

SCHOOL OF HISTORY

SPECIAL SUBJECTS, 2017-2018

What are Special Subjects?

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

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

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

A list of the History Special Subjects which will be available in 2017/2018 is given below, and a synopsis for each module follows. If you would like further information you are encouraged to consult the relevant members of staff.

Programme Requirements

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

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

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

In their final year, full-time MILITARY HISTORY STUDENTS are required to complete:

- HI757, Military History Dissertation (Autumn and Spring terms), and:

EITHER:

- one Special Subject (Autumn and Spring terms)

OR:

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

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

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

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

Registration

Unlike all other modules, Special Subjects are subject to quotas, and will be allocated on a first-come, first-served basis. Because of this, in previous years the School required students to register for their Special Subjects in person. However, for numerous reasons (the most obvious being that students would often begin queueing very early in the morning!), the School has changed the way by which students will register for their Special Subjects for 2017/2018.

If you wish or are required to take a Special Subject in 2017/2018, you will need to rank the Special Subjects available by order of preference, and email this ranked list to the School of History. Special Subjects will then be assigned on a first-come, first-served basis, according to the order in which emails are received.

The period in which to send your list to the School is between **8am, Monday 6th March**, and **4pm, Wednesday 8th March**. Please see the last page of this booklet for details on registering for your Special Subject.

HISTORY SPECIAL SUBJECTS, 2017/2018

HI6024	Napoleon and Europe, 1799-1815 – War, Empire, Civilisation and Law	Dr Caiani	pg.4
HI6030	Empires of Religion? Thinking with Missionaries in the Age of Empire, 1780-1914	Dr Manktelow	pg.7
HI6039	The Rights Revolution: Civil Rights Movements & the Law in the US since 1945	Dr Conyne	pg.9
HI6040	Discovery of the World, c.1450-1800	Dr Stein	pg.10
HI6044	British Politics 1625-1642	Dr Wells-Furby	pg.12
HI6045	Origins of the Second World War	Prof. Johnson	pg.14
HI6046	Wolves, Walruses and the Wild: Animals and Environments in Modern Anglo-American Culture	Dr K Jones	pg.16
HI6055	Literature and History: Text and Context in Nineteenth Century Science	Dr Sleigh	pg.18
HI6060	After Stalin: The Decline and Fall of the Soviet Union	Dr Boobbyer	pg.20
HI6061	Human Rights and Human Experiments in the Cold War	Prof. Schmidt	pg.21
HI6066	The East India Company, 1600-1857	Dr Pettigrew	pg.23
HI6071	The United Nations in the Twentieth Century	Dr Cohen	pg.26
HI6075	Sex, Health and Deviance in Britain since 1800	Dr C Jones	pg.28

HI6081	The Elizabethan Court and Realm	Prof. Fincham	pg.31
HI6082	The Tale of Two Kings: Edward II, Robert the Bruce and Political Crisis in Early Fourteenth-Century Britain	Dr Slavin	pg.33
HI6086	Loyalists: The Wrong Side of American Independence	Dr Marsh	pg.35
HI6087	Word, Image and Power in Medieval England	Dr Gittos	pg.37

School of History
Special Subject 2017/2018
HI6024: Napoleon and Europe, 1799-1815 – War, Empire, Civilisation and Law
Convenor: Dr Ambrogio Caiani

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module



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

Aims and Outcomes

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

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Por que?

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Subjects and Topics to be covered

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

Recommended Introductory Reading

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

Assessment Methods

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

The coursework component will be assessed as follows:

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

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

School of History
Special Subject 2017/2018

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

Convenor: Dr Emily Manktelow

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

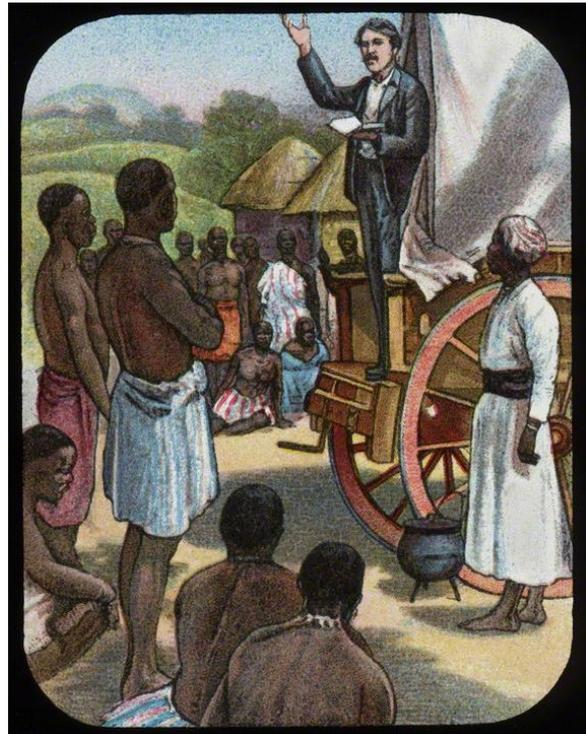
Not available as wild module

Aims and Outcomes

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

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

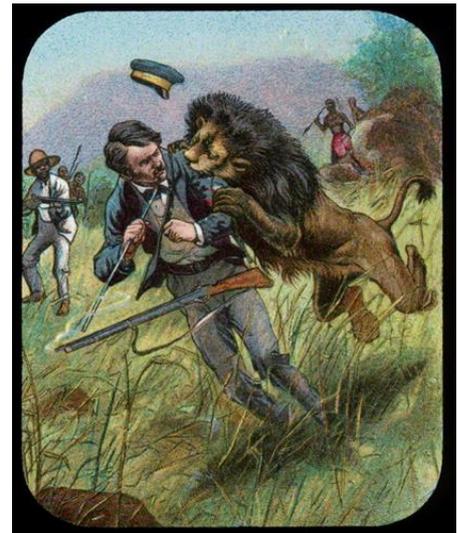
This module will critically interrogate Carey's above assertion by asking how far can missionaries be considered agents of imperialism? In so doing it will interact with issues of how we define imperialism, how useful the idea of cultural imperialism can be to the modern historian, and how we might talk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



Topics to be covered

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

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



Recommended Introductory Reading

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

Assessment Methods

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

The coursework component will be assessed as follows:

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

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

School of History
Special Subject 2017/2018
HI6039: The Rights Revolution: Civil Rights Movements and the Law in the US since 1945
Convenor: Dr George Conyne

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

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

- Alexis de Tocqueville, *Democracy in America*.

Aims and Outcomes

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

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



Key texts:

Selected opinions of the American federal and state courts.

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

School of History
Special Subject 2017/2018
HI6040: The Discovery of the World
Convenor: Dr Jan Loop

Module Outline

60 credits

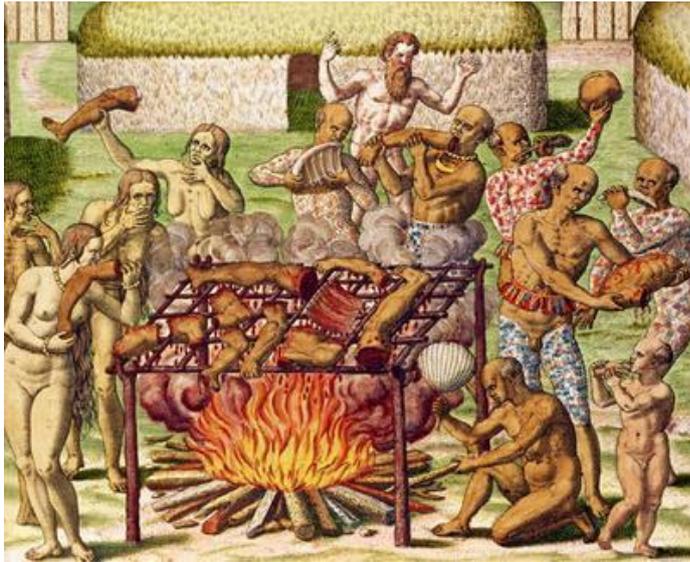
Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes



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

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

Some subjects and themes to be covered

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

Recommended Introductory Reading

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

Assessment Methods

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

School of History
Special Subject 2017/2018
HI6044: British Politics, 1625-1642
Convenor: Dr Leonie Wells-Furby

Module Outline

60 credits
Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcome

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

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

By the end of the module, students will be able to answer these, and other historiographical questions, including perhaps the most crucial question of all - what were the causes of the 'British Civil Wars'?



Topics to be covered

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

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

Recommended Reading

Cust, R
Cust, R
Fincham K (ed.)

Charles I: A Political Life (2005)
Charles I and the Aristocracy 1625-1642 (2013)
The Early Stuart Church (1993)

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

Assessment Methods

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

The coursework component will be assessed as follows:

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

Exams

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

School of History
Special Subject 2017/2018
HI6045: The Origins of the Second World War
Convenor: Prof. Gaynor Johnson

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

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

Subjects and themes

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

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

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



Recommended Introductory Reading

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

Assessment Methods

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

The coursework component will be made up of:

1. Two 3,000 word essays (each worth 30% of coursework component).
2. Two 1,500 word source analysis exercises (each worth 15% of the coursework component).
3. A mark for seminar performance (worth 10% of the coursework component), based on participation in seminars and evidence of preparation in independent study hours.

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

School of History
Special Subject 2017/2018
HI6046: Wolves, Walruses and the Wild: Animals and Environments in Modern Anglo-
American Culture
Convenor: Dr Karen Jones

Module Outline

60 credits
Duration of module: Autumn and Spring terms
Number of lectures: 19
Number of seminars: 19
Number of writing weeks: 2 and 2 essay handback weeks
Number of field trips: 1

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

Animals have long been objects of fascination in human culture, and yet have received scarce attention as historical subjects until relatively recently. This module utilises innovative research in both Environmental History and Animal Studies to centre on the non-human as historical actors. The focus of study here is the modern age, 1800 to the present day, a period that arguably saw a fundamental shift in the way we 'see' animals and nature. The rise of industrial processes, urban living as well as developments in science, imperial adventuring, cultures of recreation and shifting environmental values represent just some of the aspects that affected human perspectives on the natural world, and it is these that the module will explore. The module considers such themes across two geographical areas – Britain and the United States – with a view to deconstructing our complicated relations with the natural world in the modern age. A critical part of the course will be to explore cultures of collecting, display and preservation of animals, notably through field trips to museums, archives and zoos.

Topics to be covered

- Animal Studies and the social construction of the non-human
- Donna Haraway and 'cyborg ecology'
- Animals and Domestic Spaces: Pets and Animals as 'people'
- Animals and the military-industrial complex: From horsepower to Warhorse
- Wilderness, conservation and 'the wild': species protection, zoos and national parks
- Animal display and taxidermy
- Museum cultures, empire and natural history
- Natural history filmmaking and the visual animal
- Hunting, sport and animal pursuit
- Sustainability, farming and the environmental revolution
- Animals as symbols and metaphors in literature and film
- When animals attack: horror and beastly creatures

Recommended Introductory Reading

- Adams, Carol and Donovan, Josephine (1995). *Animals & Women: Feminist Theoretical Explorations*.
- Arluke, Arnold and Clinton Sanders, eds. (2009). *Between the Species: A Reader in Human–Animal Relationships*.
- Baker, Steve (2000). *Picturing the Beast: Animals, Identity, and Representation*.
- DeMello, Margo, ed. (2010). *Teaching the Animal: Human-Animal Studies Across the Disciplines*.
- Flynn, Clifton, ed. (2008). *Social Creatures: A Human and Animal Studies Reader*.
- Haraway, Donna. (1989). *Primate Visions: Gender, Race, and Nature in the World of Modern Science*.
- Kalof, Linda and Brigitte Resl, eds. (2007). *A Cultural History of Animals*.

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

School of History
Special Subject 2017/2018
HI6055: Literature and History: Text and Context in Nineteenth Century Science
Convenor: Dr Charlotte Sleigh

Module Outline

60 credits
Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites
Not available as wild module

Aims and Outcomes

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

Recommended Introductory Reading

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

Assessment Methods

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

Coursework

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

1. 2 x 5000 word essays, each worth 50% of the coursework mark. These will be based on the texts selected by students in term 2, will thus represent significant achievements in self-directed research.
2. 1 x 1000 word critical summary of a contextual or contextual approach covered in term 1.

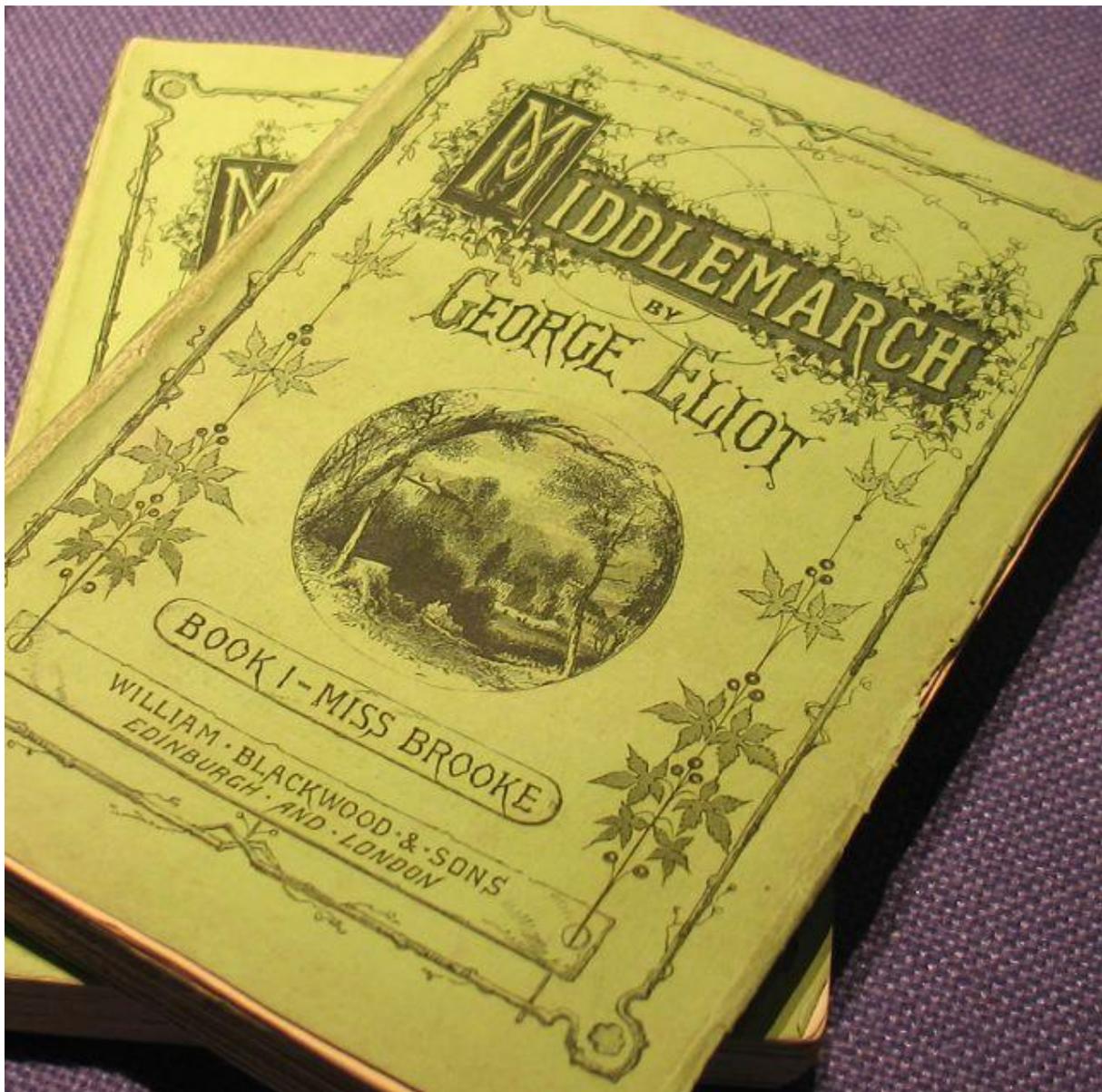
3. 5 x 200 word seminar interventions – these must be prepared for every seminar, and will be picked on at random for reading out and assessment. A seminar intervention is a brief note of comments based on assigned readings, expressing a cogent thought or opinion on the readings and intended to stimulate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

Exams

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

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

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



School of History
Special Subject 2017/2018
HI6060: After Stalin: The Decline and Fall of the Soviet Union
Convenor: Dr Philip Boobbyer

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

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

Recommended Introductory Reading

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

Assessment Methods

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

The coursework component will be assessed as follows:

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

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

School of History
Special Subject 2017/2018
HI6061: Human Rights and Human Experiments in the Cold War
Convenor: Prof. Ulf Schmidt

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Aims and Outcomes

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

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

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

Recommended Introductory Reading

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

Assessment Methods

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

The coursework component will be assessed as follows:

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

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

School of History
Special Subject 2017/2018
HI6066: The East India Company, 1600-1857
Convenor: Dr Will Pettigrew

Module Outline

60 credits
Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites
Not available as wild module

A 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: from Japan, to St Helena, Bombay to Sumatra, Madagascar to Persia. 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 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: London, Chennai, Kolkata, and Mumbai. 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. All of the module materials will be available online (either as journal articles) or as free-to-view primary documents.

Subjects and Topics to be covered

- 1 Introductions
- 2 London Visit
- 3 The Founding of the Company [with Dr Edmond Smith]
- 4 The Company in Japan
- 5 The Company in the Mughal Empire, 1612-1630
- 6 The First Company Town: Madras
- 7 Reading Week
- 8 The Despotical Company, 1660-1690
- 9 The Company Reborn and Resurgent, 1690-1708
- 10 Indian Views of the Company at Home and Abroad
- 11 Clive of India [with Dr David Veevers]
- 12 Reading Week
- 13 Essay feedback
- 14 Imperial Crisis
- 15 Edmund Burke and Warren Hastings

16	William Jones
17	Wellesley
18	James Mill's History of British India
19	Thomas Macaulay
20	Reading Week
21	Opium Trade
22	The End of the Company
23	Presentations
24	Reading Week

Recommended Introductory 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.

Assessment Methods

60% Examination, 40% Coursework

1. 1,500 word commentary on one of the groups of primary documents stipulated in the course bibliography – 15% of the overall c/w mark
2. 5,000 word critical historiographical review engaging with one of the identified historiographical disputes structured into the course and analysing the history of the Company across the long term - 35% of the overall c/w mark
3. 4,000 word research essay focusing on a group of documents and their utility for the broader historiographical debates about the best ways to interpret the Company's history. This essay will involve independent research and the development of an independent research idea -25% of the overall c/w mark
4. Towards the end of the second term, participants will offer a ten-minute oral presentation that will assess participants' ability to promote and market their idea for their research paper as well as their ability to respond to questions from their audience - 15% of the over c/w mark
5. Participants will be marked, throughout the course, on their ability to engage and reflect on the problems and issues raised in the seminars, in particular, their contributions to a constructive learning discussion and the collaborative aspects of historical debate - 10% of the overall c/w mark.

Exams

This module will be assessed in the Summer term by 2 two-hour examinations. Paper 1 will be a Source Analysis-based paper and Paper 2 will be an essay-style paper, similar to other papers in the School. More information about these exam papers will be provided throughout the module.

School of History
Special Subject 2017/2018
HI6071: The United Nations in the Twentieth Century
Convenor: Dr Andrew Cohen

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

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.



Aims and Outcomes

- 1) Understand and critically assess the governing structures and organisation of the United Nations.
- 2) Critically evaluate the United Nations' role in the areas of economic development, human rights, international law and cultural heritage in the twentieth century.
- 3) Analyse why the United Nations was created drawing on a range of primary sources.
- 4) Assess the role of institutional frameworks in directing policy in a global organisation.
- 5) Situate the history of the United Nations in the context of the mid-twentieth century decolonisation of European empires and the creation of new independent nations.
- 6) Critically analyse the United Nations performance in achieving its aims through a series of individual case studies.

- 7) Develop a systematic understanding of the challenges faced by the United Nations in the twenty-first century through a detailed knowledge of its history.

Subjects and Topics to be covered

Autumn Term:

Week 1.	Introduction
Week 2.	The League of Nations
Week 3.	The Creation of the United Nations
Week.4	The General Assembly and the Security Council
Week 5.	The Economic and Social Council
Week 6.	READING WEEK
Week 7.	Human Rights
Week 8.	Decolonisation
Week 9.	Bretton Woods Institutions and the United Nations
Week 10.	Economic Development and Trade
Week 11.	Environment and Climate
Week 12.	WRITING WEEK

Spring Term

Week 13.	UNESCO
Week 14.	Atomic Power and Atomic Weapons
Week 15.	International Law & Diplomacy
Week 16.	Peacekeeping
Week 17.	Case Study 1: The Congo
Week 18.	READING WEEK
Week 19.	Case Study 2: The Middle East
Week 20.	Case Study 3: Rwanda and Somalia
Week 21.	Case Study 4: Bosnia
Week 22.	Case Study 5: Southern Africa
Week 23.	Case Study 6: Iraq
Week 24.	Conclusions

Recommended Introductory Reading

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

M. Mazower, *No Enchanted Palace* (Princeton, 2013).

S. Meiser, *United Nations: A History* (New York, 2011).

S. Ryan, *The United Nations and International Politics* (New York, 2000).

T. G. Weiss T. G. and S. Daws, (eds), *The Oxford Handbook on the United Nations* (Oxford, 2007).

Assessment Methods

Student performance will be assessed through a combination of coursework (40%) and examination (60%).

Exams

Two examinations, each of two hours and worth 30% each. One paper will be a source analysis paper and the other will be a paper of standard essay questions.

3. Critically assess the extent to which public attitudes towards sex and private behaviour were regulated throughout this period, by drawing on examples of deviant attitudes and practices
4. Critically analyse deviant attitudes and behaviours through a series of individual case studies according to geography, class, gender and ethnicity
5. Situate the history of the sex and health in the broader context of nineteenth and twentieth century Britain, and where possible, Europe, North America and Asia
6. Critically evaluate the notion of deviance, drawing on relevant historical and sociological literature
7. Develop a systematic understanding of the challenges faced by those considered sexually deviant in the twenty-first century through a detailed knowledge of the history of sex and sexuality

Topics to be covered

1. Introduction - Defining deviance: violating societal sexual norms
2. Population, reproduction and the nineteenth century fertility decline
3. Sex, religion and the Church
4. Marriage, family and domesticity
5. Childbirth and midwifery
6. READING WEEK
7. Abstinence and spinsterhood
8. Abortion and infanticide
9. Mechanical contraception
10. The science of reproduction I: biology
11. The science of reproduction II: eugenics
12. Sexual psychology and hysteria
13. Onanism, self-sex and masturbation
14. Prostitution, venereal disease and public health
15. Suffragettes and female pioneers
16. Pornography and print culture
17. Sexual criminology and sex crimes
18. READING WEEK
19. Same-sex relationships and LGBT communities
20. Sex and social surveys in the 1930s
21. Adolescents and sex education in the 1950s
22. The 1960s 'sexual' revolution and the Pill
23. Sex, race and ethnicity
24. AIDS and HIV

Recommended Introductory Reading

- Cook, H. (2005) *The Long Sexual Revolution: English Women, Sex and Contraception 1800-1975*, Oxford: Oxford University Press
- Davidson, R. and L. Hall (2001) *Sex, Sin and Suffering: Venereal Disease and European Society since 1870*, London: Routledge
- Hall, L. (2012) *Sex, Gender and Social Change in Britain since 1880*, Basingstoke: Palgrave Macmillan
- Jütte, R. (2008) *Contraception: A History*, Cambridge: Polity Press

- Porter, R. and M. Teich (eds.) (1994) *Sexual Knowledge, Sexual Science: The History of Attitudes to Sexuality*, Cambridge: Cambridge University Press
- Szreter, S. (1996) *Fertility, Class and Gender in Britain 1860-1940*, Cambridge: Cambridge University Press
- Szreter, S and K. Fisher (2010) *Sex Before the Sexual Revolution. Intimate Life in England 1918-1963*, Cambridge: Cambridge University Press

Assessment Methods

40% Coursework:

- 1) 1 x commentary on one of the groups of primary documents (1,500 words, 15% of the course work component)
- 2) 1 x critical historiographical review engaging with one of the identified historiographical disputes in the course (3000 words, 30% of the course work component)
- 3) 1 x independent research essay focusing on a group of documents and their utility for the broader historiographical debates (4500 words, 35% of the course work component)
- 4) 1 x presentation (20 minutes, 20% of the course work component)

60% Examination:

2 x examinations, each of two hours and worth 30% each consisting of:

- 1) Source Analysis paper
- 2) A paper of standard essay questions

School of History
Special Subject 2017-2018
HI6081: The Elizabethan Court and Realm, 1558-1603
Convenor: Professor Kenneth Fincham

Module Outline

60 credits
Duration of Module: two terms Not available as wild module
Number of lectures: 8
Number of seminars: 20
Number of writing weeks: 4

Relationship to Other Modules

No pre-requisites.

Aims and Outcomes

This module aims to study the Court of Queen Elizabeth I as the fulcrum of power and politics in the realm and as a cultural centre. How far did Elizabeth I's gender affect the extent, and character, of her rule? The Elizabethan period looks to us as a time of political stability, but there is much evidence of anxiety over the succession, plots against the Queen, and protestant fears of a Catholic revival. Students will be introduced to the historiography and current interpretations of the political and cultural history of England and Wales in this period. They will analyse a wide range of original primary sources on the workings of the royal household, the processes of policy-making, and the ideological tensions in Elizabethan politics, as well as examine critically the evidence for the reputation of the Elizabethan Court as the centre of patronage in the 'English Renaissance' of literature and drama. There will be an opportunity to discuss research in progress on all these subjects.



Topics to be covered

The royal household
'Female kingship' and Elizabeth I
The privy council; the Bond of Association, 1584
Political patronage and faction; 'Leicester's Commonwealth'
Catholicism and Mary Queen of Scots
Court and country networks
Palace and courtier architecture
Ceremonial, pageantry and the queen's entertainments
The church and the royal supremacy
The Court and the City of London

Recommended Introductory Reading

Haigh C (ed.)	The Reign of Elizabeth
Lake, P	Bad Queen Bess?
Loades D	The Tudor Court
MacCaffrey W	Elizabeth I
Neale J E	Queen Elizabeth I
Rowse A L	The Elizabethan Renaissance: the Cultural Achievement
Strong R	The Cult of Elizabeth I
Williams N	All the Queen's Men: Elizabeth I and her Courtiers
Williams P	The Later Tudors: England 1547-1603

Assessment Methods

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

Exams

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

School of History
Special Subject 2017/2018
HI6082: The Tale of Two Kings: Edward II, Robert the Bruce and Political Crisis in Early
Fourteenth-Century Britain
Convenor: Dr Phil Slavin

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module



Synopsis

In 1307, Edward I in England, the most powerful ruler of northern Europe died, leaving the crown to his son, Edward II. A year before, after years of bitter anarchy and political chaos, Robert I Bruce, the arch-nemesis of the two Edwards, had been inaugurated as the King of the Scots. Edward II received a powerful and centralised state with a comparatively mighty economy, while Robert got a comparatively weak and decentralised kingdom, greatly impoverished by some a decade of fighting. In theory, at least, Robert should have subjugated himself to the over-lordship of Edward. In reality, however, the Fortune was on Robert's side. Remarkably, not only that Robert overcame Edward militarily and politically, but he also made Scotland, towards the end of his reign, a relatively united and powerful monarchy, that started playing a leading role in international European affairs. The authority of Edward, conversely, was challenged not only by Robert, but also by his own nobles and churchmen. After a series of socio-economic, political, military and familial failures, Edward II was deposed in 1327. In 1329, Robert died in dignity, leaving his country united. A year later, Edward was executed, leaving a divided country. The seminar will survey and analyse various aspects of Edward's and Robert's rules, with a particular attention to their individual upbringing and relationships with their family members and close kinsmen,

struggle with their political opponents, military strategy and campaigns, relationships with Church, coping with the Great Famine of 1315-7, the struggle for Ireland and the question of inheritance.

Topics to be covered

AUTUMN TERM

25. Introduction I: organization, key-topics and the state of art
26. Introduction II: England and Scotland at war, 1296-1307
27. The Two Princes: Eddie and Robbie – their character and upbringing before kingship
28. Fighting for his authority (1308-11): Edward, first few years, 1308-11
29. The Gaveston Affair and the Ordinances of 1311
30. READING WEEK
31. Fighting for his authority, Robert, first few years, 1306-9
32. The Bravehearts: The Battle of Bannockburn (23-24.6.1314)
33. Troubles at home: the Great Famine (1315-7)
34. All Quiet on the Northern Front? Scottish guerrilla in northern England (1314-21)
35. The Bruce Invasion of Ireland and the Irish Wars (1315-8)
36. RESEARCH WEEK

SPRING TERM

37. Troubles at home (again): Edward and Thomas of Lancaster
38. The Civil War (Edward VS the Contrarians), 1321-2
39. The Scottish Parliament and The Declaration of Abroath (6.4.1320)
40. Edward's personal tyranny and the Dispensers, 1322-6
41. Here comes the challenger: Roger Mortimer and deposition of Edward (1326-7)
- 42. Field trip to Scotland: Edinburgh, Stirling and Bannockburn**
43. READING WEEK
44. Imprisonment and death of Edward (1327-30); Robert's last years (1327-9)
45. **Watching Braveheart (1995)**
46. Presentations I
47. Presentations II
48. RESEARCH WEEK

Recommended Introductory Reading

- Barrow, G. (1981) *Kingship and Unity. Scotland 1000-1306*, Edinburgh: University of Edinburgh Press
- Jordan, W. (1996) *The Great Famine*, Princeton: Princeton University Press
- McNamee, C. (1997) *The War of the Bruces*, East Linton: Tuckwell
- Nusbacher, Ar. (2005) *1314, Bannockburn*, Stroud: Tempus
- Penman, M. (2014) *Robert the Bruce*, New Haven: Yale University Press
- Phillips, S. (2010) *Edward II*, New Haven: Yale University Press

Assessment Methods

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

The coursework component will be assessed as follows:

- 1) 2 x 5000 word essays, each worth 40% of the coursework mark (16% of the total mark)
- 2) A 15 minute presentation, worth 20% of the coursework mark (8% of the total mark)

The exam component will be assessed as follows:

Two 2-hour exam papers, each worth 50% of the examination mark (30% of the total mark)

School of History
Special Subject 2017/2018
HI6086: Loyalists: The Wrong Side of American Independence
Convenor: Dr Ben Marsh

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module

Synopsis, Aims & Outcomes

This special subject addresses the loyalists during the American Revolutionary era, who for a host of reasons remained wedded to king and empire, and sought to resist the tide of movement towards US independence using any means at their disposal – ideological, economic, spiritual, physical, and emotional. The loyalists,



identified with the interests of the British Crown, were among the great losers during the Revolutionary War and at independence. Estimates of between 60,000-80,000 departed the U.S. at the end of the war, repatriating in clusters throughout the British Empire. Celebrated and long-studied in Canada, the American loyalists, have been vulnerable to “the condescension of posterity”: for many decades vilified in nationalistic American narratives of the Founding Era, and absentmindedly overlooked in British imperial histories that looked to the Second Empire. They were a diverse lot, mobilised by diverse interests – including within their number thousands of Indians and slaves as well as wealthy whites, Anglicans, women, soldiers, ethnic minorities, and others who had benefited from royal patronage or who disparaged the Patriot movement. The subject’s topicality resonates far beyond the academy, as shown by recent developments (e.g. Scottish and Quebecois referenda, Brexit and changing sentiments on Europe, and globally prominent issues of migration and refugee integration). We treat the culture of royalism and loyalty on the eve of the Revolution, the experiences and arguments of loyalists during the Revolution (including their military history and the battles for hearts and minds), the diasporic communities of loyalists who moved to the British Isles, Sierra Leone, Nova Scotia and elsewhere, and try also to contextualise perhaps as many as half a million loyalists who remained in or returned to the U.S. after the American Revolution, who faced the prospect of an awkward reintegration.

Besides working chronologically through these themes and issues, students taking this special subject will also develop skills, work in, and be assessed in palaeography and primary source analysis (consulting the Loyalist Claims), and digital humanities (pursuing the digital mapping of loyalists).

Topics to be covered

1. Societies and Economies in Late Colonial America
2. Political Culture in Late Colonial America
3. The Shape of the American Revolution, 1765-1789
4. The Ideological Origins of the American Revolution
5. Common Sense and the Declaration of Independence
6. Plain Truth and the Declaration of Dependence

7. READING WEEK
8. Defining Loyalists: Numbers, Methods, Sources
9. Persecuting Loyalists: Mob Rule and Community Policing, 1765-1775
10. Loyalist Biographies: Hutchinson, Galloway, et al.
11. The Loyalist Claims: Petitioning for Relief
12. Biographic Exercise Workshop: Using the Loyalist Claims Commission Records
13. Slaves as Loyalists, 1775-1783
14. Indians as Loyalists, 1775-1783
15. Loyalist Literature and Writings
16. Loyalist Battalions
17. Loyalist Cities and Communities: New York, Philadelphia, Savannah and Charlestown
18. Gender and Loyalism
19. READING WEEK
20. Mapping the Loyalists: Digital Humanities Workshop
21. Diasporic Loyalists: Britain & Canada
22. Diasporic Loyalists: Sierra Leone
23. Betrayal and Reintegration: 1783-1789
24. The Loyalists in US History, 1790s-2010s

Recommended Introductory Reading

- Thomas B. Allen, *Tories: Fighting for the King in America's First Civil War* (2011)
- Tim H. Breen, *American Insurgents, American Patriots: The Revolution of the People* (2011)
- Ruma Chopra, *Unnatural rebellion: loyalists in New York City during the Revolution* (2011)
- Francis D. Cogliano, *Revolutionary America, 1763-1815: a Political History* (2009)
- Maya Jasanoff, *Liberty's Exiles: how the loss of America made the British Empire* (London: Harper Press, 2011)
- Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763-1789* (2007)
- Eric Nelson, *The Royalist Revolution: Monarchy and the American Founding* (2014)
- Mary Beth Norton, *The British-Americans: The Loyalist Exiles in England, 1774-1789* (Boston: Little, Brown, 1972)
- Jim Piecuch, *Three Peoples, One King: Loyalists, Indians, and Slaves in the American Revolutionary South, 1775-1782* (2013)
- Cassandra Pybus, *Epic Journeys of Freedom: Runaway Slaves of the American Revolution and Their Global Quest for Liberty* (Boston: Beacon, 2006)
- Simon Schama, *Rough Crossings: Britain, the slaves, and the American Revolution* (New York: Ecco, 2006)

Assessment Methods

Coursework (40%)

- Seminar performance (10% of coursework component)
- 2 x 3,500 word essays (30% of coursework component each)
- Digital humanities exercise mapping Loyalists (15% of coursework)
- Biographic exercise with Loyalist Claims Commission records (15% of coursework)

Exams (60%)

- 2 hour gobbet paper
- 2 hour essay question paper

School of History
Special Subject 2017/2018
HI6087: Word, Image and Power in Medieval England
Convenor: Dr Helen Gittos

Module Outline

60 credits

Duration of module: Autumn and Spring terms

Relationship to Other Modules

No pre-requisites

Not available as wild module



Synopsis

This course explores the history of written languages in medieval England.

In the Autumn Term, we will concentrate on the early middle Ages when the written word was extraordinarily powerful. 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. We will look at 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.

In the Spring Term, we will look at particular aspects of the later Middle Ages, such as: the consequences of the Norman Conquest, the historical context for the flowering of Middle English in the fourteenth century, the replacement of Latin with English as a language of government in the fifteenth century, and then the inscriptions in all three languages that increasingly dominated late medieval art. We will seek to understand the reasons why certain languages and alphabets were chosen for particular purposes, how and why that changed, we will think about who could read what when, the power that written words had, and the ways in which those words were empowered through rituals, and the relationship between words and images. Throughout, we will look at a wide variety of sources including illuminated manuscripts, stone sculpture, medical remedies, rituals, law codes, letters and inscriptions on objects such as helmets, swords and brooches. This course will enable students to be able to follow their own interests and develop their knowledge of a wide variety of aspects of the Middle Ages. There will be voluntary fieldtrips to relevant sites and museums and all texts will be read in translation.

Topics to be covered

Autumn Term

1. Languages and Alphabets
2. Latin, Literacy and the Church
3. Words and Images
4. Inscriptions on Objects

5. Powerful words of Healing and Harming
7. Empowering rituals
8. Runes and Old Norse
9. The Politics of Translation
10. Lay Literacy
11. Old English and the Making of England

Spring Term

1. The Norman Conquest and Languages Change I
2. The Norman Conquest and Language Change II
3. Chaucer's Age and the Flowering of English I
4. Chaucer's Age and the Flowering of English II
5. Henry V and the King's English
7. Long Melford Church
8. Word and Image in Fifteenth-Century Art
9. Taking the Long View: Languages
10. Taking the Long View: Literacy
11. Taking the Long View: the Power of the Written Word
12. Revision

Recommended Introductory Reading

M. Clanchy (2013). *From Memory to Written Record: England, 1066-1307*, 3rd ed. Oxford: John Wiley & Sons

A. Galloway, ed. (2011). *The Cambridge Companion to Medieval English Culture*. Cambridge: CUP

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

E. Treharne (2012). *Living through Conquest: The Politics of Early English*. Oxford: OUP

L. Webster (2012). *Anglo-Saxon Art*. London: British Museum Press

Assessment Methods

This module will be assessed by 40% Coursework, 60% Exams:

Coursework:

4 essays of up to 2,500 words (each worth 20% of the coursework component)

2 oral presentations on primary sources (each worth 10% of the coursework component)

Examination:

2 examinations, each of two hours and worth 50% each: 1) Source Analysis paper and 2) a paper of standard essay questions

Special Subject Registration

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

If you wish or are required to take a Special Subject in 2017/2018, you **must** follow the steps laid out below:

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

8am, Monday 6th March – 4pm, Wednesday 8th March
 - Emails received before 8am, 6th March will be deleted. You will receive an automated receipt if your email has been deleted, informing you that you will need to resend your form within the period above.
 - You will receive an automated receipt once your email has been received. If any problems arise with your email, you will be contacted after 8th March.

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

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

You will receive an email no later than **4pm, Monday 13th March** confirming to which Special Subject you have been assigned.

When online module registration opens on 13th March 2017, you will have been pre-registered for your Special Subject, and any other compulsory modules for your programme, by the Undergraduate Office. You will then have to indicate your preferences for your remaining credits for the 2017/2018 year. Please consult the Faculty Handbook for module choices in your final year.