

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 05 School of History

<b>HI5013 Popular Religion and Heresy, 1100-1300</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Corran Dr E

#### 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 <span style =

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.

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

#### Contact Hours

5 hours per week (1hr lecture, 2hr seminar, 2hr film screening)

#### Method of Assessment

This module is assessed by coursework only. The coursework mark is typically made up by two 3,000 word essays, weekly in-class tests, and a public presentation.

#### 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 Overby, The Morbid Age: Britain between the wars (Allen Lane, 2009)

#### Synopsis <span style =

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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

5 hours per week (1hr lecture, 2hr seminar, 2hr film screening)

### Method of Assessment

This module is assessed by coursework only. The coursework mark is typically made up by two 3,000 word essays, weekly in-class tests, and a public presentation.

### 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 <span style =

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.

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

### Contact Hours

3 hours per week

### Method of Assessment

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

### 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 <span style =

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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

3 hours a week.

### Method of Assessment

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

### 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 \*

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<b>HI5028</b>		<b>The Crusades</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Corran Dr E

### Availability

### 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

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

<b>HI5032 African History since 1800</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Method of Assessment

60% Exam, 40% Coursework

### Preliminary Reading

ANNAS, G.J., GRODIN, M.A. (eds.) - 'The Nazi Doctors and the Nuremberg Code', (1992)  
 BERG, M., COCKS, G. (eds.) - 'Medicine and Modernity', 1997  
 COOTER, R., HARRISON, M., STURDY, S. - 'Medicine and Modern Warfare', 1999  
 MCCULLOUGH, L.M., BAKER, R. (eds.) - 'A Global History of Medical Ethics', 2008  
 MORENO, J.D. - 'Undue Risk. Secret State Experiments on Humans', 1999  
 SCHMIDT, U., FREWER, A. (eds.) - 'History and Theory of Human Experimentation', 2007  
 TROHLER, U., REITER-THEIL, S. (eds.) - 'Ethics Codes in Medicine', 1998

### Synopsis \*

Focusing on Great Britain, Europe and the United States, the module examines the history of modern medicine and medical ethics, from the development of public health, social Darwinism and eugenics in the 19th century to contemporary issues of human rights in biomedicine in the 20th century. The module explores the role of the state, and assesses medicine and psychiatry in modern warfare. The course will chart continuity and change in medical practice and research in different national and ideological settings. Concepts such as the peoples' community, the Volksgemeinschaft, the race, the nation, the idea of National Socialism, mankind etc. were of importance in initiating and sanctioning German medicine. While an understanding of medicine in the Third Reich is important in charting the development of modern medical ethics, the module will give due considerations to evolving health systems elsewhere in Europe and the United States. The module assesses the extent to which political formations shaped the understanding of ethics and the code of conduct of the medical profession, and explores the origins of the Nuremberg Doctors' Trial. The module looks at the mechanisms to protect human rights in human experimentation since the beginning of the Cold War, and examines the political, professional and institutional factors which shaped the history of bioethics and the Human Genome Project.

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

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5065</b>		<b>British History c. 1480-1620</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Blakeway Dr A L

### Cost

There are no special costs associated with this module.

### Preliminary Reading

Susan Brigden, *New Worlds, Lost Worlds: the Rule of the Tudors, 1485-1603* (2001)  
 S.G. Ellis, *The Making of the British Isles* (2007)  
 Jane Dawson, *Scotland Re-Formed* (2007)  
 John Guy, *Tudor England* (1990)  
 Peter Marshall, *Reformation England 1480-1642* (2012)  
 Alec Ryrie, *The Age of Reformation: the Tudor and Stewart Realms 1485-1603* (2009)  
 Jenny Wormald, *Court, Kirk and Community* (1981)

### Synopsis \*

In 1500 England and Scotland were both Catholic, and entirely separate countries. In 1603 they were united under one ruler, the Scottish King James VI who inherited the throne of England on the death of Elizabeth I. This module will introduce students to the political history of the period, meeting famous characters such as Henry VIII and Mary, Queen of Scots, but it will also get beyond headline-grabbing monarchs to explore complex political realities. Alongside the contested process of religious change and the secret scheming between England and Scotland, we shall consider the impact of propaganda on the people of different parts of the British Isles. Students will encounter a wide variety of sources, ranging from political pictures and tracts to acts of Parliament and diplomatic correspondence.

<b>HI5066</b>		<b>British History c. 1480-1620</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Blakeway Dr A L

### Cost

There are no special costs associated with this module.

### Method of Assessment

The module will be examined by coursework (40%) and a 2 hour examination (60%).  
 Students will submit two 2,500-word essays (80% of the coursework mark) and being assessed on their contribution to seminars (20% of the coursework mark).

### Preliminary Reading

Susan Brigden, *New Worlds, Lost Worlds: the Rule of the Tudors, 1485-1603* (2001)  
 S.G. Ellis, *The Making of the British Isles* (2007)  
 Jane Dawson, *Scotland Re-Formed* (2007)  
 John Guy, *Tudor England* (1990)  
 Peter Marshall, *Reformation England 1480-1642* (2012)  
 Alec Ryrie, *The Age of Reformation: the Tudor and Stewart Realms 1485-1603* (2009)  
 Jenny Wormald, *Court, Kirk and Community* (1981)

### Synopsis \*

In 1500 England and Scotland were both Catholic, and entirely separate countries. In 1603 they were united under one ruler, the Scottish King James VI who inherited the throne of England on the death of Elizabeth I. This module will introduce students to the political history of the period, meeting famous characters such as Henry VIII and Mary, Queen of Scots, but it will also get beyond headline-grabbing monarchs to explore complex political realities. Alongside the contested process of religious change and the secret scheming between England and Scotland, we shall consider the impact of propaganda on the people of different parts of the British Isles. Students will encounter a wide variety of sources, ranging from political pictures and tracts to acts of Parliament and diplomatic correspondence.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### Method of Assessment

This course is assessed by coursework and a class test.

Students will be required to write two x 3,000 word essays which show use of primary sources, and broad comparative knowledge of the subject. These essays will make up 60% of the coursework mark (30% each). 20% of the final mark will be based on an individual presentation plus general seminar performance. The remaining 20% will be based on the class test in the final week of the Spring term.

### Preliminary Reading

Edmund Morgan, *The Birth of the Republic*

J R Pole and Jack Greene, *A Companion to the American Revolution*

Gordon Wood, *The Creation of the American Republic*

### Synopsis \*

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

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

### Contact Hours

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

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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)

### 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.



## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI566 History Dissertation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Project	Cohen Dr A P

### Method of Assessment

One 10,000 word dissertation.

### Pre-requisites

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

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### Synopsis \*

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

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

### Contact Hours

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

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

### 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

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6006 Anglo-Saxon Culture: Word, Image and Power</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	Gittos Dr HB

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### Method of Assessment

This module will be assessed by 50% coursework, 50% examination.

#### Coursework:

- Two 3,000 word essays, each worth 20% of the final module mark
- One in-class presentation, worth 10% of the final module mark

#### Exam:

In the Summer term there will be one two-hour examination.

### Preliminary Reading

N. J. Higham & M. J. Ryan, *The Anglo-Saxon World* (2013)

J. Backhouse, D. H. Turner, and L. Webster, eds., *The Golden Age of Anglo-Saxon Art 966-1066* (1984)

C. A. Lees, ed., *The Cambridge History of Early Medieval Literature* (2012)

L. Webster, *Anglo-Saxon Art* (2012)

L. Webster, J. Backhouse, ed., *The Making of England: Anglo-Saxon Art and Culture AD 600-900* (1991)

### Synopsis \*

The written word was extraordinarily powerful in the Anglo-Saxon period. Words traced with a finger in a bowl of water were drunk as a remedy for sickness; engraved on helmets they protected their wearers; inscribed in the first person they made swords speak. In Latin, Old English and Old Norse, in the Roman alphabet, in runes and sometimes in code, words were used to govern, persuade, protect, heal, ward off evil, inspire meditation, and work magic. This course examines how the use of the written word changed in the Anglo-Saxon period, how Old English increasingly became the language of government and prayer, how runes were used, and evidence for levels of literacy. We will look at a wide variety of sources including illuminated manuscripts, stone sculpture, medical remedies, rituals, lawcodes and inscriptions on objects such as helmets and swords. This course thereby serves as an introduction to many aspects of Anglo-Saxon culture. All texts will be read in translation and no prior knowledge of the period is required.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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.

#### Coursework:

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%).

#### Exam:

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.

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6012 From Crisis to Revolution: France 1774-1799</b>						
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.

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%).

The learning outcomes of the module will also be tested in the two-hour exam – which will make up 40% of the final mark for the module.

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI6014	Riders on the Storm					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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
- 2) An oral mark based on a presentation and general seminar performance, worth 20% of the coursework mark

### 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.

### 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

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<b>HI6017 Work Experience at the Royal Engineers Museum</b>						
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 (Mondays, 10am-4pm) plus four group progress sessions at the Canterbury campus.

Students will commence in Week 13 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 on particular interest.

Production of a text panel relating to the materials you will have explored.

The production of two blog pieces outlining your experiences of working with the materials and what you have learned about presentational skills.

In addition, you may find it useful to maintain a work-log outlining what you do each week, the issues arising and anything you may wish to discuss with the convenor and the museum staff.

### 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)

Eileen 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)

Sharon Macdonald, *A Companion To Museum Studies* (Malden, MA, Oxford and Victoria: Blackwell, 2006)

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.

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

### Availability

Please note that this module is only available to single-honours and joint-honours students on the BA History and BA War Studies/Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

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### 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. Reading Week
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. Mock Gobbets
23. Take-home test
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 take-home 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)

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

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### 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 memoir of 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 <b>Everyday Life in Early Modern Europe</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	Palmer Mr S

### 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 module covers fundamental transformations taking place in European society between c. 1500 and 1800. It focuses specifically on the everyday experiences of early modern Europeans, and how these changed as a result of, amongst others, global expansion, religious change, urbanisation and economic innovation. Through looking at how these transformations at a macro-level affected the micro-level of European households, this module aims to give insight into the ever-changing lives of Europeans before the onset of 'modernisation' in the 19th century. Themes that will be addressed in the lectures and seminars vary from migration, crime, and poverty, to witchcraft, sexuality and material culture.

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

### Availability

Please note that this module is only available to single-honours and joint-honours students on the BA History and BA War Studies/Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.



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### 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

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

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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 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)

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI6031	Food, Fights and Festivals					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Palmer Mr S

### Contact Hours

Weekly three-hour seminars.

### Method of Assessment

This module will be assessed by 40% coursework, 60% examinations.

There will be two 2-hour exams in the Summer term, each worth 30% of the final module mark.

### Preliminary Reading

R. Laitinen and T.V. Cohen (eds.), *A cultural history of early modern European streets* (Brill, 2009).  
Donatella Calabi, *The market and the city: square, street and architecture in early modern Europe* (Ashgate, 2004).  
Eleanor Hubbard, *City women. Money, sex and the social order in early modern London* (Oxford 2012).  
Joy Wiltenburg, *Disorderly women and female power in the street literature of early modern England and Germany* (Virginia, 1992).  
D.T. Garrioch, 'Sounds of the city: the soundscape of early modern European towns', *Urban History*, vol 30, issue 1, (2003), pp. 5-25.  
M. Calaresu, 'From the street to stereotype: Urban space, travel and the picturesque in late eighteenth-century Naples', *Italian Studies* 62(2), 2007, 189-203.  
K. van Strien, *Touring the Low Countries: Accounts of British travellers 1660-1720* (Amsterdam, 1998).  
J.L. Salman, (2006). *Between reality and representation. The image of the pedlar in the 18th century Dutch Republic*. In M. van Delft & F. de Glas (Eds.), *New perspectives in book history. Contributions from the Low Countries* (pp. 189-202). Zutphen: Walburg Pers.

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### Synopsis \*

Much of the lives of urban dwellers in early modern Europe was played out in city streets and squares. This is where people came together to work, shop, and eat, but also to fight, celebrate, show their devotion, and express their grievances. Through looking at European street life between 1600 and 1800 this special subject tackles key questions on how early modern urban society was shaped and how this changed over time. As such, this source-based module will address important historiographical controversies on order, power, and control, on the relationship between popular and elite culture, and on the appropriation of urban space. It will encourage students to reflect critically upon the impact of fundamental changes in early modern European society such as the growing role of the state, urbanisation, the disciplining process, and the rise of the public sphere.

By using a combination of visual and textual sources, participants will examine urban street life through topics such as the economy of the street, protests and riots, street crime, poverty, and entertainment. Students will be challenged to assess the importance of concepts such as honour and dishonour, order and disorder, formality and informality, and public and private, and how these concepts shaped urban experiences in different European countries in the seventeenth and eighteenth centuries. By studying street life in its broadest sense, the participants will be required to engage with various (sub-) disciplines such as cultural history, social history, art history, economic history, and gender history.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI6034 Anglo-French Relations 1904 - 1945						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	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.

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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

The intended subject specific learning outcomes

Students participating in this module will:

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

Gain knowledge and a critical understanding of a representative sample of science historiography

Be introduced to the role of satire in the public sphere and how it can reflect and influences opinion

Gain an understanding of key themes explored by historians of science in exploring the relationship of science with the public

Gain an understanding of how the historical methodologies used by historians of science translate into written histories

Gain critical perspective on how science is portrayed in various media, and to apply these concepts in the classroom and beyond

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

The intended generic learning outcomes

Students will have:

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

enhanced communication, presentational skills and information technology skills

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

- Patricia Fara, *Science a Four Thousand Year History* (Oxford: Oxford University Press, 2009)
- Charlotte Sleigh, *Literature and Science* (Basingstoke : Palgrave Macmillan, 2011)
- Ruben Quintero, *A Companion to Satire: Ancient and Modern* (Wiley-Blackwell, 2006)
- Richard Scully and Marian Quartly (eds), *Drawing the Line: Using Cartoons as Historical Evidence* (Melbourne: Monash University ePress, 2009)
- Rosalynn Haynes, 'From Alchemy to Artificial Intelligence: Stereotypes of the Scientist in Western Literature', *Public Understanding of Science* 12 (2003), 243-53
- Joseph M Gilde, '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)
- J.G. Paradis, 'Satire and science in Victorian culture', in Bernard Lightman (ed.), *Victorian Science in Context* (University of Chicago Press, 1997), 143-75.

### Synopsis \*

By looking at how science and its practitioners have been represented in or made use of humour, caricature and 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 humour and 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Please note that this module is only available to single-honours and joint-honours students on the BA History and BA War Studies/Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

### 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)

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6041 The Crusades in the Thirteenth Century</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Corran Dr E

### Contact Hours

The module will be taught by three hour long weekly seminars.

### Method of Assessment

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

The coursework component will be assessed as follows:

- 1) 2 x 3000 word essays, each worth 10% of the coursework mark (25% of the total mark)
- 2) 2 x 1500 word primary source critiques, each worth 5% of the coursework mark (12.5% of the total mark)
- 3) 2 x 15 minute presentations, each worth 5% of the coursework mark (12.5% 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

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

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### Synopsis \*

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

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

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

3 hours per week.

### 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 <span style = "color:red;">\*</span>

'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.

Please note that the title of this module is changing. It will run in 2016/2017 as 'A Cultural History of the British Empire.'



## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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 3 History (single- and joint-honours) students only.  
 Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### Method of Assessment

This module will be assessed by 100% coursework.

- (1) 3,000 word essay, worth 50% of the final module mark.
- (2) One 20-minute class presentation, with a subsequent write up of 1,500 words, worth 20% of final module mark. (The delivery of the presentation will be worth 50% of this mark, with the write-up worth the remaining 50%).
- (3) 1,700 word report on a selected image, worth 15% of the final module mark.
- (4) 9 x 200-word reports (for a total of 1,800 words) on every presentation/reading in term, to be shared in seminar if asked to do so, worth 15% of the final module mark.

### Preliminary Reading

- J. Canales, "Photogenic Venus: The 'Cinematographic Turn' and its Alternatives in Nineteenth-Century France," *Isis* 95 (2002), 585-613
- L. Daston and P. Galison, "Mechanical Objectivity," in L. Daston and P. Galison. (2007) *Objectivity*. Cambridge: Zone Books
- J. Ellenbogen, "Camera and Mind," *Representations* 101 (2008), 86-94
- P. Geimer, "Noise or Nature? Photography of the Invisible around 1900," in H Nowotny and M. Weiss (eds). (2000) *Shifting Boundaries of the Real: Making the Invisible Visible*.
- M. Lynch, "Science in the Age of Mechanical Reproduction: Moral and Epistemic Relations Between Diagrams and Photographs," *Biology and Philosophy* 6 (1991), 205-226.
- R. Proctor, "The Photographic Eyes of Science," in *Longman's Magazine* 1:4 (1883) 439-62.
- L.J. Schaaf, "Invention and Discovery: First Images," in A. Thomas. (1997) *Beauty of Another Order*. New Haven: Yale University Press
- A. Soojun-Kim Pang, "'Stars Should Henceforth Register Themselves': Astrophotography at the Early Lick Observatory," *BJHS*, 30:2 (1997) 177-202
- J. Tucker. (2005) *Nature Exposed: Photography as Eyewitness in Victorian Science*. Baltimore: Johns Hopkins University Press
- K. Wilder. (2009) *Photography and Science*. London: Reaktion Books, Zurich: vdf Hochschulverlag

### Synopsis \*

The course will follow the relationships and themes that have existed at the juncture of photography and science, since the former's public appearance in 1839 and into the first decades of the 20th century. The course will be structured in order to explore the following themes: Photography and Observation; Photography and Experiment; Photography and the Archive, and Art and the Scientific Photography. These will provide a platform for further examination into the representation of scientific phenomena; and the role of photography as an instrument of science. Among the things to be emphasized will be the ways in which photography was used in the practice of science itself to construct its phenomena. An eye will also be kept on photography's relationship to other media, like pencil drawings, in the daily practice of science.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### 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) 1 x 3,000 word essay, worth 60% of the coursework mark
- 2) 1 x 1,500 word online independent critical review and commentary, worth 20% of the coursework mark
- 3) A presentation mark, worth 10% of the coursework mark
- 4) A general seminar performance mark, worth 10% of the coursework mark

In the Summer term there will be a two-hour exam, which will make up 40% of the final mark for the module.

### Preliminary Reading

- K.R. Andrews. (1984) *Trade, plunder, and settlement: maritime enterprise and the genesis of the British Empire, 1480-1630*. Cambridge: CUP
- D. Armitage & M.J. Braddick (eds.). (2002) *The British Atlantic world, 1500-1800*. Basingstoke: Palgrave
- N. Canny (ed.). (1999) *The origins of empire: British overseas enterprise to the close of the seventeenth century*. Oxford: OUP
- D.H. Fischer (1989). *Albion's seed: four British folkways in America*. New York: OUP USA
- A. Games. (1999) *Migration and the origins of the English Atlantic world*. Cambridge: Harvard University Press
- J.P. Greene. (1988) *Pursuits of happiness: the social development of early modern British colonies*. Chapel Hill: University of North Carolina Press
- A. McFarlane. (1994) *The British in the Americas, 1480-1815*. London: Longman
- M.B. Norton. (1997) *Founding Mothers and Fathers: Gendered Power and the Forming of American Society*. New York: Knopf
- A. Pagden. (1995) *Lords of all the worlds: ideologies of empire in Spain, Britain and France c.1500-c.1850*. New Haven & London: Yale University Press
- S. Sarson. (2005) *British America, 1500-1800: Creating Colonies, Imagining an Empire*. New York: Bloomsbury

### Synopsis

The curriculum works systematically through the exploration and settlement of different regions, with weekly material covering particular migratory pathways, including Chesapeake planters, New England puritans, pirates and settlers in the Caribbean, and other seminal cultural zones including attention to the Middle Colonies and the Lower South. Introductory coverage will explore the "prehistory" of British colonialism through an examination of the plantation of Ulster, and other aspects of migration and imperialism will be treated through engagement with the Scottish experiment at Darien and English attempts to gain footholds in West Africa. The curriculum will concentrate on particular themes to help sustain integrity across this diffuse oceanic domain: encounters with indigenous peoples, Atlantic imperialism, settlement demographics, and cultural folkways. The final weeks of the course will treat points of convergence and integration, including the growth of cities, religious movements, political commonalities, and the eighteenth-century wars for empire in the Atlantic, culminating in the Peace of Paris of 1763.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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	Guerry Dr E

### Availability

Please note that this module is only available to single-honours and joint-honours students on the BA History and BA War Studies/Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

### 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

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Please note that this module is only available to single-honours and joint-honours students on the BA History and BA War Studies/Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

### 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

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Please note that this module is only available to single-honours and joint-honours students on the BA History and BA War Studies/Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

### 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

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6062 Dynasty, Death &amp; Diplomacy: England, Scotland &amp; France 1503-1603</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Blakeway Dr A L

### Contact Hours

3/week

### Cost

There are no extraordinary costs associated with this module.

### Method of Assessment

This module will be assessed by 40% Coursework and 60% Examination. This will comprise:

- 1 gobbets exercise (2,000 words) – 15%
- 2 essays of 3,000 words – 25% each (50% total)
- 1 essay of 4,000 words – 35%

2 examinations, each of two hours: 1) a Source Analysis paper and 2) a "Topics" paper of standard essay questions. Each will be worth 50% of the Examination Component.

### Preliminary Reading

Alford, Stephen, *The early Elizabethan Polity: William Cecil and the British Succession Crisis, 1558-1569* (Cambridge, 1998)

Britnell, Jennifer, and Britnell, Richard, (eds.), *Vernacular Literature and Current Affairs in the early sixteenth-century: France, England and Scotland* (Aldershot, 2000)

Dawson, Jane, *The Politics of Religion in the age of Mary, Queen of Scots: the earl of Argyll and the struggle for Britain and Ireland* (Cambridge, 2002)

Eaves, Richard Glen, *Henry VIII's Scottish Diplomacy, 1513-1524: England's relations with the regency government of James V* (New York, 1971)

Eaves, Richard Glen, *Henry VIII and James V's regency, 1524-1528: a study in Anglo-Scottish diplomacy* (Lanham, 1987)

Lynch, Michael, (ed.), *Mary Stewart: Queen in Three Kingdoms* (Oxford, 1988)

Mason, Roger, (ed.), *Scotland and England 1286-1815* (Edinburgh, 1987)

Merriman, Marcus, *The Rough Wooings: Mary, Queen of Scots 1542-1551* (East Linton, 2000)

Macdougall, Norman, *An Antidote to the English: The Auld Alliance, 1295-1560* (East Linton, 2001)

Potter, David, *Renaissance France at War* (Woodbridge, 2008)

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### Synopsis \*

This special subject will allow students to discuss the changing diplomatic and cultural relationships between England, France and Scotland in the hundred years before the Anglo-Scottish dynastic union of 1603. This period was one of substantial political and religious upheaval and as an unintended consequence of the different processes of religious reform in each country, international relations changed completely. Students will be encouraged to challenge the traditional narrative of a straightforward shift in Scotland's primary diplomatic allegiance from France to England as a result of religious changes. They will examine in detail subjects such as Henry VIII's wars in France and Scotland, the dynastic significance of Mary, Queen of Scots, and the increasingly tense diplomacy undertaken between Scotland and England in the approach to James VI's accession to the English throne in 1603. The module will be structured chronologically, but several themes will run throughout. These include the significance of propaganda and textual responses to politics. Through this, students will be encouraged to consider the significance of conflict and change in the creation of public political discourse, and challenge teleological narratives surrounding the growth of the public sphere. A second theme will be the impact of religious change on broader political allegiances: did the Reformation fundamentally change how diplomacy worked? Thirdly, students will be encouraged to consider the differing political and cultural cultures of each of the three kingdoms under consideration, and how such domestic concerns played in to diplomatic interactions.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI6063	California: The Golden State					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Wills Dr J

### Contact Hours

Weekly three-hour seminars throughout the Autumn and Spring term.

### Method of Assessment

This module's assessment consists of coursework worth 40% and examination worth 60%.

#### Coursework (40%):

- Seminar Presentation (10% of coursework component).
- 2 x 1500 word Source Analysis papers. Students will analyse in detail 2 sources linked with California history and culture, writing a 1500 piece on each. The sources will include film, photography, music, videogames, literature, diaries, political speeches, news media and historical records (15% of coursework component each).
- 2 x 3500 word essays (30% of coursework component each).

#### Exams (60%):

Each paper is worth 50% of the exam component.

- 2 hour Gobbets Analysis Paper. Students will choose from a range of gobbets linked with the California history and culture, writing answers that engage with the context, content and commentary of each gobbet.
- 2 hour Essay Question Paper.

### Preliminary Reading

- CHAN, S., OLIN, S. and PATERSON, T. (eds.) (1996) Major Problems in California History. Boston: Wadsworth Publishing.
- DAVIS, M. (2006) City of Quartz. London: Verso Books.
- DAVIS, M. (1999) Ecology of Fear. New York: Vintage Books.
- GUTIERREZ, R. and ORSI, R. (1998) Contested Eden: California Before the Gold Rush. Berkeley: University of California Press.
- JOHNSON, S. (2001) Roaring Camp: The Social World of the California Gold Rush. London: W. W. Norton & Co.
- MCWILLIAMS, C. (1999) California: The Great Exception. Berkeley: University of California Press.
- MUIR, J. (1912) The Yosemite. New York: The Century Company.
- STARR, K. (2007) California: A Modern History. New York: Modern Library Inc.
- RAWLS, J. and BEAN, W. (2011) California: An Interpretive History. New York: McGraw-Hill Education.
- WALDIE, D. (2005) Holy Land: A Suburban Memoir. London: W. W. Norton & Co.
- WILLS, J. (2012) Conservation Fallout: Nuclear Protest at Diablo Canyon. Reno: University of Nevada Press.

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### Synopsis \*

This special subject explores California history from Native American times to modern day. It charts the rise to power of the US Pacific Coast and the many complexities that come with mass immigration, technological innovation and cultural frontierism. The special subject does not provide a simple narrative of state history, but instead employs a series of case studies to illuminate key periods of California's past and present, auto-stops, if you will, to navigate the Golden State as both a place, an idea and, most significantly, an image. The case studies also facilitate an interdisciplinary approach to the topic, for example, the Great Depression in California is considered by a session on the life of the hobo, his music, migration, work and community in the period. Sources here include Nels Anderson's classic sociological text 'On Hobos and Homelessness' and collections of Okie/hobo music of the period. A number of movie showings will relate both the rise of Hollywood as a state industry as well as Hollywood's own social commentary on the California experience. The California dream and the notion of California exceptionalism will be critiqued across the module. Students will be expected to immerse themselves in the culture industry of the state and truly explore what (if anything) makes California so special or Golden.



## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI6064 Armies at War, 1792-1815						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	Bowman Dr T

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### 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:

- 2 x 2,500 word essays, each worth 30% of the coursework mark.
- 1,000 word exam preparation essay worth 20% of the coursework mark
- A formal presentation mark, worth 20% of the coursework mark.

There will be a two-hour examination in the Summer term.

### Preliminary Reading

- BERTAUD, J. (1989) *The Army of the French Revolution: From Citizen-Soldiers to Instrument of Power*. Princeton: Princeton University Press.
- BLANNING, T. C. W. (1996) *The French Revolutionary Wars, 1787-1802*. London: Hodder.
- BLAUFARD, R. (2002) *The French Army, 1750-1820*. Manchester: Manchester University Press.
- COOKSON, J. E. (1997) *The British Armed Nation, 1793-1815*. Oxford: Oxford University Press.
- ESDAILE, C. J. (1988) *The Spanish army in the Peninsular War*. Manchester: Manchester University Press.
- FORREST, A. (2001) *Conscripts and Deserters*. Oxford: Oxford University Press.
- FORREST, A. (1989) *The Soldiers of the French Revolution*. Durham: Duke University Press.
- KEEP, J. (1985) *Soldiers of the Tsar: Army and Society in Russia, 1462-1874*. Oxford: Oxford University Press.
- LINCH, K. (2011) *Britain and Wellington's army*. London: Palgrave Schol.
- PARET, P. (1966) *Yorck and the era of Prussian military reform, 1807-1815*. Princeton: Princeton University Press.
- SCHNEID, F. C. (2015) *European Armies of the French Revolution 1789-1802*. Norman: University of Oklahoma Press.
- STOKER, D. and SCHNEID, F. C. (eds.) (2014), *Conscription in the Napoleonic Era*. London: Routledge.

### Synopsis \*

This module examines the European experience of war during the French Revolutionary and Napoleonic Wars. The lectures will consider the major national armies (French, Prussian, Austrian, Russian, British and Spanish) and how they were expanded and reformed in the wake of the French Revolution. Seminars will consider key themes, such as the nature of the officer corps, recruitment and conscription, the nature of 'People's War', interactions between soldiers and civilians, developments in tactics, logistics and discipline and morale. The approach taken, will largely be that of 'war and society', focusing on the social history of the armies but there will also be some consideration of operational history and cultural history approaches to this topic. While this approach moves significantly away from 'old military history' with its focus on generals and battles, there will be some consideration of Napoleon's methods of warfare and how these were successfully countered by his enemies.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6065 Armies at War, 1792-1815</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	Bowman Dr T

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### 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:

- 2 x 2,500 word essays, each worth 30% of the coursework mark.
- 1,000 word exam preparation essay worth 20% of the coursework mark
- A formal presentation mark, worth 20% of the coursework mark.

There will be a two-hour examination in the Summer term.

### Preliminary Reading

- BERTAUD, J. (1989) *The Army of the French Revolution: From Citizen-Soldiers to Instrument of Power*. Princeton: Princeton University Press.
- BLANNING, T. C. W. (1996) *The French Revolutionary Wars, 1787-1802*. London: Hodder.
- BLAUFARD, R. (2002) *The French Army, 1750-1820*. Manchester: Manchester University Press.
- COOKSON, J. E. (1997) *The British Armed Nation, 1793-1815*. Oxford: Oxford University Press.
- ESDAILE, C. J. (1988) *The Spanish army in the Peninsular War*. Manchester: Manchester University Press.
- FORREST, A. (2001) *Conscripts and Deserters*. Oxford: Oxford University Press.
- FORREST, A. (1989) *The Soldiers of the French Revolution*. Durham: Duke University Press.
- KEEP, J. (1985) *Soldiers of the Tsar: Army and Society in Russia, 1462-1874*. Oxford: Oxford University Press.
- LINCH, K. (2011) *Britain and Wellington's army*. London: Palgrave Schol.
- PARET, P. (1966) *Yorck and the era of Prussian military reform, 1807-1815*. Princeton: Princeton University Press.
- SCHNEID, F. C. (2015) *European Armies of the French Revolution 1789-1802*. Norman: University of Oklahoma Press.
- STOKER, D. and SCHNEID, F. C. (eds.) (2014), *Conscription in the Napoleonic Era*. London: Routledge.

### Synopsis \*

This module examines the European experience of war during the French Revolutionary and Napoleonic Wars. The lectures will consider the major national armies (French, Prussian, Austrian, Russian, British and Spanish) and how they were expanded and reformed in the wake of the French Revolution. Seminars will consider key themes, such as the nature of the officer corps, recruitment and conscription, the nature of 'People's War', interactions between soldiers and civilians, developments in tactics, logistics and discipline and morale. The approach taken, will largely be that of 'war and society', focusing on the social history of the armies but there will also be some consideration of operational history and cultural history approaches to this topic. While this approach moves significantly away from 'old military history' with its focus on generals and battles, there will be some consideration of Napoleon's methods of warfare and how these were successfully countered by his enemies.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6066 The East India Company, 1600-1857</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Pettigrew Dr W

### Contact Hours

The module will be taught by three hour-long weekly seminars.

### Method of Assessment

This 60-credit module will be assessed with a 60:40 exam:coursework balance.

The coursework assessments will consist of the following:

- 1,500 word commentary on one of the primary documents (15% of the coursework component) stipulated in the course bibliography
- 5,000 word critical historiographical review engaging with one of the identified historiographical disputes structured into the course (40% of the coursework component)
- 4,000 word research essay (20% of the coursework component) focusing on a group of documents and their utility for the broader historiographical debates about the best ways to interpret the Company's history.

There will be two 2-hour written exams (each representing 50% of the exam component). One will compel students to answer two historiographical questions and the other will ask students to extrapolate from three primary sources.

### Preliminary Reading

BALACHANDRAN, A. (2008) Of Corporations and Caste Heads: Urban Rule in Company Madras, 1640-1720. *Journal of Colonialism and Colonial History* [Online] Project Muse (9, no. 2). DOI: 10.1353/cch0.0014 Available from: <https://muse.jhu.edu/>. [Accessed 16th December 2015].

FERRIER, R. W. (1973) The Armenians and the East India Company in Persia in the Seventeenth and Early Eighteenth Centuries. *The Economic History Review* (26, no. 1). p. 38-62.

HASAN, F. (1992) Indigenous Cooperation and the Birth of a Colonial City: Calcutta, c. 1698-1750. *Modern Asian Studies* (26, no. 1). p. 65-82.

MITTER, P. (1986) The Early British Port Cities of India: Their Planning and Architecture Circa 1640-1757. *The Journal of the Society of Architectural Historians* (45, no. 2). p. 96-114.

SHERMAN, A. (1976) Pressure from Leadenhall: The East India Company Lobby, 1660-1678. *Business History Review* (50, no. 3). p. 329-355.

STERN, P. J. (2008) A Politie of Civill & Military Power': Political Thought and the late Seventeenth-Century Foundations of the East India Company-State. *Journal of British Studies* (47, no. 2). p. 253-283.

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### Synopsis \*

The English East India Company (founded 1600) is the most famous corporation in world history. Its remarkable geographical expanse as a business connecting the British Isles with the Atlantic, Indian, and Pacific Oceans makes it a protagonist in histories of globalisation. But the company's impressive longevity from the reigns of Queen Elizabeth I to the reign of Queen Victoria make the Company a common institutional thread whose changing character in each period can illuminate the broader story of English history as well as the separate histories of the territories the Company engaged with. Historians have debated what the Company represented. The Company did so much to stimulate global trade, but was it a private business in the modern sense? It ruled British territory on behalf of the British state, but was it a state in its own right? This course encourages participants to engage with these (and other) large and important questions and will digest the high quality literature that the company has rightly attracted. But the core of this class will be the challenge and joy of digesting the remarkable corpus of documents and writings that the Company issued or provoked including all of the most important political economists from the early seventeenth century to the late nineteenth: from Thomas Mun through Edmund Burke to James and John Stuart Mill. Participants will read and reflect upon a wide variety of materials from translated Persian documents trying to make sense of the Company's operations, from the correspondence of Company factors in Japan, to the company's charters, board room minutes, pamphlets, and histories as well as its art and architecture in the cities it did so much to develop. Participants will therefore receive a broad understanding of seventeenth, eighteenth, and nineteenth century British, Indian, and global history; they will also develop expertise in the following sub-fields: cultural, art, political, parliamentary, global, economic, constitutional, and business history.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6071 The United Nations in the Twentieth Century</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	60 (30)	60% Exam, 40% Coursework	Cohen Dr A P

### Contact Hours

Weekly three-hour seminars.

### Method of Assessment

40% Coursework:

1 gobbets exercise (2,000 words): 10%

3 essays of 3,000 words: 10% each

60% Examination:

2 examinations, each of two hours and worth 30% each: 1) Source Analysis paper and 2) a paper of standard essay questions

### Preliminary Reading

CARPENTER, T. G. (ed) (2001) *Delusions of Grandeur: The United Nations and Global Intervention*. Washington DC: Cato Institute.

FINKELSTEIN, L. S. (ed) (1990), *Politics in the United Nations System*. Durham, NC: Duke University Press.

GARIES, S. B. (2012) *The United Nations*. Basingstoke: Palgrave Macmillan.

KARNS, M. P. and MINGST, K. A. (2009) *International Organizations*. New York: Lynne Rienner Publishers inc.

KI-MOON, B. and AHTISAARI, M. (2015) *The United Nations at 70*. New York: Rizzoli International Publishers.

KENNEDY, P. (2007) *The Parliament of Man: the past, the present, and the future of the United Nations*. London: Penguin.

MAZOWER, M. (2013) *No Enchanted Palace*. Princeton: Princeton University Press.

MEISLER, S. (2011) *United Nations: A History*. New York: Grove Press.

RYAN, S. (200) *The United Nations and International Politics*. New York: Palgrave Macmillan.

WEISS T. G. and DAWS S. (eds) (2007), *The Oxford Handbook on the United Nations*. Oxford: Oxford University Press.

### Restrictions

Please note that this module is not available to students studying on a short-credit basis (i.e., Erasmus and term/year abroad students).

### Synopsis \*

The United Nations was established by the victorious states of the Second World War in 1945. The preamble to the Charter of the United Nations declared that the organisation's aim is to 'save succeeding generations from the scourge of war'; promote fundamental human rights and the rights of nations large and small; maintain international law and promote social progress. This module will explore how successfully the organisation has met its founding ideals. In doing so, it will consider major issues that faced the United Nations during the first fifty years of its existence. It will examine how policy was formulated in the committee rooms of the General Assembly and the Security Council. It will then explore how effective such policy proved in the context of the Cold War and the changing post-colonial environment of the late twentieth century.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6072 Vikings: A Global Saga</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Slavin Dr P

### Contact Hours

The module will consist of an hour-long weekly lecture and an two-hour-long weekly seminar.

### Method of Assessment

The module will be assessed by coursework (100%)

One 2,000-word primary source-based essay = 20%

One 2,000-word secondary source-based essay = 20%

One 5,000-word final research project (based on both primary and secondary sources) = 60%

### Preliminary Reading

DUBOIS, T. A. (1999) *Nordic Religions in the Viking Age*. Philadelphia: Pennsylvania University Press

JOCHENS, J. (1995) *Women in Old Norse Society*. Ithaca: Cornell University Press

MILLER, W. I. (1990) *Bloodtaking and Peacemaking*. Chicago: University of Chicago Press

SAWYER, P. (1971) *Age of the Vikings*. London: Hodder.

SAWYER, P. H. (ed.) (2001) *Oxford Illustrated History of the Vikings*. Oxford: Oxford University Press

WINROTH, A. (2014) *The Age of the Vikings*. Princeton: Princeton University Press.

### Restrictions

Cannot be taken if you took HI438 in Stage 1.

### Synopsis \*

Vikings, in the popular imagination, are commonly perceived as horn-helmeted, blood-thirsty pirates who killed and pillaged their way across Europe in the Middle Ages with their blood-stained axes. In reality, Vikings did much more than that. They changed the existing early-medieval political order for good; they contributed a great deal to the international trade, economy and urbanisation of different parts of Europe; and they explored and settled the uncharted territories of the North Atlantic, specifically the Scottish Isles, Iceland, Greenland, and as far as 'Vinland' (parts of Newfoundland), becoming the first Europeans to reach and temporarily settle in the North American continent; and they were perhaps the most engaging story-tellers of their time. By the time the Norse settled down and ceased raiding in the second half of the eleventh century, they had fundamentally altered the political, religious, economic and military history of much of the known world. This course will attempt to separate fact from fiction by critically reading and analysing primary source documents alongside archaeological, linguistic and place-name evidence, and thereby uncover the real history that lies behind the well-known stories of the Viking World. In addition, the students will be introduced to the major historiographical debates related to the Viking Age.

<b>HI613 Conflict in Seventeenth Century Britain</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Fincham Prof K

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

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

### Method of Assessment

This module will be assessed by a historiographical essay (20% of the final mark) and a 15,000 word dissertation (80% of the final mark).

### Restrictions

Available to Stage 3 War Studies/Military History 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Weekly two-hour seminars plus lectures and film screenings.

### Method of Assessment

100% coursework

### Preliminary Reading

AUDOIN-ROUZEAU, S and BECKER, A - '1914-1918. Understanding the Great War' (2002)  
 BECKETT, IW - 'The Great War 1914-1918' (2001)  
 CHICKERING, R - 'Imperial Germany and the Great War, 1914-1918' (3rd ed., 2014)  
 DEGROOT, G.J., - 'Blighty. British Society in the Era of the Great War' (1996)  
 FERGUSON, N - 'The Pity of War' (1998)  
 SMITH, L.V. AUDOIN-ROUZEAU, S. and BECKER, A. - 'France and the Great War, 1914-1918' (2003)  
 GREGORY, A - 'The Last Great War. British Society and the First World War' (2008)  
 WINTER, J AND BAGGETT, B - 'The Great War and the Shaping of the 20th Century' (1996)

### Synopsis \*

The history of the Great War is a subject of perennial fascination, for this war left its imprint on British/European society to an extent almost unparalleled in modern history. No previous war matched it in scale and brutality. The military history and the course of events have been told many times. This course, by contrast, focuses on the social and cultural upheavals of the Great War. The aim is to move beyond narrow military history and examine the war's socio-cultural impact on British and European societies. Furthermore, it hopes to overcome historians' fixation with national histories. The First World War was, by definition, a transnational event and this course will fully explore the comparative method.

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

### Availability

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI769	From Blitzkrieg to Baghdad: Armoured Warfare in Theory, Practise and Im					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Draper Dr M

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### Method of Assessment

This module will be assessed by 60% examination 40% coursework.

### Coursework:

Two essays of 6,000 words in total, one of which will be on the value of a particular source as a tool of interpretation.

In the summer term students will sit a two-hour examination paper.

### Synopsis \*

The module will explore the nature of the nature of armoured warfare. It will reveal how quickly advocates of these new machines developed theories of armoured warfare and how these were applied to the battlefield. It will show the supposed decline of the tank and heavy armour in the years since the collapse of the Communist Bloc, only to be given a new lease of life by the two Gulf Wars. The course will also look at the cultural ideas behind the tank, how it has seeped into the imagination as a symbol of modernity and change: for example, the crucial importance of tanks to images of the Hungarian uprising in 1956 and to the Beijing protests of 1989.

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

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### Method of Assessment

This module will be assessed by 60% examination 40% coursework.

### Coursework:

Two essays of 6,000 words in total, one of which will be on the value of a particular source as a tool of interpretation.

In the summer term students will sit a two-hour examination paper.

### Synopsis \*

The module will explore the nature of the nature of armoured warfare. It will reveal how quickly advocates of these new machines developed theories of armoured warfare and how these were applied to the battlefield. It will show the supposed decline of the tank and heavy armour in the years since the collapse of the Communist Bloc, only to be given a new lease of life by the two Gulf Wars. The course will also look at the cultural ideas behind the tank, how it has seeped into the imagination as a symbol of modernity and change: for example, the crucial importance of tanks to images of the Hungarian uprising in 1956 and to the Beijing protests of 1989.



## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### Learning Outcomes

In taking this module you are expected to reveal, and improve through preparation for seminars, participation for class debate and researching and writing essays, the following skills:

- 1) The ability to research independently and produce coherent, well-argued essays
- 2) The ability to research independently in order to produce coherent, well-argued class presentations
- 3) The ability to summarise complex historical information in short summaries
- 4) The ability to master historiographical debate

### Method of Assessment

100 % coursework consisting of:

One essay of 2,500 words (25%)

One essay of 4,500 word (45%)

In-class test (15%)

Class presentation – 15 minutes - (15%)

### Preliminary Reading

Bass, Bernard, Transformational Leadership: Industrial, Military, and Educational Impact.

Bennis, W. G., Leadership theory and administrative behavior

Keegan, John, The History of Warfare

Strachan, Hew, The Politics of the British Army

van Creveld, Martin, Command in War

### Synopsis >\*

The course will provide students with a historical understanding of command at a variety of levels by looking at various types of battle scenarios, both strategic and tactical. The course will take an international perspective and explore the changing nature of command across the nineteenth and twentieth centuries. Seminars will focus on case-studies of a range of conflicts and commanders. Conflicts covered will include the two World Wars, Malaya, Korea and Kosovo; in addition there will be in-depth investigation of the command styles of Haig, Montgomery and Patton.

<b>HI789 The Art of Death</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	Guerry Dr E

### 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.

## 2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### Preliminary Reading

CARSON, R - 'Silent Spring' (1962)  
 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.

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

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### Preliminary Reading

CARSON, R - 'Silent Spring' (1962)  
 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.