

05 School of History

HI813 War in the Hispanic World since 1808						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	Lawrence Dr M

**Contact Hours**

One 2-hour seminar a week.

**Learning Outcomes**

The intended subject specific learning outcomes:

As a consequence of taking this module students will have gained:

1. An enhanced and sophisticated understanding of the military, cultural, political and social history of Modern Spain and Latin America.
2. An understanding of advanced concepts in historiography and new military history.
3. An enhanced capability to understand praetorian revolution and counter-revolution, insurgency and counter-insurgency, imperial, national and civil wars.

The intended generic learning outcomes:

As a consequence of taking this module all students will have:

1. Developed their mental flexibility.
2. Improved their ability to sustain concentration and aim.
3. Gained the ability to construct coherent written and oral arguments.
4. Gained the ability to research different source types.
5. Gained the ability to produce a variety of robust outputs.

**Method of Assessment**

The module will be assessed by 100% coursework.

Effective learning will be tested through an assessed seminar presentation the production of two essays. The presentations and essays reveal a student's ability to marshal different sources of material, integrate them into sustained, overarching, sophisticated interpretations and communicate them in clear diction and prose.

- Students will be expected to make regular contributions and to provide one formal presentation and submit an accompanying written plan/outline of the paper worth 20% of the final mark (15% presentation, 5% written record. The record should be no more than 1000 words)\*. This component relates to 11.1-3 and 12.3 and 12.5. Oral presentations demand that a student reveal the same qualities of source analysis and the ability to deploy them in a fluent verbal argument, which is often accompanied by suitable audio/visual material.
- Essays: Two essays of 3000 words. At the end of each of the three main sections of the module students will produce a report or source analysis reflecting on the themes, approaches and materials of the section of 2000 words. Each of these essays will be worth 40% of the final mark. This component relates to 11.1-3 and 12.1-2 and 12.1-5.

\*Marking to be based on combination of School of History and Drama presentation criteria.

**Preliminary Reading**

A. Shubert and J. Alvarez Junco (2016) *A New History of Modern Spain: Chronologies, Themes and Individuals*. London: Bloomsbury  
 L. Bethell (1985) *The Cambridge History of Latin America*. Cambridge: Cambridge University Press, Vols. 3-4.  
 W. H. Bowen and J. E. Alvarez (eds.) (2007) *A Military History of Modern Spain: From the Napoleonic era to the International War on Terror*. Connecticut: Praeger.  
 N. Sobrevilla Perea (2011) *The Caudillo of the Andes: Andrés de Santa Cruz*. Cambridge: Cambridge University Press  
 M. Lawrence (2014) *Spain's First Carlist War*. Basingstoke: Palgrave MacMillan  
 B. Fallaw and T. Rugeley (eds.) (2012) *Forced Marches: Soldiers and Military Caciques in Modern Mexico*. Arizona: University of Arizona Press

**Synopsis**

This module will explore how war and the threatened or actual use of armed force shaped the regional, national and transnational politics and societies of Modern Spain and Latin America. It will follow a broadly chronological theme embracing Spain's Peninsular War, Latin American Independence Wars, Spain's Carlist Wars, Latin American wars of borders and nation-building, Mexican Revolutionary and Cristero Wars, Spanish Civil War, and the revolutionary and counter-revolutionary wars of Cold War Latin America. Even though the world-wide Spanish empire collapsed in the early nineteenth century, the relationship thereafter between war and society followed remarkably similar patterns on both sides of the Spanish Atlantic.

Each week students will attend a two-hour seminar hosted by at least one of the two co-convenors of this module who will chair it and facilitate the dialogue. Each week students will be exposed to a new case-study, its agreed historical facts, and its differing interpretations, all of which will enable students to gain a comparative grasp of the similarities and differences between conflicts. Each seminar will include an assessed presentation by one or two students on a particular question or problem related to a respective case-study.

## 2019-20 Postgraduate Module Handbook

<b>HI815 War, Propaganda and the Media</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Goebel Dr SP
2	Canterbury	Spring	M	30 (15)	100% Coursework	

### Contact Hours

3 hours per week

### Learning Outcomes

Students who successfully complete the module will:

- have navigated a number of sub-disciplines of history, including political, cultural, social, media and military history, and recognized how historians and other scholars have responded to historiographical issue in propaganda studies.
- have produced (and reflected on) written assignments and oral arguments situated within the discourse on the concept of propaganda and roles of the mass communications media in times of conflict.
- have critically analysed the relationship between military and media organisations in the modern age.
- have analysed visual sources including films, documentaries, posters, cartoons etc.

### Method of Assessment

The module will be assessed by 100% coursework. Students will be required to produce one essay of 6,000 words and give one seminar presentation.

### Preliminary Reading

- M. Connelly and D. Welch (eds.), *War and the Media: Reportage and Propaganda 1900-2003* (2005)  
 N. Cull, D. Culbert and D. Welch, *Propaganda and Mass Persuasion: A Historical Encyclopedia, 1500 to the Present* (2003)  
 J. Ellul, *Propaganda: The Formation of Men's Attitudes* (1965)  
 J. Hawthorn (ed.), *Propaganda, Persuasion and Polemic* (1987)  
 G. Jowett and V. O'Donnell, *Propaganda and Persuasion* (1992)  
 P. Kenez, *The Birth of the Propaganda State: Soviet Methods of Mobilisation 1917-29* (1985)  
 P. Knightley, *The First Casualty: The War Correspondent as Hero and Myth Maker from the Crimea to Kosovo* (2000)  
 M. Ignatieff, *Virtual War: Kosovo and Beyond* (2000)  
 A. Pratkanis and E. Aronson, *Age of Propaganda: The Everyday Use and Abuse of Persuasion* (1991)  
 A. Rhodes, *Propaganda: The Art of Persuasion: World War II* (1975)  
 C. Roetter, *Psychological Warfare* (1974)  
 K. R. M. Short (ed.), *Film and Radio Propaganda in World War II* (1983)  
 P. M. Taylor, *Munitions of the Mind: War Propaganda from the Ancient World to the Present Day* (1995)  
 O. Thomson, *Easily Led: A History of Propaganda* (1999)  
 D. Welch, *The Third Reich: Politics and Propaganda* (1999)  
 D. Welch, *Propaganda: Power and Persuasion* (2013)  
 S. White, *The Bolshevik Poster* (1988)  
 M. Yass, *This is Your War: Home Front Propaganda in the Second World War* (1983)

### Synopsis \*

The aim of this module is to explore the concept of propaganda and roles of the mass communications media in times of conflict. This will involve an historical approach which takes into consideration the numerous theoretical problems associated with the study of propaganda as well as the different ways political propaganda has been interpreted and used internationally in time of war or peace. Using case studies ranging from the First World War to the present day, the aim of the module is to enable students to think critically about the manner in which propaganda is disseminated in wartime and the pressures governments, media organisations and journalists face in times of conflict. The module explores how different types of conflict and changing technology have elicited different relationships between the media, the military and government. The module also examines the impact of the media upon public opinion and the increasingly important part played by the home front in twentieth century warfare.

## 2019-20 Postgraduate Module Handbook

<b>HI817 Deformed, Deranged and Deviant</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	Anderson Dr J

### Contact Hours

Convenor: Dr Julie Anderson – Contact hours: 2 hours per week

### Preliminary Reading

Patrick McDonagh, *Idiocy: A Cultural History* (2008)  
Rosemarie Garland Thompson, *Freakery* (1996)  
Leslie Feidler, *Freaks* (1978)  
Marlene Tromp, (ed), *Victorian Freaks* (2008)  
Roy Porter, *A Social History of Madness* (1987)  
Nadja Durbach, *The Spectacle of Deformity* (2009)  
Sander L Gilman, *Difference and Pathology* (1985)  
David Turner, and Kevin Stagg, (eds) *Social Histories of Disability and Deformity* (2006)  
Waltraud Ernst, (ed) *Histories of the Normal and Abnormal* (2006)

### Synopsis \*

From those viewed as medical marvels in the nineteenth century to questions surrounding quality of life in the late twentieth century, the course explores the continuities and changes in the relationship between medical science and difference. Between the eighteenth and nineteenth century, and into the twentieth, the increasing influence of medical practitioners ensured that disability, deformity, disfigurement and mental illness were categorised through a medical perspective. Categories about the acceptability of physical and social norms were constructed from the eighteenth century, indeed, the term 'normal' was not commonly used in the English language until the 1840s. In the nineteenth century, the growth of capitalism and the concentration on industrialization, excluded those deemed different from the workplace and the community as they were not judged to be economically useful. In addition, philanthropic gestures which grew in the nineteenth century, saw people who were categorised as different, moved from mainstream society into institutions, which were often supported by the medical profession. Medical practitioners and the general public were fascinated by difference in body and mind, and often those considered different were observed, studied and experimented on. The influence of medical practice grew in the twentieth century and the course will explore this in relation to (amongst others) the two World Wars, the growth of special institutions and new types of therapy.

Overall, the course will investigate the ways that medicine has understood, categorised and treated those whose body or behaviour was considered different. It will also 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 in this historical period and the shifting theories and methodologies of medical practice in relation to it.

Topics include:

The history of anatomy  
Idiocy and feeble-mindedness  
Madness  
The development of forensic science  
Murder  
Dying and the rituals of death  
Agency, freakery and the politics of display  
Homosexuality as deviance  
Madness and mental health

HI823 Testimonies of War: Oral History in Theory and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

### Learning Outcomes

11. The intended subject specific learning outcomes  
Students will acquire a theoretical and practical knowledge and understanding of oral history. Upon successful completion of the module, students will:

- 11.1 have a wide knowledge of key aspects of oral history, in particular those focusing on war;
- 11.2 have a critical appreciation of the merits and difficulties of utilising oral history;
- 11.3 further develop their skills in the critical analysis of historical sources;
- 11.4 have the opportunity to acquire first-hand experience in producing their own source material by locating, interviewing and transcribing their sources;
- 11.5 have developed the skills of oral history interviewing and analysis;
- 11.6 have developed an understanding of the application and use of oral histories of war in the public arena through engaging with work on oral history and public history.

12. The intended generic learning outcomes  
Upon successful completion of the module, students will:

- 12.1 Be able to marshal information effectively, through the study and discussion of secondary sources
- 12.2 Have built upon the command of those learning outcomes which they acquired during their undergraduate studies, notably the ability to challenge received conclusions and to cultivate a broader epistemological awareness;
- 12.3 Have enhanced their proficiency with regard to improving their own learning and performance, notably in undertaking their own oral history interviews and reflecting upon the practice;
- 12.4 Have developed their inter-personal and communication skills significantly through experience of oral history interviewing and reflective group discussion;

### Method of Assessment

The module is assessed by 100% coursework, taking the form of two pieces of written work and a presentation:

- 1) a 3000-word essay on an aspect of oral history worth 50% of the mark. Students should engage with the theory and the historiography in this field and refer to particular case studies. Relates to learning outcomes 11.1-3, 11.7 and 12.1-2.
- 2) a seminar presentation based on the student's own interviews worth 10%. Relates to learning outcomes 11.6 and 12.3.
- 3) a 3000-word reflective analysis of interviews conducted by the student worth 40%. Relates to learning outcomes 11.1-6 and 12.1-4.

These methods of assessment will test the ability of students to think critically, to access a range of sources and marshal effective arguments, to organise and communicate information and interpretations of information lucidly and to work with others in a group and improve their own learning, while reflecting upon the nature of the discipline and their own involvement with it. In addition, these methods of assessment will test the ability of students in terms of epistemological awareness and the recognition of and distinction between the different sources of historical knowledge.

### Preliminary Reading

- Lynn Abrams, *Oral History Theory* (London: Routledge, 2010).
- Sherna Berga Gluck & Daphne Patai (eds.) *Women's Words: The Feminist Practice of Oral History* (New York: Routledge, 1991).
- Ronald Grele (ed.), *Envelopes of Sound: The Art of Oral History*, second edition (Chicago: Precedent, 1985).
- Robert Perks & Alistair Thomson (eds.), *The Oral History Reader* (Abingdon: Routledge, 2006).
- Donald Ritchie, *Doing Oral History: A Practical Guide* (New York: Oxford University Press 2003).
- Paul Thompson, *The Voice of the Past: Oral History* (Oxford: Oxford University Press, 2000).
- Alistair Thomson, *Anzac Memories: Living with the Legend* (Oxford: Oxford University Press, 1994).

### Synopsis <span style =

This class aims to bring awareness to the possibilities of using oral history as a way of understanding the past, using the topic of twentieth-century war as a case study. It will examine the advantages and disadvantages, classic texts and theoretical and methodological insights. It also features a strong practical dimension and will provide experience in interviewing, transcription and analysis. Sessions will typically include What is Oral History?; Understanding Memory; Subjectivity and Intersubjectivity; Doing Oral History I: Plans and Preparation; Doing Oral History II: Recording, Summarising and Transcribing; Interpretation: Reconstructive Evidence and Narrative Analysis; Oral History and Public History; Fieldtrip to The Imperial War Museum; Reflecting on the Oral History interviews I and Reflecting on the Oral History interviews II.

## 2019-20 Postgraduate Module Handbook

<b>HI828</b>		<b>Ireland and the First World War</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

### Learning Outcomes

Students will acquire a knowledge and understanding of the impact of the Great War on Ireland. Upon successful completion of the class, students will:

- 11.1 Understand the experience of Ireland within the wider context of the United Kingdom and Europe at War.
- 11.2 Understand the impact which the Great War made on Irish politics, setting the preconditions for the collapse of the Irish Parliamentary Party, rise of Sinn Fein and partition of Ireland.
- 11.3 Understand the impact of the Great War on the Irish economy.
- 11.4 Understand the impact of the Great War on wider Irish society
- 11.5 Understand the complex political contexts concerning Irish commemoration of the First World War.

### Method of Assessment

The module is assessed by:

- An oral presentation of fifteen minutes duration which will count towards 15% of the total mark for this module.
- One 6000 word essay, worth 85% of the total mark.

### Preliminary Reading

- Thomas Bartlett and Keith Jeffery (eds.), *A Military History of Ireland* (Cambridge University Press, 1996)
- Timothy Bowman, *Irish Regiments in the Great War: Discipline and Morale* (Manchester University Press, 2003)
- Timothy Bowman, *Carson's Army: The Ulster Volunteer Force, 1910-1922* (Manchester University Press, 2007)
- Colin Cousins, *Armagh and the Great War* (The History Press Ireland, Dublin, 2011)
- Terence Denman, *Ireland's Unknown Soldiers: The 16th (Irish) Division in the Great War* (Irish Academic Press, Dublin, 1992)
- David Fitzpatrick (ed.), *Ireland and the First World War* (Trinity History Workshop and the Lilliput Press, Dublin, 1988)
- Richard Grayson, *Belfast Boys: How Unionists and Nationalists fought and died together in the First World War* (Hambledon, London, 2009)
- Adrian Gregory and Senia Pasetta (eds.), *Ireland and the Great War: 'A War to unite us all?'* (Manchester University Press, 2002)
- John Horne (ed.), *Our War: Ireland and the Great War* (Royal Irish Academy, Dublin, 2008)
- Keith Jeffery, *Ireland and the Great War* (Cambridge University Press, 2000)
- Catriona Pennell, *A Kingdom United: Popular Responses to the Outbreak of the First World War in Britain and Ireland* (Oxford University Press, 2012)
- Michael Wheatley, *Nationalism and the Irish Party: Provincial Ireland 1910-1916* (Oxford University Press, 2005)

### Synopsis

The module will examine the experience of Ireland during the First World War. There is now considerable historiography available on Irish recruitment to the British armed forces between 1914 and 1918 and this will form the basis for three seminars; considering Nationalist and Unionist reactions to recruitment and the place of Ireland within wider UK recruitment. Political developments, caused largely by the war, namely, the decline of the Irish Parliamentary Party, rise of the Sinn Fein movement and Irish Unionists acceptance of partition will form another important element of the module. There has been considerable work carried out on commemoration of the Great War in Ireland and Irish commemoration overseas (most notably the building of the Ulster Tower at Thiepval, France in 1921 and of the Irish Peace Park at Messines / Mesen, Belgium in 1998) and this will form the focus for two seminars. Other seminars will consider the Irish economy and the war and Irish paramilitarism between 1914 and 1918.

<b>HI832</b>		<b>The Imperial War Graves Commission, 1917-1939</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	Connelly Prof M
1	Canterbury	Spring	M	30 (15)	100% Coursework	

### Contact Hours

9 two hour seminars; two field trips to the Commonwealth War Graves Commission HQ and archives; one four-day field trip to the Ieper/Ypres region of Belgium.

## 2019-20 Postgraduate Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the module students will be able to:

- 1) Demonstrate a complex conceptual understanding surrounding the complex issues of death, burial and commemoration in the British Empire during and in the wake of the First World War.
- 2) A comprehensive understanding of historiographical techniques and other methodologies.
- 3) A systematic understanding of knowledge underpinned by knowledge of research at the forefront of the discipline of History in the form of debates about war, death and memorialisation.
- 4) The ability to read a landscape as a source demonstrating originality in the application of knowledge.
- 5) To demonstrate comprehensively originality in the application of knowledge to different kinds of outputs based upon a comprehensive understanding of techniques and understanding of core material.
- 6) Through study of materials demonstrate conceptual understanding of methodologies and methods of critique leading to new ideas and hypotheses.

The intended generic learning outcomes:

On successfully completing the module students will be able to:

- 1) The ability to show mental flexibility by making judgements systematically and creatively.
- 2) The ability to sustain concentration and aim and think originally demonstrating self-direction and planning skills.
- 3) The ability to construct coherent written and oral arguments.
- 4) The ability to research different source types.
- 5) The ability to produce a variety of robust outputs.

### Method of Assessment

One essay which has to embed a large corpus of primary material drawn from the Maidenhead archives (and others if relevant).

One individual seminar presentation.

One joint presentation reflecting on the experiences gained by the archival and field trips.

### Preliminary Reading

T.G. Ashplant, Graham Dawson and Michael Roper: *The politics of war memory and commemoration* (London: Routledge, 2000), Introduction, pp. 3-85.

Michèle Barrett, 'Subalterns at War: First World War Colonial Forces and the Politics of the Imperial War Graves Commission', *Interventions*, Vol. 9, No. 3, 2007, pp. 451-474.

Jacqueline Hucker, "'Battle and burial': Recapturing the cultural meaning of Canada's national memorial on Vimy Ridge', *Public Historian*, Vol. 31, No. 1, 2009, pp. 89-109.

Thomas Lacqueur, 'Memory and Naming in the Great War' in John R. Gillis (ed.), *Commemorations: the Politics of National Identity* (Princeton: Princeton University Press, 1994), pp. 150-167.

Philip Longworth, *The Unending Vigil. A History of the Commonwealth War Graves Commission, 1917-1967* (London: Constable, 1967).

Sue Malvern, *Modern Art, Britain and the Great War. Witnessing, testimony and remembrance* (New Haven and London: Yale University Press/Paul Mellon Centre for Studies in British Art, 2004).

Sue Malvern, 'War Tourisms: "Englishness", Art, and the First World War', *Oxford Art Journal*, Vol. 24, No. 1, 2001, pp. 45-66.

Jay Winter and Emmanuel Sivan (eds.), *War and Remembrance in the Twentieth Century* (Cambridge: Cambridge University Press, 1999), Chapter 1, 'Setting the Framework', pp. 6-39.

Jay Winter, *Remembering War. The Great War between memory and history in the twentieth century* (New Haven and London: Yale University Press, 2006), Chapter 1, pp. 17-51.

Bart Ziino, *A Distant Grief. Australians, War Graves and the Great War* (Cambridge: Cambridge University Press, 2007).

### Synopsis \*

This module will provide students with a detailed study of the evolution and work of the IWGC during the first period of its existence.

The module curriculum will consider the following issues:

- The way in which the mass casualties of the war caused people, as individuals, as families, and as groups across the Empire, as well as the imperial authorities, to consider the issue of suitable commemoration of those who had given their lives in the service of the Empire.
- The competing demands and visions of the various 'stakeholders' throughout the period 1914-1939 including the post-war resistance to the IWGC and the continuation of alternative solutions provided by independent pressure groups.
- The establishment and evolution of the authorities responsible for burial and graves registration in France and Belgium and the gradual expansion of powers and influence.
- The creation of the IWGC, its immediate tasks, the debates over its authority, reach and role, and its eventual triumph as the crucial agency.
- The issue of suitable commemoration of the missing.
- The role and visions of the architects both at the consulting level and on the ground.
- The process of constructing, making permanent and maintaining the cemeteries and memorials across the globe.
- The experiences of visitors to the sites and the role of the IWGC as a mediator of that experience and the Commission's interactions with other bodies.
- The IWGC as a simultaneous medium for the harnessing of a central imperial message and distinctive statements about the component parts of the Empire.
- As a conclusion to consider the importance of the IWGC in influence conceptions of the conflict into the present.

## 2019-20 Postgraduate Module Handbook

<b>HI833 Liberation Struggles in Southern Africa</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	Cohen Dr A P

### Contact Hours

One 2-hour seminar a week.

### Learning Outcomes

The intended subject specific learning outcomes:

As a consequence of taking this module students will have gained:

1. An enhanced understanding of the dynamics of anti-colonialism in a global context as well as specify its regional circumstances.
2. The ability to debate an exceptionally fierce historiography.
3. A sophisticated understanding of the historical underpinnings of the tensions existing in governing African liberation movements today.

The intended generic learning outcomes:

As a consequence of taking this module all students will have:

1. Developed their mental flexibility.
2. Improved their ability to sustain concentration and aim.
3. Gained the ability to construct coherent written and oral arguments.
4. Gained the ability to research different source types.
5. Gained the ability to produce a variety of robust outputs.

### Method of Assessment

The module will be assessed by 100% coursework.

Effective learning will be tested through an assessed seminar presentation the production of two essays. The presentations and essays reveal a student's ability to marshal different sources of material, integrate them into sustained, overarching, sophisticated interpretations and communicate them in clear diction and prose.

Students will be expected to make regular contributions and to provide one formal presentation worth 20% of the final mark. This component relates to 11.1-3 and 12.3 and 12.5. Oral presentations demand that a student reveal the same qualities of source analysis and the ability to deploy them in a fluent verbal argument, which is often accompanied by suitable audio/visual material.

Essays: Two essays of 3000 words. Each of these essays will demand close engagement with both primary and secondary sources and will be worth 40% of the final mark. This component relates to 11.1-3 and 12.1-2 and 12.1-5.

### Preliminary Reading

- D. Welsh, *The Rise and Fall of Apartheid* (Johannesburg, 2009)
- B. Raftopoulos and A. Mlambo (eds), *Becoming Zimbabwe* (Harare, 2009).
- Alexander, P. *Workers, war and the origins of Apartheid: labour and politics in South Africa, 1939-48* (Oxford, 2000).
- G. Hill, *The Battle for Zimbabwe: The Final Countdown* (Cape Town, 2003)
- Nelson Mandela, *Long Walk to Freedom* (Johannesburg, 1995)
- T. Lodge, *Sharpeville: An apartheid Massacre and its Consequences* (London, 2011)

### Synopsis >\*

The overthrow of white settler minority rule and apartheid by the peoples of South Africa and Zimbabwe marked a key period in the history of the twentieth century. This module traces the trajectory of these linked struggles both by examining contemporary written and visual sources and by engaging with current debates. Themes to be discussed include the dynamics of anti-colonial nationalism, the tactic and strategy of armed insurrection, and the ambiguities of independence.

The convenor will be primarily responsible for the teaching of this module; specific seminars, however, will also be taught by one or more experts drawn from the members of staff of the School of History. The seminar leader will chair each session and facilitate dialogue between students. Each week students will be exposed to a new case-study, its agreed historical facts, and its differing interpretations, all of which will enable students to gain a comparative grasp of the similarities and differences between conflicts. Each seminar will include an assessed presentation by one or two students on a particular question or problem related to a respective case-study.

## 2019-20 Postgraduate Module Handbook

<b>HI834 Themes and Controversies in Modern Imperial History</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	Cohen Dr A P

### Availability

Compulsory for students on the MA in Imperial History; optional for students on all other History MA programmes.

### Contact Hours

One 2-hr seminar a week.

### Learning Outcomes

The intended subject specific learning outcomes

Upon completion of this module, students will have gained:

1. An in-depth understanding of the transformation of imperial history as a field of study over the past century.
2. A sophisticated understanding of advanced concepts in imperial historiography.
3. Familiarity with key scholarly debates in imperial history.

The intended generic learning outcomes

As a consequence of taking this module, all students will have:

1. Developed their mental flexibility.
2. Improved their ability to sustain concentration and aim.
3. Gained the ability to construct coherent written and oral arguments.
4. Gained the ability to research different source types.
5. Gained the ability to produce a variety of robust outputs.

### Method of Assessment

This module will be assessed by 100% coursework:

- Students will be expected to make regular contributions and to provide one formal presentation and submit an accompanying written plan/outline of the paper worth 20% of the final mark (15% presentation, 5% written record. The record should be no more than 1000 words).
- Essays: Two essays of 3000 words each. These essays will demand close engagement with the concepts and debates that lie at the heart of the module and will each be worth 40% of the final mark.

### Preliminary Reading

- S. Howe (ed.), *The New Imperial Histories Reader* (London and New York: Routledge, 2010)  
E. Williams, *Capitalism and Slavery* (Chapel Hill, NC: The University of North Carolina Press, 1944)  
B.L. Solow and S.L. Engerman, *British Capitalism and Caribbean Slavery: The Legacy of Eric Williams* (Cambridge: CUP, 1987)  
J.A. Hobson, *Imperialism: A Study* (London: James Nisbet, 1902)  
R. Robinson and J. Gallagher, *Africa and the Victorians: The Official Mind of Imperialism* (London: Macmillan, 1961)  
P.J. Cain and A.G. Hopkins, *British Imperialism: Innovation and Expansion, 1688-1914* (Harlow: Longman, 1993)  
R.E. Dumett (ed.), *Gentlemanly Capitalism and British Imperialism: The New Debate on Empire* (Harlow: Longman, 1999)  
Belich, J., *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World, 1783-1939* (Oxford, 2009)  
L. Veracini, *Settler Colonialism: A Theoretical Overview* (Basingstoke: Palgrave Macmillan, 2010)  
E.W. Said, *Orientalism* (London: Routledge & Kegan, 1978)  
D. Cannadine, *Ornamentalism: How the British Saw Their Empire* (Oxford: OUP, 2001)  
J.M. MacKenzie (ed.), *Imperialism and Popular Culture* (Manchester: MUP, 1986)  
B. Porter, *The Absent-Minded Imperialists: Empire, Society, and Culture in Britain* (Oxford: OUP, 2004)  
J. Darwin, *The End of the British Empire: The Historical Debate* (Oxford: Blackwell, 1991)  
D. Lambert and A. Lester (eds), *Colonial Lives across the British Empire: Imperial Careering in the Long Nineteenth Century* (Cambridge: CUP, 2006)

### Synopsis \*

This is a core module for the MA in Imperial History. Its chief objective is to survey the field of imperial history and chart the momentous changes it has undergone since the heydays of Western imperialism. The module explores the principal controversies that have shaped this field of scholarship over the past century. By focusing on a series of past and ongoing scholarly debates, students will gain a thorough understanding of complex theoretical issues pertaining to the operations and consequences of Western empires. Themes to be explored successively include: the relationship between empire, slavery and the industrial revolution; 'peripheral' readings of late nineteenth-century imperialism and the Scramble for Africa; 'gentlemanly capitalism' and British imperialism; violence and settler colonialism; colonial knowledge production; popular imperialism; the imperialism of decolonization; empires as global networks.

## 2019-20 Postgraduate Module Handbook

<b>HI835 Modern Medicine and Health, 1850 to the Present</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	Anderson Dr J

### Contact Hours

This module will be taught by 11 two-hour seminar sessions throughout the term. Each session will comprise a mixture of lectures, discussion of primary source material and debates on secondary reading.

During Week 2, students will have the option to visit the Wellcome Library and Archives.

### Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

1. Develop an enhanced and sophisticated historiographical understanding of the history of medicine.
2. Critically analyse the historical approaches and historiography of medical history.
3. Understand medical history's relevance in cultural, social, political, environmental, and economic contexts.
4. Demonstrate an enhanced and sophisticated understanding of relevant theoretical and practical tools for exploring medical history.

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The intended generic learning outcomes

On successfully completing the module students will be able to:

1. Critically analyse a diverse range of primary source materials.
2. Construct critically nuanced coursework in an independent manner.
3. Undertake independent research and learning.
4. Demonstrate the ability to consider complex issues from a range of perspectives.
5. Present in a clear and confident manner, demonstrating oral communication skills.
6. Present research in an accessible manner to a public audience.

### Method of Assessment

The module will be assessed by 100% coursework, comprising:

- 1 independent research essay demanding close engagement with both primary and secondary sources (3,000 words, 40%)
- 1 blog on a topic in the course, which may be published on the blog of the Centre for the History of Medicine, Ethics and Medical Humanities (500 words, 10%).
- 1 seminar presentation, after which the student will be expected to lead the seminar discussion (the equivalent of 1,000 words, 20%).
- 1 Virtual Exhibition Design which will explore a theme of topic on the course, and combines images, analysis, and commentary. This may be published on the Centre for the History of Medicine, Ethics and Medical Humanities' blog (2,500-3,000 words equivalent, 30%).

### Preliminary Reading

- V. Berridge (1999). *Health and Society in Britain since 1939*. Cambridge: CUP
- D. Brunton (2004). *Medicine Transformed: Health Disease and Society in Europe 1800-1930*. Manchester: MUP
- W.F. Bynum et al (2006). *The Western Medical Tradition 1800-2000*. Cambridge: CUP
- R. Cooter and J. Pickstone (2001). *Companion to Medicine in the Twentieth Century*. London: Routledge
- A. Hardy (2001). *Health and Medicine in Britain since 1860*. London: Palgrave Macmillan
- F. Huisman and J. H. Warner (2006). *Locating Medical History*. Baltimore: Johns Hopkins University Press
- J. Lane (2001). *A Social History of Medicine*. London: Routledge
- J. Le Fanu (1999). *The Rise and Fall of Modern Medicine*. London: Abacus
- R. Porter (1997). *The Greatest Benefit to Mankind*. Waukegan, IL: Fontana Press
- R. Porter (2003). *Blood and Guts: A Short History of Medicine*. London: Penguin
- K. Waddington (2011). *An Introduction to the Social History of Medicine*. London: Palgrave Macmillan

### Synopsis \*

This course will explore how contemporary medical ideas, technologies and health practices have been shaped by the past. It also examines how developments in these areas from the recent past will shape the medical ideas and technologies and health practices of the future. Central themes include the changing nature of medical care in a range of contexts, implications for health, and the patient experience. Topics may include: medicine, health and demography; medical technology; medical museums; medicine and the body; places and spaces for medicine; military medicine; human experimentation and medical ethics; and healthcare in the future. The module makes use of a wide range of primary source material, including textbooks, media, newspapers, objects, ephemera and patient records.

## 2019-20 Postgraduate Module Handbook

<b>HI836 Congo: A History of Violence</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

### Contact Hours

Learning and teaching will be carried out through two-hour seminar sessions

Contact hours: 22

Private Study hours: 278

Total hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of Congolese history over the past 150 years.
2. Demonstrate a conceptual understanding of different historiographical approaches to the role played by armed conflict and violence in the Congo, from the late pre-colonial era to the present, enabling the student to critically evaluate current research and advanced scholarship in the discipline.
3. Show familiarity with the drivers and protagonists of violence, including state, non-state and international actors.
4. Demonstrate a comprehensive understanding of the workings of colonial and post-colonial polities and the problems faced by 'resource-cursed' states
5. Critically evaluate enduring international perceptions of the Congo's 'exceptionalism'.

### Method of Assessment

Main assessment methods

Presentation (20%)

Essay, 3,000 words (40%)

Essay, 3,000 words (40%)

### Preliminary Reading

D.M. Gordon, 'Precursors to Red Rubber: Violence in the Congo Free State, 1885-1895', *Past & Present*, 236, 1 (2017), 133-168

E.F. Kisangani, *Civil Wars in the Democratic Republic of Congo, 1960-2010* (Boulder, CO, 2012)

O. Likaka, *Rural Society and Cotton in Colonial Zaire* (Madison, WI, 1997)

G. Macola, *The Gun in Central Africa: A History of Technology and Politics* (Athens, OH, 2016)

G. Prunier, *From Genocide to Continental War: The 'Congolese' Conflict and the Crisis of Contemporary Africa* (London, 2009)

C. Young and T. Turner, *The Rise & Decline of the Zairian State* (Madison, WI, 1985)

### Synopsis \*

This module examines the main causes and consequences of armed conflict and violence in the DRC (Democratic Republic of Congo), from the 1860s to the present. It will begin with a discussion of the predatory political formations thrown up by the opening of the Central African interior to global commerce in the second half of the nineteenth century. The incorporation of their leaders, armed personnel and extractive forms of governance into King Leopold's personal colony, the Congo Free State, will next be addressed. After examining the key features of Belgian rule in the Congo following the reprise of 1908, the module will explore the precipitous modalities of Congolese decolonization and the process of violent disintegration that ensued. A discussion of secessionist and revolutionary challenges to the post-independence dispensation will help to account for the rise of Mobutu's authoritarian 'kleptocracy' and its longevity in an international context dominated by the Cold War. The module will end by investigating the circumstances that led to Mobutu's fall, as well as the armed balkanization experienced by the Congo in its aftermath.

## 2019-20 Postgraduate Module Handbook

<b>HI857 Geiger Counter at Ground Zero: Explorations of Nuclear America</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	Wills Dr J

### Contact Hours

Convenor: Dr John Wills – Contact hours: 2 hours per week

### Preliminary Reading

Paul Boyer, *By the Bomb's Early Light: American Thought and Culture at the Dawn of the Nuclear Age* (1994)  
Paul Boyer, *Fallout* (1998)  
Philip Cantelon, Richard Hewlett & Robert Williams (eds.), *The American Atom: A Documentary History* (1991)  
Spencer Weart, *Nuclear Fear* (1986)  
John Wills, *Conservation Fallout: Nuclear Protest at Diablo Canyon* (2006)

### Synopsis \*

This module critically examines the surface and decay of Nuclear America in the twentieth century. Responsible for ushering in the modern atomic era, the USA is widely acknowledged as a pioneer in nuclear technology and weaponry. Receptivity towards the atom has nonetheless shifted over time: atomic materials once heralded the saviour of American society (through the promise of reactors delivering 'electricity to cheap to meter') have also been deemed responsible for long-term environmental problems and doomsday anxieties. Why the atom has received typically bi-polar and polemic responses is of great interest here. Along with events of global significance (such as the bombing of Hiroshima), the module also covers the more intimate views of American citizens living and working close to ground zero. Personal testimonies come from 'atomic foot soldiers' traversing blast sites in the 1950s and protesters trespassing across reactor sites in the 1970s. In particular, the module examines the role of media, propaganda and image in inventing popular understandings of the nuclear age, as well as the contribution of atomic scientists to national discourse.

Themes and Topics:

Popular and Scientific Ideas of Radioactivity  
The Manhattan Project and the Decision to drop the Bomb  
Cold War (1): The Rosenbergs  
Atomic Veterans and explorations of Ground Zero  
Civil Defence and Fallout Culture  
Atomic Movies (1) Fantasy  
Cold War (2): The Cuban Missile Crisis  
Protesting the Peaceful Atom: Diablo Canyon and Three Mile Island  
Atomic Movies (2) Realism and Survivalism  
Cold War Memory, Legacy and Atomic Tourism

## 2019-20 Postgraduate Module Handbook

<b>HI860</b>		<b>The British Army and the Great War</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	Bowman Dr T

### Contact Hours

Convenor: Dr Timothy Bowman – Contact Hours : 2 hours per week

### Preliminary Reading

Ian Beckett and Keith Simpson (eds.), *A Nation in Arms: A Social History of the British Army in the First World War* (Manchester University Press, 1985).

Timothy Bowman, *Irish Regiments in the Great War: Discipline and Morale* (Manchester University Press, 2003).

J. G. Fuller, *Troop Morale and Popular Culture in the British and Dominion Armies, 1914-18* (Clarendon Press, Oxford, 1990).

Keith Grieves, *The politics of manpower, 1914-18* (Manchester University Press, 1988).

Janet Lee, *War Girls: The First Aid Nursing Yeomanry in the First World War* (Manchester University Press, 2005).

Gerard Oram, *Military Executions during World War I* (Palgrave, 2003).

Robin Prior and Trevor Wilson, *Command on the Western Front: The Military Career of Sir Henry Rawlinson 1914-1918*, Blackwell, Oxford, 1992).

Gary Sheffield, *Leadership in the Trenches* (Macmillan and KCL, 2000).

Gary Sheffield and John Bourne (eds.), *Douglas Haig: War Diaries and letters, 1914-18* (Weidenfield and Nicholson, London, 2005).

Peter Simkins, *Kitchener's Army: The Raising of the New Armies, 1914-16* (Manchester University Press, 1988).

### Synopsis \*

This module will examine a number of aspects concerning the British army during the Great War. The (in)effectiveness of British generalship will be examined, allowing students to explore the rich historiography of this topic which dates back to the so-called, 'battle of the memoirs' in the 1920s. Consideration will then be given to the structure and expansion of the 'four armies' (regular, territorial, Kitchener and conscript) examining how effectively the British army coped with this massive expansion and trained the newly formed units. Allied to this, there will be a consideration of manpower policy during the Great War, in particular there will be some discussion given to the propaganda elements involved in the voluntary recruiting campaigns of 1914-16 and the British experience of conscription in 1916-18. Attention will also be given to the discipline and morale of the British army, which was the only European army of the Great War not to suffer from major problems in this area. Students will be invited to explore the full aspects of discipline and morale and will consider why the wartime executions of 312 soldiers have come to dominate the historiography. In terms of the British army in action, this module will contain case-studies of the well known Gallipoli campaign and the Battles of the Somme along with the lesser known so-called 100 days battles at the end of the war to consider the important issue of whether the British army did indeed participate in what some historians have termed a 'learning curve' during the Great War. Other topics, such as the experience of women in the British army, the British army on the home front, logistics and officer selection will also be discussed in detail.

## 2019-20 Postgraduate Module Handbook

<b>HI866 Making Science: Its History and Communication</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn	M	30 (15)	100% Coursework	Sleigh Prof C

### Contact Hours

Convenor: Dr Rebekah Higgitt

Contact Hours: 3 hours per week

### Preliminary Reading

- Steven Shapin, *The Scientific Revolution* (Chicago: University of Chicago Press, 1996).
- M. Frasca-Spada and N. Jardine (eds), 2000, *Books and the Sciences in History*, Cambridge, Cambridge University Press
- P. Findlen, *Possessing Nature. Museums, Collecting and Scientific Culture in Early-Modern Italy*, (University of California Press, 1994).
- P. Fara, *An Entertainment for Angels: Electricity in the Enlightenment* (Columbia University Press, 2003).
- L. Henson et al (eds) *Culture and Science in the Nineteenth-Century Media*. Oxford: Ashgate, 2004.
- G. Mitman, *Reel nature: America's romance with wildlife on film*, (Harvard University Press, 1999)
- Irwin and B. Wynne (eds), *Misunderstanding science? The public reconstruction of science and technology* (Cambridge University Press, 1996).

### Synopsis \*

There is no better way to understand how scientific knowledge is made and consumed today than to look at how this happened in the past. Our examples come from 400 years ago up to the present day, and highlight how changes in the media of knowledge have shaped our understanding of science – printing presses, public lectures, museums and TV. How have audience needs and interests changed during this time, and how has the medium affected the message?

### Themes and Topics

- The printing press and the scientific revolution
- Cabinets of curiosity: the first museums?
- Science on display in the 18th century
- Science and the steam-driven press in the 19th century
- Science and film in the 20th century
- Science wars and the public understanding of science in the late 20th century

## 2019-20 Postgraduate Module Handbook

<b>HI867 Visualising Science</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	Sleigh Prof C

### Contact Hours

Total contact hours: 20  
 Private study hours: 280  
 Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Students who take this module will gain knowledge of the role of art and visual representation in the history of science.
- 8.2 They will have acquired an appreciation of the social and cultural mechanisms that have shaped the visual production of scientific knowledge.
- 8.3 They will understand the historic role of images in propagating and shaping scientific knowledge.
- 8.4 They will understand scholarly debates surrounding the problematic concept of 'unmediated' knowledge.

### Method of Assessment

Main assessment methods  
 Essay 3000 words 50%  
 Portfolio 4000 words and 5 images 50%

### Preliminary Reading

Arends, B., Slater, V. (eds.) (2004) *Talking Back to Science: Art, Science and the Personal*. London.  
 Boswell, D. & Evans, J. (eds) (1999) *Representing the Nation. A Reader: Histories, heritage and museums* (London).  
 Butler, Stella V.F. (1992) *Science and Technology Museums* (Leicester).  
 Field, J.V. (1997) *Science in Art: Works in the National Gallery that Illustrate the History of Science and Technology*. Stanford in the Vale: British Society for the History of Science.

### Synopsis \*

This module considers in depth the visual presentation of science in its many forms. It encompasses the artistic representation of, and engagement with, science; the visual construction of knowledge through the museum (from cabinets of curiosity to contemporary exhibits); the visual construction of knowledge through graphs, diagrams and imaging; the creation and significance of 'scientific icons' such as famous portraits of scientists and the instantly recognisable double helix. To what end are these images produced? How are they consumed? How do they affect the nature of science, and how can they be used wisely by science communicators?

<b>HI874 Religion and Society in Seventeenth-Century England</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Fincham Prof K
2	Canterbury	Spring	M	30 (15)	100% Coursework	

### Method of Assessment

100% Coursework

### Synopsis \*

Religion has often been regarded as the motor for change and upheaval in 17th century England: it has been seen as the prime cause of civil war, the inspiration for the godly rule of Oliver Cromwell and 'the Saints', and central to the Glorious Revolution of 1688-9. Fears of popery, it has been suggested, helped forge English national identity. This module reflects critically on these claims. It explores tensions within English Protestantism, which led to an intense struggle for supremacy within the English Church in the early 17th century, to be followed in the 1640s and 1650s by the fragmentation of Puritanism into numerous competing sects which generated a remarkable proliferation of radical ideas on religion and society. The Restoration of Church and King in 1660 saw the gradual and contested emergence of a dissenting community and the partial triumph of religious tolerance, with profound implications for English society and culture. Another key theme is the changing fortunes of Anglicanism, with its erosion of its position from a national Church to the established Church over the century. The marginal position of English Catholics in 17th century England, albeit with a genuine possibility of significant recovery of rights and influence under James II, is also crucial. The module will address issues of theology, the close relationship between political power and religious change, and the nature of debates on religion at national and local level, and also track elements of continuity and change over a formative century in English religious experience.

## 2019-20 Postgraduate Module Handbook

<b>HI878 Methods and Interpretations of Historical Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	100% Coursework	Sleigh Prof C

### Contact Hours

Contact Hours: 3 hours per week

### Learning Outcomes

The aims of this module are

- to explore the history of historical research and the current research landscape;
- to engage with theoretical and methodological questions;
- to introduce particular fields of historical enquiry;
- to equip students with research techniques.

### Method of Assessment

100% coursework: Assessment will be based upon the keeping of a portfolio (or workbook) related to the seminars. The portfolio is a tool designed to get students to think critically about a range of issues, debates and approaches to the discipline of history. Students will be assessed, therefore, on the basis of their understanding and capacity to appraise critically the core readings and the various questions asked and issues raised. The portfolio will consist of seven pieces of work, and the total word count should not exceed 10,000 words.

### Preliminary Reading

Burke, Peter, *What is Cultural History?* (Cambridge: Polity, 2004; 2nd edn 2008)

Evans, Richard J., *Cosmopolitan Islanders: British Historians and the European Continent* (Cambridge: Cambridge University Press, 2009)

Jenkins, Keith and Munslow, Alun (eds.), *The Nature of History Reader* (London: Routledge, 2004)

Mcintyre, Stuart, Maiguashca, Juan and Pók, Attila (eds.), *The Oxford History of Historical Writing, vol. 4: 1800-1945* (Oxford: Oxford University Press, 2011)

Poricani, Ilaria and Raphael, Lutz (eds.), *Atlas of European Historiography: The Making of a Profession, 1800-2005* (Basingstoke: Palgrave Macmillan, 2010)

Rublack, Ulinka (ed.), *A Concise Companion to History* (Oxford: Oxford University Press, 2011)

Schneider, Axel and Woolf, Daniel (eds.), *The Oxford History of Historical Writing, vol. V: Historical Writing since 1945* (Oxford: Oxford University Press, 2011)

Woolf, Daniel, *A Global History of History* (Cambridge: Cambridge University Press, 2011)

### Progression

All students (both Research and Taught) must pass HI878 in order to progress.

### Synopsis \*

This course investigates the nature of historical research at its highest level. While postgraduate students are expected to become highly specialised researchers in their own particular field or subfield, this course encourages them to consider history as a wider discipline and to broaden their approach to evidence and interpretation. Students will be expected to engage with a variety of intellectual viewpoints and methodological approaches to the discipline, and consider the impact that other disciplines have had on the study of History. A number of dissertation workshops will be arranged to help students with their dissertations.

## 2019-20 Postgraduate Module Handbook

<b>HI881 Museums, Material Culture and the History of Science</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	Robinson Dr S

### Learning Outcomes

As a consequence of taking this module students will have:

- 11.1 Gained knowledge of key themes in the history of science, technology and medicine.
- 11.2 Gained knowledge and a critical understanding of a representative sample of science historiography, particularly in relation to: the analysis of material culture, using objects and buildings as historical sources, and geographies of scientific knowledge.
- 11.3 Gained a critical understanding of themes and trends in the display of objects related to science and technology in museums and an appreciation of the different spaces and locations in which such objects are displayed.
- 11.4 Gained an understanding of how the historical methodologies used by historians of science translate into displays and the brief label and panel texts that accompany them.
- 11.5 Learnt to think critically about popular myths about science and its history, and how object displays and museums can bolster or critique them.
- 11.6 Learnt to evaluate a range of sources for understanding the impact of science on wider culture.

### Method of Assessment

The module will be assessed by 100% coursework.

- Object analysis (15%). Will encourage new approaches to research, applying curatorial skills and theory of material culture. Students will practice a different form of writing to essay writing, selecting and presenting information in a concise format (no more than 500 words each on two objects), providing basic but essential details such as description, date, materials, maker, provenance and object history."
- One 10-15 minute presentation on an existing display (15%). Giving a presentation will allow students to practice skills in oral communication and in the effective use of accompanying images/text/handouts or other aids. It will encourage students to identify key points from large amounts of information.
- Project (working in pairs or threes) creating a virtual exhibition through images and accompany label and panel text (30%). This will allow students to practice working with peers, improving writing skills, making effective use of material and visual culture and presenting complex ideas to a general audience. The mark for this assignment will be given to the group as a whole based on the work produced (unless specific problems are raised before the deadline, in which case the convenor would request reports regarding who has contributed what to the project and assign individual marks).
- Essay (3500 words – 40%). Through the essay, students learn to research a subject and to formulate and present their own opinions.

### Preliminary Reading

- S.J. Alberti. (2005) 'Objects and the Museum', *Isis*, 96
- R. Bud. (1995) 'Science, meaning and myth in the museum', *Public Understanding of Science*
- K. Hill (ed.) (2012) *Museums and Biographies: Stories, Objects, Identities*. Woodbridge: Boydell Press
- S. Lubar & W.D. Kingery (eds.) (1993) *History from Things. Essays on Material Culture*. Washington D.C.: Smithsonian Institution Press
- P. Morris (ed.), (2010) *Science for the Nation: Perspectives on the History of the Science Museum*. Basingstoke: Palgrave Macmillan
- D. Pantalony. (2008) 'What is it? Twentieth-Century Artifacts out of Context', *HSS Newsletter*
- D.J. Warner (1990) 'What is a scientific instrument, when did it become one, and why?', *British Journal for the History of Science*

### Synopsis \*

This module will explore the physical things, from pencils and air pumps to buildings and particle accelerators, that are essential to making scientific knowledge and, therefore, to understanding and communicating its history and practice. It will explore the literature on using objects, images and buildings as historical sources and museological approaches to the collection and interpretation of scientific instruments and related objects. Students will visit museums and have the opportunity to talk to curators about their work, as well as reflecting on existing displays. The module will be assessed through a mixture of practical tasks, based on real objects and displays, and an essay, encouraging critical reflection on the scholarship and museum practice encountered over the term.

## 2019-20 Postgraduate Module Handbook

<b>HI883 Work Placement</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	Sleigh Prof C

### Contact Hours

Work experience of at least 60 hours over the course of the term, organised as suits the student and the organisation offering the placement.

4 two-hour seminars on campus (8 hours).

### Learning Outcomes

As a consequence of taking this module students will have:

11.1 Gained experience working in an environment focused on communicating history/history of science/science with different audiences.

11.2 Developed a critical understanding of the requirements of the role/institution in which they are placed.

11.3 Gained the ability to judge and make use of modes of communication appropriate to the placement and the different audiences and/or stakeholders involved.

11.4 Gained an understanding of key themes explored by historians and communicators in exploring the relationship of history/science with the public.

### Method of Assessment

This module will be assessed by 100% coursework.

A log of work undertaken each week (no more than 1000 words in total) – 15%. The log is intended purely as a record in order to demonstrate students' ongoing commitment and engagement with the placement, and help them recall what they've done as an aid for writing their reports.

Two reflective reports (1500 words each) describing and considering the work undertaken: topics to be agreed with module convenor – 30%

A formal 15-minute presentation to peers on campus, appropriate to the nature of the work undertaken (e.g. describing and placing in context an object/archive/display, an event/lesson plan and outcome or press release/marketing campaign) – 20%

One essay of 3000 words, reflecting on the work undertaken and the function of the institution/department in which the placement occurred through critical engagement with the relevant scholarship – 35%

### Preliminary Reading

(Will depend on student interests and placements)

B.M. Carbonell. (2004) *Museum Studies: an anthology of contexts*. Malden MA: Blackwell

M. Frisch. (199) *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. New York: SUNY Press

J. Gregory & D. Miller. (1998) *Science in Public: Communication, Culture and Credibility*. New York: Plenum Trade

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

A. Irwin & B. Wynne (eds.). (1996) *Misunderstanding Science? The Public Reconstruction of Science and Technology*. Cambridge: CUP

H. Kean, P. Martin and S. Morgan. (2000) *Seeing History: Public History in Britain Now*. London: Francis Boutle Publications

D. Nelkin. (1995) *Selling Science: How the Press Covers Science and Technology*. London: W.H. Freeman

N. Simon. (2010) *The Participatory Museum*. New York: First Edition

### Synopsis \*

This module is organised around a work experience placement, undertaken in an institution relevant to the student's Masters' programme. This may be a museum, archive, school or other institution involved in engaging or communicating history and/or science to specific audiences or the general public.

The curriculum is flexible to allow students to work around other modules, to adapt to the requirements of different placements and to follow their interests. Placements should, with support from teaching staff, be researched and confirmed in the Autumn Term, with tasks/projects agreed.

Seminar sessions on campus will be organised to reflect the placements, offering appropriate reading, discussion and critical reflection. They are an opportunity for students to feedback on work they have achieved, giving presentations to share their experiences with other students. There will also be an opportunity for one-to-one feedback and discussion.

<b>HI886 Europe after Napoleon 1815-1849</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	Caiani Dr A

## 2019-20 Postgraduate Module Handbook

### Contact Hours

Learning and teaching will be carried out through eleven 2-hour lecture/seminar sessions.

Seminars will include the interrogation of key secondary sources and some primary sources. These sessions will be based upon rigorous preparation through reading and personal study.

The lectures will, among other aims, guide students towards the recommended reading which will ensure that students interact with higher concepts in historiography, intellectual thought, political theory and post-imperial Europe. These aims will further be achieved through reading, seminar discussion and presentations.

### Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the module students will be able to:

1. Demonstrate an enhanced and sophisticated understanding of the political, diplomatic, intellectual, cultural and social history of the History of the European Restorations 1815-1849.
2. Demonstrate an understanding of advanced concepts in historiography, intellectual thought, political theory and post-imperial Europe.
3. Demonstrate an enhanced capability to understand complex and multi-valent movements like dynasticism, counter-revolution, conservatism, liberalism, socialism, romanticism and nationalism.

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The intended generic learning outcomes:

On successfully completing the module students will be able to:

1. Demonstrate their mental flexibility.
2. Improved their ability to sustain concentration and aim.
3. Gained the ability to construct coherent written and oral arguments.
4. Gained the ability to research different source types.
5. Gained the ability to produce a variety of robust outputs.

### Method of Assessment

The module will be assessed by 100% coursework:

- One extended essay of 6000 words. This essay will be selected in consultation with the seminar leader. It will take a theme, event, or historiographical controversy from this period and study it in depth as a case study. The essay will make substantial use of primary sources and will also be related to latest historiography. The essay will be worth 80% of the final mark.
- Two formal in-class presentations, each worth 7.5% of the final mark.
- One 1000-word written outline of the two presentations, worth 5% of the final mark.

### Preliminary Reading

- M.S. Anderson, *The Ascendancy of Europe: 1815-1914* (London, 2003)
- Michael Broers, *Europe After Napoleon: Revolution, Reaction and Romanticism, 1814-1848* (Manchester, 1996)
- T.C.W. Blanning, *The Nineteenth Century: Europe 1789-1914* (Oxford, 2001)
- -, *The Romantic Revolution* (London, 2011)
- Jacques Droz, *Europe between Revolutions 1815-1848* (London, 1985)
- Robert Gildea, *Barricades and Borders: Europe 1800-1914* (Oxford, 2003)
- Eric Hobsbawm, *The Age of Revolution: Europe, 1789-1848* (London, 1988)
- Mark Jarrett, *The Congress of Vienna and its Legacy: War and Great Power Diplomacy After Napoleon* (London, 2014)
- Henry A. Kissinger, *A World Restored: Metternich, Castlereagh and the Problems of Peace, 1812-22* (any edition)
- Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton, NJ, 2015)
- Adam Zamoyski, *Holy Madness: Romantics, Patriots and Revolutionaries 1776 - 1871: Romantics, Patriots and Revolutionaries 1776-1871* (London, 1999)
- -, *Phantom Terror: The Threat of Revolution and the Repression of Liberty 1789-1848* (London, 2014)

### Synopsis \*

The period 1815-1848 is often seen as an age of stagnation, reaction and obscurantism when compared to the heroic revolutionary and Napoleonic maelstroms that had preceded it. There is a sense that, once the monarchs who attended the Congress of Vienna returned home, they turned the clocks back to 1789 and pretended that the previous decades had never happened. This is why the period is often given the label of the 'Restoration.' Nothing could be further from the truth. This was the age of Tocqueville, Turner, Balzac, Hugo, Schubert, Gogol, Hegel, Rossini, Bellini, Mazzini and Schinkel. Europe was awash in political, international and cultural ferment. States could not just sweep reality under a carpet of reaction, Europeans struggled to reconcile their heroic revolutionary past with the need for stability in the present. This age witnessed the first experiments with modern parliamentary government and democracy ceased being shorthand for demagoguery. Key terms, like liberalism, conservatism, socialism, and egotism, that remain foundational to our contemporary political lexicon, were all coined at this time. Equally, these years witnessed the great revolt against the austere classicism of the eighteenth century. Artists, novelists, poets, playwrights, philosophers and architects all sought keenly their inner genius and struggled to give life to their demons and monstrous passions. The movement known today as Romanticism was the result of this far from innocent soul-searching. It had repercussions that went well beyond the cultural sphere, spilling over into the world of politics, government, war and peace.

This module will introduce students to the latest research, theories and controversies surrounding the history of the European Restorations. Each week a theme, event or controversy will be chosen. Students will be presented with a key historiographical text and a key primary source. Every week, they will try to gauge how well the interpretations and arguments of historians fit the period. The primary goal of this module is to demonstrate that, far from stagnant, the Post-Napoleonic age was a crucial *étape* in the transition to what we today understand as modernity.

## 2019-20 Postgraduate Module Handbook

<b>HI888 Money and Medicine in Britain and America since 1750</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	Jones Dr C

### Contact Hours

This module will be taught by eleven 2-hour seminar sessions. Each session will comprise a mixture of lectures, discussion of primary source material and debates on secondary reading, and will support the achievement of the learning outcomes.

### Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing this module students will be able to:

1. Demonstrate an enhanced and sophisticated understanding of the historic relationship between money and medicine.
2. Critically assess the tension between healthcare provision as a universal right and healthcare as a commodity.
3. Demonstrate a broad and deep understanding of British and American medical history and its relevance for state, private and/or commercial healthcare provision in these countries today.
4. Demonstrate an enhanced and sophisticated understanding of relevant theoretical and practical tools for exploring that history.

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The intended generic learning outcomes.

On successfully completing this module students will be able to:

1. Critically analyse a diverse range of primary source materials.
2. Construct critically nuanced coursework in an independent manner.
3. Undertake independent research and learning.
4. Demonstrate the ability to consider complex issues from a range of perspectives.
5. Present to an audience in a clear and confident manner, demonstrating oral communication skills.

### Method of Assessment

The module will be assessed by 100% coursework:

Two independent research essays demanding close engagement with both primary and secondary sources (2,500 words each, 30% each - 60% in total).

One critical commentary on one of the groups of primary documents. This commentary will be written in a blog style and may be published on the blog of the Centre for the History of Medicine, Ethics and Medical Humanities (1,500 words, 15%).

One presentation (20 minutes, 25%).

### Preliminary Reading

Blume, S. (1992) *Insight and Industry: On the Dynamics of Technological Change in Medicine*, Boston, MA: The MIT Press.

Cooter, R. and J. Pickstone (eds., 2003) *Companion to Medicine in the Twentieth Century*, London: Routledge.

Digby, A. (1994) *Making a Medical Living: Doctors and Patients in the English Market for Medicine, 1720-1911*, Cambridge: Cambridge University Press.

Jones, C. (2013) *The Medical Trade Catalogue in Britain, 1870-1914*, London: Pickering & Chatto.

Starr, P. (1982) *The Social Transformation of American Medicine: The Rise of a Sovereign Profession and the Making of a Vast Industry*, New York: Basic Books.

Takahiro, U. (2010) *Health in the Marketplace: Professionalism, Therapeutic Desires and Medical Commodification in Late-Victorian London*, Palo Alto, CA: The Society for the Promotion of Science and Scholarship.

### Synopsis \*

Medicine has often been depicted as an objective science, a science that can accurately diagnose and effectively treat many illnesses and diseases. Yet, medicine is also big business, generating and/or costing economies and multinational companies billions of pounds each year. Drawing on a combination of medical, commercial and social history, this module will explore the multifaceted relationship between money and medicine in Britain and America since 1750. It will follow a broadly chronological structure charting the rise of the 'medical marketplace' in the eighteenth century to the current healthcare crisis in provision in Britain and America. Topics will include patent and proprietary medicines; quackery and unorthodox medical provision, such as homeopathy; the development of the pharmaceutical industry; the emergence of healthcare insurance and the NHS; and the 'golden age' of technological medicine since the 1950s. A central theme of the module will be the tension between the provision of healthcare as a universal right and as a commodity and the module will examine the ways in which this tension affects the quality and therapeutic effectiveness of the care and goods provided in the British and American contexts. The module will also make use of a wide range of source material. As well as newspapers, reports and textbooks, it will draw on advertising media, film, newspapers and patent records.

## 2019-20 Postgraduate Module Handbook

<b>HI915 Landscapes of the Great War: Interpretations and Representations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Connelly Prof M

### Learning Outcomes

As a consequence of taking this module students will have gained:

11.1 An enhanced and sophisticated understanding of the military, cultural, political and social history of the First World War.

11.2 An understanding of advanced concepts in historiography and cultural theory.

11.3 An enhanced capability to understand theoretical issues regarding Historical study and cultural study.

### Method of Assessment

The module will be assessed by 100% coursework.

Effective learning will be tested through the production of reports/source analyses and presentations. Reports/source analyses reveal a student's ability to marshal different sources of material, integrate them into sustained, overarching, sophisticated interpretations and communicate them in clear prose.

- Students will be expected to make regular contributions and to provide one formal presentation and submit an accompanying written plan/outline of the paper worth 25% of the final mark (20% presentation, 5% written record. The record should be no more than 1000 words)\*. Oral presentations demand that a student reveal the same qualities of source analysis and the ability to deploy them in a fluent verbal argument, which is often accompanied by suitable audio/visual material.
- Reports/Source analyses: Three reports of 2000 words. At the end of each of the three main sections of the module students will produce a report or source analysis reflecting on the themes, approaches and materials of the section of 2000 words. Each of these reports will be worth 25% of the final mark.

\*Marking to be based on combination of School of History and Drama presentation criteria.

### Preliminary Reading

- G. Braybon. (2003) Evidence, History and the Great War: historians and the impact of 1914-1918. Oxford and New York: Berg
- Prost & J. Winter. (2005) The Great War in History: debates and controversies, 1914 to the present. Cambridge: Cambridge University Press
- Roshwald & R. Stites (eds.). (1999) European Culture in the Great War. Cambridge: Cambridge University Press
- V.B. Sherry (ed.). Cambridge Companion to the Literature of the First World War. Cambridge: Cambridge University Press
- T. Tate. (1998) Modernism, History and the First World War. Manchester: Manchester University Press

### Synopsis

This module will explore the way in which different academic disciplines have dealt with the three main overarching experiences of the Great War – mobilisation, attrition and endurance and remobilisation. Each week students will be exposed to the differing interpretations and will explore the major differences between them. The agreed historical facts are therefore the starting point; the harnessing and meanings is the terminus. The module convenor will be present in all sessions chairing them and facilitating the dialogue with the contributing academics. Where possible it is expected that each seminar will have multiple academic contributors. Each section will consist of a tripartite format – week one sets up the following week in special collections with the final week being reflections on what was examined in special collections and interpreted according to the approaches of different academic disciplines.

HI932 Landscapes of the Great War: Public Histories						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	Connelly Prof M

### Learning Outcomes

As a consequence of taking this module students will have gained:

- 11.1 An enhanced and sophisticated understanding of the military, cultural, political and social history of the First World War.
- 11.2 An understanding of advanced concepts in historiography and cultural theory.
- 11.3 An enhanced capability to understand theoretical issues regarding Historical study and cultural study.
- 11.4 The ability to assess interpretations of the past drawn from museum and gallery experiences.

### Method of Assessment

The module will be assessed by 100% coursework.

Effective learning will be tested through the production of the final exhibition design (see below) and presentations. The written submissions reveal a student's ability to marshal different sources of material, integrate them into sustained, overarching, sophisticated interpretations and communicate them in clear prose.

- Oral presentations demand that a student reveal the same qualities of source analysis and the ability to deploy them in a fluent verbal argument, which is often accompanied by suitable audio/visual material. Students will be required to make one formal presentation and submit an accompanying written plan/outline of the paper worth 20% of the final mark (15% presentation; 5% written record. The record should be no more than 1000 words).\*

\*Marking to be based on combination of School of History and Drama presentation criteria.

- The creation of the exhibition will then test the ability to combine research, observation and analysis of a range of materials with high quality presentation skills.

- o Final submission: a group project based on individual sections of up to 3000 words.

- Students will be asked to design an exhibition on the First World War based upon the materials and approaches they have examined during the core module. As a group they will be asked to plan an overarching concept for the exhibition and then each student will be made responsible for a particular aspect of the exhibition. The following structures will be suggested to student:

- To approach by theme, for example, women and the Great War and then assign someone to refine their understandings of the secondary literature in order to inform the selection of primary materials. That particular student will then analyse and reflect on their approach and justify their selection.

- To approach by type of primary material, for example a particular material culture object such as a rifle. The student then creates a report justifying the use of the object and placing it within the overall context of First World War Studies.

- Depending on the IT skills of the group, the final group submission might then take the form of a virtual walk through, or on a less sophisticated level, a Powerpoint or Prezi presentation in which the overarching concept, order, themes and progression of the exhibition is presented. This will be presented as a group by the students to the module's teaching team in the final week of the spring term before an assessment panel.

- o Each student's individual 3000 word component will be free-standing in its own right addressing the points listed above. The student will have identified a theme or object that will be analysed within the framework of public presentation. This component is worth 70% of the overall mark.

- In the final presentation before the assessment panel, the students will be asked to explain how their individual components fit into the overall whole. Each individual student will be asked to provide a 5 minute oral presentation explain their contribution. This component will form 10% of the overall mark.

### Preliminary Reading

- G. Braybon. (2003) Evidence, History and the Great War: historians and the impact of 1914-1918. Oxford and New York: Berg
- Prost & J. Winter. (2005) The Great War in History: debates and controversies, 1914 to the present. Cambridge: Cambridge University Press
- Roshwald & R. Stites (eds.). (1999) European Culture in the Great War. Cambridge: Cambridge University Press
- N.J. Saunders & P. Cornish (eds.). (2013) Contested Objects: material memories of the Great War. Abingdon: Routledge
- N.J. Saunders (ed.). (2004) Matters of Conflict: material culture, memory and the First World War. Abingdon: Routledge
- D. Stevenson. (2004) 1914-1918: The history of the Great War. London: Penguin

### Synopsis \*

This module builds on Landscapes 1, but moves the students towards the public presentation of the Great War concentrating on museums, galleries and the processes of re-enactment/performance. Here students will apply the different disciplinary approaches and nature of the materials they have seen to the presentation of the conflict. The Special Collections team will contribute regularly to teaching.

## 2019-20 Postgraduate Module Handbook

<b>HI993</b>		<b>History Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Coursework	Sleigh Prof C
1	Canterbury	Spring	M	60 (30)	100% Project	Sleigh Prof C

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Navigate a number of sub-disciplines of history, including political, cultural, social, media and military history, and will have a comprehensive understanding of the shape and importance of historiography in these fields.
2. Produce (and reflect on) written assignments and oral arguments engaging with the origins and development of culture, politics and society in the modern period, demonstrating a systematic understanding of relevant subjects..
3. Critically evaluate current research and advanced historical scholarship in depth and detail.
4. Demonstrate self-direction and originality through the planning and writing of original history essays, centres around a coherent argument that deals with complex issues both systematically and creatively.
5. Express complex thoughts about the application of methods, concepts and theories used in the study of history and other relevant disciplines through written and oral communication and presentation.
6. Conduct research and independent study into theoretical and historical materials.

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The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Construct and critically evaluate arguments.
2. Reflect on their own learning, applying their ability for independent learning to consider the ways in which they can advance their knowledge and understanding and develop new skills to a high level.
3. Produce a word-processed dissertation that is of a high scholarly standard in terms of presentation and professionalism.
4. Effectively research using the Templeman Library, archives and (as appropriate) the Internet, recognising their associated problems/benefits.

### Method of Assessment

Students will be required to produce one dissertation of 15,000-18,000 words which comprises 100% of the coursework mark.

Students will also be expected to complete three pieces of formative written work as part of the dissertation workshop. These pieces will be expected to form part of the framework of the dissertation, incorporating a proposed synopsis and annotated bibliography. This work is intended to inform the arguments and findings of the dissertation and as such will not contribute to the overall assessment.

### Preliminary Reading

D. Swetnam (2000) *Writing Your Dissertation: A guide to Planning, Preparing and Presenting First Class Work*. Oxford: How To Books

### Synopsis \*

All students on taught MA programmes in the School of History are required to complete a 15,000-18,000 word dissertation as part of their programme. The task of the dissertation is designed to provide students with the opportunity to articulate key concepts, ideas and theories underlying their creative work, as well as providing an in-depth contextual presentation of their work situating it within the current historiography. The dissertation involves student-directed learning and research with the aim of producing a structured and persuasive argument, demonstrating a command of the technical languages of a variety of historical approaches, and perhaps including the effective use of visual materials in support of their arguments.