

Autumn Semester, Level 5 module
(Maximum 36 Students)

UCU: 20 Organiser: Dr Jon Gregory

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.

2019/0 - HIS-5011A THE RISE AND FALL OF BRITISH POWER

Autumn Semester, Level 5 module
(Maximum 38 Students)

UCU: 20 Organiser: Dr Geoffrey Hicks

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.

2019/0 - HIS-5018A MODERN GERMANY, 1914-1990

Autumn Semester, Level 5 module
(Maximum 90 Students)

UCU: 20 Organiser: Dr Jan Vermeiren

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:E1\, U

You will be introduced to German history in the twentieth century which was characterised

Autumn Semester, Level 5 module
(Maximum 18 Students)

UCU: 20 Organiser: Dr Jon Gregory

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework and Project

Timetable Slot: C2/, D3/E2+/
Exam Paper(hrs):

What shapes our view of history and heritage? How do we balance academic approaches with the need to engage an audience? How do we assess the significance of historic buildings and sites? On this module you'll explore these questions by studying the ways in which history is presented in the public sphere, in museums and galleries, at heritage sites and historic buildings, in the media and online. Through lectures, seminars and field trips you'll gain an understanding of different current approaches to history and heritage, exploring themes such as the role of museums, the commemoration of historic events and the development of digital heritage.

2019/0 - HIS-5042A EARLY MEDIEVAL EUROPE: WARRIORS, SAINTS AND RULERS

Autumn Semester, Level 5 module
(Maximum 36 Students)

UCU: 20 Organiser: Dr Hugh Doherty

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot: A2/*A1/, B1/D1\

You'll explore the experiences and fortunes of the peoples of the western peninsula of Eurasia between the rule of the Emperor Constantine I in the 330s and the call to crusade in the 1090s. At the beginning of the period, the lands centred on the Mediterranean and much of its hinterland were situated within the Roman empire. Yet, within three hundred years, this empire had disintegrated and been replaced by a number of successor states, ruled by competing dynasties. These states included Visigothic Hispania, Vandal Africa, and Merovingian Francia. Another—in fact, the longest lived of all the successor states—was the eastern empire centred on Constantinople, long known to historians as 'the Byzantine empire'. By the close of the 7th century, many of these states had themselves been conquered by Arabic and African warriors committed to the new religion of Islam and been incorporated in the Caliphate centred on the city of Damascus—an empire which easily rivalled the might, spread, and power of Rome before its own collapse and fission in circa 1000. What Islamic rulers could do, so too could Christian ones. In 800 the son of a Frankish usurper, Charlemagne, was crowned emperor of the West. The actions and ambitions of this emperor were as formative and as formidable in the history of 9th and 10th century Europe as those of Napoleon in the 18th and 19th. The heirs and successors of Charlemagne—whether Frankish, Ottonian, or Scandinavian—were long compelled to negotiate his legacy and memory. By the 11th century, even the Roman pontiffs, now advancing a new programme of reform and renewal, were looking to situate themselves in relation to his Salian successors. The summons to liberate Jerusalem and rescue the Greek empire in the east, carefully tailored to

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.

2019/0 - HIS-5067A TUDOR ENGLAND

Autumn Semester, Level 5 module

(Maximum 54 Students)

UCU: 20

Organiser: Dr Polly Ha

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, you 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.

2019/0 - HIS-5073A EARLY MODERN EUROPE: FROM HUMANISM TO THE ENLIGHTENMENT

Autumn Semester, Level 5 module

(Maximum 20 Students)

UCU: 20

Organiser: Dr Tom Licence

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.

Autumn Semester, Level 6 module
(Maximum 51 Students)

UCU: 30

Organiser: Dr Amanda Dillon

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

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

This module introduces students to the darker side of life in Victorian Britain. Though this was undoubtedly a period of economic prosperity, not everyone shared in the gains. In this module we shall look at those who, for reasons of poverty or 'deviance' were confined to the margins. Topics will include the poor, the criminal and insane, prostitution, drink, child-workers, the workhouse, the London Irish, homosexuality and the Oscar Wilde case. By looking at the margins and the misfits, we will seek to gain a deeper understanding of British society in the nineteenth century. 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. 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. 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.

2019/0 - HIS-6081A SLAVERY IN THE EARLY MODERN ATLANTIC WORLD

Autumn Semester, Level 6 module
(Maximum 17 Students)

UCU: 30

Organiser: Professor Geoffrey Plank

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.

2019/0 - HIS-6082A GRAND STRATEGY

Autumn Semester, Level 6 module
(Maximum 34 Students)

UCU: 30

Organiser: Dr David Milne

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F2-A2\

You will examine the theory and practice of grand strategy in historical and contemporary contexts from a variety of analytical perspectives. The module 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.

2019/0 - HIS-6086A CAMPS IN HISTORY AND MEMORY: THE 20TH CENTURY IN DETENTIONS, MIGRATIONS, AND EXPLOITATION

Autumn Semester, Level 6 module
(Maximum 17 Students)

UCU: 30

Organiser: Dr Sherzod Muminov

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, you 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, you 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. You 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.

2019/0 - HIS-6100A QUEENS AND QUEENSHIP IN EARLY MODERN EUROPE

Autumn Semester, Level 6 module
(Maximum 17 Students)

UCU: 30

Organiser: Dr Silvia Evangelisti

MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:H3-C1\

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?