

Preparing for History

Lancaster
University



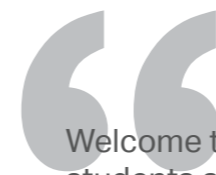


Prof. Ian Gregory

Head of Department,
Professor of Digital
Humanities



The information in this booklet indicates the extensive range of topics that we offer at Lancaster. During your degree you will be able to choose from a wide range of optional modules. The modules available in any given year vary, as do the module options for different degree schemes. You are advised to consult our website at www.lancaster.ac.uk/study for the most up-to-date information.



Welcome to our 'Preparing for History' booklet. Here you'll find advice from current students and recommendations from our lecturers to help you get ready for your next steps in becoming an undergraduate historian. You can also find insights into some of the historical topics you can explore here at Lancaster.

Our historians have put together their top suggestions for history books, podcasts, films, novels and websites to introduce you to the wide variety of topics we offer at Lancaster. Our modules reach from the ancient world to the present day across Europe, the Americas, Africa and Asia, and cover a whole range of historical approaches – from social to political, military, religious, cultural and environmental history.

You'll also discover some of the key primary sources our historians investigate with their students, from a Roman vessel made near Hadrian's Wall, to the world's earliest playing cards (made in the Middle East in the 1400s), to a dissident publication circulated in the Soviet Union, and many more.

These sources come straight from our research to the seminar room. All our modules are created by expert historians and fuelled by our internationally recognised research – this means we can support you to develop strong skills in research and analysis to pursue your interest in history and to equip you for a range of careers.

We pride ourselves on our strong sense of community and our friendly department. You'll hear in this booklet from some of our current students, who'll share their experiences, offer advice, and let you know what you can look forward to as an undergraduate historian at Lancaster.

I hope you enjoy preparing for History. Please do contact us if you have any questions – you can email us at historyadmissions@lancaster.ac.uk or find us on Twitter [@LancasterHistor](https://twitter.com/LancasterHistor).

Daisy Lodge

First-year Student, History with Criminology

My name is Daisy, and I am a first-year student studying history with a minor in criminology. The major/minor system was one of the key factors that influenced me to choose Lancaster University. Being able to study criminology alongside history meant that I could learn about a subject I had never studied before, while also developing skills such as critical reading and analysing data that will help me in the future, and I found that it complemented my history degree quite well.

One of my favourite aspects of the 'HIST100: From Ancient to Modern: History and Historians' course was being able to explore areas of history that I had not been taught during school, as I had only ever done modern European history before. In particular, one of my favourite lectures from HIST100 was about the fall of the Aztec Empire, and I even ended up choosing an essay question from this topic. Along with HIST100 and my criminology module, I also chose to take a module called 'Witches, Warriors and Slavers: Exploring the History of Lancaster' in my first term, and a module called 'Reform, Rebellion, and Reason: Britain, 1500-1800' in my second term. I found both of these modules really interesting, and I particularly enjoyed going on a trip to the castle in Lancaster as part of the first module, as it was great to be able to see some of the things we had been looking at in our lectures.

One of the highlights of my first year was the opportunity to go on a day trip to Wales with the Department of History to visit the castles in Conwy and Caernarfon. It was a really fun day, and it was great having one of the lecturers there with us to answer any questions we had. Overall, all the lecturers are really helpful and will always help you out and answer any questions if you ask. I was quite nervous when writing my first few essays at university, but I got a lot of guidance from my seminar tutors and other staff in the department. The feedback I received afterwards was really detailed as well, so I knew how to improve next time. I have found the support systems at Lancaster to be really useful, as there is always someone to talk to, whether they're from your academic department, your college, or other services that the university offers. I found the college system in particular really useful when getting to know people during my first week. Overall, my first year at Lancaster University has been even better than I expected, and I am really looking forward to continuing my studies here.



Dr Alex Metcalfe

Senior Lecturer in Islamic and Middle Eastern History

Dr Metcalfe specialises in the Middle East, Mediterranean and Europe. His research focuses on power and people in Muslim and Christian zones, and entangled and comparative histories.

HIST204: The Origins and Rise of Islam (600-1250)

HIST205: Byzantine and Muslim Sicily (535-1072)

HIST312: The Normans in Italy (1050-1194)



These objects are some of the world's earliest playing cards.

The exact origins of modern playing cards are unclear, but we know from surviving fragments of cards that they were in existence by the 1100s in Egypt, and we can infer from reports that they had been in use for at least a century before that. The cards pictured belong to one of the earliest complete packs to have survived. Made in the Middle East in the 1400s, the pack contains 52 cards divided into four suits (cups, coins, swords, and sticks). Each suit had three 'court' cards and 10 'pip' cards of different values. The cards were hand-drawn and painted with their suit using intricate floreated designs. While they were about the same width as a modern playing card, they were over twice as long. The first playing cards in Europe were imported from the Middle East into Spain and southern Italy in the mid-1360s. They also comprised four suits (cups, coins, swords, and sticks), and their use in card games spread rapidly throughout Europe over the next fifty years. We cannot be sure how the earliest card games were played in Europe, but evidence again points to similarities with the Middle East. For example, in Valencia in the 1380s 'a new game called naïpe' was banned. The term naïpe derives from the Arabic, nā'ib ('deputy'), which was the name of one of the court cards in the Middle Eastern version.

Medieval
History



Dr Chris Donaldson

Lecturer in Cultural History

Dr Donaldson is principally concerned with 18th- and 19th-century cultural history. He is particularly interested in changing perceptions of the value of landscape and the environment during this period.

HIST107: 'Witches', Warriors, and Slavers: Exploring the History of Lancaster
HIST225: From Mining to Mountaineering: The History of the English Lake District
HIST273: Sex, Satire and British Society, 1660-1901



I have always enjoyed paintings and visual art, and my modules often draw on artworks as sources.

In 'From Mining to Mountaineering', students study historical paintings of the Lake District and consider how these works reveal changes in the landscape and in the way people thought and felt about it. Many of the paintings we study can be explored online via [ArtUK](#) and the [Tate](#).

The watercolour you see here can be found in the Paul Mellon Centre's splendid [catalogue of the works of Francis Towne](#). It shows a view of Grasmere in 1786.

Some interesting online resources to explore are the [Smithsonian's archives](#) and the [National Park Service's website](#) for Gettysburg.



See also...



I find it fascinating to explore the reception of different historical stories and legends across different media. Some favourites include pairing Robert Graves's book *I, Claudius* (1934) with Jack Pulman's 1976 BBC adaptation. Similarly, set the Roman author Petronius' comic novel *Satyricon* (1st c. AD) against Federico Fellini's cinematic response *Fellini Satyricon* (1969), or Chrétien de Troyes's romances (I like the Penguin edition by Carleton Carroll and William Kibler) against Éric Rohmer's film version, *Perceval le Gallois* (1978).

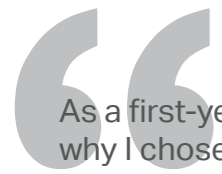
The British Museum's digital collections are also worth exploring. I have long loved the Egyptian *Papyrus of Ani* – you can see high-res images of it on the [British Museum's website here](#). (Click on the Related Objects tab...) And we use their [Catalogue of Political and Personal Satires](#) a great deal in my module Sex, Satire and British Society!

Dr Donaldson's recommendations



Anna Drury

Second-year
Student, History
Department



As a first-year student, when I reflect upon why I chose to study History at Lancaster, numerous reasons come to mind. The highly regarded department, as well as Lancaster being enriched with its own compelling history, drew me towards studying here. Attending a History Summer School during my time at Sixth Form further confirmed that Lancaster was the place I wanted to be.

My first year of studying History at degree-level has been thoroughly interesting and enjoyable; my favourite aspects included studying a different period each week in 'HIST100: From Ancient to Modern: History and Historians', and exploring the history of Lancaster within the 'Witches, Warriors and Slavers' module. The endless amount of support you receive at Lancaster, from your college, the caring and dedicated members of the History Department, and various institutions such as The Base, ensures that you immediately feel a valued member of the university community.



How did you end up deciding to study history at university?

When I started at university, I was the first generation in my family to do so, which was really exciting! I decided to study History because the subject has always fascinated me from a young age, and I have a particular interest in the history of the area in which I live, Lancashire. Additionally, the career paths that appeal to me involve studying History at an advanced level.

What's it like studying history in your second year? How is it different from the first year?

Studying History in your second year allows your individual historical interests to flourish even further, beyond your first year studies. You meaningfully explore what it is to be a historian; engage with a wider range of primary and secondary sources; challenge the ways in which History has been written, as well as begin to develop the ideas and concepts for your third year Dissertation.

What is the biggest challenge involved with studying history? How does it differ from A-level?

The main challenges involved with studying History at degree-level, in contrast to studying History at A-Level, is the greater need for effective time management and organisation, the different style and formatting of essays, as well as the increased amount of independent work.

And what is the most rewarding thing about it?

The most rewarding thing about studying History at Lancaster is the opportunity and encouragement given to you in becoming specialised in periods and topics of History that appeal to you personally, through being able to choose from a wide range of modules.

What advice would you give to somebody who wants to do a history degree? What would it be good to know before you start?

My advice to anyone who is wanting to study History at Lancaster is to come with a broadened, open mind, and allow your opinions and perceptions to be changed by studying topics that you have never come across before. I have personally found that the modules I expected to enjoy the least actually became my favourites!

What would you like to do after you finish your studies? Do you feel like studying history is a good preparation for that?

After I have finished my studies, I would love to work in the Heritage sector. Studying History at Lancaster will most definitely prepare me for such a career, particularly through the opportunity of undertaking a valuable work placement, by applying for the History Work Placement Module, HIST299: From Education to Employment.

What skills have you gained from your degree? How might you use them in the future?

From studying History at degree-level, I have gained a wide range of technological, research, analytical, organisation, communication, presentation, and team-work skills. The History Department, alongside the Careers Service, offer continuous support in helping you realise the skills that you acquire during your undergraduate degree, and how they can each in turn be accounted for within your CV, and transfer to your desired workplace in the future.

What's been your favourite topic of study so far?

I would have to say that in first year, my favourite topic of study was HIST107: 'Witches', Warriors and Slavers: Exploring the History of Lancaster, as I found the content fascinating and extremely wide-ranging in terms of looking at Lancaster throughout the course of the centuries. So far in second year, HIST280: The Victorians and Before: Britain, 1783-1901 has been my favourite topic. I thoroughly enjoyed learning about inspiring female figures such as Caroline Norton, alongside engaging with sources that provided clear perspectives from those members of Victorian society who were subordinated in terms of their class, gender or race.



Dr Mark Hurst



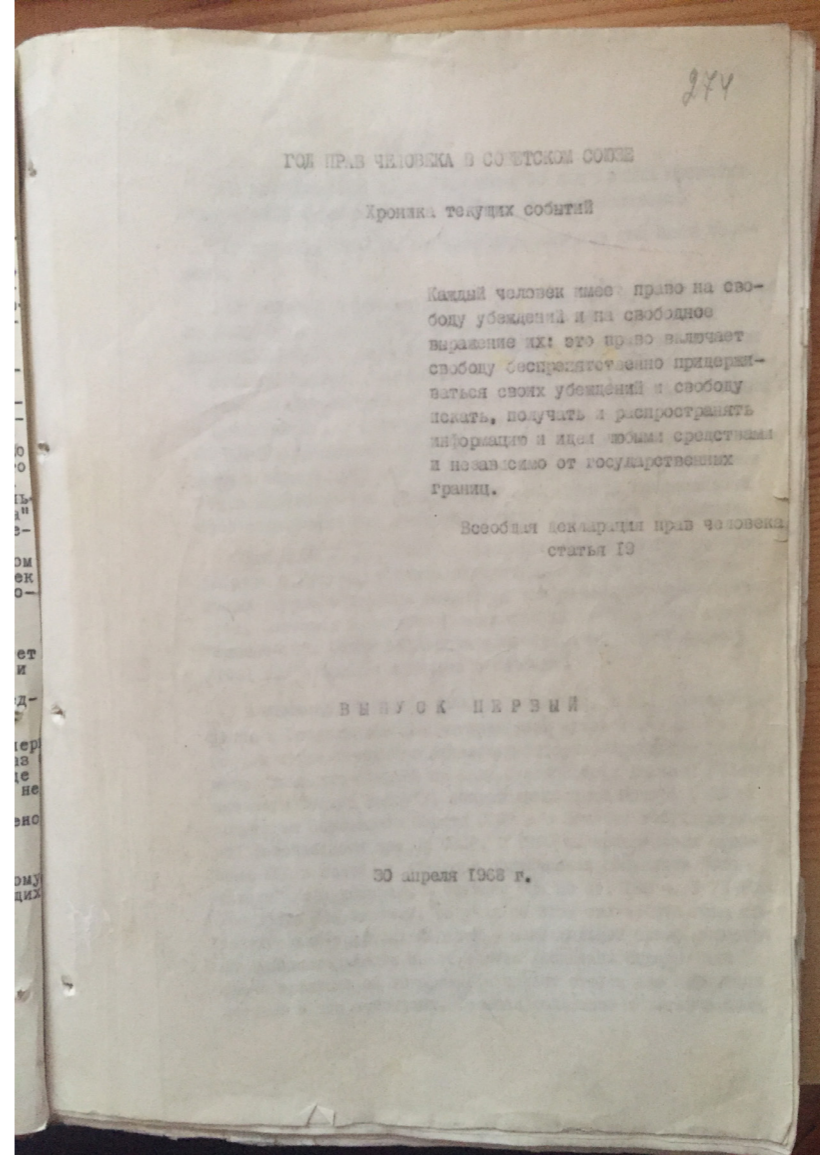
Lecturer in the History of Human Rights

Dr Hurst's research focuses on human rights organisations and activists during the Cold War, and more broadly on the history of human rights, dissent, and political activism, especially in Russia and the Soviet Union.

Teaching

HIST259: Inventing Human Rights, 1776-2001

HIST357: 'Dangerous Thoughts': Soviet Dissidents, Human Rights and the Cold War



Photograph by Nkrita, distributed under a CC BY-SA 4.0 licence.

20th-Century History

This is the coversheet of an edition of the 'Chronicle of Current Events', an underground dissident publication that circulated in *samizdat* in the Soviet Union in the 1970s.

Intellectual freedom in the Soviet Union was extremely limited. The totalitarian communist party put severe restrictions on what could be read, listened to and watched. Those who deviated from the party line were punished severely by the notorious KGB, with the threat of being detained in prison, a labour camp, or even a psychiatric institution against their will. Despite these restrictions, political dissidents still managed to voice their opinions. *Samizdat* material (literally 'self-published') such as the Chronicle was circulated hand-to-hand throughout the Soviet bloc, passed on by individuals willing to risk their freedom to read freely.

This material was laboriously typed by hand by committed individuals on wafer-thin 'onion-paper' to be distributed to close friends, and was the mechanism by which Soviet citizens read classics deemed 'politically unsuitable' by authors such as George Orwell, Aleksandr Solzhenitsyn and Boris Pasternak.



Digging
Early Colonial History



Mexican archaeologist Raul Arana excavated this monolith as part of the ceremonial complex of Templo Mayor (the Great Temple).
Image by Luis de la Fuente

This monolith depicts Coyolxauhqui, the Aztec goddess of the moon. She lies dismembered, killed by her brother Huitzilopochtli, the god of war and the sun.



Dr Patricia Murrieta-Flores

Senior Lecturer in Digital
Humanities

Dr Murrieta-Flores is an expert in Early Colonial Mexico and co-director of the Digital Humanities Hub. She directs two major projects: "Digging into Early Colonial Mexico" and "Unlocking the Colonial Archive". These interdisciplinary projects, collaborating with computer scientists, archaeologists, geographers, and linguists, explore the use of new digital technologies for the study of early colonial Latin America.

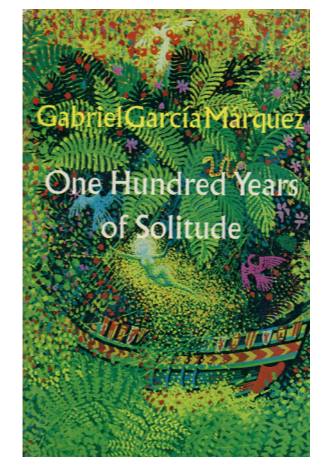
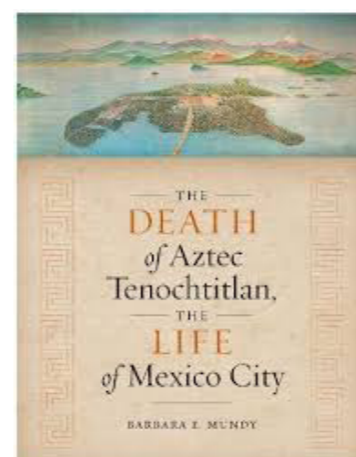
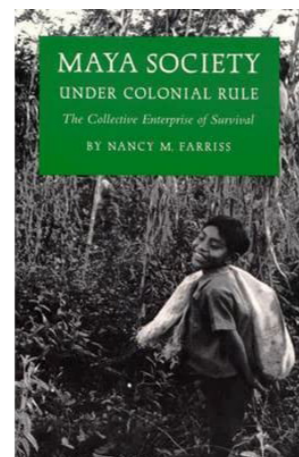
The Aztec dominated Mesoamerica for 200 years until the Spanish conquest of 1521. This eight-ton sculpture, carved from basaltic rock, was discovered at the foot of the Great Temple of Tenochtitlan, in the heart of Mexico City. It describes a myth central to Aztec culture. Coyolxauhqui led her 400 brothers, gods of the southern stars, in an attack against their mother, goddess of the earth. She intended to avenge the dishonour brought by their mother's new pregnancy. But on the point of Coyolxauhqui's triumph her new brother was born. Huitzilopochtli emerged in full warrior gear and killed his sister, throwing her from the top of the sacred mountain. The Aztec believed that this cosmic battle was continually replayed, the daily triumph of the sun over the moon explaining how the day followed the night. To ensure the cycle continued, the Aztec fed the gods with the most precious offerings: life itself and human blood. Such remnants of religious life help historians to trace the patterns of belief and practice that shaped Aztec civilisation.

Dr Murrieta-Flores recommends:

If you are interested in Mesoamerican or Latin American Colonial History and Archaeology, I would highly recommend:

Barbara Mundy's *The Death of Aztec Tenochtitlan, the Life of Mexico City*. This is a fascinating and beautifully illustrated new interpretation of the history of the fall of the Aztec Empire and the continuation of Mesoamerican life during the early colonial period.

Nancy Farriss' *Maya Society Under Colonial Rule: The Collective Enterprise*. This is a classic. Taking an anthropological approach, Nancy Farriss explores the history of colonial Yucatan and the Indigenous Mayan groups, showing the adaptation, contestation and struggle of these societies with the colonial power.



If you like novels, I would highly recommend *One Hundred Years of Solitude* by Gabriel García Márquez. This is an iconic Latin American novel, full of magical realism that explores the engaging story of several generations of a single family in a small isolated town.

Image: Map of Cempoala, created between 1578 and 1586. From the Relaciones Geográficas collection in the Benson Latin American Collection at the University of Texas at Austin. Find out more [here](#).

Early Modern History



'Sugar cane', Artemas Ward, The Grocer's Encyclopedia (New York, 1911)

This is a sugar cane, a plant coveted throughout history for its sweetness.

In the Middle Ages, sugar was a luxury. Today, we each consume thirty-four kilograms of it every single year. Making sugar a staple of western diets was a violent process. In the early sixteenth century, the Spanish transplanted sugar to the Americas and forced enslaved Africans to grow the crop on land seized from Native Americans. A hundred years later, the English pioneered a particularly brutal system of plantation agriculture on Barbados that dramatically increased the output of sugar and made it accessible to ordinary people.

By the eighteenth century, hundreds of thousands of enslaved Africans toiled in the Caribbean cane fields to satiate sweet-toothed Britons' demand for sugar, having been torn from their homes and forcibly transported across the Atlantic by slave traders. Sugar was truly a 'blood-stained' crop.



Dr Nick Radburn

Lecturer in the History of the Atlantic World 1500 - 1800

HIST241: The Trans-Atlantic Slave Trade, 1500-1865

HIST240: Slavery & Freedom: North America, 1620-1800

HIST361: Paradise Lost – Colonization and the Jamaican Environment, 1655-1838

Dr Radburn is co-editor of the AHRC Slave Voyages Project. This digital memorial raises questions about the largest slave trades in history and offers access to the documentation available to answer them. Together with Professor Will Pettigrew, he has recently launched a major new project: Legacies of the British Slave Trade: The Structures and Significance of British Investment in the Transatlantic Slave Trade, 1550-1807.

Visit the Slave Voyages website to explore maps of the international slave trade, a 3D rendition of a slave ship, and estimates of the number of captives embarked and disembarked. <https://slavevoyages.org/>



Map of Roanoke by John White, c. 1585. Held in the British Museum.



Dr Sophie Thérèse *Ambler*



Lecturer in Later Medieval
British and European History

HIST119: 1415, The Battle of Agincourt

HIST208: Crusade and Jihad: Holy War in the
Middle East, 1095-1254

HIST316: From Rebellion to Revolution: The
War for the Throne, 1199-1265

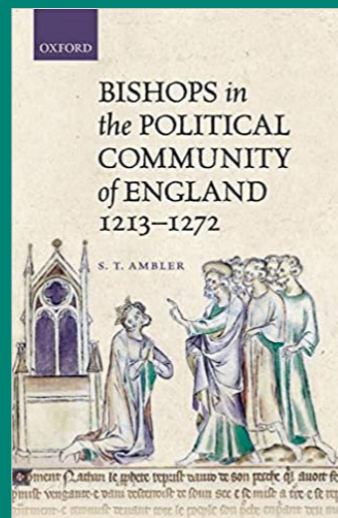
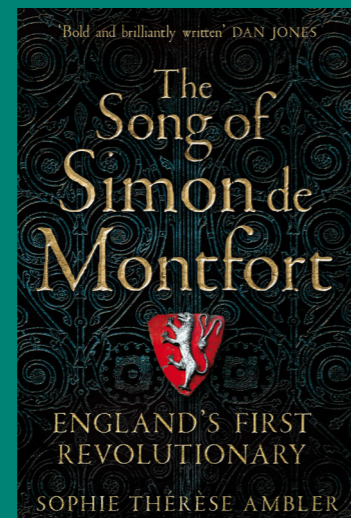


Image: Portable Antiquities Scheme, GLO-730921

This is the penny minted for John,
King of England (1199-1216), to be
used in his land of Ireland.

Ireland was subject to the English crown but not tightly governed, and the English barons who held land there could also rule with little regard for their overlord—until King John decided to stamp royal authority on all those regions that had so far escaped it. The most effective way of signalling his intent was to mint a new coin. A penny was the daily wage of an unskilled labourer, so almost everyone would handle coinage regularly. This made it a potent tool of mass communication. On the coin, John looms out of his triangular frame (representing Ireland), wearing his crown and wielding his sceptre, surrounded by his name written in governmental Latin: *rex Johannes*. Coins like this were used to pay heavy royal taxes and the fines proffered by barons to access royal justice, take possession of their inheritances, and choose their own marriage partners. John's drive to impose royal authority across his lands and raise vast sums of money helped to foment discontent—discontent that was to lead, in 1215, to rebellion and Magna Carta.

Medieval History

Dr Ambler's Recommendations...

BBC Radio 4's *In Our Time* provides many riveting, expert discussions on historical topics – one of my favourites is the episode on Melisende, Queen of Jerusalem. The discussion explores not only the society, culture and architecture of the crusader states in the twelfth century, but also how a female ruler could exercise her power. Find it [here](#).

Melisende probably commissioned the Melisende Psalter - [both the bindings and illuminations are stunning](#).

Robert Bartlett's *The Hanged Man* (2006) is a seminal introduction to medieval history. It explores the case of a Welsh rebel, William Cragh, who was hanged by an English lord, pronounced dead, but ultimately survived to tell his tale. Bartlett explores the testimonies of those caught up in this event – a workman, a noblewoman, a bishop, and others, including Cragh himself – using these to explore what life was like in the Middle Ages, and how people comprehended this apparently miraculous event.

A Knight's Tale (2001) starring Heath Ledger and Paul Bettany, is a rare example of a film about the Middle Ages loved by medievalists! It is inspired by the real-life story of the twelfth-century tournament champion William Marshal, but is set in the age of the Hundred Years War. Telling the story of a servant who becomes a knightly hero, it puts aside strict accuracy to convey the party atmosphere of the medieval tournament, and the brutal excitement of the joust.



Christine de Pizan's *Book of the City of Ladies*

A common misconception of the Middle Ages is that women generally played little public role in society – this is blown out of the water by Christine de Pizan's *Book of the City of Ladies*. Christine was one of the greatest writers, theorists and commentators of her day, and earned a living from her work. In the early 1400s, she struck out against the misogyny of her day by imagining in this book a city populated only by women. She describes here all the many heroic and virtuous women from history, legend, the Bible, and her own times who should be held as an example to all.

There are various manuscripts of Christine's book - my favourite image is Christine writing, next to Minerva (above) – you can explore this image and more on the [British Library website](#).

EPOCH History Magazine

EPOCH is a non-profit publication produced by members of the history community at Lancaster University. The magazine publishes new research from postgraduates and early career researchers in an accessible format.

Lancaster's History Magazine

EPOCH prints articles about all areas of history, from ancient times to the modern day, and covering a wide range of countries and themes. The magazine has contributors from across leading UK institutions, as well as Europe and the US. The magazine also has interviews with prominent historians.

Visit the website to find out more: <https://www.epoch-magazine.com/>



WE TALK TO T.V.'S NICK BARRATT
Nick Barratt ('Who Do You Think You Are?') sits down digitally with our editors to discuss genealogy and how history can benefit from the small screen.

Article Highlights

RACE AND SPECTACULAR VIOLENCE
Shona Thompson considers the legacy of racial violence in 19th Century North America through the photography of J.P. Ball.

A SYMBOLIC WA'D: SILENCING ARAB WOMEN
Layla Alammir demonstrates the impact of fiction and poetry on female voices in Islamic culture.

A HISTORY OF ENGLISH CHARNEL HOUSES, 1300-1900AD
Thomas Farrow takes us into the dark history of chalking us through the some of oldest crypts in E...

And more...
War in Japan | Islamic Art | Cannibalism | Polish Kir...
Canadian Missionaries | Medieval Geographies | R...
Friendly Fire in WW2 | The Digital Humanities | Phil...



A CONVERSATION WITH SUHAYMAH MANZOC
EPOCH talks with spoken-word poet Suhaymah Manzoc about her new book 'Postcolonial Banter', and hearing political poetry today.

CONTESTED KASHMIR: A BRIEF HISTORY
Leoni Connah takes us through the past century, looking the Indian-Pakistani border.

MOCKING MALE MEAT AVOIDANCE
Rebecca Jones explores attitudes to male vegetarianism from the 18th century to the modern day.

And more...
The Spanish Civil War | Playbills in Yorkshire | The Esperanto and Nationalism | Tackling Archives | The...



AN INTERVIEW WITH MIRANDA KAUFMANN
EPOCH talks with historian and author of the Wolfson History Prize short-listed and critically acclaimed 'Black Tudors: The Untold Story' (2017).

THE WARMING-PAN SCANDAL: FAKE NEWS C.1688
Benjamin Rome-Clarke asks whether this royal scandal led to the Glorious Revolution.

THE FORGOTTEN AND UNFORGIVEN WOMAN
Ella Pettitt sheds light on La Malinche, the elided and maligned indigenous woman who assisted the Spanish Conquest.

MEDIEVAL KNIGHTS AND MECHANISED PROTHESIS
Rachael Gillibrand explores the use of prosthetic limbs in Medieval medicine.

THE REFUGEE FOOTBALL CLUBS OF THE GRECO-TURKISH WAR
Luke Gannally considers sport's power to unify.

And more...
Female Soldiers in Ethiopia | The Swedish in Norway | Ramadan during Lockdown
Tackling the Archive | Medieval Forests | The Round City of Baghdad | Imperialism



President of the Ivory Coast, Félix Houphouët-Boigny (right), and First Lady of the Ivory Coast, Marie-Thérèse Houphouët-Boigny (center), arrive at the White House for a dinner in their honor; President John F. Kennedy walks up stairs at left. Photograph: Abbie Rowe. White House Photographs. John F. Kennedy Presidential Library and Museum, Boston.



Centre for War and Diplomacy

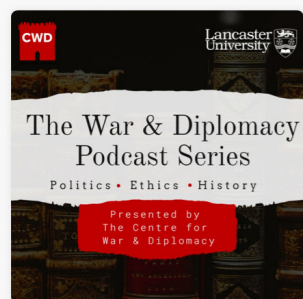
Confronting today's challenges through the study of the past

The Centre for War and Diplomacy provides the historical context and strategic analysis to inform understanding of today's geopolitical challenges. Based in the Department of History at Lancaster University, the CWD brings together colleagues from across the Arts and Social Sciences, including History, Digital Humanities, Politics, Philosophy and Religion, and English Literature and Creative Writing, and welcomes non-resident and visiting fellows from across the world. The CWD supports the MA in International and Military History at Lancaster, as well as a flourishing community of doctoral students. It also hosts a programme of conferences and seminars, and the [War & Diplomacy Podcast](#).



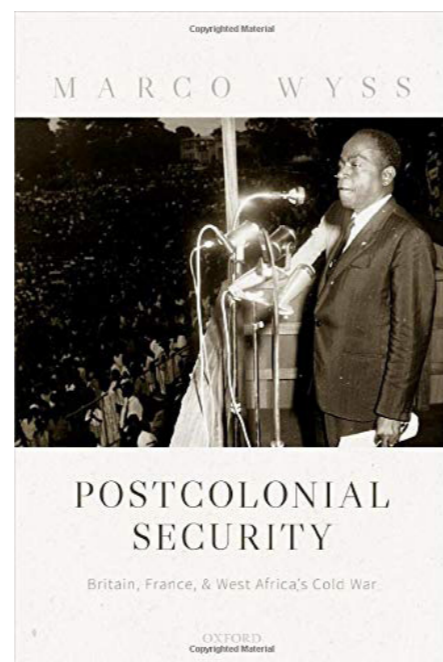
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For reading, Dr Wyss recommends *The Quiet American* by Graham Greene. The novel follows a British journalist in Vietnam at the fall of French colonial rule, just as America becomes involved. Greene draws on his own experience as a war correspondent for *The Times* in Indochina. His predictions on American policy, voiced through the character of Alden Pyle, are particularly prescient.



He also recommends the *The War and Diplomacy* podcasts

<https://www.lancaster.ac.uk/centre-for-war-and-diplomacy/news/>



Dr Marco Wyss

Reader in International History and Security

Dr Wyss' research looks at the international history of the Cold War. His initial focus was on the role of neutrality and Britain in the East-West struggle, and he is currently working on the Cold War in the so-called Third World, specifically in Sub-Saharan Africa and in relation to Britain's and France's postcolonial security roles in this region. He has also carried out research on peacekeeping in Africa, and the transformation of European armed forces since the end of the Cold War. Dr Wyss is also the Director of the Centre for War and Diplomacy.

Teaching

HIST258: The Cold War in Europe
HIST447: The Cold War in the Third World

Ancient History



The Staffordshire Moorlands Pan © Trustees of the British Museum

This is the Staffordshire Moorlands Pan. It was created in the second century AD, when Britain was part of the Roman Empire

Made of bronze, it is decorated with swirling colours of enamel that echo local British artistic traditions, while inscribed along its rim are the names of forts that stand on Hadrian's Wall. Amongst the bronze vessels that survive from Roman Britain, this is one of only a few that bear the names of these forts – and the only so far discovered to be decorated in a 'Celtic' way. This blending of styles speaks of the vibrant, hybrid culture of Roman Britain and of the Roman Empire more broadly. But what was the purpose of these objects? Did soldiers collect them as souvenirs of service on Hadrian's Wall? Or did they hold a deeper significance? Several of these vessels have been found in religious settings. Why might soldiers give these pans to their gods? Asking these questions helps historians to understand the nature of life for soldiers on the far borders of the Roman Empire, almost two thousand years ago.



Dr Eleri Cousins

Lecturer in Roman History

Dr Cousins works on the role played by ritual and religion in the construction of provincial society and identity in the Roman Empire, in particular Britain, Gaul, and Germany. Her research sits at the intersection of ancient history and archaeology.

Teaching

HIST211: The Roman Empire: Society and Culture in the Mediterranean and Beyond

HIST212: On the Edge of Empire: Being Roman in Britain

HIST314: 'A World Full of Gods': Lived Religion in the Roman Empire

Recommendations...

Mary Beard's *SPQR* (2015)

A brilliant introduction to Roman history by one of the leading Roman historians of our age. Beard is amazing at exploring not only what we know but *why* we know it – and also why we sometimes don't!

R.G. Collingwood – *An Autobiography* (1939)

A lively and fascinating 'intellectual autobiography' by one of the most influential 20th-century thinkers on what history is and why we do it – and someone who had a big impact on archaeology as well. Written on the eve of World War II, it is still one of the best articulations out there of the dangers of a 'scissors-and-paste' approach to history – and ends with an extraordinary battle cry against fascism.

Richard Reece – *My Roman Britain* (1988)

An academic book like none you've read before: Reece puts words in his hypothetical reader's mouth and then answers back, refuses to have proper page numbers because he doesn't want anyone to reference the book more formally than just saying 'I got this idea from My Roman Britain', and generally has a grand time saying lots of insightful and edgy things about Roman Britain and our evidence for it. The best book I know for exploding all your preconceptions about how history 'should' be done and the idea that we ever have firm answers about anything...

EPOCH

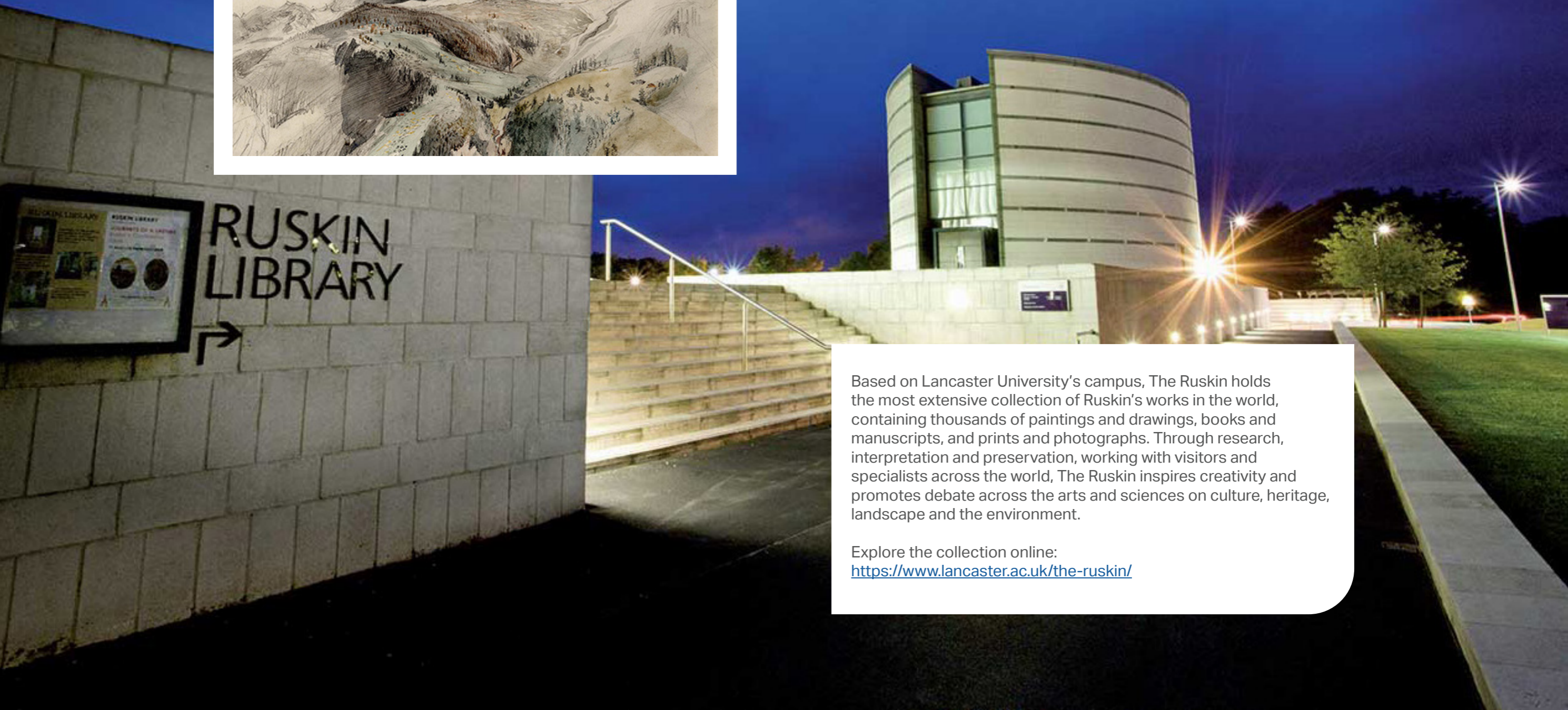
Our in-house magazine, made by postgraduates in the History Department, with fascinating articles by historians around the world on a wide range of topics:

<https://www.epoch-magazine.com/>

The *Ruskin*

The Ruskin: Library, Museum and Research Centre

Home to the leading collection of works by the epoch-defining writer, artist and social thinker John Ruskin (1819-1900) and his circle.



Based on Lancaster University's campus, The Ruskin holds the most extensive collection of Ruskin's works in the world, containing thousands of paintings and drawings, books and manuscripts, and prints and photographs. Through research, interpretation and preservation, working with visitors and specialists across the world, The Ruskin inspires creativity and promotes debate across the arts and sciences on culture, heritage, landscape and the environment.

Explore the collection online:
<https://www.lancaster.ac.uk/the-ruskin/>



Dr Deborah Sutton

Senior Lecturer in Modern South Asian History

Dr Sutton's research work explores the extraordinary capacity of digital technologies to rethink the resonances and meanings of the past in the present. She co-created a dedicated software platform, safarnama, that allows complex heritage to be mapped out across Indian urban space and explored using a mobile phone (the safarnama app is available from the [Google Play Store](#)). She has recently begun an AHRC-funded project that will use a digitised corpus of texts and cartographic materials to explore water scarcity in Coimbatore in South India.

Teaching

HIST105: Histories of Violence: How Imperialism Made the Modern World

HIST279: Gandhi and the End of Empire in India, 1885-1948

HIST370: 'These Bestly Obscenities': Monuments, Images and Antiquities in Imperial India

Dr Sutton recommends:

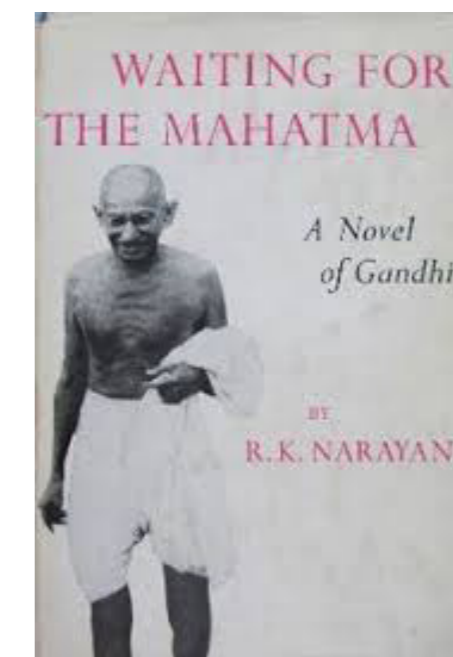
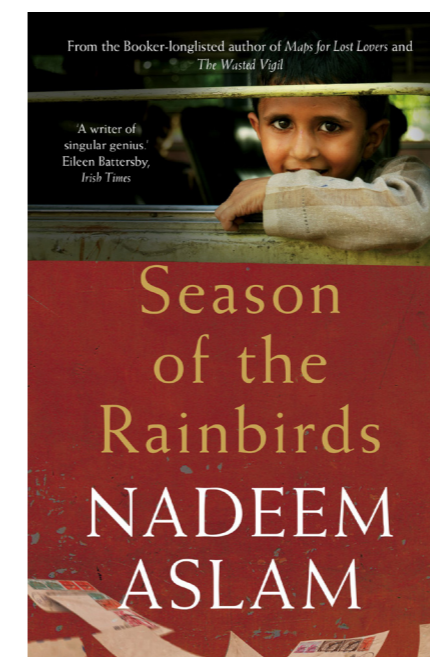


The Imperial and Global Forum is very good and has some excellent opinion pieces.

<https://imperialglobalexeter.com/>

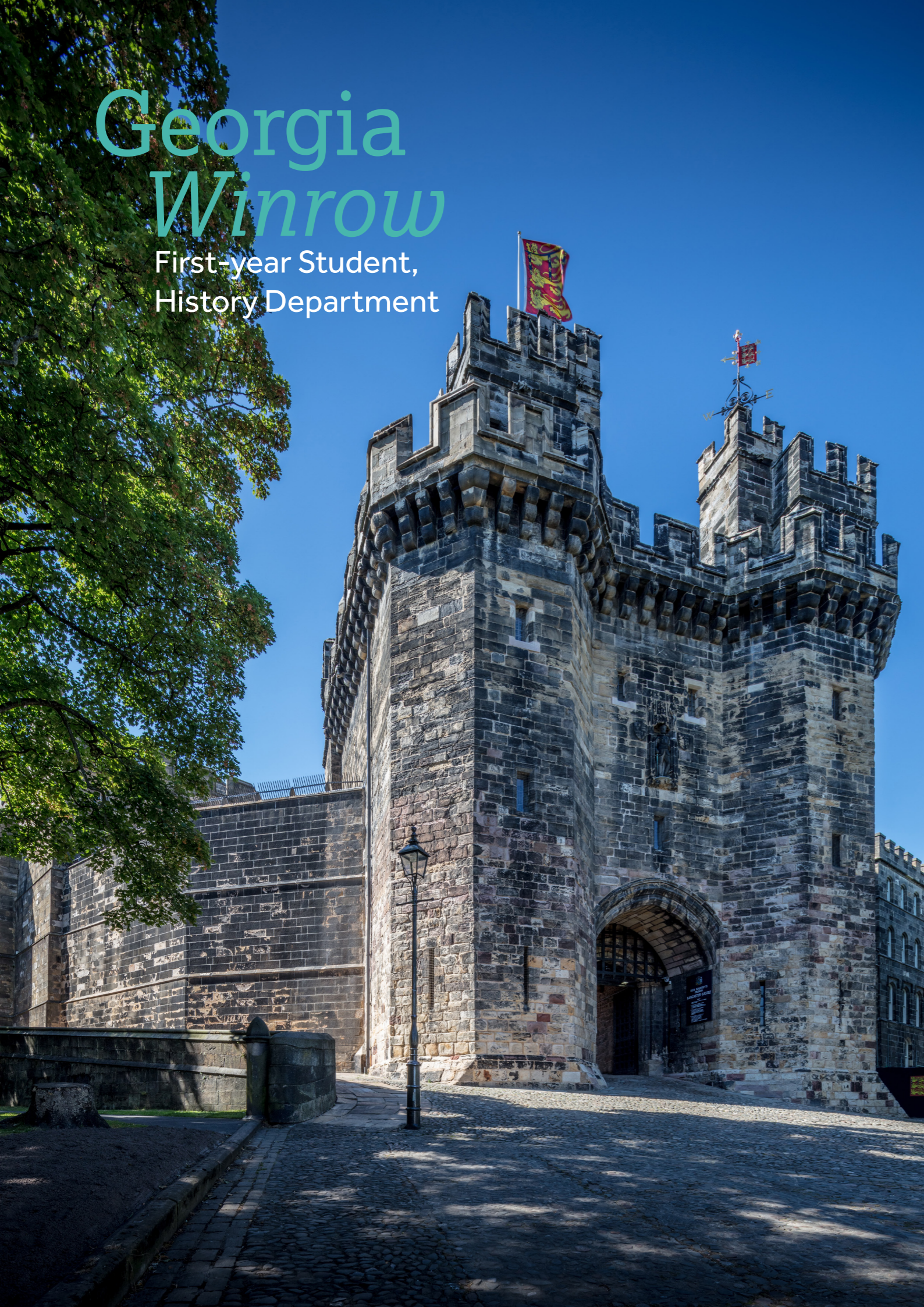
One of my favourite authors is Nadeem Aslam. He has written a number of wonderful novels about Pakistan (*Season of the Rainbirds* and *The Blind Gardener*), the UK (*Maps for Lost Lovers*) and Afghanistan (*The Wasted Vigil*). Aslam's novels are written with an extraordinary sense of culture and history.

A classic and accessible novel about Gandhi and the Indian freedom struggle is R.K. Narayan's *Waiting for the Mahatma*, written in 1955.



Georgia Winrow

First-year Student,
History Department



Can you tell us a bit about your background and interests?

I have started my undergraduate journey a little later than most at the age of 23. I received offers for history of art degree programmes when I initially applied to university during sixth form, but I chose to gain professional experience in roles centred around accounts and finance. I decided to return to academia and pursue my love for history last year in order to further my academic capabilities. So far I have found the course challenging yet stimulating; I am really enjoying my time as a student at Lancaster.

How did your end up deciding to study history at university?

History was an easy choice for me. I studied arts subjects at sixth form, and also actively participated within my school history department as the editor of the history society magazine.

What is the biggest surprise involved with studying history at degree level? How does it differ from A-level?

Undergraduate study is undoubtedly a step up from A-level. I often felt that during my A-levels studies I was being taken through the history as a 'story'. The lectures at

undergraduate level, however, tend to focus more on historical themes and debates, leaving it up to you to understand the historiography. In this sense, degree-level demands more independent study and self-motivation to complete the work that is expected and to fully understand the content. There is an abundance of support available across the university to assist in this transition to ensure that you are feeling reassured and encouraged as a valued member of the history department, such as your academic tutor and the course administrator among many others. As I had been out of academia for a while when I started my undergraduate course, I was able to get in touch with the Learning Developer for the Faculty of Arts and Social Sciences. Joanne was able to discuss any reservations that I was feeling in an informal manner, and provided me with some strategies to guarantee that I got the most out of my first year.

And what is the most rewarding thing about it?

The most rewarding aspect of undergraduate study is undoubtedly the freedom which comes with it. You are able to manage your own time and you are completely in charge of when and how you want to study. I have also found the first year module content is incredibly stimulating and varied. Your first year offers the opportunity to explore historical periods which you may not have had the chance to study before. For me, the initial topics centred around the rise and fall of the Ancient Roman Empire were incredibly insightful given that I was completely new to ancient history, and knew very little of the period prior to starting the course.

What advice would you give somebody who wants to do a history degree? What would it be good to know before you start?

I would recommend spending some time honing in on the period(s) which interest you the most prior to university. This will help you to choose the modules that you will really engage with – after all you will spend quite a lot of time reading about it! The core history module, From Ancient to Modern: History and Historians, is fantastic if you're still unsure as it does exactly what it says on the tin: it takes you right through from ancient and medieval history, to the early modern period, and right through to modern topics. If a topic sparks your interest you have the chance to explore it further through the optional modules available in your second and third years.

What's been your favourite topic of study so far?

My historical interests rest firmly within the early modern period, so the module on Reform, Rebellion, and Reason: Britain, 1500-1800 has been my favourite so far. The module started out looking at The English Reformation and the numerous changes in the religious landscape which I found hugely enjoyable. Being able to explore the period through a variety of written and artefactual primary and secondary sources was very compelling, and motivated me to carry out some further research around the period to utilise in my coursework. I am really looking forward to specialising even more in the early modern period in my second year.

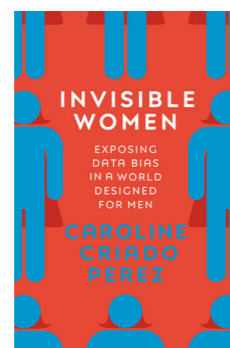
Dr Corinna Peniston-Bird

Senior Lecturer in Gender and Cultural History

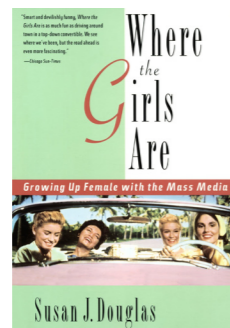


You will have to opportunity to learn how to work with a wide range of primary sources from coins to print to film. In this still from *Went the Day Well?* (1942), two Land Girls are shown firing at the enemy in a scene all the more striking given the adamant official opposition to women bearing arms.

Recommendations...



"Not history" but provocative, in a good way, on gender study: Criado-Perez, C. (2019). *Invisible women: Exposing data bias in a world designed for men*



This is another really good read on gender: Douglas, S. (1994). *Where the girls are : Growing up female with the mass media*



Dr Peniston-Bird's research focuses on femininities and masculinities at war. Her work on oral testimonies is centred on the relationship between memories and cultural representations. She is currently working on gendered commemoration, with a particular focus on British war memorials.

Teaching

HIST348: Gender Identities in the People's War: Experiences, Representations, Memories



Gender and the Second World War
Lessons of War
Edited by Corinna Peniston-Bird & Emma Vickers



Modern History

Photograph by Joyce N. Boghosian (2009)



This is Joyce N. Boghosian's official portrait of Michelle Obama as 'First Lady' (2009)

It comes from the recent past, but encapsulates what is perhaps the central narrative of United States History. It is a picture of a strong, confident, friendly African-American woman, welcoming viewers into her home as equals on the presumption that they will return her respect. But images like this should not be taken for granted. A closer look reveals that the portrait hanging behind her is of Thomas Jefferson, third President and author of the US Declaration of Independence (1776), where he wrote that 'all men are created equal.' Jefferson, however, was a slaveholder who may have fathered several children with Sally Hemings, one of his slaves. The photo thus invites several questions. What exactly did Jefferson mean when he used the word 'men'? Did he mean only wealthy, white men? Did he include women? Answering those questions has been a central preoccupation of Americans ever since Jefferson's Declaration.

Dr Tim Hickman

Senior Lecturer in Cultural History

Dr Hickman is a cultural historian whose research is in the literary and visual culture of the United States in the nineteenth and twentieth centuries.

Teaching

- HIST270: The History of the United States, 1789–1865
- HIST271: The History of the United States, 1865-1989
- HIST364: 'The Shock of the New': Modernity and the Modernisms of American Culture, 1877-1919





Sam Barker

First-year Student,
History Department

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I chose Lancaster because I got a feeling on the open day that it would be the right place for me. Walking around campus, and the students themselves, gave me the impression that I would love to study here. Combine this with the strong academic standing for my subject and high student satisfaction and I was persuaded.

My favourite part of the year so far was the last week of Michaelmas term. Despite having essays and exams due, we were all able to celebrate the end of first term with a fun football social, the college winter ball and a fun night on the last Friday.

HIST100 this year has been really useful; studying such a variety of history has made me consider studying periods of history I had never thought about before and has definitely sparked new interests which I will be able to explore next year. The module has also given all first year students a whistlestop tour of the department's staff and so is valuable in helping us with which modules we want to pick for second year. Most of the help I have received this year has been through my seminar tutor for HIST100 - she has really helped me improve this year. The Part I coordinator is also very helpful for general advice.

Another crucial service that I and all other history students rely on is the library. This stocks the vast majority of books we need for our courses and if there is a book that they don't have, it is really easy to get them to order it, or get you an online copy. The fact that many of the resources are digitised has been really helpful for me as I much prefer reading books online than having a hard copy.





Lancaster
University
2021



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