Our societies, identities, cultures, values, languages, lifestyles and ethics all stem from our shared past. By studying this past, from medieval times to the modern day, we seek to understand how the world and humanity has reached where it is today, and then to go further. In a bid to shape our future, we must look back to enable us to move forward.

"History is a clock that people use to tell their political and cultural time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are but, more importantly, what they must be."

John Henrik Clarke
American historian and professor

At Reading, we offer you the opportunity to unlock people, places and perspectives otherwise impossible to access in one lifetime. Join us on a journey around the globe, to learn about a diverse range of societies, cultures and individuals, through our wide range of modules, taught by passionate academics whose work is actively influencing today's world. You will also have the opportunity to shape your own degree, undertake employability modules and work placements, as well as to study abroad.

Join us not simply to study history, but to become an historian.

Professor Helen Parish
Head of the School of Humanities.

www.reading.ac.uk/history
Bands such as the Sex Pistols, The Clash and Crass inspired Matthew’s teenage fascination with punk; today his passion continues through his research at the University of Reading into youth subcultures.

Matthew is changing perceptions of punk culture through his research and teaching on his undergraduate module “Anarchy in the UK”. He believes that youth culture is more than just consumerism—punk offered a platform for young people to critique and engage with the world around them, to express themselves and their ideas.

Punk emerged at a politically important moment in Britain, and exposed the fault-lines and anxieties running through British culture and society during the 1970s and 1980s. Punk culture reflects and informs the wider historical context of the time.

Matthew uses the music, artwork and writings produced in the wake of punk’s emergence in 1976 to study the breakdown of the post-war consensus, the emergence of Thatcherism and the reigniting of the Cold War. His mission to change perceptions of punk culture is being realised through his teaching at Reading: Matthew’s students might initially think punk is all mohawks and fashion, but soon realise that there’s a lot more to it than that presented in the media. Punk culture was undoubtedly messy and contested. But what was so important was that it opened up a space that, for a brief moment in time, gave people a voice: they might’ve undermined and contradicted each other, but they all had something important to say.

“The adolescent period between being a child and becoming an adult is an important moment in everyone’s life—it’s formative. Youth culture is where that is given real expression.”

Professor Matthew Worley
TIME FOR CHANGE
As we celebrate 100 years since women gained the partial vote in the UK, Jacqui is on a mission to inspire her students to pursue their dreams. Jacqui is uncovering the secrets of female pioneers in British politics, in particular, Nancy Astor. Astor was the first female MP to sit in the House of Commons and her extensive papers are held at the University of Reading.

To engage her students with women’s place in society and politics, Jacqui utilises a hands-on teaching approach: taking her students to examine the real, historical documents of Astor’s life and work, and to parliament to meet current female MPs. Jacqui’s desire to inspire her students stems from her own past. Proud to call herself a feminist, Jacqui grew up in a northern post-industrial town surrounded by the political turmoil of the 1970s and 1980s. She witnessed women becoming increasingly politically active during this time, while Jacqui’s dad encouraged her to engage with politics and never to be pigeon-holed by what she, or others, thought she should do as a woman.

As Lecturer of Modern British Political History at Reading, Jacqui is motivating women to engage with politics and their community; to believe they can effect change and have it all if they choose. To achieve this, Jacqui is working closely with Parliament on Vote 100, celebrating the 1918 centenary of some women being granted the right to vote. At the end of 2018, Vote 100 will become Astor 100, managed by Jacqui at the University, creating opportunities for students, the local community, and national partners to engage with their own inspirational history to effect positive change.

Real education should educate us out of self into something far finer; into a selflessness which links us with all humanity.”

Nancy Astor
The Vicountess Astor

Dr Jacqui Turner

I love that my teaching and research has a real impact on my students, the community, and further afield. I hope that Astor’s determination and perseverance will inspire other women to pursue their dreams too.”
Historians of South Asia have examined the marginalisation of humans in the region’s history – from women, to peasants, to the working class. Inspired to examine the voices of those previously silenced in history, Rohan has gone one step further: animals.

At the University of Reading, students have the opportunity to place animals at the centre of their research. For example, Rohan supervised one undergraduate dissertation which studied the interactions between imperialism and veterinary health in colonial India. Rohan believes that studying animal history helps his students push the boundaries of what they know.

Rohan believes that animals are fundamental to the politics of our past and are interwoven in historical themes, such as gender, religion, class and nationalism. For example, in India the cow is upheld as a religious icon by the ruling political party – nationalism – and is also seen as a symbol of the mother as it provides nourishment – gender.

Studying animal history pushes the frontiers of history, completely unsettling the notion that history is composed of humans alone and extending understanding of what it means to be a marginal voice. Rohan urges that we listen to the voices of all in history, of which animals are just one group; and in turn recognise how those marginalised groups have impacted history themselves.

“I am inspired by histories from below. I hope to go beyond the traditional margins of history to address voices other than humans.”

ANIMAL INSTINCTS
SORCERY?
Anne’s research centres on the interactions between medieval magic and science: she hopes to disprove the critics and demonstrate that medieval science and medieval scientific weather forecasting really did exist.

Anne’s research influences her undergraduate teaching at all levels, with first-year lectures and supervisions on medieval science and magic, a second-year module on medieval women (including scientists and witches) and a third-year module on medieval magic. While Anne’s teaching also covers the importance of religious belief in the medieval period, she is adamant that this shouldn’t overshadow the scientific discoveries.

The interactions between magic and science can be seen in reactions to the belief that planets emitted powerful rays which came through the atmosphere onto Earth, interacting as the planets moved. Different combinations of rays caused different effects, which could be harnessed by both scientists and magicians. Some hoped to foretell the future or make themselves rich; but others developed new technologies for measuring the movements of the planets and understanding their effects.

A lot of the science we accept today was influenced by the medieval period. We use Arabic names for stars because of the discoveries of medieval Islamic scientists who made astronomy much more scientifically accurate. Sophisticated lenses, and fundamental mathematical theories, were developed – as well as fascinating instruments like the astrolabe.

Medieval scientific weather forecasting has previously been ignored by historians; and many reject the idea of ‘medieval science’. Anne argues that while the belief system of the Middle Ages may seem irrational to us now, in its own time it was purely rational, and the scientific observations of the time need to be taken seriously.

“When discussing medieval magic it’s really interesting to see how people who are new to this subject react. Our seminars are full of fascinating debate and lively exchanges of views.”
Experience a variety of historical periods and themes, and pursue your own interests.

Our modules cover a global range including Britain, Europe, Africa, America, the Middle East and Asia, and explore a range of subjects including witchcraft, heresy, crusading, civil war, fascism, feminism, film history, punk politics and colonial insurrection.

Our wide range of modules enables you to shape your degree: experience a variety of history throughout, pursue your passions from your first year, or try new areas of history before making an informed choice as to where to focus your interests.

You can also create your own pathway throughout your degree, choosing to study modules specifically related to your individual interests.

Explore another perspective

You can take modules in other subjects, either to complement or diversify your studies. Popular choices include politics, archaeology, ancient history or modern languages.

You can also choose to study another subject alongside history. If you decide at the end of your first year that a joint degree isn’t for you, we will support your transition to a single subject degree. This flexibility and security enables you to explore your options without compromising your studies.

“There is a really good selection of modules, especially when compared to other universities I looked at. I took a module on the Rwandan Genocide of 1994 – the opportunity to study African History, which I had never encountered before, was really exciting. The flexibility to choose what you study is a definite advantage.”

Dan Lewis, BA History
BECOME AN HISTORIAN

Be part of our dynamic and collaborative teaching environment, learning alongside experts and contributing to current academic debates.

Our teaching is informed by our academics’ research, exposing you to current thinking across a wide range of historical fields. Our research strengths are concentrated in established areas of political, economic, social and religious history, as well as in the emerging fields of medical and cultural history. In particular, we focus on questions of political and religious ideology, social and gender history, and the histories of visual culture.

At Reading, learning is a two-way collaborative process and we aim to equip you with the confidence to develop your own theories and informed critical analyses. This creates independent and inquisitive individuals, who contribute their knowledge to the advancement of research.

In 2019, we achieved a 91% satisfaction score for the teaching on our BA History course in the National Student Survey. Learn with us through lectures, supported by seminars which facilitate small-group discussion and debate.

“It’s incredibly exciting to learn from experts in the field – you are listening to the authority on that subject and often reading cutting-edge research.”

Maya Badham, BA History graduate
Временное Правительство пало. Государственная власть перешла в руки органа Петроградского Совета Рабочих и Солдатских Депутатов, Военно-Революционного Комитета, стоящего во главе Петроградского пролетариата и гарнизона.

Дело, за которое боролся народ: немедленное предложение демократического мира, отмена помещичьей собственности на землю, рабочий контроль над производством, создание Советского Правительства — это дело обеспечено.

ДА ЗДРАВСТВУЕТ РЕВОЛЮЦИЯ РАБОЧИХ, СОЛДАТ И КРЕСТЬЯН!

20 октября 1917 г. 10 ч. утра.

From the War-Revolutionary Committee of the Petrograd Soviet of Workmen and Soldiers Deputies.

To the Citizens of Russia:

The Provisional Government is deposed. The State power has passed into the hands of the organ of the Petrograd Soviet of Workers’ and Soldiers’ Deputies, the Military Revolutionary Committee, which stands at the head of the Petrograd proletariat and garrison.

The aims for which the people were fighting — immediate proposal of a democratic peace, abolition of landlord property-rights in the land, labor control over production, creation of a Soviet Government, — these aims have been achieved.

LONG LIVE THE REVOLUTION OF WORKMEN, SOLDIERS AND PEASANTS!

November 7, 1917

[Reproduction in English of the Russian text on opposite page.]
Community is at the heart of our Department; together staff and students create a friendly and inclusive environment. Our academics forge excellent student-staff relationships through our personal tutor system, small-group teaching, thriving Student-Staff Liaison Committee, and opportunities to participate in events, seminars and conferences. We are here to help you develop as historians and as individuals, and to support your aspirations for your studies and future career.

Creating memories
The history society is run by our students for our students, offering relaxed, informal social events, including trips abroad, an end-of-year formal, day trips and movie nights. Join the society to build great friendships and create memories that will last a lifetime.

Go global
Apply to study abroad as part of your degree, broadening your horizons, enhancing your studies and developing your skillset. You can study abroad for either a term or a year at a university in Europe, North America, Canada or Australia.

We also offer our week-long European Study Trip Abroad module, taking an in-depth look at one of our academics’ research. Past trips have included Berlin, Rome and Paris.

The history society offers a great opportunity for all students to socialise in a relaxed, friendly environment. We run a range of events, and every year we also offer a trip abroad. It has been one of the most valuable and rewarding university experiences.

Hannah Spraggs, History Society President 2016–17
BA History

Stand out in an increasingly competitive job market with practical experience built into your degree.

Our innovative employability modules enable you to explore career options:

• “Going public” – work with an external organisation to present history to the public.
• “History education” – a two-week, history-focused placement in a secondary school, and structured training at our Institute of Education.
• “Discovering archives and collections” – a ten-day placement exploring a career in historical research, or the archive and heritage sectors.

You can also apply for a paid summer placement in our Undergraduate Research Opportunities Programme (UROP), working with an academic on their research.

Professional placement year
Transfer to a 4-year programme and complete a professional placement year, gaining invaluable experience and putting your knowledge into practice. Our Placement Coordinators will support you throughout securing a placement, during the placement and while transitioning back to university.

Look to the past to unlock your future
93% of graduates from the Department of History are in work or further study within six months of graduation. A history degree from Reading aims to equip you with strong transferable skills including the ability to think clearly and critically, communicate with confidence, efficient time-management skills, and the ability to work in teams.

Our previous history graduates have gone on to work in a variety of institutions, including the British Museum, government, the NHS, KPMG, the Armed Forces, Barclays Bank, the National Trust, JPMorgan Chase & Co, Rhinegold Publishing, and various schools.

The unique opportunity to work with, rather than for, archivists was amazing. The freedom given during the placement to pursue projects which were meaningful to me, meant I could utilise the time I had working with professionals.

Nikita Rai, Placement at the Museum of English Rural Life and University of Reading’s Special Collections BA History graduate

Subject to availability, see inside back cover
YEAR ONE

You will be introduced to the full range of history you can study at Reading. “Journeys through History” covers 1000 years of historical change, focusing on power, people and revolution, culture and ideas, while “Research skills” is an individually-supervised project on a topic of your choice.

You choose the rest of your modules from our options, or from outside the Department.

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<thead>
<tr>
<th>CORE MODULES</th>
<th>OPTIONAL MODULES*</th>
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<tbody>
<tr>
<td>Journeys through history 1 and 2</td>
<td>Choose up to six from a range which may include:</td>
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<tr>
<td>Research skills and opportunities in history</td>
<td>• Medieval castles and palaces</td>
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</tbody>
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- Medieval anti-Semitism
- Warfare in early modern Europe
- Architecture and identity in Renaissance Florence
- Women in American history
- 1960s and American culture
- The Rwanda genocide
- The origins of the War on Terror
- Colonialism: western imaginaries of the Middle East
- Revolutionary cities
- Childhood and family in the 19th and early 20th centuries
- Hunger and famine in history
- Merlin
- Black Britain: race and migration in post-war Britain

*These modules are provided as a taster of some of the modules that may be available on these courses.
YEAR TWO

Your core modules focus on the research and employability strands of your degree: ”Historical approaches“ paves the way for a research proposal, and “Going public” offers you the opportunity to engage in a project or work placement.

The majority of your time is spent on your optional modules, and you can also apply for our week-long European Study Trip Abroad module.

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<tr>
<th>CORE MODULES</th>
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<tr>
<td>Historical approaches and my dissertation</td>
<td>Choose four from a range which may include:</td>
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<td>• Women and medieval history</td>
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<td>• Moslems, Jews, Byzantines and Mongols: Medieval France and the Other</td>
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<td>• The Crusades</td>
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<td>• Kings and victories in England, 1154–1210</td>
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<td></td>
<td>• People, power and revolution in 17th-century England</td>
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<td>• Religion, science and the supernatural c. 1400–1800</td>
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<td>• Venice: building the ideal state 1460–1615</td>
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<td>• The American Dream? US history from Colonial times to the late 20th-century</td>
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<td>• Power, poverty and protest: the social history of rural England</td>
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<td>• Under the red flag: Labour and British politics 1880–1939</td>
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<td>• The Colonial experience: Africa</td>
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<td>• Rebel rights: radical women 1792–1919</td>
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<td>• The making of modern South Asia, 1757–1947</td>
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<td>• Reform and revolt in the modern Middle East</td>
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<td></td>
<td>• Hollywood histories: film and the past</td>
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YEAR THREE

Our third year options enable you to choose between diverse topics and approaches, or specialise in a particular area. The research skills you develop in your first and second years form the foundation for your final year dissertation. Special subject modules get you working hands-on with primary sources in a small group, and placement modules offer you the opportunity to explore potential careers.

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<tr>
<th>CORE MODULES</th>
<th>OPTIONAL MODULES*</th>
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<tr>
<td>Dissertation in history</td>
<td>Choose four from a range which may include:</td>
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<td>• Medieval magic and the origins of the witch craze</td>
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<td>• Gothic: architecture, money and cultural identity</td>
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<td>• Revolution in Britain and Ireland 1603–2000</td>
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<td>• Battleaxes and benchwarmers: early female MPs 1919–1931</td>
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<td>• Political extremism in Britain between the wars</td>
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<td>• The sixties: politics and culture in a divided world</td>
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<td>• Axis at war: life and death in Fascist Italy and Nazi Germany</td>
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<td>• Race, ethnicity and citizenship in America</td>
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<td>• History education placement</td>
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<td></td>
<td>• Discovering archives and collections placement</td>
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Special subject
Choose one from a range which may include:
• Cults and miracles 1066–1215
• Church and the outcasts in the central middle ages
• From Louis the Fat to Louis the Saint
• Ritual, myth and magic in early modern Europe
• Political leaders and groups in the French Revolution
• Gender in Africa
• Slavery in America
• Victorian lives
• The countryside in English culture 1750–1939
• Anarchy in the UK: punk, politics and youth culture in Britain, 1976–1984

*These modules are provided as a taster of some of the modules that may be available on these courses.
Disclaimer
This brochure was issued in 2019 and is aimed at prospective undergraduate students wishing to apply for a place at the University of Reading (the University) and start a course in Autumn 2020. The University makes every effort to ensure that the information provided in the brochure is accurate and up-to-date at the time of going to press (Sept 2019). However, it may be necessary for the University to make some changes to the information presented in the brochure 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. To make an informed and up-to-date decision, we recommend that you check www.reading.ac.uk/ready-to-study.

The University undertakes to take all reasonable steps to provide the services (including the courses) described in this brochure. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the University interfere with its ability to provide the services, the University undertakes to use all reasonable steps to minimise any disruption to the services.

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Modules disclaimer
Sample modules are provided as a taster of some of the modules that may be available on each course. The sample modules listed may be compulsory (core) or optional modules. Information is correct at the time of going to press (Sept 2019) but the University cannot guarantee that a module appearing in this list will definitely run. Teaching staff on specific courses or modules mentioned in this brochure may be subject to change.

For optional modules, the University cannot guarantee that all optional modules will be available to students who may wish to take them, although the University will try to ensure that students are able to take optional modules in which they have expressed interest at the appropriate time during their course. Optional modules vary from year to year and entry to them will be at the discretion of the Course Director.

Joint courses disclaimer
Our joint courses may have extra requirements, including English language requirements. Please check the individual course pages on our website for further details.

Year abroad and placement fees
Some courses include an optional or compulsory year abroad or placement year. During this year you will only pay a partial fee which is currently set at 15% of the normal tuition fee. Check the website for the latest information: www.reading.ac.uk/fees-and-funding.

Placements disclaimer
Programmes with a Professional Placement Year (also known as ‘Year in Industry’ or ‘Placement Year’) are fully dependent on students securing their own placement opportunity, normally through a competitive recruitment process. The University provides dedicated career and application support for placement year students. Students who do not secure a placement or who are unable to complete the placement year due to extenuating circumstances, have the option to transfer to a three year variant of their programme with agreement from their school/department.

Study abroad disclaimer
The partnerships listed are correct at the time of publication (Sept 2019). For up-to-date information on the University’s partnerships contact studyabroad@reading.ac.uk.

Where Study Abroad is not a compulsory part of the degree programme, the University of Reading cannot guarantee that every applicant who applies for the scheme will be successful. Whilst efforts are made to secure sufficient places at partner institutions, the number of places available and the University’s partners can vary year-on-year. In all cases, the University cannot guarantee that it will be possible for applicants to choose to study abroad at a particular institution. Further, certain courses and/or institutions may require you to satisfy specific eligibility criteria. It can be a competitive process. For further information on the University’s Study Abroad Scheme please contact studyabroad@reading.ac.uk.