

Course Information Sheet

BA (Hons) History

Mode and course length – Full-Time (4 years)

Location – ARU Cambridge Campus

Awarding Body – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

Overview

Explore how past societies developed and behaved to better understand our present lives and what the future might hold. Broaden your historical knowledge and gain key analytical and research skills that, together, will open the door to many interesting and varied careers.

On our BA (Hons) History degree, you'll consider many historical approaches to a range of different, and often unfamiliar, periods and places. This will both develop your historical knowledge and also help you form an understanding of why people and societies think and behave as they do in the context of their lifetimes.

Focusing on the histories of Britain, Europe, the United States and imperialism from 1500 onwards, you'll research, read and interpret documents, engage in discussions and take part in fieldwork to make rational sense of how historical events have shaped our world today.

This thorough investigation will sharpen your ability to critically analyse and tackle complex and relevant problems, such as how social divisions arise and dictators come to power. You'll also form an awareness of the problems inherent in our historical record, the limitations of our knowledge and the dangers of simplistic explanations.

On our optional modules, you'll have the chance to further your understanding of the areas of history that interest you most while the final major project will allow you to complete a substantial research project of your own choosing, practising all the skills you have developed throughout the course. You can even study some options you might think of as unusual, such as food and history or the history of sport.

Throughout the course, you'll be supported by a teaching staff with diverse expertise. Our History research was awarded world-leading status in the Research Excellence Framework 2014.

Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

Assessment

Your assessment will comprise a variety of methods designed to emulate real-world approaches to history and encourage you to practise the skills that will likely be required in your future career.

As well as exams and essays, these include field trip reports, internet search reports, document analyses, case studies, book reviews and geography tests.

Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

Modules

Core Modules

Year 1: Foundation in Humanities, English, Media, Social Sciences and Education

This module will provide students with the necessary skills to begin studying at level 4 in courses related to the Humanities, Social Sciences, English, Media and Education.

Students will be introduced to the core skills necessary to succeed in higher education, including thinking critically, researching, and referencing appropriately, demonstrating appropriate numeracy and ICT skills, and communicating effectively verbally and in writing.

In addition to these fundamental study skills, Students will be given an introduction to a broad range of disciplines whose skills and theories are widely applicable.

Students will study a variety of writing styles in order to recognise, deconstruct and replicate various forms of persuasive, analytical, and informative writing. Students will learn the basics of intercultural studies and how these theories can be applied to real-world problems. Students will consider social perceptions held across western cultures, and the difference between social and self-perception, participating in structured discussion and argument. Students will be introduced to the core principles of psychology and will explore various current applications of psychological theory. Students will also be introduced to ethics and will learn about some of the key theories and thinkers in the development of current ethical considerations in a range of scenarios.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Critical Thinking
- Intercultural Studies
- Psychology
- Composition and Style
- Ethics
- Social Perceptions

Year 2: Global Histories: Ideas, Connections, Spaces, and Objects

This module will focus on the global history of the early modern period. You will be interpreting global in its widest sense, but you will focus especially on non-European empires and peoples. The structure of the course is thematic. In each week you will focus on how different peoples in different parts of the globe interacted with each other, how their ideas and cultures converged and diverged, and how taking a global approach helps us better understand the history of this period. You will examine ideas: religions, scientific knowledge, languages, and understandings of rulership. You will also examine spaces: borderlands, empires, and cities. But alongside these more particular themes you follow the impact of larger and more widespread changes upon peoples across the early-modern globe: travel, environmental change, and the burgeoning trade that helped join together this increasingly interconnected world. The course will develop your ability to think as a historian at multiple scales: the local, the national, the continental, and the global. It will allow you to contrast the micro and the macro, the big and the small. You will finish the term by reflecting on how global history in this period can be understood in terms of the divergence, convergence, contagion, or systems approaches outlined in the first lecture. In the final session you will do this by examining early-modern objects and their global lives. The connection between big and small, objects and processes, is reflected in the assessment for the course as well. For one assessment you will submit a 2,000-word essay. However, for the other you will be expected to write an 800-word object biography, drawing on the wide range of objects found in the Fitzwilliam Museum and other museums round Cambridge.

Teaching will be in the form of twelve 1-hour seminars and twelve 1-hour lectures. The seminars will include both museum visits and object handling as well as interactive discussion.

Year 2: Uniting the Kingdoms: Early Modern Britain 1485-1715

This module provides you with an overview of the major political and religious changes that took place in the British Isles in the sixteenth and seventeenth centuries. It looks at the interconnected development of the monarchy and of parliament from Henry VII's reign through the Elizabethan period, the Civil Wars and Commonwealth through to the Restoration, the 'Revolution' of 1688 and the Hanoverian succession in 1714. You will examine the Stuart monarchy in Scotland and the union of the Scottish and English crowns under James VI and I and the Union of 1707. You will have the opportunity to engage with the major political and religious debates of the period, including arguments surrounding attitudes towards witchcraft. The module is taught through a mixture of lectures and seminars, and you also have the opportunity to undertake fieldwork and work with a range of types of source material.

Year 2: Creating the Past: From the Archive to the Web

On this module you will identify, examine, and develop the key skills of the historian: critical reading, stylish, persuasive, and accessible writing, and a keen understanding of archives, sources, and historical interpretation. You will analyse the modes of communication by which history is transmitted – from documentaries and books to feature films and newspapers – and develop a critical appreciation of how history is discussed across different forms of media and in different areas of public life. Finally, you will apply those skills and critical understanding to a group project in which you will research, develop, and curate an exhibit on an aspect of Cambridge's history.

This module offers the chance to get into the archives and make use of the fantastic collections available to historians in the Cambridge. Your assessments will involve the application of historical literacies to readings and sources, individual blog posts based on source analyses, and the design for your group exhibition. You will thus develop the ability to work both individually and as part of a group in understanding the past. More importantly you will develop your identity as a historian, an identity you will take with you into the wider world on finishing your degree. This is not just a description of somebody who writes and researches history for a living, but a way of thinking critically about the past and present.

Year 2: Revolution and Crisis in the European World, 1500-1800

This module deals with the far-reaching changes that took place in the western world from the development of printing in the fifteenth century to the French Revolution at the end of the eighteenth. It will involve study of such elements as religious change and conflict (the Reformation and Counter-Reformation), the Scientific Revolution and Enlightenment, the development of the modern concept of the State, and the American and French Revolutions.

You will be involved in a variety of different learning experiences, including lectures, study of source material, seminar discussion and library-based research.

Assessment is based on two exercises, an essay testing your understanding of the major themes dealt with in the course, and a source-based exercise, in which you will be required to use at least two different pieces of source material to show how they illustrate major themes. Both assessments will test your understanding of the major themes, rather than detailed understanding of individual examples.

This will module will develop your conceptual understanding and your ability to marshal that understanding into a well-argued and supported argument. You will learn to interrogate material of different sorts closely and rigorously, and to engage in debate and discussion with others. You will develop an understanding of the interplay of power, authority, finance and ideas in the development of governmental structures, both in the past and today. It will also help you to learn to work both in small teams and individually.

Year 2: The Making of Modern Britain? 1714-1832

Between 1714 and 1832, Britain emerged from a period of chronic instability to become a global power and the world's first industrial nation. In this module you will examine some of these transformations, exploring the political, social and economic changes of the period and considering the impact of change on the everyday lives of the men, women and children who lived through it. Most aspects of Britain's evolution towards 'modernity' are contested by historians and a core aspect of the module will be your development of critical skills in relation to these historiographical debates. You will consider, for example, the

appropriateness of the term 'revolution' with regards to industrial developments in this period; the validity of the 'moral economy' with regards to popular protest, and the significance of the 'bloody code' as a tool of social discipline and control.

You will also examine ideological developments in the period and their broader social and cultural significance, focussing on issues such as the growth of 'polite-ness' and new concepts of male and female behaviour. The module encourages you to engage in close reading of academic articles and monographs and to make critical use of online resources, while also allowing you to integrate your learning from seminars, lectures and fieldwork for the purposes of the assessment. The module introduces you to learning tools and time management skills that will start on the way to becoming an autonomous learner, and foster the self-confidence and intellectual resourcefulness valued by employers once you graduate.

Year 3: Britain in the Nineteenth Century

This course introduces students to the development of Victorian Britain. They will examine changes in politics and social structure, focusing in particular on the development of the party political system as well as class, gender, sexuality and the economy. Key political and social figures such as Robert Peel, Florence Nightingale, Queen Victoria and William Gladstone will be examined. There is an emphasis on the emergence of liberalism and on Victorian Britain as a liberal society. The course employs a combination of lectures and seminars. Teamwork and oral skills are promoted through group discussion during seminars, and this helps to prepare students for employment as it encourages interaction with colleagues. The course will deepen students' analytical skills by focusing on more complex arguments than at Level 4. It will develop student's ability to engage in autonomous learning and problem solving, thereby preparing them for Level 6. This module is also delivered by distance learning.

Year 3: Nineteenth Century Europe

This module explores the development of nation-states in Europe from Napoleon to the outbreak of the First World War. Beginning with the impact of the Napoleonic rule in France and on Europe, it looks at the liberal and nationalist ideas which lay behind European revolutionary movements and at the ideologies of the regimes which tried to suppress them. The course covers the 1848 revolutions and the impact of nationalism and liberalism on the Habsburg Empire, Italy, Germany, France and Russia. Students consider the unification movements in Italy and Germany, the ethnic tensions with the Austro-Hungarian Dual Monarchy, and the strengths and weaknesses of the Second Empire and Third Republic in France. Major themes are also studied, including the Eastern Question, the growth of communism and socialism and the impact of anti-semitism. Major cities, such as Vienna and Paris, are studied in the context of the cultural changes in the European fin de siècle. The course concludes with a look at the international tensions that led up to the outbreak of war in 1914. Teamwork and oral skills are promoted through group discussion during seminars, which are also used for student presentations. This provides valuable preparation in an important skill for future employment. Analytical skills are developed through work with documents and articles and by encouraging the ability to argue cogently in written work. The module is taught through lectures and seminars, which will include document analysis and discussion of relevant historical articles.

Year 3: History Today: Methods and Approaches

This course allows students to reflect on the methods of the discipline of History and on their own progress as students (it includes a PDP element). It will also provide instruction in Research Methods and prepare them for writing a Dissertation in their third year. They will discuss how to analyse historical sources and consider the merits of varied historical traditions. The course allows them to reflect on the nature and problems inherent in the process of constructing history. History Today is taught by twelve seminars and assessment is by a set of exercises where students are asked both to reflect on the nature of the discipline of History, to show competence in the research skills taught on the course and to reflect on their progress as students (PDP element). Teamwork and oral skills are promoted through group discussion during seminars, and this helps to prepare students for employment as it encourages interaction with colleagues. Furthermore, the research skills and forms of information retrieval developed by the course can be used in a variety of different forms of employment. This module is also delivered by distance learning.

Year 3: Britain in the Twentieth Century

This course introduces students to the development of Britain in the twentieth century. They will examine changes in politics and social structure; in particular, they will focus on the development of the party political system as well as class, gender, sexuality and the economy. Key political and social figures such as David Lloyd George, Winston Churchill, the Beatles and Margaret

Thatcher will be examined. There is an emphasis on the way that the reform tradition came to embrace the welfare state. Students will also examine the impact of Total War on twentieth century society, as well as unemployment, consumerism and the changing roles of women. Students taking this course will find it useful for understanding many current social and political controversies as it explores how Britain today came into being. The course employs a combination of lectures and seminars. Teamwork and oral skills are promoted through group discussion during seminars, and this helps to prepare students for employment as it encourages interaction with colleagues. The course will deepen students' analytical skills by focusing on more complex arguments than at Level 4. It will develop student's ability to engage in autonomous learning and problem solving, thereby preparing them for Level 6.

Year 4: Undergraduate Major Project - History

The individual final Major Project module allows you to engage in a substantial piece of individual research, focused on a topic relevant to your specific discipline. Normally the topic will be agreed in consultation with academic staff and an appropriate supervisor will be appointed to supervise you in your chosen topic. The topic may also be drawn from a variety of sources including: Anglia Ruskin research groups, previous or current work experience, the company in which you are currently employed, or a professional subject of specific interest (if suitable supervision is available). The project topic will be assessed for suitability to ensure sufficient academic challenge and satisfactory supervision by an academic member of staff.

The chosen topic will require you to identify and formulate problems and issues, conduct literature reviews, evaluate information, investigate and adopt suitable development methodologies, determine solutions, develop software and/or media artefacts as appropriate, process data, critically appraise and present your findings. Regular meetings with the project supervisor and or/group workshops should take place, so that the project is closely monitored and steered in the right direction. The assessment will normally include a substantial written report, including a bibliography.

Year 4: History Special Subject

The Special Subject is designed to give students the experience of working closely with academics on their area of specialism. It involves working with source material relevant to the topic and engaging with the historiographical debate. Teaching is largely discussion-based, though there is scope for lecture sessions as appropriate. You choose ONE of the different subjects on offer.

Twilight of the Raj: British social life and the nationalist challenge in India, c1880-1947. (Sean Lang, ARU Cambridge)

On this option you will use a mixture of literary texts, historians' accounts, contemporary writings and the film and sound recordings held in the archives of the Cambridge Centre for South Asian Studies to look in detail at the society and culture of British India from its heyday in the late nineteenth century to Independence and Partition in 1947. We will look at the nature of the Indian nationalist movement and the different ways in which it sought to challenge and undermine British colonial rule, and at the nature of the British response. We will analyse writers such as Kipling and E.M. Forster as well as the writings of M.K. Gandhi; we will also analyse home film footage of British life in India and the recorded testimony of witnesses from the period, both British and Indian.

"Bells to Boomboxes: Sound in Britain, Europe, and America, 1500-1980 (Dr William Tullett, ARU Cambridge)

What did the past sound like? How did people listen and what did they hear? How have new technologies and changing physical environments altered the way we listen? What impact have changing understandings of sound and noise had on society and culture? How do we use sound as a historical source and can we recreate the soundscapes of the past? These are some of the questions that guide this special subject module. Sound and hearing have informed, to name a few examples, the emergence of social classes, race and gender conventions, industrialization, urbanization, colonialism, imperialism, nationalism, and ideas concerning self and other. This module traces the role of sound in these key developments of the early modern and modern periods. At the same time, it demonstrates that hearing and listening are not universal, trans-historical, ways of perceiving. What counts as an irritating noise or sonorous sound is culturally constructed. What sounds we recognise, listen in to, or ignore are dependent on our social and physical surroundings. This module will trace the socio-cultural impact of material technologies ranging from bells, architecture, and ear trumpets to phonographs, telephones and radio. It will examine sound's role in cementing national, local, and individual identities and in supporting hierarchies that determined who was listened to and who was silenced. It asks how far the ways of hearing we take for granted today are the product of lost echoes, resonances, and silences and what it means for historians to listen to the past.

Optional Modules

(Subject to availability)

Year 3: The British Empire 1783-1919

This module looks at the development of the British Empire from the end of the War of American Independence to the end of the Great War. It will look at how Britain expanded its hold overseas and at the developing nature of British Imperial rule. There will be a balance between looking at individual colonies and a consideration of general themes underpinning the imperial experience of the British and the peoples of their empire. The course will look at the impact of emancipation on the British Caribbean, at the nature of British rule in India before and after the Rebellion of 1857-8, at the Opium wars with China, the Scramble for Africa, the Anglo-Boer wars and the development of British rule in Canada, Australia and New Zealand. It will also look at the work of medical personnel, missionaries and engineers and at the conflicting theories about the Empire's economic benefits. The module will look at the development of imperial consciousness and culture in Britain and of nationalism in the colonies, including the implications of empire for women and for ideas of sexuality. Students will engage with different schools of thinking about imperial history, including both the more assertive apologia school and the 'Subaltern' postcolonialist school.

Year 3: The Growth of the USA 1776-1900

A survey course on the development of the USA, 1776-1900, which is designed to allow students to study in outline the major events, concepts and issues which shaped American culture in this period. Students will encounter great leaders such as George Washington and Abraham Lincoln but they will also examine the debate over the meaning of the Constitution, the creation of the American political system, the significance of the frontier and westward expansion in American history, the roots of feminism, and the role of race and ethnicity (particularly the issue of slavery). Much of the course is taken up with the causes and consequences of the American Civil War, which tore the nation in two. The latter part of the course will consider the ways in which the United States was on the verge of superpower status by 1900. The course is taught by a combination of lectures and seminars. Teamwork and oral skills are promoted through group discussion during seminars, and this helps to prepare students for employment as it encourages interaction with colleagues. The problem solving skills developed will be transferable both to other modules and to future employment.

Year 3: A Social History of Medicine in Europe, 1500-1750

This module explores the changing nature of health, disease and medical practise in early modern Europe. It introduces you to key issues in the history of western European medicine, such as the role and influence of religion on medical theory and practice and the legacy of classical scientific and medical knowledge. It focuses on specific topics such as government policy, diet and nutrition, reproduction and childbirth, plague and epidemic disease, death and dying, venereal disease, military medicine, the care of sick children, the scientific revolution and the development of pharmacology. In addition to introducing the main changes and developments in the knowledge and practice of medicine, we will also examine a wide variety of multidisciplinary sources and explores methodological issues relating to researching and writing the history of medicine in this period. You will have the opportunity to undertake structured skill development in presentation, debate, analysis and exposition. These skills are necessary for future employability skills, and also relate to other outcomes in the History degree. This module is taught through highly interactive seminars and includes a visit to Cambridge University Library to see the medical collection of Thomas Lorkyn (1528-1591). There will also be an opportunity to visit to the Old Operating Theatre and Herb Garrett in London. You will be assessed informally throughout the module through discussion, team based quizzes and presentations.

The module will also include opportunities for formative feedback.

Year 3: The United States in the Twentieth Century

Students study the development of the United States during the twentieth century as it gained superpower status. The module investigates social and political change from the Progressive era through to Ronald Reagan's presidency. Students consider such key figures as Theodore Roosevelt, Woodrow Wilson, Al Capone, Franklin Delano Roosevelt, John F. Kennedy, Martin Luther King and Richard Nixon. Topics will include US foreign policy, imperialism, the New Deal, McCarthyism, the Civil Rights movement, the Vietnam war and Watergate. Students will evaluate themes such as the continuities and changes in foreign policy, the development of the reform tradition as well as the problems of race. The course builds on the work done in 'The Growth of the USA' in the first trimester of the second year. It teaches students to draw upon the history of the United States in order to understand the country's present status. It is taught by a combination of lectures and seminars. Teamwork and oral skills are promoted through group discussion during seminars, and this helps to prepare students for employment as it encourages interaction with colleagues. The ability to offer cogent written analysis and informed analysis under pressure is developed through the module. This module is also delivered by distance learning.

Year 3: Europe in the Age of the First World War

This module examines the fifteen year period that began with war and ended with capitalism entering a new crisis when Wall Street crashed. It assesses the causes and consequences of the First World War in Europe, beginning with an examination of the failure of diplomacy and the start of the war. It then turns to the main issues on the Western and Eastern Fronts, including the Battle of the Somme and the Russian revolutions, and the end of other European empires. The module covers the post-war diplomacy, assessing the treaties that shaped international relations after 1918. It then examines the reconstruction of Europe after the war, critically assessing the threats to liberal democracy and European stability. It concludes with a discussion of the crisis in Europe after the Wall Street Crash and the onset of the Great Depression. The course employs a combination of lectures and seminars. Teamwork and oral skills are promoted through group discussion during seminars, and this helps to prepare students for employment, as it encourages interaction with colleagues. The module will deepen students' analytical skills by focusing on more complex arguments than at Level 4. It will develop students' ability to engage in autonomous learning and problem solving, thereby preparing them for Level 6. The ability to offer cogent written analysis and deploy informed analysis is developed through the module's assessment.

Year 3: Gender and Sexuality in Britain: 1880s-1980s

This module offers an overview of the history of gender and sexuality in modern Britain in the period 1880-1980. It will allow you to appreciate how sexuality needs to be understood as socially constructed and regulated, as well as always historically specific. You will also come to appreciate the shifts in the ways in which men and women have conceived of their appropriate 'roles', paying attention to differences of class, race, ethnicity, geographical location, sexuality and age. The module will begin by examining the late nineteenth century concerns with the 'new woman', the male homosexual, and newly defined sexualities. It will move on to considering the women's suffrage movement, and the first world war in relation to issues of gender. A subsequent focus on the interwar period looks at the emergence of the 'flapper', anxieties about male effeminacy and the development of miscegenation fears – all fuelled by the ever-growing popular press. The effects of gender-differentiated (un)employment in this period will be analysed as well as the development of birth control, taking the work of Marie Stopes as a central focus. The trial of The Well of Loneliness will be scrutinised, and the slow emergence of the idea of the lesbian. Women's role during the 2nd world war will be examined, including drawing on the reportage of Mass-Observation. Relations between, and reaction to, British women and African-Caribbean men in the post-war years will be considered, The 1950s' Wolfenden Report opens a discussion of male homosexuality and prostitution in this period. The so-called swinging '60s and sexual 'permissiveness' will be followed by an examination of the rise of the Women's Liberation Movement and Gay Liberation in the 1970s. The module is taught through lectures and seminars.

Year 3: A Module from the Anglia Language Programme

Year 4: Russia: Revolution and Reaction

This module assesses the rise and fall of the Soviet Union, paying particular attention to the USSR's biggest republic, Russia. It begins by examining the revolutionary year of 1917 when the Bolshevik Party came to power, and then considers its successes and failures during the 74 years it ruled over the country as the Communist Party. The type of system that emerged under Lenin is discussed, and then the Stalin period is critically assessed. The module explains why Stalin came to power, the focuses on the political, economic and social nature of Stalinism, and asks 'what was Stalinism'? Being aware of the historiographical aspects of this question is necessary in order to assess the changes and continuities in the USSR after Stalin's death. The module considers Stalin's legacy and how the leaders who ruled after him dealt with this whilst implementing their own policies. Khrushchev's de-Stalinisation process, Brezhnev's 'golden age' and years of 'stagnation', and Gorbachev's *perestroika* and *glasnost* are examined before assessing the collapse of the Soviet Union and the final end of the Russian Revolution. The module is taught through lectures and seminars. Teamwork and oral skills are promoted through group discussion during seminars as these help to prepare students for employment by encouraging interaction with colleagues. Students develop their analytical skills further by investigating more advanced material.

Year 4: Leisure and Popular Culture in Britain, 1800 to the Present

From the music hall to Reality TV, from Victorian melodrama to the soap opera, this course enables students to discover how popular culture has changed in Britain over a two hundred year period. In so doing, they will be able to set the cultural forms they most enjoy in an historical context. The course also looks at the growth of modern media (newspapers, magazines, film, radio, television) and presents students with ways of interpreting culture. Arguments about popular culture as social control and the

emergence of mass culture in Britain will be explored. Students will discover the extent to which a popular culture (created by the common people) exists or has existed. The course would suit students interested in going into media related professions but would also suit those with a more general interest. The module is taught by a combination of lectures and seminars in which students will be asked to discuss the questions raised by each week's reading. Employing complex forms of analysis, students will apply cultural theory to historical situations. Teamwork and oral skills are promoted through group discussion and this helps to prepare students for employment as it encourages interaction with colleagues. Assessment will test out the student's ability to develop solve complex historical problems in a critical and analytical way. This module is also delivered by distance learning.

Year 4: End of Empires 1919-1997

This module looks at the process by which European empires declined and collapsed in the course of the twentieth century. It will examine the expansion in European empires that occurred at the end of the First World War and at the impact on them of the Depression and the Second World War. It will consider the role of nationalist movements in putting pressure on the colonial powers before and during the war and at how these movements took advantage of the changed international situation after 1945. It will examine the interplay between pressure for independence and the development of the Cold War, especially the interest of the superpowers in decolonisation. It will look at the different approaches taken by the British and French, contrasting British policy in Malaya with French policy in Indo-China. The course will look at why the end of Belgian and Portuguese rule in Africa was attended by so much conflict and at the problems posed by white rule in Rhodesia and South Africa. The course will also cover the establishment of the Commonwealth and the post-war impact on British society of large-scale Commonwealth immigration, leading up to the Falklands War of 1982 and the handover of Hong Kong in 1997. The module is taught through lectures and seminars.

Year 4: Capitalism in Crisis: The Depression and War in Europe

This module examines the extraordinary fifteen year period that began with the global financial crisis and the Great Depression and ended with the Second World War and a very different world. It explores the different types of political systems and ideologies that existed in 1930s Europe, assessing the crisis of liberal democracy and the prevalence of authoritarian forms of government, such as that which was practiced in the Soviet Union, Fascist Italy and Nazi Germany. It examines international relations in this decade and focuses on some of the key crises such as the Nazis' invasion of the Rhineland and the Spanish Civil War. It assesses the build up to the outbreak of the war in 1939, including the Appeasement debate, and questions whether war could have been avoided. The module then looks at the war itself, examining the spread of Nazism across Europe, the relations between Winston Churchill and the other Warlords, and the Holocaust. It then turns to the end of the war in Europe and the Allies' victory and assesses whether the war had led to Europe being eclipsed as two new superpowers had emerged. The module is taught through lectures and seminars. Teamwork and oral skills are promoted through presentations and group discussion during seminars, which helps to prepare students for employment by encouraging interaction with colleagues.

Year 4: The Cold War: The World Divided

This module examines the Cold War, starting with the historiographical debates that surround the origins of the hostilities between East and West, and ends by questioning whether anyone actually 'won' the Cold War. The module assesses international relations between the USSR and USA after 1945 and examines the consequences of these relations. These include the founding of NATO and the Warsaw Pact, the Korean War, the Cuban Missile Crises and the Vietnam War. It assesses Britain's role in the onset of the Cold War and looks at how the country became less of a global power during this period. Other areas that are focused on are the 1960s and the revolutionary challenges in the USA, France and Czechoslovakia, détente, and the Second Cold War. The module ends with an assessment of the 1989 revolutions in Eastern Europe and what the collapse of the USSR meant for the post-Cold War world. The module is taught through lectures and seminars. Teamwork and oral skills are promoted through group discussion during seminars, which helps to prepare students for employment by encouraging interaction with colleagues. Students also develop their analytical skills further by investigating more advanced material.

Year 4: The Era of Thatcher and Blair

On this module you will consider and contrast the long term effects of Margaret Thatcher and Tony Blair on British politics since the 1970s. Firstly, you will study how Thatcher deviated away from One Nation Conservatism of the 1950s and 1960s, the diagnosis she made of how a society (and government) should function, and the reasons for her electoral triumph in 1979. You will then go on to consider her time in office through the lens of both her core supporters on the one hand and the British left on

the other. You will have the opportunity to analyse the effect of Thatcher's policies on class relations in the UK, and the story of privatisation and reforms to the City of London. The popular platform of Right to Buy, share ownership and moving the low paid out of paying income tax will also be considered.

You will also analyse how her legacy in office continue to shape British politics. In doing so, you will look at how she influenced subsequent leaders such as John Major, Gordon Brown and, principally, Tony Blair. You will consider how Blair not only learned from Thatcher, but looked across the Atlantic to Bill Clinton and the New Democrats, too. You will consider charges that Blair was a 'Thatcherite,' as well as arguments for and against the legacy of New Labour. Throughout, you will have the opportunity to access primary source material via the Margaret Thatcher Foundation online archive (<http://www.margaretthatcher.org/archive/>) and the Reagan online archive (<https://www.reaganlibrary.gov/archives/digital-library>).