History

Module Descriptions 2018/19

Level I (i.e. 2nd Yr.) Modules

Please be aware that all modules are subject to availability.

If you have any questions about the modules, please contact calincomingschangemodules@contacts.bham.ac.uk.

For many of these modules, some experience of studying History may be required, and you should remember this when choosing your modules. If there is another module that you need to have studied before taking this, it will be stated in the module description.

Please note that at the time this document has been prepared the following information is provisional, and there may be minor changes between now and the beginning of 2018/19 academic year.
**MODULE TITLE**  
A Medical Revolution? Society, Warfare, and Disease from the Crimea to Afghanistan

**MODULE CODE**  
30899

**CREDIT VALUE**  
20

**ASSESSMENT METHOD**  
3 hour exam held during the Summer Term

**TEACHING METHOD**  
3 hours of seminar per week

**SEMESTER**  
2

**Module Summary:**

This module allows students to examine the development of medical science over the last hundred and fifty years, and the impact that this has had on human health. The module will be built around the experience of the British Army, but this is not a military history per se—examining the Army’s health and medical care is a window into the social, cultural, scientific, and political developments in the United Kingdom over that period. We will examine ideas of cleanliness and sanitation, what disease is and how it is spread, the advance of medical knowledge, and the development of treatments for injury and illness. We will also consider the wide and growing gap, at least in the first half of the period, between what doctors knew about disease and what, if anything, they could actually do to stop it.

**Seminar topics may include:**


**Key texts:**

- E. Jones and S. Wessely, From Shell-shock to PTSD: Military Psychiatry from 1900 to the Gulf War (Hove, 2005)
- J. S. G. Blair, Centenary History of the Royal Army Medical Corps, 1898-1998 (Edinburgh, 1998)
- M. Harrison, Disease and the Modern World: 1500 to the Present Day (Cambridge, 2004)
Module summary:

In March 2019, the United Kingdom will leave the European Union. As negotiations over the terms of Brexit are under way, this module takes stock of narratives about European integration and the path that European integration has taken in the post-war years. It looks at the driving forces behind the rise of a united Europe: was it the realization of a centuries-old dream, or a response to the experience of fascism, or an economic necessity? The module then follows the evolution of the united Europe since the Treaty of Rome of 1957. It looks into the gap between ideas and realities, explores selected fields of policy, and traces growing integration and its discontents. With that, this module also offers insights into the power of history for current events. Everything about Europe bears the imprint of the past: its borders, rules for conflict resolution, its identity (to the extent that it has one) and its relationship towards the rest of the world. But does the troublesome past of a divided Europe really matter in the twenty-first century? What is our vision for Europe – or do we need one at all? There are multiple histories of European integration, and the module reflects on which ones we should embrace and what they mean for the continent and for ourselves.

Seminar Topics may include:

European ideas in the age of the Enlightenment; European integration and the experience of Fascism; making and developing the European Community; the British question; the common market; European policy at work; Maastricht and the Euro; human rights and the question of democracy.

Key texts:

Module Summary:

In this module we explore the experiences of men and women, as well as how thinking about gender can provide new perspectives on historical change. The course will encourage you to consider broad questions and theories about gender history through one specific context: Britain between the years 1650-1832. It was during this period that Britain was transformed from an early-modern to a modern nation. We will explore the comparative experiences of men and women during a series of momentous events, such as the Enlightenment, the industrial revolution, and new forms of political representation.

We will follow men and women along the streets of new towns, as they entered their places of work, shops and coffee houses. We will follow men into battle and women into the birthing chamber. We will accompany both men and women as they sat down to dinner in their homes, engaged in polite conversation and sometimes argued with each other. We will examine the intimate relations of men and women and their experience of changing sexual identities. And we will consider how both men and women engaged in politics to change the face of British democracy. The course will thus enable you to assess the part played by gender in the emergence of ‘modern’ British society.

Seminar topics may include:

what is gender history?; consumption and fashion; sexuality and sociability; family and household; war and violence; race and empire; education and religion; work and industrial revolution.

Key texts:

Hannah Barker and Elaine Chalus (eds), Women’s history: Britain 1700-1850 (Routledge, 2005).
Tim Hitchcock, English Sexualties, 1700-1800 (Macmillan, 1997).
Katrina Honeyman, Women, Gender and Industrialization (Macmillan, 2000).
Sonya Rose, What is Gender History? (Polity, 2010).
(Boydell Press, 2002).
Amanda Vickery, Behind Closed Doors: At Home in Georgian England (Yale University Press, 2010).
Kathleen Wilson, The island race: Englishness, empire, and gender in the eighteenth century (Routledge, 2002).
Module Summary:
This course will introduce students to the breadth and complexity of modern Indian history in the nineteenth and twentieth centuries. Students will engage with how colonial domination and Indian responses to it in this period (c.1857-1947) created a mass based anti-colonial movement which depended upon the participation of subaltern groups like women, tribals and peasants. This module aims to familiarize students with the social and political history of the nationalist movement, which is essential for understanding the emergence of a post-colonial polity after 1947. Students will be introduced to a range of scholarly approaches with a particular focus on the construction of communities based on religious, caste and gender normative identities. The transformation of a mass based anti-colonial nationalist movement into a postcolonial polity (1947-64) – a fragile experiment in creating the largest democracy in the world – will provide for a thorough engagement with the complexities of South Asian history. This course should serve as the basis for engaging with the debates and significant themes which define the pluralistic experiment that is ‘Modern India’.

Seminar Topics may include:
Introduction to South Asia and its historical background
Communalism, ‘Muslim separatism’ and right-wing Hindu mobilization
Gandhian philosophy: techniques, political thought and critique
Mass nationalism and anti-colonialism, 1920s-40s
Historiographical approaches to modern Indian history
Mass mobilization in nationalist campaigns: the bourgeoisie, peasant and tribals
Caste and British constructions of Indian society
Ambedkar and the mobilization of caste-based identities in colonial Indian politics
Partition: gender, community and violence
Nehru’s Republic, 1947-65

Key readings:
Sekhar Bandyopadhyay, Nationalist Movement in India: a Reader (OUP, 2009).
Vinita Damodaran and Maya Unnithan-Kumar, eds., Postcolonial India: History, Politics, and Culture (Manohar, 2000).
Ramachandra Guha, India after Gandhi: the history of the world’s largest democracy (Macmillan, 2007)
Module Summary:

The module aims to take students through an examination of:
1. The transition from the Ottoman Empire to nation states by discussing the role of religion and nationalism in the Balkans.
2. The different forms of involvement of the western powers in both creating and resolving regional conflicts in the Balkans and the Middle East.
3. The role of nationalism, colonialism and international diplomacy in the East Mediterranean by focusing on the Greek-Turkish conflict and the Cyprus Question.
4. The nationalist use of the past and its connections to issues of identity.
5. The causes of conflict in the Modern Middle East and the inter-relationship between wars such as the Arab-Israeli wars.
6. The resurrection of nationalism as a state tool in the Balkans during the 1990s.

Seminar Topics may include:

The role of nationalism – The Great Powers and the Greek War of Independence – the Eastern Question – the Balkans the Great Powers in the lead-up to World War One – Britain and the problem of nationalism in the Middle East 1914-1948 with a focus on Palestine – the Arab-Israeli Wars – the Middle East Peace Process – Greece and Turkey from 1922 to the Aegean Dispute – the Cyprus Question – international intervention and the Yugoslav problem in the 1990s – the conflict over Macedonia

Key Texts

Module Summary:

Present-day China is home to a fifth of the world's population, will soon be the world's largest economies, and is increasingly flexing its muscles on the global political stage. Today it is the last survivor of the major communist regimes, but for most of its history – over two thousand years – China was ruled by emperors working within a distinctive set of traditions that continue to resonate and to shape Chinese society to this day. This module considers how this history changes when viewed from the perspective of gender, but it is not an exercise in 'women's history'. Instead women and their experiences are taken as integral to topics such as imperial rulership, religion, the economy, and the rise of literacy. Doing this alters our perceptions of these topics, but also highlights how little we know about men as men in history (rather than as kings, soldiers, farmers, etc). Major themes of the module will include representation (how people depicted other people) and agency (how much control people had over their own lives), and the tension between the ties of family and the loyalty owed to the imperial state. Studying a number of different dynastic periods, we will tackle topics and controversies that shed light on how a gendered approach to history really makes a difference.

Seminar topics may include:

Inner and outer: representations; A gendered alternative: different virtues; Alien religion and gendered roles; A female emperor; Fragile masculinity: how to be a man in the Tang dynasty; Eunuchs and favourites; Invasion and the new virtues of neo-Confucianism; Property and influence; Sex and anxiety.

Key texts:

Bray, Francesca, Technology and Gender: Fabrics of Power in Late imperial China (Berkeley, 1997).
Ko, Dorothy, Cinderella’s Sisters: A Revisionist History of Footbinding (Berkeley, 2005).
Tung, Jowen, Fables for the Patriarchs: Gender Politics in Tang Discourse (Lanham, Maryland, 1999).
Module Summary

What was the society that produced the Viking expansion like? What kinds of society were produced as a result of the migration of ‘Vikings’? To answer these broad questions we will look at society across Scandinavia, continental western Europe, the British Isles, Iceland and Greenland. We will examine what we know about the kings or lords who might have led or encouraged ‘viking’ activity and what their power depended on. But what was life like for the remainder of the population and can we detect their agency? What roles did women play in colonisation? How and why did people commemorate raiding and conquering overseas? How significant was slavery in Viking Age society and did it motivate ‘viking’ activity? What different forms of religious activity (pagan or Christian) existed in the Viking Age? In considering the impacts of the Viking movement we will investigate different forms of evidence for colonisation and conquest, from runes to DNA, to burial and settlement archaeology, to Icelandic sagas and the more conventional written sources. The Viking Age is often thought of in terms of men’s activities, of trading, raiding and military conflict between invading groups of Vikings against hapless victims in the British Isles and beyond. This module aims to consider the stories behind the ‘headlines’ provided by the chroniclers of Viking activity. Our aim will be to assess the shared and distinctive elements of the societies shaped by Viking activity. This subject is continuously changing as new archaeological discoveries challenge what we think about the Viking Age.

Seminar topics will include:

Kings, lords and peasants in Viking Age Scandinavia; Village and rural society; childhood and the life course; grave goods and gender roles; slaves at home and abroad; infanticide and child abandonment; Vikings in the Anglo-Saxon Chronicle and Frankish Annals; place-names as evidence for settlement in the British Isles; paganism and shamanism; conversion and Christianisation in Scandinavia and abroad; rune-stones and the commemoration of the dead; Ibn Fadhlan and ‘Viking’ funerals; the colonisation of Greenland and exploration of North America; DNA and Viking ancestry; violence and the reputation of the Vikings in the modern world.

Key texts:

S. Brink & N. Price (eds.), The Viking World (2008)
A. Winroth, The Age of the Vikings (2014)
J. Jesch, The Viking Diaspora (2015)
Module Summary
Students taking this Option Unit will look at the development of medieval towns between the tenth and sixteenth centuries, the period when the modern network of urban settlements was created. Covering northern and western Europe as well as the Mediterranean, the course will offer a long-term view of central aspects: urban society, the different roles and functions of towns, lordship, politics and government, including the problems of food supply and security, urban law and public order, aspects of urban topography, e.g. fortifications and street layout, the urban economy, the role of the Church in medieval towns and the significance of urban associations. This means that firstly structures have to be studied. The chronological range of the course will begin at a time when a large majority of people lived in the countryside but this ratio began to shift and town became ever more important.

The wide geographical coverage will include areas with surviving infrastructure from the Roman Empire as well as areas without pre-medieval urban settlements. Beginning with the early medieval urban landscape, students will study foundations or re-foundations of towns, their layout, the composition of their societies, their internal organisation and their economic roles. Following a survey of the structural features the course will focus on historical change, the evolution of long-distance trade, banking and finance, including state finance, and the links or rivalries between towns and cities, the creation of town leagues and alliances and their wider political importance.

Seminar Topics May Include:
The Decline of the Late Roman Economy; Early Medieval Agriculture; Demographic Change and Settlement Expansion; War and the Medieval Economy; State Finance.

Key Texts:
Postan, M. / Miller, E (eds.), The Cambridge Economic History of Europe. Volume II. Trade and Industry in the Middle Ages (21987)
Salzman, L., English Trade in the Middle Ages (1931)