IMPORTANT: Please ensure that read this Course Handbook in conjunction with the PGT Student Handbook. You will find specific details about and regulations for studying History in this department and across the School of Humanities there.

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DISCLAIMER: The information in this Handbook is accurate at the time of going to press (September 2020), but it is subject to change, but is subject to change in line with the College’s policy of development. The School of Humanities will make every effort to run the courses listed but these may need to be changed or withdrawn in the light of tutor availability and student numbers.

WELCOME TO THE MA IN HISTORY AT ROYAL HOLLOWAY
Royal Holloway’s historic campus and architecturally stunning Founders building was officially opened by Queen Victoria in 1886. Thomas Holloway and wife Jane built the college as one of the earliest Higher Education institutions for women. In 1985 Royal Holloway merged with Bedford College, which was founded by the path-breaking reformer and civil rights campaigner Elizabeth Jesser Reid in 1849. The college remained female only until 1945 when the first male postgraduate students were admitted. In 1965 the College went fully co-educational with the admittance of male undergraduates. You can find out more about our history and the activities of students who campaigned for women’s suffrage in the College Archives.

This flexible and inclusive MA in History has been running successfully for many years and provides a thorough training in the skills and concepts needed for the advanced study of History, while also enabling students to choose topics from across a wide range of periods. Modules cover Gender and Cultural history, British, European and World history as well as Hellenic, Holocaust and Medieval studies. The two core course modules (shared with students on the Public History MA) provide instruction in a wide-range of historical methodologies, research skills and ethics that will enable you to successfully navigate physical and virtual archives and to analyse manuscript, printed, digital, material, oral and visual sources.

The course enables you to sample a range of modules or to pick a specific ‘pathway’ to follow: in Gender, Conflict and Violence, or Hellenic Studies. You will study two subject specific modules, in the Autumn and Spring terms, to develop more in-depth knowledge about your topic and the historiographical debates that shape current research. You will have the opportunity, and are strongly encouraged, to submit an essay plan to your module tutors for feedback, before writing and submitting your final course work. The course culminates in the completion of an individual research-based dissertation on a topic of your choice. You will have the opportunity to choose a supervisor for your project from among our wide range of respected specialist academics in their field. Throughout the course you will be encouraged to visit archives and museums, to attend seminars and events, and to make the most of research resources provided by the whole University of London. While travel restrictions and
social distancing remain in place during the Covid Pandemic you will be able to gain virtual access to many institutions, events and digitized primary sources.

By the completion of your course you will have gained the necessary skills to enable you to pursue your studies at PhD level which would enable you to become a professional academic historian. However, here at Royal Holloway we place a high value on transferrable skills to promote employability in a wide range of history, archival, museum, teaching, library, archeology, legal, business, and financial fields, as well as the civil and diplomatic service to name just a few our postgraduates have entered. You will be supported to develop your verbal, written and digital communication and presentational skills as well as honing your ability to read, analyse, evaluate and report on large amounts of information.

**WELCOME WEEK**

Term starts on Monday 21st September and due to Covid restrictions the History Department will run all induction events online via MS Teams. The online Induction Meeting for all History Postgraduate Taught students at 12 midday on Tuesday 22nd September. There is also a specific MA History students’ induction meeting with the Course Director Dr Nicola Phillips at 3pm on 22nd via MS Teams. You will be sent joining instructions for how to attend both events online.

*****

2. COURSE STRUCTURE

Full-time students take components to the value of 180 credits. These are listed below showing course code, course title and credit value. Part time students take courses to the value of 80 credits in their first year: the mandatory programme components (40 credits) and 2 option courses to the value of 40 credits. In their second year they take further options to the value of 40 credits and write their dissertation (60 credits).

**FULL TIME STUDENTS:**

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>HS5450 Core Course</td>
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<td>HS5455 Core Course</td>
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<td>Option Module 1</td>
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<td>Option Module 2</td>
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<td>TERM 3 - SEPTEMBER</td>
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<tr>
<td>Dissertation</td>
<td>60</td>
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<td><strong>TOTAL COURSE CREDITS:</strong></td>
<td><strong>180</strong></td>
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### PART-TIME STUDENTS

**FIRST YEAR**

**TERM 1**
- HS5450 Core Course: 20
- Option Module 1: 20

**TERM 2**
- Option Module 2: 20
- First Year Total: 80

**SECOND YEAR**

**TERM 1**
- HS5455: Core Course: 20
- Option module 3: 20

**TERM 2**
- Option Module 4: 20

**TERM 3 - SEPTEMBER**
- Dissertation: 60
- Second Year Total: 120

**TOTAL COURSE CREDITS**: 180

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**3. MA HISTORY COURSEWORK SUBMISSION**

At MA level there are no set essay questions, instead students decide on the topic they want to write about and formulate a title or question themselves, usually with advice from the module leader. All students are therefore strongly encouraged to submit a plan to their module tutor before beginning to write. Submitting a plan also helps you to frame your essay and dissertation titles as critical (i.e. interrogative) questions rather than as descriptive statements, which is particularly beneficial for forming and structuring a clear, convincing argument. Please remember, you must submit any plan to your tutor in good time and many tutors will set a deadline for this, not least to avoid a last-minute rush. Do remember that it takes a long time to edit and to print-out the final versions of coursework of up to 5,000 words for essays - so get started in good time! It is also important to check the deadlines for all your coursework so that you can make a table or plan of all your essay writing time and submission points at the start of your studies. All work is currently being submitted online via Turnitin on the Moodle page for each module.

**N.b. for all assignment deadlines, please see the Moodle page for the relevant module.**
4. LATE SUBMISSION AND APPLICATIONS FOR EXTENSIONS

You can find specific information about Assessment submissions, penalties for lateness and how to apply for an extension in the Humanities PGT Handbook. Please note that the only exceptions that can be made to final deadlines are cases with documented medical or other extenuating circumstances, and you must apply before the deadline. So if you are worried that you may not be able to complete coursework on time please contact your Module Tutor or the MA History Course Director, Dr. Nicola Phillips as soon as possible. Please note that, if you are living in College accommodation and are given an extension for the dissertation, it will not be possible to extend your contract beyond the 50th week. Students are required to move out of their College accommodation by the end of that week.

For details of the examination processes and full College Regulations please see https://intranet.royalholloway.ac.uk/students/assets/docs/pdf/academic-regulations/2019-20-general-regulations-fv.pdf

5. REQUIRED MA HISTORY COURSES

HS5450 History Past and Present, Concepts and Approaches
(20 credits)

Assignment: Best four out of eight 500-word weekly reading responses on a set question (40%); a 3,000 word essay or review essay (60%)

This module looks at history from the point of view of its practitioners. It approaches historians as academic researchers but also as social actors and cultural brokers both in dialogue with the past, but also part of the societies they inhabit. The module centres around a set of key questions that drive historical research as well as historiographical debate today. How do historians think and write about the past? Do they have a role to play in our globalized and very much present-minded world? And how has "history" become part of contemporary debates on identity politics, post-truth and the digital divide? To answer these questions, the module critically interrogates history’s ambivalent position between art and social science and asks how historical concepts and historical research practices intersect with methods of communicating the past to an academic and wider audience.

Introductory Reading:
Lynn Hunt, Writing History in the Global Era (Norton, 2014)
Simon Gunn, History and Cultural Theory (Routledge, 2006)
Jo Guldi & David Armitage, The History Manifesto (Cambridge University Press, 2014)
HS5455: The Historian’s Toolkit: Studying and Communicating the Past
(20 Credits)

Assignment: Literature Review of topic for Skills Essay 1,200 words (30%); skills Essay on Research topic 3,000-words (50%); Blog post on Digital Research Exercise 600-800 words (20%)

This course will introduce you to the research and communication skills you need to become an effective historian at postgraduate level. Understanding the range, scope and depth of physical and digital archives and museums, the use of documents, recordings, artefacts, and images as well as developing the critical intelligence to construct a convincing historical narrative are vital skills whether you are writing an MA dissertation, or setting up a portfolio of research skills to market to future employers. Learning how to communicate your findings effectively in written, digital, and oral formats to both academic and public audiences are equally important skills in a globalised and increasingly digital world. You will interpret a variety of evidence including manuscript and printed texts, oral testimony, photographs, and material objects, as well as look at some key interpretative methods such as oral and digital history. You will learn from members of staff who are experts in their fields and examine a range of theoretical and methodological approaches to historical interpretation, including practical sessions on digital research techniques.

Introductory Reading:
Recommended for students returning to education after a break and those who have not studied history as a first degree; but also, a useful reminder to dip into (especially chapters 4-7) even for those that have.
AND
Sean Cunningham, ‘Archive Skills and Tools for Historians,’ on the Institute of Historical Research Making History blog at:
http://www.history.ac.uk/makinghistory/resources/articles/archive_skills_and_tools_for_historians.html
Miriam Dobson and Benjamin Ziemann, Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History (Routledge, 2008)
Penny Tinkler, Using Photographs in Social and Historical Research (Sage, 2013)

6. HS5410 THE DISSERTATION
Convener: Dr Nicola Phillips
The Dissertation is the culmination of the MA and the means of putting all the concepts, skills, and historical subject knowledge into practice. It is a piece of original work of 12,000 words, usually researched and written in the months following the submission of other coursework essays (so normally in June + July + August). Currently all dissertations will be submitted and marked online via Turnitin on Moodle.

All students are supervised for their Dissertation by a member of staff within the History Department, as appropriate to the topic. It is the responsibility of the student to make contact
with a potential supervisor, to select and agree a topic, and to keep in touch with the supervisor during the summer. The MA Programme Director, Dr. Nicola Phillips, or individual course tutors can advise on these processes (but see Advisory Timetable below). Please note that members of the academic staff are all active research scholars, and so not continuously available throughout the summer months. It is therefore particularly important to arrange the topic and a work schedule with supervisor in good time, before the end of May.

The dissertation supervisor: in most cases students are happy with the supervisory relationship. However, there are occasions where for some reason the supervisory relationship does not work and breaks down. If this happens, you should speak as soon as possible with the Programme Director or your Personal Advisor to see whether the problem can be resolved informally, e.g. through mediation, or changing supervisor. You should not wait until after you have received your final degree results to raise the matter because it is very difficult for the College to resolve such matters or take remedial action at that point.

Students are allowed up to four consultations with their supervisor, either via MSTeams online or in person; plus email contact. Supervisors will read a draft sample of your Dissertation up to a maximum of 4,000 words. However, do remember that supervisors will be unable to contribute constructively to a Dissertation if they are not consulted and then are suddenly presented with a draft late in the summer.

Part-time students normally complete the Dissertation in the second year, but they are strongly advised to arrange a supervisor and make initial plans for their research during the summer of the first year.

Dissertations must be pieces of independent research, using primary sources wherever possible. Sources should not be quoted ‘second-hand’ from secondary authorities, which may err; but should be checked in the original, if at all possible.

The Dissertation length should normally be close to the required length (which includes footnotes, but excludes scholarly appendices and bibliography*). Excess length will be penalized, so please check the Humanities PGT Student Handbook for College penalties on over-length work. However, Dissertations markedly under 12,000 words will be accepted provided that the subject has been fully explored. It is essential that students should use the word limit to learn how to write and edit to a specific length. This is an important discipline or ‘transferable skill’ and invaluable in many professional contexts.

* All footnoted material must be counted within the word limit. The only exception here is for extra wordage generated by necessary quotation from foreign languages. For detailed guidelines see below under ‘Word Count’.

6.1 Advisory Timetable for Dissertation

In January: Begin thinking about topic/feasibility; consult with tutors. Part-time students are advised to do so by the end of the summer of their first year.
By late May: All students must confirm their choice of supervisor and topic. The name of your chosen supervisor and topic should be reported to the Course Director, Dr. Nicola Phillips.

By mid-June: Students should see supervisors to discuss a detailed plan to receive advice on the writing of the first draft.

By late June: Supervisors should receive a final title plus an outline plan of chapters in writing. Students and supervisors should have also arranged (a) the timetable for receiving and returning the first draft and (b) agreed methods of contact between student and supervisor during the summer research recess - whether by email/phone etc.

By mid-August: Students should submit drafts for comment to their supervisors. (NB: dates can be varied by agreement between student and supervisor)

1 Sept. Submission of Dissertation

Note on Post-MA Dissemination of Research:
Successful Dissertations of Distinction standard are deposited in Royal Holloway Library - subject to normal copyright regulations; and all early Dissertations 1993-2002 are available in the Library.

Students should also consider other outlets for Dissertations after the award of the MA. For example, if the work has focused upon a specific institution, it is good practice to present a copy to that institution/archive/etc - after inserting a copyright declaration on the title-page. It is also worth checking with the press (local or national) to see if there is scope for a spin-off article.

Finally, MA research may lead to a scholarly article or provide a launch-pad for advanced research leading to MPhil or PhD.

7. MA HISTORY OPTION COURSES

TERM 1 (Autumn)

HS5129 A Transnational Holocaust
(20 Credits)

Assessment: Digital Museum Review (30%), Essay (70%)

This MA course introduces students to the history, impact and memory of forced movement of Jewish victims of the Nazi regime outside of the familiar places of ghettos and camps. Whereas the core MA Holocaust courses introduce (HS5730 and HS5731) students to the history of the Holocaust and postwar interpretative debates, this course presents a ‘moving’ transnational and translocal history of the Holocaust. It upends the conventional chronology, beginning in the mid-1920s and concluding in the early 1950s (on the eve of decolonization,
the founding of Israel, the passage of DP (Displaced Persons) Acts in the US in 1948/1949, humanitarian conventions, the division of Germany, and the UN refugee convention). The course analyses the journeys and experiences of victims of forced movement and their emerging spatial agency in new locations, and also focuses on the geo-political contexts of the locations they moved through and stayed in (whether by circumstance or choice). The course draws on emerging research in Holocaust studies on refugee diasporas, transnationalism, and landscapes of the Holocaust. The course also draws on literature on postwar Europe, humanitarian relief organizations, and histories of asylum seeking pertinent to Jewish, European and as relevant, refugee diasporas in regional locations of Africa, the Caribbean and South America.

Course aims and learning outcomes - Demonstrate a complex understanding of the transnational history of the Holocaust - Critically engage with a wide variety of literatures and scholarly debates, and identify trends in new research agendas - Produce nuanced coursework essays that are clearly structured and argued, fully referenced, and fluently written - Present complex arguments orally

**Introductory reading (of the historical, transnational period covered):**

**HS5133 Fairy Tales: Narrating Queer Gender and Sexuality in the Twentieth Century**
(20 credits)

**Assignment:** One essay of 4,500 – 5,000 words

This module examines the role of narrative in queer identity and queer life in modern and contemporary history. The lives of LGBTQ (lesbian, gay, bisexual, transgender, queer) people have historically been silenced and marginalised within and by traditional discourses. Therefore, this module will examine the ways in which queer people have sought to represent and analyse their own experiences through the narrative-driven mediums of oral history, film, and fiction. By using these ‘unconventional’ historical primary sources we will uncover how queer people have worked both with and against the grain of narrative in order to tell stories that are meaningful to them. Through the use of archetypes and common narrative tropes queer people have sought to situate their lives and their stories within wider cultural discourses. Nonetheless, we will also explore the concept of queer temporality, considering the potential for queer narratives to disrupt and challenge mainstream discourses, even problematising chronology in the process. We will also consider how the narrative of queerness is slowly being integrated into the historical record, and the implications of this shift. In doing so we will consider, for example, the dominance of the coming out story in modern Western history, asking searching questions as to who is excluded in the process, and the impact on queer narratives in general.

**Introductory Reading:**
[This article examines the 2015 film, Carol, which is based on the 1952 novel, *The Price of Salt*, by Patricia Highsmith]
Ajamu X, Topher Campbell and Mary Stevens, ‘Love and Lubrication in the Archives, or rukus!: A Black Queer Archive for the United Kingdom, *Archivaria*, 68 (2009), online open access.

**HS5209: Women, the Crusades and the Frontier Society of Medieval Christendom**
(20 Credits)

Assignment: **One essay of 4,500 – 5,000 words**

The crusading movement arose at a time of significant change for women. The association of crusading with pilgrimage meant that women often travelled to the Holy Land with crusade expeditions, although their presence was often criticised. This course will demonstrate how most medieval historians used gendered language and moral tales to express their disapproval of women who took the cross. Women of all social levels went on crusade, however. Some were noble wives of knights and lords, others worked as prostitutes and washerwomen. They supported crusader armies during battles, and were often the casualties of warfare. After the First Crusade, a Latin society was established in the East that lasted for nearly 200 years. In such frontier settlements warfare was endemic; many women lost fathers, husbands and sons. This led to a shortage of suitable male warriors to govern, and noble women often held a crucial role providing political stability through regency and marriage. A range of translated primary materials will be used to illustrate relevant historiographical arguments, including a series of case studies based on influential women such as Eleanor of Aquitaine and Queen Melisende of Jerusalem.

**Introductory Reading:**

**HS5256 The Memory and Legacy of the Crusades in the Modern Age**
(20 credits)

Assessment: **One essay of 4,500 – 5,000 words**

In this unique and ground-breaking module you will develop an understanding of the memory, impact and legacy of the crusades in the West and Muslim world since the medieval period. You will look at the evolution and mutation of the crusading idea over (especially) the last 200 years, examining how and why the European colonial and imperial powers adopted crusading during the nineteenth century, and how the idea was used in World War 1 and by
General Franco in the Spanish Civil War. We will also consider how the idea has taken on, in the West, a more secular meaning. You will analyse how crusade and jihad have been treated in the Muslim Near East, tracing cultural developments in theatre, film and poetry, as well as politics and religion, from the nineteenth to the present day, with particular emphasis on the figure of Saladin, the hero of the Muslim world for recovering Jerusalem from the crusaders. We will see how his image, and the memory of the crusades has been used by Islamists such as Osama bin Laden and Arab Nationalists such as Nasser of Egypt, Saddam Hussein in Iraq, Hafez al-Assad of Syria and Yasser Arafat and the Palestinians.

**Introductory Reading:**
M. Horswell, *The Rise and Fall of British Crusader Medievalism* (Abingdon, 2018)

**HS5721 The Infidel Within? Muslims in the West**
(20 Credits)

**Assignment:** **One essay of 4,500 – 5,000 words**

In this module you will develop an understanding of the history of Muslims in the west. You will look at the foundation of Islam as a world religion and its various denominations and traditions in western states from the 1800s through to the 21st century. You will consider contemporary issues such as identity, divided loyalties, gender relations, and perceptions held by the majority and non-Muslim community. You will examine points of conflict between Muslims and wider society, including continuity, adjustment, and the war on terror.

**Introductory Reading:**

**HS5737 History of the Holocaust**
(20 credits)

**Assessment:** **One essay of 4,500 – 5,000 words**

The course provides a thorough grounding in the history of the Holocaust, taught mainly through secondary sources. The course covers the history of the Jews from the emancipation period onwards, especially the Jews of Germany; the emergence of political antisemitism in Germany and Austria; the rise to power of Nazism; the Euthanasia Programme and its relationship with the persecution of the Jews; and Nazi policy vis-à-vis the Jews and other victims (Afro-Germans, homosexuals, Soviet POWs etc.) in its various stages. It deals with the Holocaust from the point of view of Nazi persecution and the responses of its victims.
**Introductory Reading:**

**HS5770 Culture wars: a genealogy of the European civil wars**
(20 credits)

**Assessment:** one essay of 4,500 – 5,000 words

In mid twentieth-century Europe, states, societies and ‘nations’ were reconstructed through the execution, imprisonment and castigation of compatriots. The Nazi concentration camps and Soviet Gulag remain extreme cases, but the brutal recasting of state and society via the creation of categories of non-persons without civil rights (an ‘anti-nation’) was itself far from exceptional in Europe - east or west. This half unit course explores how this came to be. It takes as its thematic canvas the politics, culture and society of Europe in the decades up to (and including) the Great War of 1914-18. It looks at accelerating urban and industrial change and its social and political consequences (including the expansion of state power and new forms of social identity and political mobilization); it considers the emergence and consolidation of deep psychological fears about social and economic change; and also how the European experience of colonialism reinforced pathological ways of thinking, and pervasive myths which produced segregationist forms of social and political organisation. For it was all of these things, rather than the political fact of Nazism alone, that lay at the root of the concentration camps.

The course is structured to allow for a systematic exploration of the various interlinked strands and themes. Classes include: Europe in flux (industrialisation/impact of urbanisation); Cultures of reaction (religion and conservatism); Mass mobilization/new forms of politics; Growth of state power; Nationalism and racism; the European experience of colonialism; Seeking order through ‘purification’ (gender & sexuality); Dreams and nightmares (science, Darwinism, eugenics, criminology); the Great War and the cultivation of hatred.

The course will allow students to expand their empirical knowledge of this complex and crowded period as well as their understanding of the conceptual tools and theories historians have used to interpret it. The course is structured to facilitate a comparative investigation of common processes and experiences.

**Introductory Reading:**
HS5219 Byzantium and the First Crusade  
(20 Credits)

Assignment: **One essay of 4,500 – 5,000 words**

This course traces the response of the rulers of the Byzantine Empire to the First Crusade, which passed through their territory in 1096-7. It places the crusade in the context of previous Byzantine interaction with the Latin West, especially attempts by the emperors to secure military help both before and during the reign of Alexios I Komnenos (1081-1118). The events of the First Crusade - its preaching by Urban II in 1095, its progress through Byzantine territory to Antioch, the ‘third wave’ of 1101 and Bohemond of Taranto’s attack on the empire in 1107 – will all be discussed in this context through a range of Byzantine and Western source material in translation. Among the issues discussed will be the role of Alexios I in the preaching and launching of the crusade, the nature of the oaths sworn in Constantinople in 1096-7, the importance of the schism between the Byzantine and western Churches and the origin of the hostility between Bohemond and Alexios I.

**Introductory Reading:**

**TERM 2 (Spring)**
HS5132 Breaking Waves: Feminism in Britain, c. 1860-Present  
(20 Credits)

Assignment: **One essay of 4,500 – 5,000 words**

This course explores the history of feminism in Britain from the mid-nineteenth century to the present. The course explores the varied formation, configuration and contestation of feminist politics and activism, encouraging students to look beyond well-worn narratives of ‘waves’ of feminism. The course illuminates the development of feminist political thought, as well as diverse histories of activism and campaigning. Core themes include: feminism and the state; body politics and sexualities; women’s work; family life; and feminist political thought. Students are encouraged to develop their critical understanding of feminism through engagement with diverse primary material (including political texts, social surveys, photographs, film and oral histories) and via wide-ranging historical and multi-disciplinary scholarship.

**Introductory Bibliography:**
Sue Morgan (ed.), *Feminist History Reader* (2006)
HS5761 Unforgettable Encounters with the West: Knowledge Transformation in Modern China
(20 credits)

Assessment: one 4,500-5000 word essay

This course examines the encounters between the West and China from the early nineteenth century to the second half of the twentieth century. Through rich exchange in ideas, cultures, people and materials, at the coastal cities, inland and frontiers, modern Chinese history was shaped in all sorts of ways through interactions with foreigners. The impact from those exchanges can be seen in politics, revolutionary activity, and social and material life.

In addition to an opening seminar on the theoretical background, there are five topics, each explored over two weeks. The five topics are: Christianity and its social impact; the Chinese Maritime Customs Service and foreign advisors in China’s Government; the Scramble for China at the treaty ports and frontiers; the birth of Chinese Nationalism and Chinese Communism and its foreign inspiration; and Print culture, women and modernity.

Introductory Reading:

HS5515: Louis IX, the Mamluks and the Mongols: Crusading and the Near East in the 13th Century
(20 credits)

Assignment: One essay of 4,500 – 5,000 words

Centred on the largest crusade of the thirteenth century, the attempt by King Louis IX of France to recover Jerusalem and the Holy Land through the conquest of Egypt, this course looks at the origins, preaching and preparations for his invasion. We follow its disastrous progress and defeat, largely through the charismatic writings of the eyewitness John of Joinville, but also using texts from Arabic (including some unpublished translations). The crusade helped trigger upheaval in the Muslim Near East with the overthrow of the Ayyubid regime and the arrival of the formidable Mamluks. Into this potent mix appeared the Mongols, carving out an empire from Hungary to Japan, and briefly seeming to look to Louis for an alliance. Through the extraordinary account of William of Rubruck we can see western Europeans try to grasp the society and the beliefs of the terrifying steppe-warriors.

Introductory Reading:
HS5648: Diasporas, Refugees and Minorities in Modern Europe and the Mediterranean
(20 credits)

Assignment: Book Review (20%), Essay (80%)

This module offers a conceptual approach to Christian, Jewish and Muslim diasporas, refugees and minorities in the imperial and post-imperial lands of East Central Europe and the Mediterranean during the 19th and 20th centuries. It maps the complex transformation of diasporic populations living side-by-side in the cosmopolitan cities of the Ottoman, Habsburg and Russian Empires into refugees and minorities in the successor nation-states of Greece, Cyprus, Turkey, Russia, and Poland and considers their enduring legacy in Europe and beyond. Suggested topics include: historical and historiographical approaches to diasporas ("Hellenism", "Judaism", "diaspora nationalism"); emerging categories: “refugees” and “minorities” in 19th-century European diplomacy; nationalism and ‘the minority question’ in the Habsburg and Ottoman empires (“Habsburg supra-nationalism”, “Helleno-Ottomanism”); Europe in motion: the Balkan Wars, WW1, the Greco-Turkish War and forced migrations; interwar state policies toward refugees and minorities (assimilation, segregation and discrimination); international organizations and inter-state relations (League of Nations and UN High Commission for Refugees); formations of “refugee” and “minority” identities (“Byzantine Greeks”, “Hellenic Judaism”); new categories: the Holocaust and displaced persons, European civil wars (Russia, Spain, Greece) and political refugees; refugees and minorities between and across academic disciplines (history, social anthropology, political science, international relations).

Suggested Readings
Omer Bartov & Eric D. Weitz (eds.), Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands (Indiana University Press, 2012)

HS5738 Interpreting the Holocaust
(20 credits)

Assessment: One essay of 4,500 – 5,000 words

The course provides a thorough grounding in the historiography of and theoretical approaches to the Holocaust. The course is taught using secondary historical sources, sociological and anthropological texts, testimony and memoir, film, art, photography, comics, museums and monuments. The course examines first different ‘grand narrative’ explanations for the Holocaust (such as ‘modernity’ and ‘genocide’), then looks at different sources, such as testimony and photography, and finally looks the politics of Holocaust memory, through
an examination of Holocaust monuments and museums, and contemporary discussions about memorialisation.

**Introductory Reading:**
Anne Kelly Knowles, Tim Cole and Alberto Giordano, eds., *Geographies of the Holocaust* (2014)

**HS5771 The European civil wars 1917-1947**
(20 Credits)

Assessment: **one essay of 4,500 – 5,000 words**

This course looks at the major forms of acute internecine conflict across the European continent from the time of the First World War up to the ‘long postwar’ after 1945. It complements the thematic genealogy of these European civil wars studied in HS5770.

The course is structured to allow a thematic and comparative exploration across the countries and regions of Europe – north, south, east and west. The course schedule comprises: Part 1: Revolutionary War (The First World War as a series of civil wars; the challenges of revolution and of domesticating revolution), Part 2: Reconfiguring Revolution (the ambition to forge ethnic nations or classless societies; creating ‘community aliens’; co-opting the ‘nation’), Part 3: The World Remade (cultures of empire; the brutal peace; memory, forgetting and the ‘new social contract’).

The course will allow students to expand their empirical knowledge of this complex and crowded period as well their understanding of the conceptual tools and theories historians have used to interpret it. The course is structured to facilitate a comparative investigation of common processes and experiences.

**Introductory Reading:**

**HS5647 Looking at the Victorians**
(20 credits)

Assessment: **one essay of 4,500-5000 words**

This half unit offers an introduction to the visual and material world of Victorian Britain (1837-1901). Students will gain knowledge and understanding of the key changes in art, photography, and architecture, as well as consumption, popular culture and the use of built space. The course will introduce students to interdisciplinary methodologies for the
interpretation of visual and material sources, but they will also explore the role of the visual and material in the construction of key narratives in Victorian economic, social and cultural history.

**Introductory Reading:**
Mackenzie, John (ed.), *The Victorian Vision: Inventing New Britain* (V+A, 2001)

**HS5220 Byzantium and the Fourth Crusade**
(20 credits)

Assessment: one essay of 4,500 – 5,000 words

This course takes a long-term view of the crusade which captured and sacked Constantinople, the capital city of the Byzantine empire, in April 1204. Starting in around 1192, it places events in the context of relations between the Byzantines and previous crusades, of the internal situation of the empire and of the position in the Latin east in the aftermath of the Third Crusade. It then examines how the Fourth Crusade was preached and planned, how it was diverted first to Zara and then to Constantinople, and how it came to attack and pillage the city. Translations of accounts left by contemporaries and eyewitnesses (both Byzantine and Western) will be studied in detail and subjected to critical analysis.

**Introductory Reading:**

**HS5780 New Imperial Histories**
(20 credits)

Assignment: One essay of 4,500 – 5,000 words

This option explores recent approaches (particularly those of the last decade) to British imperial and colonial history, placing particular emphasis on those which advocate a transnational or comparative approach. It allows students to develop an appreciation of the influence of postcolonial studies, geography, anthropology, and sociology on history writing in this context. Seminar topics may include settler colonialism, colonial violence, the material culture of empire, the relationship between metropole and colony, sex and gender, race and racism, imperial networks and trajectories, law and empire, and attempts to reconnect cultural and economic interpretations of empire.
It will be assessed by one 5,000 word essay (departmental deadlines apply): students may develop their own topics in consultation with the course leader.

**Introductory Reading:**

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**8. PRESENTATION OF MA COURSEWORK**

**Referencing**
For graduate students, the History Dept requires consistency and students should use the Modern Humanities Research Association ([MHRA](#)) which is also supported by the College Library. You can download a full edition of the MHRA style guide by clicking on the link above. For referencing Chapters 10 and 11 are the most useful (pp. 56- 82; or 66- 91 via the digital search online.)

Please use footnotes (not endnotes) which should be in single line spacing - clearly demarcated from text - and numbered sequentially throughout each essay or chapter. Please follow the MHRA guidelines for ‘cross-referencing’ your own work in earlier sections.
**Text Layout**
Text should be word processed in double line or 1.5 line spacing, with a good left hand margin [at least one inch]. Latin and foreign terminology (but not full quotations) into *italics*.

Dissertations are normally divided into chapters. Each chapter should start on a new page. Within chapters, you may use numbered or named sub-sections at your discretion and as appropriate. They should normally be used sparingly, however, and please ensure that you do not use them as an alternative to properly structuring the essay/dissertation. This will be immediately apparent to the examiners.

**Pagination**
All items should be numbered consecutively, with title page as page 1 and including appendices + bibliography within the same consecutive numeration.

**Preface [optional for Dissertation; not required for MA Essays]**
This comes first - after title page and before Table of Contents. Keep it very brief and formal - give thanks to all who have given help, especially any libraries or archives, if appropriate, but nothing too florid. Thanks may be given to ‘teachers’ and ‘family’ but none should be named individually to maintain strict examination anonymity.

**Contents for Dissertation + Skills Project; [not required for Essays]**
The Table of contents should list all chapter titles and supply appropriate page numbers. The Table of contents should list Preface, even though it precedes the Table of Contents; and then list in sequence Tables, Figures and Illustrations (if any), Conventions, the number and title of all Chapters, plus the end matter which includes appendices (if any) and bibliography.

**Conventions [if appropriate]**
At the end of front matter, insert Conventions, with standard abbreviations for commonly cited libraries, archives and printed works. E.g. BL for British Library, *OED* for *Oxford English Dictionary* etc. - plus names of any local record office(s) that you have consulted. This saves wordage.

**Dates**
Dates should be given as: 4 June 1900, 3 September 1801, etc; *not* the 4th of June.

**Illustrations**
Illustrations may be included if appropriate. Please ensure that they are given proper titles and numbers, and that the source is indicated. The illustrations must be integrated into the argument - i.e. not just ‘extras’.

**Appendices**
Statistical or documentary or any other appendices should follow the main text, but only if needed and if fully discussed within the substantive text.

**Word Count**
For MA essays, Skills Projects and Dissertations, word count includes text and footnotes but *not* bibliography or scholarly appendices, or the title and contents pages of Dissertations. Please indicate the word count at the end of your work; not least because when you submit your work on Turnitin it will count all excluded sections as well as the main text.
**Quotation from foreign languages:** students should attempt to keep to short, essential quotations (otherwise paraphrase in English). Foreign quotations should normally also be translated into English – in which case they will count as part of the usual wordage. However, if there are compelling reasons for citing the original words, then the quotation can be made in the original language in the main text. This should then be footnoted with a translation to English provided in the footnote. **Students should exclude this extra footnoted wordage from their final word count.**

**For Penalties applied to work that exceeds the stated limit please see the college Policy on p.22 of the PGT Student Handbook.** There is no official penalty for under-length work but it usually indicates a weakness. So while what matters is the quality of the argument and concision is almost always a virtue, significantly short weight work is unlikely to have dealt adequately with the topic/question, and will be marked lower accordingly. So students are advised to produce assessed work which is not less than the stipulated minimum.

**Bibliography**
The Bibliography comes at the very end, after appendices. The sequence of citation is usually:

1. Primary Sources
   - (a) manuscript
   - (b) printed – e.g. Newspapers; printed texts

2. Secondary Authorities
   - (a) printed – can be sub-divided into books and articles if you prefer
   - (b) unpublished – e.g. unpublished theses

Please note too that all references to essays in journals and to chapters in edited books should include in the bibliography **full page references to the specific essay or chapter.**

**Note on Professional Presentation:**
It is worth taking time to ensure that all work is professionally presented. It indicates that you have taken time and trouble, and that are taking your own work seriously. All MA examiners value professional presentation, and it is a quality upon which External Examiners always lay great stress.
9. LONDON RESEARCH LIBRARIES, ARCHIVES AND MUSEUMS

**British Library**, 96 Euston Rd, St. Pancras, London, NW1 is the UK’s national copyright library. A major research library, it holds more than 150 million items from many countries, in many languages and in many formats. BL also has **Manuscript Library**; **Map Library**; **National Sound Archive and Newspaper Library.** Reading room admission requires TWO forms of identification (which should indicate your postal address). The integrated BL catalogue is available on-line; and advice is available via email from the BL’s Reader Services Enquiries.

**The Women’s Library (formerly Fawcett Society)** – collects specialisms within women’s history. The library and archives of the Society are now part of the Women’s Library Collection at the LSE, and held in the LSE’s main library: [http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx](http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx)

**Goldsmiths' Library**, University of London Library, Senate House, WC1 - specialisms in C18 and C19 printed tracts.

**Guildhall Library.** London Guildhall - London history.

**Institute of Historical Research**, London University, Senate House, Malet Street, WC1 - London University MA students are admitted with letter of introduction. Good collection on site (reference only) of poll books, directories, local histories, and printed sourcebooks. The IHR can be consulted online; and its catalogue is accessible via the London University Library electronic catalogue.

**London School of Economics Library**, Houghton Street, WC2 - specialisms in modern politics, sociology and economics.

**London University Library**, Senate House, Malet Street, WC1 - London University students need special ticket (ask at RHUL Bedford Library) - lending library with many secondary works; as well as non-lending printed primary collections, incl. specialism in history of music; magic/witchcraft/occult.
**The Warburg Institute Library**, Woburn Square, London WC1H 0AB, specialises in the history of art, architecture and material culture in the history of the Renaissance.

**Wellcome Library** for History of Medicine, Wellcome House, 183 Euston Road, London NW1 - very extensive collection on medical history, with fine collection also of illustrative material on medical themes (indexed by topic).

**The National Art Library**, located within the Victoria and Albert Museum, Cromwell Road, London SW7 2R. A major reference library on the fine and decorative arts. Also holds specialist collections such as children’s books.

**Specialist Collections:**
There are also many specialist Libraries - check in footnotes and bibliographies to find research leads, and explore also on the internet, where many catalogues are available.

**ARCHIVES AND MUSEUMS**

The list below is indicative only. Virtually all archives and museums now have websites, so please check these as your first port of call.

**The National Archives (TNA)** Ruskin Avenue, Kew - it houses all British state archives created since the middle-ages and far more so see the website [https://www.nationalarchives.gov.uk/](https://www.nationalarchives.gov.uk/). Before visiting search its online catalogue 'Discovery' [https://discovery.nationalarchives.gov.uk/](https://discovery.nationalarchives.gov.uk/)

**British Library Manuscripts Room**- large and highly eclectic array of papers deposited over the years - including material relating to British home, foreign and imperial history. Contains a lot of un-studied treasures.

**The London Metropolitan Archives**, 40 Northampton Rd, Farringdon, London EC1R 0HB - is the principal local government archive repository for the Greater London area, including the City of London: it is the largest county record office in the UK. [Click here](http://www.bishopsgate.org.uk/) to for research guides and to search their collections.

**Imperial War Museum** (including photographic archive and oral history collections) [http://collections.iwm.org.uk/](http://collections.iwm.org.uk/)

**Marx Memorial Library** (an extensive library plus archival collections, including the archive of the British Battalion of the International Brigades) [http://www.marx-memorial-library.org/](http://www.marx-memorial-library.org/)


**Museum of London**, London Wall, EC2 - exhibits and collections of material (esp. archaeological) on London history from prehistoric times to present.

**National Film Archive** (British Film Institute), Stephen St, W1 - film history.

The Hunterian (Museum and Archive of the Royal College of Surgeons of England), Lincoln’s Inn Fields, http://www.rcseng.ac.uk/museums

Victoria & Albert Museum, Cromwell Road, London, SW1 - artefacts, exhibits and books on design history; plus rich archive collection.

Quaker Library and Archive, Friends House, 173-177 Euston Road, London NW1 2BJ

Other Specialisms:
There are also archives/museums on virtually every possible historical specialisation - as well as good local archives almost everywhere. Consult handbooks in Library collections as well as website search facilities.

10. ROYAL HOLLOWAY COLLEGE ARCHIVES
The College Archives at Royal Holloway house some of the earliest records relating to the history of higher education for women, in the form of the archives of Bedford College and Royal Holloway College. They are now housed in the basement of the Davison Building beneath the Library with modern facilities for research.

The collections are a particularly rich resource, and can be used for research into a variety of subject areas within Modern History, including:

- History of Education
- C19 Economic and Social History
- Women’s Career Opportunities and Employment
- History of Art and Architecture
- Victorian Philanthropy
- Life in Wartime
- Women’s Political and Social Participation in the C19 and C20

Relevant highlights from the collections include:

- Administrative and financial records relating to the governance of the Colleges from the time of their foundations
- Student registers and student and staff personal files
- Personal papers of eminent individuals in the history of the Colleges
- Records of student societies, including debating, drama and sport
- Reminiscences, correspondence, diaries and oral history memories of former students and staff, including a large collection of C18 and C19 letters
- Records relating to the design of the Colleges and the Royal Holloway Picture Gallery, including correspondence with artists
- Advertising records relating to Thomas Holloway’s manufacture of pills and ointments, and material relating to the Holloway Sanatorium
- A substantial collection of photographs dating from the 1880s

RHUL dissertations researched using the College Archives include:
• ‘Mine was the Motion: Political Activity and Activism at Royal Holloway College, 1890-1920’
• ‘Independent Lives: Women’s Higher Education and their Occupations’
• ‘Philanthropy and its Role in the Establishment of Women’s Higher Education: A Study of Bedford College and Royal Holloway College in the Nineteenth Century’
• ‘Never Despair: Holloway’s Remedies and the Patent Medicine Market, 1837-1937’

11. BIBLIOGRAPHY OF RESEARCH, WRITING AND STUDY GUIDES

Even though most of you will have studied history before, it is a good idea to review your knowledge of approaches to studying as well as learning new concepts and techniques for researching and writing. So here is a short list that is well worth using for reference:-

K. Black and D.M. MacRaild, Studying History (1997)
P. Burke (ed.), New Perspectives on Historical Writing (1991)
L.J. Butler and A. Gorst (eds), Modern British History: A Guide to Study and Research (1997)
F. Casey, How to Study: A Practical Guide (1985)
A. Curthoys & A. McGrath, How to write History that People want to Read (2011)
W. H. McDowell, Historical Research: A Guide for Writers of Dissertations, Theses, Articles and Books
J. Foster and J. Sheppard (eds), British Archives: A Guide to Archive Resources in the United Kingdom (3rd edn. 1995). N.B. You should now consult this only in conjunction with The National Archives online ‘Discovery’ catalogue which includes the National Register of Archives (NRA), Access to Archives (A2A), Directory of Archives (ARCHON) – now known as Find an Archive and the Manorial Documents Register

12. SUPPORT FOR POSTGRADUATE STUDENTS

Travel expenses
MA students resident on the Egham campus or Egham-based who take RHUL course options taught in central London may claim a contribution to their fares, on condition that they have first invested in a Young Person’s Railcard, available at Egham station, which gives a 33% discount on the fare to central London when travelling after the designated peak time. This does not include students who live in London and travel to Egham for classes.
The Department will reimburse students up to a maximum of £(sum tbc) a year. Please note that fares on London underground or buses cannot be claimed for and that this concession applies only to RHUL options, not those offered by other colleges of the University of London.

Students should keep their tickets and at the end of the first and second terms complete a claim form. Claims for travel expenses must be made on the forms which will be emailed from the Humanities School Office (IN149) about ten days before the end of each term.

PLEASE NOTE: Claims may only be made in respect of each current’s terms expenses, it is not possible to claim retrospectively for a previous term.
ORAL HISTORY RECORDING AGREEMENT

Recordings of oral histories are an important resource in our understanding of the recent past. Your recorded interview will make an important contribution in postgraduate studies undertaken in the History Department of Royal Holloway, University of London. In addition, and with your agreement, the recording will be preserved as a permanent reference resource for use in further research, publication, education, lectures, broadcasting and the internet. The purpose of this Agreement is to ensure that your contribution is added to the collections of the Royal Holloway, University of London in strict accordance with your wishes.

This Agreement is made between The History Department, Royal Holloway University of London, Egham, Surrey TW20 8HB (“the Department”) and you (“the Interviewee”, “I”):

Your name: ...............................................................................................................................;

Your address: ..............................................................................................................................;

in regard to the recorded interview/s which took place on:

Date/s: ........................................................................................................................................

Declaration: I, the Interviewee confirm that I consented to take part in the recording and hereby assign to the Library all copyright in my contribution for use in all and any media. I understand that this will not affect my moral right to be identified as the ‘performer’ in accordance with the Copyright, Design and Patents Act 1988.

If you do not wish to assign your copyright to the Library, or you wish to limit public access to your contribution for a period of years, please state these conditions here:

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This Agreement will be governed by and construed in accordance with English law and the jurisdiction of the English courts.

Both parties shall, by signing below, indicate acceptance of the Agreement.

By or on behalf of the Interviewee:

Signed: ........................................................................................................................................

Name in block capitals: ........................................Date: ..................

On behalf of the History Department, Royal Holloway, University of London

Signed: ........................................................................................................................................

Name in block capitals: ........................................Date: ..................

Office use only:

Full name: .................................................. Acc.no.: .................................. Series title: .............