

2020/1 - HIS-4006B THE AGE OF EXTREMES: EUROPE 1918 - 2001

Spring Semester, Level 4 module
(Maximum 304 Students)

UCU: 20 Organiser: Dr David Gilks

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:C1E2+,G1\,G1

This module conveys the rich complexity of twentieth-century Europe, encouraging you to look afresh at the period. In hindsight, the epithet 'age of extremes' best describes the contradictory characteristics of a century during which total war and genocide were accompanied by growing humanitarianism, state health care and the advance of human rights. Naturally, developments during the first decades of the twenty-first century have forced historians to reconsider and revise once-accepted narratives about European modernization. Just as the trend toward increasing integration, harmonization and homogenization seems questionable in light of the crisis of the European Union; Islamism and Islamophobia believe the idea that modernization resulted in secularization and tolerance. Similarly, the demonstrable power of international finance and supranational assemblies counters narratives of popular empowerment through the triumph of representative democracy. The lectures examine themes in their respective chronological contexts: the age of catastrophe; the age of the post-war 'economic miracle'; and the making of contemporary Europe. Rather than dwelling on familiar aspects of the century that you may have previously studied, the module will also expose you to the history of Europe after 1945, Central and Eastern Europe, and developments in the US and colonies that shaped the continent. Instead of focusing narrowly on high politics, international relations and warfare, the module also aims to allow you to re-examine the century through the study of the history of population movements, land uses, urban planning and attitudes toward the past.

2020/1 - HIS-4009B HISTORY, CONTROVERSY AND DEBATE

Spring Semester, Level 4 module
(Maximum 260 Students)

UCU: 20 Organiser: Mr Richard Deswarte

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F1\,U

This module challenges you to reflect on the nature of history: what it means for historians; what it means for the wider public and contemporary society; and what it has meant in the past. You'll explore the key approaches to the study of history and the conduct of historical research. You'll consider how historians have written history in the past and how they engage with it in the present; the relevance and challenges of sources and evidence; how historians present their interpretations, and the ways in which they debate amongst themselves. You'll come away with an understanding that history is rarely about the 'right' answer, but rather a series of ways of understanding and interpreting the past. You'll focus in particular on

historical debate and how you can effectively analyse and interpret it. Through a mixture of both historical interpretation and historiography, you'll develop key study and transferable skills.

2020/1 - HIS-4010B THE CATASTROPHIC FOURTEENTH CENTURY

Spring Semester, Level 4 module
(Maximum 36 Students)

UCU: 20

Organiser: Professor Mark Bailey

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:TBC

The fourteenth century represents a major watershed in the course of global history, and the major contours of change are explored through this outline study of events in England between c.1300 and c.1400. Foremost among those changes stands the Black Death of 1348-9, which is now recognised as the worst single catastrophe in documented history. The second plague outbreak of 1361-2 represents the second greatest health crisis of the second millennium. The pathogen that caused both epidemics has the dubious honour of being the worst killer in history. It is still present in five continents of the world, and, if antibiotics do become ineffectual during the course of our own century, then the Black Death will represent the greatest pathogenic threat to humanity. Historians have long debated whether the Black Death was a major turning point in history or a mere accelerator of trends already in motion. Part of the difficulty in assessing its impact is that it was just one of a number of major catastrophes to strike during the fourteenth century. The others were the Great Famine of 1315-17, the worst famine of the last millennium; the great cattle epizootic of 1318-19, the worst livestock disease of the millennium; and the Peasants' Revolt of 1381, the worst civil uprising in English history. Modern science has cast new light upon the causes of these extreme epidemics and famines, and in doing so has revealed the dramatic instability of the climate as world temperatures cooled and the Little Ice Age began. Catastrophes of this magnitude and frequency reveal to the historian a great deal about human society, its beliefs and responses, and the resilience of its institutions. This was also a period of political turmoil. In 1326 Edward II was the first king to be removed violently from the throne since Harold in 1066, and a similar fate befell Richard II in 1388. Both were murdered subsequently. Despite these catastrophic events, English kings waged war as if nothing had happened and the English government greatly extended its powers to regulate the life of ordinary people in new and contentious ways. The foundation stones of modern state finance and labour legislation were laid in the fourteenth century. Central institutions of English life—such as the pub and the magistrate—also emerged. Catastrophes create opportunities, too, and the English response to those opportunities was markedly different to many other parts of Europe. At the start of the century, its society, economy and political institutions all lagged behind developments in the leading regions of Europe. At the end of the century, however, England was one of the regions diverging from the rest of the continent and taking the first tentative steps towards modernity. Some historians argue that women's work and marriage patterns were transformed after the Black Death, and the modern nuclear family emerged. This module provides you with an entertaining, fresh and fascinating introduction to medieval history, whilst revealing how some of the most significant institutional features of modern Britain began to take shape during this period. The assessment regime includes a group

presentation to encourage collaboration with other first year historians.

2020/1 - HIS-4011B HUMAN RIGHTS, DIGNITY AND GLOBAL JUSTICE

Spring Semester, Level 4 module
(Maximum 36 Students)

UCU: 20

Organiser: Professor Cathie Carmichael

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:TBC

The objective of this module is to understand how human rights developed as a global and transnational idea and set of practices in the post-1776 period. The module looks at the emergence of human rights as a set of ideas from their conception in the eighteenth century, through the development of political rights and humanitarianism in the nineteenth century, through to the United Nations Declaration of Human Rights (UDHR) and into the post World War Two period of decolonisation and sustainable development goals. In the seminar discussion, we will focus on key texts, examine crucial political events and follow the ideas of important thinkers.

2020/1 - HIS-4012B WITCHCRAFT, MAGIC AND BELIEF IN EARLY MODERN EUROPE

Spring Semester, Level 4 module
(Maximum 256 Students)

UCU: 20

Organiser: Dr Emily Cockayne

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:H3F2\,G1\,G1

Exam Paper(hrs):

You will examine the history of early modern Europe through the history of witchcraft, witch-beliefs, and especially witchcraft prosecutions after 1500. Through learned demonology and folk traditions, you will explore the development of the idea of the witch, and see how during the turbulent era of the Reformation this thinking translated into legal trials and, occasionally some savage witch-panics. You will look in detail at subjects such as gender, fear and anxiety, state building, and scepticism, ranging across early modern Britain, continental Europe and colonial America.

2020/1 - HIS-5003B THE ENGLISH LANDSCAPE 1066 TO 1600

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20

Organiser: Dr Sarah Spooner

(UG) MODULE - 40% PASS ON AGGREGATE
Module Type: Examination with Coursework or Project
Timetable Slot:F3*F2\F2/
Exam Period:SPR-02

You'll examine the development of the English countryside during the Middle Ages. You'll discuss the nature of rural settlement, high status buildings and landscapes and 'semi-natural' environments.

2020/1 - HIS-5004B LATIN FOR HISTORIANS

Spring Semester, Level 5 module
(Maximum 0 Students)

UCU: 20 Organiser: Dr Stephen O'Connor

(UG) MODULE - 40% PASS ON AGGREGATE
Module Type: Examination with Coursework or Project
Timetable Slot:C1-B3\
Exam Period:SPR-02

This module provides an introduction to the linguistic skills in Medieval Latin which enable students to read administrative documents such as charters, accounts, court rolls, etc. It is particularly suited for those who intend on proceeding to postgraduate study in aspects of the past, such as medieval history, which require a reading knowledge of Latin. This course is not intended for students who have already studied Latin at A-Level or equivalent.

2020/1 - HIS-5007B FROM HASTINGS TO THE HUNDRED YEARS WAR: NORMAN AND PLANTAGENET ENGLAND 1066-1307

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20 Organiser: Professor Nicholas Vincent

(UG) MODULE - 40% PASS ON AGGREGATE
Module Type: Examination with Coursework or Project
Timetable Slot:H3/*B3/, C1\C1/B3\
Exam Period:SPR-02

This module examines a critical period in English History. We begin with the Conquest of England by the Normans and look at the ways in which as a consequence England was drawn into European affairs. The midpoint is the loss of those continental lands in 1204 and the Magna Carta crisis of 1215. We then explore the domination of Britain by the English kingdom and end with the start of England's next great European adventure, The Hundred Years War.

2020/1 - HIS-5009B FROM AGINCOURT TO BOSWORTH: ENGLAND IN THE WARS OF THE ROSES

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20

Organiser: Dr Eliza Hartrich

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:A2/*H1,U

Exam Period:SPR-02

You will explore one of the most turbulent and dynamic periods in English history: c.1400-1485. In addition to exploring the narrative of events as it unfolded chronologically you will also learn about topics such as: theories of medieval kingship, the relationship between church and state, the relationship between England and Continental Europe, medieval warfare, chivalry and knighthood, the relationship between national and local concerns, and the opportunities for people of all genders to participate in political struggle. You will have the opportunity to read a wide range of primary sources as well as considering key historiographical debates. Upon completion of the module, you should have a more nuanced understanding of the exercise of power in the 15th century and how the deeds and decisions of those in charge impacted the lives of people further down the social spectrum. You should also have honed your skills in primary source analysis and historiographical scrutiny.

2020/1 - HIS-5013B THE BRITISH WORLD

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20

Organiser: Dr Camilla Schofield

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:C3,A4*A5/A7*A8

Exam Paper(hrs):2

Exam Period:SPR-02

This module surveys the history of the British Empire from the mid-19th century to the years of decolonization. How did Britain come to rule the largest empire in world history and what factors brought about the empire's eventual demise? At its height in 1919, the British Empire stretched over a quarter of the globe and included almost a third of humanity, with a staggering 458 million people spread across 13 million square miles. In this module, you will be introduced to the diverse groups of British people who manned the empire - including missionaries, soldiers, settlers and colonial civil servants - and to the various ways that colonised people survived and contested British colonial domination. You will discover what everyday life was like under British colonial authority in the 19th and 20th centuries. We will investigate key moments of crisis in the empire, from the Indian Rebellion of 1857 to the Mau Mau Uprising in Kenya in the 1950s, considering the local and global causes of these events, what people in these anti-colonial movements were fighting for, and how they came to transform global understandings of political sovereignty, citizenship and racial equality.

2020/1 - HIS-5017B NAPOLEON TO STALIN (and beyond): THE STRUGGLE FOR MASTERY IN EUROPE

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20 Organiser: Dr Jayne Gifford

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:G1B1\, B1/|D1\D1/

Exam Period:SPR-02

This module deals with the rivalries of the Great Powers from the end of the Napoleonic Wars to the onset of the Cold War and its end with the collapse of the Soviet Union in 1991. We shall be examining topics such as the Vienna system; the Crimean War; Italian and German unification, the origins of the First and Second World Wars and the Cold War period.

2020/1 - HIS-5048B THE MODERN MIDDLE EAST

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20 Organiser: Dr Johan Franzen

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:F1,U

Exam Period:SPR-02

We will look at the modern history of the Middle East, primarily concerning the political history of the region as well as relations between Middle Eastern countries and Western powers. Our aim is to encourage you to think critically about historical processes of state formation, the legacy of colonialism/imperialism, the role of culture and identity, and the significance of natural resources and economic factors.

2020/1 - HIS-5050B PROPAGANDA

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20 Organiser: Dr Mark Thompson

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:A1/,U

Exam Period:SPR-02

This module introduces you to the history and theory of propaganda, and its role in society. You'll consider what constitutes and defines propaganda. Focusing on the 20th century, we examine propaganda in a range of political settings, both totalitarian and democratic, in the local context of the relationships of power and communications. The module is structured chronologically, starting with the development of propaganda during World War I and finishing with a consideration of propaganda in the 21st century.

2020/1 - HIS-5057B TWENTIETH-CENTURY BRITAIN, 1914 TO THE PRESENT

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20 Organiser: Professor Anthony Howe

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:E1D1/U

Exam Period:SPR-02

The Great War transformed domestic expectations and ushered in an age of Mass Democracy and economic hardship. After 1945 the welfare state and full employment saw rising affluence, accompanied by the emergence of youth cultures, a sexual revolution and new forms of radicalism and identity politics. The economic crisis of the 1970s sped-up deindustrialisation whilst the neoliberalism of Thatcher and her successors deepened inequalities and stoked nationalist sentiment. We explore the social, political and economic history of these tumultuous years.

2020/1 - HIS-5060B HISTORY OF MODERN ITALY

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20 Organiser: Dr Matthew D'Auria

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination

Timetable Slot:F2\, A2\GI/-H2\

Exam Period:SPR-02

Since the unification of the states of the Italian peninsula, the history of modern Italy has been the subject of intense historical debate. Modern Italy has often been cast as a 'weak' state and 'fragile' nation, riven by particularism and by competing secular and religious ideologies, 'economically backward', less successful than its national neighbours, and 'the least of the Great Powers'. More recent historiography has sought to challenge or modify these perceptions in a number of ways, and this module examines modern Italian history from unification to present day, in the light of these ongoing historiographical debates. a) Italian nationalism, the process of Italian unification and the attempts to create national unity after 1870; b) The relationship between socio-economic change and political development in Liberal Italy; c) The impact of the First World War on Italian society and politics; e) The

nature of the Fascist regime and its impact on Italian society; f) The radicalisation of the regime, its racial policies and the quest for Empire; g) Italy's role in World War II, the reasons for the collapse of the Fascist regime, and the emergence of civil war. h) Italian history since 1945

2020/1 - HIS-5063B WOMEN, POWER AND POLITICS II, THE DUCHESS OF DEVONSHIRE TO NANCY ASTOR

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20 Organiser: Dr Jennifer Davey

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot: F2/, A2|G1/-H2\

Exam Period: SPR-02

We will explore female involvement in politics, from the Duchess of Devonshire's infamous activities in the 1784 Westminster election until 1919, when Nancy Astor became the first woman to take her seat in the House of Commons. We will examine topics including the early feminists, aristocratic female politicians, radical politics and the suffragettes, and will investigate the changes and continuities with female engagement with the political process from the eighteenth century through to the twentieth century.

2020/1 - HIS-5065B FROM STALIN TO PUTIN: THE LONG SHADOW OF THE WAR

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20 Organiser: Dr Francis King

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot: A1\,U

Exam Period: SPR-02

World War II and the immense sacrifices the Soviet people made in defeating Nazism left multiple long-lasting legacies that shaped the multi-ethnic Soviet and post-Soviet Russian state, society and economy. This module aims to give you a better understanding of the state of contemporary Russian politics, society and economy through detailed historical enquiry of Russia's path since 1945. It is divided into two main parts: in part one you will examine key periods of post-war Russian history in chronological order, and in the second part you will look more closely at key contemporary in their historical perspective. These will include the question what it meant to be Soviet and its legacy; geopolitical imperatives, which only recently led Putin to invade Crimea; identity politics and historical commemoration; the transition of the economy from a planned economy to a market economy; and the complex mutations and adaptations of power structures in Russia that gave birth to Putin's 'managed democracy'.

2020/1 - HIS-5066B ANATOMY OF A CITY: PARIS, 1682-1815

Spring Semester, Level 5 module

(Maximum 999 Students)

UCU: 20

Organiser: Dr David Gilks

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:D3\, E2/-C3

Exam Period:SPR-02

Through this module, you will encounter the largest, most dynamic city in the wealthiest and most populous nation in eighteenth-century Europe. Against a backdrop of France's fraught politics between the age of Louis XIV and the Revolutionary-Napoleonic era, you will gain an intimate sense of Paris as a changing urban space that provided a stage for radical experimentation in everything from art and fashion through to high finance and luxury lifestyles. You will grasp how Paris during the enlightenment functioned at different levels, from the removal of garbage to enforcement of justice. This module will involve delving into a rich variety of textual and visual sources alongside extant material evidence from the city itself.

2020/1 - HIS-5067B STUART ENGLAND

Spring Semester, Level 5 module

(Maximum 999 Students)

UCU: 20

Organiser: Dr Joel Halcomb

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:B1F2\, H2/'G1/

Exam Period:SPR-02

We will explore the dramatic century of Stuart rule in England. This 'century of revolution' included the union of the English and Scottish crowns, the dramatic upheaval of the civil wars, and the continued political instability that led to the birth of political parties and the Glorious Revolution. While exploring these political themes we will also consider developments such as: the birth of modern news culture, crowd politics, civil society and coffee shops, the origins of empire, state formation, and the emergence of England as 'a nation of shop keepers' and Europe's great 'constitutional monarchy'.

2020/1 - HIS-5069B AMERICA IN THE WORLD: THE HISTORY OF U.S. FOREIGN RELATIONS

Spring Semester, Level 5 module

(Maximum 999 Students)

UCU: 20

Organiser: Professor David Milne

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Exam Paper(hrs):

This module offers a critical introduction to understanding America's role in the world. It provides historical and political analyses of U.S. foreign relations, looking at the themes and traditions that have shaped America's increasing influence in global affairs during the twentieth century up to the present day. From the war of 1898 to the conflicts of the early twenty-first century, it examines how and why the U.S. relationship to the world has changed. Has the United States helped or harmed the rest of the world during its rise to world power? In discussing foreign relations, the course analyses political and diplomatic elites, but also, the role of foreign actors and private organisations, from religious groups to citizen organisations to NGOs, in defining America in the world. It also engages with important contemporary trends in the historiography of U.S. foreign policy – regarding race, gender, modernization, and the 'cultural turn' – and connects these to emerging trends in the fields of American Studies and international relations. Has the United States helped or harmed the rest of the world during its rise to world power? Why has it been, and continues to be, involved in every corner of the globe? This module offers a critical introduction to understanding the history of U.S. foreign relations. You will explore the key themes and traditions that have informed America's approach to international affairs, from foundational ideas in the eighteenth and nineteenth centuries to increasing influence in the twentieth and twenty-first centuries. In addition to analysing traditional political and diplomatic issues, you will consider the link between foreign and domestic policies, and the role of various state and non-state actors that have shaped America's actions abroad. You will work with original primary sources, the latest secondary literature, and a range of cultural and political texts including speeches, newspapers, and editorial cartoons. This broader consideration of foreign relations history engages important contemporary trends in the historiography of U.S. foreign policy – regarding race, gender, and the "international" and "cultural" turns – and connects them to emerging trends in the fields of American history and international relations. As a result, you will gain a detailed understanding of the history of U.S. foreign relations and the legacies that continue to shape debates about America's role in the world today. Has the United States helped or harmed the rest of the world during its rise to world power? Why has it been, and continues to be, involved in every corner of the globe? This module offers a critical introduction to understanding the history of U.S. foreign relations. You will explore the key themes and traditions that have informed America's approach to international affairs, from foundational ideas in the eighteenth and nineteenth centuries to increasing influence in the twentieth and twenty-first centuries. In addition to analysing traditional political and diplomatic issues, you will consider the link between foreign and domestic policies, and the role of various state and non-state actors that have shaped America's actions abroad. You will work with original primary sources, the latest secondary literature, and a range of cultural and political texts including speeches, newspapers, and editorial cartoons. This broader consideration of foreign relations history engages important contemporary trends in the historiography of U.S. foreign policy – regarding race, gender, and the "international" and "cultural" turns – and connects them to emerging trends in the fields of American history and international relations. As a result, you will gain a detailed understanding of the history of U.S. foreign relations and the legacies that continue to shape debates about America's role in the world today.

2020/1 - HIS-5072B FREEDOM - THE HISTORY OF A DREAM

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20

Organiser: Dr Matthew D'Auria

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:H2\, H2/D2

Exam Period:SPR-02

The idea of freedom is one of the cornerstones of modern European political thought. And yet, few ideas, in the history of early-modern and modern Europe, have been more misused, misunderstood, and manipulated. The aim of this module is to offer a survey of the different meanings that the idea has acquired between the seventeenth and the nineteenth century. The history of the Age of the Enlightenment, the French Revolution, and the Restoration will be central to this module. We will consider the ideas and works of several authors, including Locke, Montesquieu, Rousseau, Tocqueville, Mill, etc. and their readings of the events they witnessed. It will also consider the relationship between ideas of freedom and other crucial notions – justice, community, nation, etc. But, above all, it will call attention to the ambiguity underlying its various meanings. With reference to the latter point, two main issues will be particularly significant. First, if freedom can only exist if there are limits to it (G.W.F. Hegel), then how have limits been established? Second, since freedom can never be given by others but must always be taken from them (Hannah Arendt), then the question is to what an extent the use of violence has been deemed legitimate in the pursuit of freedom in European history? Concerns as these will be central to our seminars and lectures. This module does not require a knowledge of political philosophy or political theory.

2020/1 - HIS-5073B GLOBAL HEALTH HISTORIES: FROM COLONIAL MEDICINE TO INTERNATIONAL HEALTH AND BEYOND

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20

Organiser: Dr Chris Wilson

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:TBC

Exam Paper(hrs):2

Exam Period:SPR-02

This second-year level 5 module offers students a broad overview of key themes, developments, and arguments in the history of global health and medicine, from its roots in nineteenth-century European empire through twentieth-century decolonisation and into our present postcolonial moment of global health. This course does not assume prior knowledge either of the history of medicine, or of world history and the history of colonialism and decolonisation, but is organised broadly chronologically so that students gain a solid

grounding in sweeping changes over time in the history of global health. This module equips students to make sense of the contemporary global health landscape. What is the relationship between power and medicine? In what ways have colonial medicine and international health been shaped by issues of race and gender? What role did western medical knowledge play in controlling and governing imperial peoples and landscapes? How was western medicine appropriated, resisted and reimagined by the colonised peoples? How deeply rooted are today's international health organisations and practices in the colonial period? How far can we talk of global health and medicine today as 'decolonised' or 'postcolonial'? How do histories of health and medicine intersect with global political events – European imperialism and decolonisation, the First World War or the Cold War – with which students are already familiar? While offering students an opportunity to engage with wide-ranging geographical locations – from mental illness in Algeria and quarantine practices in Australia, to conceptions of hygiene in Chinese treaty ports and the role of mosquitoes in transmitting malaria in South Asia – this course will also interrogate the relationship between terms like the global, the international, and the colonial. In doing so, it will familiarise students with the most recent debates in the historiography. The module will introduce and orient students within the field of histories of medicine, a field unfamiliar for most. It will introduce them both to the diversity of approaches – from institutional and intellectual histories to social and cultural histories – that historians of medicine can take, and to key methodological and ethical questions in the history of medicine. Students will be encouraged throughout to reflect on these ethical/methodological questions, as they pertain to particular themes or periods: for instance, whether the medical subject of the past has a right to anonymity today or whether the voices of the colonised subjects are acknowledged enough in histories of colonial medicine. These methodological and ethical questions will complement the focus on themes and developments in the global history of medicine and health. The core lectures would deal with the relationship between colonialism and medicine; decolonisation and the emerging twentieth-century visions of international health led by the founding of international health organisations; and questions of global health in the post-colonial world such as the medical policing of international borders in relation to migration and ethnicity. Key themes which run throughout the module include questions around power and resistance, gender and race, migration and globalisation, the environment and the body. While a wide-range of primary sources – case files, medical publications, the reports of imperial and international health organisations, visual archives – will be used throughout the course to allow students to deepen their engagement with the themes and questions at the heart of this module, the focus will be on grounding students in a flourishing secondary literature, and equipping them to evaluate critically central debates within this scholarship.

2020/1 - HIS-5075B AN AGE OF CITIES: THE LATE MEDIEVAL WORLD, 1100-1550

Spring Semester, Level 5 module
(Maximum 999 Students)

UCU: 20 Organiser: Dr Eliza Hartrich
(UG) MODULE - 40% PASS ON AGGREGATE
Module Type: Examination with Coursework or Project
Timetable Slot:A2/,H2

Across the globe, the centuries following 1100 saw previously rural societies become centred on large cities. This era of urbanisation brought with it vibrant cultural renaissances, extensive migration of peoples, and intense political conflict in Africa, Asia, Europe, and the Americas. In this module, we shall take you on a journey to 7 of the most famous cities of the late medieval world: from the Aztec capital of Tenochtitlan to Renaissance Florence, from Capetian Paris to Mamluk Cairo. Through an examination of literature, art, architecture, material culture, and archaeology from these cities, you will become acquainted with some of the major trends and events in world history between 1100 and 1550. You will also be encouraged to use individual cities as case-studies to evaluate arguments made by historians and urban sociologists, and to consider how the growth of cities affected the day-to-day lives of people from a variety of cultures, gendered identities, and social statuses

Preliminary List of Topics: 1) Introduction: The World in 1100 2) Urban History and the Late Middle Ages: A Eurocentric Vision? 3) Florence: Communes and Humanism 4) Ghent: Guilds, Rebellion, and the Commercial Revolution 5) Paris: Monarchy and the Twelfth-Century Renaissance 6) The World in 1350: Abu-Lughod's 'World System' 7) Cairo: A Military City 8) Kilwa: City-States and Trade Networks on the Swahili Coast 9) Kyoto: Civil War and Self-Government 10) Tenochtitlan: Reconstructing the Pre-Colonial City 11) Conclusion: The World in 1550

2020/1 - HIS-6004B RUSSIA IN REVOLUTION 1905-1921

Spring Semester, Level 6 module
(Maximum 18 Students)

UCU: 30 Organiser: Professor Cathie Carmichael
(UG) MODULE - 40% PASS ON AGGREGATE
Module Type: Coursework
Timetable Slot:F2-A2\

More than a century after Lenin's Bolsheviks proclaimed the world's first socialist revolution in Petrograd, the events of 1917 retain their power to fascinate, inspire, bewilder and repel. How can we understand the Russian revolution, why did it happen, and what did it mean for the people who made and lived through it? On this module we'll use a range of sources, including contemporary documents, newspaper reports, and memoirs - some translated specially for this module - to answer these questions. We start with the run-up to the revolutionary events of 1905, when the whole empire was convulsed with strikes, uprisings and armed clashes. We then take the story through the Tsarist regime's attempt to shore up its authority through limited constitutionalist concessions, before looking at World War One and the fall of the monarchy. We'll look in detail at what happened in 1917 and why - not only in the Russian heartland but also in certain non-Russian parts of the empire. Finally, we'll examine the civil war and why the Reds won. Throughout, we put the story in its historical, political and geographical context, always with an eye to its impact on later developments up to today. By understanding the events of a century ago, you'll gain insights into the Russia of today and the troubled and turbulent post-Soviet area. You'll also gain invaluable experience of carrying out in-depth independent research and presenting your findings.

2020/1 - HIS-6006B TWENTIETH-CENTURY SPORT HISTORY

Spring Semester, Level 6 module
(Maximum 0 Students)

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F2-A2\

In medieval England, death and what lay beyond were constantly visible. Parts of the landscape were given over to the dead: there were barrows, haunted by the pagan dead; cemeteries for the Christian dead; and lonely hermitages, whose occupants spoke with the dead. 'King Death', shown as a skeleton with spear or bow, would strike down the living at any age. Ghosts wandered forth from the grave, and vivid images of the dead were painted in churches, haunting churchgoers every Sunday, dancing before their mind's eye in their dreams. Visions of the dead were not uncommon, and sometimes they made such demands on the living that the latter spent their lives serving them. Studying death, you will learn about the impact of this universal and timeless fear, and you'll discover the role of belief systems in combating deep anxieties that are part of the human condition. The module is designed as much for beginners as it is for those who have studied medieval history before. Through lectures, seminar discussion, and private study, you'll develop an understanding of beliefs about death and the otherworld in medieval England; how medieval people prepared for death; how ghosts and the undead irrupted into their world; the role of those who served the dead or acted as mediators between the dead and the living; demons, the evil dead and saints (the holy dead); and how death was represented in medieval art. Our trip around East Anglian churches explores tombs and wall paintings. At the end of module, you'll have gained the capacity to reflect on human belief systems; and by studying death you'll also discover strategies for coping with the fears which have accompanied life in every age and culture.

2020/1 - HIS-6064B GLOBAL COMMUNITY: INTERNATIONALISM IN THE NINETEENTH AND TWENTIETH CENTURIES

Spring Semester, Level 6 module

(Maximum 999 Students)

UCU: 30

Organiser: Professor Anthony Howe

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F2-A2\

Historians often concentrate on wars and conflicts between nations; this module seeks to examine ideas and institutions which have aimed at the common good of humanity. In the aftermath of the Napoleonic wars, a whole range of ideas for uniting mankind developed, as did the infrastructure of trade and communications which held the potential to make this possible. Ideas of internationalism developed among liberals, socialists and conservatives as well as significant cultural figures such as H G Wells and Jules Verne. Such ideas also developed in the United States, shaping the thinking of President Woodrow Wilson and the peace settlement at the end of the First World War. The League of Nation after 1918 also represented the first attempt to realize a form of global governance, and such ideas were renewed in the form of the United Nations after 1945, a period which, despite the rivalries of the Cold War, saw the revival of a whole range of ideas for re-uniting men and women across national boundaries. The legacy of this international tradition remained a potent force in shaping globalisation in the later twentieth century. Topics to be studied will include: Uniting

nations before and after 1815: the Concert of Europe and the Brotherhood of Man; Peace, free trade and the origins of liberal internationalism in 19th Britain; Communications and global governance; the emergence of Liberal internationalism in the United States; Socialist internationalism before 1914; Cultural internationalism in fin de siècle Europe; Wilsonian internationalism and the peace settlement of 1919; The League of Nations between the Wars; Conservative internationalism between the Wars; Socialist internationalism, 1919-1939; Thinking about peace, 1919-1939; the emergence of the United Nations; Global economic order after 1945; Globalising human rights. Historians often concentrate on wars and conflicts between nations; this module seeks to examine ideas and institutions which have aimed at the common good of humanity. In the aftermath of the Napoleonic wars, a whole range of ideas for uniting mankind developed, as did the infrastructure of trade and communications which held the potential to make this possible. Ideas of internationalism developed among liberals, socialists and conservatives as well as significant cultural figures such as H G Wells and Jules Verne. Such ideas also developed in the United States, shaping the thinking of President Woodrow Wilson and the peace settlement at the end of the First World War. The League of Nations after 1918 also represented the first attempt to realize a form of global governance, and such ideas were renewed in the form of the United Nations after 1945, a period which, despite the rivalries of the Cold War, saw the revival of a whole range of ideas for re-uniting men and women across national boundaries. The legacy of this international tradition remained a potent force in shaping globalisation in the later twentieth century. Topics to be studied will include: Uniting nations before and after 1815: the Concert of Europe and the Brotherhood of Man; Peace, free trade and the origins of liberal internationalism in 19th Britain; Communications and global governance; the emergence of Liberal internationalism in the United States; Socialist internationalism before 1914; Cultural internationalism in fin de siècle Europe; Wilsonian internationalism and the peace settlement of 1919; The League of Nations between the Wars; Conservative internationalism between the Wars; Socialist internationalism, 1919-1939; Thinking about peace, 1919-1939; the emergence of the United Nations; Global economic order after 1945; Globalising human rights. Historians often concentrate on wars and conflicts between nations; this module seeks to examine ideas and institutions which have aimed at the common good of humanity. In the aftermath of the Napoleonic wars, a whole range of ideas for uniting mankind developed, as did the infrastructure of trade and communications which held the potential to make this possible. Ideas of internationalism developed among liberals, socialists and conservatives as well as significant cultural figures such as H G Wells and Jules Verne. Such ideas also developed in the United States, shaping the thinking of President Woodrow Wilson and the peace settlement at the end of the First World War. The League of Nations after 1918 also represented the first attempt to realize a form of global governance, and such ideas were renewed in the form of the United Nations after 1945, a period which, despite the rivalries of the Cold War, saw the revival of a whole range of ideas for re-uniting men and women across national boundaries. The legacy of this international tradition remained a potent force in shaping globalisation in the later twentieth century. You will study topics including: Uniting nations before and after 1815: the Concert of Europe and the Brotherhood of Man; Peace, free trade and the origins of liberal internationalism in 19th Britain; Communications and global governance; the emergence of Liberal internationalism in the United States; Socialist internationalism before 1914; Cultural internationalism in fin de siècle Europe; Wilsonian internationalism and the peace settlement of 1919; The League of Nations between the Wars; Conservative internationalism between the Wars; Socialist internationalism, 1919-1939; Thinking about peace, 1919-1939; the emergence of the United Nations; Global economic order after 1945; Globalising human rights. Historians often concentrate on wars and conflicts between nations; this module seeks to examine ideas and institutions which have

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2020/1 - HIS-6077B CONTESTING THE PAST: REPRESENTATION AND MEMORY

Spring Semester, Level 6 module
 (Maximum 999 Students)

UCU: 30 Organiser: Dr Samantha Knapton

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot: B1/-D1

In this module, you will explore how the past is constantly constructed and reconstructed in the present. In the first part of the module we will consider how mnemonic processes are created, by who, and for what purpose. Commemoration, memorialisation, and visual representations form a key part of this process. In the second part of the module, we will study the ways in which individuals and groups remember and how this often differs from official or mediated discourses. In the third and final part, we will explore various 'memory conflicts' and their present day consequences. Throughout, film, photography, visual and audio media, and oral history will form key components of our studies.

implementation of grand strategy.

2020/1 - HIS-6082B FROM VICTORY TO DEFEAT: DEFENDING BRITAIN'S EMPIRE 1919-1942

Spring Semester, Level 6 module
(Maximum 0 Students)

UCU: 30

Organiser: Dr Jayne Gifford

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:D1*D2*A3

Exam Period:SPR-02

The end of the First World War witnessed both the expansion of the British Empire to its largest extent, covering a quarter of the globe, and the destruction of its colonial rivals. However, the First World War also unleashed nationalist forces that would challenge the British imperial system. This resulted in outbreaks of riots and resistance against British rule in Ireland, India, Mesopotamia and Egypt. Weakened economically and socially by the gargantuan effort of winning the war, how would Britain maintain her far-flung lines of empire? You will examine how Britain attempted to secure her strategic interests both within an era of growing nationalist resistance from within the Empire and against external threats from a resurgent Japan, Germany and Italy. You will be introduced to the high-tide of war imperialism; inter-war imperial defence; the crisis of empire Britain faced in Ireland, India and the Middle East; the 'family-network' of the 'white' Dominions; colonial development in Africa and the Caribbean as well as what it meant to fight the Second World War on an imperial footing during the campaigns in the Mediterranean and North Africa, finishing with the strategic abyss that was the fall of Singapore in February 1942. By examining the pressures policy-makers faced from within the Empire and from outside you will seek to gain a deeper understanding of how the British Empire functioned during this pivotal period of the imperial project.

2020/1 - HIS-6084B GLOBAL APPETITES: SUGAR & SPICE AND COFFEE & RICE

Spring Semester, Level 6 module
(Maximum 0 Students)

UCU: 30

Organiser: Dr Emily Cockayne

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:C1/-B3

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. For centuries before the European discovery of America, cannibalism had served as a marker of evil. It figured prominently in mythic depictions of distant, dangerous peoples, and accusations of cannibalism accompanied widespread attacks against Jews. The early European adventurers who explored Africa and the Americas were often preoccupied by cannibalism, and their fears were cited to justify conquest, colonization, the displacement of indigenous peoples, and slavery. 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 skepticism. The impact of sugar on western diets cannot be over-emphasized, expanding waistlines, rotting teeth (it was even used as a tooth cleaning agent) and being moulded into sweet sculptures to show-off at fancy banquets. This was edible conspicuous consumption. Sugar refineries were established across Europe, and sugar was sold in cones wrapped in blue paper. Initially a food of the rich, it was eventually considered a staple food. However, the poor did not merely emulate the rich in their consumption of these products. Like many other products, sugar has a dark history too, and its production relied on slavery and the manipulation of diets elsewhere. Coffee, tea and chocolate changed during the early modern period from medicinal substances, to luxuries, to habitual products. This module will allow students to consider the venues of consumption – the coffeehouses and the alehouses, as well as taverns, markets and inns. It will also consider the surviving material culture of food – oyster shells, cutlery, crockery and cookware. The history of food trade and middlemen will, inevitably, form part of this module. The European countries with the most extensive trading networks had the most varied diets. Initially, this was the southern part of Europe – the Iberian Peninsula and Italy, where ports were supplied from the East and across the Atlantic. Eventually, the Dutch and the English overtook Mediterranean countries, allowing their citizens better diets with more exotic goods. In the London parish of St Giles Cripplegate in the late-seventeenth century there were over four hundred victuallers, many cooks, confectioners, a wafer maker, a gingerbread maker and a noodleman. Food and ways of eating were loaded with moral significance. In the minds of many commentators, diets continued to distinguish civilized peoples from savages, and humans from beasts. Closer European contacts with Native Americans and East Indians in the seventeenth century triggered a re-examination of good and bad diets, and helped inspire the first concerted efforts in England to promote vegetarianism. 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 primary source material will also be varied, and will include export lists, diaries, travel accounts, images, surviving material culture, didactic manuals by people such as Thomas Tryon and Eliza Smith and fiction by the satirical pub landlord Ned Ward and the novelist Tobias Smollett. Twelve substantive sessions will be on these subjects: • Economies of eating – from banquets to domestic frugality • Cannibalism • Flavouring: sugar and spice • The bread of life: grains and carbohydrates. • Fridays, Fish and Empire • Preserving: fats and salt. • The fattened cow and fat pigs in clover – the agricultural revolution (fieldtrip to Holkham Hall) • Cooking – domestic, fast food and mass catering. • God and vegetables, savagery and vegetarianism • This Little Piggy went to market. Provisioning: market regulation, dearth, and riots • Beer Street and Gin Lane: Excess and intoxicants. • Wilful waste makes woeful want: Leftovers, adulteration and mouldy food.

2020/1 - HIS-6086B THE JAPANESE EMPIRE

Spring Semester, Level 6 module
(Maximum 999 Students)

UCU: 30

Organiser: Dr Nadine Willems

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:E1-H3\

The rise and demise of the Japanese Empire happened at an extraordinary speed. In the course of a few decades from the late nineteenth century onward, Japan secured colonial territories that stretched from Inner Mongolia and Manchuria to the South Pacific. This ambitious expansion unsettled the Western powers and affected the destiny of millions of ‘fellow Asians’, only to come to a disastrous end in 1945. Japan’s imperialist legacy remains complex and contentious today. Primary and secondary literature assigned in this module will take you to the specific ‘spaces’ – local, regional, national, transnational - that provided the context for Japanese imperialism. You will explore such topics as racial encounters in Taiwan, assimilation policies in Korea, utopian development in Manchuria and pan-Asian ideologies. At a micro-level, you will familiarize yourself with the lives of planners, settlers, colonized subjects, soldiers, and others. In a broader sense, you will acquire critical insights into imperialism as it unfolded in a non-western setting.

2020/1 - HIS-6098B THE ITALIAN RENAISSANCE

Spring Semester, Level 6 module
(Maximum 999 Students)

UCU: 30

Organiser: Dr Oren Margolis

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:C2-D3\

Exam Period:SPR-02

‘The mother of our own’: that was how nineteenth-century historian Jacob Burckhardt described the culture of the Renaissance in Italy. Without a doubt the Italian Renaissance remains one of the most celebrated movements in European cultural history, a byword for ‘genius’, with a place in public consciousness so dominant for so long as to be intimidating, and surely ripe for questioning. To our modern eyes, the Italian Renaissance can look distinctly strange. Humanists saw in the reform of the language they spoke and wrote the path to a reform of society. Painting sought to attain the status of literature, and, along with its ‘sister arts’, sculpture and architecture, grappled with the competing urges to emulate antiquity and imitate nature. Scholars and even priests aimed to get closer to the One through the esoteric philosophy that they believed had come to them from Ancient Egypt and could even be found in hieroglyphs. Citizens and statesmen reconsidered their fate as soldiers and subjects, as the Italian peninsula became the battlefield of Europe at the same time as it influenced the culture of an entire continent. Cities alternately incorporated and rejected communities of Greeks, black Africans, and Jews. Meanwhile, writers sought to understand and explain the contemporary political problems they faced through the study and writing of history. Students will grapple with this fascinating and contradictory period (c. 1330 – c. 1550) through the treatises and histories of Machiavelli, Guicciardini, and Vasari, the verses of Petrarch, and the letters of Catherine of Siena. They will encounter Ideal Cities, courtly sprezzatura (effortless nonchalance), and the works of such artists as Leonardo, Raphael, Michelangelo, and Titian. A visit to the National Gallery in London is sure to be a highlight of this module.

2020/1 - HIS-6099B TOOLS OF EMPIRE? WESTERN SCIENCE AND MEDICINE IN BRITISH INDIA, 1800-1950

Spring Semester, Level 6 module
(Maximum 999 Students)

UCU: 30

Organiser: Professor Tom Licence

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:D1*D2*A3

Modern western science and medicine were entangled with British imperial and expansion and consolidation. Focusing on India, this module explores the links between scientific and medical knowledge, on the one hand, and the British Empire, on the other. It investigates the role of western medico-scientific knowledge in controlling and governing Indian peoples and landscapes. At the same time, it reveals how various aspects of modern science and medicine were shaped by interaction between imperial rulers and their colonial subjects. The module particularly explores how anti-colonial Indian nationalism, led figures like Ghandi, appropriated as well as resisted western science and medicine. The seminars will train students to examine the links between science, society and politics. Students will also develop hands-on experience of working with a range of primary sources (European travelogues, British official reports, diaries, bureaucratic correspondence, excerpts from scientific/medical texts by colonial officials, photographs and images) relating to the histories of various disciplines including Anthropology, Bacteriology, Botany, Cartography, Epidemiology, and Public health.

2020/1 - HIS-6101B THE ISRAEL-PALESTINE CONFLICT: A HUNDRED YEARS OF WAR?

Spring Semester, Level 6 module
(Maximum 999 Students)

UCU: 30

Organiser: Dr Chris Wilson

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:TBC

This course offers students the opportunity to engage critically with a wide range of issues relating to the Arab-Israeli question as it has developed since the late nineteenth century into the present day. The history of the Arab-Israeli question is both complex and deeply contested, and students will be exposed to a range of perspectives and methodological reflections by historians of the conflict, with the intention of gaining a greater appreciation of the practical and conceptual challenges of 'doing' the history of such a divisive and contemporary subject. The course does not assume prior knowledge, and grounds students in the historical development of the Arab-Israeli question, familiarising them with key events in this history like the Balfour Declaration, the 1948, 1967, and 1973 wars, the Oslo peace process, and the first and second intifadas. As well grounding students in the overarching political narrative and equipping them to assess the reasons for the longevity and seeming

intractability of the conflict, this course also adopts a thematic approach in order to introduce students to some of the more recent and interesting developments in the scholarship. In the second half of the term, students will engage the Arab-Israeli question through consideration of more specific themes: the uneasy place of Palestinian citizens of Israel, Arab Jews, and Druze in this history; life in the divided city of Jerusalem; and the politics of LGBT+ rights in contemporary Israel-Palestine.

2020/1 - HIS-6104B CAMPS IN HISTORY AND MEMORY: THE 20TH CENTURY IN DETENTIONS, MIGRATIONS, AND EXPLOITATION

Spring Semester, Level 6 module
(Maximum 999 Students)

UCU: 30 Organiser: Dr Sherzod Muminov

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

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-6105B QUEENS AND QUEENSHIP IN EARLY MODERN EUROPE

Spring Semester, Level 6 module
(Maximum 30 Students)

UCU: 30 Organiser: Dr Silvia Evangelisti

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:TBC

This module explores the political and cultural role played by English and European queens in the early modern period. The module draws on a variety of primary sources (advice literature for queens, letters, plays, portraits and images of material objects including

jewellery and clothes) in order to investigate the ways in which queens and noble women related to and exercised power. Relying on a variety of examples of queens, queen regents, queen consorts and women within the court, the module addresses questions such as: how was queenship conceptualized in the early modern period? What sources of legitimacy did queens draw on? How did they enact and display their agency and power? How can we identify female agency and the constructions of female career patterns within the court?