

Autumn Semester, Level 5 module
(Maximum 50 Students)

UCU: 20 Organiser: Dr Jon Gregory

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F3*F2/,A2\

Exam Paper(hrs):

On this module you'll study the development of the English landscape from early prehistoric times to the late Anglo Saxon period. You'll learn to identify and interpret key landscape features from the Neolithic, Bronze and Iron Ages before moving on to study Roman and Anglo Saxon landscapes. Lectures, seminars and field trips will provide you with an introduction to the approaches and sources used by landscape historians and landscape archaeologists. You'll develop your understanding of landscape history through the study of key sites such as Stonehenge, Hadrian's Wall and Sutton Hoo. The chronological approach of the module will provide you with an understanding of long term landscape change, telling the story of the English landscape from prehistory to the eve of the Norman Conquest.

2020/1 - HIS-5011A THE RISE AND FALL OF BRITISH POWER

Autumn Semester, Level 5 module
(Maximum 80 Students)

UCU: 20 Organiser: Dr Geoffrey Hicks

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:A2/*B1\,U

You will examine Britain's expansion and decline as a great power, from the end of the Napoleonic Wars to the mid-twentieth century. During this module, you will consider the foundations of British power, the emergence of rivals, Britain's relationship with the European powers and the USA, and the impact of global war. You will also investigate the reasons for Britain's changing fortunes, as it moved from guarding the balance of power to managing decline.

2020/1 - HIS-5012A VICTORIAN BRITAIN

Autumn Semester, Level 5 module
(Maximum 40 Students)

UCU: 20 Organiser: Professor Anthony Howe

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

You'll examine what made Victorian Britain different, both the past and the present. Starting in 1837 you'll study what made Victorian society different as the world's first industrial

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot: B1/, D1/-H1|H2/-D2

Between the sixteenth and the early nineteenth centuries, the English crossed the oceans and claimed territory on every continent other than Antarctica. This module surveys the creation and growth of British Empire, examining its origins and its impact on an array of peoples. In the context of studying how the empire spread and functioned, we will consider the varied experiences of Africans, Native Americans, Aboriginal Australians, Protestant refugees from the continent of Europe, the peoples of India, the Irish, and British settlers across the globe. The complex, intimate, and often violent interactions of these groups led to ideological battles pitting loyalism against republicanism, for example, and imperial “civilization” against an array of indigenous cultural revivals. At first glance these struggles may seem to place the British against the subject peoples of their empire, but on closer examination it becomes apparent that they fractured nearly every population within the imperial domains. The creative energy of the British Empire stemmed in large part from collaborations between British groups and individuals and segments of their purported imperial subjects in building, reforming, or in some cases seeking to destroy the structures of imperialism

2020/1 - HIS-5059A FRANCE FROM THE ENLIGHTENMENT TO THE BELLE ÉPOQUE

Autumn Semester, Level 5 module

(Maximum 32 Students)

UCU: 20

Organiser: Dr David Gilks

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot: D3/, E2+|C3-A3

You will be introduced to an eventful period of history during which France exercised a preponderant role over European affairs and culture. The module will provide you with the essential background knowledge of political events, revolutions and wars but it will also encourage you to explore deeper social and cultural trends. In the first weeks we will reconsider ‘Old regime’ France, drawing attention to its dynamism and cultural richness before turning to the crises that discredited Bourbon absolutism. In subsequent weeks we will focus on the Revolutionary-Napoleonic epoch: our endeavour here will be to explain why the Revolution was revolutionary in theory, violent in practice and dictatorial in consequence. We will then reflect on the Restoration. Using extracts from Hugo’s ‘Les Misérables’ as our starting point, we will look at how rapid industrialization generated social tensions that successive ministries tried to diffuse through repression and reform. Next, we will look at the France of the Second Republic and Second Empire; our focus here will be Napoleon III’s modernization initiatives and dramatic remodelling of Paris. Finally, we will approach the history of the Third Republic between 1870 and 1914 from three angles: its success in making the populace feel French; science, art and culture; and its nationalistic foreign policy, which contributed toward undermining the general European peace. The seminars for this module will provide us with an opportunity to analyse and discuss in depth an eclectic range of primary sources, including textual documents (in English translation) ranging from

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:H3B2,U

In just a few decades Japan emerged from its feudal and isolationist condition and became a thriving capitalist nation-state with imperialist ambitions on the world's stage. From the mid-nineteenth century onwards, the country re-invented itself, combining the strength of its traditions with Western models of government, economic management, social structure and culture. Samurai gave way to elite bureaucrats; a skilled industrial workforce gradually displaced the peasantry; education expanded with remarkable speed and new infrastructure transformed the physical landscape. New patterns of daily life, social tensions and cultural aspirations accompanied these changes. The aggressive expansionist policy and authoritarianism of the 1930s precipitated the country into a war with devastating consequences, only for Japan to resurrect itself as a global industrial power and stable democracy in the post-war era. This module examines this process of transformation from circa 1850, when Western powers pressured Japan into opening to international trade, to the oil shock of the 1970s that brought an end to Japan's high growth phase. You will pay attention to the intellectual and cultural trends that informed Japan's development, and investigate concepts such as revolution, national identity, civilizational discourse, late imperialism, and historical memory. You will also explore social and economic change as reflected in lived experience, for example in farms and villages at the turn of the century; on the home front during the Russo-Japanese War; in bustling cities during the Taisho era; in colonial outposts before and during the Pacific War; and in occupied Japan afterwards.

2020/1 - HIS-5067A TUDOR ENGLAND

Autumn Semester, Level 5 module

(Maximum 100 Students)

UCU: 20

Organiser: Dr Polly Ha

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:G2+*H2,U

The Tudors are England's most famous royal dynasty. This module seeks to move beyond the traditional stories of Henry's turbulent marriages and Elizabeth's stunning victory over the Spanish Armada. You'll gain a better understanding of the change and turmoil the Tudor century caused, not just to the monarchs themselves but to the lives of their subjects, the everyday people of England. Beyond establishing a strong chronological knowledge of the 16th century and its religious upheavals, the module will consider issues of gender; the changing construction of the social order; the importance and developing role of local elites; problems caused by poverty and dearth; and the position of England within Britain itself and within Europe.

2020/1 - HIS-5073A EARLY MODERN EUROPE: FROM HUMANISM TO THE ENLIGHTENMENT

Autumn Semester, Level 5 module
(Maximum 32 Students)

UCU: 20 Organiser: Professor Tom Licence

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:D1\,D1/-H1|H2/-D2

What is the source of knowledge and authority? Is it the Ancients; is it Divine Revelation; is it Reason? Covering almost 300 years (c. 1500-c.1800), this module is bookended by Erasmus's call to return 'to the [ancient] sources' and Kant's challenge to 'dare to know!' (sapere aude – itself an ancient quotation). Questions of knowledge and authority, and their shifting location, were crucial in the early modern world. They will guide us through our exploration of the period's most significant developments, discoveries, and debates: the revival of Antiquity; the Reformation and Confessionalisation; the proliferation of the printing press and rise of print culture and the Republic of Letters; the European discovery of the Americas; the Scientific Revolution; the articulation of republican and absolutist ideologies; (Neo-) Classicism and Baroque; the Age of Enlightenment; and others. The arts (literature, fine art, theatre, music) will be amongst our main sources of evidence, and we will discuss the paintings of Raphael and Rubens and the operas of Monteverdi and Mozart, both for what they tell us about other developments and about transformations in the arts themselves.

2020/1 - HIS-5074A BRITISH INDIA: EMPIRE, NATION AND THE PEOPLE IN SOUTH ASIA

Autumn Semester, Level 5 module
(Maximum 36 Students)

UCU: 20 Organiser: Dr Shinjini Das

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:TBC

This module explores the enduring historical ties between South Asia and Britain, and how these ties have fundamentally shaped the history of both these regions. Between the mid eighteenth and mid twentieth centuries, much of South Asia was part of the British Empire and was referred to as British India. Today, South Asia (which includes India, Pakistan and Bangladesh) plays a significant role in international politics and globalisation. Marked by intense ethnic, ecological and linguistic diversity, South Asia is home to the world's largest constitutional democracy, as well as the world's second largest population. This course is an introduction to the major themes in the history of British India. It does not assume prior knowledge and familiarises students with key events in the development of British rule in the region and its impact in shaping the emergence of modern South Asia. We will examine major social, economic, cultural and political developments in the subcontinent during the British period, including British early military conquests, the enactment of social and agrarian reforms, the Mutiny of 1857, the rise of anti-imperial nationalism and the Indian National Congress, Hindu/Muslim communal tensions, Gandhian politics, the establishment of a constitutional democracy in India, the partition of the subcontinent, the end of British rule

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:B1-D1\

This module explores the eventful and troubled history of modern Iraq. Taking its starting point in the nineteenth century, when Iraq was part of the Ottoman Empire, the module explores how the country came under British tutelage following the Great War and how it subsequently experienced a turbulent history as various political actors sought to wrest control of the newly established state. The module pays special attention to key moments when the course of Iraq's history changed, such as wars, military coups, and revolutions, but also periods in between when society returned to some sort of normality. It will particularly focus on the rise of political ideologies, especially Arab nationalism, and its local counterpart, Iraqi nationalism – but also other ideologies such as socialism, communism and Bathism. Saddam Hussein's domination of the country (1979-2003) is also an important element of the module.

2020/1 - HIS-6023A YOUTH IN MODERN EUROPE

Autumn Semester, Level 6 module

(Maximum 34 Students)

UCU: 30

Organiser: Dr Matthias Neumann

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:D1-H1

The importance of youth as a driving force for social change has been recognised by many historians. Young people were often at the forefront wherever revolutions took place, wars were fought and tensions in society erupted. However, the historical study of youth is still a relatively young discipline. This module uses 'youth' as a prism to study key themes in 20th century European history, such as the experience of war, life under dictatorship and the *longue durée* of social change. We shall examine the diverse experience of youth in Western and Eastern Europe during war and peace times, including the Communist and Nazi state-sponsored youth systems, and also the way in which generational experience and conflicts became underlying forces for social and political change. The module employs a strong comparative approach and countries studied include France, Britain, the Soviet Union, West and East Germany, Poland, Hungary and Czechoslovakia. The seminars will be accompanied by several film screenings.

2020/1 - HIS-6026A VICTORIAN UNDERWORLDS

Autumn Semester, Level 6 module

(Maximum 30 Students)

UCU: 30

Organiser: Dr Amanda Dillon

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:C1/-B3\C2-D3\E2+-C3

You will be introduced to the darker side of life in Victorian Britain. Though this was undoubtedly a period of economic prosperity, not everyone shared in the gains. You will look at those who, for reasons of poverty or 'deviance' were confined to the margins. Topics include the criminal and insane, gender and insanity, prostitution, drink, slums, the London Irish, and Jack the Ripper. By looking at the margins and the misfits, we will seek to gain a deeper understanding of British society in the 19th century.

2020/1 - HIS-6078A ROBIN HOOD: THE MEDIEVAL OUTLAW IN HISTORY AND LEGEND

Autumn Semester, Level 6 module
(Maximum 17 Students)

UCU: 30 Organiser: Professor Stephen Church
(UG) MODULE - 40% PASS ON AGGREGATE
Module Type: Coursework
Timetable Slot:C1*C2*C3

We will examine the wider subject of resistance to royal authority by men who become outlaws and their portrayal in popular legend from the Norman Conquest of England to the twentieth century, with its focus being the outlaw for whom the name Robin Hood has become an archetype. We will examine the stories of medieval outlaws before going on to look at the Robin Hood tales in particular. We will then follow Robin Hood into the early and modern periods, through children's literature and on into the modern renditions of Robin Hood in film and in pantomime.

2020/1 - HIS-6081A SLAVERY IN THE EARLY MODERN ATLANTIC WORLD

Autumn Semester, Level 6 module
(Maximum 18 Students)

UCU: 30 Organiser: Professor Geoffrey Plank
(UG) MODULE - 40% PASS ON AGGREGATE
Module Type: Coursework
Timetable Slot:C1-B3\

This module begins by surveying African, Native American and European labour regimes in the fifteenth century in order to establish a foundation for studying the transformations that followed European imperial expansion and the inauguration of the transatlantic slave trade. We will examine the process of enslavement in Africa, North America, and the Mediterranean; the ransom, exchange and sale of captives; and the development of slave markets in the European colonies in the Americas. We will study childhood and family life in various enslaved communities; the material lives of slaves and the rise of distinct cultures within the African diaspora. We will compare the Portuguese, Spanish, Dutch, French and British Empires with regard to the practice of slavery. We will also trace patterns of slave resistance, escapes, rebellions, and the creation of maroon communities. The semester will end with an examination of the tangled international politics surrounding the abolition of the

transatlantic slave trade and the end of plantation slavery across the Atlantic World.

2020/1 - HIS-6082A GRAND STRATEGY

Autumn Semester, Level 6 module

(Maximum 18 Students)

UCU: 30

Organiser: Professor David Milne

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F2-A2\

This module examines the theory and practice of grand strategy in historical and contemporary contexts from a variety of analytical perspectives. It defines grand strategy as 'the calculated relation of means to large ends'. It focuses on how parts relate to the whole in whatever an individual, a corporation or a nation might be seeking to accomplish. The strategists considered range over some two and a half millennia. Some represent the best thinking and writing on this subject; others exemplify success and failure in the implementation of grand strategy.

2020/1 - HIS-6085A THE ROAD TO ARMAGEDDON: BRITAIN AND THE ORIGINS OF THE FIRST WORLD WAR

Autumn Semester, Level 6 module

(Maximum 17 Students)

UCU: 30

Organiser: Professor T.G. Otte

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:B1*B2*B3

Exam Paper(hrs):2

The First World War was the 'seminal catastrophe' of the twentieth century (George F. Kennan). It was, perhaps, the most crucial event in the self-elimination of Europe as the power-house of international politics. It also marked the beginning of the decline of Britain as a great power. We seek, through the study of relevant case studies, to examine Britain's changing relations with the other Great Power relations during the period between the close of nineteenth century and the July crisis 1914. The primary focus will be on diplomacy and strategy in action, on arms races on land and at sea, on foreign policy-making and on the factors, internal and external, which influenced decisions.

2020/1 - HIS-6086A CAMPS IN HISTORY AND MEMORY: THE 20TH CENTURY IN DETENTIONS, MIGRATIONS, AND EXPLOITATION

Autumn Semester, Level 6 module

(Maximum 100 Students)

UCU: 30

Organiser: Dr Sherzod Muminov

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:E2+-C3

The late philosopher Zygmunt Bauman called the 20th century 'a century of camps'; for him, camps were testing grounds for totalitarian regimes. In this module, we will study the history of the violent last century through the unique lens of camps: concentration camps, forced labour camps, POW camps, refugee camps, and others. Through diverse material selected for the course, we will analyse the well-known events of the 20th century by looking at camps as places of detention, indoctrination, re-education, labour exploitation, and extermination. This unique angle provides insights into the politics of great totalitarian powers, as well as their models for organising and governing society and interacting with other nations of the world. Camps did not appear out of nowhere; each place of detention was part of an institutional network driven by divergent aims: to contain, correct, re-educate, punish. We will study these networks within their historical contexts, using diverse materials specific to each case. Also, a study of camps cannot be limited to camp walls and barbed wire; while static themselves and built to limit people's movements, camps were ironically dependent on the movements of people from place to place. Thus a study of camps inevitably involves the study of forced migrations. To acquaint you with the less studied side of global, regional and transnational interactions, this module will use a variety of sources, analyses, and methods in order to make sense of international regimes of detention, control, and punishment.

2020/1 - HIS-6092A GLOBAL APPETITES: SUGAR & SPICE AND COFFEE & RICE

Autumn Semester, Level 6 module

(Maximum 18 Students)

UCU: 30

Organiser: Dr Emily Cockayne

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:A5*A6*A7

For all people, from kings to commoners, daily life in the early modern period revolved around the consumption of food. Preparing, presenting, and eating food was central to social lives and had cultural significance. Food played a major role in political developments at international, national and local levels, with concern focused on regulation, the avoidance of contamination, agricultural improvement, nutrition, and imperialist expansion. During the early modern period, economic cycles were dependent on the weather, which affected local harvests. Many exotic new foodstuffs arrived in Europe during this time. Spices from the East such as cinnamon and nutmeg gave flavour to products which would become staples, such as rice and potatoes. New fruits and vegetables such as tomatoes and pineapples were often initially greeted with scepticism. This module will consider the history of food from various perspectives: production, distribution, regulation, preparation, consumption, and conflict. It will draw upon a variety of historical and geographical contexts to examine how people came to eat what they ate – with Europe being the main focus, but also widening the scope to take in foodstuffs transported from right across the globe. The study of early modern food allows for the assessment of change over a broad span of time. It allows you to evaluate ways that

historians can study individuals and groups according to consumption rates, patterns and habits. Case studies will help to consider whether historical generalisations can be made. Close and critical reading of secondary sources will ensure that students will learn how to evaluate methodologies created to uncover lived experiences amongst people now long dead. Each week will focus on particular types of food or foodstuff consumption, using textual sources (diaries and other personal accounts, printed civic minutes, literature, ecclesiastical and criminal court records), as well as images and artefacts. By introducing you to food-based archaeological findings and museum holdings, you will be able to forge links between the people of the past and their lived experiences and to consider material culture more directly.

2020/1 - HIS-6099A MEDIEVAL NORWICH: CONNECTIONS AND COMPARISONS

Autumn Semester, Level 6 module
(Maximum 16 Students)

UCU: 30 Organiser: Professor Tom Licence
(UG) MODULE - 40% PASS ON AGGREGATE
Module Type: Coursework
Timetable Slot:D1*D2*A3

Conquest, religious persecution, riot, civil war—between the eleventh and fifteenth centuries Norwich was the arena for all of these contests over power. Uniquely among English cities, many of the buildings and streets in which these conflicts occurred remain today, enabling us to walk in the footsteps of medieval kings and queens, noblemen and noblewomen, monks and nuns, saints and heretics, and merchants and artisans. In this module, the city itself will be our primary source. Through field trips to places that may include the Guildhall, cathedral, Dragon Hall, or other local sites, we will analyse the ways in which different groups within medieval Norwich navigated urban space and moulded the landscape to accomplish their objectives. In addition, we will consider Norwich's position as a thriving commercial centre with strong links to London, the Low Countries, France, and Germany. How did the relationships that residents of Norwich had with other towns and polities influence the cultural habits and political strategies adopted by its residents? Did the writings of female mystic Julian of Norwich, the anti-semitic legend of William of Norwich, and fifteenth-century popular rebellions stem from circumstances unique to Norwich, or did they represent wider European trends? And to what extent were events occurring in Norwich meaningful to those who lived outside the city? Through analysing the buildings, texts, and spaces of medieval Norwich we will evaluate the extent to which this English provincial city shared a common culture with Paris, Ghent, Florence, and other great European cities of the age.

2020/1 - HIS-6100A QUEENS AND QUEENSHIP IN EARLY MODERN EUROPE

Autumn Semester, Level 6 module
(Maximum 18 Students)

UCU: 30 Organiser: Dr Silvia Evangelisti
(UG) MODULE - 40% PASS ON AGGREGATE
Module Type: Coursework
Timetable Slot:H3-C1\

and the conversion to Christianity 8. Viking Kingdoms – State Formation in Scandinavia 9. International Networks – Viking Trade in Europe and beyond 10. Viking Culture – Literature and Art 11. Round up and conclusion – the Vikings as an international catalyst for change in early medieval Europe