

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 05 School of History

<b>HI5029</b>		<b>The Crusades</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Bombi Dr B
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	

#### Contact Hours

Total contact hours: 30  
 Total private study hours: 270  
 Total module study hours: 300

#### Method of Assessment

Essay (3,000 words) – 17.5%  
 Source Analysis (2,500 words) – 17.5%  
 Seminar Presentation (10 mins) – 5%  
 Examination (2 hrs) – 60%

#### Preliminary Reading

H.E.J. Cowdrey, *Popes, monks and crusaders* (1984)  
 H.E. Mayer, *The crusades*, 2nd edn. (1988)  
 J. Richard, *The Crusades c. 1071-c.1291* [2nd edition]  
 J.S.C. Riley-Smith, *The crusades. A short history* (1987)  
 ----- (ed), *The Atlas of the Crusades* (1991)  
 ----- (ed), *The Oxford Illustrated History of the Crusades* (1995)  
 S. Runciman, *A history of the crusades*, 3 vols., (1951-4)  
 K.M. Setton (ed. in chief), *A history of the crusades*, 2nd edn., 6 vols. (1969-98)  
 C. Tyerman, *England and the crusades* (1988)  
 C. Tyerman, *Invention of the Crusades* (1998)  
 C. Tyerman, *Fighting for Christendom: holy war and the crusades* (2004)

#### Synopsis \*

The Crusades were a central phenomenon of the High Middle Ages. The product of an aristocratic society suffused by a martial culture and a militant religion, reveal aspects of social relations, popular spirituality, techniques of waging war and attitudes to violence, which retain interest for a modern world to which Holy War and ideological justification of violence are no strangers. The aim of the module is twofold: (i) a full exploration of the events of the campaigns in the Near East, covering the experience as well as the motivations of crusaders and settlers in the Crusader Kingdoms; and (ii) investigation of the interaction over a period of two centuries between western Christians and the indigenous populations, both Christian and Islamic, in and around the states and settlements established in the East. In recent years the Crusades have attracted a wealth of new research and debate, much of it conducted in English. These provide students with rich and accessible secondary material against which to pit their own views. The texts, translated from Arabic and Greek as well as Latin and medieval French, are kept to a manageable size and provide opportunities for critical comparison of different viewpoints on the same events or issues.

## 2019-20 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	Nicholls Dr P (HI)
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

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

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	Nicholls Dr P (HI)
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	

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

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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a systematic understanding of the American Revolution.
- Apply methods and techniques to analyse and evaluate a wide variety of primary and secondary source materials relating to the history of American Revolution.
- Critically evaluate, analyse, criticise and assess academic arguments.
- Demonstrate the ability to plan and write a history essay and to organise it around a coherent argument.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Effectively communicate complex concepts and ideas clearly and coherently..
- Reflect on, and manage, their own learning. Plan their use of time, and identify appropriate directions for further study.
- Draw on their own independent research skills in gathering and interpreting primary resources in producing a final year dissertation.
- Synthesise and deploy different types of historical information effectively, through in-depth analysis of primary and secondary material..

### Method of Assessment

This module will be assessed by:

- Essay 1 (3,000 words) – 30%
- Essay 2 (3,000 words) – 30%
- Class Test (one hour) – 20%
- Seminar Participation & Presentation – 20%

### 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 establishing of the Federal Constitution. 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

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

### Preliminary Reading

Bogdan, *Freak Show* (1988)  
 Shattuck, *The Forbidden Experiments: The Story of the Wild Boy of Aveyron* (1980)  
 McDonagh, *Idiocy: A Cultural History* (2008)  
 Garland Thompson, *Freakery* (1996)  
 Feidler, *Freaks* (1978)  
 Tromp, (ed), *Victorian Freaks* (2008)  
 Porter, *A Social History of Madness* (1987)  
 Dale and Melling, *Mental Illness and Learning Disability Since 1850* (2006)  
 Durbach, *The Spectacle of Deformity* (2009)  
 Sander L Gilman, *Difference and Pathology* (1985)  
 Turner, and Stagg, (eds) *Social Histories of Disability and Deformity* (2006)  
 Ernst, (ed) *Histories of the Normal and Abnormal* (2006)

### Synopsis \*

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

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI5092 Armies at War 1914-1918						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Draper Dr M

### 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)

### Restrictions

Students on the BA(Hons) Military History programme will have priority for spaces on this module.

### 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5096 Modern German History, 1918-1990</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Hall Dr C

### Availability

#### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

#### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a critical understanding of the historiography and history of Germany between the end of the First World War in 1918 and German reunification in 1990.
- Apply historical methodologies and approaches to analyse a range of primary and secondary sources on the subject, and where possible, visual and material evidence.
- Demonstrate the necessary skills to organise, contextualise, analyse, evaluate and communicate their knowledge of modern German history.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.
- Demonstrate analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- Demonstrate effective communication, presentation and information technology skills.

#### Method of Assessment

This module will be assessed by:

- Essay 1 (3,000 words) – 16%
- Essay 2 (3,000 words) – 16%
- Seminar Presentation (10 mins) – 4%
- Examination (2 hrs) – 60%

#### Preliminary Reading

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

#### Synopsis \*

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

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5101 Cholera to Climate Change: Environment and Society in Modern Britain</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Jones Dr KR

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Critically evaluate the value of environmental history as an area of study as well as communicating a sense of how it has developed as a discipline.
- Demonstrate a critical awareness of the complicated relationships between humans and the rest of natural world over time, as well the importance of concepts such as agency, anthropogenic change and the social construction of nature.
- Successfully deploy a wide range of disciplinary skills in order to assess, contextualise and critically reflect on the complex entanglements between environment and society in modern Britain.
- Effectively communicate to both specialist and non-specialist audiences the ways in which environmental history offers a useful analytical lens to understanding the history of modern Britain.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Critically assess and analyse primary and secondary sources.
- Demonstrate an ability to communicate complex narratives and arguments in written form.
- Use verbal communication skills to articulate their ideas in a lucid and informed manner.
- Work effectively in independent study and as part of a team.
- Deploy knowledge using information technology and other digital resources.
- Demonstrate reflective and analytical skills through the interpretation of a wide-range of different source materials.

### Method of Assessment

This module will be assessed by:

- Essay (3,000 words) - 30%
- Blog Paper (2,000 words) - 20%
- Blog Oral Presentation (1,500 words) - 20%
- Take-home Exercise (1,500 words) - 20%
- Presentation (15-minutes) - 10%

### Preliminary Reading

- P. Coates, D. Moon, and Warde, eds, Local Places, Global Processes: Histories of Environmental Change in Britain and Beyond (Oxford: Windgather Press, 2016)
- A. Isenberg ed. The Oxford Handbook of Environmental History (New York: Oxford University Press, 2014)
- Carolyn Merchant, The Death of Nature: Women, Ecology and the Scientific Revolution (San Francisco: Harper San Francisco, 1990)
- Harriet Ritvo, The Dawn of Green: Manchester, Thirlmere, and Modern Environmentalism (Chicago: University of Chicago Press, 2009)
- John Sheail, An Environmental History of Twentieth Century Britain (London: Palgrave, 2002)
- Meredith Veldman, Fantasy, The Bomb and the Greening of Britain (Cambridge: CUP, 1994)

### Synopsis \*

This course is all about putting History 'in its place', in other words, examining the history of modern Britain through the analytical lens of environmental history and exploring the ways humans have used, adapted, and imagined various environments over time. Taking 1850 as its starting point, it looks at major transformations in British life – the social and ecological problems of the Victorian city; changing attitudes towards nature preservation; empire and ecological imperialism; war, chemicals and modernity; environmental revolutions and radical protest - to chart the ways in which successive generations interacted in meaningful ways with the spaces and other species around them. This is a story both of material changes and of cultural values – our interactions with and our imaginations of the modern world. Accordingly, themes of urbanisation, politics and environmental change; health, medicine and wellbeing; national identity, gender and cultural life will be explored through a series of case studies that take in such topics as 'Miasma and Manure: Public health in 19th century London' and 'Ban the Bomb: the Cold War, nuclear technology and popular protest.' The principal geographical focus is Britain, but the module also embraces a necessarily global outlook in covering such themes as international wildlife conservation; the world of nature on film; and debates about ecological crisis and global climate change.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI5102	Civil War America, 1848-1877					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Mathisen Dr E

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Appreciate the main themes of American history across the middle decades of the nineteenth century.
- Critically understand key concepts and developments in the period, including the sectional crisis of the 1850s; the reasons for the secession of southern states from the Union in 1860-61; the wartime development of total war policies by both the Confederacy and the United States; the evolution of emancipation during the war, and the development of Reconstruction policy (1863-77).
- Critically understand the range of causal factors that brought about the Civil War, and the factors that both encouraged and limited the development of post-war Reconstruction, both in high politics and on the ground.
- Appreciate the significance of both continuity and change across the Civil War and post-war periods.
- Critically understand the impact of the Civil War on both the shape and future direction of the United States, including the republic's politics, its culture, its economy and the structure of American society in the later decades of the nineteenth century.
- Critically understand the broader significance of armed conflicts as not only military events in history, but as opportunities to uncover social, economic, cultural and political change as well.
- Critically understand key historiographical debates and approaches relating to the study of the coming of the Civil War and its outcome, as well as the broader approaches of scholars who set the war and its aftermath against a broader global canvas.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate their ability to present ideas and arguments in oral and written form.
- Demonstrate their ability to present ideas in written work in both essays and in smaller assignments, as well as critically reflect on their work and the development of their transferrable skills.
- Demonstrate their ability to analyse, synthesise and precis secondary literature.
- Demonstrate their ability to work both independently and as part of a team, through individual preparation for seminars, as well as group work during seminars.
- Demonstrate their ability to produce work for a deadline.

### Method of Assessment

This module will be assessed by:

- Essay (4,000 words) - 45%
- Portfolio (2,500 words) - 35%
- Seminar Presentation - 5%
- Seminar Participation - 15%

### Preliminary Reading

Sven Beckert, *Empire of Cotton: A New History of Global Capitalism* (London, 2014).  
Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York, 1988).  
Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South From Slavery to the Great Migration* (Cambridge MA, 2003).  
James Oakes, *Freedom National: The Destruction of Slavery in the United States, 1861-1865* (New York, 2013).  
Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (Cambridge MA, 2010).  
James McPherson, *Battle Cry of Freedom: The Civil War Era* (New York, 1988).  
David M. Potter, *The Impending Crisis, 1848-1861* (New York, 1976).

### Synopsis \*

Between the founding of the republic and the middle decades of the nineteenth century, the United States came of age. The nation's population increased tenfold; its territory more than doubled. Driven by the high-minded ideals out of which the country had been founded, and the restless energy that saw a nation of thirteen colonies grow into a territorial republic of immense size, the United States became a symbol of a tumultuous century. In time, however, the republic would become a casualty of its own success. As the 1850s wore on, a battle over slavery and its place in a rapidly changing nation unraveled into sectional conflict, secession, civil war and a decade's long struggle after the war ended. The result was the largest forced emancipation of slaves in world history, and a conflict of barely calculable carnage. For better and for worse, the Civil War and its aftermath would become the great crucible into which a modern United States was born.

This module surveys the origins, conflicts and outcomes of the Civil War by not only understanding how the war altered the United States but understanding the Civil War and its aftermath in a broader context. Students will examine the causes and consequences of the conflict, by looking backwards to the roots of sectionalism and secession, and forwards into the postwar period, known as Reconstruction. The purpose of this module is to understand how all of these historical forces sowed the seeds of the republic's demise, while at the same time examining what kind of new nation Americans created in the ashes of the old one. Out of the war would come not only a new nation, but a fundamentally different United States. The violent collapse of slavery and the destruction of the plantation system brought profound change and innumerable conflicts, long after the South capitulated and two national armies laid down their weapons. In the wake of the war, Americans would attempt to construct a new republic, born as Abraham Lincoln urged in 1864, out of a 'new birth of freedom.' The problems with that birth, and the contradictions that would endure, would mark the country right up to the present-day.



## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5103 'The Jewel in the Crown': India and the Making of Imperial Britain</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Mukhopadhyay Dr A

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Appreciate the main themes of the history of the British Empire in the nineteenth century.
- Demonstrate a critical understanding of key concepts and developments in the period, including but not limited to the expansion of British colonial control in India; India's transition from a possession held by the English East India Company to being a 'crown colony' in 1858; and role of British India in further consolidation of the British Empire.
- Demonstrate a critical understanding of the range of causal factors that brought about the British imperial expansion in India and the intersections between history of colonial India and British Imperial History.
- Appreciate the significance of both continuity and change in imperial history.
- Demonstrate a critical understanding of the impact of the colonial control over India on both the shape of the British Empire, including the politics, economy and society in the nineteenth and early twentieth century.
- Demonstrate a critical understanding of key historiographical debates and approaches relating to the study of the history of colonial India and the British Empire against a broader global canvas.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Effectively communicate ideas and arguments.
- Demonstrate their ability to present ideas in written work in both essays and in smaller assignments, as well as critically reflect on their work and the development of their transferable skills.
- Demonstrate their ability to analyse, synthesise and precis secondary and primary literature.
- Demonstrate their ability to work independently.
- Demonstrate their ability to produce work for a deadline.

### Method of Assessment

This module is assessed by:

- Essay (4,500 words) - 50%
- Primary Source Analysis (1,500 words) - 25%
- Gobbet Analysis (500 words) - 10%
- Book/Article Review (1,500 words) - 15%

### Preliminary Reading

Bayly, C.A., *Indian Society and the Making of the British Empire* (Cambridge, 1988)  
 H. Streets-Salter and T. R. Getz (Ed): *Empires and Colonies in the modern world: a global perspective* (New York, 2016)  
 C. Hall and S. O. Rose (Ed) *At Home with the Empire: metropolitan culture and the imperial world* (Cambridge, 2006)  
 B. Metcalf and T. Metcalf (Ed) *A Concise History of Modern India* (Cambridge, 2012)  
 J. Wilson, *The Domination of Strangers: Modern Governance in Eastern India, 1780-1835* (London, 2008)  
 T. Metcalf, *Ideologies of the Raj* (Cambridge, 1995)  
 P. Levine, *The British Empire: Sunrise to Sunset* (New York, 2007)  
 The Oxford History of the British Empire (relevant volumes and chapters) (Oxford, 1998/1999)

### Synopsis \*

Often described as the 'Jewel in the Crown', British India played a key role (economic, strategic, military) in the expansion and consolidation of British Empire. In the 18th century India had been a territory held by the English East India Company; by the mid-19th century India became a crown colony and an integral part of the British Empire for reasons that included both resources and a role in enhancing imperial prestige.

Focusing mainly on the nineteenth century, this module explores the processes through which India became a colony and its broader impact on the British Empire. More specifically, the purpose of the module is to impart in students a critical understanding of the relationship between India and the British Empire, especially the ways in which India influenced imperial policies (social, economic) in both metropolitan Britain and in the wider British dominions and colonies. In short, this module offers a survey of the complex, long and historically consequential relation between India and the British Empire.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5105 Law and Society in the Early Middle Ages</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	Roberts Dr E

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate knowledge and critical understanding of the operation of law, custom and justice in early medieval Europe and the relevance of these topics to the broader social and legal history of Europe.
- Evaluate critically the appropriateness of a range of methodological approaches to the study of legal history in order to combine them in an overall assessment of an early medieval society.
- Confidently articulate an understanding of the possibilities and limitations of different types of primary sources, and show how these influence historical analysis and interpretation.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Formulate robust historical arguments in writing that are supported by critical evaluation of primary and secondary sources.
- Clearly express information, arguments and analysis orally, thus demonstrating strong communication skills.
- Exercise personal responsibility and decision-making in the course of carrying out independent research and seeking out research materials.
- Demonstrate skills in conceptualisation, reflexivity, critical thought and epistemological awareness.

### Method of Assessment

This module will be assessed by:

- Essay 1 (3,000 words) - 20%
- Essay 2 (3,000 words) - 20%
- Presentation (10 minutes) - 10%
- Seminar Participation - 10%
- Examination in the summer term (2 hours) - 40%

### Preliminary Reading

Davies, W. and Fouracre, P., eds (1986). *The Settlement of Disputes in Early Medieval Europe*. Cambridge: Cambridge University Press.

Davies, W. and Fouracre, P., eds (1995). *Property and Power in the Early Middle Ages*. Cambridge: Cambridge University Press.

Lambert, T. (2017). *Law and Order in Anglo-Saxon England*. Oxford: Oxford University Press.

McKitterick, R. (1989). *The Carolingians and the Written Word*. Cambridge: Cambridge University Press.

Rio, A., ed. (2008). *Law, Custom and Justice in Late Antiquity and the Early Middle Ages*. London: KCL Centre for Hellenic Studies.

Rio, A. (2017). *Slavery after Rome, 500–1100*. Oxford: Oxford University Press.

Wormald, P. (1999). *Legal Culture in the Early Medieval West: Law as Text, Image and Experience*. London: Hambledon.

### Synopsis \*

How common was trial by combat in medieval society? Why did individuals sometimes voluntarily enter slavery? What could a woman do if she wished to divorce her husband? These are the kinds of questions students will consider in this module on law and order in early medieval Europe. Legal texts are among the most voluminous sources to have survived from the early Middle Ages, providing fascinating perspectives on government and the reach of the state, dispute settlement, courts and trials, social relations, literacy, the influence of the Church and more. While the bulk of our material comes from Merovingian and Carolingian Francia, we shall also consider evidence from other regions, including the Byzantine world, Anglo-Saxon England and Visigothic Spain. Different types of legal records will be studied in order to learn how early medieval societies were regulated and how rulers attempted to govern their realms. By examining law, custom and justice in theory and in practice, students will gain an appreciation for the ideals of early medieval law and government, as well as the thornier realities of its operation in society at large.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI5107 The Coming of the Friars: Urban Society, Learning and Lay Piety</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 80  
Total private study hours: 520  
Total module study hours: 600

### Method of Assessment

Essay (3000 words) – 10%  
Essay (3000 words) – 10%  
Critique (1500 words) – 5%  
Critique (1500 words) – 5%  
Presentation (15 minutes) – 5%  
Presentation (15 minutes) – 5%  
Exam 1 (2 hours) – 30%  
Exam 2 (2 hours) – 30%

### Synopsis \*

This module examines how far the social, economic and political changes that occurred within Medieval Europe from the mid twelfth century affected popular religious beliefs and piety. One of the most dramatic changes in this period was the rise of towns and long-distance trade. Towns developed their own distinctive forms of government and social organisation, and consequently townspeople developed a more independent and critical mindset, especially in matters of religion. Two powerful examples of these new trends were the growth of universities in the major European cities and the rise of new religious movements. One of the major intellectual forces in the new universities and one of the most important of these new movements were the friars. The friars comprised the Franciscans, founded around 1206 by Francis of Assisi (1182-83/1226), and the Dominicans, founded by Dominic in about 1207. These new religious orders also gave an important role to women, notably Clare of Assisi, one of the first followers of Francis, who founded her own order of nuns in the 1220s. These new orders revolutionised the Medieval Church and society. They responded to popular demand for more effective religious instruction. In effect they helped the Church to establish a system of mass communication in order to transmit its religious teachings to the laity. After the coming of the Friars no aspect of daily life was untouched by these teachings, for example transforming the idea of poverty into a powerful spiritual ideal, still alive in our world.

The module will draw on narrative, hagiographical, documentary and visual sources. It will be structured around themes, including: the rise of towns; economic and political features of thirteenth century Europe; popular piety; preaching; gender issues; medieval universities and intellectual life; and Mendicant art. Issues such as the idea of poverty, the role of women, the importance of religion, and the presence of the Church within the medieval society will inform the course's approach to the material.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<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
1	Canterbury	Spring	I	30 (15)	100% Coursework	

### 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

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6009</b>		<b>Europe and the Islamic World, c 1450-1750</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Good Dr P
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

### Method of Assessment

The module will be assessed by 40% coursework, 60% examination.

Students will be required to write two 3,000 word essays. They will also be required to give a presentation to their seminar group. The coursework mark will be made up in this way: Essay 1: 40% (16% total mark); Essay 2: 40% (16% total mark); Presentation and seminar performance: 20% (8% total mark).

### Preliminary Reading

Norman Daniel, *Islam and the West. The Making of an Image*, new ed. (2009)  
Natalie Zemon Davies, *Trickster Travels: A Sixteenth-Century Muslim between the Worlds* (New York 2006)  
Adam S. Francisco, *Martin Luther and Islam. A Study in Sixteenth-Century Polemics and Apologetics* (Leiden, 2007).  
Robert Irwin, *For Lust of Knowledge. The Orientalists and their Enemies* (2006)  
Gerald MacLean *The Rise of Oriental Travel. English Visitors to the Ottoman Empire 1580-1720* (Basingstoke, 2004)  
Margarete Meserve, *Empires of Islam in Renaissance historical thought* (2008)  
*The Quran*, trans. Tarif Khalidi (2008).  
Edward Said, *Orientalism* (1978)  
George Saliba, *Islamic Science and the Making of European Renaissance* (Massachusetts, 2007)  
G J. Toomer, *Eastern Wisdom and Learning. The Study of Arabic in Seventeenth-Century England* (Oxford, 1996).

### Synopsis \*

Cultures never develop and grow in isolation. They are built on the values of past generations, and they are shaped and challenged in interaction with other cultures. The main objective of this module is to explore and present the powerful interaction between Europe and the Islamic world in early modern times, c. 1450-1750.

The course will firstly provide an overview of the rise and fall of three major Islamic states and empires (the Abbasid Caliphate, the Safavid Empire, the Ottoman Empire). It will then assess the early modern European encounter with the Islamic world 1) by discussing the scholarly, religious, political and economic incentives for this encounter; 2) by documenting the exchange of knowledge, ideas, values and material objects this encounter stimulated in the early modern period; 3) by exploring the enormous impact, which this encounter had on European civilization. The course will focus on the following topics and areas of life:

- 1) Transmission of scientific, technical and medical knowledge.
- 2) Collecting manuscripts and studying the languages of the Islamic world
- 3) Trade and economic exchange
- 4) Conflict and cooperation
- 5) Understanding Islam, translating the Koran
- 6) European discovery of Arabic literature, art and architecture
- 7) Arabs in the West (diplomats, travellers, scholars and prisoners)
- 8) Europeans in the East (diplomats, travellers, scholars and prisoners)

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

A weekly 1 hour lecture and a weekly 2 hour seminar.

### 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.

## 2019-20 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
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	

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

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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6017 Work Experience at the Royal Engineers Museum</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
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)

Eilean Hooper-Greenhill, *The Educational Role of the Museum* (London: Routledge, 1999)

Roy M. Macleod and Deepak Kumar, *Technology and the Raj: Western Technology and Technical Transfers to India, 1700-1947* (New Delhi and London: Thousand Oaks and Sage, 1995)

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 REMLA 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.



## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI6024	Napoleon and Europe, 1799 - 1815					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	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 in History and BA in Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

### Contact Hours

This module will be taught through two 2-hour seminars each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a deep awareness of the factual material and analytical tools and approaches necessary to understand the nature & mission of the Napoleonic Empire and its trans-European impact.
- Demonstrate a critical understanding of France's constantly evolving military and diplomatic priorities.
- Demonstrate comprehensive knowledge of the most important political and military turning points of the period, and some of the historiographical battles waged around the subject.
- Demonstrate the ability to discuss the complex analytical and conceptual problems raised in the special subject, and to present their work in written and oral form.
- Demonstrate an enhanced critical understanding of the diversity of human cultures, and the effects of Empire on different geographic, political, social and cultural contexts.
- Effectively find, use, critique and critically evaluate relevant primary sources on the Napoleonic Empire.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate 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
- Demonstrate critical thought and independence of mind, the capacity to marshal subtle and sophisticated arguments, and the ability to challenge received conclusions
- Communicate complex ideas and information effectively.
- Effectively manage their own learning and work effectively without close supervision or guidance.

### Method of Assessment

This module will be assessed by:

- Essay 1 (3000 words) - 8%
- Essay 2 (3000 words) - 8%
- Essay 3 (3000 words) - 8%
- In-class Test (1000 words) - 8%
- Presentation (15-minutes) - 8%
- Exam 1 (2 hours) - 30%
- Exam 2 (2 hours) - 30%

### Preliminary Reading

Michael Broers, *Europe under Napoleon 1799-1815* (Hodder, London, 1996)  
Michael Broers, *Napoleon: The Spirit of the Age* (Faber & Faber, London, 2018)  
Connelly, Owen, *Napoleon's satellite kingdoms managing conquered peoples* (Krieger Publishing Company, Malabar, 1990)  
Geoffrey Ellis, *The Napoleonic Empire* (Palgrave, London, 1991)  
Clive Emsley, *Napoleon conquest, reform and reorganisation* (Routledge, London, 2014)  
Alan Forrest and Philip Dwyer, *Napoleon and His Empire, Europe, 1804-1813* (Bloomsbury, London, 2006)  
Alexander Garb, *Napoleon and the Transformation of Europe* (Palgrave, Basingstoke, 2003)  
Stuart Woolf, *Napoleon's integration of Europe* (Routledge, 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).

### Synopsis \*

This special subject will introduce students to the pros and cons of the historiographical debate surrounding Napoleonic and Revolutionary French history. It will give final year students an alternative means of engaging with the familiar historical category of 'Empire.' 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.'

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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6025 Early Modern Europe: Culture, Identity, Encounter 1450 - 1750</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
3	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	Ivanic Dr S

### Contact Hours

Total contact hours= 30  
 Total private study hours = 270  
 Total study hours = 300

### Method of Assessment

Essay 1 (3,000 words) - 24%  
 Essay 2 (3,000 words) - 24%  
 Presentation (15-minutes) - 6%  
 Seminar Participation (ongoing) - 6%  
 Exam (2 hours) - 40%

### Preliminary Reading

J. Amelang, *The Flight of Icarus: Artisan Autobiography in Early Modern Europe* (1998).  
 J. M. Bennett and A. M. Froide (eds), *Singlewomen in the European past, 1250-1800* (Philadelphia PA, 1999).  
 S.C. Ogilvie, *A Bitter Living: Women, markets, and social capital in early modern Germany* (2003).  
 S. Ozment, *Ancestors: The Loving Family in Old Europe* (2001).  
 L. Roper, *Oedipus and the Devil: Witchcraft, Sexuality and Religion in Early Modern Europe* (1994).  
 U. Rublack, *Dressing Up: Cultural Identity in Renaissance Europe* (2010).  
 R. Sarti, *Europe at Home - Family and Material Culture 1500- 1800* (2002).  
 M. Wiesner-Hanks, *Early Modern Europe, 1450-1789* (Cambridge, 2006).

### Synopsis \*

This module covers fundamental transformations taking place in European society between c. 1450 and 1750. It focuses specifically on the everyday experiences of early modern Europeans, and how these changed as a result of, amongst others, global expansion, encounters with 'others', religious change, urbanisation and a innovation proliferation of new goods. Through looking at how these transformations affected the micro-level of men and women in their daily lives, 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 include ethnic and religious diversity, gender, the individual, witchcraft and material culture.

<b>HI6029 The Great War: British Memory, History and Culture</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	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.

### Contact Hours

3 hours per week across the Autumn and Spring terms.

### Subjects and themes:

'Voices Propheying 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

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 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.

### 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate an in-depth knowledge and critical understanding of the themes of persecution, repression and resistance;
- Demonstrate a broad knowledge and critical understanding of some of the historiographical debates surrounding the subject and be well positioned to judge between competing interpretations of this era;
- Formulate their own opinions on a variety of historiographical approaches, demonstrate effective communication skills and present clear historical arguments supported with relevant evidence;
- Engage with selected representations, drawn from a range of primary source materials including official documents, filmic representations, posters, autobiographies, diaries and oral histories;
- Engage with a range of secondary source materials including articles and monographs and have practised selecting and deploying historical information.

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate effective communication skills and information technology skills.
- Express complex ideas and arguments effectively.

### Method of Assessment

This module will be assessed by:

- Essay 1 (3,000 words) – 20%
- Essay 2 (3,000 words) – 20%
- Examination (2 hrs) – 60%

### Preliminary Reading

Germany

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

France

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

### Synopsis \*

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

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI6034	Anglo-French Relations 1904 - 1945					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
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 <span style =

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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

### HI6040 The Age of Discovery: Cultural Encounters in the Early Modern World c.14

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	Good Dr P

#### Contact Hours

This module will be taught through two 2-hour seminars each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback.

#### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a knowledge and systematic understanding of the history of European discoveries and intercultural encounters between the 15th and the 18th century and of their intellectual, religious and cultural consequences.
- Demonstrate a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.
- Demonstrate their capacity to assess and critically engage with a wide range of primary sources, both visual and written.
- Demonstrate 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.
- Critically evaluate key texts and other materials at a high level.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- Demonstrate enhanced communication, presentational skills and information technology skills
- Demonstrate the acquisition of an independent learning style when engaging with the course content, and the ability to manage their own learning.
- Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.
- Approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches.
- Demonstrate transferable skills, such as taking minutes, guide peers through readings; produce a variety of text and assessment genres.

#### Method of Assessment

This module will be assessed by:

- Essay 1 (2500 words) – 9%
- Essay 2 (2500 words) – 9%
- Guided Readings – 4%
- Seminar Participation – 2%
- Presentations (10 minutes) – 6%
- Vallaloid Debate (1500 words) – 5%
- Exhibition and catalogue (1500 words, plus images/exhibits) – 5%
- Exam 1 (2 hours) – 30%
- Exam 2 (2 hours) – 30%

#### Preliminary Reading

Abulafia, David, *The Discovery of Mankind: Encounters in the Age of Columbus* (New Haven, 2008)

Benjamin, Thomas, *The Atlantic World. Europeans, Africans, Indians and Their Shared History, 1400-1900* (Cambridge, 2009)

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)

Hunt, Lynn et al. *The Book that Changed Europe. Picart and Bernard's Religious Ceremonies of the World* (Cambridge, Mass., 2010).

Laven, Mary, *Matteo Ricci and the Jesuit Encounter with the East* (London, 2011)

Rubiés, Joan-Pau, *Travellers and Cosmographers. Studies in the History of Early Modern Travel and Ethnography* (Aldershot, 2007)

Stagl, Justin A., *History of Curiosity. The Theory of Travel 1550-1800* (Chur, 1995)

#### Restrictions

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

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Synopsis \*

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

The seminars of the first term will be dedicated to the different stages of European discoveries, starting with Columbus' discovery of America and ending with Mungo Park's attempts to discover the sources of the Niger river. Based on the weekly reading of one primary source, we will follow explorers, travellers, ambassadors, soldiers 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. The module discusses the religious, intellectual, political and economical contexts of these discoveries and it will ask how the various actors organized and methodized their expeditions and how they interpreted their discoveries. The second term will be dedicated to the study of some of the consequences these discoveries entailed. How did they affect traditional European ideas about mankind, religion, the world and their position in it? How did they influence European life style, fashion, art and literature?

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI6044	British Politics 1625-1642					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	James Dr L

### Availability

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

### Contact Hours

This module will be taught through two 2-hour seminars each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a firm grasp of the complex politics, religion and culture of the period
- Demonstrate a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.
- Demonstrate their capacity to assess and critically engage with a wide range of primary sources, both visual and written.
- Demonstrate 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.
- Critically evaluate key texts and other materials critically at a high level

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Communicate complex ideas, concepts and arguments.
- Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form
- Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.
- Creatively approach problem solving, and form critical and evaluative judgements about the appropriateness of these approaches.

### Method of Assessment

This module will be assessed by:

- Essay 1 (3000 words) – 8%
- Essay 2 (3000 words) – 8%
- Essay 3 (3000 words) – 8%
- Gobbet Exercise (3000 words) – 8%
- Presentation (15 minutes) – 8%
- Exam 1 (2 hours) – 30%
- Exam 2 (2 hours) – 30%

### Preliminary Reading

- J. Adamson, *The Noble Revolt: The Overthrow of Charles I* (Weidenfeld & Nicolson, London, 2007)
- D. Cressy, *Charles I and the People of England* (OUP, Oxford, 2015)
- R. Cust, *Charles I: A Political Life* (Routledge, London, 2005)
- M. Lee, *The Road to Revolution: Scotland under Charles I 1625-1637* (University of Illinois Press, Champaign, 1985)
- J. Merritt (ed), *The Political World of Thomas Wentworth, Earl of Strafford 1621-1641* (CUP, Cambridge, 1995)
- T.W. Moody (ed), *New History of Ireland III: Early Modern Ireland 1534-1641* (OUP, Oxford, 1976)
- C. Russell, *The Causes of the English Civil War* (OUP, Oxford, 1990)
- K. Sharpe, *The Personal Rule of Charles I* (Yale University Press UK, London, 1992)

### Synopsis \*

This module will analyse British government and society during the 1630s, one of the most significant decades of the 17th century, when Charles I ruled without parliament in England and pursued controversial policies in England, Scotland and Ireland. Through examining a wide variety of primary source material, students will be encouraged to draw their own conclusions about the character and success of Caroline government in the 1630s, as well as on the causes of the British Civil Wars, topics upon which rival historiographical theories continue to flourish. This is a fascinating period of intense historical enquiry which offers students the opportunity to become adept at the interpretation of primary sources, to deepen their understanding of the complexities of the period, and to improve the presentation of their ideas in both oral and written form.



## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI605 Undergraduate Dissertation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Project	Goebel Dr SP

### 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6056</b>		<b>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
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

### 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.

<b>HI6061</b>		<b>Human Experiments &amp; Human Rights during the Cold War</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	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 in History and BA in Military History programmes. It is not available as a Wild module, nor is it available to short-credit students.

### Contact Hours

This module will be taught through one 1-hour session and one 3-hour seminar each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a firm understanding of the historiography and historical context of human rights in human experiments during the Cold War, with a particular emphasis on the United Kingdom and the United States.
- Demonstrate a broad conceptual command of the course, and a thorough and systematic understanding of the latest research in the history of military and civilian medical ethics and human experimentation.
- Assess and critically engage with a wide range of primary sources (both written and visual) related to the history of human rights in human experiments, medical ethics and informed consent, chemical and biological warfare, and international conventions banning the use and development of non-conventional weapons.
- Learn independently through individual engagement with a wide range of subject-related high-level resources, including research in archival collections such as the National Archives, and Wellcome Library Archives and Manuscript collection.
- Analyse key texts related to the Maddison Inquest(s) in 1953 and 2004 and other materials important for an understanding of the development of military medical ethics in the 20th and 21st centuries.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- Demonstrate improved communication, presentational skills and information technology skills.
- Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.
- Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.
- Approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches.

### Method of Assessment

This module will be assessed by:

- Essay 1 (5000 words) - 12%
- Essay 2 (5000 words) - 12%
- In-class Test (2000 words) - 8%
- Presentation (30-40 minutes) - 8%
- Exam 1 (2 hours) - 30%
- Exam 2 (2 hours) - 30%

### 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6063 California: The Golden State</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	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 analysis 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6064 Armies at War, 1792-1815</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	Lawrence Dr M
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

### 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6068 Resistance, Rebellion and Regicide: c.1480-1603</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	James Dr L
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	

### Contact Hours

One 1-hour lecture and one 2-hour seminar each week.

### Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

- 1) Demonstrate a knowledge and critical understanding of when and why early modern subjects rebelled against their monarchs.
- 2) Analyse change over time during the sixteenth century.
- 3) Analyse the interplay of domestic and international factors in prompting rebellion.
- 4) Demonstrate an awareness of the strengths, weaknesses and limitations of extant source materials.
- 5) Demonstrate awareness of the inter-relationship of factors which cause political unrest and assess their relative importance.

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The intended generic learning outcomes

On successfully completing the module students will be able to:

- 1) Weigh the merits of different scholarly interpretations with reference to primary sources.
- 2) Develop their ability to analyse a range of types of source materials and employ this material to contribute to a clear argument.
- 3) Develop their participation in debate, using evidence to support their position in seminar discussions and written assignments.

### Method of Assessment

40% coursework; 60% exam.

Assessment will be by two essays of 3,000 words each, and a two-hour examination in the Summer term.

### Preliminary Reading

- BURNS, J. (2004) Pro Me Si Mereor In Me: kingship and tyranny in Scotland, 1437-1587. In VON FRIEDBURG, R. (ed.) Murder and monarchy : regicide in European history, 1300-1800. Basingstoke: Palgrave Macmillan. (other essays in this volume provide valuable wider context).
- DAWSON, J. (1991) The two John Knoxes : England, Scotland and the 1558 tracts. *Journal of Ecclesiastical History* (42). p. 555-76.
- KESSELRING, K. J. (2007) The Northern Rebellion of 1569: faith, politics, and protest in Elizabethan England. Basingstoke: Palgrave Macmillan.
- MAGGIN, C. (2004) The Baltinglass rebellion, 1580: English dissent or a Gaelic uprising? *Historical Journal* (47:2). p. 205-32.
- SANSOM, C. J. (2008) The Wakefield Conspiracy of 1541 and Henry VIII's Progress to the North Reconsidered. *Northern History* (45). p. 217-238.
- WOOD, A. (2014) The Deep Roots of Albion's Fatal Tree: The Tudor State and the Monopoly of Violence. *History* (99). p. 403-417.

### Synopsis \*

Early Modern European states fostered a culture of obedience. Subjects were meant to show loyalty to their monarch through conforming to their commands, and the doctrine of obedience was promulgated in pulpits and cheap print up and down the land. Nevertheless, rebellions occurred. This course will examine when, why and how subjects resisted their monarchs during the sixteenth century in England, Ireland Scotland, and what factors could push resistance into rebellion – even to the ultimate sin of regicide. We will explore the impact of religious changes on rebellion, considering how having a monarch with a different religion might facilitate rebellion, and the impact of classical ideas about the res publica, the commonwealth or republic, on providing new justifications for rebellion, and explore how these phenomena occurred in the three different contexts of the three kingdoms. We shall also consider how rebellion was reported, and the relationship between the state and controlling news, and how domestic rebellions were influenced by and in turn affected local, national and foreign developments.

Traditionally, historians tend to think about rebellion and resistance following one of two approaches, either social history, considering bottom up protests and popular culture, or intellectual history, exploring theoretical justifications for rebellion and understanding the nature of legitimate political power. This module will allow students to explore both historical approaches. When the module is run at level 5, students will be expected to compare the uses of both approach and its strengths and weaknesses, and at level 6 they will be invited to combine both approaches in their own work.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6069 Science and Religion</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Sleigh Prof C

### Contact Hours

Weekly one-hour lectures and two-hour seminars.

### Method of Assessment

This module will be assessed by 100% coursework

- Source commentaries (2000 words – 25%)
- Group presentation (c. 15 minutes in pairs/threes 15%)
- Two essays (2x 3000 words – 60%)

### Preliminary Reading

BROOK, J. H. and CANTOR, G.N. (1998) *Reconstructing Nature: The Engagement of Science and Religion*. London: T&T Clark.

BROOKE, J. H. (2009) *Darwin and Victorian Christianity*. In HODGE, J. and RADICK, G. (eds.) (2009) *The Cambridge Companion to Darwin*. Cambridge: Cambridge University Press.

COHEN, I.B., DUFFIN K. E., and STRICKLAND, S. (eds) (1990) *Puritanism and the Rise of Modern Science: The Merton Thesis*. New Brunswick: Rutgers University Press.

DIXON, T. (2008) *Science and Religion: A Very Short Introduction*. Oxford: Oxford University Press.

FINOCCHIARO, M. A. (2007) *Retrying Galileo, 1633–1992*. Berkeley: University of California Press.

JACOB, J. R. and JACOB, M. C. (1980) *The Anglican Origins of Modern Science: The Metaphysical Foundations of the Whig Constitution*. *Isis* (71). p. 251-267.

LINDBERG, D. C. and NUMBERS, R. L. (2003) *When Science and Christianity Meet*. Chicago: University of Chicago Press.

SHAPIRO, A. R. (2013) *Trying Biology: The Scopes Trial, Textbooks, and the Antievolution Movement in American Schools*. Chicago: University of Chicago Press.

### Synopsis \*

Science and religion are often presented as in antithesis; worldviews that will inevitably clash. Popular accounts of science often present religion and religious institutions as a restraining force on the advance of science, and find it difficult to deal with the many scientific figures whose work was either underpinned or unaffected by their faith. This module will look critically at these narratives, re-examining famous episodes such as Galileo's clash with the Catholic Church, and debates over Darwin's theory of evolution, from the Huxley-Wilberforce debate of 1860 to the Scopes Trial in Tennessee in 1925. We will explore the late 19th-century roots of the "clash narrative" and the developing idea of inevitable "Warfare" between science and religion, noting the other ways in which the relationship has been understood. This includes the long-lasting natural theological framing of scientific knowledge, which saw evidence of God's existence and attributes in the natural world, and historians' accounts of the role of religion in motivating individuals and groups to undertake scientific work.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

HI6071 The United Nations in the Twentieth Century						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	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.



## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6075 Sex, Health and Deviance in Britain since 1800</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	Jones Dr C

### Contact Hours

A 3 hour weekly seminar.

### Method of Assessment

40% Coursework, 60% exam

#### Coursework:

1 commentary (1,500 words) on one of the groups of primary documents - 15% of the coursework component

1 critical historiographical review (3,000 words) engaging with one of the identified historiographical disputes in the course - 30% of the coursework component

1 independent research essay (4,500 words) focusing on a group of documents and their utility for the broader historiographical debates - 35% of the coursework component

1 presentation (20 minutes) - 20% of the coursework component

#### 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

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

### Synopsis \*

From early nineteenth century concerns over declining birth rates to the profound impact of the AIDS epidemic in the late twentieth century, this module will examine key political, economic, social and medical issues and events that shaped discourse, attitudes and behaviours surrounding sex and health in Britain since 1800. A central concern of this module will be to untangle the complicated relationship between public discourse and private behaviour. Indeed, while vocal social commentators, scientific and medical communities, the State and the Church increasingly sought to regulate sexual attitudes and behaviours, deviant and tabooed practices such as prostitution, masturbation and sex outside marriage were (and still are) prevalent. In untangling public discourse and private behaviour, the module will consider: the extent to which the regulation of sex and health has been successful; the ways in which attitudes and behaviours changed across the period and varied according to geography, social class, sexual preference, gender and ethnicity; and how they affect our attitudes towards sex and health today. Themes addressed in this module include: Britain's role in the global commercialisation of contraceptive technologies; venereal disease; abortion and infanticide; eugenics; same-sex relationships; and sex crimes.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6076 Surgery, Science and Society since 1750</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Jones Dr C

### Contact Hours

10 one-hour lectures, 10 two-hour seminars

### Method of Assessment

100% Coursework

### Preliminary Reading

Lawrence, C. (ed., 1992) *Medical Theory, Surgical Practice: Studies in the History of Surgery*, London and New York: Routledge

Löwy, I. (2009) *Preventative Strikes: Women, Precancer, and Prophylactic Surgery*, Baltimore: The Johns Hopkins University Press

Richardson, R. (2001) *Death, Dissection and the Destitute*, Chicago: University of Chicago Press

Schlich, T. (2010) *The Origins of Organ Transplantation: Surgery and Laboratory Science, 1880s-1930s*, Rochester, NY: The University of Rochester Press

Schlich, T. (2002) *Surgery, Science and Industry: A Revolution in Fracture Care, 1950s-1990s*, Basingstoke: Palgrave Macmillan

Schlich, T. and C. Crenner (2016) *Beyond Innovation: Historical Perspectives of Technological Change in Modern Surgery*, Rochester, NY: The University of Rochester Press

### Pre-requisites

None

### Synopsis \*

Over the last two centuries, surgery has been radically transformed from a barbaric craft to a precision based science. Aided by new technologies, surgeons pioneered exploration into the body in ways never achieved before and became heroes of the hospital operating theatre and beyond. Historians have called this a surgical revolution. But how revolutionary was it? Did surgeons always get it right? Did new ideas, procedures and technologies immediately replace those that came before them? Is the history of surgery simply a story of continual progress? This module will examine major aspects of surgery from 1750 in order to evaluate the extent to which a 'surgical revolution' took place. Topics to be addressed include the rise of pathological anatomy; dissection and body snatching; anaesthesia; antisepsis and asepsis; vivisection; war; organ transplantation; and keyhole surgery. Adopting a social and cultural approach, the module will examine these topics in line with several key themes: the surgical profession, masculinity and heroism; patients, ethics and the body; technologies and techniques; and the sciences of pathology and physiology. The module will also explore the dissemination of surgical history today to public audiences through analyses of museum exhibits.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6078 Restoration, Revolution and Reform: British Politics 1678 - 1763</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	James Dr L

### Contact Hours

A 1 hour lecture and a 2 hour seminar per week.

### Method of Assessment

The module will be assessed by 100% coursework, as follows:

- 1 x 500 word abstract of a book chapter or scholarly article (where no abstract exists), worth 10% of the mark;
- 1 x 1,500 word book review, worth 15% of the mark;
- 1 x 2,000 word source commentary, worth 20% of the mark;
- 1 x 4,000 word essay, worth 40% of the mark;
- 1 x seminar presentation, worth 10% of the mark;
- 1 x seminar participation mark, worth 5% of the mark.

### Preliminary Reading

- Brewer, John, *The Sinews of Power, War, Money and the English State, 1688-1783* (Abingdon, 2014)
- Black, Jeremy, *The Hanoverians: The History of a Dynasty* (London, 2004)
- Campbell Orr, Clarissa - *Queenship in Britain 1660-1837: Royal patronage, court culture and dynastic politics* (Manchester, 2002)
- Claydon, Tony, *Europe and the making of England, 1660-1760* (Cambridge, 2007)
- Gregg, Edward, *Queen Anne* (Yale, 2001)
- Harris, Tim, *Restoration: Charles II and his Kingdoms 1660-1685* (London, 2005)
- Harris, Tim & Taylor, Stephen (eds), *The Final Crisis of the Stuart Monarchy: The Revolutions of 1688-91 in their British, Atlantic and European contexts* (Woodbridge, 2013)
- Kishlansky, Mark, *A Monarchy Transformed: Britain 1603-1714* (London, 1997)
- Miller, John, *James II: A study in kingship* (London, 1991)
- Rose, Craig, *England in the 1690s. Revolution, Religion and War* (London, 1999)
- Simms, Brendan, *Three Victories and a Defeat: the rise and fall of the first British Empire* (London, 2007)
- Szechi, Daniel, *The Jacobites: Britain and Europe 1688-1788* (Manchester, 1994)

### Synopsis \*

Spanning the period from the Exclusion Crisis of the late 1670s until the end of the Seven Years' War in 1763, this module will explore a crucial period in the history of Britain through an examination of politics, religion and diplomacy. Emerging from the upheaval of revolution in the 1640s and 1650s, the British monarchy had to adapt to new circumstances in the ensuing 100 years and one of the aims of the module will be to consider the changing nature of kingship and queenship in this age. Dynasticism remained important - after all, two unions were brought about during this period - with the Dutch (1689-1702) and the Hanoverian electorate (1714-1837). Necessarily, therefore, the European dimension will be central to the module, while the focus will be on Britain, not merely England. Parliament assumed an enhanced role in the politics of this period - with annual parliaments from 1689 and parliamentary union with Scotland in 1707 - and the module will pay close attention to the fortunes of ministers, the growth of parties and the increasingly active electorate in an age of frequent general elections. The module will also assess how extra-parliamentary opinion, the press and popular protest affected the political landscape. Religious conflict remained an issue, with continuing tension between the established church and 'dissenters', as well as between Catholic and Protestant (the attempt to exclude James, Duke of York from the succession signifying the continued interdependence of religion and politics). Finally, the module will examine the impact on Britain of the War of the Austrian Succession (1740-48) and the Seven Years' War (1756-63), and the growth of the British colonial empire.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6083 Rifles, Railways and Factories</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	Connelly Prof M
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

### Contact Hours

Total contact hours: 30  
 Total private study hours: 270  
 Total module study hours: 300

### Method of Assessment

Assessment will consist of:  
 1 seminar paper - 10% of final mark  
 2 essays (3000 words) - 25% each of final mark  
 1 two hour examination paper in the summer term (three questions from a list of ten) - 40% of final mark

### Preliminary Reading

General/Core Texts: German Wars of Unification  
 Stig Forster and Jorge Nagler (eds.), *On the road to total war: the American Civil War and German wars of unification, 1861-1871* (New York: CUP and German Historical Institute, 1997)  
 Michael Howard, *The Franco-Prussian War: the German invasion of France, 1870* (London: Hart Davis, 1961)  
 Dennis Showalter, *The Wars of German Unification* (London: Hodder, 2004)  
 Dennis Showalter, *Railroads and rifles: soldiers, technology and the unification of Germany* (Hamden, CT: 1976)  
 Geoffrey Wawro, *The Austro-Prussian War: Austria's war with Prussia and Italy, 1866* (Cambridge: CUP, 1996)  
 Geoffrey Wawro, *The Franco-Prussian War* (Cambridge: CUP, 2003)  
 General/Core Texts: American Civil War  
 Stig Forster and Jorge Nagler (eds.), *On the road to total war: the American Civil War and German wars of unification, 1861-1871* (New York: CUP and German Historical Institute, 1997)  
 Susan-Mary Grant and Brian Holden-Reid (eds), *Themes of the American Civil War* (London: Routledge, 2009)  
 Susan-Mary Grant, *War for a nation: the American Civil War* (London: Routledge, 2006)  
 John Keegan, *The American Civil War* (London: Hutchinson, 2009)  
 James M. McPherson, *The Battle Cry of Freedom* (Harmondsworth: Penguin, 1989)  
 Ethan S. Rafuse (ed.), *American Civil War* (Aldershot: Ashgate, 2005)

### Restrictions

Students on the BA(Hons) Military History programme will have priority for spaces on this module.

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

Week 1: introduction  
 Weeks 2-6 (including Study Week) German Wars of Unification, 1864-1870  
 Weeks 7-12 American Civil War

Both sets of conflicts will be examined through a series of themes: political management of war in the second half of the nineteenth century; the nature of generalship and command; the issues of logistics, communications and military medicine; the experiences of front-line troops; the management and attitudes of home fronts

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6084 Rifles, Railways and Factories</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	Connelly Prof M
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	

### Contact Hours

Total contact hours: 30  
 Total private study hours: 270  
 Total module study hours: 300

### Method of Assessment

60% coursework/40% exam

1 seminar paper - 10% of final mark  
 2 essays (3000 words each) - 25% each of final mark  
 1 two hour examination paper in the summer term - 40% of final mark

### Preliminary Reading

Stig Forster and Jorge Nagler (eds.), *On the road to total war: the American Civil War and German wars of unification, 1861-1871* (New York: CUP and German Historical Institute, 1997)  
 Susan-Mary Grant and Brian Holden-Reid (eds), *Themes of the American Civil War* (London: Routledge, 2009)  
 Susan-Mary Grant, *War for a nation: the American Civil War* (London: Routledge, 2006)  
 Michael Howard, *The Franco-Prussian War: the German invasion of France, 1870* (London: Hart Davis, 1961)  
 John Keegan, *The American Civil War* (London: Hutchinson, 2009)  
 James M. McPherson, *The Battle Cry of Freedom* (Harmondsworth: Penguin, 1989)  
 Ethan S. Rafuse (ed.), *American Civil War* (Aldershot: Ashgate, 2005)  
 Dennis Showalter, *The Wars of German Unification* (London: Hodder, 2004)  
 Dennis Showalter, *Railroads and rifles: soldiers, technology and the unification of Germany* (Hamden, CT: 1976)  
 Geoffrey Wawro, *The Austro-Prussian War: Austria's war with Prussia and Italy, 1866* (Cambridge: CUP, 1996)  
 Geoffrey Wawro, *The Franco-Prussian War* (Cambridge: CUP, 2003)

### Restrictions

Students on the BA(Hons) Military History programme will have priority for spaces on this module.

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

This module will be based around study of the German Wars of Unification (1864-1870) and the American Civil War. Both sets of conflicts will be examined through a series of themes: political management of war in the second half of the nineteenth century; the nature of generalship and command; the issues of logistics, communications and military medicine; the experiences of front-line troops; and the management and attitudes of home fronts.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6088 British Political History from Balfour to Blair, 1903-1997</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	Johnson Prof G

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate an advanced understanding of British foreign policy 1904-1973, and the changing role of Britain in international affairs.
- Demonstrate a sophisticated understanding of advanced concepts in the extensive historiography relating to how to understand Britain's changing role in international diplomacy, 1904-1973 and at what motivated these changes.
- Demonstrate an advanced capability to understand the nature and reasons for the development of British foreign policy, 1904-1973.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Work with a moderate level of independence to research and develop their understanding of questions and issues.
- Demonstrate an ability to provide persuasive written presentations, including the use of a range of primary source materials and historiographical content.
- Research and integrate primary sources into written assessments.
- Apply their knowledge and skills to the production of a range of different outputs

### Method of Assessment

This module will be assessed by:

- One Seminar Presentation (20 mins) – 10%
- Exam Preparation Commentary (1,000 words) – 10%
- Essay 1 (2,500 words) – 20%
- Essay 2 (2,500 words) – 20%
- Examination in the Summer term (2-hours) – 40%

### Preliminary Reading

Barr, J., *A Line in the Sand. Britain, France and the Struggle that Shaped the Middle East* (London: Simon and Schuster, 2011).

Bell, P.M.H., *France and Britain, 1900-1940: Entente and Estrangement* (London: Pearson, 1996).

Chickering, R. and S. Forster (eds), *The Shadows of Total War: Europe, East Asia and the United States, 1919-1939* (Cambridge: Cambridge University Press 2003).

Colas, A., *International Civil Society: Social Movements in World Politics* (Cambridge: Cambridge University Press, 2002).

Florini, A.M., *The Coming Democracy: New Rules for Running a New World* (London: Island Press, 2003).

Grünwald, G. and P. van den Dungen (eds), *Twentieth Century Peace Movements: Successes and Failures* (Lewiston: Edward Mellen Press, 1994).

### Synopsis \*

The module will chart the evolution of contemporary British foreign policy. It begins firmly in the era of pre-First World War diplomacy, and examines the legacy of Britain's role in nineteenth century international relations, including the role of empire. The module will explore the nature of the old and new diplomacy as well as issues relating to foreign policy formation. It will include an evaluation of the role of diplomats and the work and operation of the Foreign Office. It will also include a discussion of the main themes and issues of Britain's relations with all of the major European powers from 1904-1973, including the origins of the two world wars, the connection between foreign policy and political ideology. The module will also examine Britain's relations with the United States during this period and with the Far East, especially with Japan.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6094 The Legacy of the Second World War</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	60% Exam, 40% Coursework	Goebel Dr SP

### Method of Assessment

40% Coursework, 60% Examination

### Preliminary Reading

Bessel, Richard and Schumann, Dirk (eds.), *Life after Death: Approaches to a Cultural and Social History of Europe during the 1940s and 1950s* (Cambridge: Cambridge University Press, 2003)

Bird, Stephanie, Fulbrook, Mary, Wagner, Julia and Wienand, Christiane (eds.), *Reverberations of Nazi Violence in Germany and Beyond* (London: Bloomsbury Academic, 2016)

Crew, David F., *Bodies and Ruins: Imagining the Ruins of Germany, 1945 to the Present* (Ann Arbor: University of Michigan Press, 2017)

Müller, Jan-Werner (ed.), *Memory and Power in Post-War Europe: Studies in the Presence of the Past* (Cambridge: Cambridge University Press, 2002)

Winter, Jay, *War Beyond Words: Languages of Remembrance from the Great War to the Present* (Cambridge: Cambridge University Press, 2017)

### Synopsis \*

Over seventy years after Nazi Germany's unconditional surrender, we are still living in the shadow of the Second World War. The end of the Cold War has seen an upsurge in commemorative activity ranging from new memorials to court cases. This special subject considers the impact of the Second World War on European societies (including Britain) between 1945 and the present day. This module will examine – and compare – the ways in which contemporaries and later generations have tried to make sense of the upheaval and horrors of the Second World War. The module will explore a host of commemorative practices and media (ranging from architecture and popular histories to film and war memorials) and their socio-cultural contexts. Methodologically, the module explores the cultural history of the legacy of war. Cultural history here means the study of languages, practices, artefacts and gestures through which events are encoded by those who live through them or in their aftermath.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6101 Global Insurgency and Counterinsurgency in the Modern Era</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	Lawrence Dr M
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate an advanced understanding of insurgency and counter-insurgency from a global perspective.
- Demonstrate a sophisticated understanding of advanced concepts in the conceptual and case study-specific historiography concerning insurgency and counter-insurgency.
- Demonstrate an advanced capability to understand the nature and impact of irregular warfare militarily, socially, politically and culturally.

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Work independently to research and develop their understanding of questions and issues.
- Demonstrate an advanced ability to provide persuasive written and verbal presentations, including the use of a range of primary and secondary source materials and historiographical content.
- Research and integrate secondary sources into written and verbal assessments in a sophisticated manner.
- More fully demonstrate and apply their knowledge and skills to the production of a range of different outputs, including both written and oral arguments.

### Method of Assessment

This module will be assessed by:

- Seminar Presentation (10 minutes) - 10%
- Exam Preparation Commentary (1000 words) - 10%
- Essay 1 (2500 words) - 20%
- Essay 2 (2500 words) - 20%
- Examination in the Summer term (2 hours) - 40%

### Preliminary Reading

Aur lie Basha, 'I Made Mistakes': Robert McNamara's Vietnam War Policy (Cambridge, 2019)  
 Ian Beckett, Modern Insurgencies and Counter-insurgencies (Abingdon, 2001)  
 Yingcong Dai, White Lotus War (University of Washington press, 2019)  
 Mario Draper, The Belgian Army and Society (Basingstoke, 2018)  
 Ben Fallaw and Terry Rugeley, Forced Marches: Soldiers and Military Caciques in Modern Mexico (University of Arizona Press, 2012)  
 Beatrice Heuser (ed.), Small Wars and Insurgencies in Theory and Practice, 1500-1850 (Routledge: Abingdon, 2015)  
 Beatrice Heuser, The Evolution of Strategy (2010)  
 Walter Laqueur, Guerrilla Warfare (1977)  
 Mark Lawrence, Spain's First Carlist War, 1833-1840 (Basingstoke, 2014)  
 Giacomo Macola, The Gun in Africa (Ohio, 2016)  
 Thomas A Marks and Paul B Rich, 'Back to the Future: People's War in the twenty-first century', Small Wars and Insurgencies, Vol. 28, Iss. 3, 2017.  
 Douglas Porch, Counterinsurgency : Exposing the Myths of the New Way of War (Cambridge, 2013)  
 Natalia Sobrevilla, The Caudillo of the Andes (Cambdge, 2011)  
 Mao Tse-Tung, On Guerrilla Warfare (2015)

### Synopsis \*

The term 'guerrilla' tends to evoke twentieth-century connotations. 'People's war', Mao and Che Guevara all conjure up notions of revolutionary warfare, of 'new' warfare far removed from the supposedly state-centric armies and strategies of the nineteenth century. But irregular warfare also featured strongly in the nineteenth century. This module studies this type of warfare across the nineteenth and twentieth centuries as a whole, mixing well-known theatres and campaigns with less well-known ones. It explores the links between insurgencies and nationalism, revolution and counter-revolution, and studies the extent to which we can identify evolving patterns between reactive and progressive insurgency, along with learning curves and emulation in counter-insurgency. British and French experiences will be studied, along with American Spanish, Latin American, Chinese and African.



## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI6102 Civil War America, 1848-1877</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Mathisen Dr E

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Appreciate the main themes of American history across the middle decades of the nineteenth century.
- Critically understand key concepts and developments in the period, including the sectional crisis of the 1850s; the reasons for the secession of southern states from the Union in 1860-61; the wartime development of total war policies by both the Confederacy and the United States; the evolution of emancipation during the war, and the development of Reconstruction policy (1863-77).
- Critically understand the range of causal factors that brought about the Civil War, and the factors that both encouraged and limited the development of post-war Reconstruction, both in high politics and on the ground.
- Appreciate the significance of both continuity and change across the Civil War and post-war periods.
- Critically understand the impact of the Civil War on both the shape and future direction of the United States, including the republic's politics, its culture, its economy and the structure of American society in the later decades of the nineteenth century.
- Critically understand the broader significance of armed conflicts as not only military events in history, but as opportunities to uncover social, economic, cultural and political change as well.
- Critically understand key historiographical debates and approaches relating to the study of the coming of the Civil War and its outcome, as well as the broader approaches of scholars who set the war and its aftermath against a broader global canvas.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate their ability to present ideas and arguments in oral and written form.
- Demonstrate their ability to present ideas in written work in both essays and in smaller assignments, as well as critically reflect on their work and the development of their transferrable skills.
- Demonstrate their ability to analyse, synthesise and precis secondary literature.
- Demonstrate their ability to work both independently and as part of a team, through individual preparation for seminars, as well as group work during seminars.
- Demonstrate their ability to produce work for a deadline.

### Method of Assessment

This module will be assessed by:

- Essay (4,000 words) - 45%
- Portfolio (2,500 words) - 35%
- Seminar Presentation - 5%
- Seminar Participation - 15%

### Preliminary Reading

Sven Beckert, *Empire of Cotton: A New History of Global Capitalism* (London, 2014).

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (New York, 1988).

Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South From Slavery to the Great Migration* (Cambridge MA, 2003).

James Oakes, *Freedom National: The Destruction of Slavery in the United States, 1861-1865* (New York, 2013).

Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (Cambridge MA, 2010).

James McPherson, *Battle Cry of Freedom: The Civil War Era* (New York, 1988).

David M. Potter, *The Impending Crisis, 1848-1861* (New York, 1976).

### Synopsis \*

Between the founding of the republic and the middle decades of the nineteenth century, the United States came of age. The nation's population increased tenfold; its territory more than doubled. Driven by the high-minded ideals out of which the country had been founded, and the restless energy that saw a nation of thirteen colonies grow into a territorial republic of immense size, the United States became a symbol of a tumultuous century. In time, however, the republic would become a casualty of its own success. As the 1850s wore on, a battle over slavery and its place in a rapidly changing nation unraveled into sectional conflict, secession, civil war and a decade's long struggle after the war ended. The result was the largest forced emancipation of slaves in world history, and a conflict of barely calculable carnage. For better and for worse, the Civil War and its aftermath would become the great crucible into which a modern United States was born.

This module surveys the origins, conflicts and outcomes of the Civil War by not only understanding how the war altered the United States but understanding the Civil War and its aftermath in a broader context. Students will examine the causes and consequences of the conflict, by looking backwards to the roots of sectionalism and secession, and forwards into the postwar period, known as Reconstruction. The purpose of this module is to understand how all of these historical forces sowed the seeds of the republic's demise, while at the same time examining what kind of new nation Americans created in the ashes of the old one. Out of the war would come not only a new nation, but a fundamentally different United States. The violent collapse of slavery and the destruction of the plantation system brought profound change and innumerable conflicts, long after the South capitulated and two national armies laid down their weapons. In the wake of the war, Americans would attempt to construct a new republic, born as Abraham Lincoln urged in 1864, out of a 'new birth of freedom.' The problems with that birth, and the contradictions that would endure, would mark the country right up to the present-day.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI613 Conflict in Seventeenth Century Britain</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Fincham Prof K
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Fincham Prof K
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 30  
 Private study hours: 270  
 Total study hours: 300

### Method of Assessment

Essay 1 (3,000-words) - 16%  
 Essay 2 (3,000 words) - 16%  
 Oral Contribution - 8%  
 Exam (2 hours) - 60%

### 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI632</b>		<b>The Tools of Empire 1760-1920</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Robinson Dr S
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</b>		<b>Military History Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	60 (30)	100% Project	Donaldson Dr PM

### 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>HI761 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	Autumn	I	30 (15)	100% Coursework	Goebel Dr SP
1	Canterbury	Spring	I	30 (15)	100% Coursework	

### Contact Hours

One 1-hour lecture and one 2-hour seminar each week.

### Method of Assessment

100% coursework.

### Preliminary Reading

WINTER, J AND BAGGETT, B - 'The Great War and the Shaping of the 20th Century' (1996)  
 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' (2nd ed., 2004)  
 DEGROOT, GJ., - 'Blighty. British Society in the Era of the Great War' (1996)  
 FERGUSON, N - 'The Pity of War' (1998)  
 SMITH, LV. 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)

### 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	Autumn	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Bowman Dr T

### Contact Hours

minimum 30 hours

### 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

Students on the BA(Hons) Military History programme will have priority for spaces on this module.

### Synopsis \*

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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### 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.

## 2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

<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	
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	
2	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Guerry Dr E
2	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

### Contact Hours

This module will be taught through one 1-hour lecture and one 2-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate skills that enable them to work with a variety of historical sources, including visual evidence (e.g., sculpture, paintings, stained glass) and documentary sources (e.g., wills and coroners' records), and to evaluate their relative strengths and limitations, and to interpret these sources.
- Provide an overview of the development of the visual culture of death in medieval Europe and an understanding of artistic innovations within the context of wider artistic, economic, devotional, social and epidemiological developments.
- Demonstrate an awareness of different disciplinary approaches to the theme of death in the Middle Ages (especially art-historical, social-historical, theological, and literary), and to approach a specific monument with an understanding of its potential as evidence addressing different disciplinary concerns.

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate the ability to construct robust historical arguments drawing intelligently on primary and secondary sources, and to present these arguments.
- Demonstrate skills of conceptualisation, reflexivity, critical thought and epistemological awareness.
- Demonstrate knowledge and understanding of the past and particular aspects of the historiography and methodology, assisting them in other courses.

### Method of Assessment

This module is assessed by:

- Source Analysis (3000 words) - 20%
- Term Paper (3000 words) - 20%
- Examination (2 hours) - 60%

### Preliminary Reading

- Binski, Paul (2004). *Becket's Crown* (New Haven, 2004)
- Binski, Paul (1996). *Medieval Death: Ritual and Representation* (London, 1996)
- Brown, Peter (1982). *The Cult of the Saints* (Chicago, 1982)
- Camille, Michael (1992). *Image on the Edge* (London, 1992)
- Horrox, Rosemary (1994). *The Black Death* (Manchester, 1994)
- Le Goff, Jacques (1986). *The Birth of Purgatory* (Chicago, 1986)
- Saul, Nigel (2001). *Death, Art, and Memory in Medieval England* (Oxford, 2001)

### Synopsis \*

This module explores the place of death within medieval European culture, focusing especially on the visual and material evidence of relics, tombs, architecture, wall paintings, and illuminated manuscripts. It will begin by examining how ideas about death and the dead were expressed in works of art from Late Antiquity until the arrival of the Black Death in 1348. Our primary sources will be set within the context of literary, visual, documentary and liturgical evidence. Together, we will examine these sources from different disciplinary perspectives in attempt to determine how the study of medieval death and contemporary anxieties about the afterlife can inform us about how people lived in the Middle Ages.

## 2019-20 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	Autumn	I	30 (15)	50% Coursework, 50% Exam	
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.