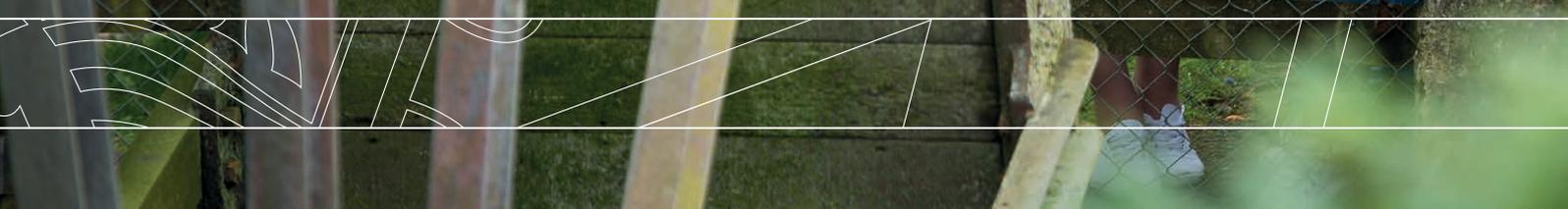




HISTORY

UNDERGRADUATE SUBJECT BROCHURE 2019
CORNWALL AND EXETER CAMPUSES

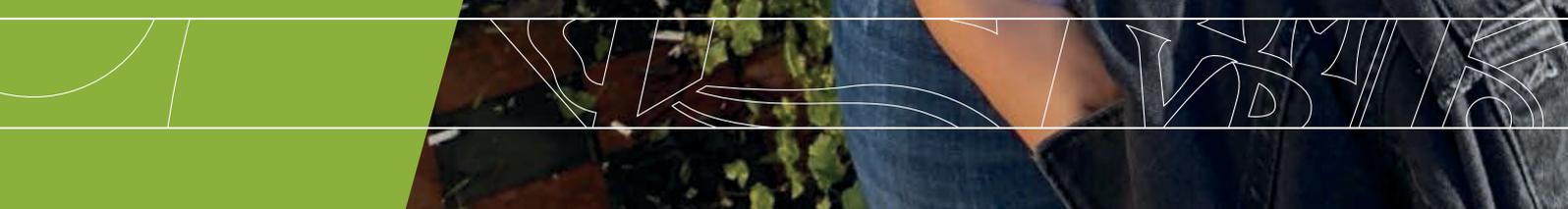


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 I have been introduced to new ways of thinking about historical events and their wider implications and resonance today. The course itself allows students to study history from a global perspective, rather than a Eurocentric approach. This is what makes the course at the University of Exeter unique in that the modules go beyond the textbook, providing the opportunity to delve into specific areas of history which I have not had the opportunity to study before.


Claudia, studying BA History
(Streatham Campus)



HISTORY

4th in *The Complete University Guide 2018* and 5th in *The Times and The Sunday Times Good University Guide 2018*

Top 100 in the QS World University Subject Rankings 2018

8th in the UK for world-leading research¹

Expertise in Digital History

Wide range of academic expertise in diverse historical periods and geographical regions

Studying History at the University of Exeter takes you on a journey through the human race in historic times: our activities, ideas, creations, institutions and impact.

Our History programmes are high-quality, modern and innovative, introducing a range of countries, periods and themes in stimulating and intellectually challenging ways. The teaching on our programmes is inspired by the research interests of our staff, which range from the early Medieval period to the 21st century, with strengths in the history of Britain, continental Europe, and in world and public history.

You will learn to collect and analyse evidence through authentication, numeracy skills, dating, understanding and interpretation, critical study and reflection and accurate description.

You will also learn to present evidence and interpret it in a responsible, well-informed and convincing way, and to place it in context to show how and why it was produced, its relative importance and value, and what impact it has had. These are key skills transferable to a wide range of professions and occupations.

You can choose to study History at either the Streatham Campus in Exeter or at the Penryn Campus near Falmouth in Cornwall, with all our programmes offering you the chance to develop your interests while studying in fantastic locations. Our staff at both campuses are research-active and publish at the highest level. For details of our staff research interests, visit our website at www.exeter.ac.uk/history/research

www.exeter.ac.uk/ug/history

¹ Research Excellence Framework 2014 based on the percentage of research categorised as 4* or 3*.

HISTORY IN CORNWALL

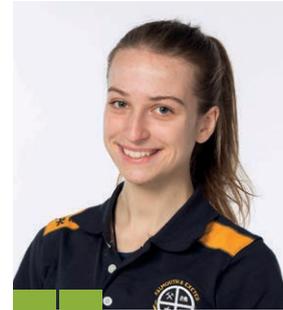
The educational experience in Cornwall, with its intimate teaching style and close contact with academics, is incredibly well-suited to studying History.

We are a modern department, with particular expertise in Cornish history, culture, memory and heritage, oral history, party politics, environmentalism and environmental politics, modern conflict, imperialism and 19th and 20th century North American History.

A key characteristic of History at Penryn is the emphasis on public history. We encourage you to critically reflect on the purposes – both intended and unintended – of history and engage with the broad range of ways in which the public interact with the subject, eg, through film, museums, literature and politics.

History research at the Penryn Campus is innovative and inspires our undergraduate teaching; our dynamic and supportive department focuses on using history to understand the challenges posed by globalisation, conflict, colonialism, scientific and environmental change.

For up-to-date details of all our programmes and modules, please check www.exeter.ac.uk/ug/history



I am really enjoying my course and so glad I chose to come to Penryn. The lecturers are all experts in their field and very friendly, which means they are always willing to answer any questions or give assistance with essay questions. I had very high expectations and all of them have been met. First year was very useful for building the foundation of knowledge and skills. The second year allows module choice, and means you can be introduced to areas of history previously unknown, but incredibly relevant and fascinating.

Megan, studying BA History (Penryn)



SINGLE HONOURS

BA History (CORNWALL)

V102 3 yrs
with Study Abroad V104 4 yrs
with Employment Experience V107 4 yrs
with Employment Experience Abroad V108 4 yrs
AAB-ABB | IB: 34-32 | BTEC: DDD-DDM

- Develop a better appreciation of the complexity of historical enquiry
- Gain a greater awareness of social, cultural, political and economic processes that continue to unfold today but often have deep historical roots
- Explore a range of perspectives from the local to the global, across diverse geographical areas and a stimulating range of periods
- There will be opportunities for you to gain experience and develop skills which will help you in today's competitive graduate job market

Year 1 The first year gives you a foundational knowledge of historical theory, concepts and periods. You will also gain important analytical techniques that will be useful across a range of subjects and research tasks.

Year 2 In the second year you will choose between an independent history research project and a public history project, along with a range of optional modules that will deepen your knowledge of historical debates, giving you greater confidence in handling source materials and broadening the range of your studies. Optional modules cover topics as wide-ranging as the Middle East, the occult, imperialism, radical politics, gender and crime.

Final Year In your final year you will carry out a research project in the form of a 9-10,000 word dissertation and choose from an exciting and diverse range of optional modules. These cover an extensive range of topics including the First World War, 19th and 20th century North American history, indigenous history, Celtic politics, telecommunications and environmental politics.

BA/BSc* Science, Technology and Society (CORNWALL)

V115 3 yrs
with Study Abroad V116 4 yrs
with Employment Experience V118 4 yrs
with Employment Experience Abroad V119 4 yrs

AAB-ABB | IB: 34-32 | BTEC: DDD-DDM

Required subjects: one of the following subjects at A level grade B or IB HL 5:
Biology/Human Biology[♣]; Chemistry; Computing; Design and Technology; Electronics; Environmental Studies; Geography; Geology; Maths/Pure Maths/Further Maths[♣]; Physical Education; Physics; Psychology; Science (applied); Statistics.

[♣] If more than one of these is taken they would only count as one 'science' but could count as two A levels towards our general requirements.

If you would like a significant Mathematics element in your study of STS, you will need A level Mathematics grade B or IB HL 5.

Advances in science and technology have various impacts on our society. Society also affects the scientific world, influencing its direction, through pressure groups, social values and priorities. In essence, Science, Technology and Society (STS) is the study of the interaction between these two spheres. It seeks to develop insights into the nature of science and technology, and the ways in which they both influence and are influenced by society, politics, and culture.

The course will prepare students for the challenges of the contemporary world. Increasingly, the dilemmas that confront people, whether in government, industry, politics or daily life, cut across the conventional lines of academic training and thought. STS seeks to overcome the divisions, particularly between the two cultures of humanities and science, and prepare future citizens to respond knowledgeably and reflectively, combining interpretive inquiry and rational analysis. This programme will bring together coherently, areas of studies which do not ordinarily meet each other in the undergraduate curriculum.

- Science, Technology and Society is a highly multi- and interdisciplinary programme of study. Combining modules from the earth sciences, geography, history, politics, business, law and mathematics, it explores a host of complementary perspectives on science and technology in human cultures
- Examine science and technology from historical, geographical, philosophical, political and sociological perspectives
- Critically understand the past, present and possible futures of science and technology

Year 1 In Year 1 you will take 60 credits of compulsory modules that provide you with the fundamental skills and knowledge required for other modules in the programme. The remaining 60 credits you will take can be put together from modules representing the full range of perspectives explored in this degree programme.

Year 2 Year 2 builds directly on Year 1. It gives you the chance to further develop the skills and knowledge that you will have acquired in the context of a host of more specialised modules.

Final Year In Year 3 the only compulsory module is the Independent Study which, as its title implies, gives the student considerable flexibility over the topic of investigation. The other modules from which you will make up your 120 credits for the stage are all optional and represent the most sophisticated approaches to science, technology and society you will experience at undergraduate level.

[♣] The degree awarded will either be a BA or BSc, depending on which modules you study.

JOINT HONOURS

Joint Honours degrees give you the opportunity to explore complementary areas of interest and the interrelations between them. You will study the compulsory modules from each subject, and a selection of options in a choice of pathways. Full programme structures can be found on our website at www.exeter.ac.uk/ug/history

BA English and History (CORNWALL)

QVH1 3 yrs
with Study Abroad QV3D 4 yrs
with Employment Experience QV4D 4 yrs
with Employment Experience Abroad QV5D 4 yrs
AAB-ABB | IB: 34-32 | BTEC: DDD-DDM
Required subjects: GCE AL English Literature* grade B, IB English* HL5.
Please see www.exeter.ac.uk/ug/english/cornwall

- Combines the investigation of English texts with a study of their historical context, developing your appreciation of the complex relationship between texts and the past
- Learn to engage imaginatively in the process of understanding and analysing complex and sophisticated problems in the two disciplines by developing critical approaches that blend detailed and broad levels of analysis
- Study in an interdisciplinary environment with the opportunity to work with academics from both English and History
- Your degree will introduce you to a stimulating range of periods, geographical regions and interdisciplinary approaches to history and literature

ENTRY REQUIREMENTS: MORE INFO

***Programme requirement** Candidates may offer either GCE AL English Literature or English Language and Literature. Candidates taking the IB should offer English syllabus A.

Applicants studying a BTEC Extended Diploma will also require GCE AL English Literature or English Language and Literature.

BA History and International Relations (CORNWALL)

VL2 3 yrs
with Study Abroad VL3 4 yrs
with Employment Experience VL4 4 yrs
with Employment Experience Abroad VL5 4 yrs
AAB-ABB | IB: 34-32 | BTEC: DDD-DDM
Please see www.exeter.ac.uk/ug/politics/cornwall

- An interdisciplinary degree which provides an integrated training in the historical evolution and contemporary character of world politics
- Understand how the present is conditioned by our past, and how our future is determined by our knowledge of the present
- Gain an appreciation of the historical evolution of the international system, as well as engaging with key issues dominating international politics today
- Participate in a university-subsidised US field trip where you will gain a first-hand view of topics from the perspective of a global superpower

BA History and Politics (CORNWALL)

VLC2 3 yrs
with Study Abroad VLD2 4 yrs
with Employment Experience VLC3 4 yrs
with Employment Experience Abroad VLC4 4 yrs
AAB-ABB | IB: 34-32 | BTEC: DDD-DDM
Please see www.exeter.ac.uk/ug/politics/cornwall

- The globalising world in which we live presents us with a multitude of opportunities and challenges. Urgent issues such as conflict, development, marginalised communities, poverty and the environment require creative solutions. In this dynamic programme you will explore, understand and engage critically with contemporary sociopolitical problems through an examination of the past, present and future
- History and Politics is a unique, integrated degree programme that genuinely combines the research expertise of staff in both disciplines

- This programme is committed to using both historical practice and political analysis to gain multiple perspectives on contemporary problems
- Participate in a University-subsidised US field trip where you will gain a first-hand perspective on topics from the perspective of a global superpower

US FIELD TRIP

If you choose to study History and International Relations or History and Politics at our Penryn Campus, you can choose to attend our departmentally subsidised field trip to the United States where you will gain insight into the latest global issues and a first-hand perspective of the American political system.

In 2017, for example, we took a group of students to New York, where they visited Ellis Island, the Statue of Liberty and the World Trade Center; took part in a seminar with students from NYU; visited the Museum of New York; and attended a recording of ABC's Good Morning America.

This is a unique opportunity which is only available to students studying with our Politics and International Relations department at our Penryn Campus, Cornwall.

FLEXIBLE COMBINED HONOURS

History at Penryn may also be studied under our innovative Flexible Combined Honours scheme.

- Combine two subjects where there is currently no existing Combined Honours degree at the University. These subjects can fall across departments, creating a cross-college degree such as History and Law
- Study three subject areas if compulsory modules allow
- Take modules from a variety of departments by studying one of our thematic pathways

Further information and the full list of available subjects can be found at www.exeter.ac.uk/ug/flexible



STUDENTS ON THE US FIELD TRIP

MODULES IN CORNWALL

KEY C = Compulsory
 ● = Optional
 C* = Choose from a selection of compulsory modules

Please note that availability of all modules is subject to timetabling constraints and that not all modules are available every year. The modules detailed below are just examples of those offered recently and does not include a full list of optional modules.

For up-to-date details of all our 2019 programmes and modules, please check www.exeter.ac.uk/ug/history

For optional Combined Honours modules please visit the relevant 2019 programme page www.exeter.ac.uk/undergraduate/courses-by-subject

Year 1 Modules

Module Name	History	English and History	History and International Relations	History and Politics	Science, Technology and Society
British Government and Politics			●	C	
Critical Futures: Issues in Global History, Past, Present and Futures	●	●	●	●	
Foundations in European History	C	C	C	C	●
Introduction to Environmental Science					C
Introduction to Human Sciences					C
Key Concepts in Politics and International Relations			C	C	
Literature and the History of Ideas		C			
Public History	C		●	●	
People's History	C	●	●	●	
Research Skills: From the Archive to Digital Humanities		C			
Science, Technology and Society					C
The Craft of Writing	C	C	●	●	
World History	●	●	●	●	C

Year 2 Modules

Module Name	History	English and History	History and International Relations	History and Politics	Science, Technology and Society
American Slavery Since Abolition (1865 to the present)	●	●	●	●	
British Politics since the 1880s: Westminster and the Provinces	●	●	●	●	
Communicating Global Issues in a Changing World					C
Drawing Lines in the Sand: Britain and the Creation of the Modern Middle East, 1882-1923	●	●	●	●	
Early Modern England 1500-1700: A Social History	●	●	●	●	
From Modernism to the Contemporary		C*			
Inventing the Early Modern: Literary Cultures, 1550-1700		C*			
Organised Crime in America	●	●	●	●	
Past Actions, Present Woes, Future Possibilities: History in the Anthropocene	●	●	●	●	●
Perspectives on Sources: Independent Study Project in the Humanities	C*	C	C*	C*	
Public History Project	C*				
Reason and Passion: Literature of the Long Eighteenth Century		C*			
Romantics and Victorians: Literature in the Industrial Age		C*			
Security Studies			C*	●	
The Cultures of the Sciences from the Renaissance to the French Revolution	●	●	●	●	●
The Occult in Victorian Britain	●	●	●	●	
The Research Toolkit in Politics and International Relations			C*	C*	
To Collude or Collide? Inter-imperial Rivalry and the Middle East, 1923-1956	●	●	●	●	

Final Year Modules

Module Name	History	English and History	History and International Relations	History and Politics	Science, Technology and Society
Britain and the Telecommunications Revolution	●	●	●	●	●
Celtic Politics Since 1880: 4 Celtic Nations	●	●	●	●	
Dissertation	C	C*	C	C	C
Early Modern Histories: Landscape, Place and Identity, c. 1500-1750	●	●	●	●	
Indigenous History, Colonialism and Identity in Western Canada	●	●	●	●	
Pasts and Presents: British Historical Culture, c. 1600-1900	●	●	●	●	
The First World War: Interrogating the Myths	●	●	●	●	
The Politics of Nature: Sustaining the British Environment, 1800-the Present	●	●	●	●	●
The Three Klans: Ethno-Politics in the 19th and 20th Century US	●	●	●	●	
Creative Writing Dissertation		C*			



MODULES IN CORNWALL CONTINUED

YEAR I

Foundations of European History

This introductory module explores themes, ideas, and developments in history and historiography that are fundamental to understanding the European past and its study. It does so through a chronological framework that maps onto key points in British and European history and scholarship: from debating the Reformation, to Enlightenment and notions of progress, to theories of nationalism and the unification of Germany and Italy, to postmodernism, contemporary history, and the making of historical fictions. Within this framework, students will analyse key ideas, events, and individuals, as well as debate approaches taken by other scholars, past and present.

People's History

People's History complements the World History modules. While World History adopts a global perspective on the past, here we are more interested in the small scale – the local and the individual. In setting up this contrast we touch on a fundamental difference in approach amongst those working in historical studies and the social sciences. On the one hand, both past and present societies can be approached from the top down, emphasising the structures and processes that constrain individuals and groups. On the other, we might start our quest to explore the past with those individuals and groups and their ability to make their own histories. Disentangling those histories can in turn shed light on the wider processes and structures of the past.

Public History

The module will introduce you to the theory and practice of public history. You will analyse the power, politics and practicalities of (re)presenting history in the public sphere. From heritage sites and museums, to film, fiction and virtual reality; the module explores key concepts and contextualises them within national and international debates. The first semester will focus primarily on museums and heritage sites, and the second semester will broaden the discussion to other forms of public history. You will have the opportunity to analyse museum exhibits, conduct oral history interviews, explore digital public history, and go on placement within a public history setting.

Critical Futures: Issues in Global History, Past, Present and Futures

This module explores critical issues of contemporary global relevance from a historical perspective to better understand the continuum from past to future. You will develop your critical skills, employing a range of methods and tools to look beneath the surface of social reality. As a result, you will realise the full potential of history as a critical discipline. The aim of the module is to understand the historical origins of present-day issues, and to understand that history can be an important way of informing our approach to critical issues today. History is not a subject that is studied simply because it is interesting – it is also about our future. As active citizens you will be encouraged to understand that history did not just happen but was made; we all have a place in making the choices that will become the history of tomorrow.

World History: Science, Environment and Sustainability

This module introduces students to one of the most important themes in human and earth history: the transformation of the global environment. It examines relations between humanity and the natural world in the period from approximately 1500 to the present, and asks students to consider how humans have seen nature culturally, and changed it materially. It also looks at the ways in which the domination of nature contributed to the making of an unequal global order and the contemporary environmental crisis. Much of this work will involve discussion of secondary sources in environmental history and environmentalism, as well as the use of primary sources to critically assess arguments developed by historians and others.

The Craft of Writing

This module introduces you to the conventions of university-level critical writing and aims to inspire you to appreciate writing as a multi-faceted, innovative, and evolving 'craft'. It will help you develop and perfect a variety of skills essential to your university career and beyond (eg, close-reading, constructing an argument, engaging with critics, knowing your audience, offering and receiving feedback, and editing your work). The first part of the module invites you to engage critically with primary sources and to respond to them in a coherent, imaginative and articulate style, while evaluating secondary sources and reflecting on your practice. The second part exposes you to different writing styles and their conventions (eg, journalism, creative writing, etc), the principles and channels of communicating your work with non-academic audiences, and writing in traditional and non-traditional media and contexts. The module culminates in an assessed portfolio including an independent essay project driven by your own research interests and one or two creative pieces (eg, a review, a short story, etc).



YEAR 2

Perspectives on Sources: Independent Study Project in the Humanities

This module represents a major step in developing students' skills in academic research and writing in the humanities. Students will complete a 7,500 word portfolio of texts focused on a topic reflecting their scholarly interests, the research strengths of staff, and the availability of research resources.

Public History Project

The Public History module enables you to work on a community-based history project. It develops your skills in independent research, the writing and presentation of history and working collaboratively as part of a small team. The module provides employability skills in working in the heritage sector alongside practical experience of conducting a research project.

American Slavery since Abolition (1865 to the present)

Since 2000 the UN, the EU, the UK and the US have all sponsored measures aimed at defining, investigating and attempting to control slavery. However, modern abolitionists claim there are more slaves in our time than ever. This module attempts to uncover the history of post-abolition slavery in the modern US and aims to get students to consider a variety of questions related to slavery including: how do we define it? Why has it continued? Who are the victims? What sort of numbers have been enslaved? What measures have been taken to curb it? Why has it continued?

The Cultures of the Sciences from the Renaissance to the French Revolution

Why is science so powerful? Why is scientific knowledge considered universal and objective? This module seeks to answer these questions by exploration of a critical period in the development of sciences in the West from the fifteenth to the eighteenth centuries. It takes a critical historical approach to some of the major events in modern British and European history including The Scientific Revolution, the Enlightenment, and the Industrial Revolution. This module shows how a historical approach to the sciences uncovers the immense amount of work involved in establishing the authority of these enterprises.

Early Modern England 1500-1700: A Social History

This module seeks to provide a firm grounding in the social, economic and cultural history of England, c.1500-1700. It provides a clear and accessible introduction to key events, themes and debates. It adopts a comparative approach to the study of the nature and scope of the 16th and 17th century states and the lives of people – both rich and poor – who lived within them.

Organised Crime in America

A quick glance at the internet and popular media will show that histories of organised crime seem to have the answer as to why the Mafia flourished, or why it was that New York Jews or San Francisco Chinese could produce a genuine shadow economy in the early decades of the 1920s. Most of these provide simple answers to this complex problem: most of them are wrong. This module aims to contextualise and analyse the reasons why the US developed such a healthy, unchecked and notorious organised criminal world. It aims to achieve this by expanding the parameters of 'organised crime' beyond the usual gangster/Mafia/mobster typecasts and looking at the relations between crime and business; crime and politics; crime and urbanisation and crime and policing. By combining this with an examination of the ethnic, class and geographic drivers for criminal behaviour it will examine why all these elements combined to produce what seemed like an efflorescence of syndicated and organised crime in the early years of 20th century America.

Past Actions, Present Woes, Future Possibilities: History in the Anthropocene

This is an interdisciplinary module that asks you to make direct connections between historical practice and climate change. It is as much about the future as the past, and about the role that you as both an historian and citizen can play in shaping that future. As such you will be asked to use historical knowledge to formulate judgments about current political and social priorities. You will be asked to account for the historical origins of human-influenced climate change, and the role that history should play in responses to that change. During the module you will be encouraged to think about the ways in which you can actively create, use and share knowledge relevant to the public questions raised by the anthropocene. Although we look at the history and development of climate change science, this module is not primarily about debating the science of climate change but about the social and political questions that debate raises for our practice as historians.

The Occult in Victorian Britain

Why were the Victorians so fascinated by the occult and what we now call the 'paranormal'? This module examines the origins, development and cultural meanings of this fascination, with special reference to animal magnetism/Mesmerism, apparitions, Modern Spiritualism, psychical research and ritual magic. We situate these preoccupations in the wider context of heated debates over religious and scientific authority, industrialisation, urbanisation and secularisation. The module also reflects on the continuation of occult beliefs, practices and debates to the present day.



MODULES IN CORNWALL CONTINUED

To Collude or Collide: Inter-imperial Rivalry and the Middle East, 1923-1956

This module introduces the main themes, concepts and debates in the history of Great Power conflict in the Near and Middle East from the collapse of the Ottoman Empire to the end of the Suez Crisis in 1956. It also contains interdisciplinary elements (especially politics) and will seek to relate historical issues to present day issues in Middle East politics and international relations. A range of historiographical perspectives are incorporated, including those of non-European historians. Students will become familiar with additional debates in colonial and post-colonial history particularly relating to the inter-war, Second World War and Cold War periods. A strong primary source base will form the centre of seminar discussions. Students will be exposed to a range of source material and will be able to explore potential independent project and dissertation topics as a result of these discussions. Important skills, such as group work, oral and written communication, and the ability to analyse source material for the purposes of reasoned argument, will all be developed over the course of the module.

Drawing Lines in the Sand: Britain and the Creation of the Modern Middle East, 1882-1923

This module introduces the main themes, concepts, and debates in the history of British imperialism in the Middle East. It also contains interdisciplinary elements (especially politics) and will seek to relate historical issues to present day issues in Middle East politics and Anglo-Arab relations. Students will cover a wide range of topics, all seeking to explore Britain's relationship with the Ottoman Empire and the role it played in the creation of the modern Middle East. A range of historiographical perspectives are incorporated, including those of non-European historians. Students will become familiar with additional debates in colonial and post-colonial history and concepts such as 'orientalism' and 'informal empire'. A strong primary source base will form the centre of seminar discussions. Students will be exposed to a range of primary source material including memoirs, diaries, official colonial documents, and newspapers. Students will be able to explore potential independent project and dissertation topics as a result of these discussions. Important skills, such as group work, oral and written communication, and the ability to analyse source material for the purposes of reasoned argument, will all be developed over the course of the module.

FINAL YEAR

Dissertation

This dissertation module offers you an opportunity to undertake independent research into primary material on a topic of your choice. You will be able to develop and demonstrate knowledge of your chosen subject as well as transferable skills such as interpersonal communication, data collection and analysis, report writing, and effective time management which are all valuable whether you progress to undertake further study or employment.

Pasts and Presents: British Historical Culture, c. 1600-1900

What did 'historical truth' mean to people in the past? Who was considered an 'historian' before the formation of the modern academic community? How does the historical imagination – whether 'public' or 'scholarly' – change over time and why? And when did 'popular' history really begin? This module addresses these questions by exploring the many ways that people in the past related to Britain from c. 1600 to 1900. You will analyse how historical production was influenced by a variety of intellectual and cultural currents in religion, philosophy, art, literature, architecture, and political ideas. You will consider classical inheritances, as well as the contemporary concerns that influenced historical production in the period. By doing so, you will map the history of history onto the larger story of intellectual history and the history of ideas, broadly understood, during the period.

Britain and the Telecommunications Revolution

There is no doubt that modern life would be unthinkable without telecommunications. For many, telecommunications encapsulates many of the hopes and fears of civilisation. By exploring the history of telecommunications from the early 1800s to the 1930s, this module shows that such hopes and fears have precedent, and that historical analyses of past engagements with telecommunications furnish important critical skills for thinking about our technologised world.

The First World War: Interrogating the Myths

Taking some of the more well-established myths in turn, this module will challenge students' preconceptions about the First World War. It will provide students with a well-rounded and in-depth understanding of the war from the British perspective, as well as additional European and non-European comparative perspectives.

The Three Klans: Ethno-Politics in the 19th and 20th Century US

This module focuses on primary and secondary sources related to the three manifestations of the Ku Klux Klan. It will concentrate on both primary and secondary sources, including film, radio and web pages to establish the similarities and differences of each manifestation of America's most famous and recognisable hate-mongers.

The Politics of Nature: Sustaining the British Environment, 1800 to the Present

In this module you will study the ways in which the idea of nature has been used to justify environmental transformations, from the late 18th century to the present day. You will look at the contradictory effects of those transformations in terms of pollution, resource degradation, etc. You will critically engage with the emergence of the themes of environment and sustainability, and the ideological implication of such terms. You will investigate the origins of environmentalism and conservation as the consequences of capitalist efforts to manage and produce nature. This module will enable you to demonstrate how useful a critical historical perspective is to understanding and addressing the roots of contemporary environmental issues.

Indigenous History, Colonialism and Identity in Western Canada

To engage with Indigenous history in Western Canada it is necessary to understand how colonial myths, stereotypes and terminology are embedded into historical documents, (mis)understandings and representations, and how these are used and countered by Indigenous peoples. Colonial issues frustrate efforts by First Nations, Métis, Inuit and Native American peoples to represent themselves and amend Western preconceptions. Studying this module will help you to unpick a multitude of historical perspectives on Indigenous history from pre-contact to today. You will consider key events and the influence they had on cross-cultural understandings. You will be introduced to Indigenous history and ontology, and will explore how these counter and unsettle contact, colonial and settler narratives. You will see how current issues are (mis)informed by the past and the efforts being made to decolonise representations of Indigenous peoples, histories and cultures today.

Early Modern Histories: Landscape, Place and Identity, c. 1500-1750

This module seeks to provide a firm grounding in the social, economic and cultural history of England, c.1500-1700. It provides a clear and accessible introduction to key events, themes and debates. It adopts a comparative approach to the study of the nature and scope of the 16th and 17th century states and the lives of people – both rich and poor – who lived within it.

Celtic Politics since 1880: 4 Celtic Nations

This module explores the macro- and micro-relationship between central government at Westminster and the provinces of Britain. There is a specific focus on the way in which the politics of the so-called Celtic Fringe have impacted upon areas like political realignment, policy formation and identity politics. Students will be encouraged to use a range of both qualitative and quantitative approaches including oral history, political statistics, newspaper reports and other written documents.



Penryn was always my first choice. I've enjoyed it greatly so far. I have been introduced to a wide range of concepts and topics, which have challenged me, as well as teaching me something new. I have found the open door policy with my lecturers really useful. I am in the process of preparing for my Study Abroad year and have found the support from the University to be amazing. There has been so much information and help available, and the Career Zone is a great place to go when you get stuck, because they talk you through your options and offer a lot of support. My time here has gone by so fast but I have enjoyed every minute.

Sophie, studying BA History with Study Abroad (Penryn)



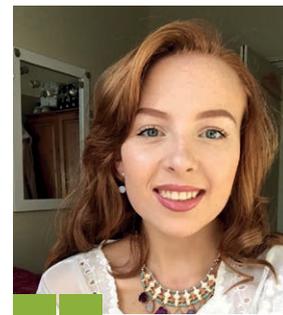
HISTORY IN EXETER

History is a diverse and interdisciplinary subject area, and you will be introduced to a fascinating range of periods, areas and approaches to history.

These range in time from the collapse of the Roman Empire to post-Communist Europe, in place from Latin America to Asia and Africa, and in content from modern political movements and parties, to the history of sexuality and material culture.

At the University of Exeter, we have some of the leading historians in their fields. We are firmly committed to research and publication of the highest quality and this has a direct impact on the quality of our undergraduate teaching.

We have strengths in Medieval history, Early Modern British history, Modern European and global history, with particular specialisms in the histories of power (including security and conflict), identity (including faith, gender and nation), knowledge (including medicine) and resources (including consumption and sustainable development). Our research centres, which include Medical History, Medieval Studies, Early Modern Studies, War, State and Society, and Global and Imperial History, have an international reputation, and are a focus for interdisciplinary research across the institution.



Despite being a large course, history is one of the most social. With a lot of the course being taught in small seminar groups, I found it the perfect environment for getting to know other students and for making close friends. Having tutors that specialise in almost every aspect of history has meant I've been able to study a wide range of topics, from the Norman Conquest to the 'war on terror'. One of the best aspects is the freedom to choose the areas of history you want to specialise in. As I come to the end of my time here at Exeter, I can say that I've thoroughly enjoyed every second!

Sioned, studying BA History



SINGLE HONOURS

BA History (EXETER)

V100 3 yrs
with Study Abroad V103 4 yrs
with Employment Experience V105 4 yrs
with Employment Experience Abroad V106 4 yrs
A*AA-AAB | IB: 38-34 | BTEC: D*DD-DDD
Required subjects: GCSE English Language grade B or 5.

- Progressive degree as it builds on a broad foundation in the first year, to specialised work in the final year
- Varied selection of modules

Year 1 The first year gives you a foundational knowledge of historical theory, concepts and periods. You will also gain important analytical techniques that will be useful across a range of subjects and research tasks.

Year 2 Advance your grasp of historical knowledge and methods through a set of compulsory modules. Uses of the Past, which focuses on how and why different societies study the past, plus a guided independent study module, Doing History: Perspectives and Sources. Other optional modules enable you to develop specialist knowledge on a range of topics.

Final Year In your final year, you can specialise through the study of a Special Subject which comprises half of your credits for this year. You can also take a Comparative History module allowing you to explore a range of very broad historical topics, such as disease, sexualities or civil wars, across different countries and through a variety of time periods. You will also complete a dissertation on a subject of your choice.

BA COMBINED HONOURS

BA Art History & Visual Culture and History (EXETER)

VV31 3 yrs
with Study Abroad VV32 4 yrs
with Employment Experience VV33 4 yrs
with Employment Experience Abroad VV34 4 yrs
AAA-AAB | IB: 36-34 | BTEC: DDD
Please see www.exeter.ac.uk/ug/arhistory

- Interpret works of art (including architecture and design) as well as images, objects and practices in order to understand contemporary and past societies
- Cover time periods from the Roman Empire to the 1960s and topics as diverse as the Vikings, early medieval empires, British politics since 1900, women in society, the Norman Conquest, magic and witchcraft in early modern Europe and reformation London
- Learn to collect evidence through the use of libraries, archives, the internet, interviews, languages, palaeography and environmental fieldwork, and how to analyse this evidence through authentication, numeracy skills, dating, understanding and interpretation, critical study and reflection, and accurate description

BA History and Ancient History (EXETER)

V111 3 yrs
with Study Abroad V190 4 yrs
with Employment Experience V191 4 yrs
with Employment Experience Abroad V192 4 yrs
AAA-ABB | IB: 36-32 | BTEC: DDD-DDM
Please see www.exeter.ac.uk/ug/classics

- Become grounded in the main themes of history through a combination of both broad and detailed focuses on particular aspects of the past, study of a range of time periods, and study of different geographical areas

- For Ancient History you will study about the intellectual lives, military, political, economic, social and religious aspects of the Greek and Roman empires

BA History and Archaeology (EXETER)

VV16 3 yrs
with Study Abroad 1A84 4 yrs
with Employment Experience VV18 4 yrs
with Employment Experience Abroad VV19 4 yrs
AAB-ABB | IB: 34-32 | BTEC: DDD-DDM
Please see www.exeter.ac.uk/ug/archaeology

- Build on broad foundations in the first year, to highly specialised work in the final year, including the study of a particular subject in depth
- Explore the main themes of history through a combination of broad and detailed focuses on particular aspects of the past, time periods, and geographical areas
- Our research expertise ranges from pre-history through to the 21st century incorporating international, economic, cultural and social history and many geographical areas including the Americas, parts of Asia, Britain and Europe. Our particular strengths lie in political, social, military and medical history
- Choose from a wide variety of Archaeology modules ranging from the microscopic analysis of ancient artefacts to the exploration of entire fossilised landscapes, from understanding prehistoric villages to recording historic buildings
- Develop your own specialisation, culminating in a dissertation supported by one-to-one tuition

BA History and International Relations (EXETER)

LVF1 3 yrs
with Study Abroad VL1F 4 yrs
with Employment Experience VL2F 4 yrs
with Employment Experience Abroad VL3F 4 yrs
AAA-AAB | IB: 36-34 | BTEC: DDD
Required subjects: GCSE English Language grade B or 5.
Please see www.exeter.ac.uk/ug/politics

- Investigate the connections between these complementary subjects, studying the historical evolution and contemporary character of world politics from different perspectives
- Gain an appreciation of the historical evolution of the international system, as well as engaging with key issues dominating international politics today
- Gain a solid grounding in understanding international issues together with the opportunity to specialise in a particular region or special subject

BA History and Modern Languages (EXETER)

VR08 4 yrs
AAA-ABB | IB: 36-32 | BTEC: DDD-DDM
Required subjects: dependent on language chosen, see information on page 29.
Please see www.exeter.ac.uk/ug/languages

- Unique opportunity to study the history of a range of countries, periods and themes with the study of a modern language and its culture
- Study international, economic, cultural and social history and many geographical areas including the Americas, parts of Asia, Britain and Europe
- Develop strong skills in spoken and written language, analytical thought, and a deeper understanding of another culture and people
- Your third year will normally be spent studying abroad in a country where you can develop your chosen language

BA Philosophy and History (EXETER)

VV51 3 yrs
with Study Abroad VV5C 4 yrs
AAA-AAB | IB: 36-34 | BTEC: DDD
Please see www.exeter.ac.uk/ug/philosophy

- Combine the study of two complementary subjects, enabling you to develop analytical and reasoning skills while deepening your knowledge of history across different time periods and countries
- Discuss and explore long-standing questions on the nature of many topics
- Develop your own views and assess other historians' and philosophers' takes on issues
- Learn to think rigorously, defend your views in a clear and consistent way, develop your understanding of different points of view, and ultimately develop a sharp, analytical mind

FLEXIBLE COMBINED HONOURS

History at Streatham may also be studied under our innovative Flexible Combined Honours scheme.

- Combine two subjects where there is currently no existing Combined Honours degree at the University. These subjects can fall across departments, creating a cross-college degree such as 'History and Geography'
- Study three subject areas if compulsory modules allow
- Take modules from a variety of departments by studying one of our thematic pathways, such as 'Mediterranean Studies'

Further information and the full list of available subjects can be found at www.exeter.ac.uk/ug/flexible





EXETER CATHEDRAL GREEN

MODULES IN EXETER

KEY C = Compulsory
 ● = Optional
 C* = Choose from a selection of compulsory modules

Please note that availability of all modules is subject to timetabling constraints and that not all modules are available every year. The modules detailed below are just examples of those offered recently and does not include a full list of optional modules.

For up-to-date details of all our 2019 programmes and modules, please check www.exeter.ac.uk/ug/history

For optional Combined Honours modules please visit the relevant 2019 programme page www.exeter.ac.uk/undergraduate/courses-by-subject

Year 1 Modules

Module Name	History	Art History & Visual Culture and History	History and Ancient History	History and Archaeology	History and International Relations	History and Modern Languages	Philosophy and History
Understanding the Medieval and Early-Modern World	C	C*	C*	C*	C*	C*	C*
Understanding the Modern World	C	C*	C*	C*	C*	C*	C*
Making History	C	C	C	C	C	C	C
Approaches to History	C						
'War without Hate': The North African Campaign, 1940-1943	●	●	●	●	●	●	●
Battleground Spain, 1936-1939: International Perspectives on the Spanish Civil War	●	●	●	●	●	●	●
From Bound Feet to 'Half the Sky': Women and Modern China	●	●	●	●	●	●	●
Images of Stalinism	●	●	●	●	●	●	●
JFK	●	●	●	●	●	●	●
Losing an Empire, Finding a Role: Britain since 1945	●	●	●	●	●	●	●
Magic and Witchcraft in Early Modern Europe	●	●	●	●	●	●	●
Men, Women and Madness in 20th Century Britain	●	●	●	●	●	●	●
Murder in Early Modern England	●	●	●	●	●	●	●
Red Sky at Morning: The Origins of Communism in East and Southeast Asia	●	●	●	●	●	●	●
Reforging the Union: The Reconstruction Era in American History, 1865-1877	●	●	●	●	●	●	●
Renaissance Florence 1350-1550	●	●	●	●	●	●	●
Restoration London: Plague, Fire and History	●	●	●	●	●	●	●
Revolutionary Cuba	●	●	●	●	●	●	●
Serfdom in Late Medieval England	●	●	●	●	●	●	●
The Body in 18th Century Britain	●	●	●	●	●	●	●
The First Crusade	●	●	●	●	●	●	●
The First Day of the Somme	●	●	●	●	●	●	●
The Good War? The United States in World War II	●	●	●	●	●	●	●
The Opium War: Britain and the Birth of Modern China, 1839-1842	●	●	●	●	●	●	●
The Transatlantic Slave Trade: Origins, Development and Impact	●	●	●	●	●	●	●
The Viking Phenomenon	●	●	●	●	●	●	●
Understanding Elizabethan Society	●	●	●	●	●	●	●
Violent Justice, Legal Reform and Revolutionary Terror: Law in 18th Century France	●	●	●	●	●	●	●
Introducing Visual Culture		C*					
Introduction to the History of Art		C*					
Inside the Museum		C*					
Visual Media		C*					
Greek History: Problems and Sources			C*				
Roman History: Problems and Sources			C*				
Themes in World Archaeology				C			
Essential Archaeological Methods				C			
Globalization of World Politics					C		
Facing the Challenges of World Politics in the 21st Century					C		
Knowledge and Reality I							C*
Knowledge and Reality 2							C*
Evidence and Argument I							C*
Introduction to Philosophical Analysis							C*
Post A Level Language*							C [†]
Language for Beginners [†]							C [†]

* Available in French (titled French Language), German (titled German Language), Italian (titled Italian Language), Russian (titled Contemporary Russian Written and Oral), Spanish (titled Spanish Language). Not available for Portuguese or Chinese.

† Available in Chinese (titled Beginners Chinese), French, German, Italian, Portuguese, Russian, Spanish.

‡ If studying Combined Honours History and Modern Languages you must take one beginners or post A level language module.

Year 2 Modules

Module Name	History	Art History & Visual Culture and History	History and Ancient History	History and Archaeology	History and International Relations	History and Modern Languages	Philosophy and History
Doing History: Perspectives on Sources	C	C*	C*	C*	C*	C*	C*
Uses of the Past	C	C*	C*	C*	C*	C*	
Albion's Fatal Tree: Capital Punishment in England, 1688-1965	●	●	●	●	●	●	●
Anarchism: Theory, Practice, History	●	●	●	●	●	●	●
China in the World, 1500-1840	●	●	●	●	●	●	●
Decolonisation and the Collapse of the British Empire, 1919-1968	●	●	●	●	●	●	●
Deviants and Dissenters in Early Modern England	●	●	●	●	●	●	●
Europe 1650-1800: From Enlightenment to Romanticism	●	●	●	●	●	●	●
From Conquest to Communism: Central Asia under the Russian and Soviet Empires, 1730-1945	●	●	●	●	●	●	●
Inventing Modern Man: Constructions of Mind, Body, and the Individual, 1400-1800	●	●	●	●	●	●	●
Islam and the Making of Medieval Europe, c.600-1300	●	●	●	●	●	●	●
Living Through the Global: Colonial Migrants and the British Empire from the 18th Century to the Present	●	●	●	●	●	●	●
'Madness', Medicine and Society since the Enlightenment	●	●	●	●	●	●	●
Medieval Paris	●	●	●	●	●	●	●
Peoples and Empires in Latin America, 1492-1820s	●	●	●	●	●	●	●
Science, Technology and Medicine in the Cold War	●	●	●	●	●	●	●
Spain from Absolutism to Democracy	●	●	●	●	●	●	●
The American Empire	●	●	●	●	●	●	●

Module Name	History	Art History & Visual Culture and History	History and Ancient History	History and Archaeology	History and International Relations	History and Modern Languages	Philosophy and History
The Re-Birth of Europe? Renaissance and Renewal in the Long 12th Century	●	●	●	●	●	●	●
The Witchcraze in Europe and its Colonies c.1300-1800	●	●	●	●	●	●	●
Art History and Visual Culture Field Study		C					
Debates and Contestations in Art History		C*					
Contemporary Visual Practices		C*					
Roman History: Problems and Sources			C*				
Greek History: Problems and Sources			C*				
Archaeological Fieldwork Project				C*			
Archaeological Field School				C*			
Contemporary Theories of World Politics					C*		
Security Studies					C*		
Philosophy of Mind I							C*
Philosophy of Nature I							C*
Social Philosophy							C*
Body and Mind							C*
Metaphysics							C*
Philosophy of Language							C*
Language, Written and Oral*						C^	
Intermediate (post-beginner) Languages*						C^	

† Available in French, German, Italian, Russian (titled Contemporary Russian written and oral I), Spanish.

‡ Available in Chinese, French, German, Italian (titled Italian Language), Portuguese, Russian, Spanish (titled Spanish Language [ex-beginners]).

▲ If studying Combined Honours History and Modern Languages you must take one language module.

MODULES IN EXETER CONTINUED

Final Year Modules

Module Name	History	Art History & Visual Culture and History	History and Ancient History	History and Archaeology	History and International Relations	History and Modern Languages	Philosophy and History
A Culture of Violence? Violence and Conflict in South African History, 1880-present ^	●	●	●	●	●	●	●
A New Jerusalem? Being Protestant in Post-Reformation England ^	●	●	●	●	●	●	●
A Transnational History of the Holocaust ^	●	●	●	●	●	●	●
Britain in an Age of Revolution: War, Society and Culture, 1789-1815 ^	●	●	●	●	●	●	●
Civil Wars*	●	●	●	●	●	●	●
Child Soldiers – War, Society and Humanitarianism in Africa ^	●	●	●	●	●	●	●
Chile Under Allende and Pinochet ^	●	●	●	●	●	●	●
Consumer Revolution? Food, Things and Fashion in England 1500-1800 ^	●	●	●	●	●	●	●
Disease*	●	●	●	●	●	●	●
Dissertation	C	C	C	C	C	C [▲]	C
France and Empire, 1756-1830: Reform, Revolution and Counter-Revolution ^	●	●	●	●	●	●	●
Heroes: Conceptions, Constructions and Representations*	●	●	●	●	●	●	●
Magic in the Middle Ages ^	●	●	●	●	●	●	●
News, Media and Communication*	●	●	●	●	●	●	●
Power Elites: Ruling Groups across Space and Time*	●	●	●	●	●	●	●
Riches and Poverty: Capitalism and Society in Britain, 1680-1830 ^	●	●	●	●	●	●	●
Sexualities*	●	●	●	●	●	●	●
Street Protest and Social Movements in the Modern Era ^	●	●	●	●	●	●	●
The Great War: A Comparative History ^	●	●	●	●	●	●	●
The Invisible Empires: American Society and the Ku Klux Klan since 1866 ^	●	●	●	●	●	●	●
The Irish Revolution, 1912-23 ^	●	●	●	●	●	●	●
The Medieval Reformation ^	●	●	●	●	●	●	●

Module Name	History	Art History & Visual Culture and History	History and Ancient History	History and Archaeology	History and International Relations	History and Modern Languages	Philosophy and History
The Yes, Minister files: Perspectives on British Government since 1914 ^	●	●	●	●	●	●	●
Them and Us: Imagining the Social “Other” in Britain since the 1880s ^	●	●	●	●	●	●	●
Violence*	●	●	●	●	●	●	●
Violence or Non-Violence? Gandhi and Popular Movements in India, 1915-1950 ^	●	●	●	●	●	●	●
Advanced Language Skills [†]						C	

^ Special Subject – please see description below. Single Honours students will select one Special Subject (Term 1: Sources, Term 2: Context).

* Comparative – please see description below. Single Honours students will select one Comparative Subject.

† Available in Chinese, French, German, Italian, Portuguese, Russian, Spanish.

▲ Combined Honours students can take a dissertation either in Modern Languages or their Combined Honours programme.

In each year you will study a selection of compulsory and optional modules. Optional modules allow you to investigate a range of primary sources and use them to evaluate the interpretations and debates offered by historians. The modules detailed below are just examples of those offered recently and does not include a full list of optional modules. To view full module descriptions please visit www.exeter.ac.uk/ug/history

YEAR I

Approaches to History

How do historians write history? How do approaches vary and what questions can historians ask? This module introduces and explores key issues and concepts discussed in the study of history across many periods, including power, gender, wealth and poverty, religion and class. It will introduce students to the working practices and interests of the academic staff and to the variety of possible approaches to history that they can explore in the rest of their degree programme.

Battleground Spain, 1936-1939: International Perspectives on the Spanish Civil War

Explore the reasons why the Spanish Civil War of 1936-1939 reverberated so widely beyond Spain's national borders. Although primarily an outcome of escalating domestic tensions, the war became a key preoccupation of European politics and the decisive flash point for a whole set of social conflicts destabilising the continent since the First World War. This fact was keenly perceived by contemporary political actors and observers. In this module, you will analyse and evaluate a wide range of sources, including official records, newspapers, diaries, films, photographs and posters, in order to develop essential historical skills whilst obtaining a vivid introduction to one of the most dramatic and decisive moments in Europe's 20th century history.

From Bound Feet to 'Half the Sky' Women and Modern China

From women with bound feet in the late 19th century to Shanghai's 'modern girls' with bobbed hair in the 1930s, and from the 'iron girls' in the Maoist era to today's Miss China representing new beauty standards and individual values in a global context, this module focuses on the shifting images and roles of women in the fragmented nation-building processes of modern China. Through exploring themes and topics such as 'women and revolution', 'prostitution and modernity' and 'women's bodies and the state', this module introduces China's social, political and cultural development from the late Qing to the present day.

Images of Stalinism

Over the last two decades, since the collapse of Communism in Russia, the emergence of new sources and the increasingly innovative work of historians have produced more complex and dynamic 'images' of Stalinism. The period is no longer seen purely in terms of a monolithic society under the absolute control of one individual, but as a multifaceted and constantly developing society experiencing a complex relationship with the regime. This change is partly due to newly-available written sources – archival material, diaries, memoirs and letters – but it has also emerged from a greater appreciation of less traditional sources – from posters, film and photographs to adverts, cartoons, literature and architecture. This module encourages you to utilise all of these sources to conduct your own exploration of one of the most turbulent and contentious periods of Russian history.

JFK

In many different ways, the Presidency of John F Kennedy marked the birth of the contemporary world. Elected in 1960 after the first televised American presidential debates, JFK's thousand days in office inaugurated the age of modern television. Several of JFK's speeches have been widely acknowledged as masterpieces of political rhetoric; others were televised and reported globally amidst international crises, while his assassination in Dallas in November 1963 was the first 'rolling news' event in American and world history. JFK's presidency not only provides a unique opportunity to examine the origins of the modern media, it also coincided with a dramatic and event-filled period of the Cold War, from the Bay of Pigs and the escalation of the Vietnam War to Berlin and the Cuban Missile Crisis. It saw the reshaping of American political, social and cultural landscapes, in particular the struggle over African-American civil rights. Through studying speeches, debates, White House tape transcripts, presidential directives, television broadcasts, films and other sources, the module will introduce students to American and international history at a key moment of change, and familiarise you with the skills required to understand contemporary history.

MODULES IN EXETER CONTINUED

Magic and Witchcraft in Early Modern Europe

Between 1450 and 1650 around 100,000 people were put on trial for witchcraft across Europe, a figure far higher than in earlier or later centuries. These witch trials are challenging for historians to interpret and prompt us to address questions such as: why was witchcraft such a concern at this time? What led people to accuse neighbours who they had known for years? What fears did stereotypes of witches reflect, and how widely accepted were they? This module will examine these questions by using a range of primary sources including trial records, treatises written by intellectuals, art, literature, and archaeology.

Making History

Rather than asking 'What is History?' in the abstract, the module will introduce you to the working practices expected of a History student in all aspects of their degree work by means of a research project into one specific area of history.

Renaissance Florence 1350-1550

This module introduces themes, sources and approaches in early modern history through a study of the city-state of Florence during the Renaissance. We will consider the art, architecture and literature that made the city famous, and investigate the society that generated these cultural expressions: its economic foundations, social relationships, family and marriage patterns, and political structures, as Florence – spasmodically – transitioned from communal republic to autocracy. Since Florence has often been hailed as 'the first modern state', the module raises questions of continuity and change at all levels of society, and invites reflection on the concepts of 'Renaissance' and 'modernity'.

Revolutionary Cuba

This module provides an introduction to the modern history of Cuba beginning with its revolution in 1959. Having ousted an unpopular authoritarian ruler, Fidel Castro and Che Guevara established a revolutionary government that promised full political independence, economic progress, and the integration of hitherto marginalised groups of Cuban society. The Cuban Revolution captured the imagination of a young generation in all camps of the Cold War, who saw the political developments on the appealing tropical island as an inspiration for their own societies. After breaking with the United States, Cuba drew closer to Eastern-European socialist states and emulated many elements of the Soviet model – and preserved them even beyond the disintegration of the socialist bloc in 1989.

Serfdom in Late Medieval England

Serfdom was an institution that denied much of the population of Medieval England basic human rights. Legally, serfs (or villeins) could not own property, leave their village, or marry without their lord's permission. This module will use a variety of source material to discuss the legal foundations of serfdom, the everyday lives of serfs, and resistance to serfdom. In doing so it will explore daily life in Medieval England and the impact of major events such as the Black Death and Peasants' Revolt.

The Transatlantic Slave Trade: Origins, Development and Impact

This module provides an introduction to the history of the Transatlantic slave trade. It charts the major events and debates surrounding the transatlantic slaving business, analysing who benefited from it, its political, cultural and socio-economic impact on Africa, the Americas and Europe, and its eventual abolition. You will be encouraged to engage with the wide range of sources available to explore your own interests.

Understanding the Medieval and Early-Modern World

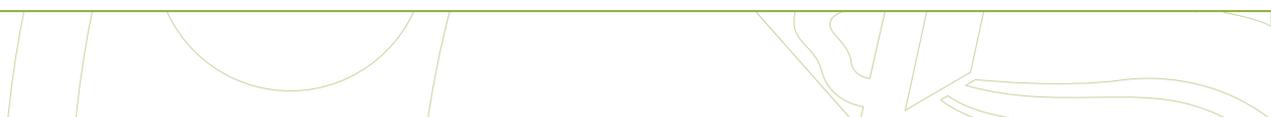
This module is designed to introduce you to the history of Europe and its neighbours in the medieval and early modern periods, from the 'Fall of Rome' to the 'General Crisis of the 17th Century' and the Enlightenment. Taking a thematic approach, it seeks to develop your understanding of politics, society, economy and religion across these years. Key themes include kingship and government, power and resistance, religion and the church, cultures of knowledge, the environment (both physical and economic) and encountering the other.

Understanding the Modern World

This module will introduce you to the problems and forces which have shaped the modern world since the middle of the 18th century, such as nationalism, political ideologies, colonialism and empires, science, technology and medicine, the family, religion and secularisation, industrialisation, class, consumerism, popular protest and globalisation.

'War without Hate': The North African Campaign, 1940-1943

Beginning with a background of the campaign in North Africa during the Second World War, this module provides an introduction to the history and politics of the Allied Mediterranean campaign. It charts the major events and debates surrounding the topic, such as the nature of Mussolini's desire for an African empire and the British response which soon involved Empire troops and the first use of US ground forces in Vichy territory by 1942.



YEAR 2

Anarchism: Theory, Practice, History

This module examines anarchism as a social and political movement from the mid-19th century to the present. It will examine the 'anarchist canon' of writers (including Proudhon, Bakunin, Kropotkin and Goldman) and significant reference points in anarchist 'canonical' history, including the Paris Commune, the Russian Revolution and the Spanish Civil War. In addition, it will aim at a further objective; to examine the reflexive relationship of anarchist theory to historical practice and historical practice to anarchist theory. Here it will assess both the viability of anarchist approaches to historical investigation, and the possibilities such approaches may offer for anarchist practice.

China in the World, 1500-1840

This module offers an opportunity to explore China and its place in the world from 1500 to the outbreak of the Opium War. China's engagement with the outside world has traditionally been described as hostile to interaction and innovation, xenophobic and isolationist. This module encourages you to challenge these stereotypes. It shows that, well before the British 'opened up' China in the 1840s, China had encountered the wider world both within and beyond its borders. Since the 16th century, economic, technological, and military expansion brought China increasingly into a wide-ranging network of commercial, intellectual and cultural contacts that linked it with the outside world.

Deviants and Dissenters in Early Modern England

How societies define and create deviants and dissenters can tell us a great deal about those societies: what they value and seek to promote and encourage is inevitably also revealed through what they seek to discourage or eradicate. This module examines the people who deviated in some way from the 'norms' of early modern society, or who disagreed with its political, religious, legal, economic, and medical institutions and tenets, and why. It will further examine what it meant to be defined or categorised in this way. What kinds of ideas and beliefs might place a person or people on the margins of early modern English society and culture? What were the consequences of espousing such ideas or beliefs, or of acting on them? Deviance could also be experienced through the body: what bodily appearances, practices and behaviours might similarly place you on the margins of early modern society? These are the kinds of questions you will explore in this module, using a wide range of primary sources, which will provide a foundation for thinking about those you might examine in your dissertation research next year. You will also have the opportunity to develop your debating skills, and to synthesise and substantiate arguments as you build your own ideas about these often contested areas of historical study.

Doing History: Perspectives on Sources

This module will enable you to develop independent learning skills, understanding of the value and use of primary sources in history, knowledge of historiography, and critical and presentational skills.

Europe 1650-1800: From Enlightenment to Romanticism

By 1750, educated Europeans were commonly describing their century as an 'age of reason' or 'enlightened epoch', as interest in the sciences, philosophy and rational religious belief intensified. The late 1700s also saw Romanticism develop as a reaction against the cult of reason. Romanticism generated a new concern for the individual, an emphasis on emotion, and a glorification of nature and the past. This module investigates key political, intellectual, and cultural changes between 1650-1800, assessing the impact of enlightened ideas upon social, cultural, religious and domestic spheres, including the family, gender, medicine, consumption, crime and slavery. It also explores Romanticism and its relationship with reason, as revealed in literature, music, art and architecture, and in the philosophy and experience of revolution.

Islam and the Making of Medieval Europe, c. 600-1300

In this module we will explore the relationship between the Christian and Muslim worlds in Medieval Europe, from the beginnings of the Islamic movement in the early 7th century down to the end of the thirteenth. Besides seeking to understand the hostility and outright conflict that periodically flared up between the two religious communities during this period, most notably in the era of the Crusades, we will also try to make sense of the extensive social, economic and cultural interaction that took place between them. Particular attention will be paid to the contribution of Islam to the development of western civilisation, for example in the areas of commerce, science and culture. By exploring the complex reality of Christian-Muslim relations in the medieval past, the module will also help to put modern tensions between the Islamic world and the West into better perspective.

Living Through the Global: Colonial Migrants and the British Empire from the 18th Century to the Present

This module will introduce you to the social and cultural impacts of the British Empire from the late 18th century to the present. The creation of Britain's global web of Empire necessitated the creation of the globalised Imperial subject – both governing and governed by Empire – and the development of transnational and diasporic communities. These globalised subjects ranged from the white settler to the victims of forced labour, the emergence of the 'hybridised' colonised elite, and non-white communities in Britain today. This module will allow you to analyse the worlds of the colonial and postcolonial migrant.

MODULES IN EXETER CONTINUED

Peoples and Empires in Latin America, 1492-1820s

1492 marked the beginning of what is known today as Latin America. The European arrival, conquest and colonisation of the Americas caused the decimation of indigenous peoples and the forced transportation of millions of Africans. While Europeans named and redefined the American continent, diverse people of Amerindian, African and mixed descent also had a role in this process. This module introduces you to the peoples and empires that shaped early modern Latin America: those who were imperial subjects, those who resisted, and those who lived beyond the colonies. Emphasis will be placed on connections and exchanges across current national boundaries.

Science, Technology and Medicine in the Cold War

Much of how we understand the world today, the technologies we use daily and the ways in which we care for our health have their roots in the Cold War. How did scientific and medical practice and technological innovation interact with Cold War politics, society and culture? How did science, technology and medicine shape the Cold War, and how has scientific practice and thought been shaped by the geopolitics of the era? Going beyond the Space Race and nuclear armament, this module examines the question with a broad geographical focus by looking at issues in science, medicine and technology that became central to the Cold War era between 1945 and 1989.

The American Empire

Was America an empire? Is it one today? What do we mean by 'empire'? The module will provide an informed discussion about how the United States became a global power, how the United States has interacted with the larger world, and how other peoples have grappled with US power since the late 19th century. You will investigate the historical controversies surrounding US foreign relations, and consider its changing role from the late 19th century to today.

Uses of the Past

In this module you will explore how people in the past used history to explain their present, and how people today use history. You will look at the ways in which the past has been constructed, including the roles people have played, the impact of different cultures, and how things have changed over time. You will explore the authority that different cultures have given to the past, what makes a past 'authentic' and 'powerful', how notions of good or bad history changed over time, and you will assess why people have turned to the past in order to make sense of their worlds. You will compare past and present uses of history across different cultures, and the way in which history is used by different states and rulers, and in education, entertainment and public commemoration. Finally, you will look at how groups have attempted to make sense of their past using a range of sources: for example, chronicles, paintings, films, genealogies, statues and memorials.

FINAL YEAR

Dissertation

The Dissertation module gives you the opportunity to undertake independent source-based research on a topic of your choice. Over the course of your final year, you will research and write an extended essay of 9,000 words. Although the onus is on you to identify and research your own chosen area, you are assigned a supervisor from the department to advise and guide you through the process. The dissertation is your chance to pursue original research, to offer a contribution to the field and to add your voice to the debate.

*Comparative

Spread across two terms, these modules take a historical subject or theme, and explore it across time and space. Taught by teams of three lecturers, these modules bring together our expertise to allow you to study subjects in new ways, to find new perspectives by comparing the experiences of people in different countries, time periods, social, economic, political or cultural circumstances. You will be able to choose one of these themes:

- Civil Wars
- Disease
- Empires
- Power Elites: Ruling Groups across Space and Time
- Sexualities
- Violence

You will be able to choose one Comparative out of a number of options (see module table on page 18). To view full module descriptions please visit www.exeter.ac.uk/ug/history

Example Comparatives include:

Civil Wars

This module explores the form and nature of civil wars, and the attempts at reconciliation that have followed them. The transformative effects of civil wars are explored, from the level of individual experience to national identities, from state formation to state disintegration. Among other issues, we will examine the logic of the violence which drive these conflicts, the relationship between civil wars and other forms of conflict, and look at what happens in societies once the war is over. Spanning different examples of civil war across America, Europe, Asia and Africa from the late 18th century to the present day, this module seeks to compare the ways in which civil wars have occurred and been understood in different contexts.

News, Media and Communication

In today's world, news is everywhere: communicated by the press, by other media bodies, and increasingly by anyone who wants to share something with the world via social media. In this module, you will examine how different societies transmit and receive information. The relationship between oral, visual, and written modes of communication, and the impact of technological advances upon news and the media will be examined, as will debates about the role of the media within societies. What was the relationship between news, media, and state power; and between money, power, and the press? How did the media influence the conduct of war? What impact did the invention of printing, or of television, have on the communication of news, and how did the new technologies interact with social and cultural assumptions to shape what was considered to be 'news'?

Sexualities

The history of sexuality is a vibrant field that includes not only the study of changing sexual practices and their meanings, categorisations, and regulation, but also of ways of thinking about bodies, sex and gender. It is also not just about sexual behaviour: it implicates wider issues from religion and politics to medicine, science and technology. The concept of 'sexuality' has not always existed, but was a medical construction of human behaviour that emerged towards the end of the 19th century: so how was human sexual behaviour conceptualised before this? This module seeks to explore such questions, examining and comparing the various different contexts, situations and behaviours that have been associated with sex in times past.

Violence

This module explores the social and cultural histories of collective violence, focusing on the act of violence itself. Through comparisons across time along with engaging with the extensive theorisation of violence offered by different social sciences, the module will examine why violence has taken particular forms and rituals, what it has meant to perpetrators and victims, and the limits placed on violence by formal and informal rules and practices. The module will explore the roles of religion, ethnicity, group dynamics and gender, phenomena ranging from riots and massacres to the duel, as well as the halting of violence through surrender or negotiation.

^ Special Subjects

Special Subjects are intensive two-term modules, where you will be immersed in a historical subject close to the tutor's own area of research. They have two parts that are taught alongside each other: the Sources component, in which you will focus in detail on historical sources, and write detailed commentaries analysing this evidence; and the Context component, in which you explore historians' ideas and writing on the topic, and how it has spanned subjects and evolved over time.

You will be able to choose one Special Subject out of a number of options (see module table on page 18). To view full module descriptions please visit www.exeter.ac.uk/ug/history

Example Special Subjects include:

Child Soldiers – War, Society and Humanitarianism in Africa

This module analyses the changing experiences, identities and depictions of child soldiers in Africa, and shows why they fight (or are forced to fight). It highlights how child soldiers are both victims and perpetrators, and investigates their recruitment, training, combat experience, demobilisation, and reintegration into society. The module will provide an inter-disciplinary analysis of a wide range of sources, including child soldier memoirs, NGO and humanitarian reports, legal trials, news media, film, novels, documentaries, and recently declassified colonial military records. You will also analyse local and global contexts shaping children's involvement in war, from changing patterns of warfare and African social structures to child rights and international law.

Riches and Poverty: Capitalism and Society in Britain, 1680-1830

Bookended by financial and industrial revolutions, the long 18th century was a time of significant commercial development. What impact did these economic transformations have on people's everyday lives? The market is much more than a place for exchanging goods. It is the space where power is brokered, and it structures human relationships. This module concerns Britain's transition to a capitalist market society in the long 18th century (c. 1680-1830), explored from social, cultural and economic perspectives. The module will consider what it meant to be in debt, the role that gender played in economic life, and the ethics that governed the market. We will consider how wealth and property were defined in terms of the value of things, and the value of people and their bodies. By studying the history of capitalism, we will address concepts that continue to sit at the basis of our economy today.

MODULES IN EXETER CONTINUED

The Great War: A Comparative History

This module examines the Great War from cultural, social, economic and military perspectives. It will allow you to explore the conflict (and the conflicts which surrounded it – known as the ‘Greater War’) from different thematic and geographical approaches. You will move away from a British and Western-Front-centric approach to consider this as a truly global conflict. This module utilises a ‘total historiography’ to consider this ‘total war’. This comparative perspective plays a crucial role in this exercise allowing us to consider such questions as: did the nations face variants on the same problem or substantially different problems? Were they pursuing similar strategies or fundamentally different ones? You will utilise a wide variety of sources including letters, diaries, official and military documents, films, posters, literature, poetry, and ephemera to explore the war from the perspectives of both decision-makers and the civilians and soldiers who lived through it. These will be drawn from different combatant nations and will be available in translation.



FORUM, STREATHAM CAMPUS

LEARNING AND TEACHING

The nature of university learning, especially in the humanities, involves a lot of self-directed study and research. As well as lectures, seminars and tutorials led by internationally respected academics at the forefront of research, you engage in group tasks and independent study: reading or viewing module material, writing essays or preparing for seminars and presentations. We encourage presentation work as well as written coursework because it involves you actively in the teaching and learning process, and develops important transferable skills such as good verbal and visual communication, as well as effective interaction with other people. You will also develop a range of professional skills, such as time management and team working, plus valuable critical and analytical skills.

Modules encourage you to think about long-term developments and processes of historical change, and to make comparisons between countries and cultures.

We emphasise historical questions that require you to identify patterns across time or between countries, and to isolate common or competing trends, instead of concentrating on short-term or single explanations.

INNOVATIVE LEARNING

We are actively engaged in introducing new methods of learning and teaching, including increasing the use of interactive computer-based approaches to learning through our virtual learning environment, where the details of all modules are stored in an easily navigable website. For example, final year students on Comparative History modules create a seminar, selecting sources, identifying key readings, and leading the discussion of a class under the supervision and guidance of their tutors. You will also learn technical skills such as note-taking, research and IT skills.

OTHER OPPORTUNITIES

The Student-Staff Liaison Committee provides an opportunity to communicate your views and influence, change and shape your degree. The student-run History Society organises guest speakers, trips and social events and provides opportunity to meet students who share a love of the subject.

RESEARCH-INSPIRED TEACHING

We believe that every student benefits from being part of a culture that is inspired by research, and where modules are taught by experts who contribute to the latest developments in their field.

All staff members teach third year options related to their particular expertise and you will discuss the very latest ideas in seminars and tutorials.

ACADEMIC SUPPORT

You will have access to an academic tutor who is available for advice and support throughout your studies. There are also a number of services on campus where you can get advice and information, including the Students' Guild Advice Unit. You can find further information about all the services in the University's undergraduate prospectus or online at www.exeter.ac.uk/undergraduate



I have thoroughly enjoyed my time at the University of Exeter. Each academic year has been both challenging and interesting. In every module the lecturers and tutors have taught with great enthusiasm and have always ensured that their teaching is engaging and encourages debate. As a Combined Honours student, History has aided me greatly in my other discipline, Archaeology, by providing historical context to my Archaeology modules and helping me in approaching and analysing textual sources alongside the physical primary evidence.

Giulia, studying BA History and Archaeology

LEARNING AND TEACHING CONTINUED

STUDY ABROAD♦

Studying one of our programmes at Exeter offers you the exciting possibility of spending a year abroad. With Study Abroad, you could learn a new language and experience different cultures, become more self-confident and widen your circle of friends. You could get the chance to specialise in areas that are not available at Exeter, and when it comes to a career, your skills and knowledge of another country will prove valuable to many employers. The 'with Study Abroad' programme applies equally to overseas students coming to study at Exeter.

If you take History with a Modern Language, you will normally spend your third year abroad. For our other programmes you can apply directly for the four-year 'with study abroad' option or alternatively can transfer once you are at Exeter.

Full details of these schemes and of our partner institutions can be found on our website at www.exeter.ac.uk/ug/studyabroad

EMPLOYMENT EXPERIENCE IN THE UK AND ABROAD

Spending up to a year carrying out a graduate-level work placement or placements as part of your degree programme is a valuable opportunity. This unlocks a world of experience, allowing you to develop essential employability and interpersonal skills that relate to your degree and future career. You will take full responsibility for finding and organising your placement (either in the UK or abroad), with preparation, support and approval from the University. This is a great way to demonstrate to employers your adaptability, cultural awareness, independence and resourcefulness.

TAKING MODULES OUTSIDE OF YOUR COURSE

Depending on your programme you can take up to 30 credits each year in another subject, for instance a language or business module, to develop career-related skills or widen your intellectual horizons. If you achieve at least 60 credits in a language via our Foreign Language Centre you may be able to have the words 'with proficiency in' and the language added to your degree title. Further details about the FLC can be found at www.exeter.ac.uk/flc

FOREIGN LANGUAGE CENTRE IN PENRYN

New for 2018, undergraduates based in Penryn can boost their employability by using up to 30 credits each year to study a foreign language. If you study the language for more than one year you may be entitled to have 'with proficiency in' added to your degree certificate. The Foreign Language Centre in Penryn will be offering modules in French and Spanish language from complete beginners up to advanced levels, plus German and Mandarin Chinese from beginner's level.

Further details about the FLC can be found at www.exeter.ac.uk/flc/undergraduate/penryn

DIGITAL HUMANITIES LAB

As Digital Humanities is increasingly important in all areas of humanities research, we have invested £1.2 million in a state-of-the-art lab and research space for the examination and preservation of important historical, literary and visual artefacts. The Digital Humanities lab allows you to use cutting edge equipment to find out more about our cultural heritage and creative past and share your discoveries with your peers. In the space, you will have the opportunity to curate digital exhibitions, carry out 2D and 3D digitisation, create professional quality video/audio recordings, and participate in exciting research projects that utilise data in innovative new ways.

ASSESSMENT

All degrees in the History department have assessments and exams each year. Although formal exams are important tests of skill, up to 50 per cent of your marks will come from other forms of assessment, including coursework essays, projects, dissertations and measures of your skill in presentation and oral work. The exact balance will depend on the modules you choose and you will be informed of the methods of assessment before making your choices.

Your first year doesn't count towards your final degree classification, but you do have to pass it in order to progress. In order to be eligible for 'with Study Abroad' you will need to attain an average of 60 per cent or more in your first year. The assessments in the second year, year abroad (if applicable) and final year will contribute to your final degree classification.

For full details of the assessment criteria for each module, please check www.exeter.ac.uk/ug/history

♦In order to be eligible for our 'with Study Abroad' programmes you will need to attain an average of 60 per cent or more in your first year.

YOUR SUCCESSFUL CAREER

RECENT GRADUATES ARE NOW WORKING FOR[▲]:

- Goldman Sachs
- RDF Television
- Parliament
- Avery Healthcare
- BBC Radio
- British Airways
- Bromley Museum
- Capita
- Danone
- Which
- Oxfam
- Purplex Marketing

RECENT GRADUATES ARE NOW WORKING AS[▲]:

- Theatre Producer
- Events Coordinator
- Finance Analyst
- Fundraising Support Officer
- Historian Writer
- Portfolio Analyst
- Press Officer
- Project Manager

[▲] This information has been taken from the Destinations of Leavers from Higher Education (DLHE) Surveys 2014/15 and 2015/16. Please note that, due to data protection, the job titles and organisations are listed independently and do not necessarily correspond.

CAREERS SERVICES

We have a dedicated, award-winning Careers Service, with offices at our Exeter and Penryn campuses, ensuring you have access to careers advisors, mentors and the tools you need to succeed in finding employment in your chosen field on graduation. We offer the Exeter Award and the Exeter Leaders Award which include employability-related workshops, skills events, volunteering and employment which will contribute to your career decision-making skills and success in the employment market. Our graduates compete very successfully in the employment market, with many employers targeting the University when recruiting new graduates. For further information about our Careers Service please visit www.exeter.ac.uk/careers

TRANSFERABLE SKILLS

Studying History at the University of Exeter provides you with skills that are attractive to employers and relevant for a wide range of careers. Alongside in-depth subject knowledge you will develop skills in researching; analysing and assessing sources; written and verbal communication; managing and interpreting information and developing ideas and arguments.

KEY INFORMATION AT A GLANCE

PENRYN CAMPUS, CORNWALL	UCAS CODE	TYPICAL OFFER
BA Single Honours History	V102	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
History with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	V104/ V107/ V108	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
BA/BSc Science, Technology and Society	V115	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
BA/BSc Science, Technology and Society with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	V116/ V118/ V119	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
BA Joint Honours English and History	QVH1	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
English and History with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	QV3D/ QV4D/ QV5D	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
History and International Relations	VL2	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
History and International Relations with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	VL3/ VL4/ VL5	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
History and Politics	VLC2	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
History and Politics with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	VLD2/ VLC3/ VLC4	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
Flexible Combined Honours / with Study Abroad [^] / with UK Work Experience/ with Work Abroad/ with Study and Work Abroad	Y003/ Y012/ Y009/ Y011/ Y013	A*AA-ABB; IB: 38-32; BTEC: D*DD-DDM

PENRYN CAMPUS, CORNWALL

Website: www.exeter.ac.uk/ug/history

www.exeter.ac.uk/enquiry

Phone: +44 (0)1326 371801

STREATHAM CAMPUS, EXETER	UCAS CODE	TYPICAL OFFER
BA Single Honours History	V100	A*AA-ABB; IB: 38-34; BTEC: D*DD-DDD
History with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	V103/ V105/ V106	A*AA-ABB; IB: 38-34; BTEC: D*DD-DDD
BA Combined Honours History and Ancient History	V111	AAA-ABB; IB: 36-32; BTEC: DDD-DDM
History and Ancient History with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	V190/ V191/ V192	AAA-ABB; IB: 36-32; BTEC: DDD-DDM
History and Archaeology	VV16	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
History and Archaeology with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	1A84/ VV18/ VV19	AAB-ABB; IB: 34-32; BTEC: DDD-DDM
Art History & Visual Culture and History	VV31	AAA-ABB; IB: 36-34; BTEC: DDD
Art History & Visual Culture and History with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	VV32/ VV33/ VV34	AAA-ABB; IB: 36-34; BTEC: DDD
History and International Relations	LVF1	AAA-ABB; IB: 36-34; BTEC: DDD
History and International Relations with Study Abroad [^] / with Employment Experience/ with Employment Experience Abroad	VL1F/ VL2F/ VL3F	AAA-ABB; IB: 36-34; BTEC: DDD
Philosophy and History	VV51	AAA-ABB; IB: 36-34; BTEC: DDD
Philosophy and History with Study Abroad [^]	VV5C	AAA-ABB; IB: 36-34; BTEC: DDD
History and Modern Languages	VR08	AAA-ABB; IB: 36-32; BTEC: DDD-DDM
Flexible Combined Honours / with Study Abroad [^] / with UK Work Experience/ with Work Abroad/ with Study and Work Abroad	Y004/ Y006/ Y007/ Y008/ Y014	A*AA-ABB; IB: 38-34; BTEC: D*DD-DDD

STREATHAM CAMPUS, EXETER

Website: www.exeter.ac.uk/ug/history

www.exeter.ac.uk/enquiry

Phone: 0300 555 60 60 (UK callers)

+44 (0)1392 723044 (EU/International callers)

[^] For details about Study Abroad please see www.exeter.ac.uk/ug/history

Applying to study Combined Honours with Modern Languages

When applying to a Combined Honours degree with a modern language you will need to indicate, under 'further details' in the 'choices' section of the application, the language you wish to study using the codes in the table. Please note you may choose only one language. For further information on completing your UCAS form, please visit www.ucas.com and for more information on language requirements for our Combined Honours degrees go to www.exeter.ac.uk/ug/languages

SELECTING YOUR CHOSEN LANGUAGE		
CODE	SUBJECT	REQUIRED SUBJECTS
<i>Fren</i>	French	For the Beginners' route: GCSE in a modern foreign language grade B or 5.
<i>Chin</i>	Chinese (Mandarin)	
<i>Germ</i>	German	For the Advanced route: GCE AL in a modern foreign language (French, German, Italian, Russian or Spanish) grade B; IB modern foreign language (French, German, Italian, Russian or Spanish) HL5.
<i>Ital</i>	Italian	
<i>Port</i>	Portuguese	
<i>Russ</i>	Russian	
<i>Span</i>	Spanish	

Language Requirements for Combined Honours with Modern Languages

- Grade B or 5 at GCSE in any modern foreign language is all that is required to study any of our seven languages on the Beginners' route as part of a Combined Honours degree
- Grade B at A level is required in any language you intend to study from A level
- You may only choose one language
- Students pursuing language study on the basis of a GCSE are normally classed as Beginners
- French, German, Italian, Russian, and Spanish can be studied from A level or Beginners level, with both cohorts reaching degree level in the final year
- Chinese and Portuguese can normally only be studied from Beginners level with students reaching degree level in the final year

We make every effort to ensure that entry requirements are up-to-date in our printed literature. However, because brochures are produced well in advance, our entry requirements and offers may be subject to change. For further details regarding entry requirements and programme specifics, please see our History pages at www.exeter.ac.uk/ug/history

We strongly advise that you check current requirements before attending an Open Day or making your application. Some programmes require prior study of specific subjects and may also have minimum grade requirements at GCSE or equivalent, particularly in English Language and/or Mathematics.

International students

If you are an international student, you should consult our general and subject specific entry requirements information for A levels and the International Baccalaureate. However, the University also recognises a wide range of international qualifications. You can find further information about academic and English language entry requirements at www.exeter.ac.uk/ug/international

For information on the application, decision, offer and confirmation process, please visit www.exeter.ac.uk/ug/applications

THE UNIVERSITY OF EXETER



Teaching Excellence
Framework assessment 2017



5 star rated from QS



22,000 students from
178 countries



98% of our research rated of
international quality¹

RUSSELL
GROUP

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of universities



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fastest rising research university²

FIND OUT MORE

Come to one of our open days. Visit us at our campuses
in Exeter and Cornwall: www.exeter.ac.uk/ug/visiting

For further information please visit
www.exeter.ac.uk/ug/history

Accuracy of subject brochure information

The information in this subject brochure forms part of the undergraduate prospectus 2019 and is aimed at prospective undergraduate students wishing to apply for a place at the University of Exeter (the University) and start a course with us in autumn 2019. The prospectus and subject brochures describe in outline the courses and services offered by the University and we make every effort to ensure that the information provided is accurate and up-to-date at the time of going to print (undergraduate prospectus is printed January 2018 and subject brochures are printed in May 2018).

However, it may be necessary for the University to make some changes to the information presented in the prospectus following publication – for example, where it is necessary to reflect changes in practice or theory in an academic subject as a result of emerging research; or if an accrediting body requires certain course content to be added or removed. More information about our terms and conditions can be found at: www.exeter.ac.uk/undergraduate/applications/terms

¹ 98% of our research was rated as 2*,3* or 4* in the Research Assessment Exercise 2014.

² Between 2006/07 – 2015/16, the University of Exeter saw the greatest rise in research income, compared to all other Russell Group universities.

