

Study Abroad Handbook for Postgraduate students

Department of History

How to Apply

Grade requirement:

You are expected to have a GPA of 3.0, a credit or grade B average or equivalent in a related degree.

English requirements:

If you are a non-native English language speaker, our English requirements are IELTS 6.5 (with at least 6.0 in writing and 5.5 in the other elements); Pearson PTE Academic 58 overall with at least 50 in writing and 42 in equivalent IELTS elements, CEFR B2-C1 or equivalent.

Students who have IELTS 6.0 (with at least 5.5 in each element) or Pearson PTE Academic 50 overall (with at least 42 in each element) can take part in the 4 week [English for Academic Purposes \(EAP\)](#) course instead of retaking their tests.

IELTS and Pearson certificates are valid for 2 years from the test date and your certificate will need to be valid on the start date of your studies at Lancaster.

If you are a non-native English speaker studying at an English speaking university, please include a copy of the Secure English Language Test (SELT) certificate e.g. IELTS, Pearson or TOEFL you submitted when you applied to your home University/College.

Students coming for more than 6 months

We will accept the most recent SELT according to the English Language requirements outlined above or equivalent. There are several ways that you can provide evidence of your English Language ability, details are listed [here](#).

Students coming for less than 6 months

If you are coming to Lancaster for less than 6 months, we will still need to review your English Language ability. However, we can accept a wider range of certificates including qualifications listed [here](#) or confirmation from your home university.

If you have any further questions about this, you can email studyabroad@lancaster.ac.uk

You can study at Lancaster for:

- Michaelmas term (October – December)
- Lent term (January – March)
- Michaelmas & Lent term (October – March)

You are required to take 20 - 30 ECTS credits per term. Please note that 30 ECTS credits is a very high workload.

Modules available to Erasmus+ students

Although we make every effort to ensure the accuracy of information about modules, there may be some unavoidable changes. At the stage of the application, you are only completing a *provisional* study plan and it will only be confirmed when you arrive in Lancaster. We recommend you to have a strong list of back-up options in case you need to make changes to your provisional study plan.

Please note that you can change your mind if you need to and switch modules during your first week at Lancaster.

Please be aware that short pieces of work or presentations will take place during the term the module is taught in. Longer pieces of coursework will be due the following term. For Michaelmas Term coursework is due Friday of week 11 and Lent Term coursework is due Friday of week 21.

HIST401: Researching and Writing History

ECTS Credits: 10 ECTS credits

Term taught: Michaelmas and Lent Terms Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

Alongside having a passion for the past, researching and writing a quality piece of history requires close engagement with the historian's craft. What does good history look like? How can we be sure we are at the cutting edge of our discipline? What does it mean to write well?

In this core module, you will be guided through the process of conducting advanced historical research, reflecting upon the skills that you have and how they can be applied to extended pieces of research. Spanning both Michaelmas and Lent term, this module will take you from an introduction to postgraduate study through to laying the foundations for your dissertation, developing your understanding of the discipline of history, and your identity as an historian. The module culminates with a conference at the end of the Lent term, where you will present your work to peers and members of academic staff, receiving feedback to develop your own and the opportunity to help your peers develop their projects.

Assessment

- Essay (5,000 words)

HIST492: Historical Research Project

ECTS Credits: 10 ECTS credits

Term taught: Michaelmas and Lent Terms Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This is available only by agreement with the department's study abroad advisor
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

This module exists to accommodate a student's particular research project in consultation with a member of the history department staff as supervisor. Only students with a clear idea of a particular research project they wish to employ should consider this option.

Assessment

- Project equivalent to 5,000 words (100%)

HIST491: Outreach, Heritage and Public History Placement

ECTS Credits: 10 ECTS credits

Term taught: Michaelmas and Lent Terms Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- Only available to students with a UK or EU passport or on a Tier 4 visa
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

This module offers you the chance to benefit from the Department's established and expanding network of heritage partners by completing a professional placement. Our previous placement partners have included a number of notable organisations, such as the Duchy of Lancaster, Houghton Tower, the Museum of Lancashire, the National Trust, the North Craven Trust, and the Senhouse Museum Trust. The placement is centred on a specific project, which is agreed between the Department and the partner organisation, and completed under the supervision of that organisation. The work undertaken as part of the placement project can take a variety of different forms, ranging from cataloguing objects to assisting in arrangement for exhibitions to undertaking research work on a corpus of visual, audio or textual sources.

The placement offers the opportunity to apply historical skills to public outreach and heritage work as well as develop transferable skills and enhance employability. Creative interaction with a client will widen students' awareness of employment opportunities for those with History qualifications, and will help to prepare students for newly emerging work and employment patterns. Depending on the nature of the placement, supervision will be provided within the department, by the module convenor or another member of staff, and by the placement partner. The department supervisor will also provide guidance on achieving a balance between satisfying the needs of the client and meeting the academic requirements

Assessment

- The assessment for the module comprises a portfolio of work relating the placement and a (3,500 – 4,000 words) reflective essay.

HIST421: Beyond the Text: Image, Sound and Object as Historical Evidence

ECTS Credits: 10 ECTS credits

Term taught: Michaelmas Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

In this module, you will examine historical approaches to a variety of sources, from the visual (or audio visual), to the aural, oral and artefactual. Whatever period you are studying, you will be able to investigate material relevant to your own research: in the past, the module has covered the gamut from ancient Rome to the modern day, and the sources you investigate will be tailored to suit the specialisms of your cohort. Over the course of the module you will deepen your familiarity with the range of sources available, and be able to analyse how non-traditional sources have been approached by historians. The knowledge and skills you learn will provide insights into how you can approach such sources within your own research; indeed, you will have the opportunity to pursue a coursework topic that relates to your chosen area of historical investigation.

Preliminary/Core Reading:

Sarah Barber and Corinna Peniston Bird (eds.), *History Beyond the Text: A Student's Guide to approaching alternative Sources* (Routledge, 2009).

Assessment

- Essay (5,000 words)

HIST426: Using Digital Texts as Historical Resources

ECTS Credits: 10 ECTS credits

Term taught: Michaelmas Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

Despite huge advances in digital technologies, many of the approaches historian use remain rooted in the analogue age. Perhaps the only major change that computers have led to among historians to date is the use of major digitised archives, such as [Early English Books Online](#), [Old Bailey Online](#) or the [British Newspaper Archive](#). Even with these, many historians simply use these to search and browse, never making use of their full potential or able to critique the digitised sources effectively.

In the first part of this course you will look at how paper sources are digitised and encoded to create digital historical resources. This will enable you to understand how digital sources are created, and encourage you to think critically about their benefits and limitations. The second part the course explores how digitised historical sources can be explored and analysed in more sophisticated ways. Corpus linguistics enables us identify and summarise themes of interest from millions or billions of words of text in ways that go far beyond simply keyword searches. It also helps the historian decide which parts of a large body of text require further research and which do not.

You do not need any prior knowledge of computing beyond the basics all history students will have. We will draw on examples from a wide range of topics from the early modern to modern British. You will also have the opportunity to use the techniques and approaches learnt with their own sources.

Preliminary/Core Reading:

- Adolphs S. (2006) *Electronic Text Analysis*. London: Routledge

- Hitchcock T. (2013) "Confronting the digital: or how academic history writing lost the plot" *Cultural and Social History*, 10, pp.9-23
- Pumfrey S., Rayson, P. and Mariani J. (2012) "Experiments in 17th century English: manual versus automatic conceptual history" *Literary and Linguistic Computing*, 27, pp. 395-408
- Nicholson B. (2012) "Counting culture; or, how to read Victorian newspapers from a distance" *Journal of Victorian Culture*, 17, pp. 238-246
- Weller T. 2013. *History in the Digital Age*. London: Routledge

Assessment

- Essay (5,000 words)

HIST428: Early Modern World

ECTS Credits: 10 ECTS credits

Term taught: Michaelmas Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

The world between around 1450 and 1750 was highly distinctive. It covers seismic shifts in thinking which are particular to the early-modern period, and has given rise to particular ways of seeing and thinking about the period and its evidence. Unlocking the keys to the distinctive issues and sources open up exciting fields of study. You will therefore look at the period using case-studies and examples which, as far as possible, will be tailored to aid the interests of each year's cohort of students. Examples of themes and events particular to the period would be the explosion of print culture and the corresponding rise in literacy and education; the fragmentation of Western Christendom and whether there developed distinctive Protestant and Catholic mentalities; the rise of a middling sort, the commercial world and the birth of a consumer society (the first British newspaper advertisement was for whiter teeth); new types of warfare and fields of conflict which devastated civilian populations and produced autocratic and military states; colonial expansion, imperialism and the suppression of civilisations and cultures; scientific, medical and technological innovation and the so-called rise of reason. The period is one which offers a wealth of possibilities for study: to reassess hackneyed topics, to explore new ground and supply you with the tools and the confidence with which to do so. You will explore the particularities of early-modern history and use local examples – with the possibility of on-site visits – to give you a richer, fuller and more rounded view of the fascinating early-modern world.

Preliminary/Core Reading:

- Black, Jeremy, (ed.), *War in the early-modern World* (Boulder, CO: Westview Press, 1999).
- Goldstone, Jack A., 'The problem of the "early modern" world', *Journal of the Economic and Social History of the Orient*, Vol. 41, No. 3 (1998), pp. 249-284.

Production of Early-Modern Texts (London: Wiley, 2015);

- Wiesner-Hanks, Merry E., *Christianity and Sexuality in the early-modern World: Regulating Desire, Reforming Practice* (London: Routledge, 2000).

Assessment

- Essay (5,000 words)

HIST424: Medieval Primary Sources: Genre, Rhetoric and Transmission

ECTS Credits: 10 ECTS credits

Term taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

Designed for students taking the medieval pathway, this module examines both manuscript studies and the decoding of medieval sources in their original and printed forms. Using relatively straightforward examples, the palaeographical strand provides an introduction to the principles involved in deciphering scripts while the 'genre-focused' strand considers a range of types of source—some that you will almost inevitably encounter in your research (e.g. charters, letters and chronicles) and some that you might not have considered, but which offer much for the medieval historian (e.g. poems and miscellanies). Indeed, one of the main aims of the course is to alert students to the significance of book history and manuscript studies—to the importance of attending to manuscript evidence and what it can tell us about the production, transmission and reception of a medieval source.

The course is taught by means of a weekly two-hour seminar, which will include both substantive discussion of a topic or genre of source and a workshop element, for which some preparation, partly in the form of a weekly 'palaeography exercise', is expected.

Preliminary/Core Reading:

- Clemens, R., and T. Graham, *Introduction to Manuscript Studies* (Ithaca, NY, 2007)
- Clanchy, M. T., *From Memory to Written Record, England, 1066–1307* (3rd edn, Oxford, 2013)
- Rosenthal, J. T. (ed.), *Understanding Medieval Primary Sources: Using Historical Sources to Discover Medieval Europe*, Routledge Guides to Using Historical Sources (London, 2012)

Assessment

- Essay (5,000 words)

HIST429: Spatial Technologies for Humanities Research

ECTS Credits: 10 ECTS credits

Term taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

This module covers a range of geospatial technologies which are now available to historians, and is an opportunity to gain the practical and critical skills which will allow you to apply them to your own research. In doing so, you will also be exposed to many of the ongoing trends and debates within the growing field of Digital Humanities. You will be introduced to the 'spatial turn' in the humanities, identifying its theoretical bases and technical requirements, as well as some of their limitations and practical implications. Topics include Spatial Theory and Thinking, Geographical Text Analysis, and Geographic Information Systems (GIS). You will explore the most cutting-edge research in the field in a number of case studies, and engage with them critically. In addition to this theoretical component, you will develop essential capabilities in GIS, including how to find, load, edit, visualise and analyse different kinds of data. You will learn how to combine texts and records with contemporary and historical cartography, sensor data, and satellite and aerial photography. This will allow you to visualize your own data in 2 and 3 dimensions, perform spatial statistical analyses, transform it into interactive time lines and visualisations, or produce high quality maps for presentations and publications. In doing so, you will acquire an important set of transferable digital skills and build an awareness of the opportunities, challenges and limitations of working with this medium.

Preliminary/Core Reading:

- Gregory, I., DeBats, D., and Lafreniere, D. (eds.) (2018) *The Routledge Companion to Spatial History*. Oxford: Routledge.
- Murrieta-Flores, P., Donaldson, C., and Gregory, I. (2017) GIS and Literary History: Advancing Digital Humanities Research Through the spatial Analysis of Eighteen-Century Travel Writing. *Digital Humanities Quarterly*. 11 (1).
- Murrieta-Flores, P., and Howell, N. (2017) Advancing the Spatial Humanities through Medieval Romance: Moving into the digital analysis of vague and imaginary place in historical and literary texts. *Journal of Map & Geography Libraries*. 13 (2).
- Exploring the Spatial Humanities' IN Crompton, C., Lane, R., and Siemens, R. (Eds.) *Doing Digital Humanities: Practice, Training, Research*. Oxford: Routledge.
- Drucker, J. (2012) 'Humanistic Theory and Digital Scholarship'. IN Gold, M, K. & Klein, L. F. (eds.) *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press
- <http://dhdebates.gc.cuny.edu/debates/text/34>
- Kemp, K. K., (2010) 'Geographic Information Science and Spatial Analysis for the Humanities'. IN Bodenhamer, D. J. et al, (eds.) *The Spatial Humanities: GIS and the Future of Humanities Scholarship*. Bloomington: Indiana University Press
- Knowles, A.K. (2008) 'GIS and History' in Knowles, A. (ed.), *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship*. Redlands: ESRI Press
- Longley, P. A., et al. (eds.) (2005) 'Introduction' in *Geographical Information Systems. Principles, Techniques, Management & Applications*. 2nd Edition. Hoboken: Wiley

Assessment

- Essay (2,000 words)
- GIS project (GIS files and report of 3,000 words)

HIST430 – Exploring the World of Digital Humanities

ECTS Credits: 10 ECTS credits

Term Taught: Michaelmas Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

This module will offer an introduction to the range of theories and methods most commonly used today in Digital Humanities. As primary and secondary sources of information become increasingly available, Humanities scholars have the capacity to study these in ways not traditionally envisioned before, being now able to answer questions such as: What patterns emerge in the discourses from 1,000 volumes of parliamentary data? What changes can we identify at a landscape scale during the formation of the Aztec Empire? Can the Romantic Novel be visualised? Covering the most cutting-edge research at the intersection of computing and the humanities, the module will offer an overarching view of the latest research in the fields of history, archaeology, literature, sociology, linguistics, politics, and religious studies. Each session will introduce a topic through specific case studies covering a variety of theories from Data Justice, and Digital Inclusion, to Decolonial technology; as well as techniques and methods ranging from Geographic Information Retrieval, Text Mining, Network Analysis, Data Mining, Computational Linguistics, Visualisation and Data Design, to Human Computer Interaction. The student will learn a wide variety of approaches and will acquire a broad overview of the field as is practiced today.

Preliminary/Core Reading:

- Berry, David M. 2011. 'The Computational Turn: Thinking About the Digital Humanities'. *Culture Machine* 12: 23.
- Future'. *International Journal of Geographical Information Science* 33 (12): 1–6.
- Painter, Deryc T., Bryan C. Daniels, and Jürgen Jost. 2019. 'Network Analysis for the Digital Humanities: Principles, Problems, Extensions'. *Isis* 110 (3): 538–54.
- Posner, Miriam. 2015. 'Humanities Data: A Necessary Contradiction'. Miriam Posner's Blog (blog). 2015. <http://miriamposner.com/blog/humanities-data-a-necessary-contradiction/>.
- Risam, Roopika. 2018. 'Decolonizing the Digital Humanities in Theory and Practice'. In *The Routledge Companion to Media Studies and Digital Humanities*, edited by Jentery Sayers, 1st ed., 78–86. New York : Routledge, Taylor & Francis Group, 2018.: Routledge. <https://doi.org/10.4324/9781315730479-8>.
- Terras, Melisa, and Julianne Nyhan. 2013. 'Introduction'. In *Defining Digital Humanities: A Reader*, edited by Melissa Terras, Julianne Nyhan, and Edward Vanhoutte, 1. Farnham, UK: Taylor & Francis Group. <http://ebookcentral.proquest.com/lib/lancaster/detail.action?docID=1426876>.

Assessment

- Formative exercises: These formative exercises will take place in Moodle every week. These are 30% of the assessment.
- Project Proposal: 3,500 word essay

HIST434: Critical Heritage Studies

ECTS Credits: 10 ECTS credits

Term taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

This module examines the objects and spaces through which history is presented to the public. Its aim is to give you the opportunity to engage with scholarly criticisms of heritage practices and to gain insight into the workings of public institutions. Questions we will explore include: What are the processes through which history becomes heritage? By what means are objects gathered together and arranged in order to present, and preserve, 'the past'? How are the meanings of these objects controlled and communicated to the public? In thinking through these, and other similar, questions, you will have the chance to consider the means through which 'the historical temper' is cultivated in both institutions and public spaces and, in particular, how and why the presentation of the past has changed over time. The module combines seminars with site visits, tours and sessions with heritage professionals.

Preliminary/Core Reading:

- J. R. Gillis (ed.), *Commemorations: The Politics of National Identity* (Princeton, NJ: Princeton University Press, 1994) Rodney Harrison, *Heritage: Critical Approaches* (Abingdon: Routledge, 2013)
- Andrew McClellan (ed.), *Art and Its Publics: Museum Studies at the Millennium* (Oxford: Blackwell, 2003)
- Robin Ostow (ed.), *(Re)Visualizing National History Museums and National Identities in Europe in the New Millennium* (Toronto: University of Toronto Press, 2008)
- Timothy J. Dallen, *Heritage Cuisines: Traditions, Identities and Tourism* (Abingdon: Routledge, 2016) The Association of Critical Heritage Studies <<http://www.criticalheritagestudies.org/>>

Assessment proportions

- Essay (5,000 words)

HIST444: Warfare in the Medieval World, 1100 - 1500

ECTS Credits: 10 ECTS credits

Term taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

In this module you will explore a crucial period in the history of warfare, from the age of the first crusaders through to the Hundred Years War and War of the Roses, when episodic and carefully managed conflicts gave way to near continual war. 'Chivalric' ideals were first established, in order to limit noble bloodshed and protect non-combatants, and then overturned, as in the later thirteenth century the killing of nobles on the battlefield and the systematic and efficient terrorizing of civilian populations became standard strategy. The need to raise and maintain armies for extended periods converged with the rise of the bureaucratic state, leading to the 'professionalization' of warfare. Military technology was transformed, with the invention of the trebuchet and then the gun, and new and potent battle tactics were developed, most famously the arrowstorm. You will examine key battles and campaigns – typically including those of Antioch, Damietta, Evesham, Tagliacozzo, Crécy, Nájera, Agincourt, Orléans and Towton – in order to examine the cultures, technologies and strategies of warfare in Christendom 1100-1500, and consider key areas of scholarship: what was the nature of chivalric warfare and how did that change? to what extent were later medieval armies 'professional'? how can we study the psychology of battle? The module will also equip you to assess and use key sources for warfare in this period, such as eye-witness battle narratives, military ordinances, and

battlefield archaeology.

Outline syllabus

Indicative topics may include:

1. Warfare in the first chivalric age, 1000-1250
2. Training for war: the tournament
3. Recruitment
4. The theory of war
5. Warfare in the second chivalric age, 1250-1500
6. The development of tactics: the chevauchée and the arrowstorm
7. The development of technology: siege warfare from the trebuchet to the gun
8. Battlefield archaeology
9. Ritual and the psychology of battle
10. The commemoration of the fallen

Preliminary/Core Reading:

- Bartlett, Robert, *The Making of Europe: Conquest, Colonization and Cultural Change, 950-1350* (Penguin 1994)
- Keen, Maurice, *Medieval Warfare: A History* (Oxford University Press 1999)
- Contamine, Philippe, *War in the Middle Ages* (Blackwell 1986)
- De Vries, Kelly,
- *Infantry Warfare in the Early Fourteenth Century: Discipline, Tactics, and Technology* (Boydell 1996)

Assessment

- Essay (5,000 words)

HIST445: From Peter to Putin: Russia as a Great Power

ECTS Credits: 10 ECTS credits

Term taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

In this module you will explore the ascent of Russia as a great power, examining first how Peter the Great's desire to open a 'Window on the West' helped to lay the foundation for tsarist Russia to become a European great power, and then how nineteenth-century Russia sought to balance its role in European politics with 'imperial' expansion to the south and East. You will then explore the role of the USSR in the international political system, before examining how Russia's contemporary international presence can be understood in terms of both the Soviet and the Tsarist past.

Gaining a broad historic overview of key themes and developments, you will also have the opportunity to study particular events in depth in order to relate them to broader patterns of change (e.g. Seven Years War, Napoleonic Wars, Crimean War, Russo-Japanese War, First World War, Great Patriotic War; etc).

Preliminary/Core Reading:

- M.S. Anderson, *The Eastern Question 1774-1923: A Study in International Relations* (1966)
- M.S. Anderson, *The Great Powers and the Near East* (1970)
- M.S. Anderson, *War and Society in Europe of the Old Regime, 1618-1789* (1988)
- Ronald Bobroff, *Road to Glory: Late Imperial Russia and the Turkish Straits* (2006)
- Leszek Buszynski, *Russian foreign policy after the Cold War* (1996)
- Michael Jabara Carley, *Silent Conflict: A Hidden History of Early Soviet-Western Relations* (2014)
- Gabriel Gorodetsky, *Soviet Foreign Policy, 1917-1991: A Retrospective* (1994)
- Dietrich Geyer, *Russian Imperialism: the Interaction of Domestic and Foreign Policy, 1860-1914* (1987)
- Jonathan Haslam, *A New History of Soviet Intelligence* (2015)
- Jonathan Haslam, *Russia's Cold War: From the October Revolution to the Fall of the War* (2011)
- Barbara Jelavich, *Russia's Balkan Entanglements* (1991)
- Barbara Jelavich, *Moscow and St Petersburg: Tsarist and Soviet Foreign Policy, 1814-1974* (1974)
- Marvin Kalb, *Imperial Gamble: Putin the Ukraine and the New Cold War* (2015)
- D.C.B. Lieven, *Russia and the Origins of the First World War* (1983)
- Robert K. Massie, *Peter the Great: His Life and World* (1980)
- Evan Mawdsley, *Thunder in the East: The Nazi-Soviet War, 1941-45* (2005)
- Sean McMeekin, *The Russian Origins of the First World War* (2011)
- Olga Oliker, *Russian Foreign Policy: Sources and Implications* (2009)
- Hugh Ragsdale (ed), *Imperial Russian Foreign Policy* (1993)
- Robert Service, *Spies and Commissars: Bolshevik Russia and the West* (2011)
- Adam Ulam, *Expansion and Coexistence: Soviet Foreign Policy, 1917-73* (1974)

Assessment

- Essay (5,000 words)

HIST447: The Cold War in the Third World

ECTS Credits: 10 ECTS credits

Term taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

The traditional historiography of the Cold War focused predominantly on the two superpowers, i.e. the United States and the Soviet Union, and the European theatre of the conflict. In this module, in contrast, you will gain a different, less Euro- or Western-centric view of the Cold War. Studying the impact of the East-West struggle in the Third World – Asia, the Middle East, Africa, and Latin America – you will explore how the course of the Cold War was affected by wars, conflicts, and crises in the Global South. You will learn that the Global Cold War was not only dominated by the two superpowers, but was also heavily influenced by Third World actors and lesser Cold War powers such as the People's Republic of China.

The study of the Global Cold War is currently the most dynamic field in Cold War History and, probably,

even in International and Military History more generally. As a result, you will be able to engage with a vast body of international literature, which is based on multi-lingual and multi-archival research around the world. Meanwhile, you will have the opportunity to analyse a vast array of documents, and carry out primary sources-based research. This is rendered possible by the availability of specific Cold War History document collections, national collections of diplomatic documents, as well as digital archives and document collections.

Preliminary/Core Reading:

- McMahan, Robert J., ed. *The Cold War in the Third World* (New York: Oxford University Press, 2013).
- Westad, Odd Arne. *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2007, 2005).
- Kwon, Heonik. *The Other Cold War* (New York: Columbia University Press, 2010).

Assessment

- Essay 5,000 words

HIST449 – A Special Relationship? The USA and Great Britain from World War II to the War on Terror

ECTS Credits: 10 ECTS credits

Terms taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

Two of the most important developments of twentieth century international history were the decline of Britain's global influence and the simultaneous rise of the United States as a world power. Somewhat remarkably, these processes occurred without a major conflict arising between the US and Britain. Instead, relations between the two countries in the decades following the Second World War became increasingly intertwined resulting in what is commonly referred to as the Anglo-American 'special relationship'. This module explores relations between Britain and the United States from World War II through to the War on Terror, and the role the US-UK relationship has played in international politics during this period. Has there in fact been a 'special relationship' between the US and Britain during this period? If so, what are the motivating factors for the two states in pursuing this relationship and the broader forces binding them together? Students will address these questions and others exploring how US-UK relations have developed in the realms of diplomacy, defence, economics and intelligence.

Preliminary/Core Reading:

- McKercher, B. J. C., *Britain, America and the Special Relationship since 1941* (Abingdon: Routledge, 2015).
- Mumford, Andrew, *Counterinsurgency Wars and the Anglo-American Alliance: The Special*

Relationship on the Rocks (Washington, D.C.: Georgetown University Press, 2018).

- Svendsen, Adam D. M., *Intelligence Cooperation and the War on Terror: Anglo-American Security Relations after 9/11* (Abingdon: Routledge, 2009).

Assessment

- Essay (5,000 words)
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HIST436 – Bodies in conflict: War, Health and Society 1500-2000

ECTS Credits: 10 ECTS credits

Terms taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

In recent years, the history of the body has emerged as an important framework for re-thinking the relationship between individuals and the state in war. While histories of war have for a long time focused on the political causes, course, outcome, and legacies of wars, 'new' military histories now seek to better understand how warfare has been experienced 'from below' – both by those mobilised as combatants as well as by civilians who came directly into contact with the apparatus of war. This module embraces such developments in the history of war. Structured around four broad themes—medicine, the body, sexuality, and the mind—this module will consider the bodily legacies of warfare in a wide range of times and places. The module thus ranges from topics such as the role of the military in the emergence of clinical medicine in the 18th century to the medical impact of widespread disability on medical and social care practices following the American Civil War; or from the long history of rape as a 'weapon of war' to the surprising story of the use of methamphetamines by the German Wehrmacht in the Second World War. Drawing on a large range of sources, including diaries, memoirs, medical texts, engravings, photographs, and wartime propaganda, this module will thus give students the opportunity to explore the changing ways in which people experienced conflict and its aftermaths through their bodies.

Preliminary/Core Reading:

- Elaine Scarry, *The Body in Pain: The Making and Unmaking of the World* (New York: Oxford University Press, 1985), chapter 2, 'The structure of war: the juxtaposition of injured bodies and unanchored issues', pp. 60-157: <https://contentstore.cla.co.uk/secure/link?id=ae7e0ed6-4580-ed11-ac20-a04a5e5d2f8d>
- Stefanos Geroulanos and Todd Meyers, 'The Puzzle of Wounds: Shock and the Body at War', in their *The Human Body in the Age of Catastrophe* (Chicago: University of Chicago Press, 2018), pp. 34-77 (ebook)
- Lucy Noakes, *Dying for the nation: death, grief and bereavement in Second World War Britain* (Manchester: Manchester University Press, 2020), chapter 5, 'Dying: death and destruction of the body in war', pp. 125-154 (ebook)
- Joseph James Schoman, *Crosses in the Wind: Graves Registration Service in the Second World War* (Stratford House, 1991), 'Preface' AND the following extracts from Chapter 1: pp. 1-4, 14-17, available to view here: [Crosses In The Wind : Shomon, Joseph James, 1914- : Free Download, Borrow, and Streaming : Internet Archive](#)

Assessment

- Oral presentation (20%)
- Written coursework (80%) – 4,000 words

HIST437 – The North: The Making of a Region, 1000-1500

Please note that this course is mainly taught online with 5 face to face meetings in a term

ECTS Credits: 10 ECTS credits

Terms taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

During this module you will have the chance to trace the emergence of northern England as a region, from the last days of the Northumbrian kingdom to the formation of the Anglo-Scottish border. You will explore ecclesiastical history, including the twelfth-century monastic revival, as well as social, economic and cultural themes. You will develop an understanding of a varied range of medieval texts, including chronicles, legal material and manorial records. You will also become acquainted with other kinds of evidence, such as place-names and the medieval buildings characteristic of the region, including castles, abbeys and pele towers. Although the content of the module is focused on northern England, the skills and information that you learn will help you to pursue the medieval history of regions and localities throughout England and beyond. The module is assessed through a presentation and an essay selected in consultation with the module convenor.

Preliminary/Core Reading:

Digital resources are available either by subscription through the university library or freely available online. Wherebooks and journals are not available online, selected passages will be digitised within the permissible copyright regulations and posted on the resource list.

- Michael J. Bennett, *Community, Class and Careerism: Cheshire and Lancashire Society in the Era of Sir Gawain and the Green Knight* (Cambridge, 1983)
- F. Edmonds, *Gaelic Influence in the Northumbrian Kingdom: The Golden Age and the Viking Age* (Woodbridge, 2019)
- M.L. Holford and K.J. Stringer, *Border Liberties and Loyalties in North-East England, c.1200–1400* (Edinburgh, 2010)
- J.C. Holt, *The Northerners: A Study in the Reign of King John* (Oxford, 1961; rev edn 1991)N. McGuigan and A. Woolf (eds), *The Battle of Carham, 1000 Years On* (Edinburgh, 2018)
- David Rollason, *Northumbria 500–1100: Creation and Destruction of a Kingdom* (Oxford, 2003)
- K.J. Stringer and A.J.L. Winchester (eds), *Northern England and Southern Scotland in the Central Middle Ages*(Woodbridge, 2017)
- A.J.L. Winchester, *Landscape and Society in Medieval Cumbria* (1987)

Assessment

- Oral presentation (20%)
 - Written coursework (80%) – 4,000 words
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HIST438 – The Past is Never Dead: Colonial Legacies of the Atlantic and Global South

ECTS Credits: 10 ECTS credits

Terms taught: Michaelmas Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

This course examines, reflects on, and critiques the historical contexts of a range of colonial legacies and institutionalized inequalities in contemporary British society. These will be examined through a critical engagement with the ‘Atlantic’ in its myriad forms: as geographic space and living organism, as periodization, as diasporic identity, as the birth of modernity, as the site of millions of deaths of captive Africans, and as Anthropocene. It then introduces the ‘Global South’ in geographic, economic, epistemological, and theoretical terms, challenging you to consider what Global South paradigms and perspectives can expose when applied to critical examination of contemporary colonial legacies and how they can subvert the power of the (North) Atlantic. In this module, you will be invited to ‘apply’ the theories, concepts, and perspectives they have engaged with in the course to contemporary social issues with a vision to create a fairer and equal society for the future.

What are the legacies of colonialism and empire that continue to pervade British society? In what ways does ‘the Atlantic’ perpetuate dominant readings of the past and simultaneously obscure others? How are Eurocentric and Global North epistemologies and framings of ‘the past’ shaping the narratives of our present? How can we incorporate Global South paradigms and perspectives to create change?

You will address these questions and others to explore how ‘the Atlantic’ has powerfully shaped contemporary colonial legacies, and also how it can be the site for disruption, subversion, and social change when considered from Global South perspectives.

Preliminary/Core Reading:

Cañizares-Esguerra J., Breen B. Hybrid Atlantics: Future Directions for the History of the Atlantic World. *History Compass* 11, no.8 (2013): 597-609. doi:10.1111/hic3.12051

Lerg, Charlotte A., Lachenicht, Susanne, Kimmage, Michael, eds. *The TransAtlantic Reconsidered: The Atlantic World in Crisis*. Manchester University Press, 2018.

Santos, Boaventura De Sousa, Meneses, Maria Paula. *Knowledges Born in the Struggle: Constructing the Epistemologies of the Global South*. Milton: Routledge, 2019.

Assessment

- Oral presentation
- Written coursework 5,000 words

HIST439 – War without Limits: The Eastern Front, 1939-1945

ECTS Credits: 10 ECTS credits

Terms taught: Lent Term Only

Pre-requisites:

- Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline
- This module is only available to Postgraduate Erasmus+ students from selected partners

Module description

This module is designed to introduce you to the Eastern Front, where the majority of the Second World War's most important battles and most dramatic events played out. Its purpose is to allow you to gain a deeper insight into war's radicalising nature by examining it at micro-, meso- and macro-level. The module is presented in a chronologic order, but to discuss the events of 1939 – 1945, it adopts a thematic approach. The area we will examine, East-Central Europe, is massive, and includes the territory of Finland, the Baltic States (Estonia, Latvia, Lithuania), Poland, Bulgaria and Romania, the Balkans, and western-Russia. Despite its size and importance, these parts of Europe often receive little attention, and this module will open up this part of the continent. The course is much more than just military history; rather it is a social history of the Eastern Front. Some key campaigns are discussed, such as Operation Barbarossa, the Battle of Stalingrad, and Operation Bagration, but the majority of these classes deal with the sociological aspects of the conflict. The war on the Eastern Front is approached from different angles, such as gender, ethnicity and identity, collaboration and resistance, and sustained attention is paid to different aspects of genocide. Finally, the course is punctuated with topics on which we normally reflect less, such as the changing roles of civilians, flight and expulsion, and the economics of tank production. By the end of this module you will have been introduced to a part of Europe that has remained unknown to many, which will allow you to gain specific insight into the human experience of the deadliest conflict in human history.

Preliminary/Core Reading:

Evan Mawdsley, *Thunder in the East, The Nazi-Soviet War 1941-45*

Wendy Lower, *Nazi empire-building and the Holocaust in Ukraine*

Catherine Merridale, *Ivan's war : the Red Army 1939-1945*

David Glantz, *When Titans Clashed. How the Red Army Stopped Hitler*

Alex J. Kay, *Empire of Destruction : A History of Nazi Mass Killing*

Assessment

- Essay Proposal 1,000 words
- Essay 4,000 words