



**UNIVERSITY OF  
CAMBRIDGE**

Institute of Continuing Education

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# **Undergraduate Certificate in History**

**2020-2021**

Course code: 2021CCR055

## **COURSE GUIDE**

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ  
Tel 01223 746222 [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk)

Welcome to the **Undergraduate Certificate in History**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course guide.

The course aims to:

1. introduce students to the key concepts and methods of history;
2. enable students to identify and explore continuities and discontinuities in history;
3. introduce students to a broad range of history studies in time and location;
4. promote skills of interpreting and evaluating primary and secondary evidence, as a means of fostering independent thinking and the ability to construct a scholarly argument based upon appropriate judgements about evidence;
5. provide students with opportunities for progression to further studies in the area of history.

## Teaching staff

### Academic Director:

Dr Samantha Williams is Reader in Social History, Academic Director for History and Course director of the MSt in History. Her research interests are poverty and welfare in the 17th, 18th, and 19th centuries in England.

She is author of *Poverty, gender and life-cycle under the English poor law* (Boydell and Brewer, 2011), *Unmarried motherhood in London, 1700-1850: pregnancy, the poor law and provision* (Palgrave Macmillan, 2018) and is co-editor of A. Levene, T. Nutt, and S.K. Williams (eds.), *Illegitimacy in Britain 1700-1920* (Palgrave Macmillan, 2005).

She is currently researching the poor law in Cambridge.

### Tutors:

**Dr Andrew Lacey**, has a doctorate for work on King Charles I and has been teaching in adult education for over 25 years. He is a Tutor for the Continuing Education departments at both the University of Cambridge and the University of Oxford and his historical interests range from the Tudors, the English Civil War to 19th and 20th century British and European history. Andrew has written and tutors four online courses, two on the Tudors and one on Hitler and Nazi Germany for Cambridge, and one on the English Civil War for Oxford. His most recent book, *The English Civil War in 100 Facts*, was published by Amberley in July 2017. His website is: [www.andrewlacey.co.uk](http://www.andrewlacey.co.uk)

**Dr Ian Chambers** gained a BA and MA from the University of Warwick before moving to the University of California to earn his Ph.D. in History. He has taught at the University of Idaho, the University of Nottingham and currently teaches at the University of Cambridge where he is a Senior Fellow at Robinson College. His primary area of research is early American with an emphasis on Native American history. He has published numerous pieces of research examining Native American interaction with colonists, received fellowships from Colonial Williamsburg and the Institute for Southern Studies at the University of South Carolina and presented his work to academic conference throughout the UK and USA. Ian has been honoured for his teaching being awarded the Outstanding Faculty Award in 2010 and twice gained the Inspirational Faculty Member Award for Excellence. As well as teaching at the university level Ian has also taught adult education classes for the WEA.

## Administrative staff

<b>Arts and Sciences Enquiries</b>
e. <a href="mailto:artscience@ice.cam.ac.uk">artscience@ice.cam.ac.uk</a> t. 01223 746418 / 746236

## Venue

The Institute of Continuing Education's administrative headquarters are at Madingley Hall, an elegant country house built in the 16th century and set in gardens of about seven acres, designed in the 18th century by Capability Brown. Please visit [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk) and [www.madingleyhall.co.uk](http://www.madingleyhall.co.uk) for further information.

### Contact details at ICE

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*Please also refer to the 'information for students' section on ICE's website [www.ice.cam.ac.uk/studying-with-us/information-for-students](http://www.ice.cam.ac.uk/studying-with-us/information-for-students) and the 2020/21 Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.*

*Information correct as at 14/08/2020*

## Syllabus for first unit

Michaelmas term 2020

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# Reformation, Revolution and Religion in Britain, 1485–1714

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<b>Start date</b>	24 <sup>th</sup> October 2020	<b>End date</b>	12 <sup>th</sup> December 2020
<b>Day</b>	Saturday	<b>Time</b>	Saturday 1.00 – 4.30 pm
<b>Tutors</b>	Dr Andrew Lacey	<b>No of meetings</b>	Eight online sessions on Saturdays, 24 <sup>th</sup> , 31 <sup>st</sup> October, 7 <sup>th</sup> , 14 <sup>th</sup> , 21 <sup>st</sup> , 28 <sup>th</sup> November, 5 <sup>th</sup> , 12 <sup>th</sup> December 2020

### Aims

- To explore the political, constitutional and religious disputes of 16<sup>th</sup> and 17<sup>th</sup> century Britain.
- To examine the reasons for and the effects of religious upheaval and violence on English and British society in this period.
- To discuss the ways in which this period laid the foundations for the modern British state.

### Content

Using an inter-disciplinary approach combining politics, religion and iconography, this course will explore conflict, resistance and revolt between 1485 and 1714. We will explore the expanding world of the early sixteenth-century, the nature of the Reformation unleashed by Henry VIII and Edward VI, the Counter-Reformation of Mary and the 'religious settlement' of Elizabeth. We will also study the Catholic opposition under Elizabeth and the rising power of Puritanism which finally provoked Civil War and Revolution across the British Isles in the 1640s and resulted in the downfall of the Stuart monarchy and the execution of Charles I.

From there we will consider why Puritan Republicanism failed to establish itself and the Restoration of the ancien regime in 1660. The 'settlement' of 1660 – 2 settled very little and we will study the ways in which royal policy and religion destabilized Britain until the 'Glorious Revolution' of 1688. We will conclude by considering the ways in which it was war and finance which finally decided the questions concerning religion and the relative powers of Crown and Parliament and which laid the foundations of the modern British state.

### Presentation of the unit

The course will take place online through Zoom. It will contain several different pedagogical approaches including lecture (with power point and video clips from documentary), seminar discussion (both full class and group), and class reflection. You will also have online support through our Virtual Learning Environment.

## Provisional lecture list

Date	Session	Content
<b>Unit 1. Saturday 24<sup>th</sup> October. 1.00 – 2.30 pm.</b>	Session 1: Who were the Tudors?	Where did the Tudor family come from? What role did they play in the Wars of the Roses? Why was Henry Tudor crowned king after the battle of Bosworth in 1485 and what was the significance of his reign?
<b>Unit 2. Saturday 24<sup>th</sup> October. 3.00 – 4.30 pm.</b>	Session 2: Henry VIII – Defender of (which) Faith?	Henry VIII began as ‘Defender of the Faith.’ Why did he break with the Pope, declare himself head of the English church and what were the consequences?
<b>Unit 3. Saturday 31<sup>st</sup> October. 1.00 – 2.30 pm.</b>	Session 3: England’s Josiah.	Edward VI and Thomas Cranmer introduce a truly Protestant Reformation to England.
<b>Unit 4. Saturday 31<sup>st</sup> October. 3.00 – 4.30 pm.</b>	Session 4: Fires of Faith.	Edward’s half-sister, Mary, attempts to undo the Protestant Reformation. Could she have succeeded in returning England permanently to the ‘true faith?’
<b>Unit 5. Saturday 7<sup>th</sup> November. 1.00 – 2.30 pm.</b>	Session 1: By the skin of her teeth!	Princess Elizabeth’s difficult and often dangerous childhood and adolescence.
<b>Unit 6. Saturday 7<sup>th</sup> November. 3.00 – 4.30 pm.</b>	Session 2: ‘The Alteration of Religion.’	Elizabeth’s attempts to create the Church of England as a middle way between Rome and Geneva.
<b>Unit 7. Saturday 14<sup>th</sup> November. 1.00 – 2.30 pm.</b>	Session 3: Puritans and Papists!	Those who contested the Elizabethan church settlement, whether Presbyterians or Roman Catholics
<b>Unit 8. Saturday 14<sup>th</sup> November. 3.00 – 4.30 pm.</b>	Session 4: ‘The Enterprise of England’.	Elizabeth and religious conflict in Europe which culminated in the Armada of 1588.
<b>Unit 9. Saturday 21<sup>st</sup> November. 1.00 – 2.30 pm</b>	Session 1: The advent of the Stuarts.	The problem of the succession and the reign of James VI & I, including disputes with Parliament.
<b>Unit 10. Saturday 21<sup>st</sup> November. 3.00 – 4.30 pm.</b>	Session 2: Divine Rights.	The attempt by Charles I to dispense with Parliament in the 1630s and the image of kingship Charles promoted.
<b>Unit 11. Saturday 28<sup>th</sup> November. 1.00 – 2.30 pm.</b>	Session 3: For King or Parliament?	The causes, conduct and consequences of the Civil War in the 1640s culminating in revolution and regicide.
<b>Unit 12. Saturday 28<sup>th</sup> November. 3.00 – 4.30 pm.</b>	Session 4: The English Republic.	The Commonwealth of England and the Protectorate of Cromwell, was he ‘king in all but name?’
	Session 1: Restoration!	Why did the Republic collapse and how was the monarchy and the Church of England restored?

<b>Unit 13. Saturday 5<sup>th</sup> December. 1.00 – 2.30 pm.</b>	Session 2: Plague, Fire and Papists!	The crises of the reign of Charles II – plague, the Great Fire, the ‘Popish Plot’ and the Exclusion Crisis.
<b>Unit 14. Saturday 5<sup>th</sup> December. 3.00 – 4.30 pm.</b>	Session 3: James VII & II.	Why did James VII and II become king and why was he deposed in the ‘Glorious Revolution?’
<b>Unit 15. Saturday 12<sup>th</sup> December. 1.00 – 2.30 pm.</b>	Session 4: War, finance and the succession.	The revolution in the relationship between Crown and Parliament between 1688 and 1714 as a result of war and the Protestant succession.
<b>Unit 16. Saturday 12<sup>th</sup> December. 3.00 – 4.30 pm</b>		

## Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Have some familiarity with the broad narrative of events between 1485 and 1714.
- Understand some of the ways in which religious conflict affected English society.
- Appreciate the role and significance of key people and concepts in this period.
- Have some understanding of the ways in which this period created the modern British state.

## Student assignments

As part of a Certificate course, this unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of an assignment of 3,700 - 4,000 words.

Students will be encouraged to participate in discussion and in class work. They will also be encouraged to read some of the set texts from the reading list.

### **An assignment of between 3,700 and 4,000 words.**

This assignment is designed to demonstrate that you have developed analytical skills appropriate for an historian.

### ASSIGNMENT TITLES

1. ‘Emperor and Pope in his own realm.’ Is this an accurate description of Henry VIII in 1545?
2. Choose two portraits of Elizabeth I and, using the portraits, explore the iconography of power and gender.
3. ‘Elizabeth I’s religious settlement survived against all the odds,’ discuss.
4. What does the iconography of Rubens and Van Dyck tell us about Charles I’s concept of monarchy?
5. Why did the Puritan opposition to James VI & I and Charles I result in Civil War and regicide in the 1640s?
6. Why did the various Commonwealth and Protectoral regimes after 1649 fail?

7. Why were the revelations of Titus Oates concerning the 'Popish Plot' so readily believed?
8. In what ways did the French wars between 1689 and 1713 decide the balance of power between Crown and Parliament?

For the award of credit the assignment is weighted at 100% of the unit total.

Students are expected to submit their assignments online and feedback on assignments is delivered online.

**Closing date for the submission of the assignments:  
Wednesday 6<sup>th</sup> January 2021 by noon GMT\* (\*Greenwich Mean Time)**

## Reading and resource list

### A good place to start...

Miller, J. *The Stuarts*.  
London: Hambledon and London, 2004.

Rex, R. *The Tudors*.  
Stroud: Amberley, 2009.

### Background

Clark, J.C.D. *Revolution and rebellion: state and society in England in the seventeenth and eighteenth centuries*. Cambridge: Cambridge University Press, 1986.  
**(E-book available on idiscover.)**

Doran, S. *Elizabeth I and religion*. London: Routledge, 1994.  
**(E-book available on idiscover.)**

Duffy, E. *Fires of faith: Catholic England under Mary Tudor*.  
New Haven: Yale University Press, 2009.  
**(E-book available on idiscover.)**

Haigh, C. *English Reformations: religion, politics and society under the Tudors*.  
Oxford: Clarendon Press, 1993.  
**(E-book available on idiscover.)**

### Websites

'John Foxe's Acts and Monuments.' A major aid to scholarship, this website contains the first four editions of the 'Book of Martyrs' published in Foxe's lifetime – namely, 1563, 1570, 1576 and 1583.  
<http://www.johnfoxe.org/>

All you could ever possibly want to know about the Spanish Armada at the British Battles website:  
<http://www.britishbattles.com/spanish-war/spanish-armada.htm>

The Spanish Armada at the National Maritime Museum  
<http://www.rmg.co.uk/explore/sea-and-ships/facts/navies-and-warships/the-spanish-armada>

The British Civil Wars Project. Everything you have ever wanted to know about the Civil Wars in one place!  
<http://bcw-project.org/>

The Cromwell Association  
<http://www.olivercromwell.org/>

# Syllabus for second unit

Lent term 2021

## Fascism in Europe 1918 - 1945

<b>Start date</b>	16 <sup>th</sup> January 2021	<b>End date</b>	6 <sup>th</sup> March 2021
<b>Day</b>	Saturday	<b>Time</b>	1.00 – 4.30 pm
<b>Tutor</b>	Dr Andrew Lacey	<b>No of meetings</b>	Eight online sessions on Saturdays, 16 <sup>th</sup> , 23 <sup>rd</sup> , 30 <sup>th</sup> January, 6 <sup>th</sup> , 13 <sup>th</sup> , 20 <sup>th</sup> , 27 <sup>th</sup> , February, 6 <sup>th</sup> March 2021

### Aims

- To have some understanding of the growth and significance of Fascist and neo-Fascist movements in Europe between 1919-1945.
- To engage with the process of evaluation and interpretation of Fascism/Fascisms in an attempt to arrive at a meaningful and useful understanding.
- To consider the reasons for and the place of collaboration with Nazi Germany in the Second World War.
- To consider the post-1945 significance of Fascism on the European radical right.

### Content

The name 'Fascism' derives from the fasces of ancient Rome: a bundle of rods and an axe tied together and carried by the Lictors before Roman magistrates as a symbol of their authority. But as a word 'Fascism' tells us little or nothing about the political creed or creeds which bore its name in the middle years of the twentieth century. It is also a word surrounded by ambiguity. For example, was German National Socialism the same as Italian Fascism and vice versa? (Hitler, after all, never called himself a Fascist.) What did the Spanish Falange or Sir Oswald Mosley's British Union of Fascists have in common with Mussolini's blackshirts? Was there such a thing as 'clerico-fascism' in Austria and Portugal? Where do the Rumanian Iron Guard fit into all this? The questions surrounding the nature of Fascism are many and controversial. Yet some meaningful conclusions can be drawn concerning such things as the Fascist concept of the state, the importance of myth, ritual and 'civic religion', the cult of the leader, their concepts of the sort of society they wanted to create after their enemies had been defeated and, linked to those concepts, the forming of the 'new Fascist man' – homo fascistus.

This course will concentrate on discussing those characteristics common to most overtly Fascist or National Socialist movements in Europe between 1919 and 1945. It is not intended to provide a narrative of European history between those dates, rather it is intended to use the historical narrative to illustrate the process of interpretation. We will examine the origins of Fascism in the chaotic aftermath of the First World War and attempt an overview of the essential characteristics of the principle movements. From there we will look at how Fascism manifested itself through 'political theatre' and explore the concept of 'civic religion' and its importance to our understanding of the inner dynamic of these movements. We will also explore the case of collaboration during World War II – from Finland to North Africa, from Spain to India. Why did individuals and countries choose to fight with or alongside Nazi Germany? Finally, we will close with a discussion of the state of neo-



fascist and neo-Nazi movements in Europe since 1945 and the legacies which Fascism may have bequeathed to the modern world.

## Presentation of the unit

The course will take place online through Zoom. It will contain several different pedagogical approaches including lecture (with power point and video clips from documentary), seminar discussion (both full class and group), and class reflection. You will also have online support through our Virtual Learning Environment.

## Provisional lecture list

Date	Session	Content
<b>Unit 1. Saturday 16<sup>th</sup> January 2021. 1.00 – 2.30 pm.</b>	Session 1: WW1 – the War which would not end.	For many in central and eastern Europe the First World War did not end in November 1918. This session will explore the continuing conflict and its consequences.
<b>Unit 2. Saturday 16<sup>th</sup> January 2021. 3.00 – 4.30 pm.</b>	Session 2: Mussolini – the making of a Fascist.	Mussolini began life as a radical Socialist, what were the influences which led him to launch the Fascist Movement in 1919?
<b>Unit 3. Saturday 23<sup>rd</sup> January 2021. 1.00 – 2.30 pm.</b>	Session 3: Fascism in Italy 1922 – 1940.	How did the Fascist Movement win power, what were its policies within Italy in the 1920s and 1930s?
<b>Unit 4. Saturday 23<sup>rd</sup> January 2021. 3.00 – 4.30 pm.</b>	Session 4: The Rome-Berlin Axis.	Was it inevitable that Mussolini and Hitler should form an alliance?
<b>Unit 5. Saturday 30<sup>th</sup> January 2021. 1.00 – 2.30 pm.</b>	Session 1: Hitler and the making of National Socialism.	Hitler's youth, his experience in the First World War, Germany's defeat in 1918 and the creation of the NSDAP.
<b>Unit 6. Saturday 30<sup>th</sup> January 2021. 3.00 – 4.30 pm.</b>	Session 2: Kampfzeit! 1923 - 33	The fate of the Nazi Party in the 1920s, from the Beer Hall Putsch to the 'Seizure of Power.'
<b>Unit 7. Saturday 6<sup>th</sup> February 2021. 1.00 – 2.30 pm.</b>	Session 3: Nazi Germany 1933 – 39.	What was life like in Nazi Germany? We will examine the ways the Nazis ruled, those they favoured and those they persecuted.
<b>Unit 8. Saturday 6<sup>th</sup> February 2021. 3.00 – 4.30 pm.</b>	Session 4: The SS.	The SS became the elite of Nazi Germany. We will explore how this happened and the extent to which the SS conforms to the idea of 'the new Fascist man.'
<b>Unit 9. Saturday 13<sup>th</sup> February 2021. 1.00 – 2.30 pm.</b>	Session 1: Italy, Spain and Britain.	This day school will explore why people fought for Hitler and Nazi Germany. We will begin by looking at the experience of Italy, Spain and Britain.
<b>Unit 10. Saturday 13<sup>th</sup> February 2021. 3.00 – 4.30 pm.</b>	Session 2: Vichy France!	This session will explore the creation of the 'French State' under Petain, the policy of collaboration, Vichy and the Jews etc.
	Session 3: Hungary and Croatia.	Taking these two states as examples we will discuss whether they were allies of Nazi Germany or collaborators?

<b>Unit 11. Saturday 20<sup>th</sup> February 2021. 1.00 – 2.30 pm.</b>	Session 4: Hitler's Foreign Legions.	An exploration of the Waffen-SS units raised from occupied countries and their role in the invasion of the Soviet Union in June 1941.
<b>Unit 12. Saturday 20<sup>th</sup> February 2021. 3.00 – 4.30 pm.</b>		
<b>Unit 13. Saturday 27<sup>th</sup> February 2021. 1.00 – 2.30 pm.</b>	Session 1: Juden Raus!	We will recap on the persecution of the Jews in Germany after 1933 and how the policy of emigration evolved.
<b>Unit 14. Saturday 27<sup>th</sup> February 2021. 3.00 – 4.30 pm.</b>	Session 2: The 'Final Solution of the Jewish Question.'	War made emigration impossible. This session will explore how the lethal logic of Nazism accelerated the killing of Jews from 1942.
	Session 3: Resistance and Reckoning.	We will explore some of the resistance to Nazism between 1933 and 1945, the Nuremberg Trials and why so many Nazis got away with it!
<b>Unit 15. Saturday 6<sup>th</sup> March 2021. 1.00 – 2.30 pm.</b>	Session 4: And in conclusion...	Did Fascism and Nazism survive after 1945 and what have we learnt about the nature of Fascism?
<b>Unit 16. Saturday 6<sup>th</sup> March 2021. 3.00 – 4.30 pm.</b>		

## Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Have some understanding of the narrative of events regarding Fascist movement between 1919 and 1945.
- Have some appreciation of the process of interpretation and comparison of the distinctive features of various Fascist movements.
- Appreciate the role and significance of key people and concepts in this period.
- Consider and evaluate the reasons why individuals and governments chose to fight with or alongside Nazi Germany in World War II.

## Student assignments

As part of a Certificate course, this unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of an assignment of 3,700 - 4,000 words.

Students will be encouraged to participate in discussion and in class work. They will also be encouraged to read some of the set texts from the reading list.

### **An assignment of between 3,700 and 4,000 words.**

This assignment is designed to demonstrate that you have developed analytical skills appropriate for an historian.

## ASSIGNMENT TITLES

1. Is there an ideological difference between Fascism and National Socialism, and if so, what is it?
2. Are Fascism and National Socialism a form of 'civic religion'?

3. To what extent did the SS realise the ideal of 'the new Fascist man'?
4. 'Without the First World War there could have been no Fascism or National Socialism.' Discuss.
5. 'Mussolini came to power primarily because of the breakdown of Liberal Italy rather than because of any inherent strength in Fascism', discuss.
6. 'The enemy of my enemy is my friend.' To what extent does this 'explain' collaboration?

Students are expected to submit their assignments online and feedback on assignments is delivered online.

For the award of credit the assignment is weighted at 100% of the unit total.

**Closing date for the submission of the assignments:  
Wednesday 31<sup>st</sup> March 2021 by noon BST\* (\*British Summer Time)**

### Reading and resource list

#### A good place to start...

Passmore, K. *Fascism: a very short introduction*.

Oxford: Oxford University Press, 2002.

**(Ebook available on idiscover.** A very good – and short – introduction to the subject).

Payne, S. G. *A history of Fascism 1914-1945*.

London: UCL Press, 1995.

**(Ebook available on idiscover.** An excellent overview.)

#### Background reading.

Bosworth, R.J.B. (editor) *The Oxford handbook of Fascism*.

Oxford: Oxford University Press, 2010.

**(E-book available on idiscover.)**

Neville, P. *The Holocaust*.

Cambridge: Cambridge University Press, 1999.

**(E-book available on idiscover.)**

Stahel, D. (editor) *Joining Hitler's crusade: European nations and the invasion of the Soviet Union, 1941*.

Cambridge: Cambridge University Press, 2017.

**(E-book available on idiscover.)**

## Syllabus for third unit

Easter term 2021

# The making of America and the Native Americans

<b>Start date</b>	10 <sup>th</sup> April 2021	<b>End date</b>	29 <sup>th</sup> May 2021
<b>Day</b>	Saturdays (and 1 Sunday)	<b>Time</b>	13.00 - 17.30
<b>Tutor</b>	Dr Ian Chambers	<b>No of meetings</b>	Eight online sessions on 10 <sup>th</sup> , 11 <sup>th</sup> , 17 <sup>th</sup> and 24 <sup>th</sup> April 01 <sup>st</sup> , 08 <sup>th</sup> , 15 <sup>th</sup> and 29 <sup>th</sup> May

### Aims

- To offer a broad chronological understanding Native American History.
- To enable students to understand the continuing presence of Native American's in American Society.
- To explore the cultural background of Native Americans.
- To analyse the problems surrounding the interpretation of historical sources and to enable students to acquire some of the skills needed to evaluate them critically.

### Content

The course will give a broad chronological and geographical introduction to Native American History. Looking at both well-known and not so well individuals and events will allow us to delve deep into specific topics that are representative of broader issues.

We will explore issues such as conflict, diplomacy, governmental relations and the state of Native Americans in present day America.

By focussing on several discrete events and native groups we will gain an insight in to the make-up of native community and society and track the trials and tribulations that native people have undergone.

### Presentation of the unit

The course will take place online through Zoom. It will contain several different pedagogical approaches including lecture (with power point and video clips from documentary), seminar discussion (both full class and group), and class reflection. You will also have online support through our Virtual Learning Environment.

### Provisional lecture list

Date	Session	Content
April 10, 2021 – 13:00 Saturday	Session 1	Origin Stories
	Session2	First Contact: Friends and Enemies
April 11, 2021 – 13:00 Sunday	Session3	New France
	Session4	Powhatan and Jamestown

April 17, 2021 – 13:00 Saturday	Session5	Metacom's rebellion
	Session6	Native Americans and the Seven Years War
April 24, 2021 – 13:00 Saturday	Session7	Revolution and Lewis and Clark
	Session8	Forced Removal
May 1, 2021 – 13:00 Saturday	Session9	Native Americans and the Civil War
	Session10	War Peace and Confinement
May 8, 2021 – 13:00 Saturday	Session11	Native American Resistance
	Session12	Reservations, Civilization, and Allotment
May 15, 2021 – 13:00 Saturday	Session13	Native Americans and World War Two
	Session14	Termination and Self Determination
May 29, 2021 – 13:00 Saturday	Session15	Activism, Alcatraz and Wounded Knee II
	Session16	Contemporary art and literature

## Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Explain the historical context which shapes human consciousness and action, and to identify those factors which shape continuity and change in diverse human communities.
- Formulate historical questions and to engage in independent research and inquiry.
- Apply historical knowledge so they can reflect upon global human experience and complexity.

## Student assignments

The unit requires a commitment to pre-class preparation and to active involvement in class discussions.

Coursework will be in the form of a written assignment of 3,700 - 4,000 words.

### **An assignment of between 3,700 and 4,000 words.**

A choice of titles is given below. This assignment is designed to demonstrate that students have developed analytical skills appropriate for an historian.

Please ensure that you reference any original documents, printed primary sources or secondary works on which you rely. Guidance on referencing is available on the VLE.

### ASSIGNMENT TITLES

1. Why did initial friendship turn to conflict and aggression in the English colonies?
2. How did native involvement affect the progress of the Seven Years War?
3. Indian removal was ethnic cleansing, discuss.
4. Were the creation of reservations and allotment a good government policy badly implemented by officials on the ground or simply bad policy?

5. How did World War II and Self Determination affect the position of Native Americans in America?
6. Should we view Wounded Knee II as a success or a failure?

Students are expected to submit their assignments online and feedback on assignments is delivered online.

For the award of credit the assignment is weighted at 100% of the unit total.

**Closing date for the submission of the assignments:  
Friday 4<sup>th</sup> June 2021 by noon BST\* (\*British Summer Time).**

### **Key Texts**

**CAIH** = Deloria, Philip, ed., *A Companion to American Indian History* (2002)

**CHNPA** = *Cambridge History of the Native Peoples of the Americas, Vol. 1* (1996)

**CGAIHC** = *The Columbia Guides to American Indian History and Culture* – 4 volumes covering 4 geographical areas

All available online through University of Cambridge Library system

### **Books & Articles**

Calloway, Colin G. *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (1997) – available online

Salisbury, Neil. *Manitou and Providence: Indians, Europeans, and the making of New England, 1500-1643* (1982) – available online

“Civilization” and Removal **CGAIHC** Southeast

Davis, Kenneth Penn. “The Cherokee Removal, 1835-1838.” *Tennessee Historical Quarterly*, vol. 32, no. 4, 1973, pp. 311–331.

Galloway, Colin *The Scratch of a Pen 1763 and the Transformation of North America* (2006) – available online

Fixico, Donald. “Federal and State Policies and American Indians” **CAIH**

Hoxie, Frederick “The Reservation Period” **CHNPA**

Biolsi, Thomas, “*The Birth of the Reservation: Making the Modern Individual Among the Lakota*,” *American Ethnologist* (1995)

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## TIMETABLE

### Michaelmas 2020

Day School 1	Saturday 24 <sup>th</sup> October 2020
Day School 2	Saturday 31 <sup>st</sup> October 2020
Day School 3	Saturday 7 <sup>th</sup> November 2020
Day School 4	Saturday 14 <sup>th</sup> November 2020
Day School 5	Saturday 21 <sup>st</sup> November 2020
Day School 6	Saturday 28 <sup>th</sup> November 2020
Day School 7	Saturday 5 <sup>th</sup> December 2020
Day School 8	Saturday 12 <sup>th</sup> December 2020

### Lent 2021

Day School 1	Saturday 16 <sup>th</sup> January 2021
Day School 2	Saturday 23 <sup>rd</sup> January 2021
Day School 3	Saturday 30 <sup>th</sup> January 2021
Day School 4	Saturday 06 <sup>th</sup> February 2021
Day School 5	Saturday 13 <sup>th</sup> February 2021
Day School 6	Saturday 20 <sup>th</sup> February 2021
Day School 7	Saturday 27 <sup>th</sup> February 2021
Day School 8	Saturday 06 <sup>th</sup> March 2021

### Easter 2021

Day School 1	Saturday 10 <sup>th</sup> April 2021
Day School 2	Sunday 11 <sup>th</sup> April 2021
Day School 3	Saturday 17 <sup>th</sup> April 2021
Day School 4	Saturday 24 <sup>th</sup> April 2021
Day School 5	Saturday 01 <sup>st</sup> May 2021
Day School 6	Saturday 08 <sup>th</sup> May 2021
Day School 7	Saturday 15 <sup>th</sup> May 2021
Day School 8	Saturday 29 <sup>th</sup> May 2021

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*

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