



WELSH BACCALAUREATE

Advanced

Individual Project

Aberystwyth University – Department of
History – Russian International Relations



Brief

In 1917, Russia experienced two revolutions which brought an end to the Russian Empire and saw Russia exit the First World War. The rise of the Soviet Union divided the world, leading to the Cold War. The legacies of the Russian Revolution and the Cold War continue to shape the modern world, nearly a century after the Bolsheviks took power and historians continue to discuss the past in order to address the present global situation with respect to Russia. Some have argued that a New Cold War has arisen, as tensions increase once again between Russia and the West, but a deeper understanding of the roots of the conflict between the two sides is needed for us to gain a better understanding of how Russia's relationship with the world in the past shapes her relationship with the world in the present.

Contacts

<http://www.aber.ac.uk/en/history/>



WELSH BACCALAUREATE

Advanced

Individual Project

Bangor University – The School of History, Welsh History and Archaeology – Oral History



PRIFYSGOL
BANGOR
UNIVERSITY

Brief – Oral History

The following could form a basis for your research project.

Since the late 1960s, historians have made increasing use of oral history, in the form of interviews, as a means of unearthing the pasts of individuals and groups in society that would otherwise be neglected or excluded from history. One famous quote about oral history is that it can give a 'voice to the voiceless'. For example, oral history has been extensively used to record the histories of women and ethnic minorities: groups which would otherwise not leave much of a trace of their history in documents and traditional sources, mainly due to their powerlessness and oppression.

Although there are many benefits to applying oral history, not all historians appreciate the technique. According to the historian A. J. P. Taylor, oral history is merely 'old men drooling about their youth'. One issue that's often raised with the use of oral history is the role of memory: its accuracy and the types of things remembered. But, these questions also show the value of oral history, as everyone's experiences, and thus their memory, can be so different.

By now, oral history is used to convey topics as varied as the histories of punk and 9/11. You can conduct oral history research, either by using online oral history resources, or by conducting interviews yourself on a history project that is of interest to you.

Contacts

<https://www.bangor.ac.uk/history/index.php.cy>



WELSH BACCALAUREATE

Advanced

Individual Project

Bangor University – School of
Modern Languages and
Cultures



PRIFYSGOL
BANGOR
UNIVERSITY

Brief – Monuments and History

Monuments are built with the purpose of helping us to remember, and are built to attract attention. Yet once they become ingrained in a busy cityscape, we often walk past them, oblivious to their meaning. As Austrian writer Robert Musil once famously wrote, 'There is nothing in the world as invisible as a monument.'

Monuments may, however, emerge from 'invisibility'. Just as history is written from the perspective of the victor, monuments are built by the winners of history. When regimes change, so too may their monumental landscapes. In the wake of the Third Reich, for instance, Nazi monuments were destroyed; following the fall of communism in Eastern Europe, many a Stalin statue was felled; more recently, the toppling of Baghdad's monument to Saddam Hussein symbolically represented the end of his regime. In turn, destruction often leads to regeneration and to the creation of new layers of memory narratives. A city's memorial landscape – while often seemingly 'invisible' – always has the potential to provoke.

Contacts - <https://www.bangor.ac.uk/ml>



WELSH BACCALAUREATE

Advanced

Individual Project

Cardiff University -

History Department – Aspects of Local Identity



Brief

Local communities often have their own places of worship, which used to (and still do in some cases) have a lot of significance for people, not just in terms of religious practice but also for social and political reasons. Belonging to particular chapels and Sunday Schools formed a large part of local identity in the nineteenth and twentieth centuries. Throughout history, churches and chapels were used to promote ideas and ideals of community living, including political ideals and, in the two World Wars, preaching patriotism and encouraging the congregation to support the war effort. You might want to consider how your local places of worship were involved in the shaping and creation of local identity, socially, politically or otherwise. If their importance has declined in modern times, you could consider what (if anything) fills that gap or performs that function today, and how your community has developed or adapted. Although you can use your local area as a case study, you could also compare with other communities across Wales.

Contacts

<http://www.cardiff.ac.uk/history-archaeology-religion>



WELSH BACCALAUREATE

Advanced

Individual Project

Cardiff University -

History Department – Equality and Diversity (1)



Brief

We like to think that today we are moving towards a fairer and more equal society with opportunities for everyone, regardless of race, colour, religion, language skills, disabilities/physical or mental health challenges, gender identity, sex or sexual orientation. How have we got to this, and what more needs to be done in Wales? What lessons from history (focusing on Welsh history in particular, or perhaps individuals already known to you from the past) can we learn about how people should be treated, what they can achieve, and what they can contribute to the communities in which they live – or indeed to the nation as a whole? Further progress might be made today by educating people about these issues, which can involve uncovering the narrative of a broad theme or by telling the stories/histories of individuals in a variety of creative ways.

Contacts

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WELSH BACCALAUREATE

Advanced

Individual Project

Cardiff University -

History Department – Equality and Diversity (2)



Brief

Considering the current protests in America which are documented and supported on social media like Twitter, using #Ferguson and other hashtags, racial equality is still a hot topic today, particularly as free apps like Storify can create and preserve narratives of events via different social media accounts. Protests about equal rights in Britain have also taken place, impacted by the civil rights movement in the US and the protests against apartheid in South Africa. Social media was not around then, but now it is being used as a tool in the political process and a vehicle for protest. The ways in which people have used the media to help their causes and gather support might be compared and/or contrasted, as many different techniques are used to get support for rallies, demonstrations and even riots, some more effective than others. Different causes may be more or less likely to engage with forms of media, and more or less likely to engage with violent or peaceful forms of protest. These are things that could be considered, perhaps looking at what lessons can be learned from the protests of the past, or how they have impacted the way we protest today.

Contacts

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WELSH BACCALAUREATE

Advanced

Individual Project

Cardiff University -

History Department – Your Local Area



Brief

Every community has a history. Your local area has not just popped out of nowhere – there will be old buildings and landmarks such as old chapels, churches, cenotaphs, graveyards, Working Men’s Institutes, theatres and other things that represent a rich history waiting to be rediscovered. Information about these places can be discovered in your local library or archive, and through the memories of older people in your community. You might consider the story of your community (or just one aspect of it) through one of these local places of interest, including the importance of the place/building in your community today. Or, you might also want to consider whether it is an attraction for visitors to your community and the impact that has on your local area, or ways to re-engage your community with the place in ways that would help with local issues. Although you can use your local area as a case study, you could also compare with other communities across Wales and apply any lessons or observations from successful history/heritage projects elsewhere to your own area.

Contacts

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WELSH BACCALAUREATE

Advanced

Individual Project

Cardiff University - History Department –
People and Local Identity



Brief – People and Local Identity

Even large cities can be made up of smaller groups of people, living close together to share a sense of common ground. You may have certain individuals to thank for the creation or construction of your city/town/village, or a number of migrants moving into the area for work, or a combination of several factors. Certain people across time will have left their marks on your community in many different ways, through politics, helping the local economy, religion, setting up organisations, building or investing in housing or schools or other community places, or simply by helping others.

Lessons can be learned from the people of the past that can be applied to current issues in your community today. Although you can use individuals from your local area as case studies, you could also compare with other key figures across Wales (perhaps someone who contributed to your own area also had an impact on other areas too!) and apply observations and ideas to your own area's current issues and circumstances.

Contacts

<http://www.cardiff.ac.uk/history-archaeology-religion>



WELSH BACCALAUREATE

Advanced

Individual Project

Cardiff University -

History Department – Rebels and Protestors



Brief

Wales has always been involved in big issues, with Welsh landowners fighting in the English Civil War in the seventeenth century (Stuart Period) to the Rebecca Riots, the Abolition of Slavery, Chartism and Suffragettes. There have been anti-war protesters from the pacifists of WWI and WWII to those protesting British involvement in the Middle Eastern conflicts of today, although such protesters have been treated very differently throughout history. Even today, people get involved in political protests for all kinds of reasons and causes and use different methods to protest – some peaceful, others not. Many were executed for their part in political protests and rebellions, while many more were (and are) imprisoned or receive police cautions. To consider issues of how, when, why and what kind of people in Wales protest or rebel, or think about the differences in how people have engaged with politics throughout the ages, you might want to focus on comparing certain events and their impact, or look at a geographical area during one particular time period as compared with today, or chart the history of a community or even a particular family if that is possible.

Contacts

<http://www.cardiff.ac.uk/history-archaeology-religion>



WELSH BACCALAUREATE

Advanced

Individual Project

Swansea University -
History Department –
British Society and the First
World War



Prifysgol Abertawe
Swansea University

Brief

The First World War was a cataclysmic experience for Britain. The war left 700,000 British soldiers dead and a similar number as casualties, meaning that no city, town, or village was left untouched by it. One hundred years on, commemorations of the Great War have shown that the effects of the conflict still resonate locally as well as nationally. The war changed British society; the government geared all of its energies towards winning the war, with propaganda encouraging support for the war effort, the widespread production of munitions seeing women take on new types of work, and the introduction of conscription in 1916 meaning that men were now compelled to fight. Given the war's broad impact upon British society, a project might look at how the conflict was experienced locally, examining the changing role of women, the reasons for men's enlistment, the fate of Germans or other minorities living in the area, or the ways in which the war was commemorated after it finished. A multitude of online resources make this sort of research much more accessible than ever before.

Recommended reading: Adrian Gregory, *The Last Great War: British Society and the First World War* (Cambridge, 2008)

Contact

www.swansea.ac.uk/undergraduate/courses/artsandhumanities/history



WELSH BACCALAUREATE

Advanced

Individual Project

Swansea University -
History Department –
Napoleon



Prifysgol Abertawe
Swansea University

Brief

The Napoleonic Wars had a transformative political, social and cultural impact on Europe. Rising to fame as a Revolutionary general, Napoleon seized control of France in 1799. Simultaneously admired and feared, Napoleon went on to create the largest land empire in Western Europe since the Roman empire. Thousands of men were mobilised both to fight for him and against him. As a proportion of the population the number who died in the Revolutionary and Napoleonic Wars (1792 to 1815) equalled the losses in Europe during the First World War. Napoleon's rise from obscure Corsican nobleman to Emperor of the French seemed, as he himself admitted, like something from a novel. Napoleon, whether represented as hero or villain, is bound into the historical memory and culture of virtually all European states, from Britain to Russia. As a consequence of the Revolution and the Napoleonic Wars our very political language was changed. It was in this period between 1789 and 1815 that concepts of political right and left, liberalism, conservatism, guerrilla and terrorism were forged.

Historians continue to debate the legacy of Napoleon and the wars that bear his name today. To many he was a warmongering tyrant, a precursor to the authoritarian regimes of the twentieth century. To others, he was an enlightened ruler who oversaw the modernisation of western and central Europe, with the Napoleonic conflict giving birth to the modern nation-state and nationalism, notions that are clearly linked with current conflicts. Understanding the Napoleonic period and legacy is a fundamental key to grasping modern European history.

Recommended reading: Andrina Stiles and Dylan Rees, *Napoleon, France and Europe*, 3rd ed. (London, 2009)

Contact

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WELSH BACCALAUREATE

Advanced

Individual Project

Swansea University -
History Department –
Britain at War, 1939-1945:
The Home Front



Prifysgol Abertawe
Swansea University

Brief

The Second World War had a profound impact on British politics, culture and society. The success of the British government's efforts to mobilise its economic and social resources for war depended on planning and organisation of the most detailed kind. Inevitably, the measures implemented had enormous consequences for the country and the population as a whole, and ultimately went far in determining the outcome of the war itself. Indeed, contemporary commentators and historians even suggested that a shared experience brought about by mass participation in war production, evacuation, air raids and rationing, among other aspects of war-time existence, revolutionised British society in ways that could hardly have been imagined during the 1930s.

More recently, however, the notion of 'unity of sacrifice', which came to dominate official discourse during the war years, has been questioned by revisionists who cast a light on the many divisions and conflicts that existed within British society, associated with issues such as class, race and gender, which persisted during the period and which pose challenges to the traditional understanding of the Second World War as 'The People's War'. Attention is now paid to the ways in which the war encouraged a redefinition of the rights of the individual and the needs of the wider community and the extent to which this promoted a political consensus on the future needs of British society, including better housing, welfare provision and education, culminating in a landslide Labour victory in 1945 and the establishment of the Welfare State.

Recommended reading: Angus Calder, *The People's War* (London, 1992)

Contact

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WELSH BACCALAUREATE

Advanced

Individual Project

Swansea University -
American Studies Department –
American Politics – President
Truman and the Atomic Bomb



Prifysgol Abertawe
Swansea University

Brief

The dropping of the atomic bombs on Japan in August 1945, effectively ended World War Two in the Pacific arena. President Truman, just weeks after taking office, made the decision to drop the bombs, without warning, and always argued that the decision saved the lives of many thousands of American servicemen. However, the decision remains highly controversial, and has been seen by some as a political decision, not a military one. Writers such as Gar Alperovitz argue that the decision to drop the bomb was purely down to the desire to create a strong bargaining position against the USSR in the post-war world. This topic gives us chance to look at the decision and justifications of Truman and the responses of politicians and historians and scientists, both at the time, and subsequently, via dairies, letters and memoirs. Politicians and historians continue to debate the reasons for, and necessity of, the dropping of the bombs, which killed over 200,000 people (95% of which were civilians). The 2016 visit to Hiroshima by Barack Obama was the first ever by a sitting American president, once again bringing into focus of the most controversial political decisions in modern times, and the place of nuclear weapons in today's society and their potential devastation.

Recommended Reading: Robert Farrell - *Harry S. Truman and the Bomb – A Documentary History* (Madison, University of Wisconsin, High Plains Press, 1996)

Contact

www.swansea.ac.uk/undergraduate/courses/artsandhumanities/american-studies



WELSH BACCALAUREATE

Advanced

Individual Project

Swansea University -
American Studies Department –
American History – The
American Civil War (1861-1865)



Prifysgol Abertawe
Swansea University

Brief

The American Civil War (1861-1865) divided a nation. Fought between the free North and the slaveholding South, the war claimed the lives of approximately 620,000 soldiers and remains America's deadliest war to-date. The Civil War preserved the Union, ended Confederate hopes for an independent southern nation, and abolished the institution of slavery in the United States. Written contemporary accounts, such as letters, diaries and newspapers, from prominent military figures and common soldiers, from slaveholders to everyday civilians, from men, women and children, rich and poor, white and black, offer historians and others a remarkably detailed, intimate and valuable glimpse into some of the principal events and personalities of the Civil War. Today's historians continue to vigorously debate the wars' origins, course and legacy, attempting to understand and explain areas of historical controversy that are focused on aspects of social, political, economic, racial, gender and military history. The recent milestone 150th anniversary of the Civil War offers an excellent opportunity to reflect on the conflict and its consequences, how it has been remembered, and explore its significance in the twenty-first century.

Recommended reading: James M. McPherson, *Battle Cry of Freedom: The American Civil War* (New York: Oxford University Press, 1988)

Contact

www.swansea.ac.uk/undergraduate/courses/artsandhumanities/american-studies



WELSH BACCALAUREATE

Advanced

Individual Project

University of South Wales – History
Department – The Holocaust

University of
South Wales
Prifysgol
De Cymru

Brief – The Holocaust

The Holocaust is suited to asking - as the author Primo Levi did *If This be a Man* - what allows humans to descend into barbarism? The Holocaust is at the centre of twentieth century history. It distinguishes itself from even the brutalities of Stalin's Russia and the Gulags in that the Third Reich opted to organise and implement the murder of Jewish people throughout occupied Europe for no other reason than their race. As a subject of history, it allows us to investigate what went so horrifically wrong in a country of high culture, high modernity and supposedly 'civilised' European way of life.

Very few of the Jews' fellow citizens stood up for their rights, and an ultra-racist murderous minority in the Nazi leadership was able to bring about a policy of mass murder couched in bureaucratic language and a pseudo-scientific ideology. All these themes, and the role of the Führer, Adolf Hitler, are treated in all their essential details in texts written for A-level and beyond.

There are also warnings from Europe's recent history in the study of the Holocaust. For example, our treatment of minorities in our own communities today, and the tolerance and understanding we should have with those whose view is different from our own.

If to teach is to learn, as one wise saying goes, then to learn is to question. And no subject is so crucial in understanding our recent past as the Holocaust.

Contact

<http://www.southwales.ac.uk/study/subjects/history/>



WELSH BACCALAUREATE

Advanced

Individual Project

University of South Wales – History
Department – The impact of
warfare on combatants

University of
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Prifysgol
De Cymru

Brief – The impact of warfare on combatants

We are marking the passing of a century since the beginning of the First World War. In the UK, after that war memorial were erected across the country, in villages, towns and cities, to commemorate those who had died. Much less attention was given at the time to those who suffered terrible wounds, physical and psychological, on a massive scale, in the battlefields of the First World War.

Historians are learning more about how it led to important changes in fields such as medicine and psychology. Over the last twenty years, there has been a real growth in the medical history of the war and much has been written about medical procedures, training and medical progress. What has received less attention has been the way in which men responded to the extreme violence of combat and yet it is this violence that is at the heart of the war experience.

Personal accounts of wounding are rare because men often did not have the time or the energy to write about their immediate responses to pain and disfigurement. Yet for most men the moment of wounding was the most important moment of their war, possibly the most important moment of their lives. Descriptions of personal injuries highlight the most terrible aspects of warfare: there was the man trapped in no man's land who was in such pain that he ate his own hands, the man whose facial injuries were so severe that his friends were unable to help him and just stared in horror.

Nevertheless, at the time most combatants were dismissive of men who failed to demonstrate suitably masculine courage and were especially hostile towards those who brought injury or disease upon themselves.

Today, events such as the Invictus Games highlight the plight of military veterans who have suffered as a result of warfare, and continue to do so through recent and ongoing wars in Afghanistan and Iraq. Changes in medicine, technology and in social values have led to different approaches to the consequences of warfare and to those whose lives have been dramatically transformed by their direct experience of it.

Contact <http://www.southwales.ac.uk/study/subjects/history/>

WELSH BACCALAUREATE

Advanced

Individual Project

University of South Wales – History
Department – Atlantic Slavery

University of
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De Cymru

Brief – Atlantic Slavery

Today, we hear terrible stories about humans enduring slavery, despite it being illegal in all countries across the world. Some estimates put the figure of people living in slavery at 30 million, while others believe the figure to be considerably larger. The similarities between modern slavery and the Atlantic slave trade of the eighteenth and nineteenth centuries indicate that there are lessons to be drawn from the factors which led to the ending of Atlantic slavery and the efforts to combat modern slavery by organisations such as the United Nations.

It is often thought that slavery ended in Britain in 1807 with the Slave Trade Act, but, in fact, Africans continued to be shipped across the Atlantic until the 1860s. The numbers involved were staggering: 431,000 were landed in the 1820s in Brazil alone. People trafficking continued on this epic scale because slavery as an institution continued to flourish far into the nineteenth century. Slavery persisted in the British and French empires until 1833 and 1848 respectively, and in some parts of the Americas – like Cuba, Brazil and the United States – it expanded enormously.

The ending of Atlantic slavery was neither quick, nor easy, nor straightforward. As late as the 1850s slavery seemed an inevitable part of life in the New World. Yet slavery did perish. Sometimes it did so because of humanitarian campaigning and international agreement between the major European powers. More often though, slavery was ended through violence: by rebellions of the enslaved themselves – like that in Haiti in the 1790s – or through wars brought about disputes over slavery – like the Civil War that broke out in the United States in 1861. Slavery's downfall raises fundamental questions about how historical change comes about.

Contact

<http://www.southwales.ac.uk/study/subjects/history/>