

SCHOOL OF HISTORY

SPECIAL SUBJECTS, 2015-2016

What are Special Subjects?

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

Special Subjects are taught across the Autumn and Spring terms. As they are worth 60 credits, they form 50% of your Stage 3 workload.

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

A list of the History Special Subjects which will be available in 2015/2016 is given below, and a synopsis for each module follows. If you would like further information you are encouraged to consult the relevant members of staff.

Programme Requirements

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

- one 30-credit Autumn term module
- one Special Subject (Autumn and Spring terms)
- HI605, the Undergraduate Dissertation (Spring term)

Part-time single-honours History students complete their Special Subject in the first year of Stage 3 (i.e., year 5), and take one 30-credit Autumn term module and the HI605, Undergraduate Dissertation, in the final year of their degree (i.e., year 6).

In their final year, full-time WAR STUDIES STUDENTS are required to complete:

- HI757, War Studies Dissertation (Autumn and Spring terms), and:

EITHER:

- one Special Subject (Autumn and Spring terms)

OR:

- one 30-credit Autumn term module and one 30-credit Spring term module

Part-time War Studies students complete EITHER a Special Subject OR two 30-credit modules in the first year of Stage 3 (i.e., year 5), and complete their HI757, War Studies Dissertation, in the final year of their degree (i.e., year 6).

JOINT HONOURS STUDENTS, and AMERICAN STUDIES STUDENTS are able to choose a Special Subject as part of their Stage 3 modules, if they so wish.

Please note that Special Subjects are available in Stage 3 only, and that you may not take more than one Special Subject.

Registration

Unlike all other modules, Special Subjects are subject to quotas, and will be allocated on a first-come, first-served basis. Because of this, in previous years the School required students to register for their Special Subjects in person. However, for numerous reasons (the most obvious being that students would often begin queueing very early in the morning!), the School has changed the way by which students will register for their Special Subjects for 2015/2016.

If you wish or are required to take a Special Subject in 2015/2016, you will need to rank the Special Subjects available by order of preference, and email this ranked list to the School of History. Special Subjects will then be assigned on a first-come, first-served basis, according to the order in which emails are received.

The period in which to send your list to the School is between **8am, Wednesday 11th March**, and **4pm, Thursday 12th March**. Please see the last page of this booklet for details on registering for your Special Subject.

HISTORY SPECIAL SUBJECTS, 2015/2016

HI6024	Napoleon and Europe, 1799-1815 - War, Empire, Civilisation and Law	Dr Caiani	pg. 3
HI6029	The Great War: British Memory, History and Culture	Dr Donaldson	pg. 6
HI6030	Empires of Religion?' Thinking with Missionaries in the Age of Empire, 1780-1914	Dr Manktelow	pg. 8
HI6038	Britain's Home Front: Myths and Memories of the People's War	Dr Pattinson	pg. 10
HI6039	The Rights Revolution: Civil Rights Movements & the Law in the US since 1945	Dr Conyne	pg. 11
HI6040	Discovery of the World, c.1450-1800	Dr Stein	pg. 12
HI6044	British Politics 1625-1642	Dr Wells-Furby	pg. 14
HI6045	Origins of the Second World War	Prof. Johnson	pg. 16
HI6049	The Rise and Fall of Slavery in the Atlantic World, c.1500-1900	Dr Pettigrew	pg. 18
HI6055	Literature and History: Text and Context in Nineteenth Century Science	Dr Sleigh	pg. 20
HI6058	Saints, Relics, and Churches in Medieval Europe, c.500–1500	Dr Werronen	pg. 22
HI6059	Lords, Peasants and Heretics: Social History of late-medieval England	Dr Slavin	pg. 23
HI6060	After Stalin: The Decline and Fall of the Soviet Union	Dr Boobbyer	pg. 24
HI6061	Human Rights and Human Experiments in the Cold War	Prof. Schmidt	pg. 25

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

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module



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

Aims and Outcomes

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



Por que?

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Subjects and Topics to be covered

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

Recommended Introductory Reading

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

Assessment Methods

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

The coursework component will be assessed as follows:

- 3 x 3000 word essays, each worth 20% of the coursework mark (each worth 8% of the total mark).
- One 1000 word in-class test, worth 20% of the coursework mark (8% of the total mark).
- A 15 minute presentation, worth 20% of the coursework mark (8% of the total mark).

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

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

Module Outline

60 credits
Duration of module: two terms

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

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

Subjects and themes:

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

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

Recommended Introductory Reading

- Pat Barker *Regeneration* trilogy (1991-5)
- Edmund Blunden *Undertones of War* (1928)
- Vera Brittain *Testament of Youth* (1933)
- Sebastian Faulks *Birdsong* (1994)
- Robert Graves *Goodbye to all That* (1929).
- David Jones *In Parenthesis* (1937)
- T.E. Lawrence *Seven Pillars of Wisdom* (1926), *The Mint* (1936)
- Frederic Manning *The Middle Parts of Fortune* (1929 aka *Her Privates We*)
- Erich Maria Remarque *All Quiet on the Western Front* (1929)
- Siegfried Sassoon *The Complete Memoirs of George Sherston* (1937).
- Bernard Bergonzi *Heroes Twilight* (1965)
- Richard Cork *A Bitter Truth: avant garde art and the First World War* (1994)
- Paul Fussell *The Great War and Modern Memory* (1976)
- Samuel Hynes: *The Auden Generation* (1976)

- Samuel Hynes *A War Imagined: English culture and the First World War* (1990)
- Adrian Thomson *Anzac Memories: Living with the Legend* (1992)
- John Silkin *Out of Battle: the poetry of the First World War* (1972)
- Martin Stephen *The Price of Pity* (1996)

Assessment Methods

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.

School of History
Special Subject 2014/2015

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

Convenor: Dr Emily Manktelow

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

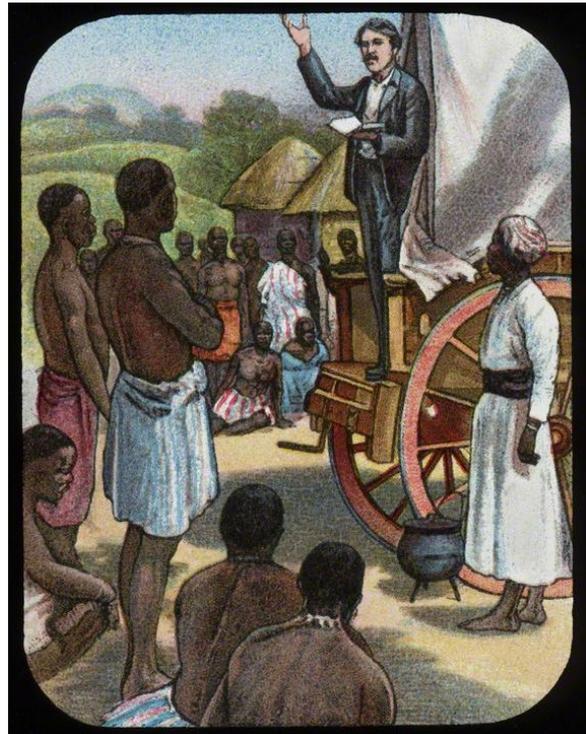
Not available as wild module

Aims and Outcomes

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

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

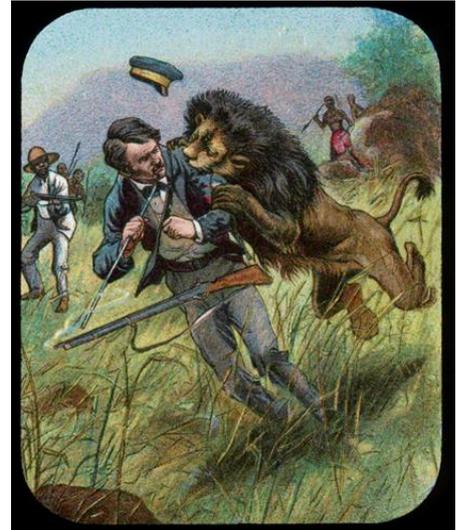
This module will critically interrogate Carey's above assertion by asking how far can missionaries be considered agents of imperialism? In so doing it will interact with issues of how we define imperialism, how useful the idea of cultural imperialism can be to the modern historian, and how we might talk meaningfully about 'the colonising project'. Students will be introduced to the history of the British Empire and more broadly the history of British cultural engagement and encounters with indigenous peoples within and outside of the empire. You will analyse and discuss the socio-economic, cultural and religious impact of Christian mission in the 'age of expansion', and will tease out issues of cultural encounters, indigenous agency and resistance, race, racism and cultural chauvinism. We will explore the impact of mission literature and experience on the British public's own imaginative engagement with non-western peoples, and will use an exciting and diverse range of textual, visual and oral sources. Students will emerge with a complex understanding of colonialism, in all its variegated forms, and how it has shaped (and continues to shape) the modern world in which we live today.



Topics to be covered

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

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



Recommended Introductory Reading

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

Assessment Methods

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

The coursework component will be assessed as follows:

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

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

School of History
Special Subject 2014/2015
HI6038: Britain's Home Front: Myths and Memories of the People's War
Convenor: Dr Juliette Pattinson

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

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.

Recommended Introductory 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).

Assessment Methods

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

The coursework component will be assessed as follows:

- 1) 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.

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

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

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

- Alexis de Tocqueville, *Democracy in America*.

Aims and Outcomes

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

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



Key texts:

Selected opinions of the American federal and state courts.

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

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

Module Outline

60 credits

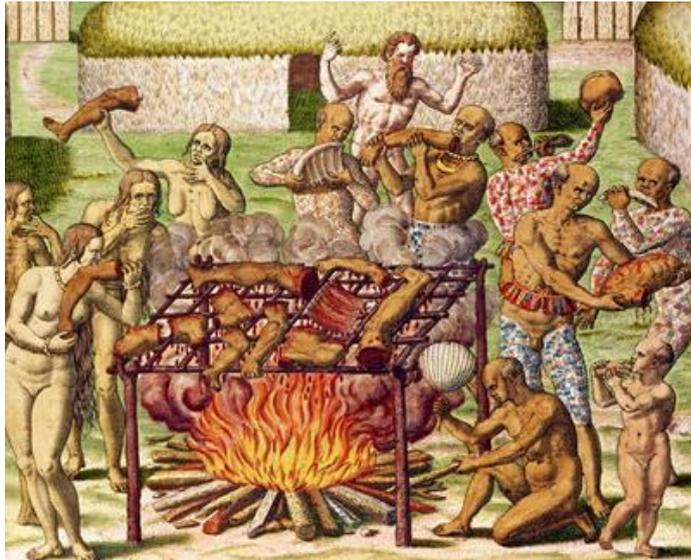
Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes



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

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

Some subjects and themes to be covered

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

Recommended Introductory Reading

- Abulafia, David, *The Discovery of Mankind: Encounters in the Age of Columbus* (New Haven 2008)
- Bitterli, Urs, *Cultures in Conflict. Encounters between European and non-European cultures, 1492-1800* (Stanford, 1989)
- Grafton, Anthony, *New Worlds, Ancient Texts. The Power of Tradition and the Shock of Discovery* (Cambridge, Mass. 1992)
- Rubiés, Joan-Pau, *Travellers and Cosmographers. Studies in the History of Early Modern Travel and Ethnography* (Aldershot, 2007)

Assessment Methods

- 1) 2 x 2500 word essays, each worth 15% of the coursework mark (each worth 6% of the total mark).
- 2) 1 x 3500 word essays, worth 30% of the coursework mark (12% of the total mark).
- 3) 2 x 15 minute presentations, each worth 20% of the coursework mark (each worth 8% of the total mark).
- 4) The module will also be tested in 2 x two-hour exams – which will make up 60% (30% each) of the final mark for the module.

School of History
Special Subject 2014/2015
HI6044: British Politics, 1625-1642
Convenor: Dr Leonie Wells-Furby

Module Outline

60 credits
Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcome

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

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



Topics to be covered

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

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

Recommended Reading

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Charles I: A Political Life (2005)
Charles I and the Aristocracy 1625-1642 (2013)

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

Assessment Methods

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

The coursework component will be assessed as follows:

1. 3x3000 word essays, each worth 20% of the coursework mark (8% of the total mark),
2. 1x3000 gobbet exercise, worth 20% of the coursework mark (8% of the total mark),
3. A 15 minute presentation, worth 20% of the coursework mark (8% of the total mark),

Exams

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

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

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

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

Subjects and themes

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

Themes and issues covered include: the fulfilment of the peace-making objectives of the victorious powers at the end of the First World War; the tensions between the European and imperial agendas of Britain and France; the idea of the 1920s as a large-scale experiment in democratisation; the impact of the extreme ideologies of the right and left on international affairs; the impact of cultural nationalism on international diplomacy; the work and role of the League of Nations; the

disarmament/rearmament debate; the quest to ban war; the individual diplomatic strategies of Britain, the major continental European powers, the United States and Japan between 1919-1939 and how they changed; the major treaties of the period, including the Treaty of Versailles and the other peace treaties signed in Paris in 1919; the Treaty of Locarno (1925); the Kellogg-Briand Pact (1928); the Four Power Pact (1933) the Anglo-German Naval Agreement (1935); the Rhineland Crisis (1936); the diplomatic tensions caused by the fascist dictators, including an in-depth analysis of the Spanish Civil War; the statecraft of international diplomacy in the interwar period and the quest for appeasement.



Recommended Introductory Reading

- Bell, P.M.H., *The Origins of the Second World War in Europe* (London: Longman, 1996).
- Carr, E. H., *The TwentyYears' Crisis 1919-1939* (London: Victor Gollancz, 1939).
- Costigliolia, F., *Awkward Dominion* (New York: Cornell University Press, 1984).
- Craig, G., and F. Gilbert (eds.) *The Diplomats: 1919-1939* (Princeton: Princeton University Press, 1994).
- Iriye, A., *The Globalizing of America, 1913-1945* (Cambridge: Cambridge University Press, 1993)
- Louis, W., *British Strategy in the Far East, 1919-1939* (Oxford: Oxford University Press, 1971)
- Martel, G. (ed.), *AJP Taylor and the Origins of the Second World War: Reconsidered after Twenty-Five Years* (London: Longman, 1986).
- Reynolds, D., *The Creation of the Anglo-American Alliance* (Cambridge: Cambridge University Press, 1981).
- Reynolds, D., *The Long Shadow* (Cambridge: Cambridge University Press, 2013).
- Steiner, Z., *The Lights that Failed* (Oxford: Oxford University Press, 2005).
- Steiner, Z., *The Triumph of the Dark* (Oxford: Oxford University Press, 2010).

Assessment Methods

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.

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

Module Outline

60 credits

Duration of module: Autumn and Spring terms

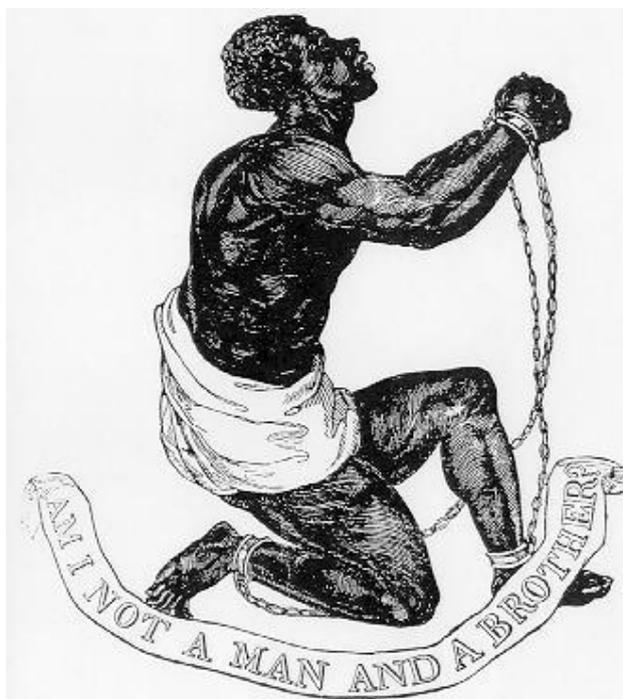
Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

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



Introductory Reading List

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

Assessment Methods

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.

School of History
Special Subject 2014/2015
HI6055: Literature and History: Text and Context in Nineteenth Century Science
Convenor: Dr Charlotte Sleigh

Module Outline

60 credits
Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

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.

Recommended Introductory 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

Assessment Methods

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

Coursework

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

1. 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.
2. 1 x 1000 word critical summary of a contextual or contextual approach covered in term 1.

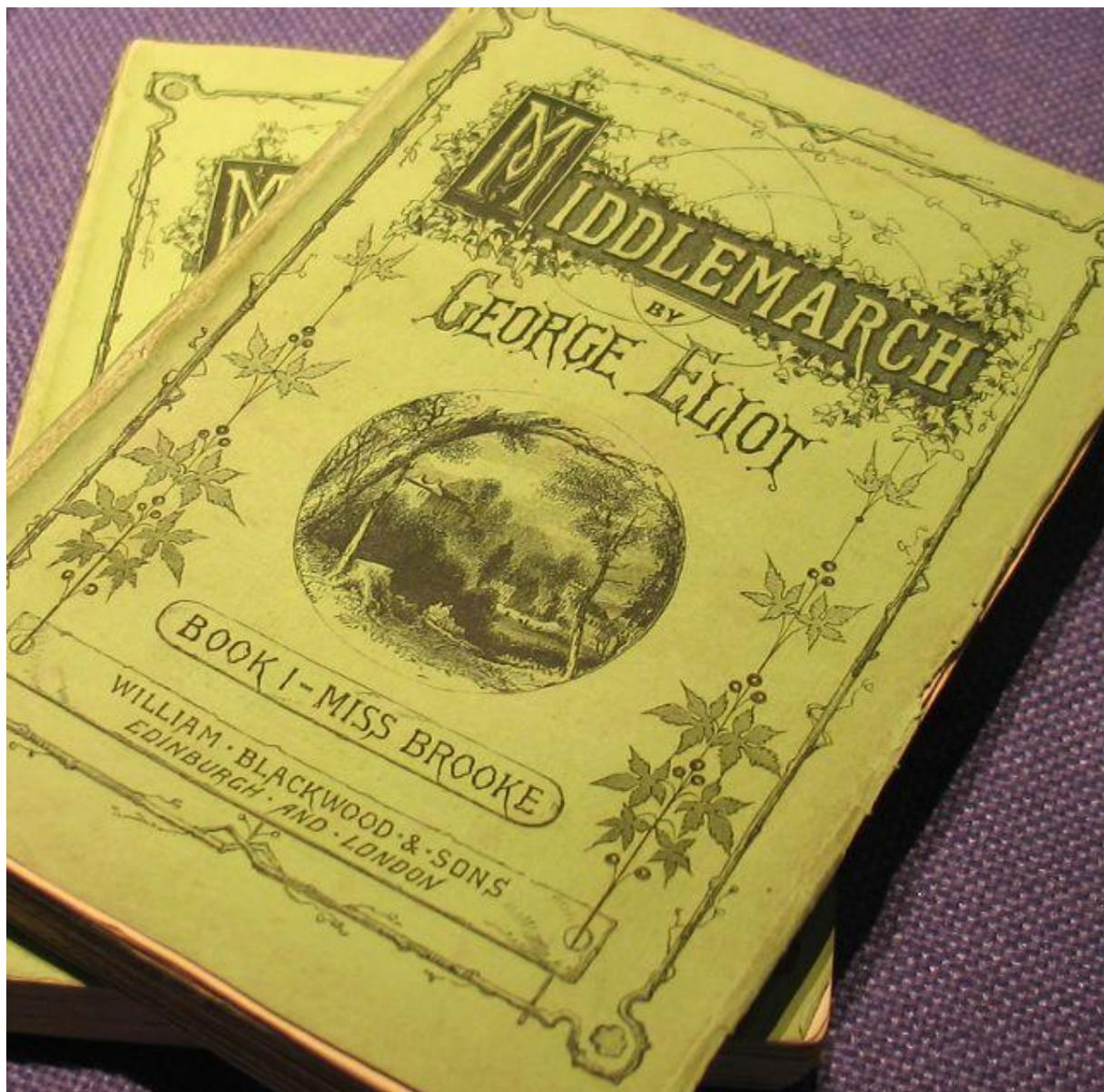
3. 5 x 200 word seminar interventions – these must be prepared for every seminar, and will be picked on at random for reading out and assessment. A seminar intervention is a brief note of comments based on assigned readings, expressing a cogent thought or opinion on the readings and intended to stimulate 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).



School of History
Special Subject 2014/2015
HI6058: Saints, Relics, and Churches in Medieval Europe, c.500–1500
Convenor: Dr Stephen Werronen

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

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.

Recommended Introductory 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

Assessment Methods

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

The coursework component will be assessed as follows:

- 1) 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.

School of History
Special Subject 2014/2015
HI6059: Lords, Peasants and Heretics: Social History of late-medieval England
Convenor: Dr Phil Slavin

Module Outline

60 credits
Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

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 1331 Revolt, changes in consumption culture, the emergence of popular preachers, and the rise of gentry.

Recommended Introductory 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

Assessment Methods

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

The coursework component will be assessed as follows:

- 1) 2 x 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.

School of History
Special Subject 2014/2015
HI6060: After Stalin: The Decline and Fall of the Soviet Union
Convenor: Dr Philip Boobbyer

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

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.

Recommended Introductory 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

Assessment Methods

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

The coursework component will be assessed as follows:

- 1) 2 x 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.

School of History
Special Subject 2014/2015
HI6061: Human Rights and Human Experiments in the Cold War
Convenor: Prof. Ulf Schmidt

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

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.

Recommended Introductory 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

Assessment Methods

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

The coursework component will be assessed as follows:

- 1) 2 x 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.

Special Subject Registration

Unlike all other modules, Special Subjects are subject to quotas, and will be allocated on a first-come, first-served basis.

If you wish or are required to take a Special Subject in 2015/2016, you **must** follow the steps laid out below:

4. On the Special Subject registration form, rank the Special Subjects available by order of preference. The registration form can be downloaded from the [Undergraduate Office's website](#), or from the [School's Undergraduate Portal](#).
 - Rank the Special Subjects in descending order (i.e., put 1. against the Special Subject you would most like to take, 2. against your second most preferred Special Subject, etc.).
 - You must rank **all** fourteen Special Subjects.
5. **Attach** the completed form to an email, and send it to the School of History at historyspecial@kent.ac.uk.
 - The period in which to send your form to the School is between:

8am, Wednesday 11th March – 4pm, Thursday 12th March
 - Emails received before 8am, 11th March will be deleted. You will receive an automated receipt if your email has been deleted, informing you that you will need to resend your form within the period above.
 - You will receive an automated receipt once your email has been received. If any problems arise with your email, you will be contacted after 12th March.

Special Subjects will be assigned on a first-come, first-served basis, according to the order in which forms are received via email by the School. Each student will be assigned to their most preferred Special Subject, unless it is full in which case they will be assigned to their second most preferred module, etc.

Once a Special Subject is full, those students who ranked it as their first choice will be added to a waiting list for that module, in case any spaces become available during the summer.

You will receive an email no later than **4pm, Monday 16th March** confirming to which Special Subject you have been assigned.

When online module registration opens on 16th March 2015, you will have been pre-registered for your Special Subject, and any other compulsory modules for your programme, by the Undergraduate Office. You will then have to indicate your preferences for your remaining credits for the 2015/2016 year. Please consult the Faculty Handbook for module choices in your final year.