

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

05 School of History

| HI5013 Popular Religion and Heresy, 1100-1300 | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 30 (15) | 60% Exam, 40% Coursework | Bombi Dr B |

Contact Hours

3 hours per week

Synopsis

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

The course will draw on narrative, hagiographical, documentary and visual sources. The course will require students to engage with primary sources, and to think critically about theoretical approaches toward the above mentioned themes.

Preliminary Reading

- B. BOLTON - 'The Medieval Reformation', 1983
- B. HAMILTON - 'The Medieval Inquisition', 1981
- F. ANDREWS - 'The Early Humiliati', Cambridge, 1999
- P. BILLER - 'The Waldenses, 1170 – 1530: Between a Religious Order and a Church', 2000
- M. LAMBERT - 'Medieval Heresy', 1992
- R. I. MOORE - 'The Formation of a Persecuting Society', 1987
- W. WAKEFIELD & A. EVANS (eds.) - 'Heresies of the High Middle Ages', 1969

| HI5023 The American Civil War Era 1848-1877 | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 30 (15) | 60% Exam, 40% Coursework | Conyne Dr G |

Contact Hours

3 hours per week

Method of Assessment

HI5024 is assessed by a 40% coursework, 60% exam ratio. The coursework mark is typically made up by two 3,000 word essays and at least one in-class presentation. The exam mark is arrived at by one two-hour exam in the Summer term.

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)

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| HI5024 | | The American Civil War Era 1848-1877 | | | | |
|---------------|------------|---|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 30 (15) | 60% Exam, 40% Coursework | Conyne Dr G |

Contact Hours

3 hours a week.

Method of Assessment

HI5024 is assessed by a 40% coursework, 60% exam ratio. The coursework mark is typically made up by two 3,000 word essays and at least one in-class presentation. The exam mark is arrived at by one two-hour exam in the Summer term.

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)

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

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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| HI5035 History of Modern Medicine and Medical Ethics, 1800-2000 | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 30 (15) | 60% Exam, 40% Coursework | Schmidt Prof U |

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

| HI5041 Gothic Art: Image and Imagination in Europe, c.1140-1500 | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|--------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 30 (15) | 60% Exam, 40% Coursework | Wackett Dr J |

Contact Hours

1 hour lecture and 2 hour seminar per week

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

Contact Hours

3 hours per week

Synopsis

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

Preliminary Reading

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

| HI5065 | | British History c. 1480-1620 | | | | |
|---------|------------|------------------------------|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 30 (15) | 60% Exam, 40% Coursework | Palmer Mr S |

Contact Hours

1 hour lecture and 2 hour seminar per week

Method of Assessment

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

Synopsis

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

Preliminary Reading

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

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| HI5068 | | War and Modern Medicine 1850-1950 | | | | |
|---------------|------------|--|-------|---------------|--------------------------|---------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 30 (15) | 50% Coursework, 50% Exam | Anderson Dr J |

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)

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

Contact Hours

Weekly two hour seminars

Synopsis

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

Preliminary Reading

Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763 – 1789* (Oxford, 1985) available in Templeman library as a E-Book
 Edmund Morgan, *The Birth of the Republic*
 J R Pole and Jack Greene, *A Companion to the American Revolution*
 Gordon Wood, *The Creation of the American Republic*

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

Contact Hours

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

Synopsis

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

Preliminary Reading

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

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

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, Tim Bowman shall be writing the volume on the British army.

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| HI5093 | | Armies at War 1914-1918 | | | | |
|---------|------------|-------------------------|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 30 (15) | 60% Exam, 40% Coursework | 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.

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

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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, Tim Bowman shall be writing the volume on the British army.

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

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

Contact Hours

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

Method of Assessment

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

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

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

Synopsis

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

Preliminary Reading

Small Wars and Insurgencies – Frank Cass Journal

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

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

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

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

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

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

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

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

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

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

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

Frank Ledwidge, *Losing Small Wars* (2011)

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

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

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

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

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

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

Contact Hours

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

Method of Assessment

The module will be examined by coursework (40%) and a 2-hour written exam (60%). As coursework, students will write two essays of approximately 2,500 words each. They will also write a shorter, examination type essay of approximately 800 words and give an oral presentation. The coursework mark will be made up in this way: Essay 1: 30%; Essay 2: 30%; Short essay: 20%; Oral presentation: 20%. In the summer term students will sit a two-hour examination paper, which will count for 60% of a student's final mark on the module.

Synopsis

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

Preliminary Reading

Small Wars and Insurgencies – Frank Cass Journal
 David Anderson, Histories of the Hanged, Britain's Dirty War in Kenya and the end of Empire (2005) D. M. Anderson and David Killingray (eds.)
 Policing and Decolonisation. Politics, nationalism and the police, 1917-1965 (1992). I. F. W. Beckett
 Modern Insurgencies and Counter-Insurgencies: Guerrillas and their opponents since 1750 (2001, new edition due in 2012)
 Timothy Benbow and Rod Thornton (eds.), Dimensions of Counter-insurgency. Applying experience to practice (2008)
 Anthony Clayton, The Wars of French Decolonisation (1994)
 Jacques Dalloz, The War in Indochina (1990)
 Caroline Elkins, Britain's Gulag. The brutal end of Empire in Kenya (2005)
 David French, The British Way in Counter-Insurgency, 1945-67 (2011)
 Desmond Hamill, Pig in the Middle: The Army in Northern Ireland, 1969-85 (1986)
 Michael Hopkinson, The Irish War of Independence 1919-21 (2002)
 Alastair Horne, A Savage War of Peace: Algeria, 1954-62 (1987)
 Frank Ledwidge, Losing Small Wars (2011)
 D. M. Leeson, The Black & Tans: British Police and Auxiliaries in the Irish War of Independence (2011)
 T. R. Mockaitis, British Counterinsurgency, 1919-60 (1990)
 Douglas Porch, The Conquest of the Sahara (1986)
 Charles Townshend, Britain's Civil Wars (1991)

HI5099 The Wars of the Roses

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

Method of Assessment

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

The coursework component will be assessed as follows:

- 1) 2 x 3000 word thematic essays, each worth 25% of the coursework mark, relating especially to learning outcomes 11.1-5 and 12.1-5
- 2) 1 x 3000 word historiographical review essay, worth 25% of the coursework mark, relating especially to learning outcomes 11.1-5 and 12.1-5
- 3) A 15 minute presentation, worth 25% of the coursework mark, relating to learning outcomes 11.3-5 and 12.1-2 and 4-5.

Exams

The module will also be tested in 2 x two-hour exams – which will make up 60% (30% each) of the final mark for the module.

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Synopsis

The Wars of the Roses was the term coined by nineteenth-century historians to describe the struggles between the houses of Lancaster and York in the second half of the fifteenth century. To an older generation of scholars it marked the failure of 'Lancastrian Constitutionalism' and led to the 'New Monarchy' of Edward IV which eventually ushered in a century or more of 'Tudor despotism'. The period which began with English defeat in the Hundred Years War and ended with the reign of Henry VII therefore sits uncomfortably on the margins of the late middle ages and the early modern period. This course will examine the causes, course and outcomes of the Wars setting them in the wider context of the changing political culture of late-medieval England. It will assess the importance of ideas and discursive contexts in shaping political events, but it also consider the role of individuals and institutions (such as parliament). Use will be made of the unpublished biographies of important figures, written by the History of Parliament, to demonstrate the individual experiences of the Wars. 'Gobbet'-style extracts will introduce students to the primary sources, while they will also be introduced to the sources available in the Cathedral archives and other local repositories. Students will gain an appreciation of the contested historiography of the Wars, beginning with Shakespeare and the Tudor chroniclers and ending with modern historians, as well as the ways in which the protagonists represented their actions and motives to contemporary audiences. Moreover, this course will also encourage students to question the periodisation of 'medieval' and 'early modern', addressing such questions as state formation, political theory and military technology. Throughout the course, students will also be encouraged to think about individual actions and motives in the context of contemporary political theory and culture.

Learning Outcomes

11. The intended subject specific learning outcomes

As a consequence of taking this module all students will have:

11.1 acquired a firm grasp of the causes, course and consequences of the Wars of the Roses and a deeper understanding of the political and cultural history of fifteenth-century England.

11.2 demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.

11.3 demonstrated their capacity to assess and critically engage with a wide range of primary sources, both visual and written.

11.4 demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

11.5 acquired the ability to analyse key texts and other materials critically at a high level

12. The intended generic learning outcomes

As a consequence of taking this module all students will have:

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

12.2 enhanced communication, presentational skills and information technology skills

12.3 demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form

12.4 analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module

12.5 approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches

Preliminary Reading

- Christine Carpenter, *The Wars of the Roses: politics and the constitution in England, c.1437-1509* (1997)
- David Grummitt, *A Short History of the Wars of the Roses* (2013)
- Michael Hicks, *The Wars of the Roses* (2010)
- Katherine Lewis, *Kingship and Masculinity in Late Medieval England* (2013)
- A.J. Pollard, *The Wars of the Roses* (3rd edn., 2012)
- John Watts, *Henry VI and the Politics of Kingship* (1995)

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| HI566 | | History Dissertation | | | | |
|--------------|------------|-----------------------------|-------|---------------|--------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 30 (15) | 100% Project | Conyne Dr G |

Pre-requisites

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

Restrictions

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

Synopsis

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

| HI6002 | | The British Army and Empire c1750-1920 | | | | |
|---------------|------------|---|-------|---------------|-----------------|-----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | 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 and moulding public opinion of the army. This module will examine various aspects of the British army's imperial experience between 1750 and 1920 (although the focus will fall, for the most part on the small wars of the Victorian period). 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. Through an examination of a wide range of literary and visual primary sources, the module will also explore how the imperial soldier specifically and imperial campaigning generally were presented to and reconfigured by a domestic audience.

Topics covered will include:

The everyday life of the imperial soldier

Representing the imperial hero: Henry Havelock and Charles Gordon

The portrayal of imperial campaigning in contemporary popular culture

The legacy of the Boer War: commemoration, doctrine and reform

The modern memory of colonial warfare: from Lives of a Bengal Lancer to Zulu

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

Method of Assessment

The module will be assessed by 40% coursework, 60% examination.

I students: Intermediate level students will be required to write two 3,000 word essays. They will also be required to give a presentation to their seminar group. The coursework mark will be made up in this way: Essay 1: 40% (16% total mark); Essay 2: 40% (16% total mark); Presentation and seminar performance: 20% (8% total mark).

H students will also do two 3,000 word essays. They will be required to use primary sources in their essays, and a broader comparative knowledge of the subject will be expected. They will also be required to give a presentation based on one or more primary documents to their seminar group. The coursework mark will be made up in this way: Essay 1: 40% (16% total mark); Essay 2: 40% (16% total mark); Presentation and seminar performance: 20% (8% total mark).

Synopsis

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

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

- 1) Transmission of scientific, technical and medical knowledge.
- 2) Collecting manuscripts and studying the languages of the Islamic world
- 3) Trade and economic exchange
- 4) Conflict and cooperation
- 5) Understanding Islam, translating the Koran
- 6) European discovery of Arabic literature, art and architecture
- 7) Arabs in the West (diplomats, travellers, scholars and prisoners)
- 8) Europeans in the East (diplomats, travellers, scholars and prisoners)

Preliminary Reading

Norman Daniel, *Islam and the West. The Making of an Image*, new ed. (2009)

Natalie Zemon Davies, *Trickster Travels: A Sixteenth-Century Muslim between the Worlds* (New York 2006)

Adam S. Francisco, *Martin Luther and Islam. A Study in Sixteenth-Century Polemics and Apologetics* (Leiden, 2007).

Robert Irwin, *For Lust of Knowledge. The Orientalists and their Enemies* (2006)

Gerald MacLean *The Rise of Oriental Travel. English Visitors to the Ottoman Empire 1580-1720* (Basingstoke, 2004)

Margarete Meserve, *Empires of Islam in Renaissance historical thought* (2008)

The Quran, trans. Tarif Khalidi (2008).

Edward Said, *Orientalism* (1978)

George Saliba, *Islamic Science and the Making of European Renaissance* (Massachusetts, 2007)

G J. Toomer, *Eastern Wisdom and Learning. The Study of Arabic in Seventeenth-Century England* (Oxford, 1996).

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| 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 | Caiani Dr A |

Method of Assessment

The module will be assessed by coursework and exam on a 60% coursework and 40% exam ratio. I students The coursework component will be assessed by two essays, one of them 2,000 words (18%) and the other 3,000 words (30%), and an oral mark based on a presentation and general seminar performance (12%). H students The coursework component will be assessed by a 2000 word essay based on a primary source (18%), a 3000 word essay (30%), and a presentation based on a primary source and general seminar mark (12%). Exams – I and H students The learning outcomes of the module will be tested in the two-hour exam – which will make up 60% of the final mark for the module. H students will be expected to make critical use of primary sources in their exams.

Synopsis

The French Revolution continues rightly to be regarded as one the great turning points of modern European History. This course will introduce students to the political, social and economic context of France from the accession of Louis XVI to the rise of Napoleon Bonaparte. It will explore and assess the divergent interpretations for the origins of the revolutionary conflagration of 1789. There will also be an attempt to understand how a revolution based on the triad 'liberty, equality and fraternity,' lost of sight of its humanitarian aspirations and quickly descended into fratricidal political terror and warfare on a trans-European scale. Students will also be encouraged to cast a critical eye on the vexed question of the French Revolution's contribution to modern political culture.

There may be a visit to Paris and Versailles in Week 18.

Learning Outcomes

Students will gain the knowledge and conceptual tools to understand and interpret the origins of the French Revolution, and how and why the revolution developed as it did from 1789-1799. They will further obtain a knowledge of the most important relevant episodes of the history of the period, and some of the historiographical debates surrounding the subject. Those taking this module will develop their ability to discuss the issues that are raised in the module, and to present their work in written and oral form. Through exposure to the distinctive nature of late 18th century France, students will gain an enhanced understanding of the diversity of human cultures, and the different situations in which revolutions occur. Through a diversity of sources, students will be exposed to a variety of outlooks and learn about the importance of using a diversity of sources in their research into the past.

Preliminary Reading

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

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| HI6014 | Riders on the Storm | | | | | |
|---------|---------------------|---------|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 30 (15) | 60% Coursework, 40% Exam | Slavin Dr P |

Method of Assessment

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

The coursework component will be assessed as follows:

- 1) 2 x 3000 word essays, each worth 40% of the coursework mark, relating especially to learning outcomes 11.1, 3-5.
- 2) An oral mark based on a presentation and general seminar performance, worth 20% of the coursework mark, relating especially to learning outcomes 11.4-6 and 12.2, 5-6

Exams

The learning outcomes of the module will be tested in the two-hour exam – which will make up 40% of the final mark for the module. In addition to the requirement to demonstrate knowledge and understanding of the secondary literature, H students will be expected to make critical use of primary sources in their exams.

Synopsis

The module will study the economic, environmental, social and political crisis of the fourteenth century, which had a long-term impact on the population of the British Isles and beyond. The fourteenth century was a troublesome period in European history. After some two centuries of economic growth, demographic expansion and relative social stability, Europe entered the era of harsh socio-economic crises, bio-ecological shocks, climatic deterioration and political turmoil. The ubiquitous 'Four Riders of the Apocalypse', as seen by the contemporaries, brought much hardship upon all strata of European society. The Black Death of 1348-51, whose nature is still debatable, killed about 40 per cent of British population and altered the land-to-labour ratio, leading to far-reaching social and economic changes within the society. Violent and costly wars of England against Scotland and France commanded increased taxation, caused supply shock, high transaction costs and hence high prices and low real wages. Between 1314 and 1322, there was a series of failed harvests, brought about by continuous torrential rain and exceptionally cold winters. This agrarian crisis, or the 'Great Famine', caused starvation and malnourishment, chiefly among the lower echelons of the society. The famine spread chaos and anarchy over the country, with crime rates going up. To these should be added another significant biological crisis: mass cattle mortality of panzootic proportions, which ravaged the whole of Northern Europe and decimated its bovine stocks. This period can be regarded as truly a watershed one in British, and European history, and there is no doubt that it has changed the existing economic and social order forever.

This module will look at each and every of these crises and at the interaction between them. A particular attention will be given to reading primary sources, shedding much light on our understanding of these crises. In addition, each class will involve a reading and discussion of one scholarly work (an article, or a book chapter) related to the subject.

1. An introduction to the Fourteenth-Century Crisis: themes, sources and problems
2. In the wake of the storm: thirteenth-century prosperity and growth
3. The problem of overpopulation in Europe c.1300: Malthusian Crisis?
4. The famine of 1315-21: the worst subsistence crisis in the West ever recorded?
5. The Great Cattle Pestilence of 1319-21 and its consequences (one session is to be held at the Canterbury Cathedral Archives; TBA)
6. England in war: the Scottish War of Independence (1296-1328) and the Initial Stages of the Hundred Years War (1337-56)
7. The Black Death (a): diagnosis, rates and scholarship
8. The Black Death (b): short- and long-term socio-economic impact, c.1350-1400
9. The Black Death (c): birth of a morbid culture
10. Conclusions and wrapping-up

Preliminary Reading

Aberth, J., *From the Brink of the Apocalypse* (London, 2001) Baillie, M., *New Light on the Black Death: the Cosmic Connection* (Stroud, 2006) Benedictow, O., *Black Death: 1346-1353, the Complete History* (Woodbridge, 2004) Campbell, B. M. S., *English seigniorial agriculture, 1250–1450* (Cambridge, 2000). Campbell, B. M. S. and Bartley, K., *England on the eve of the Black Death. An atlas of lay lordship, land and wealth, 1300–49* (Manchester, 2006). Cantor, N., *In the Wake of the Plague. The Black Death and the World it Made* (New York, 2001) Dyer, C., *Standards of living in the later middle ages: social change in England, c. 1200–1520* (Cambridge, revised edn.1989). Jordan, W. C., *The Great Famine: northern Europe in the early fourteenth century* (Princeton, N.J., 1996). McNamee, C., *The Wars of the Bruces: Scotland, England and Ireland, 1306–1328* (East Linton, 1997). Ó Gráda, C., *Famine. A short history* (Princeton, N.J., 2009).

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| HI6016 | The English Reformation and the Invention of the Middle Ages | | | | | |
|---------|--|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 30 (15) | 100% Coursework | |

Method of Assessment

100% Coursework

Synopsis

The course will begin with an examination of the kinds of books that were contained in the English monasteries and other places of learning in the early sixteenth century. This will be followed by a section on the dissolution of individual houses and the an analysis of what was destroyed and what survived. The role of individual collectors and the reasons for the preservation of groups of books will be discussed at some length. We will then look at the histories of English writers that were compiled by the various antiquaries, John Leland and John Bale in particular, and see how very differently individuals construed the evidence. The course will end with a discussion of the 'national' libraries that were established to house the spoils.

A provisional list of topics is as follows:

1. English monastic booklists and their contents.
2. Early printed books in the English monasteries.
3. The formation of the royal library.
4. Henry VIII as reader and annotator of books.
5. The French connexion in the English humanist enterprise.
6. John Leland and his booklists.
7. John Twyne and the rescue of Canterbury books.
8. Other antiquaries.
9. John Leland's history of English letters.
10. John Bale's history of English letters.
11. Matthew Parker and the formation of Corpus Christi College, Cambridge.

Preliminary Reading

The Books of King Henry VIII and His Wives. London: The British Library, 2004

John Leland. *De uiris illustribus / On Famous Men*. Toronto & Oxford: Pontifical Institute of Mediaeval Studies and Bodleian Library), 2010

The Libraries of King Henry VIII. London: The British Library, 2000

Index Britanniae Scriptorum. John Bale's Index of British and Other Writers. Ed. R. L. Poole and Mary Bateson. Cambridge: D. S. Brewer, 1990

The Cambridge History of Libraries in Britain and Ireland, volume I: to 1640, ed. Elisabeth Leedham-Green and Teresa Webber (Cambridge: C.U.P. 2006)

The Cambridge History of the Book in Britain, III: 1400-1557, ed. Lotte Hellinga and J. B. Trapp (Cambridge: C.U.P., 1999)

The Cambridge History of the Book in Britain, IV: 1557-1695, ed. John Barnard and D. F. McKenzie (Cambridge: C.U.P., 2002)

George W. Bernard, *The King's Reformation: Henry VIII and the Remaking of the English Church* (New Haven/London: Yale U.P. 2005)

Timothy Graham & Andrew G. Watson, *The Recovery of the Past in Early Elizabethan England* (Cambridge: Cambridge University Press, 1998)

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

Contact Hours

11 weekly sessions at the Royal Engineers Museum, Library and Archive (33 contact hours) plus four group progress sessions (8 contact hours) on Canterbury campus. Total contact hours: 41 hours; total independent study hours: 259; total study hours: 300

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

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

Restrictions

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

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

Method of Assessment

One essay exploring the historical role of the Royal Engineers based upon the student's particular interest. Essay length 3000 words.

The production of two reflective reports outlining what the student has learned about the processes of a) cataloguing and curating and b) presenting materials.

The production of three 500 word summaries of particular items they have worked on to be uploaded to the REMLA website as the 'Artefact of the Month'.

Preliminary Reading

Bettina Messias Carbonell, *Museum Studies: an anthology of contexts* (Maldon MA: Blackwell, 2004)

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

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

Roy M. Macleod and Deepak Kumar, *Technology and the Raj: western technology and technical transfers to India, 1700-1947* (New Delhi and London: Thousand Oaks and Sage, 1995)

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

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

| HI6018 Victorian Science | | | | | | |
|---------------------------------|------------|---------|-------|---------------|-----------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 30 (15) | 100% Coursework | Sleigh Dr C |

Synopsis

During the nineteenth century science a wide variety of theories and technologies, ranging from dinosaurs to electrical wonders, was eagerly consumed by public audiences. In the course of this, science itself – the ability to create trustworthy knowledge – was defined and redefined. During the turbulent 1830s and 40s, men of science (newly dubbed 'scientists' by Samuel Coleridge Taylor) fought to keep their researches safe from the atheist or radical political uses such as the early evolutionists threatened. By 1859, Darwin could publish his theory of evolution without the risk of provoking cultural calamity. His book was pitched into a public well used to public science, from the electrical displays of lower-class London to the thoughtful reviews of George Eliot in middle-class journals. T. H. Huxley seized on Darwin's theory, and the public platforms of science, to attempt to establish scientists as the new cultural authorities fit for the Victorian age. This module captures something of the public drama of Victorian science, its characters, audiences and ambitions.

Preliminary Reading

- Peter J. Bowler, and Iwan Rhys Morus. *Making modern science: A historical survey*. University of Chicago Press, 2010.
- Adrian Desmond, *The Politics of Evolution*
- Ralph O'Connor, *The Earth on Show*
- James Secord, *Victorian Sensation*
- Iwan Morus, *Frankenstein's Children*
- Bernard Lightman, *Victorian popularizers of science: Designing nature for new audiences*. University of Chicago Press, 2009.
- Bernard Lightman, ed. *Victorian science in context*. University of Chicago Press, 2008.
- Aileen Fyfe and Bernard Lightman, eds. *Science in the marketplace: nineteenth-century sites and experiences*. University of Chicago Press, 2007.
- Paul White, T. H. Huxley: *Making the Man of Science*

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| HI6021 | Famine in Pre-Industrial Societies | | | | | |
|---------|------------------------------------|-------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | |

Method of Assessment

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

The coursework component will be assessed as follows:

- 1) 3 x 3000 word essays, each worth 20% of the coursework mark (8% of the total mark), relating especially to learning outcomes 11.1-4 and 12.1-5
- 2) One in-class test, worth 20% of the coursework mark (8% of the total mark), relating especially to learning outcomes 11.1-4 and 12.1-5
- 3) A 15 minute presentation, worth 20% of the coursework mark (8% of the total mark), relating to learning outcomes 11.3-4 and 12.1-2 and 4-5.

Exams

The module will also be tested in 2 x two-hour exams – which will make up 60% (30% each) of the final mark for the module. In addition to the requirement to demonstrate knowledge and understanding of the secondary literature, one exam will require students to engage critically with primary sources. The exams will evaluate students' mastery of the outcomes described in 11.1-4 and 12.1 and 3-5.

Synopsis

Despite several revolutions in agriculture and more intensive farming than ever before, famine and its attendant evils – disease, chronic malnutrition, civil unrest – remain a threat to all but the wealthiest countries. Even in the 'first world', the spectre of food shortage has only been dispelled in the last century. The international community frequently debates food aid to starving nations, particularly those in Sub-Saharan Africa. In our own national politics, food supply issues, from environmental degradation to genetically modified foods, are constant topics of argument. While some writers herald modern agricultural achievement as the long-term solution to the pressures of the global food-supply, others continue to warn of the possibility or even inevitability of greater crises to come.

In this course, we will investigate underlying causes of famines, the policies of nations to guard against the failure of their food-supply and people's experiences of hunger and starvation. We will also examine the clashes between differing visions of modernization, environmentalism and human rights. Finally, we will consider the difference between chronic malnutrition and outright starvation, the definition of "famine" and popular representations of starvation and suffering. By studying several famous famines in history – the Irish Potato Famine and the Great Famine of medieval Europe, among others – we will seek to understand more than historic famines in themselves, but also to recognize the social, political, medical and cultural underpinnings of disasters that might await us in the future.

Learning Outcomes

11. The intended subject specific learning outcomes

As a consequence of taking this module all students will have:

11.1 acquired a firm grasp of the history and place of famine in pre-Industrial societies and its relevance for the appreciation of its omnipresent threat to the 'developing' world

11.2 demonstrated a broad conceptual command of the course, and a thorough, critical and systematic understanding of the latest research on the subject of the famine

11.3 demonstrated their abilities to deal and work with a wide range of primary sources, both visual and written.

11.4 acquired the ability to analyse key texts and other materials critically at a high level

12. The intended generic learning outcomes

As a consequence of taking this module all students will have:

12.1 enhanced their ability to express complex ideas and arguments orally and in writing, skills pertaining to and applicable to other areas of study and employment

12.2 enhanced communication, presentational skills and information technology skills

12.3 demonstrated the acquisition of an independent learning style when engaging with the course content, including, but not limited to, the preparation and presentation of course work, carrying out independent research, compiling bibliographies, contributing to in-class debates, showing the ability to reflect on their own learning and conceiving and formulating complex arguments in both oral and written form

12.4 analysed, constructed, discussed, and demonstrated coherent and critical understanding of central texts and, subsequently, assembled and presented arguments based on this analysis

12.5 approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches

12.6 demonstrated independent learning skills by being able to locate, use and analyse a wide range of scholarly sources and resources, including up-to-date research in peer-reviewed journals, monographs, information technology, relevant subject bibliographies and other primary and secondary sources.

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Preliminary Reading

- Amartya Sen, *Poverty and Famines: An Essay on Entitlement and Deprivation* (Oxford, 1983).
- Jenny Edkins, *Whose Hunger?: Concepts of Famine, Practices of Aid* (U. of Minnesota Press, 2001).
- Henri Van der Zee, *The Hunger Winter: Occupied Holland 1944-1945* (U. of Nebraska Press, 1998).
- John Steinbeck, *The Grapes of Wrath* (New York: Viking Penguin, 1989).
- Cormack O Grada, *Famine: A Short History* (Princeton, 2009)

| HI6024 | Napoleon and Europe, 1799 - 1815 | | | | | |
|---------|----------------------------------|-------------------|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Caiani Dr A |

Method of Assessment

This module will be assessed by coursework and examination in a 40% coursework and 60% exam ratio.

The coursework component will be assessed as follows:

3 x 3000 word essays, each worth 20% of the coursework mark (24% of the total mark). This relates in particular to LOs 12.1, 12.2, 12.3, & LO 11.5

One 1000 word in-class test, worth 20% of the coursework mark (8% of the total mark) This relates in particular to learning outcome 11.3.

A 15 minute presentation, worth 20% of the coursework mark (8% of the total mark) This relates in particular to learning outcomes LOs 12.3, 12.4 & 11.5

The Examination element will be as follows:

The module will be examined by two 2-hour papers (each of which will make up 30% of the final module mark). In addition to the requirement to demonstrate knowledge and understanding of the secondary literature, one exam will require students to engage critically and in depth with primary sources. The examination will evaluate students' mastery of the outcomes described in LOs 11.1-4.

Synopsis

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

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

Learning Outcomes

11. The intended subject specific learning outcomes

By taking this module, students will

11.1 Acquire a deep awareness of the factual material and analytical tools necessary to understand the nature & mission of the Napoleonic Empire and its trans-European impact.

11.2 Gain a critical understanding of France's constantly evolving military and diplomatic priorities.

11.3 Obtain knowledge of the most important political and military turning points of the period, and some of the historiographical battles waged around the subject.

11.4 Develop their ability to discuss the analytical and conceptual problems raised in the special subject, and to present their work in written and oral form.

11.5 Gain an enhanced understanding of the diversity of human cultures, and the effects of Empire on different geographic, political, social and cultural contexts.

11.6 Learn to find, use, critique and evaluate relevant primary sources on the Napoleonic Empire.

12. The intended generic learning outcomes

12.1 Through this course, students will develop a range of intellectual, research and transferable skills. They will come to understand the problems that are inherent in the historical record and the limits within which interpretation is possible

12.2 They will develop critical thought and independence of mind, the capacity to marshal subtle and sophisticated arguments, and the ability to challenge received conclusions

12.3 Students will improve their essay writing and oral presentation skills. They will also learn how to make good use of the relevant library resources and, where necessary, their word processing skills.

12.4 Students will gain transferable skills in the following four areas: communication, improvement in learning, working with others and problem solving

Preliminary Reading

- Michael Broers, *Europe under Napoleon 1799-1815* (London, 1996)
- Connelly, Owen, *Napoleon's satellite kingdoms managing conquered peoples* (Malabar, 1990)
- Geoffrey Ellis, *The Napoleonic Empire* (London, 1991)
- Clive Emsley, *Napoleon conquest, reform and reorganisation* (London, 2003)
- Alan Forrest and Philip Dwyer, *Napoleon and His Empire, Europe, 1804-1813*
- Alexander Garb, *Napoleon and the Transformation of Europe* (Basingstoke, 2003)
- Stuart Woolf, *Napoleon's integration of Europe* (London, 1991)

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| HI6025 Everyday Life in Modern Europe | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|---------------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 30 (15) | 60% Coursework, 40% Exam | |
| 2 | Canterbury | Autumn | I | 30 (15) | | |
| 2 | Canterbury | Spring | I | 30 (15) | 60% Coursework, 40% Exam | van den Heuvel Dr D |

Contact Hours

3 hours per week

Synopsis

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

Preliminary Reading

- T. Brady, H. Oberman, J. Tracy (eds.), Handbook of European History, 1400-1600 2 vols.(Grand Rapids 1994).
- H. Kamen European Society 1500-1700 (London, 1984).
- D. Nicholas The Transformation of Europe, 1300-1600 (London, 1999).
- M. Wiesner-Hanks, Early Modern Europe, 1450-1789 (Cambridge, 2006).
- E. Cameron (ed.), Early modern Europe; an Oxford History (Oxford, 1999).
- W. Beik, A Social and Cultural History of Early Modern France (Cambridge, 2009)
- R.Scribner & S.Ogilvie (eds.), Germany. A New Social and Economic History, 1450-1800, 2 vols. (London, 1996)
- J.H. Elliott, Imperial Spain 1469-1716 (1963).
- M. Prak, The Dutch Republic in the Seventeenth Century: The Golden Age (Cambridge, 2005).
- S. Kettering French Society 1589-1715 (London, 2001).
- J.Casey, Early modern Spain, a social history (London, 1999).
- Chr. Black, Early modern Italy, a social history (London, 2001).
- K. Wrightson, Earthly Necessities: Economic Lives in Early Modern Britain (2000).

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| HI6029 | The Great War: British Memory, History and Culture | | | | | |
|---------|--|-------------------|-------|---------------|--------------------------|-----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Donaldson Dr PM |

Contact Hours

3 hours per week across the Autumn and Spring terms.

Method of Assessment

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

The coursework component will be assessed as follows:

- 1) 3 x 3000 word essays, each worth 20% of the coursework mark (8% of the total mark)
- 2) One in-class test, worth 20% of the coursework mark (8% of the total mark)
- 3) A 15 minute presentation, worth 20% of the coursework mark (8% of the total mark)

Exams

The module will also be tested in 2 x two-hour exams – which will make up 60% (30% each) of the final mark for the module.

Synopsis

The module explore how far the Great War has infiltrated into modern culture and 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 the module will examine 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 a number of the courses dealing with British military history in the twentieth century.

Learning Outcomes

11. The intended subject specific learning outcomes

As a consequence of taking this module all students will have:

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

12. The intended generic learning outcomes

As a consequence of taking this module all students will have:

- 12.1 enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment
- 12.2 enhanced communication, presentational skills and information technology skills demonstrating the acquisition of an independent learning style
- 12.3 analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis
- 12.4 approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches

Preliminary Reading

Brian Bond, *The Unquiet Western Front* (Cambridge 2002)
Brian Bond (ed.), *The First World War and British military History* (Oxford 1991)
Modris Eksteins, *The Rites of Spring*, (Toronto 1989)
Paul Fussell, *The Great War and Modern Memory* (Oxford 1975)
Samuel Hynes, *A War Imagined: the First World War and English Culture* (London 1990)
Martin Stephen, *The Price of Pity* (London 1994)
Dan Todman, *The Great War: Myth and Memory* (London 2005)
Jay Winter and Antoine Prost, *The Great War in History* (Cambridge 2005)

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| HI6030 | Empires of Religion | | | | | |
|---------|---------------------|-------------------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Manktelow Dr E |

Contact Hours

3 hours per week.

Method of Assessment

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

The coursework component will be assessed as follows:

- 1) 2 x 10-minute oral presentation (10% each = 20)
- 2) 4 x 1,000-word source commentary (10% each = 40)
- 3) 2 x 3,000-word thematic essay (20% each = 40)

The exam component will be assessed through in 2 x two-hour exams – which will make up 60% (30% each) of the final mark for the module.

Synopsis

'At the height of the imperial age church people liked to argue that religion and the British empire were inseparable – that the visible, commercial and political empire was woven into the fabric of another, invisible country – a spiritual empire.'

[Hilary M Carey, *Empires of Religion*, p. 1]

This course will critically interrogate that assertion, asking and answering the question of how far empire was interested in the spiritual mission, and how far missionaries can be considered agents of imperialism. In so doing it will interact with issues of how we define imperialism, how useful the idea of cultural imperialism can be to the modern historian, and how we might talk meaningfully about 'the colonising project'. Students will be introduced to the history of British cultural engagement and encounter with indigenous peoples within and outside of the empire; will analyse and discuss the socio-economic, cultural and religious impact of Christian mission in the 'age of expansion'; and will tease out issues of cultural encounters, indigenous agency and resistance, race, racism and cultural chauvinism, and the impact of mission literature and experience on the British public's own imaginative engagement with non-western peoples. Students will emerge with a complex understanding of colonialism, in all its variegated forms, and how it has shaped (and continues to shape) the modern world.

This course follows both a chronological and a thematic approach to mission and imperial history. The first term will provide students with a basic (and regionally specific) introduction to mission history, from evangelicalism and empire, through anti-slavery and imperial trusteeship, to the more thematic intersections between gender, religion and empire. It will end at the height of the 'civilising mission' with consideration of the missionary slogan 'Christianity, commerce and civilisation'. Building on the knowledge gained in the first term, the second term will revolve more around thematic questions: how do we conceptualise indigenous agency within empires of religion? How useful is the concept of cultural imperialism to historians of mission and empire? How did missionary literature mediate popular perceptions of the colonial 'other'? It will conclude with the question with which the course starts: how far were missionaries complicit agents of British imperialism?

Learning Outcomes

As a consequence of taking this module all students will have

1. acquired a thorough knowledge of Britain's colonial encounter in the years 1780-1914.
2. developed strong analytical and critical skills and be able to evaluate and assess the imperial history of Christian mission.
3. developed the ability to understand and critically engage with complex historiographical debate and dispute.
4. developed an ability to critically analyse a range of primary sources including letters, diaries, journals, memoirs, published and unpublished material (among many others).
5. demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.
6. demonstrated an ability to digest, select and organise material to produce, to a deadline, a coherent and cogent argument, developed through the mode of assessment, in either written or oral form.
7. demonstrated an ability to think critically about a range of complex and diverse topics relating to Britain's history of global encounter.

Preliminary Reading

- Carey, Hilary M. (ed), *Empires of religion* (Basingstoke: Palgrave Macmillan, 2008).
- Cox, Jeffrey, *The British missionary enterprise since 1700* (London: Routledge, 2008).
- Etherington, Norman, *Missions and Empire*, Oxford History of the British Empire Companion Series (Oxford University Press, 2005).
- Hall, Catherine, *Civilising subjects: metropole and colony in the English imagination, 1830-1867* (Oxford: Polity, 2002).
- Levine, Philippa, *The British Empire: Sunrise to Sunset* (2007).
- Porter, Andrew (ed), *The Imperial Horizons of British Protestant Missions, 1880-1914* (Grand Rapids, Mich: W.B. Eerdmans Pub., 2003).
- Porter, Andrew, *Religion versus empire? British protestant missionaries and overseas expansion, 1700-1914* (Manchester: Manchester University Press, 2004).
- Robert, Dana L., *Christian Mission: How Christianity became a world religion* (Wiley-Blackwell, 2009).
- Stanley, Brian, *The Bible and the flag: Protestant missions and British imperialism in the nineteenth and twentieth centuries* (Apollos, 1990).

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

Method of Assessment

The module will be assessed by coursework (40%) and exam (60%).

- 1) 1 x 3000-word essay on an aspect of Nazi Germany = 20% of final mark. Relates to learning outcomes 11.1-5 and 12.1
- 2) 1x 3000-word essay on an aspect of Vichy France = 20% of final mark. Relates to learning outcomes 11.1-5 and 12.1
- 3) 1x two-hour unseen written examination paper (answer two questions, one on Germany, one on France) = 60% of final mark. Relates to learning outcomes 11.1-5 and 12.1.

These methods of assessment will:

- test the ability of students to think critically;
- access a range of sources and marshal effective arguments organise and communicate information and interpretations of information lucidly;
- work with others in a group and improve their own learning;
- reflect upon the nature of the discipline and their own involvement with it.

Synopsis

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

Learning Outcomes

11. The intended subject specific learning outcomes

Through exposure to case studies from Nazi Germany and Vichy France, students who have completed this class will have:

- 11.1 gained an in-depth knowledge of the themes of persecution, repression and resistance;
- 11.2 obtained a broad knowledge of some of the historiographical debates surrounding the subject and be well positioned to judge between competing interpretations of this era;
- 11.3 formulated their own opinions on a variety of historiographical approaches, developed their oral and written communication skills and presented a clear historical argument supported with relevant evidence;
- 11.4 engaged with selected representations, drawn from a range of primary source materials including official documents, filmic representations, posters, autobiographies, diaries and oral histories;
- 11.5 engaged with a range of secondary source materials including articles and monographs and have practiced selecting and deploying historical information.

12. The intended generic learning outcomes

Throughout the study of this module, all students should have:

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

Preliminary Reading

Germany

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

France

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

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

Method of Assessment

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

Coursework

The coursework component will be assessed as follows:

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

Exams

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

Synopsis

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

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

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

Learning Outcomes

11. The intended subject specific learning outcomes

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

- 11.1 Gained a sophisticated understanding of the relationship between Britain and France between 1904 and 1945. They will be able to identify, analyse and discuss the nature of this relationship and how it had a bearing on other European countries.
- 11.2 Gained a detailed knowledge of the operation of European diplomacy in the first half of the twentieth century.
- 11.3 Gained a working knowledge of some key concepts in diplomatic theory, for example, balance of power diplomacy, crisis diplomacy.
- 11.4 Challenged received wisdoms about the apparent advantages of being on the winning side at the end of a war.

12. The intended generic learning outcomes

By the end of this module, students will have:

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

Preliminary Reading

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

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| HI6035 | Anglo-French Relations 1904 - 1945 | | | | | |
|---------|------------------------------------|---------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 30 (15) | 60% Exam, 40% Coursework | Johnson Prof G |

Method of Assessment

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

Coursework

H students

The coursework component will be assessed as follows:

- 1) 2 x 3000 word essays, each worth 40% of the coursework mark, relating especially to learning outcomes 11.1-5 and 12.1-5.
- 2) A 15 minute presentation, worth 10% of the final coursework mark, relating to learning outcomes 11.1-5 and 12.1-3, and 5.
- 3) A general seminar performance mark, worth 10% of the coursework mark, relating especially to learning outcomes 11.1-5 and 12.2 and 5

Exams

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

Synopsis

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

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

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

Learning Outcomes

11. The intended subject specific learning outcomes

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

- 11.1 Gained a sophisticated understanding of the relationship between Britain and France between 1904 and 1945. They will be able to identify, analyse and discuss the nature of this relationship and how it had a bearing on other European countries.
- 11.2 Gained a detailed knowledge of the operation of European diplomacy in the first half of the twentieth century.
- 11.3 Gained a working knowledge of some key concepts in diplomatic theory, for example, balance of power diplomacy, crisis diplomacy.
- 11.4 Challenged received wisdoms about the apparent advantages of being on the winning side at the end of a war.

In addition, H level students will have:

11.5 Obtained the skills to think critically and analytically; be able to write prose that shows insight into the issues discussed using a combination of primary and secondary sources; be able to use the scholarly apparatus of referencing and construction of a bibliography accurately.

12. The intended generic learning outcomes

By the end of this module, students will have:

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

In addition, H level students should have:

12.3 demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form

12.4 acquired the ability to approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches

12.5 gained the ability to present the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts

Preliminary Reading

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

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| HI6036 | | Science Satirised | | | | |
|---------|------------|-------------------|-------|---------------|--------------------------|--------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 30 (15) | 60% Exam, 40% Coursework | Higgitt Dr R |

Method of Assessment

- One essay based on a primary source (2000 words – 35%). This will ensure deep engagement with and critical examination of the primary sources examined during the course.
- Participation in online forums (2000 words total) and seminars discussions (20%). This will ensure a consistent engagement with the seminar readings and development of peer-to-peer learning.
- One essay (3000 words – 45%). Through the essay, students learn to research a subject, engage with the historiography, and formulate and present their own opinions.

Synopsis

By looking at how science and its practitioners have been represented in or made use of satire, we gain an important perspective on how science and society have interacted as the former came to dominance as an authoritative source of knowledge. Friends and enemies of science have used satire to gain sympathy or call its claims into question. Where science has provoked hope, fear, admiration or suspicion, where it has been deeply involved in political or military endeavour, where it has overstated its claims or fed visions of a better future, satire has cast popular and elite opinions into sharp relief. From Thomas Shadwell's *The Virtuoso* and *Gulliver's Travels*, Georgian and Victorian caricature, science fiction and Cold War film, to *The Simpsons* and the *Infinite Monkey Cage*, science and the men and women who have produced it have proved to be fertile sources for comedy and biting wit.

Learning Outcomes

11. The intended subject specific learning outcomes

Students participating in this module will:

- 11.1 Gain knowledge the contested and changing nature of the relationship between science, scientific practitioners and wider publics in Britain and the USA from the late 17th century to the present
- 11.2 Gain knowledge and a critical understanding of a representative sample of science historiography
- 11.3 Be introduced to the role of satire in the public sphere and how it can reflect and influences opinion
- 11.4 Gain an understanding of key themes explored by historians of science in exploring the relationship of science with the public
- 11.5 Gain an understanding of how the historical methodologies used by historians of science translate into written histories
- 11.6 Gain critical perspective on how science is portrayed in various media, and to apply these concepts in the classroom and beyond
- 11.7 Be able to evaluate and make use of a range of written and visual sources for understanding the impact of science on wider culture and vice versa

12. The intended generic learning outcomes

Students will have:

- 12.1 enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment
- 12.2 enhanced communication, presentational skills and information technology skills
- 12.3 practice working both independently – for example in preparing for seminars and research and information-gathering for essays – and within groups, being encouraged to interact and cooperate through the forum and within seminars

Preliminary Reading

- John H. Cartwright and Brian Baker, *Literature and Science: Social Impact and Interaction* (Santa Barbara, CA: ABC-CLIO, 2005)
- Joseph M Gide, 'Shadwell and the Royal Society', *Studies in English Literature* 10 (1970), 469-490
- Gregory Lynall, *Swift and Science: the Satire, Politics and Theology of Natural Knowledge, 1690-1730* (Palgrave Macmillan, 2012)
- Joseph Levine, *Dr Woodward's Shield: History, Science, and Satire in Augustan England* (Cornell University Press, 1991)
- James A. Secord, 'Scrapbook science: composite caricatures in late Georgian England', in Ann B. Shteir and Bernard V. Lightman, *Figuring it Out: Science, Gender, and Visual Culture* (UPNE, 2006), pp. 164-191
- J.G. Paradis, 'Satire and science in Victorian culture', in Bernard Lightman (ed.), *Victorian Science in Context* (University of Chicago Press, 1997), 143-75
- M.J.S. Rudwick, 'Caricature as a source for the history of science: De La Beche's *Anti-Lyellian Sketches of 1831*', *Isis* 66 (1975), 534-60

| HI6037 | | Science Satirised | | | | |
|---------|------------|-------------------|-------|---------------|--------------------------|--------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 30 (15) | 60% Exam, 40% Coursework | Higgitt Dr R |

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Method of Assessment

The module will be assessed by 40% coursework and 60% examination:

- Assignment 1 - One essay (2000 words – 70% of the coursework component). Through the essay, students learn to research a subject and to formulate and present their own opinions [addresses subject specific outcomes as described in 11, appropriate to level, and practice skills and assess strengths in relation to 12.1-3]
- Assignment 2 - Participation in online forums (2000 words total) and seminars discussions (30% of the coursework component). This will ensure a consistent engagement with the seminar readings and development of peer-to-peer learning [addresses particularly 12.2-3, and 12.4-7 for H level]
- A two-hour examination, testing acquisition of knowledge and ability to apply the principles and concepts explored during the module (100% of the exam component) [addresses 11.1-7, plus 11.8-11 for H level, 12.1-3, and 12.5-6 for H level]

Synopsis

By looking at how science and its practitioners have been represented in or made use of satire, we gain an important perspective on how science and society have interacted as the former came to dominance as an authoritative source of knowledge. Friends and enemies of science have used satire to gain sympathy or call its claims into question. Where science has provoked hope, fear, admiration or suspicion, where it has been deeply involved in political or military endeavour, where it has overstated its claims or fed visions of a better future, satire has cast popular and elite opinions into sharp relief. From Thomas Shadwell's *The Virtuoso* and *Gulliver's Travels*, Georgian and Victorian caricature, science fiction and Cold War film, to *The Simpsons* and the *Infinite Monkey Cage*, science and the men and women who have produced it have proved to be fertile sources for comedy and biting wit.

Learning Outcomes

11. The intended subject specific learning outcomes

Students participating in this module will:

- 11.1 Gain knowledge the contested and changing nature of the relationship between science, scientific practitioners and wider publics in Britain and the USA from the late 17th century to the present
- 11.2 Gain knowledge and a critical understanding of a representative sample of science historiography
- 11.3 Be introduced to the role of satire in the public sphere and how it can reflect and influences opinion
- 11.4 Gain an understanding of key themes explored by historians of science in exploring the relationship of science with the public
- 11.5 Gain an understanding of how the historical methodologies used by historians of science translate into written histories
- 11.6 Gain critical perspective on how science is portrayed in various media, and to apply these concepts in the classroom and beyond
- 11.7 Be able to evaluate and make use of a range of written and visual sources for understanding the impact of science on wider culture and vice versa

In addition H students will have:

- 11.8 Demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.
- 11.9 Demonstrated their capacity to assess and critically engage with primary sources.
- 11.10 Demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.
- 11.11 The ability to analyse key texts and other materials critically at a high level

12. The intended generic learning outcomes

I and H level students will have:

- 12.1 enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment
- 12.2 enhanced communication, presentational skills and information technology skills
- 12.3 practice working both independently – for example in preparing for seminars and research and information-gathering for essays – and within groups, being encouraged to interact and cooperate through the forum and within seminars

In addition, H level students will be able to:

- 12.4 demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form
- 12.5 analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also gain an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module
- 12.6 approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches
- 12.7 present the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts

Preliminary Reading

- John H. Cartwright and Brian Baker, *Literature and Science: Social Impact and Interaction* (Santa Barbara, CA: ABC-CLIO, 2005)
- Joseph M Gide, 'Shadwell and the Royal Society', *Studies in English Literature* 10 (1970), 469-490
- Gregory Lynam, *Swift and Science: the Satire, Politics and Theology of Natural Knowledge, 1690-1730* (Palgrave Macmillan, 2012)
- Joseph Levine, *Dr Woodward's Shield: History, Science, and Satire in Augustan England* (Cornell University Press, 1991)
- James A. Secord, 'Scrapbook science: composite caricatures in late Georgian England', in Ann B. Shteir and Bernard V. Lightman, *Figuring it Out: Science, Gender, and Visual Culture* (UPNE, 2006), pp. 164-191
- J.G. Paradis, 'Satire and science in Victorian culture', in Bernard Lightman (ed.), *Victorian Science in Context* (University of Chicago Press, 1997), 143-75
- M.J.S. Rudwick, 'Caricature as a source for the history of science: De La Beche's *Anti-Lyellian Sketches of 1831*', *Isis* 66 (1975), 534-60

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| HI6039 The Rights Revolution: The 20th Century US Supreme Court & Society | | | | | | |
|--|------------|-------------------|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Conyne Dr G |

Method of Assessment

60% Exam, 40% Coursework

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)

| HI6040 The Discovery of the World c.1450 - 1800 | | | | | | |
|--|------------|-------------------|-------|---------------|--------------------------|------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Stein Dr T |

Method of Assessment

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

The coursework component will be assessed as follows:

- 1) 2 x 2500 word essays, each worth 15% of the coursework mark (each worth 6% of the total mark), relating especially to learning outcomes 11.1-5 and 12.1-5
- 2) 1 x 3500 word essays, worth 30% of the coursework mark (12% of the total mark), relating especially to learning outcomes 11.1-5 and 12.1-5
- 3) 2 x 15 minute presentations, each worth 20% of the coursework mark (each worth 8% of the total mark), relating to learning outcomes 11.3-5 and 12.1-2 and 4-5.

Exams

The module will also be tested in 2 x two-hour exams – which will make up 60% (30% each) of the final mark for the module. In addition to the requirement to demonstrate knowledge and understanding of the secondary literature, one exam will require students to engage critically with primary sources. The exams will evaluate students' mastery of the outcomes described in 11.1-5 and 12.1 and 3-5.

Synopsis

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

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

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Learning Outcomes

11. The intended subject specific learning outcomes

As a consequence of taking this module all students will have:

11.1 acquired a firm grasp of the history of European discoveries between the 15th and the 18th century and of their intellectual, religious and cultural consequences.

11.2 demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.

11.3 demonstrated their capacity to assess and critically engage with a wide range of primary sources, both visual and written.

11.4 demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

11.5 acquired the ability to analyse key texts and other materials critically at a high level

12. The intended generic learning outcomes

As a consequence of taking this module all students will have:

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

12.2 enhanced communication, presentational skills and information technology skills

12.3 demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form

12.4 analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module

12.5 approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches

Preliminary Reading

- Abulafia, David, *The Discovery of Mankind: Encounters in the Age of Columbus* (New Haven 2008)
- Benjamin, Thomas, *The Atlantic World. Europeans, Africans, Indians and Their Shared History, 1400-1900* (Cambridge 2009)
- Bitterli, Urs, *Cultures in Conflict. Encounters between European and non-European cultures, 1492-1800* (Stanford, 1989)
- Grafton, Anthony, *New Worlds, Ancient Texts. The Power of Tradition and the Shock of Discovery* (Cambridge, Mass. 1992)
- Hunt, Lynn et al. *The Book that Changed Europe. Picart and Bernard's Religious Ceremonies of the World* (Cambridge, Mass. 2010).
- Laven, Mary, *Matteo Ricci and the Jesuit Encounter with the East* (London, 2011)
- Rubiés, Joan-Pau, *Travellers and Cosmographers. Studies in the History of Early Modern Travel and Ethnography* (Aldershot, 2007)
- Stagl, Justin *A History of Curiosity. The Theory of Travel 1550-1800* (Chur, 1995)

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| HI6041 The Crusades in the Thirteenth Century | | | | | | |
|---|------------|-------------------|-------|---------------|--------------------------|------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Bombi Dr B |

Contact Hours

3 per week, across the Autumn and Spring terms

Synopsis

This course examines the place of crusading within Medieval society focusing on the thirteenth century, especially on the period between c. 1200 and 1291. It will consider crusading against the Muslims in the Holy Land as well as crusading within Europe, especially in Southern France against the Cathar heresy and in northern Europe, where crusading was used as a device to convert the pagans in the Baltic region. The module will deal with issues such as holy war, ecclesiastical control over crusading, conversion of heretics and pagans, trades within the Mediterranean and with Medieval Russia, military strategies, funding warfare, political alliances, military orders, diplomatic relations with the Greek and Arab worlds, preaching, pilgrimage and cultural encounters. The course will be structured around themes including: what is a crusade; how to plan a crusade; crusades in the twelfth century; the Third Crusade; the military orders; crusading castles; trades; cultural encounters; crusade and mission; the Fourth crusade; the crusades against the Cathars; crusades in northern Europe; the Fifth crusade; St. Francis of Assisi and the conversion of al-Kamil; Frederick II and the conquest of Jerusalem; Louis IX and the crusades; the fall of Acre in 1291; the trial of the Templars.

Issues such as warfare, the importance of religion, and the presence of the Church within the Medieval society will inform the course's approach to the material. The course will draw on narrative, hagiographical, documentary and visual sources. The course will require students to engage with primary sources, and to think critically about theoretical approaches toward these issues. If possible, a visit the relevant museums and archival collections in London will be arranged.

Preliminary Reading

- J. Riley-Smith, *What were the crusades?* 3rd edn. (Palgrave MacMillan, 2002)
- C. Tyerman, 'Were there any crusades in the Twelfth Century?', *English Historical Review* 110 (1995)
- S. Runciman, *A history of the crusades*, 3 vols. (Cambridge University Press, 1951-4)
- The crusades: a reader*, ed. S. J. Allen (University of Toronto Press, 2003)
- The Conquest of Jerusalem and the Third Crusade*, ed. P. Edbury (Ashgate, 1996)
- A. Andrea, *Contemporary sources of the Fourth Crusade* (Leiden, 2008).
- D.E. Queller and T.F. Madden, *The Fourth Crusade* (University of Pennsylvania Press, 1997)
- Oliver of Paderborn, *Christian Society and the Crusades 1198-1228*, ed. E. Peters (University of Pennsylvania Press, 1948)
- J. M. Powell, *Anatomy of a Crusade 1213-1221* (University of Pennsylvania Press, 1986)
- Joinville. *The Life of Saint Louis*. In *Chronicles of the Crusades*, trans. M.R.B. Shaw. (N.Y., 1963).
- W. Jordan, *Louis IX and the Challenge of the Crusade* (Princeton University Press, 1979)
- J. Richard, *Louis IX, crusader king of France* (Cambridge, 1992)
- The Seventh Crusade, 1244-1254: sources and documents*, trans. P. Jackson (Ashgate, 2007)
- Shirley J. (tr.), *Song of the Cathar Wars* (Aldershot, 1996).
- The History of the Albigensian Crusade* by Peter of les Vaux-de-Cernay, trans. W. and M. Sibly (Boydell Press, 1998)
- Hamilton B., *The Albigensian crusade* (Manchester University Press, 1974)
- Sumption J., *The Albigensian crusade* (Faber and Faber, 1978)
- Henricus de Lettis, *The chronicle of Henry of Livonia*, trans. J. Brundage (Madison, 2003)

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| HI6042 | The British Empire: Sunrise to Sunset | | | | | |
|---------|---------------------------------------|---------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 30 (15) | 60% Coursework, 40% Exam | Manktelow Dr E |

Contact Hours

3 hours per week.

Method of Assessment

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

The coursework component will be assessed as follows:

- 1) 2 x 3,000 word essays, each worth 40% of the coursework mark.
- 2) A presentation mark, worth 10% of the coursework mark.
- 3) A general seminar performance mark, worth 10% of the coursework mark.

The examination component will be assessed through 1 x two-hour exam worth 40% of the final mark for the module.

Synopsis

We seem, as it were, to have conquered and peopled half the world in a fit of absence of mind.

Sir John Seeley, *The Expansion of England* (1883)

Despite Seeley's assertion of accidental conquest, at its zenith the British empire decidedly controlled over ¼ of the world's global real estate, and 1/5 of the world's population. The economic, cultural and global impact of British colonialism is still very much apparent today - from contested borders and inter-state disputes, through languages and cultures, to the inequities in wealth and trade that exist between the prosperous 'North' and the underdeveloped 'South'. Why, then, was imperial expansion so vehemently defended by its protagonists in the 19th and 20th Centuries? And what made colonial conquest, colonisation, and economic exploitation of non-European spaces feasible on such a global scale and for so long? These are the 'big questions' that underlie this module. Using documentary sources and specialist texts and articles, we shall investigate various aspects of British colonial rule from the perspective of its practitioners and from that of their colonial 'subjects'. The intention is to try and understand European imperialism on its own terms, to interrogate the cultural and conceptual discourses that underpinned its existence, and to reflect upon the many ways in which the history of European empire has shaped the modern world in which we live today.

Learning Outcomes

As a consequence of taking this module all students will have

1. gained the knowledge and conceptual tools to understand and interpret the history of Britain's colonial encounter from the mid-eighteenth to the mid-twentieth century.
2. obtained a knowledge of the most important relevant episodes of the history of the period, and some of the historiographical debates surrounding the subject.
3. developed their ability to discuss the issues that are raised in the module, and to present their work in written and oral form.
4. developed an ability to critically analyse a range of primary sources including letters, diaries, journals, memoirs, published and unpublished material (among many others).
5. developed strong analytical and critical skills and be able to evaluate and assess Britain's imperial history and its impact on the modern world.

Preliminary Reading

- Ballantyne, Tony, 'Introduction: Debating Empire', *Journal of Colonialism and Colonial History* 13:1 (2002).
- Cain, P. J., 'European Expansion Overseas, 1830-1914,' *Review Article in History*, 59 (1974), 243-9.
- Etherington, Norman, 'Reconsidering Theories of Imperialism', *History and Theory*, 21:1 (1982), 1-36.
- Darwin, John, *After Tamerlane: The Rise and Fall of Global Empires, 1400-2000* (London, 2007)
- Darwin, John, *The Empire Project: the rise and fall of the British world system, 1830-1970* (Cambridge University Press, 2009).
- Levine, Philippa, *The British Empire. From Sunrise to Sunset* (Harlow: Longman, 2007)
- Porter, Bernard, *The Lion's Share: A short history of British imperialism 1850-2004*. Fourth Edition (Pearson Education, 2004).
- Stockwell, Sarah (ed), *The British Empire: themes and perspectives* (Blackwell, 2008).

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| HI6044 | British Politics 1625-1642 | | | | | |
|---------|----------------------------|-------------------|-------|---------------|--------------------------|------------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Wells-Furby Dr L |

Method of Assessment

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

The coursework component will be assessed as follows:

- 3x3000 word essays, each worth 20% of the coursework mark (8% of the total mark), relating especially to learning outcomes 11.1-5 and 12.1-5
- 1x3000 gobbet exercise, worth 20% of the coursework mark (8% of the total mark), relating especially to learning outcomes 11.3, 11.5, 12.4-5
- A 15 minute presentation, worth 20% of the coursework mark (8% of the total mark), relating especially to learning outcomes 11.3-5 and 12.1-2, 4-5.

Exams

The module will also be tested in 2 x two-hour exams – which will make up 60% (30% each) of the final mark for the module. In addition to the requirement to demonstrate knowledge and understanding of the secondary literature, one exam will require students to engage critically with primary sources. The exams will evaluate students' mastery of the outcomes described in 11.1-5 and 12.1 and 3-5.

Synopsis

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

Learning Outcomes

11. The intended subject specific learning outcomes

As a consequence of taking this module all students will have:

11.1 acquired a firm grasp of the complex politics, religion and culture of the period

11.2 demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.

11.3 demonstrated their capacity to assess and critically engage with a wide range of primary sources, both visual and written.

11.4 demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

11.5 acquired the ability to analyse key texts and other materials critically at a high level

12. The intended generic learning outcomes

As a consequence of taking this module all students will have:

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

12.2 enhanced communication, presentational skills and information technology skills

12.3 demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form

12.4 analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module

12.5 approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches

Preliminary Reading

- J. Adamson, *The Noble Revolt: The Overthrow of Charles I* (2007)
- R. Cust, *Charles I: A Political Life* (2005)
- M. Lee, *The Road to Revolution: Scotland under Charles I 1625-1637* (1985)
- J. Merritt (ed), *The Political World of Thomas Wentworth, Earl of Strafford 1621-1641* (1995)
- T.W. Moody (ed), *New History of Ireland III: Early Modern Ireland 1534-1641* (1976)
- C. Russell, *The Causes of the English Civil War* (1990)
- K. Sharpe, *The Personal Rule of Charles I* (1992)

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| HI6045 | Origins of the Second World War | | | | | |
|---------|---------------------------------|-------------------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Johnson Prof G |

Method of Assessment

The module will be assessed by 40% coursework and 60% examination:

The coursework component will be made up of:

1. Two 3,000 word essays (each worth 30% of coursework component). These essays address LOs 11.1-5, and 12.1-2.
2. Two 1,500 word source analysis exercises (each worth 15% of the coursework component). The analysis should analyse the content set the source in context (target audience, reception, relevant legislation, events etc) and refer to wider historiography, concepts, themes etc. The second source analysis should be on a different type of source and on a different topic. This addresses LOs 11.1-5 and 12.1.
3. A mark for seminar performance (worth 10% of the coursework component), based on participation in seminars and evidence of preparation in independent study hours. This addresses LO 12.2.

The examination component will be made up of two 2-hour examinations, addressing LOs 11.1-3, and 12.1-2.

Paper 1 - Students will select two questions from a list of essay questions. In addition to the requirement to demonstrate knowledge and understanding of the secondary literature, students will be expected to draw on primary sources. Worth 50% of exam mark.

Paper 2 - Students will select three goblets from a selection. In addition to analysing primary sources, students will be expected to draw on the secondary literature covered throughout the module. Worth 50% of exam mark.

Synopsis

This Special Subject module will provide Level H students with an opportunity to discuss the diplomacy and politics 1919-1939, that is between the two world wars. This was a period of unprecedented political, diplomatic and cultural complexity. Themes and issues typically covered include: the fulfilment of the peacemaking objectives of the victorious powers at the end of the First World War; the tensions between the European and imperial agendas of Britain and France; the idea of the 1920s as a large-scale experiment in democratisation; the impact of the extreme ideologies of the right and left on international affairs; the impact of cultural nationalism on international diplomacy; the work and role of the League of Nations; the disarmament/rearmament debate; the quest to ban war; the individual diplomatic strategies of Britain, the major continental European powers, the United States and Japan between 1919-1939 and how they changed; the major treaties of the period, including the Treaty of Versailles and the other peace treaties signed in Paris in 1919; the Treaty of Locarno (1925); the Kellogg-Briand Pact (1928); the Four Power Pact (1933) the Anglo-German Naval Agreement (1935); the Rhineland Crisis (1936); the diplomatic tensions caused by the fascist dictators, including an in-depth analysis of the Spanish Civil War; the statecraft of international diplomacy in the interwar period and the quest for appeasement.

Learning Outcomes

11. The intended subject specific learning outcomes

On completion of this module, successful students will have:

- 11.1 Analysed in depth the diplomacy and politics of Britain, the major European powers, the United States and Japan in the period 1919-1939 and explained how they contributed to the outbreak of the Second World War.
- 11.2 Analysed and deconstructed the various historiographical debates among historians relating to the origins of the Second World War through seminar discussion, course work and unseen examination.
- 11.3 Analysed and discussed a variety of primary sources relating to the origins of the Second World War through seminar discussion and through course work.
- 11.4 Demonstrated a detailed knowledge of the changing diplomatic strategies and political agendas of Britain, the major European powers, the United States and Japan in the period 1919-1939.
- 11.5 Demonstrated a sophisticated grasp of the attitudes and policies of the key statesmen of the period 1919-1939 and how their actions contributed to the outbreak of the Second World War in 1939

12. The intended generic learning outcomes

By the end of this module, students will be able to:

12.1 Develop critical capacities to assess both historical and contemporaneous evidence, compelling the presentation of written arguments in a coherent and structured way through essay writing and examination answers.

12.2 Participate in seminars which will increase their confidence in making oral arguments and short presentations before an audience.

Preliminary Reading

Bell, P.M.H., *The Origins of the Second World War in Europe* (London: Longman, 1996).

Carr, E. H., *The TwentyYears' Crisis 1919-1939* (London: Victor Gollancz, 1939).

Costigliolia, F., *Awkward Dominion* (New York: Cornell University Press, 1984).

Craig, G., and F. Gilbert (eds.) *The Diplomats: 1919-1939* (Princeton: Princeton University Press, 1994).

Iriye, A., *The Globalizing of America, 1913-1945* (Cambridge: Cambridge University Press, 1993)

Louis, W., *British Strategy in the Far East, 1919-1939* (Oxford: Oxford University Press, 1971)

Martel, G. (ed.), *AJP Taylor and the Origins of the Second World War: Reconsidered after Twenty-Five Years* (London: Longman, 1986).

Reynolds, D., *The Creation of the Anglo-American Alliance* (Cambridge: Cambridge University Press, 1981).

Reynolds, D., *The Long Shadow. The Aftermath of the First World War in the Twentieth Century* (Cambridge: Cambridge University Press, 2013).

Steiner, Z., *The Lights that Failed. An International History of Europe, 1919-1933* (Oxford: Oxford University Press, 2006).

Steiner, Z., *The Triumph of the Dark. An International History of Europe, 1919-1939* (Oxford: Oxford University Press 2011).

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| HI6046 | Wolves, Walruses and the Wild | | | | | |
|---------|-------------------------------|-------------------|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Jones Dr KR |

Method of Assessment

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

The coursework component will be assessed as follows:

- 1) 3 x 3000 word essays, each worth 20% of the coursework mark (8% of the total mark), relating especially to learning outcomes 11.1-5 and 12.1-6
- 2) One in-class test, worth 20% of the coursework mark (8% of the total mark), relating especially to learning outcomes 11.1-5 and 12.1-5
- 3) A 15 minute presentation, worth 20% of the coursework mark (8% of the total mark), relating to learning outcomes 11.3-5 and 12.1-2 and 4-6.

Exams

The module will also be tested in 2 x two-hour exams – which will make up 60% (30% each) of the final mark for the module. In addition to the requirement to demonstrate knowledge and understanding of the secondary literature, one exam will require students to engage critically with primary sources. The exams will evaluate students' mastery of the outcomes described in 11.

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.

Learning Outcomes

11. The intended subject specific learning outcomes

As a consequence of taking this module all students will have:

11.1 Understand different approaches to environmental and cultural history (especially in relation to human interactions with landscapes and animals) and to appreciate the relative strengths/weaknesses of these approaches.

11.2 Understand and evaluate the ways in which human societies have used animals and environments in the past (as economic resources, objects of social capital, etc) and how the non-human world has exerted an agency over historical processes of change.

11.3 Assemble a wide range of disciplinary skills in order to assess, contextualise and critically reflect on the role of animals and environments in modern Anglo-American culture.

11.4 Understand how the animal can be used as a carrier to explore pertinent themes in modern history, including notions of identity, ethics, landscapes of work, leisure and consumption.

11.5 Appreciate the ways in which traditional histories of Britain and the United States can be enhanced or adapted by the perspective of environmental history, as well as exploring the value of a transnational/comparative vantage.

12. The intended generic learning outcomes

As a consequence of taking this module all students will have:

12.1 Enhanced their ability to critically assess and analyse primary and secondary sources.

12.2 Improved their written and verbal communication skills.

12.3 Practised independent study as well as working in a team.

12.4 Learnt to use archives and other historical databases.

12.5 Improved their ability to use information technology and other resources (through the preparation of essays and class presentation).

12.6 Developed their reflective and analytical skills through the interpretation of a wide-range of different source materials.

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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 Sewall, *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, (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*.
- Haraway, Donna. (1989). *Primate Visions: Gender, Race, and Nature in the World of Modern Science*.
- Kalof, Linda and Brigitte Resl, eds. (2007). *A Cultural History of Animals*. Oxford and New York: Berg.
- Rothfels, Nigel, ed. 2002. *Representing Animals*. Bloomington: Indiana University Press.
- 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*

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| HI6047 | Communist Eastern Europe, 1945-89 | | | | | |
|---------|-----------------------------------|---------|-------|---------------|--------------------------|--------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 30 (15) | 60% Exam, 40% Coursework | Hornsby Dr R |

Method of Assessment

Exam – 60% of final mark for the module; coursework – 40% of final mark for the course

Coursework component to consist of:

- Essay 1 (40% of coursework component, 2,500 words) – Event-specific topics (eg. Hungarian uprising, Prague Spring, Solidarity)
- Essay 2 (40% of coursework component, 2,500 words) – Thematic and comparative topics (eg. dissent, consumerism, totalitarianism)
- Presentation (10% of coursework component, 5 minutes approx.) – Based upon weekly seminar topics.
- Seminar mark (10% of coursework component) – Based upon level of participation in class discussion, and evaluation of students' engagement with seminar preparation.

The examination component will consist of one 2-hour examination, to be held in the Summer term.

Synopsis

The module examines the history of communist regimes in Eastern Europe between the end of the Second World War and the revolutions of 1989. Countries discussed include East Germany, Yugoslavia, Czechoslovakia, Poland, Bulgaria, Hungary and Romania. Lectures will cover concrete events and processes, such as the Hungarian revolution of 1956 and the rise of the Solidarity movement in Poland during the 1970s, while seminars centre upon thematic topics, such as 'how important was state violence in maintaining communism across Eastern Europe' and 'how and why were 1990s transitions to democracy difficult across the former socialist bloc'.

Learning Outcomes

11. The intended subject specific learning outcomes

At the end of this module, successful I and H students will have:

11.1 Gained the knowledge and conceptual tools with which to understand the political and social history of communist regimes across Eastern Europe from the 1940s to the end of the 1980s.

11.2 Gained, through exposure to the distinctive nature of communist Eastern Europe, an enhanced understanding of the diversity of human cultures, and the different ways in which people respond to political authorities and ideologies.

Additionally, students taking the course at H level will have:

11.3 Demonstrated their capacity to assess and critically engage with primary sources.

11.4 Engaged with relevant theoretical models for understanding communist systems (most notably, totalitarianism).

11.5 Considered the changing historiography on communist regimes and the source base on which that historiography is constructed.

11.6 Reflected on the contemporary legacy of East European communism in present-day Europe.

12. The intended generic learning outcomes

At the end of this module, successful I and H level students will have:

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

12.2 Enhanced their communication, presentational skills and information technology skills.

In addition, H level students will have:

12.3 Demonstrated the acquisition of an independent learning style when engaging with the course content and assessment assignments.

12.4 Analysed, discussed, deconstructed and demonstrated a cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis

12.5 Approached problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches.

12.6 Presented the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts.

Preliminary Reading

Bren, P. and Neuberger, M. *Communism Unwrapped: Consumption in Cold War Eastern Europe*, OUP, 2012

Crampton, R. *Eastern Europe in the Twentieth Century – And After*, Routledge, 1997

Okey, R. *The Demise of Communist Eastern Europe: 1989 in Context*, Bloomsbury, 2004

Saxonberg, S. *The Fall: A Comparative Study of the End of Communism in Czechoslovakia, Hungary, East Germany and Poland*, Routledge, 2003

Stibbe, M. and McDermott K. *Revolution and Resistance in Eastern Europe: Challenges to Communist Rule*, Berg, 2006

Swain, G. and Swain N. *Eastern Europe Since 1945*, Palgrave, 2009

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| HI6049 | The Rise and Fall of Slavery in the Atlantic World, c. 1500 - 1900 | | | | | |
|---------|--|-------------------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 60% Exam, 40% Coursework | Pettigrew Dr W |

Method of Assessment

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

- 1) The coursework will consist of the following: a 1,500 word research manifesto (15% of c/wk; 6% total) identifying a research problem from within the literature as well as a proposed solution to that problem; a 4,000 word critical historiographical review (40% of c/wk; 16% total) and a 2,000 word essay (20% of c/wk; 8% total) focusing on one of the main themes of the historiographical debate. These tasks relate especially to learning outcomes 11.1-5 and 12.1-5
- 2) There will also be an oral assessment component. This will consist of a 15 minute presentation (10% of c/wk; 4% of total) and seminar participation (15% of c/wk and 6% of total). Students will be marked, throughout the course, on their ability to engage and reflect on the problems and issues raised in the seminars, in particular, their contributions to a constructive learning discussion and the collaborative aspects of historical debate. This component relates to learning outcomes 11.3-5 and 12.1-2 and 4-5.

There will be two two-hour written exams. One will compel students to answer two historiographical questions and the other will ask students to extrapolate from three primary sources. The exams will evaluate students' mastery of the outcomes described in 11.1-5 and 12.1 and 3-5.

Synopsis

This source-based class confronts two of the most sophisticated and contentious historiographical debates of the last century: the so-called 'Origins Debate' about the role of race in the entrenchment of slavery in America in the 17th and 18th centuries and the debates about the place of capitalism in explanations for the abolition of slavery in the 19th century. The course will also confront the role played by political and constitutional change in the development and dismantling of the slave system. Students will consider the character and place of slavery within European and American economic, political, and cultural development. The course will examine the conditions under which slave societies emerged; the part played by empire, and the distinctive combination of ideological and theological strands that produced a compelling challenge to slavery for the first time. It challenges participants to examine the utility, in this context, of such historiographical motifs as: race, slavery (as distinct from the slave trade), liberty, empire, capitalism, mercantilism, humanitarianism, as well as the separation between economics and politics in the development and abolition of slavery. As such, it exposes participants to the history of race, cultural history, intellectual history, political, imperial, and economic history, all within the context of the Atlantic experience. With constant attention to the problem of accommodating slavery within comparatively liberal cultures and societies, this course navigates students through much of modern American, European history, and African history.

Learning Outcomes

11. The intended subject specific learning outcomes

As a consequence of taking this module all students will have:

11.1 acquired a firm grasp of all aspects of the histories of the rise and fall of slavery in the Atlantic world from 1500 to 1900
11.2 demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.

11.3 demonstrated their capacity to assess and critically engage with a wide range of primary sources, both visual and written.

11.4 demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

11.5 acquired the ability to analyse key texts and other materials critically at a high level

12. The intended generic learning outcomes

As a consequence of taking this module all students will have:

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

12.2 enhanced communication, presentational skills and information technology skills

12.3 demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form

12.4 analysed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module

12.5 approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches

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Preliminary Reading

- Davis, David Brion, *Inhuman Bondage* (Oxford, 2006)
- Eltis, David, *The Rise of African Slavery in the Americas* (New York, 2000)
- Jordan, Winthrop, *White Over Black* (Chapel Hill, 1968)
- Morgan, Edmund, *American Slavery: American Freedom* (New York, 1975)
- Williams, Eric, *Capitalism and Slavery* (Chapel Hill, 1944)
- Brown, Chris, *Moral Capital* (Chapel Hill, 2005)
- Engerman, Stanley and Fogel, Robert, *Time on the Cross* (Norton, 1974)

| HI605 Independent Documentary Study in History | | | | | | |
|---|------------------|---------|-------|---------------|--------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 30 (15) | 100% Project | Caiani Dr A |
| 1 | Tonbridge Centre | Spring | H | 30 (15) | 100% Project | |

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

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

Contact Hours

3 hours per week

Synopsis

Seventeenth-century Britain experienced considerable division and tension, most obviously in the Civil Wars in mid-century between the countries which comprised the multiple kingdom of Britain. The aim is to examine the reasons for, and the attempted resolution of, major political and religious problems, with a clear sense of the European context in which these events were played out. Topics to be studied will include the ideological clashes between crown and parliament in England; the political and cultural divisions of 'court' and 'country'; religious disunity across the three kingdoms; the expansion of a 'public sphere' of politics and religion; the failure of republican government in the 1650s; the instability of Restoration politics and the coming of the Glorious Revolution; and Britain's changing role in Europe across the century.

Preliminary Reading

- B Bradshaw & J Morrill (eds.) *The British Problem, c.1534-1707: State Formation in the Atlantic Archipelago*, 1996
 R Cust & A Hughes *Conflict in Early Stuart England*, 1996
 D Hirst *Authority and Conflict: England, 1603-58*, 1986
 G Holmes *The Making of a Great Power: Late Stuart and Early Georgian Britain, 1660-1722*, 1993
 C Russell *The Causes of the English Civil War*, 1990
 J Scott *Algernon Sidney and the Restoration Crisis*, 1991
 W Speck *Reluctant Revolutionaries: Englishmen and the Revolution of 1688*, 1988
 D Underdown *Revel, Riot and Rebellion: Popular Politics and Government in England, 1603-1660*, 1987

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| HI632 | | The Tools of Empire | | | | |
|--------------|------------|----------------------------|-------|---------------|-----------------|------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Autumn | I | 30 (15) | 100% Coursework | |
| 1 | Canterbury | Autumn | I | 30 (15) | 100% Coursework | Nasim Dr O |

Contact Hours

3 hours per week

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

| HI707 | | Britain and The Falklands War | | | | |
|--------------|------------|--------------------------------------|-------|---------------|--------------------------|---------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 30 (15) | 60% Exam, 40% Coursework | Thornton Dr J |

Contact Hours

1 hour lecture and 1 hour seminar per week

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'

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| HI742 The Cold War, 1941-1991 | | | | | | |
|--------------------------------------|------------|---------|-------|---------------|--------------------------|------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 30 (15) | 60% Exam, 40% Coursework | Hurst Dr M |

Contact Hours

3 hours per week

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

| 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 | Hurst Dr M |

Contact Hours

3 hours per week

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

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

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.

| HI763 How the West was Won (or lost): The American West in the Nineteenth Cen | | | | | | |
|--|------------|---------|-------|---------------|-----------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 30 (15) | 100% Coursework | Jones Dr KR |

Contact Hours

3 hours per week

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'

| HI770 From Blitzkrieg to Baghdad: Armoured Warfare in Theory, Practise and Im | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 30 (15) | 60% Exam, 40% Coursework | Kempshall Dr C |

Contact Hours

1 hour lecture and 2 hour seminar per week

Synopsis

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

Preliminary Reading

H GUDERIAN - 'Actung Panzer!'
 P WRIGHT - 'Tank'
 J.P. HARRIS - 'Men, Ideas and Tanks'
 C BARNETT - 'The Desert Generals'
 C MESSENGER - 'The Art of Blitzkrieg'

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| HI783 | Anglo-Saxon England | | | | | |
|-------|---------------------|--|--|--|--|--|
|-------|---------------------|--|--|--|--|--|

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

Contact Hours

3 hours per week

Synopsis

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

Preliminary Reading

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

| HI789 | The Art of Death | | | | | |
|-------|------------------|--|--|--|--|--|
|-------|------------------|--|--|--|--|--|

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

Contact Hours

3 hours per week

Synopsis

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

Preliminary Reading

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

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

Contact Hours

3 hours per week

Synopsis

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

Preliminary Reading

CARSON, R - 'Silent Spring' (1963)
 PRICE, J - 'Flight Maps: Adventures with Nature in Modern America' (1999)
 ROTHMAN, H - 'The Greening of a Nation' (1998)
 STEINBURG, T - 'Down to Earth: Nature's Role in American History' (2002)
 WASKO, J - 'Understanding Disney' (2001)
 NASH, R - 'American Environmentalism@ Readings in Conservation History (1989)
 WILLS, J - 'US Environmental History: Inviting Doomsday' (Edinburgh University Press, 2012)

| HI796 Inviting Doomsday: US Environmental | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 30 (15) | 50% Coursework, 50% Exam | Wills Dr J |

Contact Hours

3 hours per week

Synopsis

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