# Part II

## Courses Guide

<table>
<thead>
<tr>
<th>2xx Courses</th>
<th>2xx Courses</th>
<th>2xx Courses</th>
<th>2xx Co</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>2xx Courses</td>
<td>2xx Courses</td>
<td>2xx Courses</td>
</tr>
<tr>
<td>urses</td>
<td>2xx Courses</td>
<td>2xx Courses</td>
<td>2xx Courses</td>
</tr>
<tr>
<td>2xx Courses</td>
<td>2xx Courses</td>
<td>2xx Courses</td>
<td>2xx Co</td>
</tr>
<tr>
<td>xx Courses</td>
<td>2xx Courses</td>
<td>2xx Courses</td>
<td>2xx Cour</td>
</tr>
</tbody>
</table>
Part II Courses Guide (2xx courses)

Please read carefully first.

Welcome to your Part II Studies in History. In this document you will find the list of courses which have mnemonics beginning with a 2 (2xx 15-credit modules) in the academic year 2018-19. These reflect the teaching and research interests of those members of academic staff who are in the department in the year 2018-19. In the main, these will be courses taken in your second year, though there will be an opportunity to take further 2xx courses in your third year, depending on the degree scheme on which you are registered.

Please note. This is, as far as it is possible to determine, the finalised list of modules and timings of 2xx modules. There have been changes to the timings of courses since the Enrolment talk of Week 20. While the History Department does everything in its power to ensure a full and accurate list of modules, there are occasionally changes necessitated by circumstances beyond its control, such as staff changes which occur between the enrolment period and the start of the following academic year. These circumstances are nevertheless rare and exceptional.

Please read this document alongside the Enrolment Booklet.

Within this booklet you will find details of all of the courses running in 2018-19 with a 2xx mnemonic. They are featured in numerical order. They include the two ‘core courses’, HIST250 and HIST251, and the rubrics surrounding these two are as per the table below:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST250</td>
<td>Making History: Contexts, Sources and Publics (Weeks 1-10)</td>
<td>Dr Christopher Donaldson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr Mark Hurst</td>
</tr>
<tr>
<td></td>
<td>Compulsory for all History Major/Medieval &amp; Renaissance Studies and Combined Major students</td>
<td></td>
</tr>
<tr>
<td>HIST251</td>
<td>Writing History: Questions, Methods, Conclusions (Weeks 11-20)</td>
<td>Dr Tim Hickman</td>
</tr>
<tr>
<td></td>
<td>Compulsory for History Major/Medieval &amp; Renaissance Studies students. A compulsory pre-requisite for the History Dissertation (HIST300 taken in Year 3/Final Year). HIST251 is therefore compulsory for History Combined Majors which opt to take the History Dissertation INSTEAD of a History Special Subject in Year 3/Final Year.</td>
<td></td>
</tr>
</tbody>
</table>
Optional modules 2018-19

Michaelmas Term (Weeks 1-10)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Tutor</th>
<th>Year</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST200</td>
<td>The Making of Germany 843-1122</td>
<td>Dr P Hayward</td>
<td>E</td>
<td>MED</td>
</tr>
<tr>
<td>HIST204</td>
<td>The Origins and Rise of Islam (600-1250 AD)</td>
<td>Dr A Metcalfe</td>
<td>G</td>
<td>MED</td>
</tr>
<tr>
<td>HIST206</td>
<td>Athens, Sparta and the Greek World (c. 800-404 B.C.)</td>
<td>Dr T Jim</td>
<td>E</td>
<td>ANC</td>
</tr>
<tr>
<td>HIST210</td>
<td>Partisans and Collaborators: World War II in Occupied Europe</td>
<td>Prof M Camino</td>
<td>E</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST241</td>
<td>The Trans-Atlantic Slave Trade, 1500-1865</td>
<td>Dr N Radburn</td>
<td>G</td>
<td>E-M</td>
</tr>
<tr>
<td>HIST244</td>
<td>A History of Paris, c. 1730 to the Present</td>
<td>Dr J Strachan</td>
<td>E</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST258</td>
<td>The Cold War in Europe</td>
<td>Dr M Wyss</td>
<td>E</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST270</td>
<td>The History of the United States, 1789-1865</td>
<td>Dr T Hickman</td>
<td>G</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST279</td>
<td>Gandhi and the End of Empire in India, 1885-1948</td>
<td>Dr D Sutton</td>
<td>G</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST285</td>
<td>New World Order, 1919-1939</td>
<td>Dr A Warburton</td>
<td>G</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST294</td>
<td>Nature and Culture 1500–1700: Themes from the Renaissance</td>
<td>Dr S Pumfrey</td>
<td>E</td>
<td>E-M</td>
</tr>
</tbody>
</table>

B = British
E = European
G = Global
ANC = Ancient History
MED = Medieval History
E-M = Early-modern History
MOD = Modern History
## Lent Term (Weeks 11-20)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Level</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST202</td>
<td>Norman England, 1066-1154—Conquest, Colonisation and Conflict</td>
<td>Dr P Hayward</td>
<td>E</td>
<td>MED</td>
</tr>
<tr>
<td>HIST205</td>
<td>Byzantine and Muslim Sicily (535–1072)</td>
<td>Dr A Metcalfe</td>
<td>E</td>
<td>MED</td>
</tr>
<tr>
<td>HIST207</td>
<td>Athens, Sparta and Alexander the Great, 403-31 BC</td>
<td>Dr T Jim</td>
<td>E</td>
<td>ANC</td>
</tr>
<tr>
<td>HIST208</td>
<td>Crusade and Jihad: Holy War in the Middle East, 1095–1254</td>
<td>Dr S Ambler</td>
<td>G</td>
<td>MED</td>
</tr>
<tr>
<td>HIST225</td>
<td>The History of the English Lake District: Terror, Ecstasy, and Environmental Change</td>
<td>Dr C Donaldson</td>
<td>B</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST237</td>
<td>The English Civil War (1640-1660)</td>
<td>Dr S Barber</td>
<td>B</td>
<td>E-M</td>
</tr>
<tr>
<td>HIST240</td>
<td>Slavery &amp; Freedom: North America, 1620-1800</td>
<td>Dr N Redburn</td>
<td>G</td>
<td>E-M</td>
</tr>
<tr>
<td>HIST257</td>
<td>After Vietnam: Remembering, Representing and Refighting the 'Bad War'</td>
<td>Dr P Hagopian</td>
<td>G</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST259</td>
<td>Inventing Human Rights, 1776-2001</td>
<td>Dr M Hurst</td>
<td>G</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST272</td>
<td>Three Colours, One Flag, One Empire: the French Colonial World, 1791-1962</td>
<td>Dr J Strachan</td>
<td>E</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST274</td>
<td>Medicine, Life and Death, 1800 to the Present</td>
<td>Prof P Palladino</td>
<td>G</td>
<td>MOD</td>
</tr>
<tr>
<td>HIST275</td>
<td>Sex, Babies and the Reproduction of the Nation, 1800 to the Present</td>
<td>Prof P Palladino</td>
<td>G</td>
<td>MOD</td>
</tr>
</tbody>
</table>

### LENT TERM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Level</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST299</td>
<td>From Education to Employment: History Work Placement Module</td>
<td>Dr S Riches</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HIST299 is categorised as a Lent Term course, but it may be taken up at any time of the academic year.
HIST200: The Making of Germany, 843-1122
Convenor: Paul Antony Hayward

Description
This module allows you to explore the story of the German Kingdom, from its origins and rise in the ninth and tenth centuries to its descent into civil war in the late eleventh. Formed amid the collapse of the Carolingian Empire, it originated as a cluster of disparate sub-kingdoms. It might well have collapsed under the pressure of the Magyar invasions, yet it emerged triumphant under the leadership of new and vibrant dynasty, the Liudolfings. From their base on the north-eastern frontier they would re-found the kingdom, turning it into the most dynamic state in tenth-century Europe. The vast empire they created—the Holy Roman Empire—would endure until 1804 when it was finally suppressed by Napoleon Buonaparte; but in the mid eleventh century the power of its monarchs was hollowed out by a savage crisis from which the realm would never entirely recover—a devastating civil war that lasted five decades, from the mid-1070s until 1122. This stunning narrative raises many questions. Why did it all go right? Why did it then go so wrong? This dramatic story provides fundamental insights into the nature of the medieval kingdoms, its capacities and its limitations.

PRELIMINARY/CORE READING LISTS

Teaching pattern

2 x weekly lectures (except week 10)
7 weekly seminars, running in weeks 2-8.

HIST200 ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
</tr>
<tr>
<td>Essay (2-2,500 words)</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
</tr>
<tr>
<td>2Q, 2hrs, unseen, Summer Term</td>
<td>100</td>
</tr>
</tbody>
</table>
HIST202 Norman England, 1066–1154—Conquest, Colonisation and Conflict
Convenor: Paul Antony Hayward

Description

The social and cultural consequences of the Norman Conquest of England were deep and enduring. A foreign, Francophone regime displaced the native élites: many of the former rulers, women as well as men, fled the kingdom. Enlisting in the Varangian Guard, some Englishmen even went as far as Byzantium and the Crimea. The new regime was inclusive in so far as it was eager to recruit foreigners of all kinds—Frenchmen, Bretons, Lotharingians, Italians, Spaniards, and even Jews—as long as they were serviceable and loyal; but racist in so far as it strove to deny persons of English descent access to high office. The English were denigrated as barbarians and peasants, but because the Conquest was not followed by sustained settlement from the Continent, many natives clung on in sub-altern positions, just below the foreigners who held the highest offices and the best estates. The English were also far from being the only victims: the regime also continued the later Anglo-Saxon state’s efforts to subjugate Wales and northern Britain. Offering a wide-ranging introduction to the history of Norman England and the debates that it has inspired, this course allows you to explore the course and effects of this transformative event.

- Chibnall, Marjorie, Anglo-Norman England, 1066–1166 (Oxford, 1986);
- Golding, Brian, Conquest and Colonisation: The Normans in Britain, 1066–1100, British History in Perspective (New York, 1994);
- Harper-Bill, Christopher, and Elizabeth van Houts (eds), A Companion to the Anglo-Norman World (Woodbridge, 2002);
Teaching pattern

2 x weekly lectures (except week 10)
7 weekly seminars, running in weeks 2-8.

HIST202 ASSESSMENT

<table>
<thead>
<tr>
<th>Coursework</th>
<th>40%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay (2-2,500 words)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td>%</td>
</tr>
<tr>
<td>2Q, 2hrs, unseen,</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HIST204: The Origins and Rise of Islam, 600-1250
Alex Metcalfe

Description

Islam is deeply set in world history and the roots of many debates and issues in the modern Middle East can be traced back over a long period. This module provides an introduction to many such questions by offering an overview of the political, cultural, religious and social history of the main Islamic lands of the Arabian Peninsula, Egypt, Syria and Iraq/Iran covering roughly the first five centuries from the time of the Prophet Muhammad to the Crusades.

You’ll develop an understanding of the diversity and fluidity of both Muslim identity and the nature and priorities of the early and developing Islamic community, and you’ll also engage with key debate regarding the source material on the period, both literary and artistic.

In particular you’ll explore Islam's place in Late Antiquity; the rise and fall of the caliphal dynasties of the Umayyads and Abbasids; the evolution of political and religious authority; the cultural and political position of non-Arab converts to Islam; the impact of non-Muslim influence on politico-religious debate in Islam, as well as sectarianism and the rise and fall of key dynasties in North Africa, Egypt, Syria and Iraq.

PRELIMINARY/CORE READING LISTS


Teaching pattern

10 lectures weekly: lectures are two hours
5 seminars running fortnightly.
### HIST204 ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
</tr>
<tr>
<td>Essay (2,500 words)</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2Q, 2hrs, unseen,</td>
<td>100</td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
</tr>
</tbody>
</table>
HIST205: Byzantine and Muslim Sicily, 535-1072
Alex Metcalfe

Description
This course offers a new introduction to a formative and exciting period in Mediterranean history after the fall of Rome and the rise of the Arabs. The main focus is on the central Mediterranean, especially Sicily and southern Italy, which was the rich prize for competing empires of the region: the contracting Byzantine empire and the expanding Muslim empire in North Africa. The course covers about 500 years of history through the medium of a range of sources, including archaeological finds, and rare documentary sources, which will be studied in translation.

PRELIMINARY/CORE READING LISTS

### Teaching pattern

10 lectures – weekly: lectures are two hours.

5 seminars running fortnightly.

### HIST205 ASSESSMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Essay (2,500 words)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>2Q, 2hrs, unseen,</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HIST206: Athens, Sparta and the Greek World, c. 800-404 BC
Theodora Jim

Description

How did the ancient Greeks define themselves against the barbarians? How did the Athens and Sparta come into clashes with each other? To what extent was the ‘golden age’ of Athens an invention by the Athenians?

In this module you will study the major political, socio-economic and cultural developments in the Greek world from the emergence of the city-state to the end of the Peloponnesian War (c. 800 to 404 B.C.). In particular you will focus on the Persian Wars, Sparta as a hoplite state, Athenian democracy and culture, the heyday of the Athenian empire, and the conflicts between Athens and Sparta. While the focus is on Greece, you will also study the Greeks’ interactions with neighbouring cultures in the Mediterranean such as Persia and Asia Minor.

By using the main literary texts of Herodotus and Thucydides, together with Greek drama, visual and archaeological materials, you will have the opportunity to come vividly close into contact with the political and cultural life of the early Greeks. This module is open to all of you; those new to the topic are especially welcome: absolutely no prior knowledge of Ancient History is needed.

PRELIMINARY/CORE READING LISTS
- Murray, O., Early Greece (Oxford, 1980);
- Osborne, R., Greece in the Making (London, 2009), 2nd edn;
- Raaflaub, K. A., and H. van Wees (eds.), A Companion to Archaic Greece (Chichester, 2009);
- Rhodes, P. J., A History of the Classical Greek World (Malden, 2010), 2nd edition;
- Vlassopoulos, K., Greeks and Barbarians (Cambridge, 2013).
# HIST206 ASSESSMENT

<table>
<thead>
<tr>
<th>Coursework</th>
<th>100%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1 (mid-term)</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>(1,600-2,000 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay 2 (end term)</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>(2,100-2,600 words)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Teaching pattern

- 10 lectures – 2hrs each weekly (not last week of term)
- 5 workshops running in designated weeks.
HIST207: Athens, Sparta and Alexander the Great, 403-31 BC
Theodora Jim

DESCRIPTION
The defeat of Athens in the Peloponnesian War changed the power relations in the Greek world significantly. In this module you will explore the major political, socio-economic and cultural developments in ancient Greece from the end of the Peloponnesian War through the age of Alexander the Great to the coming of the Rome (c. 403 to 31 B.C.). You will focus in particular on Spartan imperialism, Athens in the fourth century, and Theban hegemony, as well as the rise of Macedon, the legacy of Alexander the Great, Hellenistic kingship and monarchies, and the emergence of Rome as an imperial power. Using the main literary sources of Xenophon, Arrian and Polybius, together with iconographic and archaeological evidence, you’ll come into close contact with the most significant political, social and cultural developments in the late Classical and Hellenistic periods.

PRELIMINARY/CORE READING LISTS

- Errington, R. M., A History of the Hellenistic World: 323 - 30 BC (Malden, 2008);
- Habicht, C., Athens from Alexander to Anthony (Cambridge, Mass, 1997);
- Rhodes, P. J., A History of the Classical Greek World (Malden, 2010), 2nd edn, chs. 18 onwards;
## HIST207 ASSESSMENT

<table>
<thead>
<tr>
<th>Coursework</th>
<th>100%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1 (mid-term) (1,600-2,000 words)</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Essay 2 (end term) (2,100-2,600 words)</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

### Teaching pattern

- 10 lectures – 2hrs each weekly (not last week of term)
- 5 workshops running in designated weeks.
HIST208: Crusade and Jihad: Holy War in the Middle East, 1095-1254
Sophie Ambler

Description
The papal call of 1095 to take up arms in holy war began a phenomenon that would endure for centuries, transforming the medieval world as masses of men and women were moved to journey thousands of miles to kill and die in the service of God. In this module you will explore the religious, cultural and military history of crusaders and mujahideen from the First to the Seventh Crusade, focusing on the Holy Land and Egypt. From the Christian triumph of the First Crusade to the encounter of Richard the Lionheart and Salah al-Din, and the calamitous defeat of Louis IX of France, you will investigate fundamental questions: why did people take the cross?; how did Christians and Muslims in the crusader states interact?; did women fight on crusade? You will also examine in combination Muslim perspectives on the period, including the concept and preaching of jihad. You will be encouraged to engage with the diverse range of sources available for the period, from narrative texts to letters, sermons, law codes, and physical evidence (in the form of the great crusader castles), as well as poetry written by the crusaders themselves.

Select Bibliography

Core Texts (students should purchase their own copy of Asbridge’s book and, preferably, also Cobb’s):
- Asbridge, T., The Crusades: The War for the Holy Land (Simon and Schuster UK, reissue edn. 2012);

Preliminary Reading (in addition to the core texts)

Primary Sources:
- Bate, K. (ed. and trans.), Letters from the East (Ashgate 2013, repr. Routledge 2016);
- Christie, N. (ed. and trans.), Muslims and Crusaders: Christianity’s Wars in the Middle East, 1095-1382, from the Islamic Sources (Routledge, 2014);

Secondary literature:
- Cole, P. The Preaching of the Crusades to the Holy Land, 1095-1270 (Medieval Academy of America, 2013);
- Edgington, B., and Lambert., S. (eds.), Gendering the Crusades (Columbia University Press, 2002);
- Housley, N., Fighting for the Cross: Crusading to the Holy Land (Yale University Press, 2008);
- Riley-Smith, J. *The First Crusaders, 1095-1131* (CUP, 2008);

**HIST208 ASSESSMENT**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>40%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay (2,000-2,500 words)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td>%</td>
</tr>
<tr>
<td>2Q, 2hrs, unseen, Summer Term</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Teaching pattern**

20 lectures – 2 per week
5 seminars running fortnightly.
HIST210: Partisans and Collaborators: World War II in Occupied Europe
Mercedes Camino

Description

After a brief survey of the main events leading to the declaration of war and the invasion of Poland, this module allows you to explore resistance and collaboration in countries that were first occupied in 1940, namely, Norway, Denmark, Belgium, Holland and the Netherlands. The transition between active collaboration to increasing resistance is next traced through Vichy France. The module then moves to the Eastern and Mediterranean fronts where the resistance was more effectively organized. The countries studied in this segment include Yugoslavia, Greece, and the USSR (Belarus, Russia, Baltics and Ukraine). Lastly, you’ll examine countries that were first part of the Axis and eventually switched sides from 1943 onwards (Italy, Hungary, Bulgaria and Romania). Special attention will be given to the treatment of Jews, the Holocaust and the difficulties of coming to terms with what remains a contested past. Besides political documents, you will engage with photography, posters, films, documentaries and personal memoirs.
PRELIMINARY/CORE READING LISTS

- Cooke, Philip and Ben Shepherd, (eds), *Hitler’s Europe Ablaze: Occupation, Resistance, and Rebellion during World War II* (New York: Skyhorse, 2014);
- Mazower, Mark, *Hitler’s Empire: How the Nazis Ruled Europe* (New York: Penguin, 2008);

**HIST208 ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
</tr>
<tr>
<td>Essay (2,000-2,500 words)</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
</tr>
<tr>
<td>2Q, 2hrs, unseen, Summer Term</td>
<td>100</td>
</tr>
</tbody>
</table>

**Teaching pattern**

- 20 lectures: two lectures per week
- Weekly workshops
HIST225: The History of the English Lake District: Terror, Ecstasy, and Environmental Change
Christopher Donaldson

Description

Do you enjoy hiking and climbing? Are you interested in the history of Britain’s landscape? In this 15-credit module, we’ll address these topics through an exploration of the cultural and environmental history of the Lake District. We’ll begin by reading accounts by 17th century travellers to the Lake District (many of whom found the region terrifying) before considering the causes of a dramatic change in popular opinions about the Lakeland in the 18th and 19th century. We’ll conclude by examining the dedication of the Lake District as a national park in the 20th century and by discussing debates that are currently shaping the region’s future. Along the way we’ll have the chance to delve into a range of important topics. These will likely include (but will not be limited to): the Lake District’s place in the history of environmental activism; the region’s connection with key cultural movements (for example, the Romantic movement of the early 19th century); the rise of mass tourism and commercial leisure culture; the development of landscape aesthetics and modern cartography. We will also have a chance to evaluate the effect of the industrial revolution on the Lakes, and we will explore the region’s industrial heritage. The module may involve field trips.

Preliminary reading

As optional preliminary reading, you are invited to read John Walton and Jason Wood’s collection *The Making of a Cultural Landscape* (Farnham: Ashgate, 2013). In particular, you might wish to focus on chapter 1 (‘The Lake District Landscape’), chapter 2 (‘Setting the Scene’), chapter 3 (‘The Landscape Encountered by the Firsts Tourists’), and chapter 4 (‘Landscape and Society’).


Please write to me at [c.e.donaldson@lancaster.ac.uk](mailto:c.e.donaldson@lancaster.ac.uk) if you would like additional ideas for preliminary reading.

*All required reading for this module will be made available to you through the University Library’s collections.*
Teaching arrangements

10 weekly lectures
10 weekly 2-hour workshops
HIST237 : The English Civil War (1640-1660)
Sarah Barber

Description
This course explores the period known colloquially as the English Civil War and the Interregnum, bounded by the traditionally-accepted dates that allow for a discussion of the causes of war and the final collapse of constitutional experimentation. You will look at the controversies which have whipped up successive generations of historians: the birth of a republic in England; the role of Scotland and Ireland; the rise of the gutter press; and the birth of modern political campaigning. You will meet (in)famous characters such as ‘Freeborn’ John Lilburne and the radical preacher Praise-God Barebone; ask if Oliver Cromwell was a dictator, a king or a saviour; and explore the trial and execution of a king whom many believed was the Lord’s anointed and the fount of all justice.

PRELIMINARY/CORE READING LISTS

- Barber, Sarah, Regicide and Republicanism: Politics and Ethics in the English Revolution, 1646-1659 (Edinburgh: EUP, 1998);
- Bennett, Martyn, The English Civil War, 1640-1649, (London: Longman, 1995);
- Coward, Barry, Oliver Cromwell, (London: Longman, 1991);
### HIST237 ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
<td>Essay (2,000-2,500 words)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td>2Q, 2hrs, unseen, Summer Term</td>
</tr>
</tbody>
</table>

#### Teaching pattern

- 20 lectures – 2 per week
- 10 seminars running weekly.
Nicholas Radburn

Description
In this module, you will explore the simultaneous rise of slavery and freedom in North America between 1620 and 1800. You will first examine the colonization of Massachusetts by Puritan migrants, and see how their liberty was constrained by gender relations, market dependency, and religious orthodoxy. Viewing the southern colonies in comparative perspective, you will explore the reasons why tobacco and rice planters transitioned from employing white indentured servants to enslaving Africans, and the racial codes that they developed to justify their decisions. You will understand how slave-holding American colonists could espouse discourses of liberty during the American Revolution, and the differing outcomes of the Revolution for Patriots, Loyalists, enslaved people, and Native Americans. You will conclude by studying the rapid expansion of slavery into the Deep South and the settlement of the trans-Appalachian frontier by free settlers after the Revolution. You will thus see how the United States—the “Empire of Liberty”—was forged in both slavery and freedom, creating a divided nation at the beginning of the nineteenth century.

Preliminary reading
- Alan Taylor, American Colonies: The Settling of North America (Penguin, 2002);

Core (to purchase)
- Edmund Morgan, American Slavery, American Freedom, Reprint edition (W. W. Norton & Company, 2003);
- David Waldstreicher, Slavery's Constitution: From Revolution to Ratification (Hill and Wang, 2010).
### HIST240 ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
<td>100</td>
</tr>
<tr>
<td>Essay (2,000-2,500 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td>100</td>
</tr>
<tr>
<td>2Q, 2hrs, unseen, Summer Term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Teaching pattern

- 20 lectures – 2 per week
- 5 seminars running fortnightly.
HIST241: The Trans-Atlantic Slave Trade, 1500-1865
Nick Radburn

Between 1500 and 1865, Europeans embarked twelve and a half million captive Africans on slave ships for transportation to the Americas, the largest forced trans-oceanic migration in human history. In this module, you will study the slave trade in the context of broader trends in Atlantic history. You will first see how slavery diminished in Europe during the late Middle Ages, just as Europeans began systematically to explore the Atlantic basin. You will then study the rapid expansion of the trade after Columbus’ voyages, as Europeans enslaved increasing numbers of Africans to work in the fields, mines, and ports of the Americas. Focusing on the seventeenth and eighteenth centuries, you will look closely at how the trade operated, and how Africans experienced their enslavement. You will also study north-west England’s connections to the slave trade by investigating how Liverpool and Lancaster merchants outfitted slave ships and profited by the trade, and the slave trade’ influence on industrialization in Lancashire. In the concluding section of the module, you will see how the slave trade was abolished in the early nineteenth century and the persistence of a clandestine trade until the end of the American Civil War.

PRELIMINARY/CORE READING LISTS

- Core
HIST241 ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Essay (2,000-2,500 words)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>2Q, 2hrs, unseen, Summer Term</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Teaching pattern

20 lectures – 2 per week
10 seminars running weekly.
HIST244: A History of Paris, c.1730 to the Present
John Strachan

Description
This module explores the history of the city of Paris in the modern age, asking how and why Paris has captured the imagination of generations and remained a focal point for the study of politics, art and culture. Key topics will include Paris's role in the Enlightenment and French revolutions of the late eighteenth and early nineteenth century, the birth of a bourgeois consumer culture in the latter part of the nineteenth century, political and artistic movements of the fin de siècle and the turbulent history of twentieth-century Paris as a site of war, immigration and cultural exchange.

The module places marginal social groups centre-stage, arguing that the identity of Paris has been shaped in large part by the diversity, vitality and increasing visibility of these communities. Another core component of the module is its engagement with non-traditional historical sources – film, literature, music and art.

PRELIMINARY/CORE READING LISTS

HIST244 ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
</tr>
<tr>
<td>Essay (max. 2,500 words)</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
</tr>
</tbody>
</table>

Teaching pattern

20 lectures – weekly (some 1-hour some 2-hours)

5 workshops running fortnightly.

There are also online discussions but these are flexible in terms of timetabling.
HIST250: Making History: Contexts, Sources and Publics
Christopher Donaldson and Mark Hurst

Description
This module aims to provide you with a solid introduction to the discipline of history at the beginning of your Part-II studies. It showcases the skills applied by professional historians, dissects the historian’s way of thinking and historians’ applications of their craft. It is therefore the core of the historical discipline. The module, accordingly, explores the discipline at large, including: its characteristic practices, methods, and traditions; its use of different source materials; and its relation not just to the past, but also to the present and the future.

The module consists of three thematic blocks.

The first section (Contexts of History) provides an overview of different types of historical scholarship, focussing on the methods, theories and intellectual tendencies that characterise them.

The second section (Sources and Evidence) examines the use and application of different types of sources as evidence in historical research.

The third section (History in Public) considers the public role and function of the discipline, as well as the challenges that historians have faced in the public spotlight, and, finally, the role that the study of history can play in your future.

PRELIMINARY/CORE READING LISTS
As optional preliminary reading, you are invited to read any of the following titles:

- Berger, Stefan, et al (eds), Writing History: Theory and Practice, 2nd edn (London: Bloomsbury, 2010);
- Evans, Richard J., In Defence of History (London: Granta, 1997);
- Fulbrook, Mary, Historical Theory: Ways of Imagining the Past (Abingdon: Routledge, 2007);
- Munslow, Alan, Deconstructing History (Abingdon: Routledge, 2006);

*All required reading for this module will be made available to you through the University Library’s collections.
Clio (meaning ‘to make famous’, ‘to recount’ or ‘to proclaim’), is one of the muses, who like all muses was a daughter of the god Zeus. Clio, the muse of history, was the daughter of the female titan Mnemosyne, goddess of memory. She is often depicted with a scroll or parchment recounting great deeds and accomplishments, a cornet for announcing or a laurel wreath to celebrate virtue and heroism.

The branch of quantitative history, in which statistics are analysed to develop knowledge of the past, particularly of human society and economy is known sometimes as cliometrics.

Teaching arrangements
Predominantly, HIST250 is taught in Michaelmas Term, when there will be 10 2-hour lectures, running weekly.

In Lent Term there will be three workshops at intervals.

HIST250 is not examined: it is taught by coursework only.

As the bedrock of the historical discipline, HIST250 is taken by all History Majors, Combined Majors, Medieval and Renaissance Studies and Triple (Hist/Pol/Phil) Majors.
HIST251: Writing History: Questions, Methods, Conclusions
Tim Hickman

HIST251 is a module to introduce you to writing extended pieces of historical work: it is preparation for the Dissertation (HIST300) in Year 3.

It is designed to make you more aware of the processes you have to follow to define a research topic for yourself, whether an essay question or a dissertation; locate it in its field; test its viability; and scope available sources. To help you prepare for your dissertation, you will construct detailed research proposals; conduct a feasibility study; present your preliminary findings; and respond to feedback from professional historians. It is taught through weekly lectures in the Lent Term; a Dissertation Conference early in the Summer Term; consultation sessions in the Lent and Summer Terms; and Moodle-supported independent learning.

The lectures introduce you to the variety of geographical and temporal possibilities for your dissertation; support your engagement with primary and secondary sources; emphasise the significance of titles; and discuss how to hone your research proposals and prepare for the months of independent research ahead.

The Dissertation Conference (held over two days) enhances the relevant skills you will need to conduct independent research. Staff offer a range of skills sessions and Third Year students share their experiences of writing a dissertation.

**Preliminary reading**

- Swetnam, Derek, *Writing Your Dissertation: How to Plan, Prepare and Present Your Work Successfully* (New Jersey, 1997)
- [http://lancaster.libguides.com/history](http://lancaster.libguides.com/history) (Lancaster University Library History Subject Guide)
- [http://www.lancaster.ac.uk/library/resources/databases/databases-a-z-list/](http://www.lancaster.ac.uk/library/resources/databases/databases-a-z-list/) (Lancaster University Library Database Subscription List).
HIST257: After Vietnam: Remembering, Representing and Refighting the 'Bad War'
Patrick Hagopian

Description
In this module, you will encounter the political, cultural and psychological consequences of the Vietnam War in the United States, and the ways that they combined and complicated one another. You will address the way the war was commemorated through a so-called ‘healing’ process designed to overcome wartime divisions; the repercussions of wartime atrocities; the position of Vietnam veterans as embodiments and reminders of the experience of the war; and the debates about the proper lessons of the Vietnam War and their application to later foreign and military policy contexts, including the renewed debates about the lessons of Vietnam in the wars in Asia after 2001.

Preliminary reading
- Bilton, Michael, and Kevin Sim, *Four Hours in My Lai* (Penguin, 1993);
- Neu, Charles E. *After Vietnam: Legacies of a Lost War* (Johns Hopkins University Press, 2000);
- O’Brien, Tim. *The Things They Carried* (Flamingo, 1991);
### HIST257 ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Essay (2,000-2,500 words)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Take home exam</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

#### Teaching pattern

10 weekly lectures – these are 3 hours and contain a film screening

10 workshops, running weekly.
HIST258: The Cold War in Europe  
Marco Wyss

Description
The course will allow you to study the Cold War in Europe, from its emergence in the immediate post-war period to the fall of the Berlin Wall and the disintegration of the Soviet Union. You will be encouraged to question the rapid breakdown of the alliance between the victorious powers of the Second World War and how this could lead to the division of Europe into two blocs; to understand and put the role of the superpowers into perspective by studying also the role of medium and small European powers, and thereby show the room for manoeuvre that existed within the blocs; to analyse how the nuclearization of the Cold War eventually led to a ‘long peace’ in Europe; and to assess how the East-West struggle was eventually overcome. During the lectures and seminars, you will have the opportunity to engage with the vast and diverse historiography of the Cold War in Europe; study the conflict at the political, diplomatic, military, economic, and cultural levels; and focus on themes ranging from the Origins of the East-West struggle in Europe to the challenges to authority in the Eastern bloc and the end of the Cold War.

PRELIMINARY/CORE READING LISTS


Teaching pattern
20 lectures – 2 per week
5 seminars running fortnightly.
## HIST258 ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
<td>Essay (2,000-2,500 words) 100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td>2Q, 2hrs, unseen, Summer Term 100</td>
</tr>
</tbody>
</table>

---

---
HIST259: Inventing Human Rights, 1776-2001
Mark Hurst

Description

Of all intellectual and ideological concepts in the modern world, few are as contested and powerful as human rights. At their most influential, concerns for the protection of human rights have been used to justify international conflict and widespread military intervention in order to save the lives of thousands of people. Yet human rights critics argue that they are a form of cultural imperialism that limits the sovereignty of local populations. How has an ethical and moral concern for individual lives come to be so divisive? Why after years of supporting the establishment of international human rights law do many governments now pledge to scrap their own human rights acts?

This module will examine the history of human rights, putting their development into a broad historical context. It will chart the development of rights discourses from the pre-modern era through to the present, assessing the influence that the enlightenment, imperialism and war have had on their construction. It will offer students the opportunity to explore differing aspects of the history of human rights. Indicative topics include:

- Codifying and Quantifying Rights: 1776, 1789, 1948
- The Universality of Human Rights
- Decolonisation and Self-Determination, 1945-1991
- Human Rights and Humanitarianism, 1807-2001
- Gendered rights
- Capital punishment in the nineteenth and twentieth century
- Responding to Genocide: The Holocaust, Bangladesh, Srebrenica
- Helsinki Watch/Human Rights Watch, 1975-2001

Preliminary reading

- Moyn, S., The Last Utopia: Human Rights In History (Harvard University Press, 2010);
- Hoffman, S-L., (ed.), Human Rights in the Twentieth Century (Cambridge University Press, 2010);
### HIST259 ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
<td>%</td>
</tr>
<tr>
<td>Essay</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>(Max 2,500 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td>%</td>
</tr>
<tr>
<td>2Q, 2hrs, unseen,</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Teaching pattern

- **20 lectures** – 2 per week
- **10 seminars** running weekly.
HIST270: The History of the United States, 1789–1865
Tim Hickman

Description

This module combines a lecture series that offers an overview of the history of the United States in the 19th century with a closely linked set of seminars that focus on the construction of race, class and gender difference over the same period. This combination allows students to explore an important thematic aspect of world history (the construction of race, class and gender difference) while simultaneously providing grounding for further study and research into the history of the United States in the 19th and/or 20th centuries.

The module builds upon skills that you gained in Part I and, in particular, will explore the history of the United States, from the passage and implementation of the US Constitution (1789) to the conclusion of the Civil War (1865). The module particularly, is focused on the culture and politics of race, class and gender in the rapidly industrialising and expanding nation.

Seminars meet fortnightly and are structured around primary readings and recommended secondary texts that offer critical and historical insight into the topics under consideration.

PRELIMINARY READING

- Willentz, Sean, The Rise of American Democracy: Jefferson to Lincoln (W.W. Norton, 2005);
- Genovese, Eugene, Roll Jordan Roll: The World the Slaves Made (Random House, 1974);
## HIST270 ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Essay (2,000–2,500 words)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>2Q, 2hrs, unseen, Summer Term</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

### Teaching pattern

- 20 lectures – 2 per week
- 5 seminars running fortnightly (up to two hours).
HIST272: Three Colours, One Flag, One Empire: the French Colonial World, 1791-1962
John Strachan

Description
This module explores the relationship between imperialism, race and the making of modern French identities. France's overseas empire was a context in which coloniser and colonised interacted in complex and unexpected ways, forging new hybrid cultures and redefining the meaning of metropolitan centres and colonial peripheries. You will encounter a variety of case studies from the Haitian Revolution of 1791 to the end of the French empire in Algeria in 1962, from the Americas to Africa, Asia and the Pacific. Key themes and topics include race, class, citizenship, the civilising mission, knowledge and power, gender and sexuality, violence and decolonisation, and the role of literature and film in history.

Preliminary reading
- Conklin, Alice, Sarah Fishman and Robert Zaretsky, *France and Its Empire Since 1870* (Oxford, 2011);
HIST272 ASSESSMENT

<table>
<thead>
<tr>
<th>Coursework</th>
<th>40%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay (max 2,500 words)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
<td>%</td>
</tr>
<tr>
<td>2Q, 2hrs, unseen, Summer Term</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Teaching pattern**

20 lectures – some 2-hour, some 1-hour

5 workshops running fortnightly (1½ hours). There is also online discussion, not timetabled.
HIST274: Medicine, Life and Death, 1800 to the Present
Paolo Palladino

Description
How did life come to be located within the body? How did the boundaries between life and death become matters of intense political regulation? This module seeks to answer these basic questions by introducing you to topics as diverse as the arguments over body snatching in Victorian Britain and the importance of political disagreements over the conduct of medical experiments to the development of drugs to treat AIDS.

Preliminary reading

Teaching Arrangements
10 weekly 1-hour lectures
10 weekly 2-hour workshops
**HIST275: Sex, Babies, and the Reproduction of the Nation, 1800 to the Present**  
**Paolo Palladino**  

**Description**  
If sexuality is a most intimate matter, how and why is it a matter of great public concern? When, how and why has it become a matter of intense and intrusive political regulation? This course seeks to answer these basic questions by introducing you to topics as diverse as the arguments over the spread of disease in the crowded Victorian city and the importance of eugenic considerations to the development of contemporary genetic understanding of disease.

**Preliminary reading**  

**Teaching Arrangements**  
- 10 weekly 1-hour lectures  
- 10 weekly 2-hour workshops
**HIST279: Gandhi and the End of Empire in India, 1885-1948**  
Deborah Sutton

**Description**

By what means was Indian independence seized from the British Empire in 1947? This module explores opposition to British rule in India from the end of the nineteenth century until 1947 when colonial India was divided to create the nation states of India and Pakistan. In particular, we will explore the modes of resistance that emerged from the Indian freedom struggle and in particular, the role of Mohandas Karamchand Gandhi. Gandhi transformed the Indian National Congress, an organization that had been founded in 1885 as a loyal and moderate organization. Gandhi created a mass movement that challenged the colonial state in extraordinary ways. British rule in India gradually lost credibility and struggled to find the means of maintaining control in the face of massive resistance to its right to govern India.

You will explore Gandhi’s philosophies of personal restraint and political resistance to the injustices of the colonial state. You will also trace the emergence of religious politics in India during this period and the increasing pace of communal conflict, in particular Hindu-Muslim antagonism. What was the role of the colonial state in firing communal anxiety? Did Gandhi’s political ideas allay or encourage the conflation of political action and religious identity? The course ends with the partition of India, the largest migration in history and a process in which over one million people lost their lives, and the event that led, in 1948, to Gandhi’s assassination by a Hindu fundamentalist.

**Preliminary reading**

- Bose, Sugata and Ayesha Jalal. *Modern South Asia: history, culture, political economy*, (New York, 2004);

**Teaching arrangements**

10 weekly 2-hour lectures  
5 seminars, running fortnightly
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
</tr>
<tr>
<td>Essay (max 2,500 words)</td>
<td>100%</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
</tr>
</tbody>
</table>
HIST285: New World Order, 1919-1939
Alan Warburton

Description
This module explores how globalization, shared cultures and new identities – key features of modern life – are not as new as we might think. Historians understand the repeated cycles of interaction and change over several centuries, but in this course you will examine just 20 years, focusing on ‘Eurasia’, that combination of Europe, Russia, China and Japan. This process between 1919 and 1939 involved virtually every aspect of life, modern and traditional, with various influences flying in every direction; indeed, aviation played a significant role in the transformation. The module therefore uses diplomatic, political, military, social and cultural histories to examine the rich, and often surprising, interplay between states and societies in the Eurasian region that now dominates the international system.

Preliminary reading
- Brendon, Piers, The Dark Valley, (London: Jonathon Cape, 2000);
- Fenby, Jonathan, The Penguin History of Modern China, (Harmondsworth: Penguin, 2009);
- Geyer, M. and S. Fitzpatrick, Beyond Totalitarianism: Stalinism and Nazism Compared, (Cambridge: CUP, 2009);
HIST285 ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
</tr>
<tr>
<td>Essay (2,000-2,500 words)</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
</tr>
<tr>
<td>2Q, 2hrs, unseen, Summer Term</td>
<td>100</td>
</tr>
</tbody>
</table>

Teaching pattern

20 lectures – 2 per week
5 seminars running fortnightly.
HIST294: Nature and Culture, 1500-1700: Themes from the Renaissance
Stephen Pumfrey

Description

This is a rare opportunity to study a revolution in ideas about the world we live in. It begins in the Renaissance (1500), when blood-letting was a common treatment for diseases, when no-one suspected that the earth moved around the sun, when witches were executed for performing diabolic magic, and when students thought that the best authors on their reading lists had to have died two thousand years ago.

The module ends in the early modern period (1700), and with ‘modern’ thinkers like Francis Bacon, René Descartes, Galileo Galilei and Isaac Newton. But these people believed, respectively, that new inventions would recreate Paradise on earth, that the laws of billiards proved the existence of God, that the ocean’s tides proved that the earth moved, and that Christianity was a corrupt religion.

You will find out why Renaissance men and women believed what they did, discuss how modern the ‘moderns’ really were, and which historians have the best explanation of this exciting period in the history of ideas.

Preliminary reading

- Dear, Peter, Revolutionizing the Sciences: European Knowledge and its Ambitions, 1500-1700 (Princeton University Press, 2009) 2nd edn;
- Webster, Charles, From Paracelsus to Newton: Magic and the Making of Modern Science (Barnes and Noble, 1996);

Teaching pattern

HIST294 is taught in 3-hourly sessions, weekly, across ten weeks. These sessions contain a mix of lectures, mini-lectures and practical exercises and discussion.
## HIST294 ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
</tr>
<tr>
<td>Timed Essay</td>
<td>50%</td>
</tr>
<tr>
<td>Portfolio of pieces from the workshops</td>
<td>50%</td>
</tr>
<tr>
<td>Exam</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Breakdown of Exam:
- 2Q, 2hrs, unseen, Summer Term

---

![Diagram of DE ASTROLOGIA](image-url)
HIST 299 – placement module – Sam Riches

History students at Lancaster University are offered the chance to take part in work placements in the heritage sector, with our partners ranging from prominent multi-site organisations, such as the National Trust, to small independent museums. We also work with local authority archives and heritage charities. All second-year History Students are eligible to apply for an accredited placement that counts towards your degree. Reasonable travel expenses are covered, and in some circumstances we can pay for overnight accommodation near the placement location. It is worth noting that voluntary placements in a wide variety of settings are organised by the Faculty of Arts and Social Sciences: you can undertake one of these in addition to your degree studies but it won’t be assessed, unlike the placements available through HIST299.

This module gives you the opportunity to find out what it is really like to work in a museum, archive, stately home or other heritage setting whilst developing your skillset and enhancing your employability. You will work on a project that will have a real impact in some aspect of the work of the heritage organisation, and gain a range of insights into the challenges faced by the sector.

Students who have completed this module have gone on to be accepted onto highly competitive postgraduate training in Museums Studies, Archival Studies and also teacher training. One student, who was placed with the National Trust at Sizergh Castle, said: ‘I recommend both HIST299 and this placement, particularly to students who want to get practical experience of using historical skills.’

Note: those students who have signed up for the FASS Placement scheme will not also be able to take the History Department Placement.

Placements are bespoke arrangements and will vary in each case.

You will not register for HIST299 in the usual enrolment period.

You will indicate that you wish to apply for the placement in Michaelmas 2018-19 and, if accepted will then drop one of the 15 credit options for which you had previously enrolled.