

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 6.5 (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 coming for more than 6 months

We will accept the most recent SELT according to the English Language requirements outlined or equivalent. There are several ways that you can provide evidence of your English Language 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

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

Module description

In this module, you will examine historical approaches to ato

- 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
- ~~Must have completed an undergraduate programme and enrolled in a postgraduate programme in History or related discipline~~

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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

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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. D. *Diag, Tc 0itwn1.326 0-3.1*

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 to the West' led to the Russian Revolution and the rise of the Soviet Union.

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)

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 ErasmusFer6 Bri (rad)003 Tw 0.. (u)-0.7 (s)-4.3 935

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

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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 imp9.6 (iz)2.7 (e)-3.87 -1.21y2609(e)-6 ((r)-2.8 (i)-3.3 tt)-p-627p 0 Td(