon
2. Cholera Conference in Constantinople (1866) and other International Sanitary Conferences
3. Sanitary enclaves and quarantine measures
4. Bacteriology and the diffusion of Pasteurian vaccination around the world
5. Emergence of Tropical medicine as an international medical strategy
6. The role of League of Nations in international health diplomacy
7. The role of the Rockefeller Foundation in the tropics
8. The WHO and international health collaborations
9. Post colonial eradication programs in malaria and smallpox
10. Global Poverty and International Health

### Preliminary Reading

A.G. HOPKINS( ed) - Globalization in World History, Pimlico, 2002.

EMMANUEL LE ROY LADURIE - 'A concept: the unification of the globe by disease', in The mind and method of the historian (Brighton, 1981)

DAVID P FIDLER - 'The Globalization of public health: the first 100 years of international health diplomacy', Bulletin of the World Health Organization; 2001, Vol. 79 Issue 9.

J FARLEY - 'To Cast out Disease: A History of the International Health Division of the Rockefeller Foundation (1913-1951)', New York, 2004

S. AMRITH - 'Decolonizing International Health: India and Southeast Asia, 1930-65', 2006

N.M. GOODMAN - 'International health organizations and their work', 2nd ed. London, Churchill Livingstone, 1971

ALISON BASHFORD (ed) - 'Medicine at the Border: Disease, Globalization and Security, 1850 to the Present, Palgrave', 2006.

PAUL FARMER - 'Infections and Inequalities' (University of California Press, 1998

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

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'  
 ACTON, E - 'Rethinking the Russian Revolution'  
 BOOBBYER, 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'

<b>HI5056 Russia: 1855-1945 Reform, Revolution and War</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	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'  
 BOOBBYER, 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'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI5067		War and Modern Medicine 1850-1950				
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 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 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)

HI5068		War and Modern Medicine 1850-1950				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5069 The Rights Revolution: Civil Rights Movements &amp; the Law in the US since</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	
2	Canterbury	Autumn and Spring	H	30 (15)		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)

<b>HI5070 The Rights Revolution: Civil Rights Movements</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	
2	Canterbury	Autumn and Spring	H	30 (15)		Conyne Dr G

### Synopsis

See entry for HI5069.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5075      Marvels, Monsters and Freaks 1780-1920</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Anderson Dr J
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	

### 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)

<b>HI5076      Marvels, Monsters and Freaks 1780-1920</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	Anderson Dr J
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

### 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)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI5086 Kingdoms of the Savannah: B						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Macola Dr G

### Contact Hours

The module will be taught through 3-hour-long weekly seminars.

Total contact hours per week: 3

Total hours of study per week: 20

Total study hours: 300 (paired with an additional 300 for the other half of the special subject)

### Method of Assessment

This half of the special subject will be evaluated as follows:

- Coursework, consisting of two 3,000 word essays to be submitted in the first term (80%; 40% each) and an overall oral mark (20%) based on two presentations as well as general seminar contribution. The first presentation (in term 1) will consist of a discussion of a specific primary source or set of sources; the second (at the end of term 2) will centre on the dissertation.

### Synopsis

The aim of this course is to offer students an in-depth understanding of the political history of Central Africa's southern savannah during the two centuries that predated the inception of modern colonialism. The geographical area on which the module focuses corresponds to present-day eastern Angola, southern and central Congo DR, Zambia, Malawi and western Mozambique. By drawing on a heterogeneous body of primary sources (including oral traditions and early explorers and missionaries' records), the module will provide students with a comprehensive overview of the key features of the pre-colonial political history of a comparatively little-studied area of sub-Saharan Africa. A series of introductory seminars will acquaint the students with the challenges involved in studying the history of non-literate societies. Early centres of state formation in the eighteenth century will then be discussed, paying special attention to the relationships between politics and ecology and the workings of complex institutions of rule that enabled Central Africa's monarchs to minimize the effects of geographical separations and to maintain a significant measure of influence over distant peripheral societies. Next, the module will explore the southern savannah's gradual incorporation into global networks of trade revolving around both Portuguese Angola and Mozambique and the Omani-controlled Swahili coast. In examining the political changes brought about by the advancing frontiers of the slave and ivory trades, a distinction will be made between regions where pre-existing ruling groups proved equal to the challenges of the new era and regions that witnessed instead the rise of 'new men' or fell prey to uncontrolled violence and warlordism. The relationship between such convoluted political realignments and the onset of colonialism will be addressed in the final part of the module, devoted to discussing different forms of colonial encounters: from the random brutality that characterized the Belgian conquest of the Congo to the peaceful negotiations that accompanied the British takeover of North-Western Zambia.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Preliminary Reading

#### Sample Primary Sources:

Written records of oral traditions

Ian Cunnison (tr.), *Central Bantu Historical Texts II: Historical Traditions of the Eastern Lunda* (Lusaka, 1962)

Published travellers and missionaries' records

V. L. Cameron, *Across Africa* (London, 1877)

F. Coillard, *On the Threshold of Central Africa: A Record of Twenty Years' Pioneering among the Barotse of the Upper Zambesi* (London, 1971; 1st ed., 1897)

Periodicals

*British Central Africa Gazette* (Zomba), 1890s [the official gazette of the British Central Africa Protectorate]

#### Sample Secondary Sources

E.A. Alpers, *Ivory and Slaves in East Central Africa: Changing Patterns of International Trade to the Later Nineteenth Century* (London, 1975)

D. Birmingham and P. Martin (eds.), *History of Central Africa: Volume One* (Harlow, 1983)

A.F. Isaacman and B.S. Isaacman, *Slavery and Beyond: The Making of Men and Chikunda Ethnic Identities in the Unstable World of South-Central Africa, 1750-1920* (Portsmouth, NH, 2004)

G. Macola, *The Kingdom of Kazembe: History and Politics in North-Eastern Zambia and Katanga to 1950* (Hamburg, 2002)

M. Mainga, *Bulozi Under the Luyana Kings: Political Evolution & State Formation in Pre-Colonial Zambia* (London, 1973)

J. Miller, *Way of Death: Merchant Capitalism and the Angolan Slave Trade 1730-1830* (London, 1988)

T.Q. Reefe, *The Rainbow and the Kings: A History of the Luba Empire to 1891* (Berkeley, Los Angeles and London, 1981)

A.D. Roberts, *A History of Zambia* (London, 1976)

S.J. Rockel, *Carriers of Culture: Labor on the Road in Nineteenth-Century East Africa* (Portsmouth, NH, 2006)

A. Sheriff, *Slaves, Spices & Ivory in Zanzibar: Integration of an East African Commercial Empire into the World Economy, 1770-1873* (London, 1987)

J. Vansina, *Kingdoms of the Savanna* (Madison, 1966)

J. Vansina, *The Children of Woot: A History of the Kuba Peoples* (Madison, 1978)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5089 Wolves, Walruses and the Wild: A</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Jones Dr KR

### Synopsis

Animals have long been objects of fascination in human culture, and yet have received scarce attention as historical subjects until recently. This module utilises innovative research in both Environmental History and Animal Studies to centre on the role of the non-human as historical actors. The focus of study here is the modern age, 1800 to the present day, a period that arguably saw a fundamental shift in the way we 'see' animals and nature. The rise of industrial processes, urban living as well as developments in science, imperial adventuring, cultures of recreation and shifting environmental values represent just some of the aspects that affected human perspectives on the natural world, and it is these that the module will explore. Specifically, the module considers such themes across two geographical areas – Britain and the United States – with a view to deconstructing our complicated relations with the natural world in the modern age.

Principal themes and topics for discussion include:

- Animal Studies and the social construction of the non-human
- Donna Haraway and 'cyborg ecology'
- Animals and Domestic Spaces: Pets and Animals as 'people'
- Animals and the military-industrial complex: From horsepower to Warhorse
- Wilderness, conservation and 'the wild': species protection, zoos and national parks
- Animal Pursuit and Display: Hunting and taxidermy
- Museum cultures, empire and natural history
- Natural history filmmaking and the visual animal
- Ethics, animal rights and vivisection
- Sustainability, farming and the environmental revolution
- Animals as symbols and metaphors in literature and film
- When animals attack: horror and beastly creatures

A critical part of the course will be to explore cultures of collecting, display and preservation of animals, notably through field trips to museums, archives and zoos.

### Preliminary Reading

#### Primary Sources

- Kalof, Linda and Amy Fitzgerald, eds. (2007). *The Animals Reader: The Essential Classic and Contemporary Writings*.  
 Regan, Tom and Peter Singer, eds. (1989). *Animal Rights and Human Obligations*.  
 Aldo Leopold, *A Sand County Almanac* (1949)  
 Anna, Sewell, *Black Beauty* (1877)  
 George Orwell, *Animal Farm* (1945)  
 Jack London, *The Call of the Wild* (1903)  
 William Allen, *Adventures with Indians and Game* (1903)  
 Hittell, Theodore H. *The Adventures of James Capen Adams, Mountaineer and Grizzly Bear Hunter, of California*, (1860)

#### Secondary Sources

- Adams, Carol and Donovan, Josephine (1995). *Animals & Women: Feminist Theoretical Explorations*.  
 Arluke, Arnold and Clinton Sanders, eds. (2009). *Between the Species: A Reader in Human-Animal Relationships*.  
 Arluke, Arnold and Clinton Sanders, (1996). *Regarding Animals*.  
 Armstrong, Susan and Richard Botzler. 2008. *The Animal Ethics Reader*.  
 Baker, Steve (2000). *Picturing the Beast: Animals, Identity, and Representation*.  
 DeMello, Margo, ed. (2010). *Teaching the Animal: Human-Animal Studies Across the Disciplines*.  
 Flynn, Clifton, ed. (2008). *Social Creatures: A Human and Animal Studies Reader*.  
 Franklin, Adrian. (1999). *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*.  
 Haraway, Donna. (1989). *Primate Visions: Gender, Race, and Nature in the World of Modern Science*.  
 Kalof, Linda (2007). *Looking at Animals in Human History*.  
 Kalof, Linda and Brigitte Resl, eds. (2007). *A Cultural History of Animals*. Oxford and New York: Berg.  
 Manning, Aubrey and James Serpell, eds. (1994). *Animals and Human Society: Changing Perspectives*. London: Routledge.  
 Rothfels, Nigel, ed. 2002. *Representing Animals*. Bloomington: Indiana University Press.  
 Sanders, Clinton. 1999. *Understanding Dogs: Living and Working with Canine Companions*. Philadelphia: Temple University Press.  
 Serpell, James (1996). *In the Company of Animals: A Study of Human-Animal Relationships*.  
 Wolch, Jennifer and Emel, Jody (1998). *Animal Geographies: Place, Politics, and Identity in the Nature-Culture Borderlands*.

Journals: *Society & Animals*; *Anthrozoös*; *Antennae*, *The Journal of Nature in Visual Culture*; *Environmental History*

#### Visual Sources

- Film – the wolves: *Wolfen*; *Never Cry Wolf*; *Dances with Wolves*; dogs: *Lassie*; *A Boy and His Dog*, animal horror: *Night of the Animals*; *King Kong*  
 Animation – *Yogi*, *Bambi*, *Watership Down*  
 Documentary – *Grizzly Man*; *Life on Earth*; *The Animals Film*; other material from National Geographic and the BBC Natural History Unit  
 Taxidermy & photography  
 Museum exhibits



## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI5090	<b>Military Revolutions: war and the making of the early modern world</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Grummitt Dr D

### 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	<b>Military Revolutions: war and the making of the early modern world</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	Grummitt Dr D

### Availability

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

### Synopsis

See entry for HI5090.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5092</b>		<b>Armies at War 1914-1918</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Bowman Dr T

### 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.

<b>HI5093</b>		<b>Armies at War 1914-1918</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Bowman Dr T

### Availability

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

### Synopsis

See entry for HI5092.

<b>HI5098</b>		<b>Wolves, Walruses and the Wild: B</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Jones Dr KR

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI530</b>		<b>T-English Politics 1629-1642: A Highroad to Civil War?</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	
2	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Wells-Furby Dr L

<b>HI531</b>		<b>G-English Politics 1629-1642: A Highroad to Civil War?</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	
2	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Wells-Furby Dr L

### Synopsis

See entry for HI530

<b>HI540</b>		<b>T-The Elizabethan Court and Realm, 1558-1603</b>				
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

<b>HI541</b>		<b>G-The Elizabethan Court and Realm, 1558-1603</b>				
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.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI566</b>		<b>History Dissertation</b>				
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.

<b>HI6001</b>		<b>The British Army and Empire c1750-1920</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Donaldson Dr PM

### Contact Hours

Hours of study: 20 hours per week (300 hours total)

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

### Availability

Available under HI6001 (Level I) and HI6002 (Level H).

### Method of Assessment

The module will be examined by 100% coursework, made up of a presentation (15%), one 2,500 word essay (25%), an in-class test (20%) and a 4,000 word essay (40%).

### Synopsis

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

Topics which students will study in detail include:

- the campaigns for the establishment and retention of British imperial power
- the politics of high command and the conflict between Indian and African 'rings'
- the imperial experience and politicisation of the army (with a case-study of the Curragh incident 1914)
- the role of the British army in Africa and India as civic administration and colonial police force
- the impact of imperial campaigning on i) army reform and doctrine ii) discipline and morale iii) health and medical care of the British imperial soldier
- the image and reputation of the British army in the Empire
- everyday life of the imperial soldier in peace and war
- the portrayal of the British army's imperial campaigning in popular culture.

### Preliminary Reading

I. F. W. Beckett, *The amateur military tradition, 1558-1945*

Peter Boyden, Alan J Guy and Marion Harding (eds.), *'Ashes and Blood': the British Army in South Africa, 1795-1914*

David Chandler and Ian Beckett (eds.), *The Oxford History of the British Army*

J. E. Cookson, *The British Armed Nation, 1793-1815*

David French, *Military Identities: The Regimental system, the British army and the British people, c. 1870-2000*

Richard Holmes, *The British Soldier in India*

V. G. Kiernan, *Colonial Empires and Armies, 1815-1960*

Hew Strachan, *The Politics of the British Army*

E. M. Spiers, *Army and Society, 1815-1914*

E. M. Spiers, *The Scottish soldier and Empire, 1854-1902*

E. M. Spiers, *The Victorian soldier in Africa*

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<b>HI6002</b>		<b>The British Army and Empire c1750-1920</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Donaldson Dr PM

### Contact Hours

Hours of study: 20 hours per week (300 hours total)  
 Contact hours: 10 lectures and 10 two-hour seminars (3 hours per week)

### Availability

Available under HI6001 (Level I) and HI6002 (Level H).

### Method of Assessment

The module will be examined by 100% coursework, made up of a presentation (15%), one 2,500 word essay (25%), an in-class test (20%) and a 4,000 word essay (40%).

### Synopsis

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

Topics which students will study in detail include:

- the campaigns for the establishment and retention of British imperial power
- the politics of high command and the conflict between Indian and African 'rings'
- the imperial experience and politicisation of the army (with a case-study of the Curragh incident 1914)
- the role of the British army in Africa and India as civic administration and colonial police force
- the impact of imperial campaigning on i) army reform and doctrine ii) discipline and morale iii) health and medical care of the British imperial soldier
- the image and reputation of the British army in the Empire
- everyday life of the imperial soldier in peace and war
- the portrayal of the British army's imperial campaigning in popular culture.

### Preliminary Reading

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

<b>HI6003</b>		<b>Kingdoms of the Savannah: A</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Macola Dr G

### Method of Assessment

This half of the special subject will be evaluated as follows:

- A 10,000 word dissertation based to a significant extent on primary sources (100%).

### Synopsis

Please see the entry for HI5086. This is a special subject, and both module codes must be selected to register for the module.

<b>HI6005</b>		<b>Anglo-Saxon Culture: Word, Image and Power</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)		

<b>HI6006</b>		<b>Anglo-Saxon Culture: Word, Image and Power</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)		

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### HI6007 Independent Research Project

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

### HI6011 From Crisis to Revolution: France 1774-1799

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

### HI6012 From Crisis to Revolution: France 1774-1799

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

### HI605 Independent Documentary Study in History

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

#### 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

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI611 France in the Age of Absolutism 1515-1715</b>						
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

<b>HI632 The Tools of Empire 1760-1920</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI640 Late Stuart and Hanoverian: Britain 1688-1750</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Ditchfield Prof GM

### Contact Hours

2 one-hour lectures, 1 two-hour seminar per week, with one reading week

### Availability

Also available under code HI711 (Level H)

### Synopsis

Students of early eighteenth-century Britain encounter a series of fascinating paradoxes. A close involvement with Protestant Europe through the Dutch alliance in the age of William III and subsequently via Hanover co-existed with a xenophobia which united the elite and the populace. An Anglican hegemony and near-monopoly of public life co-existed with a de facto religious pluralism in England and Wales and a Presbyterian church establishment in Scotland. An aristocratic regime in which the House of Lords played a vital role co-existed with a parliamentary system in which the House of Commons enjoyed effective control of public finance and in which elections, petitions, newspapers, pamphlets and riots all had a prominent place. The main themes to be covered will include: the Revolution of 1688; the Anglo-Scottish Union; the Treaty of Utrecht; the growth of the Whig and Tory parties; the Jacobite challenge; the dominance of Walpole; agriculture and landownership; the development of literacy.

### Preliminary Reading

C ROSE - 'England in the 1690s. Revolution, Religion and War', 1999  
 GV BENNETT - 'The Tory Crisis in Church and State 1688-1730', 1975  
 J BLACK (ed.) - 'Britain in the Age of Walpole', 1984  
 J CANNON (ed.) - 'The Whig Ascendancy'  
 JCD CLARK - 'English Society 1688-1832', 1985  
 J HOPPIT - 'A Land of Liberty? England, 1689-1727', 2000  
 J. BLACK - 'The Hanoverians. The History of a Dynasty', 2004  
 WA SPECK - 'Stability and Strife. England 1714-1760', 1977  
 G HOLMES - 'The Making of a Great Power. Late Stuart and Early Georgian Britain 1660-1722', 1993  
 G HOLMES (ed.) - 'Britain after the Glorious Revolution', 1969

<b>HI652 T: The Great War, British Memory, History and Culture</b>						
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 and *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)



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<b>HI653 G:The Great War,British Memory,History and Culture</b>						
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

<b>HI685 Pre-Industrial England 1550-1720</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Ormrod Prof D

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI699 T: Troubled Superpower: The Soviet Union, 1941-1991</b>						
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

<b>HI700 G: Troubled Superpower: The Soviet Union 1941-1991</b>						
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

<b>HI707 Britain and The Falklands War</b>						
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 1 hour seminar per week

### Availability

Also available under HI737 (Level H)

### Synopsis

This module will seek to understand the political developments leading up to the crisis and the nature of the military operation that recovered the islands. It will also seek to determine whether the so-called 'Falklands Factor' became a vital part of Mrs Thatcher's self-image and a key example of Thatcherism at work. The module will examine primary and secondary sources and will encourage students to develop further their skills of analysis as they compare and contrast the approach of military and political historians.

### Preliminary Reading

L FREEDMAN - 'Britain and the Falklands'  
 L FREEDMAN and V GAMBA-STONEHOUSE - 'Signals of War: the Falklands Conflict of 1982'  
 R HARRIS - 'Gotcha! The Media, the Government and the Falklands Crisis'  
 M MIDDLEBROOK - 'The Falklands War'  
 D OAKLEY - 'Falklands Military Machine'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI711 Late Stuart and Hanoverian: Britain 1688-1750</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	Ditchfield Prof GM

### Availability

Available to Stage 2 students under code HI640 (Level I) and Stage 3 students under code HI711 (Level H)

### Synopsis

See entry for HI640

<b>HI725 The Tools of Empire</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	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

<b>HI737 Britain and the Falklands War</b>						
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 1 hour seminar per week

### Availability

Also available under HI707 (Level I)

### Synopsis

This module will seek to understand the political developments leading up to the crisis and the nature of the military operation that recovered the islands. It will also seek to determine whether the so-called 'Falklands Factor' became a vital part of Mrs Thatcher's self-image and a key example of Thatcherism at work. The module will examine primary and secondary sources and will encourage students to develop further their skills of analysis as they compare and contrast the approach of military and political historians.

### Preliminary Reading

L FREEDMAN - 'Britain and the Falklands'  
 L FREEDMAN and V GAMBA-STONEHOUSE - 'Signals of War: the Falklands Conflict of 1982'  
 R HARRIS - 'Gotcha! The Media, the Government and the Falklands Crisis'  
 M MIDDLEBROOK - 'The Falklands War'  
 D OAKLEY - 'Falklands Military Machine'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI742</b>		<b>The Cold War, 1941-1991</b>				
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

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

<b>HI744</b>		<b>Pre-Industrial England, 1550-1720</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Ormrod Prof D

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI747		The Cold War, 1941 - 1991				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	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

HI757		War Studies Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	100% Project	Bowman Dr T
1	Canterbury	Spring	H	60 (30)		

### 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 at the end of Autumn term.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### 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

WINTER, J AND BAGGETT, B - 'The Great War and the Shaping of the 20th Century' (1996)  
 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, GJ., - '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)

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

### 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, GJ., - '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)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI763</b>						
<b>How the West was Won (or lost): The American West in the Nineteenth Cen</b>						
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'

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

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 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'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

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)

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

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)



## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI767 Churchill's Army: the British Army in the Second World War</b>						
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 - 'Gunners at War'

E.K.G. SIXSMITH - 'British Generalship in the Twentieth Century'

<b>HI768 Churchill's Army: the British Army in the Second World War</b>						
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

<b>HI787 The Nature of Command</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Donaldson Dr PM

### Contact Hours

3 hours per week

### Synopsis

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

### Preliminary Reading

J KEEGAN - 'The Mask of Command'

R PRIOR & T WILSON - 'Command on the Western Front'

G.D. SHEFFIELD (ed) - 'Leadership and Command: the Anglo-American experience since 1860'

G.D. SHEFFIELD & GEOFFREY TILL (eds) - 'The Challenges of High Command'

M SIXSMITH - 'British Generalship in the Twentieth Century'