HIST111

Love History?
Study more of it in first year
In 2017-18

Between October and December there is a choice between:

**HIST101 - The Fall of Rome** (Paul Hayward and Alex Metcalfe):

or

**HIST102 - Reform, Rebellion and Reason: Britain 1500-1800** (Stephen Pumfrey, Sarah Barber and Martin Walker)

Between January and March there is a choice between:

**HIST104 - From Great War to Total War** (Alan Warburton)

or

**HIST105 - Histories of Violence: How Imperialism made the Modern World** (Deborah Sutton and Nicholas Radburn)

In the Summer (April/May) everyone studies **HIST199: Lancaster: A Place in Space and Time** (Christopher Donaldson, Fiona Edmonds and Michael Hughes)

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**Course convenors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST101 The Fall of Rome</td>
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Sarah Barber, Director of Undergraduate Studies in History is overall Course Convenor of HIST 111.

Any questions, contact Anne-Marie Mumford first a.mumford@lancaster.ac.uk
HIST101 - The Fall of Rome

Historians continue to disagree as to what happened to the Roman Empire between the third and the seventh centuries CE and why. For some historians the barbarian invasions of the late fourth and fifth centuries were crucial, but others have argued that they merely finished off a society that was already in deep moral, social and/or economic decline. For some historians the Empire’s ‘decline and fall’ was a disaster; but others have maintained that the Empire never regressed. Rather, the foundations of medieval (and even modern) civilisation were forged in the cultural ferment of the later rather than the earlier Roman Empire, and that the barbarian takeovers in the West made little difference to the lives of those who lived there. An introduction to this exciting period of history, this course invites you to discover what really happened and to assess the theories and interpretations that currently command historians’ support.

Did you know?


HIST102 - Reform, Rebellion and Reason

Britain, 1500-1800

In this period these islands went from obscurity on the western fringes of Europe, to global significance and power. Reform looks at the period of the 16th century: Henry VIII, the Dissolution of the Monasteries, the burning of religious martyrs, the rivalry of Mary Queen of Scots and Elizabeth I. Rebellion in the 17th century explores the Union of England and Scotland, the troubled reigns of the Stuarts, and civil war throughout these islands. The wars and conflicts between England, Ireland and Scotland continue over 100 years to the rebellions of the Jacobites and ‘Bonny Prince Charlie’ in 1745. Reason At the end of the 17th century began the so-called Age of Reason, culminating in the Enlightenment. Britons were said to have escaped their fractious, superstitious ways. But had they? Was this the age of progress?
This course examines current debates concerning the nature and evolution of the Great War, in particular the emergence of ‘total war’ – mass industrialised warfare after 1915. The focus will be on the Western Front, the unwelcome and unwanted national mobilisation forced upon Britain, France and Germany and the consequences for these war-fighting societies. The course will end with an examination of the post-war building of memorials and the emergence of new socio-cultural dimensions for the three ‘total war’ societies. The course of the war changes the nature of both the warfare itself and the rapid changes in socio-cultural, political and psychological areas. The course will end with an examination of the effect of ‘total war’ on society and identity, and one major element involving memory and memorialisation.

Did you know?

Several of the words that we use to describe antisocial people are drawn from an imperial power’s perception of the threat - often under-hand and stealthy - from the subjugated people. Therefore, ‘thugs’ comes from thuggees - gangs who attacked travellers on the roads of India. Hooligans come from the Irish clan of Ó hUallachain, who used to sweep out of the hills to attack the city of Dublin.

This module is an introduction to the systemic and episodic violence that characterised Imperial British authority during the eighteenth, nineteenth and twentieth centuries. The module will draw on examples and analysis from a range of geographic areas: the Translantic, South Asia, Australia, East Africa, North Africa and the Caribbean. The module will look at the ways in which violence was normalised as inevitable and necessary and will proceed, broadly, chronologically through three themes: resourcing in labour, land and markets, rebellion and counter-insurgency and the colonised subject and the psychological damage of empire.

Did you know?

During the war, the women of the Home Front turned yellow. They were known as ‘canaries’ and these were women who worked with TNT, which gave them toxic jaundice and turned their skin yellow.
HIST199 - Lancaster: A Place in Space and Time

In this module you will have the opportunity to enrich your knowledge and understanding of both the City of Lancaster and of the region to which it belongs. You will be encouraged to think about how museums and other heritage sites represent the Lancaster to a non-specialist audience. The module involves a series of lectures that will explore not only key ‘chapters’ in the history of Lancaster, but also the ambiguities and uncertainties of ‘place’ as a concept for historical scholarship. Topics considered may include: Roman Lancaster, the Lancashire Witches, Non-conformist communities, Lancaster and the West Indies, Lancaster and the Industrial Revolution, and Lancaster at War.

Did you know?
- Lancaster-born scientist Richard Owen ‘invented’ the word ‘dinosaur’;
- Dunsop Bridge in the Ribble Valley is the centre of the British Isles;
- Blackpool Illuminations comprises 1 million lamps and costs £2.4 million to stage;
- Miles Standish, captain of the Pilgrim Fathers, who settled Massachusetts, came from Chorley;
- Garstang was the world’s first fairtrade town.

Assessment

There is no examination in HIST111. All the assignments are based on coursework submitted through the year.

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<tr>
<th>Wk</th>
<th>Assignment task</th>
<th>Date due</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>HIST101 / HIST102 Essay 1 (1,000-1,250 words - 35%)</td>
<td>Friday 17 November 12 noon</td>
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<tr>
<td>10</td>
<td>HIST101 / HIST102 Essay 2 (1500-1750 words - 55%)</td>
<td>Friday 15 December 12 noon</td>
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<tr>
<td>16</td>
<td>HIST104 / HIST105 Essay 1 (1,000-1,250 words - 35%)</td>
<td>Friday 23 February 12 noon</td>
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<tr>
<td>20</td>
<td>HIST104 / HIST105 Essay 2 (1500-1750 words - 55%)</td>
<td>Friday 23 March 12 noon</td>
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</tbody>
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Seminar performance 10%

HIST199 is assessed separately: on the basis of collaborative and individual work. 60% of your final mark will be based on a group assignment; 40% will be based on a reflective essay.

Coursework is returned to students within 4 weeks of submission (with the exclusion of those periods on which the University is closed).
Did you know?

Historians talk about time in terms of chronology: from the Greek for ‘time’: Khronos. Chronos, who governed time in a linear sense, was the personification of Time in pre-Socratic philosophy and later literature.

Did you know?

where the clocks used to illustrate HIST100 and HIST111 can be seen? This clock, illustrating HIST111 is at St Pancras railway station on Euston Road, London. The clock and the cherub with the hour glass in HIST100 is taken from the astronomical clock in Notre-Dame cathedral, Strasbourg, France.