

# History PG Module Choices Handbook

The information in this document relates primarily to 2025/2026 entry to the University and every effort has been taken to ensure the information is correct at the time of publication. However, changes can occur at late notice, and we recommend having a strong list of reserve modules in case one of your first options is not available when you arrive at Lancaster.

## Modules by Term

### Michaelmas Term (Term 1)

- [HIST421: Beyond the Text: Literature, Image and Voice as Historical Evidence](#)
- [HIST424: Medieval Primary Sources: Genre, Rhetoric and Transmission](#)
- [HIST426: Digital Texts in the Humanities](#)
- [HIST428: The Early Modern World](#)
- [HIST430: Exploring the World of Digital Humanities](#)
- [HIST442: International Order and Disorder](#) (MAIMH and MAWD Students only)
- [HIST443: Warfare in History](#) (MAIMH and MAWD Students only)

### Lent Term (Term 2)

- [HIST429: Spatial Technologies for Humanities Research](#)
- [HIST434: Critical Heritage Studies](#)
- [HIST436: Bodies in Conflict: war, health and society 1500-2000](#)
- [HIST444: Warfare in the Medieval World, 1100-1500](#)
- [HIST447: The Cold War in the Third World](#)
- [HIST482: Guns, Germs and Steel: War and the East Asian Environment](#)

Multiple Terms		
Michaelmas	Lent	Summer
<a href="#">HIST401: Researching and Writing History</a> (All Students – two terms)		
<a href="#">HIST435: Programming for the Digital Humanities</a> (two terms)		
<a href="#">HIST491: Outreach, Heritage and Public History Placement</a> (two terms)		
<a href="#">HIST492: Historical Research Project</a> (two terms)		
		<a href="#">HIST400</a>
		<a href="#">HIST440</a>
		<a href="#">HIST451</a>

## Module Descriptions

### HIST401 – Researching and Writing History

- **Taught: Michaelmas and Lent Term**
- **Credits: 10 ECTS**

This module is an opportunity to come together as a cohort and discuss the discipline and practice of History. What are the conventions of researching and writing History and, more importantly, why are those conventions there? How do Historians define and defend their research?

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 the first and second terms, 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.

#### **Preliminary/Core Reading:**

Carr, E. H., *What is History?* (Harmondsworth, 1964)

Evans, R., *In Defence of History* (London, 2000)

Jordanova, L.J., *History in Practice* (London, 2000)

Tosh, J., *Historians on History* (2nd edn, Harlow, 2009)

**Assessment:** This module is assessed by a 4,500-5,500-word portfolio of work designed to help students prepare for their dissertation, including an annotated bibliography, a methodology review, a conference abstract and a feasibility study.

### HIST421 – Beyond the Text: Literature, Image and Voice as Historical Evidence

- **Taught: Michaelmas Term**
- **Credits: 10 ECTS**

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).

Gillian Rose, *Visual Methodologies Visual Methodologies: An Introduction to Researching with Visual Materials* (Core new edition.). (SAGE Publication, 2002)

**Assessment:** A 4,500-5,500-word essay

## HIST424 – Medieval Primary Sources: Genre, Rhetoric and Transmission

- **Taught: Michaelmas Term**
- **Credits: 10 ECTS**

If you are interested in medieval history, this module is for you. It provides essential training in how to handle primary sources. There is no getting around the fact that medieval sources are tricky. From government accounting to charters and charter books recording grants of land and privilege, and from court records to chronicle histories, chivalric romances, and reports of miracles, our sources are bound up in their genre – expectations that governed how each text was written and read. Only if we understand the rules of the game can we decipher our sources and use them as evidence. Learning how to do this is also what make medieval history so fascinating: we can unlock doors onto another world. Along the way, we build serious skills in source analysis we can apply to other historical periods and our world today. This module, led by experts in medieval sources, provides you with the practical training you need to get started.

**Preliminary/core reading:**

J. Arnold, *What is Medieval History* (2<sup>nd</sup> edn, Cambridge, 2020)

R. Clemens and T. Graham, *Introduction to Manuscript Studies* (Ithaca, NY, 2007).

M.T. Clanchy, *From Memory to Written Record, England, 1066–1307* (3rd edn, Oxford, 2013).

J.T. Rosenthal (ed.), *Understanding Medieval Primary Sources: Using Historical Sources to Discover Medieval Europe*, (London, 2012).

G.M. Spiegel, 'Political Utility in Medieval Historiography: A Sketch', in *History and Theory*, 14, 3 (October, 1975), 314-325

**Assessment:** A 4,500-5,500-word essay

## HIST426 – Digital Texts in the Humanities

- **Taught: Michaelmas Term**
- **Credits: 10 ECTS**

Despite huge advances in digital technologies, most historians use methods that predate computers. Even when using online digitised collections such as [Early English Books Online](#) or the [British Newspaper Archive](#), many historians simply keyword search and browse, never making use of their full potential or learning to critique digitised sources. This module introduces students to technologies for digital research with historical texts and highlights how historians can use such tools and datasets effectively to make new historical arguments.

Developing critical skills to assess and use digital text technologies is essential for historians of the future: this module prepares historians to be informed users and possibly creators of tools and data that are already re-shaping the discipline. Through a combination of hands-on tutorials, readings, and discussion, students will have opportunities not only to understand the ways that digital text technologies impact historical research, but also to learn text analysis skills themselves.

Topics may include: the history of digitisation (including OCR) and the emergence of searchable text collections; early corpus linguistics, network analysis, topic modelling, and newer statistical- and AI-driven methods; multilingual text challenges; copyright and public domain issues; current challenges in textual data creation; the relationship between text and image; textual reuse; big data.

No prior computing knowledge is required beyond what students with undergraduate degrees in History will have. Sample research data may draw on documents from French, US, and British history predominantly from the seventeenth to the twentieth century, including newspapers, books, pamphlets, census records, oral history transcripts, congressional/parliamentary speeches, maps, letters, and more. Students will also be encouraged to test and reflect on sources in their own fields.

#### **Preliminary/Core Reading:**

Guldi, Jo, *The Dangerous Art of Text Mining: A Methodology for Digital History* (Cambridge University Press, 2023)

Fyfe, Paul, 'Access, Computational Analysis, and Fair Use in the Digitized Nineteenth-Century Press', *Victorian Periodicals Review*, 51.4 (2018), pp. 716–37

Milligan, Ian, *The Transformation of Historical Research in the Digital Age* (Cambridge University Press, 2022)

Soni, Sandeep, Lauren F. Klein, and Jacob Eisenstein, 'Abolitionist Networks: Modeling Language Change in Nineteenth-Century Activist Newspapers', *Journal of Cultural Analytics*, 6.1

**Assessment:** 4,500-5,500-word assignment

## **HIST428 – The Early Modern World**

- **Taught:** Michaelmas Term
- **Credits:** 10 ECTS

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;

Jones, Edward, *A concise Companion to the Study of Manuscripts, Printed Books, and the Production of early-modern Texts* (London: Wiley, 2015);

**Assessment:** 4,500-5,500-word essay

## HIST429 – Spatial Technologies for Humanities Research

- **Taught:** Lent Term
- **Credits:** 10 ECTS

Place names, latitude/longitude coordinates, qualitative relations (“next to”), spatial forms (lake, county, road): these are all different examples of spatial information that humanities researchers regularly encounter in sources from the past. In this module, students will learn to use such information to think spatially with a critical mindset. Doing so will allow you to answer “where?” questions that can shed light on intellectual, cultural, political, social, economic, environmental, literary histories, the history of science and technology, as well as other historical humanities fields (archaeology, historical geography, classics, media studies). This module provides a grounding in the foundational and current literature in the spatial humanities and opportunities to practice working with digital methods for spatial data creation, exploration, and analysis, including traditional Geographic Information System software (ArcGIS), pythonic geographic data science, network analysis, and browser-based tools for data annotation/visualisation/mapping. Hands-on tutorials will focus on case studies from eighteenth-century and nineteenth-century French and British history and will highlight how Enlightenment and Victorian ideas and technologies are at the root of many basic spatial concepts and tools still in use today. Students completing the course

will develop their own spatial analysis of a set of historical sources (of their own choosing, based on previous research experience).

**Preliminary/Core Reading:**

Gregory, Ian, Don DeBats, and Don Lafreniere (eds), *The Routledge Companion to Spatial History* (Routledge, 2018)

Knowles, Anne Kelly and Amy Hillier (eds), *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship* (ESRI Press, 2008)

Kurgan, Laura. *Close Up at a Distance: Mapping, Technology, and Politics* (MIT Press, 2013)

Ahnert, Ruth, Sebastian E. Ahnert, Catherine Nicole Coleman, and Scott B. Weingart, *The Network Turn: Changing Perspectives in the Humanities* (Cambridge University Press, 2020)

**Assessment:** A 1,800-2,200-word essay and a 2,700 – 3,300-word Project

## HIST430 – Exploring the World of Digital Humanities

- **Taught:** Michaelmas Term
- **Credits:** 10 ECTS

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:**

Murrieta-Flores, P., and B. Martins, 'The Geospatial Humanities: Past, Present and Future', *International Journal of Geographical Information Science*, 33.12 (2019), 1–6.

Posner, Miriam, 'Humanities Data: A Necessary Contradiction', *Miriam Posner's Blog* (blog), 2015 <http://miriamposner.com/blog/humanities-data-a-necessary-contradiction/> [accessed 8 August 2024].

Risam, Roopika, 'Decolonizing the Digital Humanities in Theory and Practice', in *The Routledge Companion to Media Studies and Digital Humanities*, ed. by Jentery Sayers, 1st edn (New York: Routledge, Taylor & Francis Group, 2018), pp. 78–86 <https://doi.org/10.4324/9781315730479-8> [accessed 8 August 2024].

Terras, Melisa, and Julianne Nyhan, 'Introduction', in *Defining Digital Humanities: A Reader*, ed. by Melissa Terras, Julianne Nyhan, and Edward Vanhoutte (Farnham, UK: Taylor & Francis Group, 2013), p. 1  
<http://ebookcentral.proquest.com/lib/lancaster/detail.action?docID=1426876> [accessed 8 August 2024].

**Assessment:** Practical exercises in the Lab (these are equivalent to a 1,800-2,200-word essay) and a Project Proposal is 2,700 – 3,300 words.

## HIST434 – Critical Heritage Studies

- **Taught: Lent Term**
- **Credits: 10 ECTS**

Heritage is a complex concept. It's a way of describing things, places and practices that bring people together. It's also something that can set people apart. People appeal to heritage to explain who they are, but such appeals can also be used to exclude and 'disinherit' others. In this module, we interrogate these aspects of heritage as a concept, and we examine different contexts and spaces in which heritage is created, claimed, mediated and debated. We engage with critical analyses of heritage practices and consider the workings of heritage groups and institutions. Questions we explore may include: Where does heritage come from? How is it created? Who gets to define it? What is national heritage? What, moreover, is world heritage? What risks are involved in the documentation, preservation and promotion of heritage? How and why has the presentation of heritage changed over time? In thinking through these and other questions, you will have the chance to deepen your understanding of the means through which the 'historical temper' is cultivated in public institutions and spaces. The module combines weekly seminars with optional site visits and sessions with heritage professionals.

### Preliminary reading:

Elizabeth Crooke, 'Putting Contested History on Display', in *(Re)Visualizing National History*, ed. by Robin Ostow (Toronto: University of Toronto Press, 2008), pp. 90–105.

Kynan Gentry, and Laurajane Smith, 'Critical Heritage Studies and the Legacies of the Late-Twentieth Century Heritage Canon', *International Journal of Heritage Studies*, 25.11 (2019), 1148–68

David Lowenthal, 'Identity, Heritage, and History', in J. R. Gillis, ed. *Commemorations: The Politics of National Identity* (Princeton, NJ: Princeton University Press, 1994), pp. 41–57

Tim Winter, 'Clarifying the Critical in Critical Heritage Studies', *International Journal of Heritage Studies*, 19.6 (2013), 532–45

**Assessment:** A 4,500–5,500-word essay on a topic of your selection, agreed with the module convenor

## HIST435 – Programming for the Digital Humanities

- **Taught: Michaelmas and Lent Term**
- **Credits: 10 ECTS**

This module aims to take students with no prior knowledge of computer programming and give them the skills to write programs suitable for assisting with Digital Humanities research. The module is run in collaboration with the Institute of Coding. (IoC – [Institute of Coding | Lancaster University](#)) The Institute of Coding (IoC) was set up to introduce programming skills to a diverse range of people who would not be traditionally be interested in computer science and provide them with the new skills that may help their research or give them the skills to work in the digital economy.

The module is split into three parts. The first part is based on the IoC's course 'The Art of Coding'. This provides an introduction to programming as a creative skill for solving problems. Key concepts are introduced in two languages: JavaScript which is widely used in web-programming and Python which is extensively used in Digital Humanities tasks. The second part is based on the IoC's 'Scripting in Python' course which introduces the underlying principles of the Python language including: file input/output, lists,

structural typing and awareness of simple Object Oriented programming. Students will also be briefly exposed to the world of open-sourced packages that can be accessed using the Python language. In the third part, the students will be given some time to develop their own Digital Humanities based project in which they use the skills that they have learned to solve a real-world research problem.

Assessment: A 4,500–5,500-word essay on a topic of your selection.

## HIST436 – Bodies in Conflict: war, health and society, 1500-2000

- **Taught: Lent Term**
- **Credits: 10 ECTS**

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, using a focus on the body which will enable students to re-evaluate the impact of conflict on those who participated in it. 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.

Indicative topics will typically include: The interconnections between the development of standing armies and clinical medicine. The role of war in provoking changes in medical and surgical practices. The political and social issues arising from war disability. The impact of war on mental health and its treatment, including shell shock, war neurosis, and war psychiatry. Official and unofficial uses of mind-altering and performance-enhancing drugs in war. Pandemics, war, and the growth of the state. The treatment of the dead, including the use of human bodies as resources. Consensual and coercive sexual relations between combatants and civilians.

#### **Preliminary/Core Reading:**

Lucy Bland, *Britain's 'Brown Babies': The Stories of Children Born to Black GIs and White Women in the Second World War* (Manchester: Manchester University Press, 2019)

Joanna Bourke, 'New military history' in M. Hughes and W.J. Philpott W.J. (eds), *Palgrave Advances in Modern Military History* (London: Palgrave Macmillan, 2006)

Erica Charters, *Disease, War, and the Imperial State: The Welfare of the British Armed Forces During the Seven Years' War* (Chicago: University of Chicago Press, 2014).

**Assessment:** Essay Presentation in last week of term and a 4,500–5,500-word essay on a topic of your selection.

## **HIST442 – International Order and Disorder**

**(ONLY FOR STUDENTS ON THE MA IN INTERNATIONAL AND MILITARY HISTORY AND THE MA IN WAR AND DIPLOMACY)**

- **Taught:** Michaelmas Term
- **Credits:** 10ECTS

This team-taught module is designed to provide you with a solid foundation in the history of international relations from the Peace of Westphalia (1648) to the present day. Thereby, you will be able to understand and gain specific insights into the making and evolution of the international system. This systemic approach will be complemented by a focus on political, economic, military, social, and cultural shifts and challenges, as well as on major international political actors. The module will simultaneously adopt a chronological and thematic approach, and each session will thus deal with a specific historical period and a theme or issue of major

relevance. The different parts and sessions of the module include the following topics and themes: the modern international system from its birth in the mid-17<sup>th</sup> century until its first implosion during the Napoleonic Wars; the alliance system that emerged following the fall of Napoleon; the world-spanning British Empire; the complex and multi-layered alliance system of German chancellor Otto von Bismarck; the declines of China and Russia and the rise of Japan from the mid-19<sup>th</sup> to the early 20<sup>th</sup> century; the diplomatic escalation leading up to the First World War; the experiment of the League of Nations during the interwar period, and the renewed attempt to create an organisation for world peace after the Second World War with the United Nations; the far-sweeping post-war decolonisation process in Asia and Africa; the Cold War; and the post-Cold War order. Eventually, you will be able to assess whether the modern international system has been marked by order or, rather, disorder.

#### **Preliminary/Core Reading:**

Trachtenberg, Marc. *The Craft of International History: A Guide to Method* (Princeton, NJ: Princeton University Press, 2006).

Kissinger, Henry. *Diplomacy* (New York: Simon & Schuster, 1994).

Kennedy, Paul M. *The Rise and Fall of Great Powers: Economic Change and Military Conflict from 1500-2000* (London: William Collins, 2017, 1988).

**Assessment:** Essay proposal (20%) which is 900 – 1,100 words and an essay of 3,600 – 4,400 words (80%) on a topic of your selection, agreed with the module convenor.

## HIST443 – Warfare in History

**(ONLY FOR STUDENTS ON THE MA IN INTERNATIONAL AND MILITARY HISTORY AND THE MA IN WAR AND DIPLOMACY)**

- **Taught: Michaelmas Term**
- **Credits: 10 ECTS**

This team-taught module is designed to provide you with a solid foundation in the history of warfare from ancient Greece to the present day. Thereby, you will be able to understand and gain specific insights into the evolution of and 'revolutions' in military affairs. Within this *longue durée* approach, the module will question how warfare has been affected by political, economic, social, technological, and cultural factors, as well as influential military figures, thinkers, and powers. The course will simultaneously adopt a chronological and thematic approach, and each session will thus deal with a specific historical period and a theme or issue of major relevance. The different parts and sessions of the module include the following topics and themes: warfare in ancient Greece through the Persian and Peloponnesian Wars; Rome as an imperial military power; early medieval forms of warfare such as that of the Vikings; knights and soldiers in the High Middle Ages; the series of conflicts that constituted the Hundred Years' War in the Late Middle Ages; the rise of the fiscal military state in the early modern period; the concept of a nation in arms through the Napoleonic Wars and such 19<sup>th</sup> century conflicts as the Franco-Prussian War; the idea of total war through the lenses of the First

and Second World Wars; the Cold War and nuclear strategy; the 'hot' decolonisation wars of the Cold War, and more recent counterinsurgency campaigns like that in Afghanistan.

**Preliminary/Core Reading:**

Morillo, Stephen, with Michael F. Pavkovic. *What is Military History?*, 3<sup>rd</sup> ed. (Newark, NJ: Polity Press, 2017).

Keene, Maurice, ed. *Medieval Warfare: A History* (Oxford: Oxford University Press, 1999).

Michael Howard. *War in European History*, Updated Edition (Oxford: Oxford University Press, 2009).

**Assessment:** Essay proposal (20%) which is 900 – 1,100 words and an essay of 3,600 – 4,400 words (80%) on a topic of your selection, agreed with the module convenor.

## HIST444 – Warfare in the Medieval World, 1100-1500

- **Taught: Lent Term**
- **Credits: 10 ECTS**

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.

**Preliminary/Core Reading:**

Contamine, Philippe (trans. Michael Jones). *War in the Middle Ages* (Oxford: Wiley-Blackwell, 1986).

Jones, Michael K. *The Black Prince* (London: Head of Zeus, 2017).

Christie, Niall. *Muslims and Crusaders: Christianity's Wars in the Middle East, 1095-1382, from the Islamic Sources* (London: Routledge, 2014).

**Assessment A** 4,500–5,500-word essay on a topic of your selection, agreed with the module convenor

## HIST447 – The Cold War in the Third World

- **Taught: Lent Term**
- **Credits: 10 ECTS**

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.

### **Basic Reading:**

McMahon, 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 A** 4,500–5,500-word essay on a topic of your selection, agreed with the module convenor

## HIST482 – Guns, germs and steel: War and the East Asian Environment

- **Taught: Lent Term**
- **Credits: 10 ECTS**

This module explores the intricate relationship between war and the environment in East Asia, spanning from the ancient period to the modern era. Throughout history, conflicts in East Asia have led to widespread environmental degradation, ranging from deforestation and habitat destruction to pollution and climate change. From the strategic military campaigns of ancient

empires to the devastating wars of the 20th century, each conflict has left its mark on the natural world, altering ecosystems and landscapes in profound ways. From the ancient battles of dynastic China to the modern conflicts of Korea, Japan, and Vietnam, this course will trace the evolution of war and its environmental impact across East Asia. More specifically, some of the major themes include climate, forests, landscape, animals, diseases and atomic bombs, while the wars include Mongol invasions, Ming-Qing transition, the East Asian War of 1592-1598, Japanese colonization, the Korean War, and the Cold War. By exploring the historical context, environmental consequences, and contemporary implications of warfare in the region, students will develop critical insights into the intersection of military history, environmental studies, and East Asian geopolitics. Ultimately, this module seeks to illuminate the often-overlooked environmental dimensions of East Asian warfare and foster a nuanced understanding of its enduring legacy. The methodology students learn in this module can be transferable to other war studies.

**Preliminary/Core Reading:**

Diamond, Jared M. *Guns, Germs and Steel: The Fates of Human Societies*. 1st ed. New York: W.W. Norton & Company, 1997.

Hamblin, Jacob. *Arming Mother Nature: The Birth of Catastrophic Environmentalism*. Oxford: Oxford University Press, 2013, Introduction and Chapter 8 – Vietnam and the Seeds of Destruction.

Muscolino, Micah S. *The Ecology of War in China: Henan Province, the Yellow River, and Beyond, 1938-1950*. New York: Cambridge University Press, 2015, Chapter 3.

Thomas, Julia Adeney. 'The Exquisite Corpses of Nature and History: The Case of the Korean DMZ', *Japan Focus*, 7: 3 (October 2009),1-17.

**Assessment A** 3,600 – 4,400 -word essay on a topic of your selection, agreed with the module convenor and an assessed presentation.

## HIST491 – Outreach, Heritage, and Public History Placement

- **Taught:** Michaelmas and Lent Term
- **Credits:** 10 ECTS

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, Hoghton 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.

**Assessment:** The assessment for the module comprises a portfolio of work relating the placement and a 4,500–5,500-word reflective essay.

## HIST492 – Historical Research Project

- **Taught: Michaelmas and Lent Term**
- **Credits: 10 ECTS**

For MA students this module exists to accommodate a student's particular research project which cannot be accommodated within the dissertation (HIST400) or other taught modules. Only students with a clear idea of a particular research project they wish to employ, and a clear understanding that it cannot be accommodated within the remainder of the postgraduate programme, should consider this option. Please consult the appropriate Director of Graduate Studies if you wish to pursue this option. The form of assessment and supervisor will vary depending on the project and will be agreed in negotiation between the Programme Head, supervisor and student. However, it will be of equivalent weighting to 5,000 words of text.

**Assessment:** Project, equivalent to 4,500–5,500 words

## HIST400 – Dissertation

**Self-directed study with support of supervisor: Summer Term**

This 18,000-22,000-word dissertation provides the opportunity for you to demonstrate the knowledge, understanding, research skills and techniques of presentation developed in the taught modules of the MA degree scheme. The specialist field of enquiry is chosen by the student in consultation with a supervisor and other members of the department before arrival and in the Michaelmas Term. Individual one-to-one supervisions will be provided after supervisor allocation in Lent Term to define and formulate a research hypothesis, identify relevant qualitative and quantitative sources, offer guidance on presentation and comment on the structure and content of the dissertation.

This is for students taking MA in History and MA in Digital Humanities.

**Assessment: Dissertation 18,000-22,000 words**

## HIST440 – Dissertation in International and Military History

**Self-directed study with support of supervisor: Summer Term**

This module will give you the opportunity to research and write on a topic of your own choosing in the fields of International and/or Military History broadly defined. In the choice of the topic, the elaboration of the research project, as well as the research and writing of the dissertation, you will be supervised by the tutors teaching on the MAIMH, and other History faculty with relevant specialist expertise. This supervision will be provided through one-to-one meetings between you and your supervisor. This will give you the necessary guidance to carry out independent research and writing, to build on the knowledge and skills learned through the degree's taught modules, to develop a specific area of expertise in International and/or Military History, to engage with specific historical approaches and methods, and to work with substantial corpora of primary and secondary sources. Finally, you will produce a dissertation of 13,500–16,500 words, which will demonstrate your knowledge, understanding, research skills, and presentation techniques.

**Assessment: Dissertation (13,500 – 16,500 words)**

## HIST451 – A Dissertation in War and Diplomacy

**Self-directed study with support of supervisor: Summer Term**

This module will give students the opportunity to research and write on a topic of their own choosing in the fields of war and/or diplomacy, either from a historical or contemporary perspective, or a combination of the two. In the choice of the topic, the elaboration of the research project, as well as the research and writing of the dissertation, students will be supervised by the tutors teaching on the MA in War and Diplomacy. The dissertation will be supervised by an academic member of staff from the History Department, PPR, or, in some cases, one supervisor from each department. This supervision will be provided primarily in summer term and be on the basis of one-to-one meetings between the student and her/his supervisor. The supervisor will offer the necessary guidance to the student to carry out independent research and writing, to build on the knowledge and skills gained through the degree's taught modules, to develop a specific area of expertise in war and/or diplomacy, to engage with specific historical and theoretical approaches and methods, and to work with substantial corpora of primary and secondary sources. Finally, the student will produce a dissertation of 15,000 words, which will demonstrate her/his knowledge, understanding, research skills, and presentation techniques.

**Assessment: Dissertation (13,500 – 16,500 words)**