

SCHOOL OF HISTORY

REGISTRATION FOR HISTORY SPECIAL SUBJECTS AND DISSERTATIONS, 2014-2015

WEDNESDAY 12th MARCH 2014, 9am to 12noon in Grimond Foyer

What are History Special Subjects?

History Special Subjects are 60-credit year-long modules, intended to give final-year students intensive exposure to one specialised area of historical study and research. Special Subjects are taught in smaller groups than other modules, and are convened and taught by expert members of staff who are actively researching in their fields.

Special Subjects are taught across the Autumn and Spring terms. As they are worth 60 credits, they form 50 per cent of your final-year workload.

Special Subjects are assessed by coursework and examinations, in a 60% examination, 40% coursework ratio. The examination component is assessed by two 2-hour examinations in the Summer term. The coursework component is assessed by essays, in-class presentations and participation, and other assignments.

A list of the History Special Subjects which will be available in 2014/2015 is given below, and a synopsis for each module follows. Students who would like further information are encouraged to consult the relevant members of staff.

What are dissertation modules?

SINGLE HONOURS STUDENTS IN HISTORY are required to complete the Independent Documentary Study (IDS – HI605), in the final year of their degree. JOINT HONOURS STUDENTS and AMERICAN STUDIES STUDENTS may choose to complete the IDS if they wish, but are not required to.

The Independent Documentary Study is a 30 credit module which is undertaken in the Spring term of the final year. The dissertation is to be submitted by the first Tuesday of the Summer term of the final year. Students are required to produce a 10,000 word dissertation based on primary and secondary research.

WAR STUDIES STUDENTS are required to complete EITHER the War Studies Dissertation (HI757) OR a Special Subject (see Programme Requirements below). The War Studies Dissertation is only available to War Studies students.

The War Studies Dissertation is a 60 credit module which is undertaken throughout the Autumn and Spring terms. The dissertation is to be submitted by the first Tuesday of the Summer term in the final year. Students are required to produce a 15,000 word dissertation based on primary and secondary research.

Who can supervise my dissertation?

All students completing either the IDS or the War Studies Dissertation will be allocated a supervisor, who is a full-time member of staff who is actively researching in their field.

At the Registration session, you will be required to indicate TWO preferred supervisors for your IDS/War Studies dissertation. You MUST select TWO preferred supervisors whom you would be happy to complete a dissertation under.

A list of members of staff eligible to supervise dissertations is given at the end of this pamphlet, along with their research areas. You are encouraged to contact members of staff you are interested in being supervised by and discussing your proposed dissertation topic BEFORE the Registration session.

You are NOT required to complete your dissertation in the same area as your Special Subject.

Programme Requirements

In their final year, full-time SINGLE HONOURS STUDENTS IN HISTORY are required to complete:

- one Special Subject
- one Independent Documentary Study
- one 30-credit Autumn term module

Part-time single-honours History students complete their Special Subject in the first year of Stage 3 (i.e., year 5), and take one 30-credit Autumn term module and one Independent Documentary Study in the final year of their degree (i.e., year 6).

WAR STUDIES STUDENTS are required to complete:

- EITHER HI757, War Studies Dissertation, OR one Special Subject
- one 30-credit Autumn term module
- one 30-credit Spring term module

JOINT HONOURS STUDENTS, and AMERICAN STUDIES STUDENTS are entitled to choose a Special Subject and/or the HI605, Independent Documentary Study, if they so wish.

You are reminded that Special Subjects are available in the Stage 3 only and that you may not take more than one Special Subject.

Registration

The Special Subject and Dissertation Registration Session will take place on **Wednesday 12th March 2014** between 9am and 12noon in Grimond Foyer. **So as to preserve the order of priority, students are asked to queue in an orderly manner OUTSIDE the Grimond Building.**

At this session, you will be required to select:

- one Special Subject, if you are required/wish to take one
- two preferred supervisors for your HI605 or HI757 dissertation, if you are required/wish to complete a dissertation

Special Subjects are subject to quotas, and will be allocated on a first-come, first-served basis. Although most students will be able to take the Special Subject of their first choice, you should be prepared to NOMINATE A SECOND AND THIRD CHOICE as well. Unless you hear to the contrary soon after registration, you may assume that you have secured your first choice.

Eligible dissertation supervisors also have a limit on the number of supervisees they may have. You will be informed whom your dissertation supervisor will be by the end of the first week of the Summer term.

When online module registration opens on 17th March 2014, you will have been pre-registered for your chosen Special Subject and other core modules by the Humanities Undergraduate Office. You will then have to indicate your preferences for your remaining credits for the 2014/2015 year. Please consult the Faculty Handbook for module choices in your final year.

HISTORY SPECIAL SUBJECTS, 2014/2015

HI5099	The Wars of the Roses	(Dr David Grummitt)
HI6021	Famines in Pre-Industrial Societies	(Dr Phil Slavin)
HI6024	Napoleon and Europe, 1799-1815 – War, Empire, Civilisation and Law	(Dr Ambrogio Caiani)
HI6029	The Great War: British Memory, History and Culture	(Dr Peter Donaldson)
HI6030	'Empires of Religion?' Thinking with missionaries in the age of empire, 1780-1914	(Dr Emily Manktelow)
HI6039	The Rights Revolution: Civil Rights Movements and the Law in the US since 1945	(Dr George Conyne)
HI6040	The Discovery of the World	(Dr Jan Loop)
HI6041	The Crusades in the Thirteenth Century	(Dr Barbara Bombi)
HI6044	British Politics, 1625-1642	(Prof. Kenneth Fincham)
HI6045	The Origins of the Second World War	(Prof. Gaynor Johnson)
HI6046	Wolves, Walruses and the Wild: Animals and Environments in Modern Anglo-American Culture	(Dr Karen Jones)
HI6049	The Rise and Fall of Slavery in the Atlantic World c.1500-1900	(Dr Will Pettigrew)

School of History
Special Subject 2014/2015
HI5099: The Wars of the Roses
Convenor: Dr David Grummitt

Module Outline

60 credits
Duration of Module: Autumn and Spring terms
Number of lectures: 10
Number of seminars: 20
Number of writing weeks: 4

Relationship to Other Modules

No pre-requisites.
Not available as wild module

Aims and Outcomes

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



Topics to be covered

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

Recommended Introductory Reading

- Michael Hicks, *The Wars of the Roses* (2010)
- David Grummitt, *A Short History of the Wars of the Roses* (2013)
- A.J. Pollard, *The Wars of the Roses* (1988, 3rd edn., 2012)

School of History
Special Subject 2014/2015
HI6021: Famines in Pre-Industrial Societies
Convenor: Dr Phil Slavin

Module Outline

60 credits
Duration of module: Autumn and Spring terms
Number of lectures:
Number of seminars:
Number of writing weeks:

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

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.

Recommended Introductory 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)

Assessment Methods

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)

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.

School of History
Special Subject 2014/2015
HI6024: Napoleon and Europe, 1799-1815 – War, Empire, Civilisation and Law
Convenor: Dr Ambrogio Caiani

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module



‘From nothing, I became through my own efforts, the most powerful monarch in the world: I saw all of Europe at my feet. My ambition was great, I admit it; but it was cooled and tempered by events and the opinion of the great masses. I always believed my sovereignty reposed in the bosom of the people. In effect, the imperial government was a sort of republic: I was called to head it by the will of the nation, my maxim was: careers open to talent without distinction of birth or fortune (Napoleon Bonaparte on St Helena).’

Aims and Outcomes

A decade ago John Dunne, in a review article, described Napoleonic history as a poor relation of the French Revolution that seemed on the verge of 'making good.' These prophetic words described well the growing interest among scholars in Bonaparte's ambitious Imperial mission extending beyond France's 'natural frontiers.' The work of historians Stuart Woolf and Michael Broers has postulated that the Napoleonic mission to 'integrate Europe under a single system of governance' could be viewed as a form of 'cultural imperialism in a European setting.' This special subject will introduce students to the pros and cons of this historiographical debate. It will give final year students an alternative means of engaging with the familiar historical category of 'Empire.' There is no shortage of source material translated into English relating to this period. Indeed the memorial de Saint Helene has been available to the Anglophone world since 1824. Consequently a critical and in-depth engagement with primary material will be one of the priorities of this special subject. 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.' Napoleon was his own best advocate when it came to forging his posthumous legacy. Students will be encouraged to appraise critically his memoirs and understand that behind claims of progress lay a brutal struggle for the fiscal military resources of Europe. Yet, even more important will be to consider that while the military and political effects of the 'grand Empire' were ephemeral, it created a judicial and administrative edifice which survived well beyond 1815 and continues to shape European civilisation to this day. Of course, laws do not merely structure the powers of governmental action but have a complex impact on notions of citizenship, the economy and culture (especially family life). This special subject will investigate the Napoleonic Empire in its many facets. Students will be urged actively to pursue their individual interests in either war and society, Empire, political culture and/or gender.

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Por que?

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Subjects and Topics to be covered

1. Introduction: In the beginning was Revolution
2. From Bonaparte to Napoleon, Brumaire 1799
3. The Consulate: A Parliamentary Regime or Security State?
4. Religion and the Concordat
5. The Birth of the Empire, End of the Revolution?
6. Imperial Society: Elites, Law and Administration
7. Writing week
8. War (I): Military Society
9. War (II): Battles & Conquest
10. The Quest for Legitimacy: Court, Dynasty, and Emperor
11. The Culture of Glory? Napoleonic cultural patronage and the Arts
12. Writing Week
13. Europe (I): Ravenous Expansionism or Cosmopolitan Empire
14. Europe (II): Diplomacy
15. The persistence and survival of the Old Regime
16. Resistance (I): Bandits, Brigands and Guerrillas
17. Resistance (II): Re-Imagined Communities, Nations and Dynasties
18. Trip to Paris
19. The Continental Blockade: Economic Conditions under the Empire
20. Russia 1812. Götterdämmerung or the Fall of the Empire
21. The Hundred Days: a Liberal Empire? & The Legacy: Legend, Myth and Propaganda
22. In Class Test
23. Trial Commentaries
24. Writing Week

Recommended Introductory 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)

Assessment Methods

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 (each worth 8% of the total mark).
- One 1000 word in-class test, worth 20% of the coursework mark (8% of the total mark).
- A 15 minute presentation, worth 20% of the coursework mark (8% of the total mark).

The examination component will be assessed by two 2-hour exams (each worth 30% of the total mark).

School of History
Special Subject 2014/2015
HI6029: The Great War: British Memory, History and Culture
Convenor: Dr Peter Donaldson

Module Outline

60 credits
Duration of module: two terms
Number of lectures: 0
Number of seminars: 19
Number of writing weeks: 5

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

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

Subjects and themes:

'Voices Prophesying War'
'Somme Myths'
Shellshock
Mythologising the War
Heroes: Biggles to Lawrence of Arabia
The Imperial Experience: building nations
War memorials and Armistice Day
Refighting the War: the 1960s
The modern flood: from Susan Hill to Sebastian Faulks

First Reactions to the War
'Passchendaele Myths'
The Private Soldier at War
'Alternative' texts
The middlebrow approach: Journey's End
Painting the Great War
Contemporary truths: using the War in the 20s and 30s
Televising the Great War

Recommended Introductory Reading

- Pat Barker *Regeneration* trilogy (1991-5)
- Edmund Blunden *Undertones of War* (1928)
- Vera Brittain *Testament of Youth* (1933)
- Sebastian Faulks *Birdsong* (1994)
- Robert Graves *Goodbye to all That* (1929).
- David Jones *In Parenthesis* (1937)
- T.E. Lawrence *Seven Pillars of Wisdom* (1926), *The Mint* (1936)
- Frederic Manning *The Middle Parts of Fortune* (1929 aka *Her Privates We*)
- Erich Maria Remarque *All Quiet on the Western Front* (1929)
- Siegfried Sassoon *The Complete Memoirs of George Sherston* (1937).
- Bernard Bergonzi *Heroes Twilight* (1965)

- Richard Cork *A Bitter Truth: avant garde art and the First World War* (1994)
- Paul Fussell *The Great War and Modern Memory* (1976)
- Samuel Hynes: *The Auden Generation* (1976)
- Samuel Hynes *A War Imagined: English culture and the First World War* (1990)
- Adrian Thomson *Anzac Memories: Living with the Legend* (1992)
- John Silkin *Out of Battle: the poetry of the First World War* (1972)
- Martin Stephen *The Price of Pity* (1996)

Assessment Methods

60% examination

40% coursework

School of History
Special Subject 2014/2015

HI6030: 'Empires of Religion?' Thinking with missionaries in the age of empire, 1780-1914

Convenor: Dr Emily Manktelow

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Number of seminars: 22

Number of writing weeks: 2

Relationship to Other Modules

No pre-requisites

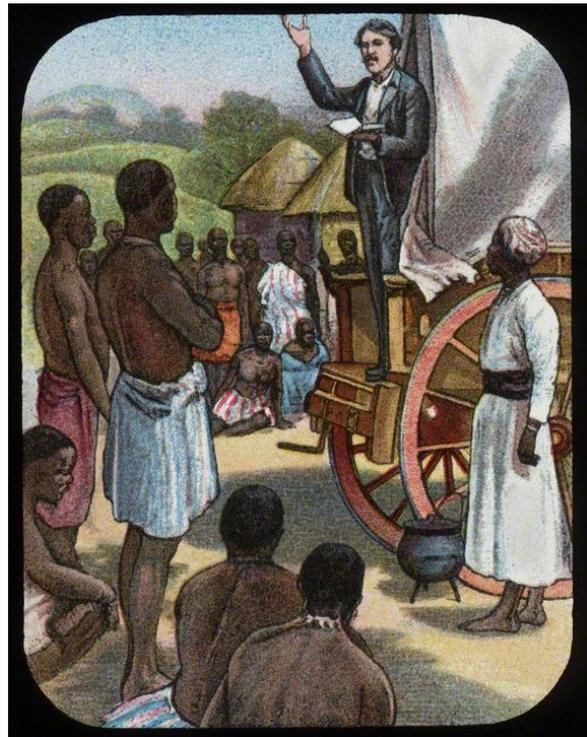
Not available as wild module

Aims and Outcomes

'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.

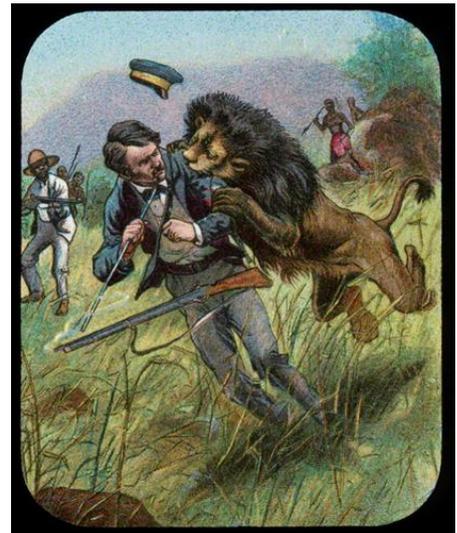
This module will critically interrogate Carey's above assertion by asking how far can missionaries be considered agents of imperialism? In so doing it will interact with issues of how we define imperialism, how useful the idea of cultural imperialism can be to the modern historian, and how we might talk meaningfully about 'the colonising project'. Students will be introduced to the history of the British Empire and more broadly the history of British cultural engagement and encounters with indigenous peoples within and outside of the empire. You 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. We will explore the impact of mission literature and experience on the British public's own imaginative engagement with non-western peoples, and will use an exciting and diverse range of textual, visual and oral sources. 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 in which we live today.



Topics to be covered

1. Introduction I: Missionary evangelicalism.
2. Introduction II: Defining imperialism.
3. Introduction III: Missions and empire.
4. Missions and empire in North America and the Caribbean.
5. Anti-Slavery, Christianity and imperial trusteeship.
6. READING WEEK
7. Missions and empire in Australasia and the Pacific.
8. Who were evangelical missionaries?
9. Missions and empire in Africa.

10. Gender, religion and empire (I): men & missionary masculinity.
11. Missions and empire in Asia.
12. Gender, religion and empire (II): women & mission femininity.
13. Christianity, commerce and civilisation.
14. Cultural encounters vs. cultural imperialism
15. Missions and race: settler, indigene, missionary.
16. Indigenous agency and indigenised Christianity.
17. Institutionalisation I: missionary education
18. READING WEEK
19. Institutionalisation II: missionary medicine
20. Complicity and resistance in imperial expansion.
21. The home base: missions and empire at home
22. Missions, literature, and the mediation of knowledge
23. Missionary heroism: remembering evangelical missionaries
24. The bible and the flag: missions and empire.



Recommended Introductory 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).

Assessment Methods

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.

School of History
Special Subject 2014/2015
HI6039: The Rights Revolution: Civil Rights Movements and the Law in the US since 1945
Convenor: Dr George Conyne

Module Outline

60 credits
Duration of module: Autumn and Spring terms
Number of lectures:
Number of seminars:
Number of writing weeks:

Relationship to Other Modules

No pre-requisites
Not available as wild module

“Scarcely any political question arises in the United States that is not resolved, sooner or later, into a judicial question.”

- Alexis de Tocqueville, *Democracy in America*.

Aims and Outcomes

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.



Key texts:

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)

School of History
Special Subject 2014/2015
HI6040: The Discovery of the World
Convenor: Dr Jan Loop

Module Outline

60 credits

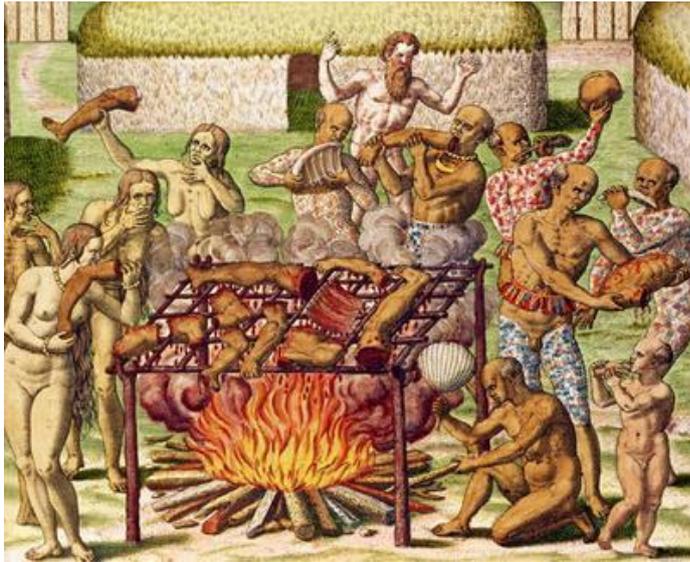
Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes



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 impressions, which these

encounters made and the manifold changes of European life they brought about. Based on the weekly reading of one primary source, we will follow travellers, merchants, scholars 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. We will watch them drawing maps of uncharted lands and compose dictionaries of unheard languages. And we will not only listen to European voices, but will also try to reconstruct the experiences and impressions of non-European actors and visitors. The central aim of this module is to discuss the religious, intellectual, political and economical contexts of these discoveries and cultural encounters. We will ask how the various actors organized and methodized their expeditions and how they interpreted their discoveries. The module will also address the consequences, which these discoveries entailed. How did they affect the traditional European ideas about mankind, religion, the world and their position in it? How did they influence European life style, fashion, art and literature? How did they affect the lives, social structures and cultures of the discovered people?

Some subjects and themes to be covered

- Marvels and Travels: Travellers in the 14th century (Ibn Battuta, Marco Polo, John de Mandeville)
- 'Of Cannibals' and the Noble Savage: Descriptions of the New World
- African slaves and African scholars in Europe
- An expedition to Ethiopia gone wrong – Johann Michael Vansleb (1635-1679)
- To the sources of the river Niger: The expeditions of Mungo Park (1771-1806)
- A traveler in disguise: Johann Ludwig Burckhardt alias Sheich Ibrahim (1784-1817) and the discovery of Petra and Mecca
- From the history of mankind to the history of the world

Recommended Introductory Reading

- Abulafia, David, *The Discovery of Mankind: Encounters in the Age of Columbus* (New Haven 2008)
- 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)
- Rubiés, Joan-Pau, *Travellers and Cosmographers. Studies in the History of Early Modern Travel and Ethnography* (Aldershot, 2007)

Assessment Methods

- 1) 2 x 2500 word essays, each worth 15% of the coursework mark (each worth 6% of the total mark).
- 2) 1 x 3500 word essays, worth 30% of the coursework mark (12% of the total mark).
- 3) 2 x 15 minute presentations, each worth 20% of the coursework mark (each worth 8% of the total mark).
- 4) 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.

School of History
Special Subject 2014/2015
HI6041: The Crusades in the Thirteenth Century
Convenor: Dr Barbara Bombi

Module Outline

60 credits
Duration of module: Autumn and Spring terms
Number of lectures:
Number of seminars:
Number of writing weeks:

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

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.

Topics to be covered

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 to the relevant museums and archival collections in London will be arranged.

Recommended Introductory 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)
- 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)

Assessment Methods

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 essays, each worth 25% of the coursework mark (10% of the total mark), relating especially to learning outcomes 11.1-5 and 12.1-5
- 2) 2 x 1500 word primary source critiques, each worth 12.5% of the coursework mark (5% of the total mark), relating especially to learning outcomes 11.1-5 and 12.1-5
- 3) 2 x 15 minute presentations, each worth 12.5% of the coursework mark (5% of the total mark), relating to learning outcomes 11.1-5 and 12.1-5.

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.

School of History
Special Subject 2014/2015
HI6044: British Politics, 1625-1642
Convenor: Prof. Kenneth Fincham

Module Outline

60 credits
Duration of module: Autumn and Spring terms
Number of lectures:
Number of seminars:
Number of writing weeks:

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcome

When Charles I became king of England in March 1625, he also inherited the thrones of Scotland and Ireland. This module will consider politics, religion and culture in Caroline Britain from Charles I's assumption of the triple crown, until he declared war on the English Parliament in August 1642. During this fascinating period, the king pursued controversial policies and eventually faced armed resistance in all three kingdoms – the struggle against the Scottish covenanters (1639-40); the Irish rebellion (1641); and finally, civil war in England (1642).

Students will have the opportunity to analyse a wide variety of primary source material, including royal letters, private correspondence, paintings, journals, newsletters, religious documents and state papers. Through these rich sources, students will explore the many factors which shaped the character of Charles's government and will be encouraged to draw their own conclusions about the nature and success of the king's approach. Was this a period of relative harmony until the late 1630s or were all three kingdoms on a trajectory towards conflict from the outset of the reign? By the end of the module, students will be able to answer these, and other historiographical questions, including perhaps the most crucial question of all - what were the causes of the 'British Civil Wars'?



Topics to be covered

The first three parliaments of Charles I
The collapse of the 1629 parliament
Royal government in England, Scotland and Ireland 1629-37
The Royal Court: Culture, Patronage and Art
Religion in multiple kingdoms
Ship Money, the Navy and Foreign Policy
Royal Finances and Local Government
Ireland under Wentworth

Scotland 1629-37
Contemporary attitudes to the Personal Rule – acceptance, resistance or indifference?
The Scottish Crisis, the Covenant and the First Bishops' War
The Short Parliament and the Second Bishops' War
The Long Parliament, the Irish Rebellion and the Coming of War in England

Recommended Reading

Cust, R	<i>Charles I: A Political Life</i> (2005)
Cust, R	<i>Charles I and the Aristocracy 1625-1642</i> (2013)
Fincham K (ed.)	<i>The Early Stuart Church</i> (1993)
Lee M	<i>The Road to Revolution: Scotland under Charles I, 1625-1637</i> (1985)
Merritt J (ed.)	<i>The Political World of Thomas Wentworth</i> (1996)
Reeve L J	<i>Charles I and the Road to Personal Rule</i> (1989)
Russell C	<i>The Causes of the English Civil War</i> (1990)
Russell C	<i>The Fall of the British Monarchies, 1637-42</i> (1991)
Sharpe K	<i>The Personal Rule of Charles I</i> (1992)

Assessment Methods

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. 3x3000 word essays, each worth 20% of the coursework mark (8% of the total mark),
2. 1x3000 gobbet exercise, 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 two-hour exams – which will make up 60% (30% each) of the final mark for the module.

School of History
Special Subject 2014/2015
HI6045: The Origins of the Second World War
Convenor: Prof. Gaynor Johnson

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

1. Analyse in depth the diplomacy and politics of Britain, the major European powers, the United States and Japan in the period 1919-1939 and explain how they contributed to the outbreak of the Second World War.
2. Analyse and deconstruct the various historiographical debates among historians relating to the origins of the Second World War through seminar discussion, course work and unseen examination.
3. Analyse and discuss a variety of primary sources relating to the origins of the Second World War through seminar discussion and through course work.

Subjects and themes

This module will provide you with an opportunity to discuss the international diplomacy and politics of the period, 1919-1939; that is, between the two world wars. This was an era of unprecedented historical complexity.

Themes and issues covered include: the fulfilment of the peace-making 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.



Recommended Introductory 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* (Cambridge: Cambridge University Press, 2013).
- Steiner, Z., *The Lights that Failed* (Oxford: Oxford University Press, 2005).
- Steiner, Z., *The Triumph of the Dark* (Oxford: Oxford University Press, 2010).

Assessment Methods

Two 3,000 word essays.

Two 2 hour examinations.

School of History
Special Subject 2014/2015
HI6046: Wolves, Walruses and the Wild: Animals and Environments in Modern Anglo-
American Culture
Convenor: Dr Karen Jones

Module Outline

60 credits
Duration of module: Autumn and Spring terms
Number of lectures:
Number of seminars:
Number of writing weeks:

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

Animals have long been objects of fascination in human culture, and yet have received scarce attention as historical subjects until relatively recently. This module utilises innovative research in both Environmental History and Animal Studies to centre on 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. 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. 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.

Topics to be covered

- 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 display and taxidermy
- Museum cultures, empire and natural history
- Natural history filmmaking and the visual animal
- Hunting, sport and animal pursuit
- Sustainability, farming and the environmental revolution
- Animals as symbols and metaphors in literature and film
- When animals attack: horror and beastly creatures

Recommended Introductory Reading

- Adams, Carol and Donovan, Josephine (1995). *Animals & Women: Feminist Theoretical Explorations*.
- Arluke, Arnold and Clinton Sanders, eds. (2009). *Between the Species: A Reader in Human–Animal Relationships*.
- Baker, Steve (2000). *Picturing the Beast: Animals, Identity, and Representation*.
- DeMello, Margo, ed. (2010). *Teaching the Animal: Human-Animal Studies Across the Disciplines*.
- Flynn, Clifton, ed. (2008). *Social Creatures: A Human and Animal Studies Reader*.

- 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*.
- Manning, Aubrey and James Serpell, eds. (1994). *Animals and Human Society: Changing Perspectives*. London: Routledge.
- Rothfels, Nigel, ed. 2002. *Representing Animals*. Bloomington: Indiana University Press.
- Serpell, James (1996). *In the Company of Animals: A Study of Human-Animal Relationships*.
- Wolch, Jennifer and Emel, Jody (1998). *Animal Geographies: Place, Politics, and Identity in the Nature-Culture Borderlands*.

School of History
Special Subject 2014/2015
HI6049: The Rise and Fall of Slavery in the Atlantic World, c.1500-1900
Convenor: Dr Will Pettigrew

Module Outline

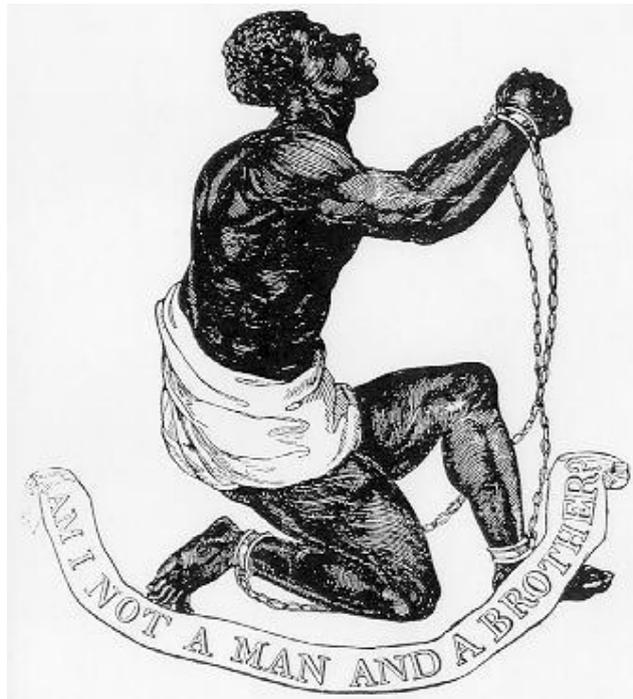
60 credits
Duration of module: Autumn and Spring terms
Number of lectures:
Number of seminars:
Number of writing weeks:

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

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.



Introductory Reading List

- Berlin, Ira, *Many Thousands Gone* (Cambridge, Mass., 1998)
- Davis, David, *The Problem of Slavery in Western Culture* (Ithaca, 1966)
- Eltis, David, *The Rise of African Slavery in the Americas* (New York, 2000)
- Harms, Robert, *The Diligent* (New York, 2002)
- Morgan, Edmund, *American Slavery: American Freedom* (New York, 1975)
- Williams, Eric, *Capitalism and Slavery* (Chapel Hill, 1944)

LIST OF ELIGIBLE HI605 AND HI757 SUPERVISORS, AND THEIR RESEARCH AREAS

Name	Areas of Speciality
Dr Julie Anderson (J.P.Anderson@kent.ac.uk)	History of medicine, particularly military medicine. Disability History particularly physical and sensory disabilities, freakery, criminality, the body and gender. Nineteenth and twentieth British social and cultural history.
Dr Barbara Bombi (B.Bombi@kent.ac.uk)	History of the Church, 1100-1450; European history, 1100-1350; crusades; heresy and dissent; pilgrimage
Dr Philip Boobbyer (P.C.Boobyer@kent.ac.uk)	Modern Russian and European history. Contemporary religious history.
Dr Alixe Bovey (A.Bovey@kent.ac.uk)	The later Middle Ages, especially cultural history; medieval and Renaissance visual culture; illuminated manuscripts.
Dr Ambrogio Caiani (A.A.Caiani@kent.ac.uk)	Eighteenth and Nineteenth Century Europe, with a focus on the Revolutionary and Napoleonic France and Europe.
Prof. Mark Connelly (M.L.Connelly@kent.ac.uk)	The British Army in the Great War and the Second World War; the Falklands War; the cultural history of remembrance; British film history; military industrialisation.
Dr George Conyne (G.R.Conyne@kent.ac.uk)	American constitutional, political and diplomatic history as well as the founding of the nation, the American Civil War, the Progressive Era, the Civil Rights Era, and contemporary political history
Dr Peter Donaldson (P.Donaldson@kent.ac.uk)	British cultural history in the twentieth century; the military history and legacy of the Great War.
Prof. Kenneth Fincham (K.C.Fincham@kent.ac.uk)	Sixteenth and seventeenth century political, religious, cultural (including architectural) history.
Dr Helen Gittos (H.B.Gittos@kent.ac.uk)	Early medieval Europe, especially the cultural, political and social history of Anglo-Saxon England.
Dr David Grummitt (D.I.Grummitt@kent.ac.uk)	16th century British and European History.
Dr Danielle van den Heuvel (D.vandenHeuvel@kent.ac.uk)	Social and economic history of early modern Europe, including the history of trade and consumption, gender, food and urban history.
Dr Rebekah Higgitt (R.Higgitt@kent.ac.uk)	The relationship between science and the public in 18th- and 19th-century Britain.
Prof. Gaynor Johnson (G.L.Johnson@kent.ac.uk)	International history, in particular the role of ambassadors in the conduct of British foreign policy in the first half of the twentieth century.

Dr Karen Jones (K.R.Jones@kent.ac.uk)	Nineteenth and twentieth century U.S. history, especially the American West. Environmental history; animals in popular culture.
Dr Jan Loop (J.Loop@kent.ac.uk)	The intellectual, religious and cultural history of Europe and the Near East, with a special focus on Western knowledge of the Arab, Ottoman and Persian world between 1450 – 1800
Dr Giacomo Macola (G.Macola@kent.ac.uk)	African political and intellectual history from the eighteenth century to the present
Dr Emily Manktelow (E.Manktelow@kent.ac.uk)	The social, cultural and familial history of the British Empire in the nineteenth century, as well as colonial and postcolonial history more broadly
Dr Ben Marsh (TBA)	The settlement of colonial America, the American Revolution, and Atlantic history between 1500 and 1800.
Dr Juliette Pattinson (J.Pattinson@kent.ac.uk)	The sociological and cultural history of the Second World War.
Dr Will Pettigrew (W.Pettigrew@kent.ac.uk)	Seventeenth and eighteenth century British, British Atlantic, and British interests overseas
Dr Ulf Schmidt (U.I.Schmidt@kent.ac.uk)	German and European Modern History especially the history of medicine, eugenics and medical films during the Weimar Republic and the Third Reich as well as during the Cold War.
Dr Phil Slavin (P.Slavin@kent.ac.uk)	Late medieval environmental, economic and social history of the British Isles and Europe.
Dr Charlotte Sleigh (C.L.Sleigh@kent.ac.uk)	History and culture of the life sciences in the nineteenth and twentieth centuries. History of natural history, especially the metaphorical meanings of insects. Literature, gender.
Dr Leonie Wells-Furby (L.Wells-Furby@kent.ac.uk)	English and Scottish history in the seventeenth century, with a focus on Anglicanism in Scotland and Ireland.
Dr John Wills (J.Wills@kent.ac.uk)	Twentieth-century US history; California; US popular culture and society; America in the 1950s; environmental protest; Disney, theming and recreation; cyberculture and computer/video games.