

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	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Werronen Dr S

Contact Hours

3 hours per week

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

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.

HI5021 Science, Power and Politics in Twentieth Century Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	Sleigh Dr C

Availability

Also available under HI5022 (Level H)

Preliminary Reading

- Jon Agar, *Science in the 20th Century and Beyond* (Polity, Cambridge, 2012)
- Mary Jo Nye, *Michael Polanyi and His Generation: Origins of the Social Construction of Science* (Chicago, 2011)
- Patrick Joseph McGrath, *Scientists, Business, and the State, 1890-1960* (UNC Press, 2002)
- Philip Gummett, *Scientists in Whitehall* (Manchester University Press, 1980)
- Tom Wilkie, *British science and politics since 1945* (Blackwell, Oxford, 1991),
- David Edgerton, *Warfare State: Britain, 1920-1970* (Cambridge University Press, 2006)
- Tim Boon, *Films of Fact: A History of Science in Documentary Films and Television* (Wallflower, 2008).
- Marwick, *British Society since 1945* (Penguin Books Ltd, London, 3rd Edition, 1996).
- Andrew Marr, *A History of Modern Britain* (Macmillan 2007)
- Richard Overy, *The Morbid Age: Britain between the wars* (Allen Lane, 2009)

Synopsis

This module covers the period approximately 1900-79 and follows the fortunes of H. G. Wells' 'open conspiracy' – his scheme by which scientists would rule the world. The aim is to understand what scientists (and their friends and critics) thought was the social role of science during this period, and how they sought to make sure that science played that role. We aim to find out why scientists thought a scientific approach to life and society was desirable; how they sought to impose it; and to what extent, or in what ways, they were successful in their aims. Along the way we will see how scientists engaged with particular political ideologies, and with the government. Examples covered include the 'poverty vs. ignorance' nutrition debate during the great depression, the development of nuclear power and consumer technology at the Festival of Britain. We will see the pivotal role played by WWII in terms of facilitating scientists' ambitions to govern, and the rise of psychology as arguably the most influential science in terms of governance. The module makes particular use of fictional and documentary film sources as a means to understand the place of science in public culture.

HI5022 Science, Power and Politics in Twentieth Century Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	Sleigh Dr C

Availability

Also available under HI5021

Preliminary Reading

- Jon Agar, Science in the 20th Century and Beyond (Polity, Cambridge, 2012)
- Mary Jo Nye, Michael Polanyi and His Generation: Origins of the Social Construction of Science (Chicago, 2011)
- Patrick Joseph McGrath, Scientists, Business, and the State, 1890-1960 (UNC Press, 2002)
- Philip Gummett, Scientists in Whitehall (Manchester University Press, 1980)
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HI5023 The American Civil War Era 1848-1877

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

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.

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)

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.

HI5024 The American Civil War Era 1848-1877

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

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.

Preliminary Reading

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HI5028		The Crusades				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Bombi Dr B

Availability

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

Contact Hours

3 hours per week

Preliminary Reading

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

Synopsis

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

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

Preliminary Reading

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

Synopsis

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

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

Availability

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

Preliminary Reading

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

Synopsis

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

Contact Hours

3 hours per week

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'

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.

HI5066 British History c. 1480-1620						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	

Availability

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

Method of Assessment

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

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)

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'.

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

Contact Hours

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

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)

Synopsis

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

HI5092 Armies at War 1914-1918						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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.

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.

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.

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

Availability

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

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%).

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

Preliminary Reading

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

Synopsis

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

HI5097 Modern German History, 1918-1990						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	Schmidt Prof U

Availability

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

Method of Assessment

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

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

Synopsis

See entry for HI5096.

HI566 History Dissertation						
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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						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Donaldson Dr PM

Availability

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

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)

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%).

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*

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

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	Mills Dr S (HI)
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

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).

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).

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)

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

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.

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 (25%) and the other 3,000 words (30%), and an oral mark based on two presentations (5%).

H students

The coursework component will be assessed by a 2000 word essay based on a primary source (25%), a 3000 word essay (30%), and two presentations (one based on a primary source and the other on a historiographical debate) (5%).

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.

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)

Synopsis

The French Revolution continues rightly to be regarded as one of 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 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.

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

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.

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.

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)

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.

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

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.

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).

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

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	Connelly Prof M

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.

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)

Restrictions

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

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

Synopsis

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

For example, a student with a particular interest in the First World War will be assigned to relevant materials in the REMLA collection. This material will then form the basis of the assessments. The student will also be asked to look at the relevant section of the Museum and reflect on how this particular aspect has been presented. See 16 below for further details.

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

Contact Hours

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

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

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 (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).

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)

Synopsis

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.

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

Contact Hours

3 hours per week

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).

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.

HI6026 Everyday Life in Modern Europe						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	

Synopsis

See HI6025 for details.

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.

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

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

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.

Preliminary Reading

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

- Siegfried Sassoon *The Complete Memoirs of George Sherston* (1937).
- Bernard Bergonzi *Heroes Twilight* (1965)
- Richard Cork *A Bitter Truth: avant garde art and the First World War* (1994)
- Paul Fussell *The Great War and Modern Memory* (1976)
- Samuel Hynes: *The Auden Generation* (1976)
- Samuel Hynes *A War Imagined: English culture and the First World War* (1990)
- Adrian Thomson *Anzac Memories: Living with the Legend* (1992)
- John Silkin *Out of Battle: the poetry of the First World War* (1972)
- Martin Stephen *The Price of Pity* (1996)

Synopsis

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

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.

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.

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.

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.

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).

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 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.

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

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.

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.

Preliminary Reading

Germany

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

France

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

Synopsis

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

HI6033 Persecution, Repression and Resistance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Smith Dr C

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
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Learning Outcomes

11. The intended subject specific learning outcomes

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

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

12. The intended generic learning outcomes

By the end of this module, students will have:

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

Method of Assessment

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

Coursework

The coursework component will be assessed as follows:

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

and 12.1-2

Exams

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

Preliminary Reading

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

Synopsis

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.

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

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

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.

Preliminary Reading

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

Synopsis

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.

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

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

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.

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

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.

HI6038 Britain's Home Front						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Smith Dr C

Contact Hours

3 hours per week throughout 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) 1 x 1500-word report on the use of a particular type of source (Mass Observation, film, newspapers etc) (10% of the coursework mark)
- 2) 3 x 1,500-word source analysis (each worth 10% of the coursework mark)
- 3) 2 x 3,000-word essays (each worth 20% of the coursework mark)
- 4) 1 x in-class presentation (worth 20% of the coursework mark)

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.

Preliminary Reading

- Angus Calder, *The People's War* (London: Cape, 1969).
- Angus Calder, *The Myth of the Blitz* (London: Pimlico, 1991).
- James Chapman, *The British at War: Cinema, State, and Propaganda, 1939-1945* (London: IB Tauris, 1998).
- Mark Connelly, *We can take it!: Britain and the Memory of the Second World War* (London: Pearson, 2004).
- Brian Brivati and Harriet Jones (eds.), *What Difference Did the War Make?* (Leicester: Leicester University Press, 1993).
- Travis L Crosby, *The Impact of Civilian Evacuation in the Second World War* (London: Croom Helm, 1986).
- Peter Gillman & Leni Gilman, *Collar the Lot: How Britain interned and expelled its wartime refugees* (London, Quartet Books, 1980).
- Christine Gledhill & Gillian Swanson (eds.) *Nationalizing Femininity: Culture, Sexuality and British Cinema in the Second World War* (Manchester: Manchester University Press, 1996).
- Tom Harrison, *Living through the Blitz* (Harmondsworth: Penguin, 1976).
- Keith Jefferys, *War and Reform: British Politics During the Second World War* (Manchester University Press, 1994).

Synopsis

The study of war has, until recently, tended to focus upon leaders, combatants and military strategies. This course, however, will analyse the experience of civilians on the Home Front, using World War Two Britain as a case study.

Sessions will typically include:

Sources for Studying the Home Front 1) propaganda posters, film and radio; 2) Mass Observation; and personal testimonies; the Blitz spirit; *The Enemy Within: Enemy Aliens and Jews*; Minority groups on the home front: Travellers and Immigrants; Women's war service; Cultural representations of women; Soldier heroes and civilian men; Cultural representations of men; Evacuating the home front; Brief Encounters; Politics I: social policies; Politics II: a swing to the left?; and the impact of war on the home front: change and continuity. There will also normally be a trip to the Imperial War Museum.

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

Contact Hours

3 hours a week throughout the Autumn and Spring terms.

Method of Assessment

60% Exam, 40% Coursework

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)

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.

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

Contact Hours

3 hours a week throughout the Autumn and Spring terms.

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

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

Method of Assessment

- 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.

Preliminary 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)

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 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?

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	Houldsworth Dr A

Contact Hours

3 hours per week.

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.

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.

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).

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.

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	James Dr L

Contact Hours

3 hours throughout the Autumn and Spring terms.

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

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

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. 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.

Preliminary Reading

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

Synopsis

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'?

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

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.

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).
2. Two 1,500 word source analysis exercises (each worth 15% of the coursework component).
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.

The examination component will be made up of two 2-hour examinations.

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).
- Costigliola, 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).

Synopsis

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.

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

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

Method of Assessment

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

The coursework assignments will consist of the following:

- 1) a 1,500 word research manifesto (15% of the coursework mark), identifying a research problem from within the literature as well as a proposed solution to that problem
- 2) a 4,000 word critical historiographical review (40% of the coursework mark)
- 3) a 2,000 word essay (20% of the coursework mark) focusing on one of the main themes of the historiographical debate.
- 4) a 15 minute presentation (10% of the coursework mark)
- 5) a seminar participation mark (15% of the coursework mark). 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.

There will be 2 two-hour written exams.

Preliminary Reading

- 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)

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.

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

Learning Outcomes

On successful completion of the module students will:

- Be able to pursue research at an advanced level.
- Use archives as a source for historical subject matter and factual information. In particular to develop their appreciation of the epistemological and heuristic stakes and issues involved historical research.
- Have been encouraged to seek out their own student intellectual self-development and independence through the identification of a clear academic subject matter for in-depth research. This module intends to allow to students to pursue their own subjectivities and academic interests with the greatest possible freedom.
- Have conceptualised their chosen topic of research and placed it within a wider historiographical framework of debate or interest.
- Gained useful future and transferable life skills. The dissertation will give them a more reified appreciation of the historian's

craft and useful research skills which they will be able to use and deploy in most avenues of future employment.

Method of Assessment

The module will be assessed by 100% coursework. This mark will be based on the submission of one 9,000 word dissertation. Students will be required to undertake research into their chosen topic, independently but with guidance from their supervisor. Marking will examine the use of primary sources, and the deployment of relevant secondary sources and historiographical analysis.

Preliminary Reading

D. Swetnam & R. Swetnam, *Writing Your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work*, (How To Books, 2000)
 Francis X. Blouin and William G. Rosenberg, *Processing the Past: Contesting Authority in History and the Archives*(Oxford, 2012).
 Antoinette Burton ed., *Archive Stories: Facts, Fictions, and the Writing of History* (Durham, NC, 2005).
 Natalie Zemon Davis, *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France* (Stanford, 1990).
 Jacques Derrida, *Archive Fever, A Freudian Interpretation* (Chicago, 1996).
 Arlette Farge, *The Allure of the Archives* (London, 2013)
 Carolyn Steedman, *Dust: The Archive and Cultural History* (New Brunswick, NJ, 2002).

Restrictions

Available to Stage Three students only

Synopsis

This module is designed to give final-year Single or Joint Honours History students an opportunity to independently research a historical topic, under the supervision of an expert in the field. Students are required to submit a dissertation (maximum length 9,000 words) based on research undertaken into primary sources, and an extended reading of secondary sources. It is designed to allow students to engage in their own historical research into any chosen topic (the only stipulation being that there must be a member of staff available within the School of History who is able to supervise the topic), and to present their research in a cogent and accessible format.

HI6051 Africa and Africans in the Atlantic World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Whyte Dr C

HI6052 History of Photography:Between Science & Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Nasim Dr O

HI6053 History of Photography:Between Science & Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

HI6055 Literature & History:Text & Context in C.19thScience						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Sleigh Dr C

Method of Assessment

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

The coursework component (12,000 words in total) will be assessed as follows:

- 2 x 5000 word essays, each worth 50% of the coursework mark. These will be based on the texts selected by students in term 2, will thus represent significant achievements in self-directed research.
- 1 x 1000 word critical summary of a contextual or contextual approach covered in term 1.
- 5 x 200 word seminar interventions – these must be prepared for every seminar, and will be picked on at random for reading out and assessment. A seminar intervention is a brief note of comments based on assigned readings, expressing a cogent thought or opinion on the readings and intended to stimulate class discussion.

Exams

The module will also be tested in 2 x two–hour exams (equally weighted). These will be based on the work covered in term 1.

One exam will be based on gobbets from the two key primary texts (or closely-related intertexts)

The other exam will test evaluative knowledge of the textual/contextual approaches studied (i.e. literary-critical and historiographical).

Preliminary Reading

- C.L. Sleigh. (2010) Literature and Science. London: Palgrave
- G. Beer. (2009) Darwin's plots: evolutionary narrative in Darwin, George Eliot and nineteenth-century fiction. Cambridge: Cambridge University Press.
- G. Cavallo & R. Chartier (eds.). (2003) A History of Reading in the West. London: Polity
- I. Crossman & S. Suleiman. (1980) The Reader in the Text: Essays on Audience and Interpretation. Princeton: Princeton University Press
- P. Davis. (2002) The Victorians. Oxford: Oxford University Press
- D. Finkelstein & A. McCleery. (2012) An introduction to book history. London: Routledge
- H. J. Jackson. (2001) Marginalia: Readers writing in books. New Haven: Yale University Press
- A. Manguel. (1997) The history of reading. London: Penguin
- G. Moore. (2012) The Victorian Novel in Context. New York: Bloomsbury Publishing
- A. Parejo-Vadillo et al (2011). Victorian literature: a sourcebook. London: Palgrave Macmillan
- J. A. Secord (2000) Victorian Sensation (Chicago)
- H. White. (2009) The content of the form: Narrative discourse and historical representation. Baltimore: Johns Hopkins University Press

Synopsis

This module puts together the methods of literature and history. Its case studies come from nineteenth-century science, as it is in this area of scholarship in which some of the most exciting and stimulating historicist scholarship has arisen of late. The first term will be spent on a review of various approaches to literature and history, from textual to contextual, taking in, for example, the narrative turn, reception theory and reader-centred studies. This will be partnered with a slow and in-depth reading of two nineteenth-century texts that have spawned most historicist scholarship in literature and science: most likely George Eliot's Middlemarch and Charles Darwin's Origin of Species (tbc). In the second term, students will choose a selection of novels (one per week) for study within the framework of methodologies covered in term 1. Students will be guided and advised in their choices, which are anticipated to lie in the realm of nineteenth or possibly twentieth-century science. Students will develop two of their chosen texts for independent research, assessed by means of substantial essays.

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

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

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) 4 x 3,000 word essays, each worth 20% of the coursework mark.
 - 2) 2 x 10 minute in-class presentations, each worth 10% of the coursework mark.
- 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.

Preliminary Reading

- B. Abou-el-Haj. (1994) The Medieval Cult of Saints: Formations and Transformations. Cambridge: CUP
- R. Bartlett. (2013) Why Can the Dead Do Such Great Things?: Saints and Worshippers from the Martyrs to the Reformation. Princeton: Princeton University Press
- P. Brown. (1981) The Cult of the Saints: Its Rise and Function in Latin Christianity. Chicago: University of Chicago Press
- E. Duffy. (2005) The Stripping of the Altars: Traditional Religion in England, 1400–1580. New Haven: Yale University Press
- R. Marks. (2004) Image and Devotion in Late Medieval England. Stroud: The History Press
- M. Stouck ed. (1999) Medieval Saints: A Reader. Toronto: University of Toronto Press
- Vauchez. (2005) Sainthood in the Later Middle Ages. Cambridge: CUP

Synopsis

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

HI6059 Lords, Peasants and Heretics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Slavin Dr P

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 5,000 word essays, each worth 40% of the coursework mark.
- 2) 1 x 15 minute in-class presentations, worth 20% of the coursework mark.

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.

Preliminary Reading

- M. Bailey. (2014) *The Decline of Serfdom in Late Medieval England*. Rochester: Woodbridge
- B.M.S. Campbell. (2000) *English seigniorial agriculture, 1250–1450*. Cambridge: CUP
- B.M.S. Campbell & K. Bartley. (2006) *England on the eve of the Black Death. An atlas of lay lordship, land and wealth, 1300–49*. Manchester: MUP
- C. Dyer. (1989) *Standards of living in the later middle ages: social change in England, c. 1200–1520*. Cambridge: CUP
- C. Dyer. (2005) *An age of transition? : Economy and Society in England in the later Middle Ages*. Oxford: OUP
- R. Horrox & M. Ormrod (eds.). (2006) *A Social History of England, 1200-1500*. Cambridge: CUP
- C. Dyer. (2005) *An age of transition? : Economy and Society in England in the later Middle Ages*. Oxford: OUP
- W.C. Jordan. (1996) *The Great Famine: northern Europe in the early fourteenth century*. Princeton: Princeton University Press
- R. Rex. (2002) *The Lollards: Social History in Perspective*. New York: Palgrave
- P. Slavin.(2012) *Bread and Ale for the Brethren*. Hatfield: University of Hertfordshire Press

Synopsis

This module deals with social, economic and cultural changes in late-medieval England, between c.1250 and 1450. It was a watershed period in English history, marking the beginning of the collapse of the old feudal order and the emergence of a new socio-economic regime, which paved the way to the world we know today. The topics include, but are not limited to: manorial system, peasant society, the Great Famine of 1315-17, the Black Death, the 1381 Revolt, changes in consumption culture, the emergence of popular preachers, and the rise of gentry.

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

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 3,000 word essays, each worth 20% of the coursework mark.
- 2) 1 x 3,000 word assignment, consisting of two commentaries on gobbets (extracts from primary sources), worth 20% of the coursework mark.
- 3) 1 x 15 minute in-class presentation, worth 20% of the coursework mark.
- 4) 1 x in-class test, worth 20% of the coursework mark.

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.

Preliminary Reading

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

Synopsis

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

HI6061 Human Experiments & Human Rights during the Cold War						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Schmidt Prof U

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 5,000 word essays, each worth 30% of the coursework mark.
- 2) 1 x 30-40 minute in-class presentation, worth 20% of the coursework mark.
- 3) 1 x in-class test (of around 2,000 words), worth 20% of the coursework mark.

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.

Preliminary Reading

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

Synopsis

This Special Subject examines the history of human rights in human experimentation during the Cold War, and traces the development of biological and chemical warfare research from the Second World War through to Allied military research in the 1950s and 1960s. It charts continuity and change in the development of medical ethics standards in modern military research on humans, and assesses the extent to which research subjects were informed of the risks involved in the research.

The module explores Allied war-time research and the international response to news of Nazi medical atrocities. The Nuremberg Medical Trial and the Nuremberg Code are important milestones in the history of informed consent and modern medical ethics. The module looks at the nuclear testing programme that was conducted by the United States and the United Kingdom in the 1950s, and investigates in detail the evolving chemical warfare programme at Porton Down in the United Kingdom where one of the servicemen, Ronald Maddison, died from exposure to the nerve agent sarin in 1953.

The history of research into incapacitants and biological warfare agents is located into a wider context of an evolving system of medical ethics in which non-therapeutic experiments without consent were increasingly seen as unethical and unlawful. Finally, the attempts by veteran groups for recognition and compensation will be examined as part of a wider political history of the Cold War which has shaped our understanding and memory of the more recent past.

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	Warren Ms R
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

3 hours per week

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

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.

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

Contact Hours

3 hours per week

Preliminary Reading

C SMITH - 'The Science of Energy', 1998

W SCHIVELBUSCH - 'The Railway Journey', 1986

DR HEADRICK - 'The Tools of Empire', 1981

D READ - 'The Power of News', 1992

RA STAFFORD - 'Scientist of Empire', 1989

DSL CARDWELL - 'The Fontana History of Technology', 1994

Synopsis

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

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

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'

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.

HI764 How the West Was Won (or Lost): The American West in the Nineteenth Cen						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Jones Dr KR

Availability

Also available under code HI763 (Level I)

Contact Hours

3 hours per week

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'

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.

HI767 Churchill's Army: the British Army in the Second World War						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Bowman Dr T

Availability

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

Contact Hours

Minimum 2 hours per week

Preliminary Reading

David FRENCH - 'Raising Churchill's Army'

David FRASER - 'And We Shall Shock Them'

Correlli BARNETT - 'The Desert Generals'

John KEEGAN (ed) - 'Churchill's Generals'

Shelford BIDWELL - 'Gunnery at War'

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

Restrictions

WAR STUDIES STUDENTS WILL HAVE PRIORITY ON THIS MODULE.

Synopsis

WAR STUDIES STUDENTS WILL HAVE PRIORITY ON THIS MODULE.

The module will explore the nature of the British Army in the Second World War. How it reacted to the crushing defeats of 1940 in France and 1942 in the Far East before transforming itself into a war-winning force. The course will begin with the inter-war army examining its lack of doctrine and the confused role it had in British and imperial defence plans. From there it will move on to examine the transformation of the army from a pre-war small professional outfit to a vast conscript army, before concluding on the situation in 1945, the retention of peacetime conscription and adaptation to the Cold War world. It will take a broad approach to military history, studying the political, economic and cultural realities behind the force.

HI768 Churchill's Army: the British Army in the Second World War						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	Bowman Dr T

Availability

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

Synopsis

See entry for HI767

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

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

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.

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

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)

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.

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

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)

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.

