



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Certificate in History

2022-2023

Course code: 2223CCR055

COURSE GUIDE

University of Cambridge Institute of Continuing Education, Madingley Hall, Cambridge, CB23 8AQ
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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: www.ice.cam.ac.uk/info/academic-credits-cats-points

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 programme will be taught remotely, through pre-recorded lectures which students can access at times convenient to them in addition to scheduled live sessions where tutor and students will gather for discussion. While attendance at the live sessions is encouraged, all sessions will be recorded and will be accessible via the Virtual Learning Environment (VLE). Discussion forums and suggestions for additional reading and resources will also be found on the VLE.

The programme aims to:

- introduce students to the key concepts and methods of history;
- enable students to identify and explore continuities and discontinuities in history;
- introduce students to a broad range of history studies in time and location;
- 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;
- provide students with opportunities for progression to further studies in the area of history.

Learning outcomes

Knowledge and understanding

- knowledge of the underlying concepts and principles associated with history, and an ability to evaluate and interpret these within the context of that area of study.

Skills and other attributes

- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of history;
- an ability to evaluate the appropriateness of different approaches to solving, problems related to history;
- an ability to communicate the results of their work accurately and reliably, and with structured and coherent arguments;
- and an ability to undertake further training and develop new skills within a structured and managed environment.

Transferable skills and abilities

- improved literacy and composition skills;
- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Transferable skills for further study and employability

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work

- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

1 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Teaching staff

Academic Director:

Prof Samantha Williams is Professor of 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 old poor law in Cambridge, new poor law union workhouse populations, and life assurance in early 19th-century Britain.

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

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 member of Robinson College and an Academic Associate of Pembroke 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

Arts and Sciences Enquiries
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Institute of Continuing Education

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 and www.madingleyhall.co.uk for further information.

Contact details of 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 and the 2022-23 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 30/08/2022

Syllabus for first unit

Michaelmas term 2022

Reformation, Revolution and Regicide in Britain, 1603–1714

Start date	7 October 2022	End date	26 November 2022
Day	Saturday	Time	1.00 – 4.30pm
Tutor(s)	Dr Andrew Lacey	No of meetings	8

Aims

- To explore the political, constitutional and religious disputes of 17th-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 in Britain between 1603 and 1714. We will begin by considering the inheritance bestowed by Elizabeth I on the new king James VI of Scotland who became James I of England in 1603. From there we will discuss the growing tensions between King and Parliament which culminated in Charles I dissolving Parliament in 1629 and ruling alone for the next eleven years. We will look at Charles's policies in the 1630s, asking why they aroused so much opposition and the particular importance of the rise 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 resulted in the Restoration of the ancien régime in 1660.

The 'Restoration settlement' of 1660-1662 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 unit will be taught in a series of 'live' teaching sessions via Zoom, which will be recorded. Live teaching will involve directed discussion and reading, with talks from the tutor and small-group work in breakout rooms. There will be comfort breaks during each session and opportunities for general Q&A with the tutor.

Please also look at the VLE for each block's dedicated discussions and forum activities which are designed to guide your reading and to introduce you to relevant contextual and critical resources.

Provisional lecture list

Date	Session	Indicative content
Saturday 8 October 2022 1:00 – 2:30pm	Session 1: The Elizabethan Inheritance.	An introduction to the progress of the Reformation in England and Scotland and, in particular, the significance of Elizabeth's vision of what the Church of England should be.
Saturday 8 October 2022 3:00 – 4:30pm	Session 2: The advent of the Stuarts.	The Stuarts had ruled Scotland since the mid-14 th century. Who were they and why did James VI of Scotland become James I of England in 1603?
Saturday 15 October 2022 1:00 – 2:30pm	Session 1: James VI & I and the Divine Right of Kings.	Why did James VI & I champion the theory of Divine Right?
Saturday 15 October 2022 3:00 – 4:30pm	Session 2: The Ancient Constitution.	In reaction to the theory of Divine Right lawyers and MPs sought to prove that Parliament, the Common Law and representative institutions were part of the 'Fundamental Laws' of England. Why did they see the theory of Divine Right as such a threat?
Saturday 22 October 2022 1:00 – 2:30pm	Session 1: The Personal Rule of Charles I: ships and taxes.	Charles succeeded his father in 1625 and learnt the lessons of Divine Right well. Why did he dissolve Parliament in 1629 and how did the political nation react?
Saturday 22 October 2022 3:00 – 4:30pm	Session 2: The Personal Rule of Charles I: the art of absolutism in Church and State.	Charles was a connoisseur of the arts created an enduring image of monarchy. He also had a vision of the Church of England based on 'the beauty of holiness.' Why did the arts and ceremonial alienate so many?
Saturday 29 October 2022 1:00 – 2:30pm	Session 1: The descent into Civil War.	Between late 1640 and the summer of 1642 a 'Royalist Party' was born. We will explore some of the issues which create 'Cavaliers' and 'Roundheads.
Saturday 29 October 2022 3:00 – 4:30pm	Session 2: The question of allegiance.	Faced with the division between King and Parliament how did individuals decide which side to support and who were large field armies raise which clashed at Edgehill in October 1642?
Saturday 5 November 2022 1:00 – 2:30pm	Session 1: The world turned upside down: political radicalism.	Why did the Civil War provoke radical political ideas in such groups as the Levellers and Diggers who questioned the basis and institutions of contemporary society?
Saturday 5 November 2022 3:00 – 4:30pm	Session 2: The world turned upside down: religious radicalism.	Why did the Civil War inspire so many religious groups which rejected the Church of England? We will explore the plethora of religious groups which emerged in the 1640s, from Baptists and Congregationalist to Ranters and Muggletonians.
Saturday 12 November 2022 1:00 – 2:30pm	Session 1: Regicide and Revolution.	We will look at the second Civil War of 1648, the Army coup against Parliament and the trial and execution of the King. Did this recreate him as 'Charles, King and Martyr?'
Saturday 12 November 2022 3:00 – 4:30pm	Session 2: The Commonwealth and Protectorate.	As a successful military leader, Oliver Cromwell dominated the Commonwealth and made Lord Protector in 1653. Was he 'king in all but name?'

Saturday 19 November 2022 1:00 – 2:30pm	Session 1: Restoration!	Why did the Republic collapse after the death of Cromwell and how was the monarchy and the Church of England restored?
Saturday 19 November 2022 3:00 – 4:30pm	Session 2: Plague, Fire and Papists!	We will explore the various crises of the reign of Charles II – plague, the Great Fire, the ‘Popish Plot’ and the Exclusion Crisis.
Saturday 26 November 2022 1:00 – 2:30pm	Session 1: James VII & II – a Catholic King!	Why did James VII and II become king and why was he deposed in the ‘Glorious Revolution?’
Saturday 26 November 2022 3:00 – 4:30pm	Session 2: War, finance and the succession.	Our course will conclude with the revolution in the relationship between Crown and Parliament between 1688 and 1714 as a result of war and the Protestant succession.

Student assessment

As part of a Certificate course, this unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of two assignments 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.

These assignments are designed to demonstrate that you have developed analytical skills appropriate for an historian: the first in relation to primary (original) sources that historians use and the second in relation to secondary sources (i.e. those written by historians using primary sources).

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.

For the award of credit the assignments are weighted at 25% for the primary source document evaluation and 75% for the essay.

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

Assignment 1: Primary source document evaluation.

For this assignment you will be given a choice of documents from which to choose. You will be required to produce a **900-1,000-word** evaluation of one of these documents.

The analysis will be based on the following:

1. Content (main Idea: describe in detail what you see.)
2. Citation (author/creator: when, why and by whom was this created?)
3. Context (what is going on in the world, the country, the region, or the locality when this document was created?)
4. Connections (prior knowledge: link this primary source to other things you already know or have learned about.)
5. Communication (point-of-view or bias: is this source reliable?)
6. Conclusions (how does this primary source contribute to our understanding of history?)

Closing date for the submission of assignment 1: Wednesday 16th November 2022 by 12 noon GMT* (*Greenwich Mean Time)

Assignment 2: An essay

A choice of titles is given below. The essay should be **2,800-3,000 words**.

ASSIGNMENT TITLES

1. Why was the theory of the Divine Right of Kings so divisive in early 17th century England?
2. What does the iconography of Rubens and Van Dyck tell us about Charles I's concept of monarchy?
3. Why did the Puritan opposition to Charles I result in the outbreak of Civil War in 1642?
4. Why did Parliament win the Civil War?
5. Why did the various Commonwealth and Protectoral regimes after 1649 fail?
6. Why were the revelations of Titus Oates concerning the 'Popish Plot' so readily believed?
7. In what ways did the French wars between 1689 and 1713 decide the balance of power between Crown and Parliament?

Closing date for the submission of assignment 2: Wednesday 4th January 2023 by 12 noon GMT* (*Greenwich Mean Time)

Reading and resource list

Resources

Ebooks available via Cambridge University Library idiscover covering the period 1603 - 1714.

Course Textbook:

Coward, B. & Gaunt, P. *The Stuart Age: England, 1603– 1714*. –5th edition. Abingdon: Routledge, 2017.

Background reading!

Braddick, M. *God's fury, England's fire: a new history of the English Civil Wars*. London: Penguin, 2009.

Braddick, M. (ed.) *The Oxford handbook of the English Revolution*. Oxford: Oxford University Press, 2015.

Carlton, C. *Going to the wars: the experience of the British Civil Wars, 1638 - 1651*. London: Routledge, 1992.

Clark, J. C. D. *Revolution and rebellion: state and society in England in the seventeenth and eighteenth centuries*. Cambridge: Cambridge University Press, 1986.

Coffey, J. (ed.) *The Cambridge Companion to Puritanism*. Cambridge: Cambridge University Press, 2008.

- Coward, B. (ed.) *A companion to Stuart Britain*. Oxford: Blackwell Publishing, 2003.
- Coward, B. *Cromwell*. Holboken, NJ. Taylor and Francis, 2014.
- Doran, S. *Elizabeth and religion, 1558 - 1603*. London: Routledge, 1994.
- Gaunt, P. *The British Wars, 1637 - 1651*. London: Routledge, 1997.
- Gibson, W. *The Church of England, 1688 - 1832: unity and accord*. London: Routledge, 2001.
- Hill, C. *The century of revolution, 1603 - 1714*. --2nd edition. New York: Martin, 1980.
- Hutton, R. *Charles the second, King of England, Scotland and Ireland*. Oxford: Clarendon Press, 1989.
- Hutton, R. *The Royalist war effort, 1642 - 1646*. --2nd edition. London: Routledge, 1999.
- Keeble, N. H. (ed.) *The Cambridge Companion to writing of the English Revolution*. Cambridge: Cambridge University Press, 2001.
- Kenyon, J. P. *Revolution principles, 1689 - 1720*. Cambridge: Cambridge University Press, 1977.
- Lockyer, R. *Tudor and Stuart Britain, 1485 - 1714*. --3rd edition. London: Routledge, 2013.
- Miller, J. *James II* --3rd edition. New Haven: Yale University Press, 2008.
- Miller, J. *Early modern Britain, 1450 - 1750*. Cambridge: Cambridge University Press, 2017.
- Pocock, J. G. A. *Three British revolutions, 1641, 1688, 1776*. Princeton, NJ. Princeton University Press, 1980.
- Schwoerer, L. G. *The varieties of British political thought, 1500 - 1800*. Cambridge: Cambridge University Press, 1994.
- Sharp, A. (ed.) *The English Levellers*. Cambridge: Cambridge University Press, 1998.
- Smith, D. L. *Cromwell and the Interregnum: the essential readings*. Oxford: Blackwells, 2003.
- Spurr, J. *English Puritanism, 1603 - 1689*. Basingstoke: Macmillan, 1998.
- Spurr, J. *The post-Reformation: religion, politics and society in Britain, 1603 - 1714*. Harlow: Pearson Longman, 2006.
- Todd, M. *Reformation to revolution: politics and religion in early modern England*. London: Routledge, 1995.
- Worden, B. *God's instruments: political conduct in the England of Oliver Cromwell*. Oxford: Oxford University Press, 2012.

The books below are not, as far as I can see, available online via Cambridge University Library but if you can source them locally or buy them from Amazon or second-hand from Abebooks they are highly recommended.

Ashley, M. *The House of Stuart*. London: Dent, 1980.

(This includes a great deal of material on the Stewart/Stuart kings of Scotland before James VI & I, from the accession of Robert II in 1371.)

Fraser, A. *King James VI of Scotland and I of England*. London: Weidenfeld and Nicolson, 1994.

- Hutton, R. *The making of Oliver Cromwell*. New Haven: Yale University Press, 2021.
- Lacey, A. *The English Civil War in 100 facts*. Stroud: Amberley, 2017.
- (Needless to say, this is the definitive work on the English Civil War!)
- Miller, J. *The Stuart*. London: Hambledon and London, 2004.
- (This includes a chapter on the Stewarts/Stuarts before 1603, but the main part of the book deals with the Stuarts between 1603 and 1714.)
- Worden, B. *The English Civil Wars 1640 - 1660*. London: Weidenfeld and Nicolson, 2009.
- Adamson, J. *The noble revolt: the overthrow of Charles I*. London: Weidenfeld & Nicolson, 2007.
- Ashley, M. *Cromwell's Generals*. London: Jonathan Cape, 1954.
- Campbell, G. *Bible: the story of the King James Version 1611 – 2011*. Oxford: Oxford University Press, 2010.
- Carlton, C. *Charles I: the personal monarch*. London: Routledge & Kegan Paul, 1983.
- Carlton, C. *Archbishop William Laud*. London: Routledge & Kegan Paul, 1987.
- Durston, C. & Maltby J. *Religion in Revolutionary England*. Manchester: Manchester University Press, 2007.
- Fincham, K. (ed.) *The early Stuart church, 1603 - 1642*. Basingstoke: Macmillan, 1993.
- Hill, C. *God's Englishman: Oliver Cromwell and the English Revolution*. London: Penguin Books, 1972.
- Hill, C. *The world turned upside down: radical ideas during the English Revolution*. London: Penguin Books, 1975.
- Hutton, R. *The British Republic 1649 - 1660*. Basingstoke: Macmillan Press, 1990.
- James VI & I. *Political writings*. Edited by J. P. Sommerville. Cambridge: Cambridge University Press, 1994.
- Lacey, A. *The cult of King Charles the martyr*. Woodbridge: Boydell, 2003.
- Lay, P. *Providence lost: the rise and fall of Cromwell's Protectorate*. London: Head of Zeus, 2020.
- Maltby, J. *Prayer Book and People in Elizabethan and Early Stuart England*. Cambridge: Cambridge University Press, 1998.
- Morrill, J. *Oliver Cromwell and the English Revolution*. London: Longman, 1990.
- Morrill, J. *The nature of the English Revolution: essays by John Morrill*. London: Longman, 1993.
- Nicolson, A. *When God Spoke English: the making of the King James Bible*. Hammersmith: HarperPress, 2011.
- Norton, D. *The King James Bible: a short history from Tyndale to today*. Cambridge: Cambridge University Press, 2011.
- O'Siochru, M. *God's executioner: Oliver Cromwell and the conquest of Ireland*. London: Faber & Faber, 2008.

Peck, L. L. *The mental world of the Jacobean court*. Cambridge: Cambridge University Press, 1991.

Plowden, A. *Women all on fire: the women of the English Civil War*. Stroud: Sutton Publishing, 1998.

Plowden, A. *Henrietta Maria: Charles I's indomitable queen*. Stroud: Sutton Publishing 2001.

Purkiss, D. *The English Civil War: a people's history*. London: HarperPress, 2006.

Sharpe, K. *The personal rule of Charles I*. New Haven: Yale University Press, 1992.

Spencer, C. *Prince Rupert: the last Cavalier*. London: Weidenfeld and Nicolson, 2007.

Strong, R. *Henry, Prince of Wales and England's lost renaissance*. London: Thames and Hudson, 1986.

Tyacke, N. *Anti-Calvinists: the rise of English Arminianism c.1590 - 1640*. Oxford: Clarendon Press, 1987.

White, P. *Predestination, policy and polemic: conflict and consensus in the English Church from the Reformation to the Civil War*. Cambridge: Cambridge University Press, 1992.

Ashley, M. *The House of Stuart*. London: Dent, 1980.

Harris, T. *Politics under the later Stuart: party conflict in a divided society 1660 - 1715*. London: Longman, 1993.

Kishlansky, M. *A monarchy transformed: Britain 1603 - 1714*. London: Allen Lane/Penguin, 1996.

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

Forsyth, D. (ed.) *Bonnie Prince Charlie and the Jacobites*. Edinburgh: National Museums of Scotland 2017.

Glasse, L. K. J. (ed.) *The reigns of Charles II and James VII & II*. Basingstoke: Macmillan, 1997.

Holmes, G. (ed.) *Britain after the Glorious Revolution 1689 - 1714*. London: Macmillan, 1969.

Holmes, G. *The trial of Doctor Sacheverell*. London: Eyre Methuen, 1973.

Holmes, G. *Religion and party in late Stuart England*. London: Historical Association, 1975.

Holmes, G. *The making of a great power: late Stuart and early Georgian Britain, 1660 - 1722*. London: Longman, 1993.

Hutton, R. *The Restoration: a political and religious history of England and Wales, 1658 - 1667*. Oxford: Oxford University Press, 1985.

Hutton, R. *Charles II: king of England, Scotland, and Ireland*. Oxford: Clarendon Press, 1989.

Jones, C. (ed.) *Britain in the first age of party 1680 - 1750: essays presented to Geoffrey Holmes*. London: Hambledon Press, 1987.

Kenyon, J. *The Popish Plot*. London: Heinemann, 1972.

Monod, P. K. *Jacobitism and the English people, 1688 - 1788*. Cambridge: Cambridge University Press, 1989.

Ollard, R. *The escape of Charles II after the battle of Worcester*. London: Constable, 1986.

Speck, W. A. *The birth of Britain: a new nation 1700 - 1710*. Oxford: Blackwell, 1994.

Spencer, C. *Blenheim: battle for Europe*. London: Weidenfeld and Nicolson, 2004.

Spencer, C. *To catch a king: Charles II's great escape*. London: William Collins, 2017.

Taliaferro, C. (ed.) *Cambridge Platonist spirituality*. New York: Paulist Press, 2004.

Western, J. R. *Monarchy and revolution: the English state in the 1680s*. Basingstoke: Macmillan, 1972.

Worden, B. *Roundhead reputation: the English Civil War and the passions of posterity*. London: Penguin 2001.

Art and Architecture

Barber, T. (Ed.) British baroque: power and illusions. London: Tate Publishing, 2020.

Charles I: king and collector. London: Royal Academy of Arts, 2018.

Discover the Banqueting House. London: Historic Royal Palaces, 2011.

Hearn, K. (Ed.) *Van Dyck & Britain*. London: Tate Publishing, 2009.

Leapman, M. *Inigo: the troubled like of Inigo Jones, architect of the English renaissance*. London: Review, 2003.

Roberts, J. *The King's head: Charles I: king and martyr*. London: Royal Collection, 1999.

Scott, J. *The Royal Portrait: image and impact*. London: Royal Collection, 2010. (See chapter three, 'Stuart Portraiture.')

Strong, R. *Art and power: renaissance festivals 1450 – 1650*. Woodbridge: Boydell Press, 1984. (See part two, chapter five, 'Illusions of absolutism: Charles I and the Stuart Court Masque.')

DVDs and Websites

<https://www.youtube.com/watch?v=yalVKnNMbKM>

A good BBC Four documentary on the King James Bible on its 400th anniversary in 2011.

<https://www.englishcivilwar.org/>

A brilliant website concerned with all things relating to the English Civil War.

<http://www.olivercromwell.org/wordpress/>

The Cromwell Association, devoted to all things Cromwellian!

<https://oll.libertyfund.org/titles/gardiner-the-constitutional-documents-of-the-puritan-revolution-1625-1660>)

Gardiner, S. R. *The constitutional documents of the Puritan Revolution 1625 - 1660* --3rd edition. Oxford: Clarendon Press, 1906.

(A wonderful collection of primary resources.)

Gregg, P. *King Charles I*. London: Dent & Sons, 1981.

<https://publishing.cdlib.org/ucpressebooks/view?docId=ft9v19p2p6;query=;brand=ucpress>)

(There is an eversion of this biography.)

Syllabus for second unit

Lent term 2023

Fascism in Europe 1918 - 1945

Start date	2 nd January 2023	End date	25 February 2023
Day	Saturday	Time	1:00 – 4:30pm
Tutor(s)	Dr Andrew Lacey	No of meetings	8

Aims

- To have some understanding of the growth and significance of Fascist, neo-Fascist and National Socialist movements in Europe between 1918 - 1945.
- To engage with the process of evaluation and interpretation of Fascism/Fascisms/National Socialism 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.

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 Romanian 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 1918 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 try to draw our conclusions together in an attempt to offer a definition of 'Fascism.'

Presentation of the unit

The unit will be taught in a series of 'live' teaching sessions via Zoom which will be recorded. Live teaching will involve directed discussion and reading, with short talks from

tutors and small-group work in breakout rooms. There will be comfort breaks during each session and opportunities for general Q&A with the tutor.

Please also look at the VLE for each block's dedicated discussions and forum activities which are designed to guide your reading and to introduce you to relevant contextual and critical resources.

Provisional lecture list

Date	Session	Indicative content
Saturday 7 January 2023 1:00 – 2:30pm	Session 1: WWI – 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 conflicts and their consequences.
Saturday 7 January 2023 3:00 – 4:30pm	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?
Saturday 14 January 2023 1:00 – 2:30pm	Session 1: Fascism in Italy 1922 – 1940.	How did the Fascist Movement win power, what were its policies within Italy in the 1920s and 1930s?
Saturday 14 January 2023 3:00 – 4:30pm	Session 2: The Rome-Berlin Axis.	Was it inevitable that Mussolini and Hitler should become allies?
Saturday 21 January 2023 1:00 – 2:30pm	Session 1: Hitler and the making of National Socialism.	We will explore Hitler's youth, his experience in the First World War, Germany's defeat in 1918 and the creation of the NSDAP.
Saturday 21 January 2023 3:00 – 4:30pm	Session 2: Kampfzeit! 1923 - 33	The fate of the Nazi Party in the 1920s, from the Beer Hall Putsch to the 'Seizure of Power' in January 1933.
Saturday 28 January 2023 1:00 – 2:30pm	Session 1: Nazi Germany I – establishing the regime	Within 100 days of being appointed Chancellor Hitler established a one-party state. We will examine why this happened so quickly and some of the consequences.
Saturday 28 January 2023 3:00 – 4:30pm	Session 2: Nazi Germany II – coercion and consent	What was life like in Nazi Germany? We will look at the way Hitler ruled and consider those he favoured and those he persecuted.
Saturday 4 February 2023 1:00 – 2:30pm	Session 1: Fascism in Spain and Portugal	Were Franco and Salazar Fascists?
Saturday 4 February 2023. 3:00 – 4:30pm	Session 2: Types of Fascism in Britain and Romania	We will look at Fascist movements at opposite ends of Europe and discuss similarities and differences.
Saturday 11 February 2023 1:00 – 2:30pm	Session 1: Fascism and Vichy France	France still wrestles with the legacy of the 'Dark Years' of occupation between 1940 – 44. We will discuss why so many in France regarded the Nazis as liberators rather than occupiers.
Saturday 11 February 2023 3:00 – 4:30pm	Session 2: 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'.
Saturday 18 February 2023 1:00 – 2:30pm	Session 1: Collaborators and allies	Why did so many states and individuals elect to fight with or alongside Nazi Germany against the Soviet Union.

Saturday 18 February 2023 3:00 – 4:30pm	Session 2: Juden Raus!	Why did so many states and individuals elect to fight with or alongside Nazi Germany against the Soviet Union.
Saturday 25 February 2023 1:00 – 2:30pm	Session 1: ‘The Final Solution of the Jewish Problem.’	War made emigration impossible. This session will explore how the lethal logic of Nazism accelerated the killing of Jews from 1942.
Saturday 25 February 2023 3:00 – 4:30pm	Session 2: And in conclusion...	What have we learnt about the nature of Fascism?

Student assessment

As part of a Certificate course, this unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of two assignments 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.

These assignments are designed to demonstrate that you have developed analytical skills appropriate for an historian: the first in relation to primary (original) sources that historians use and the second in relation to secondary sources (i.e. those written by historians using primary sources).

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.

For the award of credit the assignments are weighted at 25% for the primary source document evaluation and 75% for the essay.

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

Assignment 1: Primary source document evaluation.

For this assignment you will be given a choice of documents from which to choose. You will be required to produce a **900-1,000-word** evaluation of one of these documents.

The analysis will be based on the following:

1. Content (main Idea: describe in detail what you see.)
2. Citation (author/creator: when, why and by whom was this created?)
3. Context (what is going on in the world, the country, the region, or the locality when this document was created?)
4. Connections (prior knowledge: link this primary source to other things you already know or have learned about.)
5. Communication (point-of-view or bias: is this source reliable?)
6. Conclusions (how does this primary source contribute to our understanding of history?)

Closing date for the submission of assignment 1: Wednesday 15th February 2023 by 12 noon GMT* (*Greenwich Mean Time)

Assignment 2: An essay

A choice of titles is given below. The essay should be **2,800-3,000 words**.

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?

Closing date for the submission of assignment 2: Wednesday 22nd March 2023 by 12 noon GMT* (*Greenwich Mean Time)

Reading and resource list:

Ebooks available via Cambridge University Library idiscover:

Course text book:

Morgan, P. *Fascism in Europe 1919 - 45*. London: Routledge, 2003.

General discussions of Fascism/Nazism:

Davies, P. *The Routledge companion to Fascism and the Far Right*. London: Routledge, 2002.

Griffin, R. *The nature of Fascism*. London: Routledge, 1993.

Payne, S. G. *Fascism: comparison and definition*. Madison, Wis.: Wisconsin University Press, 1980.

Payne, S. G. *A history of Fascism*. Madison, Wis.: Wisconsin University Press, 1995.

Italian Fascism:

Clark, M. *Mussolini*. Oxford: Routledge, 2014.

Morgan, P. *The fall of Mussolini: Italy, the Italians, and the Second World War*. Oxford: Oxford University Press, 2007.

Pollard, J. *The Fascist experience in Italy*. London: Routledge, 1998.

Nazi Germany:

Caplan, J. *Nazi Germany: a very short introduction*. Oxford: Oxford University Press, 2019.

Evans, R. J. *The coming of the Third Reich*. New York: Penguin Books, 2009.

Gellately, R. *The Gestapo and German society: enforcing racial policy 1933 - 1945*. Oxford: Clarendon Press, 1990.

Kay, A. J. *The making of an SS killer: the life of Colonel Alfred Filbert*. Cambridge: Cambridge University Press, 2016.

Kershaw, I. *Hitler*-- 2nd edition. London: Routledge, 2013.

Lee, S. J. *Hitler and Nazi Germany*. --2nd edition. Heboken: Taylor and Francis, 2013.

Lynch, M. J. *Hitler*. London: Routledge, 2013.

Allies, Collaborators and 'Foreign Legions'

Bohler, J. *The Waffen-SS: a European history*. Oxford: Oxford University Press, 2017.

Estes, K. W. *A European anabasis: Western European volunteers to the German army and SS, 1940 - 1945*. New York: Columbia University Press, 2008.

Gutmann, M. R. *Building a Nazi Europe: the SS's Germanic volunteers*. Cambridge: Cambridge University Press, 2017.

Jackson, J. *France: the dark years 1940 - 1944*. Oxford: Oxford University Press, 2001.

Motadel, D. *Islam and Nazi Germany's war*. Cambridge, Mass.: Harvard University Press, 2014.

Payne, S. G. *Fascism in Spain 1923 - 1977*. Madison, Wis.: Wisconsin University Press, 2001.

Payne, S. G. *The Spanish Civil War*. Cambridge: Cambridge University Press, 2012.

Stahel, D. (ed.) *Joining Hitler's crusade: European nations and the invasion of the Soviet Union, 1941*. Cambridge: Cambridge University Press, 2018.

The Holocaust:

Arendt, H. *Eichmann in Jerusalem: a report on the banality of evil*. New York: Penguin Books, 2006.

Burleigh, M. *Ethics and extermination: reflections on Nazi genocide*. Cambridge: Cambridge University Press, 1997.

Kershaw, I. *Hitler, the Germans, and the Final Solution*. New Haven: Yale University Press, 2008.

Longerich, P. *Holocaust: the Nazi persecution and murder of the Jews*. Oxford: Oxford University Press, 2010.

Marrus, M. R. *Vichy France and the Jews*--2nd edition. Stanford, Cal.: Stanford University Press, 2019.

Fulbrook, M. *Reckonings: legacies of Nazi persecution and the quest for justice*. Oxford: Oxford University Press, 2018.

Gerwarth, H. *Hitler's hangman: the life of Heydrich*. New Haven: Yale University Press, 2011.

Hartmann, C. *Operation Barbarossa: Nazi Germany's war in the east*. Oxford: Oxford University Press, 2013.

Longerich, P. *Heinrich Himmler*. Oxford: Oxford University Press, 2012.

Wistrich, R. S. *Holocaust denial: the politics of perfidy*. Berlin: De Gruyter, 2012.

DVDs and Websites.

Auschwitz: the Nazis and the 'final solution. Laurence Rees, writer and producer. London: BBC Worldwide Ltd, 2005.

Conspiracy. HBO Films, 2001. An excellent dramatization of the Wannsee Conference held on the 20th January 1942.

Denial. BBC Films, 2016. Starring Rachel Weisz, Tom Wilkinson and Timothy Spall.

(A film about the libel case fought out in the High Court in the 1990s between academic Deborah Lipstadt and Holocaust denier David Irving.)

Hannah Arendt. Soda Pictures 2012. Starring Barbara Sukowa. A film exploration of Hannah Arendt and the controversy caused by her views arising from the trial of Adolf Eichmann.

Nazi Collaborators. A documentary series exploring the careers and motivations of such figures as Degrelle, Tiso, Laval etc. Kaleidoscope Home Entertainment, 2011.

Rees, Laurence. *The Nazis: a warning from history*. BBC Worldwide Ltd, 2004.

Riefenstahl, L. *Triumph of the Will*. DVD Video, 2001.

Riefenstahl, L. *Olympia*. Hot Town, 2008.

Schindler's List. Universal Studios, 1993. The award winning account of the rescue of around 1100 Jews from Krakow by German businessman Oskar Schindler. Starring Liam Neeson, Ben Kingsley and Ralph Fiennes.

The World at War. Produced in 1973 - 1974 by London Weekend Television, produced by Jeremy Isaacs, narrated by Lawrence Olivier,

This is probably still the best documentary on the Second World War ever produced as so many of the protagonists on all sides were alive to give their testimonies.

In 26 weekly parts it explored all aspects of the conflict from the rise of Hitler to the dropping of the atomic bombs of Hiroshima and Nagasaki. Additional material covers topics such as the Final Solution etc. It is now available on 11 DVDs published by Freemantle.

USC Shoah Foundation. The Institute for Visual History and Education. (sfi.usc.edu)

Founded by Steven Spielberg as a result of making the film *Schindler's List* in 1993 the USC Shoah Foundation began as an attempt to allow Holocaust survivors to recount their experiences for posterity. The Foundation has since expanded to include testimonies from survivors of other genocides - from Cambodia to Rwanda etc - and now comprises over 52.000 testimonies from near 60 countries and in over 30 languages.

(If you wish to use this resource you will need to register - it's free!)

Yad Vashem: the world Holocaust remembrance centre: <https://www.yadvashem.org/about/yadvashem.html>

The Jewish Historical Museum, Amsterdam: <https://jck.nl/en/node/963>

(Covers the history of the Jews in Amsterdam and Holland with a special exhibition on the Holocaust.)

Auschwitz-Birkenau. The website of the UN World Heritage Site: <https://whc.unesco.org/en/list/31/>

The United State Holocaust Museum, Washington DC: <https://www.ushmm.org/>

General background. (The following titles are not (as far as I can see) available via idiscover from Cambridge University Library.)

Gerwarth, R. *The vanquished: why the First World War failed to end, 1917 - 1923*. London: Allen Lane, 2016.

Passmore, K. *Fascism: a very short introduction*. Oxford: Oxford University Press, 2002.

(A very good – and short – introduction to the subject. This is available as an Ebook from Cambridge University Library.)

Payne, S. G. *A history of Fascism 1914-1945*. London: UCL Press, 1995.

(An excellent overview).

Rees, L. *The Nazis: a warning from history*. London: BBC Books, 1997.

(The book which accompanied an excellent six part documentary which is now available on DVD.)

Thurlow, R. *Fascism*. Cambridge: Cambridge University Press, 1999.

(A good introduction to a difficult subject which avoids lots of 'isms' and is only 114 pages long!)

Weale, A. *The SS: a new history*. London: Little, Brown, 2010.

(An excellent, one volume, history of the organization which has come to personify fascism in action!)

Mussolini and Italian Fascism.

Bosworth, R.J.B. *The Italian dictatorship: problems and perspectives in the interpretation of Mussolini and Fascism*. London: Arnold, 1998.

Bosworth, R.J.B. *Mussolini*. London: Arnold, 2002.

Bosworth, R.J.B. *Mussolini's Italy*. London: Allen Lane, 2005.

De Grand, A. J. *Italian Fascism*

Goeschel, C. *Mussolini and Hitler: the forging of the Fascist alliance*. New Haven: Yale University Press, 2018.

Morgan P. *Italian Fascism 1915 - 45*. 2003.

Neville, P. *Mussolini*. London: Routledge, 2004.

Pollard, J. *The Fascist experience in Italy*. London: Routledge, 1998.

Nazi Germany.

Adam, P. *The arts in the Third Reich*. London: Thames and Hudson, 1992.

Burleigh, M. *The racial state: Germany 1933 - 1945*. Cambridge: Cambridge University Press, 1991.

Evans, R. J. *The coming of the Third Reich*. London: Allen Lane, 2003.

Evans, R. J. *The Third Reich in Power, 1933 - 1939*. London: Allen Lane, 2005.

- Evans, R. J. *The Third Reich at War 1939 - 1945*. London: Allen Lane, 2008.
- Gerwarth, R. *Hitler's hangman: the life of Heydrich*. New Haven: Yale University Press, 2011.
- Grunberger, R. *A social history of the Third Reich*. Harmondsworth: Penguin, 1974.
- Hanebrink, P. *A specter haunting Europe: the myth of Judeo-Bolshevism*. Cambridge, Mass.: Harvard University Press, 2018.
- Hilmes, O. *Berlin 1936: sixteen days in August*. London: Bodley Head, 2018.
- Kershaw, I. *The 'Hitler myth': image and reality in the Third Reich*. Oxford: Oxford University Press, 1989.
- Kershaw, I. *Hitler*. (Profiles in power) London: Longman, 1991.
- Kershaw, I. *Hitler: 1889 - 1936: Hubris*. London: Penguin, 1998.
- Kershaw, I. *Hitler: 1936 - 1945. Nemesis*. London: Penguin, 2000.
- Kershaw, I. *Hitler, the Germans, and the Final Solution*. New Haven: Yale University Press, 2008.
- Littlejohn, D. *The SA 1921 - 45: Hitler's Stormtroopers*. Oxford: Osprey Publishing, 1990.
- Longerich, P. *Heinrich Himmler*. Oxford: Oxford University Press, 2012.
- McDonough, F. *Hitler and Nazi Germany*. (Cambridge Perspectives in History.) Cambridge: Cambridge University Press, 1999.
- McDonough, F. *Hitler, Chamberlain and appeasement*. (Cambridge Perspectives in History.) Cambridge: Cambridge University Press, 2002.
- Rees, L. *The Nazis: a warning from history*. London: BBC Books, 1997. (This is the book of the excellent six part documentary detailed under DVDs.)
- Wachsmann, N. *KL: a history of the Nazi Concentration Camps*. London: Little, Brown, 2015.
(There seems to be an online version of this book available at https://books.google.co.uk/books/about/KL.html?id=bg5iBQAAQBAJ&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false)
- Weale, A. *The SS: a new history*. London: Little, Brown, 2010.
- Collaborators and Allies of Nazi Germany.**
- Böhler, J. and Gerwarth, R. *The Waffen-SS: a European history*. Oxford: Oxford University Press, 2017. (This is available as an Ebook from Cambridge University Library.)
- Carrard, P. *The French who fought for Hitler: memories from the outcasts*. Cambridge: Cambridge University Press, 2010. (This is available as an Ebook from Cambridge University Library.)
- Curtis, M. *Verdict on Vichy: power and prejudice in the Vichy French regime*. London: Weidenfeld & Nicolson, 2002.
- Davis, B. L. *Flags of the Third Reich 2: Waffen-SS*. Oxford: Osprey Publishing, 1994.a)
- Motadel, D. *Islam and Nazi Germany's war*. Cambridge, Mass.: Harvard University Press, 2014.
- Morgan, P. *Hitler's collaborators: choosing between bad and worse in Nazi-occupied Western Europe*. Oxford: Oxford University Press, 2018.

Stahel, D. (Ed) *Joining Hitler's crusade: European nations and the invasion of the Soviet Union, 1941*. Cambridge: Cambridge University Press, 2017. (This is available as an [Ebook](#) from Cambridge University Library.)

Fascism in Spain and Portugal

(NB: There is very little academic material in English on Salazar and his regime in Portugal.)

Preston, P. *The Spanish Civil War: reaction, revolution and revenge*. London: Harper Perennial, 2006.

Beevor, A. *The battle for Spain: the Spanish Civil War 1936 – 1939*. London: Phoenix, 2007.

Birmingham, D. *A concise history of Portugal*. – 2nd edition. Cambridge: Cambridge University Press, 2003. (See chapter 6. 'The dictatorship and the African Empire'.)

Ellwood, S. *Franco*. (Profiles in power series.) London: Longman, 1994.

Gallagher, T. *Salazar: the dictator who would not die*. London: Hurst, 2020

Othen, C. *Franco's International Brigades: foreign volunteers and Fascist dictators in the Spanish Civil War*. London: Reportage Press, 2008.

Payne, S. G. *Fascism in Spain 1923 - 1977*. Madison: University of Wisconsin Press, 1999.

Preston, P. *Franco: a biography*. London: HarperCollins, 1993. (NB. This is doorstop of a book and runs to 1002 pages!)

Fascism in Britain and Romania

Dorril, S. *Blackshirt: Sir Oswald Mosley and British Fascism*. London: Penguin, 2007.

Moseley, N. *Rules of the game: Sir Oswald and Lady Cynthia Mosley, 1896 – 1933*. London: Secker and Warburg, 1982.

Moseley, N. *Beyond the Pale: Sir Oswald Moseley and family*. London: Secker and Warburg, 1983.

Pugh, M. *Hurrah for the Blackshirts: Fascists and Fascism in Britain between the wars*. London: Randon House, 2005.

Skidelsky, R. *Oswald Mosley*. London: Rinehart and Winston, 1975.

Thurlow, R. C. *Fascism in Britain*. Stroud: Sutton, 2000.

The Holocaust.

Fulbrook, M. *Reckoning: legacies of Nazi persecution and the quest for justice*. Oxford: Oxford University Press, 2018.

Cesarani, D. *Final solution: the fate of the Jews 1933 - 49*. London: Macmillan, 2016.

Cesarani, D. *Eichmann: his life and crimes*. London: Heinemann, 2004.

Kershaw, I. *Hitler, the Germans, and the Final Solution*. New Haven & London: Yale University Press, 2008.

Longerich, P. *Holocaust: the Nazi persecution of the Jews*. Oxford: Oxford University Press, 2010.

Neville, P. *The Holocaust*. (Cambridge Perspectives in History.) Cambridge: Cambridge University Press, 1999.

Rees, L. *Auschwitz: the Nazis and the 'final solution.'* London: BBC Books, 2005.

Rees, L. *The Holocaust: a new history*. London: Penguin, 2017.

Snyder, T. *Bloodlands: Europe between Hitler and Stalin*. London: Bodley Head, 2010.

Tonder, G. van *SS-Einsatzgruppen: Nazi death squads, 1939 - 1945*. Barnsley: Pen and Sword, 2018.

Walter, G. *Hunting evil: the Nazi war criminals who escaped and the hunt to bring them to justice*. London: Bantam Press, 2009.

Syllabus for third unit

Easter term 2023

The making of America and the Native Americans

Start date	27 March 2023	End date	13 May 2023
Day	Saturday and Sunday	Time	1:00 – 4:30pm
Tutor(s)	Dr Ian Chambers	No of meetings	8

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 unit will be taught in a series of pre-recorded lectures and 'live' teaching sessions via Zoom. Live teaching will involve directed discussion and reading, with short talks from tutors and small-group work in breakout rooms. There will be comfort breaks during each session and opportunities for general Q&A with the tutor.

Please also look at the VLE for each block's dedicated discussions and forum activities which are designed to guide your reading and to introduce you to relevant contextual and critical resources.

Provisional lecture list

Date	Session	Indicative content
Saturday 1 April 2023 1:00 – 2:30pm	Session 1	Origin Stories
Saturday 1 April 2023 3:00 – 4:30pm	Session 2	First Contact: Friends and Enemies
Sunday 2 April 2023 1:00 – 2:30pm	Session 3	New France
Sunday 2 April 2023 3:00 – 4:30pm	Session 4	Powhatan and Jamestown

Saturday 8 April 2023 1:00 – 2:30pm	Session 5	Metacom's rebellion
Saturday 8 April 2023 3:00 – 4:30pm	Session 6	Native Americans and the Seven Years War
Saturday 15 April 2023 1:00 – 2:30pm	Session 7	Revolution and Lewis and Clark
Saturday 15 April 2023 3:00 – 4:30pm	Session 8	Forced Removal
Saturday 22 April 2023 1:00 – 2:30pm	Session 9	Native Americans and the Civil War
Saturday 22 April 2023 3:00 – 4:30pm	Session 10	War Peace and Confinement
Saturday 29 April 2023 1:00 – 2:30pm	Session 11	Native American Resistance
Saturday 29 April 2023 3:00 – 4:30 PM	Session 12	Reservations, Civilization, and Allotment
Saturday 6 May 2023 1:00 – 2:30pm	Session 13	Native Americans and World War Two
Saturday 6 May 2023 3:00 – 4:30pm	Session 14	Termination and Self Determination
Saturday 13 May 2023 1:00 – 2:30pm	Session 15	Activism, Alcatraz and Wounded Knee II
Saturday 13 May 2023 3:00 – 4:30pm	Session 16	Contemporary art and literature

Student assessment

As part of a Certificate course, this unit requires a commitment to reading and pre-class preparation. Coursework will be in the form of two assignments 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.

These assignments are designed to demonstrate that you have developed analytical skills appropriate for an historian: the first in relation to primary (original) sources that historians use and the second in relation to secondary sources (i.e. those written by historians using primary sources).

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.

For the award of credit the assignments are weighted at 25% for the primary source document evaluation and 75% for the essay.

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

Assignment 1: Primary source document evaluation.

For this assignment you will be given a choice of documents from which to choose. You will be required to produce a 900-1,000-word evaluation of one of these documents.

The analysis will be based on the following:

1. Content (main Idea: describe in detail what you see.)
2. Citation (author/creator: when, why and by whom was this created?)
3. Context (what is going on in the world, the country, the region, or the locality when this document was created?)

4. Connections (prior knowledge: link this primary source to other things you already know or have learned about.)
5. Communication (point-of-view or bias: is this source reliable?)
6. Conclusions (how does this primary source contribute to our understanding of history?)

Closing date for the submission of assignment 1: Wednesday 3rd May 2023 by 12 noon GMT* (*Greenwich Mean Time)

Assignment 2: An essay

A choice of titles is given below. The essay should be **2,800-3,000 words**.

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?

Closing date for the submission of assignment 1: Friday 9th June 2023 by 12 noon BST* (*British Summer Time)

Reading and resource list

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)

Philp Kenneth R. ed, *Indian Self Rule First-Hand Accounts of Indian-White Relations from Roosevelt to Reagan* (1995) – available online

Fixico, Donald, *Indian resilience and rebuilding: indigenous nations in the modern American west* (2013) – available online

Kotlowski, Dean J. "Alcatraz, Wounded Knee, and Beyond: The Nixon and Ford Administrations Respond to Native American Protest." *Pacific Historical Review*, vol. 72, no. 2, 2003, pp. 201–22

TIMETABLE

Michaelmas 2022

Reformation, Revolution and Religion in Britain, 1485–1714

Day School 1	Saturday 7 October 2022
Day School 2	Saturday 15 October 2022
Day School 3	Saturday 22 October 2022
Day School 4	Saturday 29 October 2022
Day School 5	Saturday 5 November 2022
Day School 6	Saturday 12 November 2022
Day School 7	Saturday 19 November 2022
Day School 8	Saturday 26 November 2022

Lent 2023

Fascism in Europe 1918 - 1945

Day School 1	Saturday 8 January 2023
Day School 2	Saturday 15 January 2023
Day School 3	Saturday 22 January 2023
Day School 4	Saturday 29 January 2023
Day School 5	Saturday 12 February 2023
Day School 6	Saturday 19 February 2023
Day School 7	Saturday 26 February 2023
Day School 8	Saturday 5 March 2023

Easter 2023

The making of America and the Native Americans

Day School 1	Saturday 1 April 2023
Day School 2	Sunday 2 April 2023
Day School 3	Saturday 8 April 2023
Day School 4	Saturday 15 April 2023
Day School 5	Saturday 22 April 2023
Day School 6	Saturday 29 April 2023
Day School 7	Saturday 6 May 2023
Day School 8	Saturday 13 May 2023

Whilst every effort is made to avoid changes to this course, changes to course-content and structure and timings may be made. Students will be consulted on any changes.

