Contents

The department 3
What makes us different 5

History (BA Hons) 6
Late Medieval England and Europe 8
Early Modern Europe and the Wider World, 1400-1800: 10
Victorian Britain 12
War, Politics and Memory in the Twentieth Century 14
The United States of America: Politics, Identity and Culture 16
Africa and the African Diaspora 18
Theories and Methods in History 20
Women’s and Gender History 22
Heritage and Public History 24

Joint Degree Study Options 26
Career Opportunities 28
Postgraduate Opportunities 30
Recent Research in History and Heritage 32
International Exchange Partnerships 34
More information 35
The department

History is a lively and well-established discipline at the University of Chichester which offers a diverse curriculum with a distinctive contemporary feel.

Welcome.

We hope that this brochure will give you an insight into each strand of the undergraduate route as well as a real sense of the vitality and relevance of our History degree. When you come here, you will find the staff team accessible, encouraging and friendly. The atmosphere of the History department means that you can expect to be well supported throughout your studies both academically and socially. In the 2011 National Student Survey the department was rated joint best in the country for History.

You will be challenged to develop your intellectual and practical skills guided by a team of experienced and well qualified teaching staff. All History tutors have recognised national and international research expertise and a huge enthusiasm for their subject. As former students have commented, this means that on our History degree, you can genuinely feel that you are studying at the cutting edge of the most recent developments in historical knowledge.
What makes us different

• Experienced teaching staff whose research is recognised nationally and internationally
• Research-led teaching at every level of the course
• Optional modules in teaching history and working in the heritage sector
• Skills developed on this course include: communication and interpersonal skills, self-organisation, team interaction and self-management, analysis of a wide range of textual, oral, visual and material evidence

• Home of the George Bell Research Institute
• Teaching partnership with the Weald and Downland Open Air Museum
• International student exchanges with European and North American partners
• High levels of student satisfaction
As a History student at Chichester, you will study a dynamic and challenging subject, explore diverse aspects of past cultures and gain a rich perspective on current issues.

Over the course of your degree, you will develop your knowledge of British, European and international history. In addition, you will be introduced to all of the essential methodological skills that will enable you to research in your own right. For example, course time is dedicated to research methods, including interviewing techniques for oral history. Importantly, the underlying practices of history are unpacked and debated. Our History degree is an exciting, challenging and stimulating experience for all. It looks at wars, revolutions, social, religious and gender issues that shape our very identities.

A History degree is a great point of entry into the world of work. Many of our students turn their passion for the past into careers as history teachers. Some students choose to develop their interests by working in museums, galleries or other heritage venues. Others apply the skills learned on the degree to the world of media and public service. Courses on ‘History and the National Curriculum’ and ‘History and Heritage’ will help you prepare thoroughly for your next step in life. History at Chichester is therefore a good place to start a new career path. It is also a place where you will feel part of a scholarly community in which ideas, cultures, peoples and places come to life through enquiry, discussion and debate.
Our History team consists of experienced scholars who publish research, present papers at academic conferences and play a full part in the international scholarly community.

**Indicative Course Content (selected from each level)**
- Medieval Europe
- Early Modern Europe
- The Victorians
- The History of Ideas
- War, Persecution and Memory in Twentieth-century Europe
- Women's and Gender History
- Local History
- The Heritage Industry
- Museum/Heritage Work Placement
- Revolutionary Europe (1789, 1848, 1917)
- First World War: Legacies and Meanings
- Britain and the Wider World
- African History
- American History
- British History (1500-2010)
- Contemporary British Politics and Culture
- History and Film
- Hollywood and American Identity
- The 1960s: London, New York, Paris
- Modern History of the USA
- Independent Research Dissertation
Late Medieval England and Europe

The period between the twelfth and the mid-sixteenth centuries was one of dynamic social and cultural change, in which England’s relations with its British and European neighbours were varied but always crucial.

Most royal houses were linked by ties of marriage and honour - and sometimes of friendship - and clerics, knights, merchants, monarchs, pilgrims and other social groups travelled widely across Britain and the Continent as a matter of course.

Medieval Europe was characterised by a common language (Latin) and - through most of the period - by a dominant religion. As a result, the later Middle Ages were a time of perhaps surprisingly sophisticated communications. This facilitated a fertile and vibrant spread of pan-European culture, ideas and social structures, which this strand of modules offers you the chance to explore - as well as the opportunity to analyse a civilisation very different to our own.

First Year
Modules provide an introduction to major events in late medieval English history c.1152-1400, through the prism of its relations with its British and European neighbours, particularly Scotland and France. Special attention is paid to the Angevin holdings in what is now France, Edward I’s campaigns in Wales and Scotland, and pan-European phenomena such as the Black Death and the Hundred ‘Years’ War. In the period covered, a sense of ‘Englishness’ was at best just developing, thus we will consider what ‘nationhood’ meant in the Middle Ages.

Second Year
Offers an in-depth thematic and contextual survey of late medieval England c.1200-1550, exploring particularly the ways in which various identities (cultural, social, ecclesiastical and gendered) were articulated through architecture, art and literature, as well as through more conventional documentary sources. ‘Other medieval worlds’ are also examined, including forests and outlaws, femininity and masculinity, and the way in which medieval people perceived their own past. Although the focus is on England, material from elsewhere in Europe is used, and you will be encouraged to appreciate the variety of historical sources and their characteristics.

Third Year
The final year of this cluster of modules enables you to analyse further the nature of social, cultural and political power in late medieval and early modern Europe by examining a variety of different topics such as royal ritual and lawmaking, visual and material culture, and social exclusion and popular rebellion. Visual manifestations of power and authority (such as castles, palaces, royal entries into cities, coronations, and portraiture) are normally examined alongside contemporary debates around the nature of kingship, queenship and power. You can expand on your understanding of issues behind the events examined in Year 1 and the cultures and identities surveyed in Year 2, although participation in previous medieval courses is not a prerequisite.
Early Modern Europe and the Wider World, 1400-1800:

From the Renaissance to the French Revolution
The early modern era was a momentous and turbulent epoch for Europe as Christendom splintered and new states emerged such as Spain, the Dutch Republic, Prussia and Russia. Voyages of discovery to the Americas and the Far East, and revolutions in the arts, sciences and religion, changed society and the way in which Europeans governed and thought about themselves and the world around them. Our own contemporary culture is scarcely imaginable without the intellectual and architectural achievements of the Renaissance, the religious turmoil and confessional conflicts generated by the Reformation, the political struggles and upheavals that destabilized seventeenth-century Britain, and the evolution in the eighteenth-century Enlightenment of popular democracy, as then enshrined in the American and French republican constitutions. Inventions like that of gunpowder, magnifying lenses, printing and the calculus encouraged these dramatic developments. This strand of modules will therefore allow you to study a pivotal period in the making of the modern world.

First Year
These modules offer broad surveys of the key political, religious, social, military, intellectual and economic developments that took place 1400-1800 and the impact they had on European culture. Starting with the Italian Renaissance, other major topics considered include the Protestant and Catholic Reformations, the persecution of heretics and witches, changing attitudes to government and rebellion, warfare and international relations, and commerce and the pursuit of knowledge. Empire building and the problems of conquest, colonisation and slavery are also analysed, as are European relations with the Americas, the Ottoman Empire and Asia.

Second Year
These modules explore in greater detail political, cultural and intellectual developments in Britain and Europe in the seventeenth and eighteenth centuries. ‘Stuart England’ examines British history from 1603-88 and begins by scrutinizing how King James I dealt with the Elizabethan Tudor legacy, 1603-25. It then chronologically analyses the turbulent evolution of the English state and British monarchy, investigating the reign of Charles I, 1625-49, and the civil wars he provoked; the Republican ‘Interregnum’ dominated by Oliver Cromwell, 1649-59; the subsequent Restoration and rule of Charles II, 1660-85; and finally appraising the regime of and rebellion against his less adept brother, James II, from 1685 that culminated in the ‘Glorious Revolution’ of 1688.
Third Year
Focuses on the way in which the developments described above affected the most influential, prosperous and populous country in Europe, namely France. The Sun King Louis XIV continues to divide historical opinion. His reign, 1643-1715, is examined to see how this Bourbon monarch managed, through a combination of military muscle, social collaboration and skilful propaganda, to re-establish the crown’s authority and make France the predominant European superpower. You may then wish to study the origins and outcomes of the French Revolution, 1744-99. Did the old regime collapse because of social, intellectual, international or financial pressures, or because of the incompetence of Louis XV and Louis XVI and their notorious consorts and advisers? And why did the liberal and democratic revolution of 1789 degenerate into bloodthirsty terror and military dictatorship?
Victorian Britain

Victoria and Albert, Charles Dickens, the workhouse, Florence Nightingale, child labour, the Crystal Palace, Charlotte Brontë, the railway, Charles Darwin: who were the Victorians and why has this era taken on such a mythological quality? Does the age of steam really have anything important to say to the age of the internet? In his famous critique Eminent Victorians (1918) Lytton Strachey argued that the fussy and repressed Victorian world of ornate living rooms, stiff upper lips and hypocritical morality was everything that modern British society should reject. Yet the period’s irrepressible sense of cultural superiority and self-confidence has been subject to constant re-evaluation and reinvention by historians throughout the twentieth and twenty-first centuries. This group of modules examines our continued fascination with Victorian Studies from a variety of critical social perspectives: religion, class, gender, empire, slavery, sexuality and city life.

First Year
Here, the churches’ attempts to alleviate the poverty and hardship associated with industrial, working-class life is examined in ‘Faith and Doubt: Religion, Culture and Society in Victorian Britain’ as is the rise of the urban middle classes with their secular religion of moral respectability. You will study popular forms of superstitious belief including witchcraft, explore the intellectual crisis of faith as expressed in the poetry of Alfred, Lord Tennyson and the novels of Elizabeth Gaskell and discover the shockwaves created by the scientific evolutionary theories of Darwin and Herbert Spencer.

Second Year
The problematic way in which Victorians used the category of ‘race’ to explain human development and social progress is the subject of ‘Slavery, Race and Empire and the British Imagination, 1780-1918’. From the anti-slavery movement of the early nineteenth century through Britain’s imperial expansion and the provocation of violent colonial encounters in India and Jamaica, this module explores leading political theorists including John Stuart Mill, Robert Knox and Thomas Carlyle. You will also study popular, romanticised forms of imperial adventure literature by H. Rider Haggard and G. A. Henty amongst others and assess the impact of immigrant Jewish, Irish and Chinese communities on British life and identity.
Third Year
Two key features in the formation of modern culture - sexual identities and city life - form the basis for the module ‘Sex, Gender and the Victorian City’. London was the largest metropolis in the world at the end of the nineteenth century and its social spaces of consumerism and leisure produced new and often transgressive forms of sexual identity such as the prostitute, the New Woman and the homosexual. We examine a number of these identities and the various attempts by the police, the medical authorities and the press to regulate and control them. Although the module focuses mainly on London it offers relevant comparisons with New York, Paris and Manchester in its exploration of the outcast city, the decadent city, life in the slums and youth subcultures. A further module, ‘Men, Women and Religion: Britain 1850-1914’, concludes this overall theme-building upon previous explorations of gender history and nineteenth century culture. The differing spiritual experiences and activities of women and men in Britain’s rapidly changing religious landscape form the content of this module, including missionary work in the Empire, convent life, the role of the public school in the making of masculinity, the emergence of alternative forms of religion such as spiritualism and Eastern mysticism and the growth of Christian militarism in youth movements.
War, Politics and Memory in the Twentieth Century

The twentieth century was one of the most violent recorded in the course of human history. It witnessed terrible atrocities as societies across the globe were thrown into conflict in two world wars. The atomic age that followed provided perhaps even less security. Today we are confronted with new uncertainties and dangers.

In retrospect, it is clear that we cannot understand our place in the world without taking into account the legacies of the wars of the last century. Modules in this strand of the History programme explore the significance of the personal and collective memories of war as Britain and Europe continue to come to terms with their recent past.

First Year
Survey modules on British and European history from the 1870s onwards chart the construction of changing political formations, social policies, national identities and political cultures. Major political forces which have shaped the modern world such as fascism, nationalism, liberalism and communism are also analysed. Key turning points in British and European history are debated, including: the First World War; the rise of Churchill, Empire building and decolonization, and the making of the Cold War.

Second Year
Explores the origins and development of one of the most notorious of twentieth-century political movements. ‘Fascist Ideology in Western Europe’ provides a comparative overview of fascist activities and writings from France, Germany, Italy and Britain and concludes with a discussion of anti-Semitism and the Holocaust. In a further module, the British postwar period is also assessed through a variety of literary and filmic forms which include the ‘Angry Young Men’ literature of the 1950s, Cold War fiction (James Bond), the ‘Swinging Sixties’, British New Wave cinema and ‘yuppie’ culture of the 1980s.

Third Year
Modules bring together the main aspects of the strand, examining how European political cultures have collectively remembered the traumas of war and persecution. You will be able to examine the politics of memory and war through specific case studies such as the Vichy regime of 1940-44. ‘Vichy France’ explores reactions to German occupation and the division of France between pro-German collaborators and anti-German resistance fighters. It also examines the liberation and ‘purge’ trials as a continuation of a divided France. In addition the module ‘ Dictatorship and Dissidence’ analyses the social histories of resistance to totalitarianism, comparing experiences from Germany, Italy and Russia.
War, Politics and Memory in the Twentieth Century
The United States of America: Politics, Identity and Culture

The development of the United States of America as the world’s only super-power is arguably the dominant phenomenon of the early twenty-first century. Students enrolling on modules on this strand of teaching and learning will be able to place the USA in historical context. They will gain an understanding of the broad sweep of American history, from the fight for independence to the divisions of the Civil War. They will trace the constitutional history of the nation from its foundation to the civil rights movement. Students will also explore the rise of Hollywood and the histories of USA found in ‘westerns’. They will analyse the impact of Jazz music, and discuss Vietnam War memories. They will map out contemporary US intellectual debates. Popular culture will also support the module, with analyses ranging from sports culture (baseball) to the discussion of world-famous American comic strips.

First Year
Students are able to explore the meaning of US-American identity in the module ‘Hollywood versus Paris’. It will explore the changing nature of Hollywood westerns, from the 1940s to the present day. Students will analyse how these films have offered very different models of the ‘all American hero’. This national identity formation process will be compared with French cinema, and note will be made of examples of French anti-American fears.

Second Year
A general survey of US-American political and constitutional history is offered. It will map out the history of the nation and explore key debates in its historiography. This ‘history from above’ will be supplemented by using examples of detailed US-American cultural-social history to introduce students to ‘daily life’ experiences, including television, sport, fast-food and music.

Third Year
Students will be able to work on a research dissertation on US-American political, social, gender or cultural history. They will also be encouraged to study cultural life by analysing comic-strip culture or to enrol on modules that explore literary forms.
Africa and the African Diaspora

The world’s second largest continent, the birthplace of humanity and the cradle of civilization and yet Africa and Africans have too often been neglected in historical studies. This new subject area challenges Eurocentric views of history that have placed Africa and Africans on the periphery by focusing on Africans and the African Diaspora as key agents of historical change. Teaching focuses on the modern history of Africa but also the history of those of African descent outside the African continent based in Britain, the United States and the Caribbean.

First Year
In Africa and the African Diaspora in the Modern World students are introduced to the role played by Africa and Africans in the development of the modern world, especially Europe and North America. The module examines the significance of the ‘triangular trade,’ slavery and colonialism in the development of capitalism, notions of ‘race’ and modern racism, as well as the formation of the modern African Diaspora. The module also highlights the various forms of resistance and affirmation employed by those in Africa and the Diaspora and includes consideration of the global impact of the Haitian Revolution, and Pan-Africanism, as well as the US-based Civil Rights and Black Power movements. It concludes with a consideration of the recent history of the African Diaspora in Britain.

Second Year
In Year 2, students are offered the opportunity to study in more detail the consequences of European colonial rule in Africa during the 19th and 20th centuries. Colonialism and Anti-Colonialism in Africa not only considers to what extent colonial rule led to Africa’s dependency and underdevelopment but also the various strategies employed by Africans to regain their sovereignty and economic and political independence. It allows students to investigate what forms anti-colonial nationalism has taken in Africa and to what extent the continent has successfully overcome the problems associated with neo-colonialism.

The African Diaspora in Modern Britain introduces students to the long history of Britain’s African and Caribbean populations and the latest research in this new subject area. The module includes a historical survey from the time of the African abolitionists such as Equiano, Cugoano and the Sons of Africa in the eighteenth century to the period of mass post-war migration in the mid-twentieth century. Students are encouraged to undertake their own research projects to develop a greater understanding of particular aspects of this history.
Third Year
Pan-Africanism introduces students to some of the most important political ideologies, movements and figures from Africa and the African Diaspora in the modern world. It particularly focuses on ideas which have been based on a concern for the unity of all those of African descent and in opposition to racism and colonialism and for African affirmation and liberation. It includes a consideration of the influence of the ideas and activism of key political figures including Marcus Garvey, W.E.B. Du Bois, Aimé Césaire Malcolm X, Kwame Nkrumah, Franz Fanon and Amilcar Cabral. Students are encouraged to undertake their own research projects in order to examine particular aspects of Pan-Africanism and the influence and legacy of key activists.
Theories and Methods in History

The past does not present itself to us in a convenient, ready-made package or shape. Instead, it is the historian’s main task to work imaginatively and conscientiously with her or his sources, shaping the events of the past into meaningful historical narratives.

All historians work with a set of underlying assumptions about their sources which make a critical difference to the sorts of histories that get written. This theme of the History programme is explicitly concerned with the diverse ways in which historians go about shaping or writing up the past, in other words the variety of theories and methods that they use. Not only will you study some of the foremost thinkers and writers of history in order to understand their particular methods in this group of modules, you will be encouraged to approach historical texts with a self-awareness and intellectual position of your own on the nature of history today.

First Year
The compulsory module ‘Rethinking History’ in the first year introduces you to a number of influential recent developments in the writing of history in preparation for your subsequent modules. We discuss the political underpinnings of all history writing, the diverse methods and theories historians have used and with what purpose. Debates and controversies in social and cultural history, the history of the visual image, women’s and gender history, postmodern and postcolonial histories, landscape and public history and heritage studies are just some of the areas discussed. You are also encouraged to begin to reflect critically on your own practice as writers of history.

Second Year
Three modules continue the particular focus on theories and methods in writing history: ‘History and the Postmodern’, ‘Writing Women’s Histories’ and ‘Approaches to Research’. In ‘History and the Postmodern’ we explore the way in which our postmodern, global culture with its proliferation of competing perspectives has impacted upon our understanding of the past. To what extent is it still possible to speak of historical truth and objectivity? Of a single definitive version of history? And on what grounds? These are the sorts of philosophical issues raised by this challenging and exciting module. ‘Writing Women’s Histories’ takes just one area of history and traces the animated discussions between women of different classes, ethnic backgrounds, sexual orientation and geographical location in their project to restore women to history. ‘Approaches to
Research’ builds on your knowledge gained in ‘Rethinking History’, familiarising you with a variety of methods and sources available, as well as the range of approaches you might hope to embrace in preparing for the writing of your dissertation.

Third Year
‘Ideology, Politics and the Teaching of History’ assesses recent debates surrounding the development and current condition of National Curriculum History as the ‘official’ school history in and for England. The module enables you to engage with practising professional teachers of history in primary and secondary schools who are invited in to discuss their experiences of working with the curriculum. Finally, the dissertation is a piece of independent historical research drawing upon the ideas and positions you have learned about during your studies, giving you the opportunity to develop your own personal approach to the writing and theorising of history.
Women’s and Gender History

Women’s and gender history is one of the most rapid and dynamic growth areas in the discipline of history. The recognition that women have been omitted from the traditional historical record has prompted a wealth of diverse scholarship on women’s economic, social and political struggles throughout the centuries in an attempt to ‘recover’ female visibility in history.

This project has been further expanded by those historians interested in looking more widely at the cultural roles and identities ascribed not just to women but to men as well - we are all gendered! This theme in the programme introduces you to some of this exciting material and its arguably transformative potential for historical research. The modules take a broad chronological and cross-cultural sweep through history, exploring the changing definitions of femininity and masculinity upon the daily lives of women and men from the medieval to the modern periods.

First Year
‘Studies in Gender and History’ provides an introduction to the variety of approaches and themes undertaken by historians of gender including the role of science and medicine in history, the family, educational and employment opportunities, politics and citizenship, religion and war.

Second Year
‘Writing Women’s Histories’ then focuses on the shifting theories and approaches behind the recent historical reconstruction of women’s lives. Challenges posed by writings from non-European (China, India and Africa) or American contexts are particularly highlighted.

Third Year
Two of the modules on the theme of Victorian Britain also deal centrally with gender – ‘Sex, Gender and the Victorian City’ and ‘Men, Women and Religion’. Between them, they explore a critical moment in the making of modern gender identities at home in metropolitan Britain and further afield in the missionary colonies of India, Africa and China. You have the opportunity to focus more specifically on a number of eminent writers and activists on gender within the period, such as Charles Kingsley, Annie Besant, Christabel Pankhurst, Thomas Hughes, Josephine Butler and Florence Nightingale as we explore the relations between religion and gender and the opportunities provided by urban life for new and transgressive forms of sexual and social identity.
Heritage and Public History

This group of modules includes studies in local, public and oral histories and explores how – and why! – archives, artefacts and monuments are preserved and presented. It allows you to appreciate the ways in which we interact with the past, and offers you the chance to focus your studies through field trips, meeting with experienced heritage practitioners and undertaking independent project work and site evaluations.

First Year
You are introduced to various methods in local and public histories, and encouraged to engage with the process of accessing the past both through experience in archival research and in more public forms of history. One module ‘History, Heritage and Interpretation’, taught partly in association with the Weald and Downland Open Air Museum (www.wealddown.co.uk), introduces you to ways in which the past is interpreted at heritage sites and through other media. Another module, ‘The Material World’, introduces you to architecture and everyday objects as historical sources.

Second Year
You may take the ‘Oral History’ option, which critically examines the use of oral testimonies as historical sources and allows students to undertake their own oral interviews. Alternatively, the ‘Work Placement’ module (http://www.chi.ac.uk/department-history/work-placements) offers you the chance to work alongside professionals in a local record office, art gallery, museum or heritage site on your own specified history-based project.

Third Year
‘War, Memory and Political Culture’ allows you to study collective memory and its relation to national identity, while ‘Spaces and Places’ encourages you to explore rural and urban landscapes as heritage, and as vectors of social and cultural ideologies.
Joint Degree Study Options

History can be studied either as a Single Honours degree or in combination with other subjects as a Major, Joint or Minor route.

Ideal History subject partners:

- English
- English and Creative Writing
- International Pathway
- Media Studies
- Theology

Just two of these combined routes are detailed further here:

History and English
This Joint degree is particularly popular with History students as it allows for an exploration of a number of related aspects of historical and literary cultures as well as pursuing theories of active, critical reading and writing that are common to both disciplines. At each level, contextual historical studies of the early modern and modern periods are complemented neatly by the textual analysis of the literary history strand of English Studies. Thus, alongside History modules on early modern English and European societies you are able to study major or lesser-known works from the Renaissance and Restoration periods. Similarly, historical examinations of the nineteenth-century culture and the biographical origins of women’s history can be read alongside major texts of the Victorian period.
History modules that focus on the philosophy of history in contemporary, postmodern and postcolonial cultures are also well paired with English modules such as ‘The Postmodern Novel’, or ‘Racism and the Literary Imagination’. Literary and historical depictions of gender can also be studied in conjunction with each other.

History and Media Studies
On this joint route you are able to pursue your study of a number of media-related themes on the History programme in greater depth and explore further the significance of contemporary cultural forms. Many of these themes are drawn from History modules offered on twentieth-century European culture where the Media Studies component of your degree could include more extensive studies in any of the following:

- European cinema and the filmic representation of national identities;
- Postwar British youth cultures;
- Media representations of gender issues in the popular press and magazines;
- The power of advertising and propaganda in mass political movements such as fascism.
Career Opportunities

The skills obtained through studying History are a frequent passport to success in the world of professional employment.

Completing a History degree at the University of Chichester, whether on its own or in a combination with another subject, will enable you to become proficient in just the sort of transferable skills welcomed by today’s employers.

Analysing and summarising diverse forms of evidence, working to tight deadlines, articulating yourself clearly in written and verbal forms, demonstrating a capacity for reasoned argument and debate: these are all highly desirable aptitudes in the work place.

Recent History graduates from Chichester have gone on to pursue a range of career paths in areas such as business, museum work, the law, teaching, local government, accountancy and journalism. Many of our students have also undertaken further vocational training (PGCE teaching qualification) or research for a higher degree such as an MA or a PhD.
What do the following people have in common?
‘Prince Charles, Gordon Brown, the BBC correspondent Jeremy Bowen, the Bishop of London, the barrister Michael Mansfield, the General Secretary of the TUC, the art critic Sir Roy Strong, the novelist Salman Rushdie, the comedian Sacha Baron Cohen (Borat), pop-singer Neil Tennant, the vice-Chancellor of Oxford University, the ex-England footballer Steve Coppell, millionaire businessman Gerald Corbett and the chairperson of Manchester United?’

Answer: they are all history graduates. They represent just a small sample of the many famous people who studied history at university.

David Nicholls, ‘Famous History Graduates’, History Today Volume 52, no.8: page 49.

Possible Career Options
• Law and civil service
• Archival, library and museum work
• Journalism
• Teaching
• Business
• Heritage management
• Tourism management
• Postgraduate study
• Public administration
• Graduate recruitment programmes
History at the University of Chichester is part of a wider thriving research culture within the Faculty which hosts an annual programme of visiting national and international speakers and runs training sessions and reading groups for postgraduate students.

Every member of the History department is a committed and active researcher who publishes regularly, writes textbooks, contributes to prestigious history journals and speaks at conferences around the world.

We have expert supervision in the following areas:

- Twentieth-century Europe (with a specialist interest in French cultural history)
- Cultural memory of war
- Modern women’s and gender history
- Modern religious history
- Feminist theory and history
- Medieval history
- Early modern political history (Britain and France)
- Heritage studies
- Philosophy of history
- Modern intellectual thinkers
- Rural life
- Early modern England
- British politics 1945-2000
- African Diaspora
- Church History
- Visual culture (Film and Graphic novels)
Our students are the very best form of recommendation for the success of our research degrees. Previous and current students have contributed as assistants on nationally funded research projects, published articles and books on their own research in a number of popular and academic contexts, mounted exhibitions, given conference papers all over Britain and have been successfully appointed to full-time lectureships.

A small number of History bursaries are normally available to support postgraduate research and we welcome both full-time and part-time applications for study.

Find out more
To make an appointment please contact:
Dr Hugo Frey, Head of Department
• Tel: +44 (0)1243 816200,
• Email: hfrey@chi.ac.uk
Recent Research in History and Heritage

Here is just a sample of our team’s recent research publications. Colleagues have written books, edited scholarly collections, and contributed to edited volumes.

Sue Morgan
(Edited) Women, Gender and Religious Cultures in Britain, 1800-1940 (Routledge, 2011)

Amanda Richardson
The Forest, Park and Palace of Clarendon, c.1200-c.1650 (Archaeopress, 2005)

Mark Bryant

Sue Morgan
Masculinity and Spirituality in Victorian Culture (co-edited with A. Bradstock et al) (Macmillan, 2000)

Amanda Richardson
The Forest, Park and Palace of Clarendon, c.1200-c.1650 (Archaeopress, 2005)
Recent Research in History and Heritage

Hugo Frey
Louis Malle (Manchester University Press, 2004)

Andrew Chandler
The Church of England in the Twentieth Century: The Church Commissioners and the Politics of Reform, 1948-1998 (Boydell 2009)

Hugo Frey
Published in Bill Kidd and Brian Murdoch (eds) Memory and Memorials (Ashgate, 2004)

Keith Jenkins
Refiguring History (Routledge, 2002)

Hugo Frey
Published in Yale French Studies (2008)

Hugo Frey
Writing with Christopher Flood, published in James Le Sueur (ed) The Decolonization Reader (Routledge, 2003)
International Exchange Partnerships

History is expanding an extensive range of new study abroad opportunities. Students enrolling at the University of Chichester will have the possibility to take one semester of their BA (Hons) History programme outside of the UK.

Students will be able to benefit from ‘Erasmus’ agreements with universities in Finland (University of Eastern Finland), Belgium (Catholic University of Leuven) and Germany (University of Würzburg).

In addition, the University’s long-term associations with university-partners in Canada and the United States of America mean that History at Chichester is well placed to offer its students a further international dimension to their undergraduate experience.
History welcomes all applicants with the following qualifications:

Entry requirements
• BBB-BCC, normally, but not essentially, including History at A2.
• A pass in an approved ‘Access’ course, or an equivalent qualification.
• A successful completion of a mature student non-standard entry process.
For this pathway please apply directly to Dr Hugo Frey, Head of Department,
Email: h.frey@chi.ac.uk

For further information, please contact
• Laura Beard, History Administrator
  Tel: +44 (0)1243 816162
  Email: l.beard@chi.ac.uk
• Dr Hugo Frey, Head of Department
  Tel: +44 (0)1243 816200
  Email: h.frey@chi.ac.uk

‘If any proper acknowledgement for permission to print images has not been made, copyright holders are invited to contact the university. This text is an educational document. It is not printed for publication or sale.’