

# **History**

## **Module Descriptions 2020/21**

### **Level H (i.e. 3<sup>rd</sup> Yr.) Modules**

Please be aware that all modules are subject to availability.

If you have any questions about the modules, please contact [calincomingexchangemodules@contacts.bham.ac.uk](mailto:calincomingexchangemodules@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 (February 2020) the following information is provisional, and there may be minor changes between now and the beginning of 2020/21 academic year.

History Autumn Advanced Options are usually assessed by 2 x 2500 word essays (50% each) and History Spring Advanced Options are usually assessed by a 3-hour exam. Please note that places are limited and although we will try our best to accommodate as many first preferences as possible, this may not be possible in all cases.

---

# **SEMESTER 1 MODULES**

---

<b>MODULE TITLE</b>	The Black Death in Medieval Europe. Disaster, Change and Recovery
<b>MODULE CODE</b>	30984
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	2 x 2500 word essays (50% each)
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1 (Autumn term only)

## **DESCRIPTION**

This module will introduce students to the historiography of different aspects of the Black Death and the short, medium and long term effects of the arrival of the disease on a myriad of aspects of society. This will be done by drawing on a wide range of primary and secondary sources, which will be examined critically in depth.

### **Seminar topics may include:**

The module effects of the Black Death on the economy, various aspects of post Black Death culture, including art, architecture, clothes, diets, mentalities and religion. In addition seminar topics will also include medicine, the relationship of the Black Death with popular unrest, and effects on women.

### **Key texts:**

- R. Horrox, ed., *The Black Death*, (1994)
- C. Platt, *King Death; The Black Death and its aftermath in late- medieval England* (1997)
- A.J. Bollet, *Plagues and Poxes The Impact of Human History on Epidemic Disease* (New York 2004) esp. pp. 17 -30 chapter 'Bubonic Plague the prototype of pandemic disasters'.
- S. K. Cohn, *The Black Death Transformed, Disease and Culture in Early Renaissance Europe* (London 2002)

### **For further information:**

Please contact the current module convenor, Dr Miriam Muller: [m.muller@bham.ac.uk](mailto:m.muller@bham.ac.uk)

<b>MODULE TITLE</b>	Capital Lives: Experiencing the City in Eighteenth- and Nineteenth-Century Britain
<b>MODULE CODE</b>	30986
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	2 x 2500 word essays (50% each)
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1 (Autumn term only)

## **DESCRIPTION**

In eighteenth- and nineteenth-century Britain, as the population expanded and people became more mobile, cities grew. In this period, increasing numbers of people came to engage with and inhabit city life. This module seeks to explore the social and cultural aspects of urban living in eighteenth- and nineteenth-century Britain. It primarily asks: how did people experience these ever-changing urban environments?

Using London as a case study, the module explores eight key areas of life: visions, provisions, intoxication, crime, spectacle, senses, motion and illumination. First, it examines how people navigated and **envisioned** the geography of London through maps, guidebooks and images. Second, it tracks the ways in which the **provisions** of everyday life - food, clothing - were supplied to the capital and how individuals went about acquiring them through fairs, markets and shops. Third, following on from the focus on provisions, it grapples with how particular provisions – namely **intoxicants**, such as stimulating hot drinks and alcohol - came to take on important roles in the lives of city inhabitants. Often imbibed in coffee houses, drawing rooms and ale houses, they were part of the practices which facilitated a growing public sphere dependent on information, debate and discussion. Fourth, it explores a critical aspect of everyday life on urban streets - **crime**. It questions how crime and the means of confronting and tackling crime changed over the eighteenth and nineteenth century. Fifth, with the growth of scientific demonstrations, pyrotechnic displays, zoos and pleasure gardens, awe-inspiring **spectacles** came to be understood as an important element of urban life. We will look at how and why spectacles became so central. Sixth, urban spaces were renowned for the noise, smell and general hubbub created by the movement of people and animals. We will explore the **sensory** experience of the capital and how it changed over time. Seventh, we will also examine how changes in transportation meant that people, animals and provisions began to **move** to and around the capital more quickly, changing the pace of life. Finally, the geography of the city was distinctly shaped by methods of **illumination**, particularly once night fell. We will explore how the methods and means of illumination changed. In sum, the module will encourage you to consider the nature of urban life and the ways in which it changed in social and cultural terms over the eighteenth and nineteenth century.

### **Seminar topics may include:**

‘Visions’, ‘Provisions’, ‘Intoxication’, ‘Crime’, ‘Spectacle’, ‘Senses’, ‘Motion’, ‘Illumination’.

### **Key texts:**

- Hitchcock, Tim and Robert Shoemaker, *London Lives: Poverty, Crime and the Making of a Modern City, 1690-1800* (Cambridge, 2015).
- Nead, Lynda, *Victorian Babylon: People, Streets and Images in Nineteenth-Century London* (New Haven and London, 2000).

- Otter, Chris, *The Victorian Eye: A Political History of Light and Vision in Britain, 1800-1910* (Chicago, 2008).

**For more information:**

Please contact the current module convenor, Dr Kate Smith: [k.smith@bham.ac.uk](mailto:k.smith@bham.ac.uk)

<b>MODULE TITLE</b>	Reason and Romance: The Cultural History of Nineteenth-Century Britain
<b>MODULE CODE</b>	30987
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	2 x 2500 word essays (50% each)
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1 (Autumn term only)

**DESCRIPTION**

Simultaneously one of the most vibrantly radical periods in British history and an era of prudish conservatism, the nineteenth century is best characterised by its contradictions. This module explores these paradoxes, investigating the cultural history of the new urban streets and the ideas of literary and scientific thinkers from Dickens to Darwin. The emphasis in this module will be on discovering how nineteenth-century Britons saw themselves, and investigating how their ideas on themes such as the arts, gender, empire, religion, crime and class were part of lived experience. Seminars follow a broadly chronological structure, beginning in the eighteenth-century ‘age of revolutions’ and ending with the outbreak of the first world war, introducing the most important themes in this period’s history along the way. For each seminar there will be focused ‘essential reading’ (all available electronically) as well as more expansive ‘further reading’ that will allow you to explore these themes in greater depth.

**Seminar topics may include:** Order Overturned: Reacting to Revolutions in America, France & Haiti; The Eighteenth Century and the Emergence of 'the Public'; From Enlightenment to Romanticism; The Symphony and the Public Sphere; Religion & Society in an ‘Age of Atonement’; A Civilised State? Violent Crime, Executions & Other Entertainments; After the ‘City of Laughter’: Where Have all the Dirty Jokes Gone? The Rise of Labour: Class Politics after 1832; Gender in the Age of ‘Separate Spheres’; The Fleshly School: Pre-Raphaelite Art in Birmingham Museum and Art Gallery; Imperial Knowledge: Mapping an Empire; Imperial Knowledge: Displaying the Peoples of the World; Tradition and Memory: Making Scottish and Welsh Identity; English Identity: Nostalgia or Modernity? High Art & Low Life: the Arts and the *Fin De Siècle*.

**Key texts:**

- Linda Colley, *Britons: Forging the Nation, 1707-1837* (New Haven, 1992)
- David Gange, *The Victorians* (London, 2016)
- Tim Blanning, *The Romantic Revolution* (London, 2010)
- Sadiya Qureshi, *Peoples on Parade: Exhibitions, Empire and Anthropology in Nineteenth-Century Britain* (Chicago, 2011)

**For more information:** Please contact the current module convenor, Dr David Gange: [d.j.gange@bham.ac.uk](mailto:d.j.gange@bham.ac.uk)

<b>MODULE TITLE</b>	Genocide: An Interdisciplinary Perspective
<b>MODULE CODE</b>	31982
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	2 x 2500 word essays (50% each)
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1 (Autumn term only)

## DESCRIPTION

Raphael Lemkin formulated the concept of genocide in the midst of brutal twentieth century violence and World War II. Since then, the neologism has been consistently applied to episodes of violent extermination in the Bible, classical antiquity, the expansion of early modern empires, the establishment of modern settler colonies, the collapse of empires, the emergence of the nation state and the rise of ethnic nationalism. Within broader public discussion, genocide is often seen as the ‘the crime of crimes’: the greatest moral failure of humanity.

In recent years, there has been a considerable outpouring of scholarly work on genocide giving rise to the field of Holocaust and Genocide Studies. Since the 1980s in particular, scholars have attempted to move beyond histories in which the Holocaust is seen as ‘unique’ and instead sought to provide comparative accounts of mass violence, extermination and genocide across a range of historical and geographical contexts. This course will be an interdisciplinary introduction to genocide studies. It will be primarily structured around historical case studies. However, we will also draw on anthropology, political science and gender studies to try to relate genocide to broader issues of scholarly concern.

In particular, our aim will be to consider the following key questions and issues:

- What are the conceptual issues associated with defining genocide and how does this relate to different human groups, e.g. religious, racial, ethnic, national and political?
- What are the major features, ambiguities, and controversial aspects of the 1948 UN Genocide Convention?
- In which historical, social and political contexts has genocide occurred e.g. the rise of the nation state, the dissolution of empires and/or ongoing war? Is it possible to compare meaningfully across these diverse contexts or are all genocides unique?
- How does genocide relate to other forms of mass violence and everyday acts of violence?
- How have efforts to bring génocidaires to justice varied between local, national and international contexts?
- Can we know when genocide is likely to occur and on what grounds can humanitarian intervention be considered?

### Seminar topics may include:

Defining Genocide; Settler Colonial Genocides; The Herero and Nama Genocide in German South West Africa, 1904-1908 ; The Armenian Genocide, 1915–1917; World War II, the Jewish Holocaust and other victims of the Nazis; Lemkin and the UN Convention of 1948; Bosnia and Kosovo, 1991–1995, including rape and sexual violence as a weapon of war; Prosecuting Genocide, the ‘Modern Crime’, including Rwanda’s gacaca courts; The Anthropology and Psychology of Genocide, including structural violence; Intervention and Prevention.

### **Key texts:**

For each lesson, you will be assigned the equivalent of at least two or three articles of essential reading drawing from secondary literature and primary sources. As much as possible of the core reading will be made available electronically on Canvas. There will also be an extended reading list to provide further guidance for your assessed essays. Details of the course textbook and helpful reference works that you'll be using throughout the course are provided below.

**If you're considering the course, the single most helpful item to look at is Adam Jones, *Genocide: A Comprehensive Introduction*, 3rd edn (2016).** This will be the course textbook and we will work our way through it during the term. If you would like to buy any books, this would be the most helpful. I will order copies for the library but, until it arrives, the second edition of this textbook is an excellent guide to what is included.

Ben Kiernan, *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur* (New Haven, CT, 2009). This is a highly readable comparative account of genocides in global history. It is a long book, but it is well worth reading over the summer or term.

Martin Shaw, *What is Genocide? A New Social Theory* (Cambridge, 2007). A very helpful critical introduction to the central conceptual issues of genocide studies.

Samuel Totten and William S. Parsons, *Centuries of Genocide: Essays and Eyewitness Accounts*, 4th Edition (London, 2012). A series of essays and documents based on individual case studies.

Donald Bloxham and A. Dirk Moses, eds, *The Oxford Handbook of Genocide Studies* (Oxford, 2011). This essential reference work includes some of the most authoritative introductory essays available.

### **For further information:**

Please contact the current module convenor, Dr Sadiya Qureshi: [S.Qureshi.1@bham.ac.uk](mailto:S.Qureshi.1@bham.ac.uk)

<b>MODULE TITLE</b>	'A Holiday from Reality': A History of Drugs and Drug Use in the Modern Era
<b>MODULE CODE</b>	30992
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	2 x 2500 word essays (50% each)
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1 (Autumn term only)

## DESCRIPTION

In his novel *A Brave New World* (1932), Aldous Huxley declared that consuming the mythical drug 'soma' was to take a 'holiday from reality'. While the module is not quite this break from reality, it does seek to examine the history of drugs in the modern era in a broad and imaginative manner. The module explores the myths surrounding a range of drugs – from opium and alcohol, to LSD and amphetamines – placing drugs and their users in historical, social and cultural contexts. As we will see, drugs are very often used as vehicles to articulate social or cultural anxieties relating to 'deviant' groups defined by their race, gender or class. Via weekly sessions that focus on a particular drug, a group of substances or a specific historical moment – including teaching based on original research – we will explore these shifting contexts and the manner in which drugs very often transition from 'angels' to 'demons'.

Based around a loose chronology that spans the Victorian era to the Cold War (and beyond), the module includes a particular focus on Britain in the era of the two World Wars; drug use in times of conflict; the political, social and cultural responses to drug use; and the use of drugs in everyday life. The module includes reflections on the role of the press and the extensive use of primary sources. We will also have class debates and small group work that seeks to link the history and historiography to modern attitudes and approaches to drugs. By so doing, the module aims to understand humanity's long-standing and synergistic relationship with drugs.

### Seminar topics:

Opium, Race and Empire in Victorian Britain; Alcohol, class, gender and the two World Wars; Cocaine, Gender and Modernity during and after the First World War; Amphetamines, ethics and fighting the Second World War; Nationalism, agency and drugs in sport; LSD: from an 'angel' to a 'demon'; Cigarettes, advertising, public health and smoking in the twentieth century; From Nixon to Trump: The 'War on Drugs' in US History.

### Key texts:

- V. Berridge, *Demons: Our Changing Attitudes to Alcohol, Tobacco, & Drugs* (Oxford 2013)
- Dr. R. Courtwright, *Forces of Habit: Drugs and the Making of the Modern World* (Harvard 2001)
- Ł. Kamieński, *Shooting Up: A Short History of Drugs and War* (Oxford, 2016)
- J. Mills & P. Barton (eds.), *Drugs and Empires: Essays in Modern Imperialism and Intoxication, C.1500 – 1930*, (Basingstoke, 2007)
- N. Rasmussen, *On Speed: The Many Lives of Amphetamines* (New York, N.Y. 2008)

**For further information:** Please contact the current module convenor, Dr James Pugh:

[j.n.pugh@bham.ac.uk](mailto:j.n.pugh@bham.ac.uk)

<b>MODULE TITLE</b>	Britain's Wars of Colonisation and Decolonisation
<b>MODULE CODE</b>	31864
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	2 x 2500 word essays (50% each)
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1 (Autumn term only)

## **DESCRIPTION**

This module will examine Britain's conduct of its wars of empire from 1815 onwards. Britain emerged from its 'second Hundred Years' War' with France (1688 – 1815) as a world power. Between 1815 and 1914, Britain fought only one war against a European enemy (Russia, in the Crimean War) but conducted a whole host of colonial campaigns across the globe. The twentieth century saw the British Empire reach its greatest territorial extent, in the aftermath of the First World War; but in the years that followed, challenges emerged which saw the British fight a series of bitter colonial counter-insurgency campaigns. This module will consider Britain's imperial wars from the expansion of the empire in India in the first half of the nineteenth century, to the campaigns in Malaya and Kenya in the 1940s and 1950s. It will consider these conflicts within the broader context of scholarly debates on the character of British imperialism, as well as within the wider framework of developments in the conduct of war. The module will consider a series of British imperial wars from within the date range, from the perspectives of both the British and their various opponents.

### **Seminar topics may include:**

- Introduction: fighting 'small wars'
- The expansion of Britain's Indian Empire
- Afghanistan: 'graveyard of empires'?
- Rule and rebellion: the expansion of British rule in India and the Indian 'Mutiny', 1857
- China: The Opium Wars
- African kingdoms: the Zulu War
- From Cairo to Khartoum: Egypt and the Sudan, 1882-98
- Britain's largest small war: the South African War, 1899-1902
- The age of Imperial Policing: Ireland and 'air policing' in the Middle East
- The era of counterinsurgency: Malaya and Kenya

### **Key texts:**

Brian Bond, *Victorian Military Campaigns* (1967)

David Chandler and Ian Beckett (eds), *The Oxford Illustrated History of the British Army* (1994)

David French, *The British Way in Counter-Insurgency* (2011)

Benjamin Grob-Fitzgibbon, *Imperial Endgame: Britain's Dirty Wars and the End of Empire* (2011)

Lawrence James, *Imperial Rearguard: Wars of Empire, 1919-1985* (1988)

Andrew Porter (ed.), *The Oxford History of the British Empire*, III (1999) & Judith M. Brown and Wm. Edward Spiers, *The Late Victorian Army* (1992)

Charles Townshend, *The Oxford History of Modern War* (1997/2005)

Bruce Vandervort, *Wars of Imperial Conquest in Africa, 1830-1914* (1998)

**For more information:** Please contact the current module convenor, Dr Daniel Whittingham:

[D.Whittingham@bham.ac.uk](mailto:D.Whittingham@bham.ac.uk)

<b>MODULE TITLE</b>	Servant Stories: Domestic Service in Britain and the Wider World, 1800-1939
<b>MODULE CODE</b>	31976
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	2 x 2500 word essays (50% each)
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1 (Autumn term only)

## **DESCRIPTION**

This module introduces students to the history of domestic service in Britain and the wider world, c. 1800–1939. Although servants formed the largest occupational group in the country by the end of the nineteenth century their stories have traditionally been ignored in histories of modern Britain. Whether researching the maids working in middle-class households in the metropolis or the ayahs who cared for British children living in India, questions of race, gender, and class will be at the heart of our investigations. Regional differences and the plethora in types of domestic service will be emphasised: contextualising the well-known narrative of the butler at the grand English country house alongside assessment of the servants working in suburban lower-middle-class households, and the increasingly international traffic of domestic workers. Together, we shall consider the appropriateness of the ways in which servants from this era are remembered today: at National Trust properties and through television programmes such as *Downton Abbey*. We will immerse ourselves in the expansion of literature in recent years seeking to nuance and develop understanding of domestic service in historic context, and will get to grips with the issues still preoccupying scholars (such as the changing nature of domestic service from nineteenth century live in maids and cooks through to daily cleaners and au pairs by the mid twentieth century). Time will be spent each week exploring relevant primary sources, such as contemporary articles in *The Servants Magazine* and the diaries depicting the cross-class romance between ‘master’ and ‘servant’ Hannah Cullwick and Arthur Munby.

**Seminar topics may include:** Literary and visual representations of servants; memsahibs, ayahs, and domestic service in India; servant’s autobiographies and working-class life writing; the ‘English country house’; servants and global travel; ‘the Irish Bridget’; types of domestic service; au pairs and cleaners; domestic service outside of the home; political activism and employment rights; wages and contracts; working-class leisure and sociability; cross-class friendships, sexual desires, marriages.

### **Key texts:**

- Chaudhuri, ‘Memsahibs and their servants in nineteenth-century India’, *Women’s History Review*, 3:4 (1994), pp. 549-562.
- Delap, *Knowing their place: domestic service in twentieth-century Britain* (Cambridge, 2011) \*available via E-book through findit.bham.ac.uk\*
- Light, *Mrs Woolf and her Servants* (London, 2007).
- Lowrie, *Masters and servants: Cultures of empire in the tropics* (Manchester, 2016) \*available via E-book through findit.bham.ac.uk\*
- Steedman: *Master and servant: love and labour in the English industrial age* (Cambridge, 2007) \*available via E-book through findit.bham.ac.uk \*
- Todd, ‘Domestic service and class relations in Britain, 1900-1939’, *Past and Present*, 203:1 (2009), pp. 181-204.

**For more information:** Please contact the current module convenor, Dr Zoe Thomas:

[z.thomas@bham.ac.uk](mailto:z.thomas@bham.ac.uk)

<b>MODULE TITLE</b>	The United States South: From Plantations to NASCAR
<b>MODULE CODE</b>	28983
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	2 x 2500 word essays (50% each)
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1 (Autumn term only)

## **DESCRIPTION**

In the eyes of many the United States' southern region stands apart from the rest of the nation. Its institutions' have been described as "peculiar," its culture lacking, and its people a "problem." At the same time, "the South" is not an easily definable place. This Advanced Option Module examines southern identity and history from the antebellum period (1820-1861) to contemporary debates over the "Global U.S. South." Using the insights of cultural, social, political, and economic history it will ask students to think of the South as a specific place as well as a national construction. Using traditional primary sources alongside works of fiction, film, and music, students will explore the often-complicated relationship between the U.S. South, nation, and world. Each week students will use the assigned readings and primary documents to evaluate the ways white southerners, African Americans, and recent immigrants shaped the region's history.

### **Seminar topics may include:**

Capitalism and slavery; the Civil War; Reconstruction; The New South; Dixie and commodification; Jim Crow; the Civil Rights Movement; southern food; the "southernization" of American life; and the Global U.S. South. Students will leave the module with a greater understanding of the complicated history and culture of the U.S. South and how it continues to shape national questions about race, citizenship, and belonging in America.

### **For further information:**

Please contact the module convenor: Dr Nathan Cardon, [n.cardon@bham.ac.uk](mailto:n.cardon@bham.ac.uk)

<b>MODULE TITLE</b>	The Making of the British Raj: Gender, Conquest and Race in early colonial India, c.1757-1885
<b>MODULE CODE</b>	30985
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	2 x 2500 word essays (50% each)
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1 (Autumn term only)

## **DESCRIPTION**

This module is to introduce students to the history of the British Empire and explores the history of how British rule was established in India, through a process of conquest and the shaping of new racial and gender hierarchies. It uses cultural imprints of Britain's long imperial connection with India in contemporary British society to engage students. Students will explore how gender, race, the family, sexuality and law in Indian society were transformed by this encounter between British ideas and South Asia. From the religiously sanctioned 'tradition' of burning Hindu widows as Satis to critiques of Muslim 'despotic' rule – this module will explain how the creation of religious difference shaped colonial rule in South Asia. Conflict and conquest were accompanied in this early colonial period by ambitious imperial projects to survey, classify, count and tax colonial subjects.

### **Seminar topics may include:**

Gender, sexuality and race; imperial lives – life writing and the family; Enlightenment and Islam; 'sati' or the burning of widows; the worlds of the East India Company; orientalism and colonial knowledge; race and the rule of difference; gender, law and colonial rule; ideologies of rule; territorial conquest and global conflict; liberalism and empire; the 'East' in the British imagination; the Mutiny of 1857.

### **Key texts:**

- Douglas M. Peers and Nandini Gooptu (ed.), *India and the British Empire* (Oxford: Oxford University Press, 2012).
- Felicity Nussbaum, *Torrid zones: maternity, sexuality, and empire in eighteenth-century English narratives* (Johns Hopkins University Press, 1995).
- Durba Ghosh, *Sex and Family in Colonial India: The Making of Empire* (Cambridge, 2006)
- Lata Mani, *Contentious Traditions: The Debate on Sati in Colonial India* (California: University of California Press, 1998).

### **For more information:**

Please contact the current module convenor: Manu Seghal, [M.Sehgal@bham.ac.uk](mailto:M.Sehgal@bham.ac.uk)

---

# **SEMESTER 2 MODULES**

---

<b>MODULE TITLE</b>	Indigenous and Settler Histories
<b>MODULE CODE</b>	34972
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	1 x 3 hour exam in the Summer exam period
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

## **DESCRIPTION**

“The colonizers came to stay – invasion is a structure not an event.”

With reference to Australia and in conversation with Indigenous studies, historian Patrick Wolfe formulated this argument in his 1999 book *Settler Colonialism and the Transformation of Anthropology*, and it has been frequently quoted ever since. This module explores settler colonialism as a historical formation in order to understand its specific characteristics. Colonialism generally involves one power infringing on another community’s sovereignty, but what gives settler colonialism its more specific definition is its project of replacement of Indigenous peoples with newer arrivals. British rule in India or US control over the Philippines were colonial forms of power, for instance, though not examples of settler colonialism, which Canada, the United States, and Australia do exemplify.

This module requires no prior knowledge of settler colonialism as a concept, nor the histories of the places to be considered. Rather, students will learn how to identify settler colonialism within world history, and in doing so, will explore a variety of related questions, such as:

- What is the role of Indigenous agency and resistance within settler colonial spaces?
- What is the relationship between settler colonialism and genocide?
- Is settler colonialism primarily a racial phenomenon?
- What role does gender play in settler colonial situations?
- Is there a relationship between settler colonialism and capitalism?
- What does decolonization look like during or after settler colonialism?
- Is the concept of settler colonialism sometimes misapplied?
- Settler colonial studies is a relatively new field of study: why has it risen so rapidly?
- What is the relationship between settler colonial studies and Indigenous studies?

In order to grapple with these questions, this module will take up multiple examples of settler colonialism and consider the relationship between them. Furthermore, although “Indigenous and Settler Histories” will be methodologically rooted in the discipline of history, this module will also look at questions asked in other disciplines that have considered this topic, and will seek to learn from insights generated beyond academia. This module is organized as a discussion-based seminar in which students will read, discuss, and review assigned key texts.

### **Seminar topics may include:**

Nazi settler colonialism during World War II and that of the United States during the nineteenth-century in comparison; the settler colonial structure of contemporary Canada; the relative value of theoretical constructs for understanding settler colonialism; connections between Asian exclusion and settler colonialism in the construction of the transcontinental railroad in the United States; settler colonialism and anti-Black racism; questions of land and labor under settler colonial terms of

order; the significance of Indigenous resistance, resurgence, and theorizing; the relationship between dispossession, culture, and sovereignty.

**Key texts:**

- Edward B. Westermann, *Hitler's Ostkreig and the Indian Wars: Comparing Genocide and Conquest* (Oxford: Oxford University Press, 2016)
- Manu Karuka, *Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad* (Oakland: University of California Press, 2019)
- Leanne Betasamosake Simpson, *As We Have Always Done: Indigenous Freedom through Radical Resistance* (Minneapolis: University of Minnesota Press, 2017)

**For more information:**

Please contact the module convenor: Dr John Munro, [J.Munro@bham.ac.uk](mailto:J.Munro@bham.ac.uk)

<b>MODULE TITLE</b>	Women Behaving Badly in Tudor and Stuart England
<b>MODULE CODE</b>	34974
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	1 x 3 hour exam in the Summer exam period
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

## **DESCRIPTION**

This course examines how women were supposed to look and behave in Tudor and Stuart England. While religious and social commentators modelled women as paragons of virtue in early modern society, in reality their behaviour was often far from ideal. We will consider a wide range of evidence about women behaving badly, including gossip and slander, dressing inappropriately, fighting in the street and church, fornication and adultery, even murder, to understand how gendered roles were constructed and contested by people in their daily lives. We will engage with sources such as conduct literature, court records, pamphlets, ballads and drama alongside visual and material evidence (portraits, monuments, woodcuts) to understand how women were supposed to behave and what prompted women to transgress social norms. We will also examine the gendered nature of punishment, including shaming rituals such as being forced to wear the 'scold's bridle'.

### **Seminar topics may include:**

Women's worlds in early modern England; Constructing women: ideals and role models; Case studies of 'good' women'; Defining bad behaviour (including gossip, slander, nagging, cursing, fighting, fornication, adultery, murder, heresy, witchcraft); Case studies of 'bad' women; Gendered punishments.

### **Key texts:**

- Bernard Capp, *When Gossips Meet: women, family and neighbourhood in early modern England* (Oxford, 2004)
- Amanda Flather, *Gender and Space in Early Modern England* (Boydell, 2011)
- Any M Froide, *Never Married: Singlewomen in Early Modern England* (Oxford, 2007)
- Laura Gowing, *Domestic Dangers, Women, Words and Sex in Early Modern England* (Oxford, 1999)
- Laura Gowing, *Gender Relations in Early Modern England* (Routledge, 2012)
- Sara Mendleson and Patricia Crawford, *Women in Early Modern England* (Oxford, 2000)

### **For further information:**

Please contact the current module convenor, Dr Tara Hamling [T.J.Hamling@bham.ac.uk](mailto:T.J.Hamling@bham.ac.uk)

<b>MODULE TITLE</b>	Experts, Scholars, and Spies: the Information Revolution in Early Modern Europe
<b>MODULE CODE</b>	32032
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam in Summer term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

## **DESCRIPTION**

Early modern Europe was transformed by information. Using new devices, natural philosophers explored the sky, the human body, and the earth itself; travellers and missionaries studied remote cultures; and publishers used the new technology of print to produce scholarly monographs, lying pamphlets, partisan newspapers. This unit introduces students to the emerging field of information history. We ask: how was knowledge produced and circulated? How did early moderns understand what they read? What was the relationship between power, social status, and the production of knowledge? Students will develop research techniques and gain experience in dealing with a variety of early modern sources – business records, reading notes, newspapers – that are fundamental for understanding what early modern people knew and how they saw the world. Important themes include the print revolution, literacy and reading, the circulation of scientific and political information, popular print and newspapers, and the emergence of a Republic of Letters.

### **Seminar topics may include:**

The rise of 'method', secrecy, espionage and news, collecting and museums, experimental science, the 'print revolution'

### **Key texts:**

- S. Shapin, *Social History of Truth* (1994)
- P. Findlen, *Possessing Nature* (1994)
- B. Dooley, *Social History of Skepticism* (1999)
- J. Peacey, *Print and Public Politics in the English Revolution* (2013).

### **For further information:**

Please contact the module convenor, Dr Noah Millstone: [N.C.Millstone@bham.ac.uk](mailto:N.C.Millstone@bham.ac.uk)

<b>MODULE TITLE</b>	Piracy, Peoples and Exploitation
<b>MODULE CODE</b>	32004
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam in Summer term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

## **DESCRIPTION**

In 1497 only five years after Christopher Columbus reached the New World, Henry VII sponsored John Cabot on a voyage of exploration which led to Newfoundland being claimed for England. The rewards of fish and rocks, rather than gold and plantations helped to dampen the English enthusiasm for investing in overseas exploration yet despite the early lack of interest, by the end of the Tudor period, the English had become important players in the European search for overseas wealth, territory and peoples, founding their first colonies in the Americas, and establishing vast global trading companies. This course will look at English exploration over the whole Tudor period, examining the early efforts at westward expansion and culminating with the proto-colonies developed in the New World. It will examine why the English were so slow to participate in voyages of exploration and expansion and discuss how after nearly a century of negligible or non-existent participation in voyages of expansion, England became an active participant to the extent that the origins of the British Empire could be said to be traceable to this era.

### **Seminar topics may include:**

John Cabot and the discovery of Newfoundland; Thomas More's Utopia and English exploration; Books to build an empire (reading before exploring); Privateering and Piracy and their impact on exploration; the search for landroutes to Asia; the search for the Northwest Passage and the sea route round Canada; failed colonies (Meta Incognita, Roanoke); the Circumnavigators (Drake and Cavendish); Sir Walter Raleigh and the Americas, the establishing of the Muscovy, Levant and East India Companies

### **Key texts:**

- Kenneth Raymond Andrews; *Trade, Plunder and Settlement: Maritime Enterprise and the Genesis of the British Empire, 1480-1630* (Cambridge University Press, 1984)
- Nicholas Canney (ed.); *The Oxford History of the British Empire: Volume I: The Origins of Empire: Origins of Empire: British Overseas Enterprise to the Close of the Seventeenth Century Vol 1* (Oxford University Press, 2001)
- Peter Mancall; *Hakluyt's Promise: An Elizabethan Obsession for an English Empire* (Yale University Press, 2007)
- David B. Quinn; *England and the discovery of America, 1481-1620 : from the Bristol voyages of the fifteenth century to the Pilgrim settlement at Plymouth: the exploration, exploitation, and trial-and-error colonization of North America by the English* (Allen and Unwin, 1973)
- Clendinnen, Inga, *Aztecs: An Interpretation* (Cambridge University Press, 1991)
- Coe, Michael, *The Maya* (Thames and Hudson, 1966, eighth edition 2011)
- Conrad, Geoffrey, and Demarest, Arthur, *Religion and Empire; The Dynamics of Aztec and Inca expansionism* (Cambridge University Press, 1984)
- D'Altroy, Terence, *The Incas* (Blackwell, 2002)
- Davies, Nigel, *The Aztecs* (MacMillan, 1973)
- Fuentes, Carlos, *The Buried Mirror: Reflections on Spain and the New World* (Houghton Mifflin, 1993)

- Hemming, John, *The Conquest of the Incas* (MacMillan, 1971)
- Kamen, Henry, *Empire; How Spain Became a World Power 1492-1763* (Penguin, 2002)
- Miller, Mary Ellen, *The Art of Mesoamerica: from Olmec to Aztec* (Thames and Hudson, 1986, fifth edition 2012)
- Smith, Michael, *The Aztecs* (Oxford, 2003)
- Thomas, Hugh, *The Conquest of Mexico* (Pilmico, 1994)
- Thomas, Hugh, *Rivers of Gold; The Rise of the Spanish Empire* (Phoenix, 2003)

**For further information:**

Please contact the module convenor, Dr Margaret Small: [M.Small@bham.ac.uk](mailto:M.Small@bham.ac.uk)

<b>MODULE TITLE</b>	Hunger and Affluence. Producing and Eating Food in World History
<b>MODULE CODE</b>	34964
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam in Summer term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

**DESCRIPTION**

An ample supply of food is the exception in world history, and our ability to feed a global population of more than seven billion rests on a modern food system that this module seeks to explore. The module looks at all stages of the food chain: from the challenges of farm production and the mighty food processing industry to distribution and consumption. We look at the growing diversity of food – but also at the standardization and quantification of nutrition. A major question is why hunger persists in the presence of affluence. The perspective is emphatically global –our food system was arguably the first part of the modern economy that globalized.

**Seminar topics may include:**

From traditional to modern farming; gender and ethnic roles on the farm; the slaughterhouse revolution; the making of the calorie; nutrition in war and peace; the rise of food processing; the rise of the Big Mac; ethnic diversity and the globalization of world cuisine; why is there still hunger in a world of affluence?

**Key texts:**

- Michael Pollan, *The Omnivore’s Dilemma: The Search for a Perfect Meal in a Fast-Food World* (2007).
- Nick Cullather, *The Hungry World: America’s Cold War Battle Against Poverty in Asia* (2010).

**For more information:**

Please contact the current module convenor: Frank Uekotter, [F.Uekoetter@bham.ac.uk](mailto:F.Uekoetter@bham.ac.uk)

<b>MODULE TITLE</b>	Conflict in the Modern Middle East
<b>MODULE CODE</b>	35165
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	1 x 3 hour exam in the Summer exam period
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

### **DESCRIPTION**

The aims of the module are to understand and dissect the causes and consequences of key conflicts in the Modern Middle East from 1914 to the present. Seminar topics include the Middle East campaigns of the First World War, the Suez Crisis, the Arab-Israeli wars, the Gulf Wars, the Peace Process, the Arab Spring and the war on IS. Within the sessions the causation of conflict, military effectiveness and outcomes will be considered. The role of diplomacy in starting and ending wars is also reviewed. The differing perspectives of belligerents are analysed in conjunction with changing interpretations in the historiography.

### **Seminar topics may include:**

- The First World War in the Middle East
- The end of the First World War and the Peace Settlement
- Britain, Egypt and Iraq, 1919-1939
- The Creation of Israel and the First Arab-Israeli War
- The Suez Crisis
- Six Day War
- Yom Kippur War
- The Gulf War
- The War on Iraq
- The Israel-Palestine Problem
- The Arab Spring, the Rise and fall of ISIS (IS) and the Current Situation

### **Key texts:**

- A.J.Bacevich, *America's War for the Greater Middle East: A Military History* (New York, 2016).
- C.D.Smith ed., *Palestine and the Arab-Israeli Conflict*, Bedford, 2013).
- L.Freedman, *A Choice of Enemies. America Confronts the Middle East*, London, 2008).
- R.Ovendale, *The Origins of the Arab-Israeli Wars*, London, 2004).
- A.Shaim, *The Iron Wall: Israel and the Arab World*, London, 2014).

### **For further information:**

Please contact the module convenor, Dr Steve Morewood: [S.MOREWOOD@bham.ac.uk](mailto:S.MOREWOOD@bham.ac.uk)

<b>MODULE TITLE</b>	Gross Indecency to Gay Marriage? Gender and Sexual Minorities 1885 to the Present
<b>MODULE CODE</b>	32005
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam in Summer term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

## DESCRIPTION

“The one duty we owe to history is to rewrite it,” wrote Oscar Wilde in 1891. Less than a decade later, the Irish poet and playwright was dead, having never recovered from his prison term for gross indecency with men. This module takes up Wilde’s challenge and explores the queer history of modern Britain. Beginning in 1885, when the Labouchère Amendment made gross indecency a crime, the module traces the emergence of queer identities and practices from sexological debates and criminal codes. It covers the politics of gay activism in the 1970s and 1980s and the development of modern identity categories, often grouped in the acronym LGBTQI+ (lesbian, gay, bisexual, transgender, queer, intersex), protected by the 2010 Equalities Act. Defining ‘Britain’ broadly, we will ask how empire and colonialism shaped queer historical experience, and we will explore the intersections of race, class, and gender within the worlds of sexual and gender minorities – looking, for example, at the home movies made by a British archaeologist in Palestine in the 1930s and the Bedouin man who seems to be his lover. Queer history challenges us to read between the lines and to unsettle established categories, a project we will undertake with a variety of sources, such as Jeanette Winterson’s classic coming-out tale *Oranges Are Not the Only Fruit* (1985). Ultimately, we will ask how the tools and methods of queer studies can help us to rewrite the history of modern Britain.

### Seminar topics may include:

Sexology in the late 19<sup>th</sup> century; decriminalisation of sex between men (1967); lesbian bar culture of the 1950s-1960s; the gay liberation movement; cross-gender identification and the emergence of ‘trans’ as a category; HIV/AIDS and activism in the 1980s; the Irish gay marriage referendum (2015).

### Key texts:

- Christine Burns, ed., *Trans Britain: Our Journey from the Shadows* (London, 2018)
- Matt Cook, *Queer Domesticities: Homosexuality and Home Life in Twentieth-Century London* (Basingstoke, 2014)
- Laura Doan, *Disturbing Practices: History, Sexuality, and Women’s Experience of Modern War* (Chicago, 2013)
- Rebecca Jennings, *Tomboys and Bachelor Girls: A Lesbian History of Post-War Britain 1945-71* (Manchester, 2007)
- Brian Lewis, ed., *British Queer History: New Approaches and Perspectives* (Manchester, 2013)
- Gemma Romain, *Race, Sexuality and Identity in Britain and Jamaica: The Biography of Patrick Nelson, 1916-1963* (London, 2017)

**For further information:** Please contact the current module convenor, Dr Mo Moulton: [m.moulton@bham.ac.uk](mailto:m.moulton@bham.ac.uk)

<b>MODULE TITLE</b>	George Orwell, England and the Modern World
<b>MODULE CODE</b>	31018
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam in Summer term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

## **DESCRIPTION**

Eric Blair, better known by his pen name George Orwell, has proved one of the most enduring English authors of the early twentieth century. Few students enter university without having read at least one of his two anti-totalitarian novels, *Animal Farm* (1945) and *1984* (1948). The term “Orwellian” has entered common usage as a synonym for dystopic totalitarianism, and in the years since the terror attacks of 9/11 has become a commonplace in discussions of the modern “security state”. Yet, Orwell did not begin his career as an anti-totalitarian polemicist. Born in British India and educated at Eton, Eric Blair first followed in his father’s footsteps and joined the Indian Civil Service as a police officer in Burma, before returning to England to begin a career as a writer. Over the next two decades his essays, novels, literary criticism and reportage took on nearly every major social and political topic of the day, including urban poverty, consumer culture, the future of the British empire, unemployment, the appeal (or lack thereof) of the British communist party, the threat of fascism, the future of social democracy, the meaning of “Englishness”, and role of politics in modern life. During the Second World War, he was employed by the Ministry of Information as a state propagandist. By the end of his career, he was viewed by many as a defender of individual integrity against state tyranny, and condemned by others as an apostate to socialism. This course will take a historical approach to both Orwell and to the myriad subjects to which he turned his pen. We’ll begin and end with an analysis of Orwell’s role as a chronicler and shaper of British society, while the intervening weeks will use Orwell’s writings as a launch pad to explore key issues in interwar British and European history. Each week will consist of a one-hour source-based seminar in which we will analyze one of Orwell’s works followed by a two-hour class in which we will discuss relevant secondary literature.

**Seminar topics may include:** George Orwell’s politics and the politics of George Orwell; *The Road to Wigan Pier*, unemployment and British communism; *Keep the Aspidistra Flying* and modern consumer culture; *Shooting and Elephant* and the future of the British empire; *Homage to Catalonia* and Britain’s response to the Spanish Civil War; *The Lion and the Unicorn* and interwar Englishness; *Inside the Whale* and political apathy; *Animal Farm*, the British Left and Soviet Russia.

### **Key texts:**

- Robert Colls, *George Orwell: English Rebel*
- Christopher Hitchens, *Why Orwell Matters*
- Raymond Williams, *George Orwell*
- EP Thompson, “Outside the Whale”
- The Complete Works of George Orwell, available online at [http://www.orwell.ru/library/index\\_en](http://www.orwell.ru/library/index_en)

### **For further information:**

Please contact the module convenor for further information Dr Sarah Kenny, [S.Kenny@bham.ac.uk](mailto:S.Kenny@bham.ac.uk)

<b>MODULE TITLE</b>	Life After Death: Culture, Politics and Memory in Post-War Europe, 1945-1973
<b>MODULE CODE</b>	32003
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam in Summer term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

## **DESCRIPTION**

This course explores European society, culture and politics in the aftermath of the Second World War. Taking in the eastern block in addition to the continent's western half, the course analyses how democratic and authoritarian regimes set about rebuilding the continent politically and economically following the devastation of the Second World War, and the cultural resources they sought to mobilize for that purpose. The course's chief focus, however, will be on the societies these governments ruled over, and the ways they sought to confer meaning to the traumas of the recent past, and to create new life in the post-war era. The contested politics of memory accordingly occupies a central position within the course- a theme which will be explored via literature, film and visual culture in addition to historical works. The course begins with analysis of the Second World War's aftermaths in 1945 and concludes amidst the cultural and economic upheavals of the late 1960s and early 1970s, such as the revolutions of '1968'. Students wishing to sample the themes central to this course are advised to read Tony Judt, *Postwar: A History of Europe since 1945*, (London, 2005).

### **Seminar topics may include:**

- The legacies of the Second World War in Europe after 1945
- Cultures of Memory concerning the Second World War
- The Rise of Christian Democracy in Western Europe and State Socialism in the Eastern Block
- Gender, Consumption and Family Life during the 1950s
- Cultural Shifts during the 1960s
- The Revolutions of 1968

### **Key texts:**

- Tony Judt, *Postwar: A History of Europe since 1945*, (London, 2005).
- Ian Kershaw, *Roller-Coaster: Europe, 1950-2017*, (London, 2018), chapters 1-6.
- Richard Bessel and Dirk Schuhmann eds., *Life After Death: Approaches to a Social and Cultural History During the 1950s and 1960s*, (Cambridge, 2003).
- Robert Gildea, James Mark and Anette Warring ed., *Europe's 1968: Voices of Revolt*, (Oxford, 2013).

### **For further information:**

Please contact the module convenor, Dr Thomas Brodie: [T.O.Brodie@bham.ac.uk](mailto:T.O.Brodie@bham.ac.uk)

<b>MODULE TITLE</b>	Terrorism in the USA: From the Klan to Al Qaeda to White Power
<b>MODULE CODE</b>	35161
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam in Summer term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

## **DESCRIPTION**

Although viewed as a 21<sup>st</sup> century phenomenon, the modern roots of terrorism date from the latter half of the 19<sup>th</sup> century. This is certainly true of violent extremism in the United States of America. Violent extremism there has come in a variety of types, including racist terrorism, right-wing terrorism, anarchist terrorism, left-wing terrorism, ethno-nationalist terrorism, environmentally motivated terrorism, misogynist terrorism, and religiously motivated terrorism. This module provides an in-depth examination of various types of terrorism that have occurred in the United States. The approach includes examining the groups and individuals who have carried out attacks and the responses of the American state to violence. The module will do so through a theoretical, thematic, and chronological approach from the 19<sup>th</sup> century with the emergency of the Ku Klux Klan all the way to the 21<sup>st</sup> century and ongoing white power terrorism that will include a weekly detailed examination of relevant primary sources.

### **Seminar topics may include:**

What is Terrorism?, Causes and Responses, The Original American Terrorists: The Ku Klux Klan, Anarchism and Labour Violence in America, Ethno-Nationalist Terrorism in the US and Canada, Far-Left Terrorism: The Weather Underground, Responses: The FBI and American State Terrorism? Oklahoma City and Far-Right Terrorism, The 9/11 Era, Post 9/11 Terrorism and the Future: Islamic State and White Power,

### **Key texts:**

- Christopher Hewitt, Understanding Terrorism in America from the Klan to Al Qaeda
- Timothy Naftali, Blind Spot: A Secret History of American Counter Terrorism
- Charles Townshend, Terrorism: A Very Short Introduction

### **For more information:**

Please contact the current module convenor: Steve Hewitt, [S.R.Hewitt@bham.ac.uk](mailto:S.R.Hewitt@bham.ac.uk)

<b>MODULE TITLE</b>	Before and after the Mongols: Political Authority in Islamic Lands, 1000-1600
<b>MODULE CODE</b>	31010
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam in Summer term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2 (Spring term only)

## **DESCRIPTION**

How do ruling elites cope when they are conquered by people whose world views are so different from their own? This module examines the bases of political authority in Islamic lands between the 11th and 16th centuries to try to answer this question. The Mongol elimination of the Abbasid Caliphate in the 13th century posed fundamental challenges to Islamic notions of rule. For the first time in its history sedentary Islamic society was faced with the reality of non-Muslim rule and the pre-eminence of Turko-Mongol political culture with its emphasis on a pastoralist ethos. Over the course of the next three centuries Muslim scholars and rulers struggled to develop new ideas of political authority which could address the shifting political realities of their day. Such ideas ranged from resistance to accommodation and, over the centuries, they resulted in new ways of doing things. A consideration of these changes allows us to understand the ideological foundations of the early modern empires which dominated West and South Asia into the modern era.

### **Seminar topics may include:**

Theorizing the Abbasid Caliphate; The Mongol Challenge to Islamic Politics and Society; Mamluk Legitimacy in Egypt and Syria; Ibn Khaldun and the Juridical Caliphate; Timur and the Cosmic Mandate; Holy War in the Anatolian and Balkan Borderlands; Justice, Order, and *Sharia*; The New Empires of the Sixteenth Century: Ottomans, Safavids, and Mughals

### **Key texts:**

- Lambton, *State and Government in Medieval Islam*
- Mona Hassan, *Longing for the Lost Caliphate: A Transregional History* (2016)
- Moin, *The Millennial Sovereign* (2014)

### **For further information:**

Please contact the current module convenor, Dr Chris Markiewicz: [c.markiewicz@bham.ac.uk](mailto:c.markiewicz@bham.ac.uk)

---

# **FULL YEAR MODULES**

---

<b>MODULE TITLE</b>	A History of the Tudors in 100 Objects: Special Subject
<b>MODULE CODE</b>	32131/32129
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1 x 3 hour written exam 1 x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## **DESCRIPTION**

In this course we will examine a rich body of surviving objects from the Tudor period to explore how key themes in the study of early modern history were experienced by people in everyday life. Each week we will discuss the ways in which a particular object—including the legendary ‘Round Table’ of King Arthur, a nit-comb from the shipwrecked ‘Mary Rose’, a defaced religious icon, a gentleman’s night cap and a witch-bottle—might inform our understanding of, for example, dynastic and religious change; social mobility; superstition and popular belief; domestic and family life; gender; health and hygiene. We will investigate and vote for additional objects each week to arrive collectively by the end of the course at our own version of a history of the Tudors in 100 objects, curated as an online exhibition.

In the last two decades there has been an important turn towards the study of ‘material culture’ in historical studies. The sixteenth century in England is often identified with the start of a commodity culture and a pronounced increase in the production and consumption of a wide range of material goods. Yet the physical evidence presented by the objects themselves and the micro-histories this opens up is often neglected or buried within broader narratives. This course will engage with a range of primary texts and secondary readings to identify the material, economic and symbolic values of ‘things’ for early modern people, as well as the different approaches to the study of material culture offered by disciplines such as art history, archaeology, anthropology and literary studies. We will also ask questions about the ways in which historic objects are presented in museum and heritage contexts.

### **Seminar topics may include:**

Each week we’ll address what a particular object can reveal about various aspects of everyday life in Tudor England. This will include the following objects and themes:

A defaced religious painting (theme: religious reform); a popular print depicting Elizabeth I (themes: cult of royalty; print culture); ‘witch bottle’ (themes: popular belief; magic and superstition); embroidered nightcap (themes: social status; domesticity); nit comb recovered from the ‘Mary Rose’ (themes: health and hygiene; personal objects); portrait of a man with skeleton (themes: identity; death and remembrance); ‘the Great Bed of Ware’ (themes: public and private); ‘King Arthur’s Round Table’ (themes: the court; chivalry; propaganda); William Shakespeare’s last will and testament (themes: possessions; family; community); Italian ‘puzzle jug’ (themes: continental influence; fashion; drinking; sociability); Scold’s Bridle (themes: crime and punishment; slander); handkerchief (theme: love and courtship); embroidered King James Bible (themes: religious practice; bible culture); money box (themes: commerce; the theatre); miniature toy figures (theme: childhood; the life cycle); spice cupboard (theme: trade; food); a cupping glass for blood-letting (theme: disease; illness; medicine)

### **Key texts:**

- \*Susan Brigden, *New Worlds, Lost Worlds: The rule of the Tudors 1485-1603* (Penguin, 2001).
- \*Karen Harvey (ed.), *History and Material Culture: A student's guide to approaching alternative sources* (Routledge, 2009, revised edn, 2017).
- Tara Hamling and Catherine Richardson (eds), *Everyday Objects: Medieval and Early Modern Material Culture and its Meanings* (Ashgate, 2010).
- Richard Rex, *Tudors: The Illustrated History* (Amberley, 2014)
- Catherine Richardson, Tara Hamling and David Gaimster (eds), *The Routledge Handbook to Early Modern Material Culture* (Routledge, 2016).
- Lena Orlin (ed.), *Material London c.1600* (University of Pennsylvania Press, 2000)
- David Gaimster and Roberta Gilchrist, *The Archaeology of Reformation, 1480-1580* (Maney, 2003)

**Websites:**

Shakespeare's Restless World, Radio 4 programmes:

<http://www.bbc.co.uk/programmes/b017gm45/episodes/guide>

Shakespeare's World in 100 Objects – blog with posts by PhD students in the History department at Birmingham: <http://findingshakespeare.co.uk/category/shakespeares-100>

**For further information:**

Please contact the current module convenor, Dr Tara Hamling, [T.J.Hamling@bham.ac.uk](mailto:T.J.Hamling@bham.ac.uk)

<b>MODULE TITLE</b>	The Revolting Right: Conservative Activism in Post-war Britain
<b>MODULE CODE</b>	31115/30958
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## **DESCRIPTION**

In light of the success of UKIP and the anxieties about nationalist populism across the globe, it seems an appropriate moment to reflect on the history of activism from the right within the UK. What happens to the history of political activism and Britain if we look at voices which might otherwise be dismissed as 'cranky', 'backwards-looking', 'marginal' and 'peripheral'? In examining the history of non-party mobilisations from the political right from the end of the Second World War to the rise of UKIP, this module questions how citizens have been political in the post-war and the extent to which activists brought about and resisted political, economic, cultural and social change?

The module uses the extra-parliamentary right to ask big questions about political mobilisations in the twentieth century and how to historicise these. What did conservative mobilisations find so objectionable about immigration, homosexuality and feminism and how do we as historians understand these ideas, responsibly engage with them while critiquing such notions?

Taking this module, you will consider what conservatism looks like when we observe it from outside Parliament and explore the ways in which Thatcherism become 'ordinary' through activist spaces including the Neighbourhood Watch, the individual share owners or the University campus. You will reflect upon the histories of conservatism, ethnic populism, neo-liberalism and neo-conservatism. By offering broad conceptualisation of the political, you will assess a range of mobilisations stretching from elite think tanks (such as the Mont Pelerin Society), to grass roots social movements (including Mary Whitehouse's National Viewers and Listeners Association), campaigning organizations (like the National Association for Freedom) while also assessing the individual life-stories of some less conventional political activists.

You will be introduced to a range of sources including unpublished oral histories, archival papers from obscure activists and never-before seen collections of letters reflecting public concerns about race, empire and immigration, permissiveness, students and protestors. In so doing, you will seek to understand the networks which connected Cold War and security NGOs with, for example, those opposing lesbianism from a shed in Newbury, Berkshire.

The module will help you reflect on whether late twentieth century see a new world order created along neo-liberal or neo-conservative lines, how did this play out within the British state, and what forms of activism articulated and drove such shifts? It will also provide historical context for the rise of UKIP, assessing its similarities and distinctiveness from older forms of protest.

### **Seminar topics may include:**

- Histories of party political decline, neo-liberalism and neo-conservatism.
- The activism of elite think tanks in national and transnational spheres.

- Case studies of social movements and right-wing populist campaigns including Mary Whitehouse's National Viewers and Listeners Association and the National Association for Freedom.
- Individual life-stories of less conventional political activists such as Theresa Gorman, Rhodes Boyson, and Norris McWhirter.
- How to make use of archival sources on race, immigration and nation.
- Spaces where mobilisations occurred including the campus, the neoliberal city and the suburban neighbourhood watch.
- Transnational and Cold War activist networks and comparative analysis on the US right.
- Europe and the emergence of UKIP.

**Key texts:**

- Lawrence Black, *Redefining British Politics: Culture, consumerism and participation, 1854-1970* (Basingstoke, 2010)
- Matthew Hilton, James McKay, Nick Crowson & Jean-Fracois Mouhet, *The Politics of Expertise: How NGOs shaped modern Britain* (Oxford, 2013)
- EHH Green, *Ideologies of Conservatism: Conservative Political ideas in the twentieth century* (Oxford, 2002)
- Camilla Schofield, *Enoch Powell and the Making of Postcolonial Britain* (Cambridge, 2013)

**For further information:**

Please contact the current module convenor, Dr Chris Moores: [C.I.Moores@bham.ac.uk](mailto:C.I.Moores@bham.ac.uk)

<b>MODULE TITLE</b>	1066: Epic Tales of Saints, Swordsmen and Scribes
<b>MODULE CODE</b>	30910/31095
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## **DESCRIPTION**

This Special Subject offers a chance to explore one of the most colourful and formative periods of English history both as a subject of historical enquiry and a product of historiographical invention. The century after Duke William's famous conquest of England saw an explosion of historical writing - largely in the cultural context of monastic-centred religious reform - aimed at interpreting and inventing new accounts of the past to make sense of the startlingly dramatic developments of the present. Warriors and warfare, sex and marriage, saints and miracles, honour and humiliation, violence, insurgency and subjection were all subjects in the narration of a new Anglo-Norman history of England that grappled with the consequences of a small alien force of Normans and French that completely subdued and supplanted the English ruling elite. Such a wholesale regime change was rare even in medieval history, and seems to have shocked the native culture into stunned silence for at least a generation. When English and mixed birth scribes finally broke that silence, they unleashed a torrent of narrative designed to make sense of events set in train by 1066. As we shall see, their answers to questions of continuity and change have shaped the way subsequent English history has been written and read to this day.

### **Seminar topics may include:**

The module will include discussion of such topics as: the trauma of 1066 in the historical consciousness of its Anglo-Saxon survivors; the propaganda role of the Bayeux Tapestry; monasticism and education in the Anglo-Norman church; miracles and marvels in history and hagiography; the depiction of elite masculinities and femininities in Anglo-Norman narrative sources.

### **Key texts:**

- E. M. C. Van Houts, 'The Trauma of 1066' *History Today*, 46: 10 (1996), 9-15.
- P. Stafford, *Unification and Conquest. A Political and Social history of England in the Tenth and Eleventh Centuries* (London, 1989)
- A. Williams, *The English and the Norman Conquest* (Woodbridge, 1995).
- R.W. Southern, 'Aspects of the European Tradition of Historical Writing: 1. The Classical Tradition from Einhard to Geoffrey of Monmouth' *TRHS*, 5<sup>th</sup> ser. 20 (1970), 173-96.
- R. W. Southern, 'Aspects of the European Tradition of Historical Writing: 2. Hugh of St Victor and the Idea of Historical Development', *TRHS*, 5<sup>th</sup> ser. 21 (1971), 159-79.
- R. W. Southern, 'Aspects of the European Tradition of Historical Writing: 3. History as Prophecy' *TRHS*, 5<sup>th</sup> ser. 22 (1972), 159-80.
- R. W. Southern, 'Aspects of the European Tradition of Historical Writing: 4. The Sense of the Past' *TRHS*, 5<sup>th</sup> ser. 23 (1973), 245-56.

- R. H. C. Davis, *The Normans and Their Myth* (London, 1976).

Please contact the current module convenor, Dr Simon Yarrow [S.S.Yarrow@bham.ac.uk](mailto:S.S.Yarrow@bham.ac.uk) for more information

<b>MODULE TITLE</b>	The World's Largest Empire: The Mongols and China
<b>MODULE CODE</b>	30913/31098
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## **DESCRIPTION**

The Mongols ran the largest land-based empire ever known in history. The drama of the initial conquests by Chinggis Qan (whom you may know better as Genghis Khan) is matched by the ambitions of his successors, not least Qubilai Qa'an (Khubilai Khan), who completed the conquest of China and founded the Yuan (1260-1368) dynasty there. Although the Mongol empire extended out from Inner Asia to the limits of Persia in the west and to China in the east, the attention of Europeans was riveted by the Mongol invasions of Eastern Europe in 1240-2, and subsequently by the extraordinary travelogue recounting Marco Polo's twenty-year sojourn (1271-92) at Qubilai's court in China and journeys to neighbouring countries. Thanks to Marco Polo, the Mongols in China have remained on Europeans' radar ever since. We will work with some of the many primary materials accessible to those with no knowledge of the original languages, including Marco Polo, Rashid al-Din and the *Secret History of the Mongols*. We will investigate where the Mongols came from and the different ways in which their expansion was received: were they embraced, tolerated, resisted, and who sought their support? We will examine relations between the Mongols and the conquered peoples, and address issues such as collaboration and assimilation. The module gives you the opportunity to develop a deep appreciation of what many regard as the first truly global empire.

**Seminar topics may include:** Who were the Mongols? What did it mean to be loyal in a Chinese context? Was Temüjin (Chinggis qan) an unusual leader? Were there advantages to coming under Mongol rule? Why were there so many disputes over who would succeed to the throne? Did the Mongols win or did the Song lose the war for the Southern Song? Was the Mongol capital a Chinese city? Did the Mongols practice religious toleration? Do landscape paintings of the Mongol period have a loyalist message? There are also likely to be sessions on food – including a tasting, on theatre – including a performance, and on painting – including a session with a painting at the Barber Institute.

### **Key texts:**

- Marco Polo, trans. and ed. Henry Yule, *The book of Ser Marco Polo, the Venetian*, 2 vols (Amsterdam: Philo Press, 1975 [1903-1920]).
- May, Timothy, *The Mongol Conquests in World History* (London, 2011).
- Morgan, David, *The Mongols*, 2nd edn. (Oxford, 2007).
- Ratchnevsky, Paul, *Genghis Khan: His Life and Legacy*, trans. Thomas Haining (Oxford, 1991).
- Rossabi, Morris, *Khubilai Khan* (Berkeley, 1988).

Please contact the module convenor: Professor Naomi Standen [N.Standen@bham.ac.uk](mailto:N.Standen@bham.ac.uk) for further information

<b>MODULE TITLE</b>	Land, Law, and Violence in the American West
<b>MODULE CODE</b>	30921/31103
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

### **DESCRIPTION**

This module traces the expansion of the United States into the continental interior, over the course of a century from 1776 to 1877. It deals with the myth and history of pioneers, frontiersmen, and explorers; of outlaws and lawmen; of cowboys, and Indians, and slaves. Drawing on a generation of revisionist historiography, it looks for the reality behind the Hollywood image of America's west. We will study flows of people, trade, and capital; the formation and destruction of communities; the development of law, democracy, and politics; as well as the day-to-day dynamics of gender, race, and class; from the Midwestern prairie to the desert of New Mexico. We will place western history in the context both of the United States, and of the globalising nineteenth-century world, including the west's role in the Civil War of 1861-65. And we will learn, through primary sources and through recent scholarly debates, how land, law, and violence shaped a nation.

### **Seminar topics may include:**

The legend of Daniel Boone; Looking east from Indian country; Cotton and the spread of slavery; Gold rush and oil boom; Railroad Tycoons

### **Key texts:**

- Patricia Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (W.W. Norton, 1987);
- Amy Greenberg, ed., *Manifest Destiny and American Territorial Expansion: A Brief History with Documents* (St Martin's Press, 2012);
- Anne Hyde, *Empires, Nations & Families: A History of the North American West, 1800-1860* (University of Nebraska Press, 2011).

### **For more information:**

Please contact the current module convenor, Dr Tom Cutterham: [T.Cutterham@bham.ac.uk](mailto:T.Cutterham@bham.ac.uk)

<b>MODULE TITLE</b>	American Civil War
<b>MODULE CODE</b>	31834/31828
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## DESCRIPTION

The American Civil War (1861-65) was a seminal event in American history. The secession of the Confederate states in 1861 opened the way to four years of bloody conflict: it is the deadliest war in US history, and its legacy remains bitterly contested. This special subject will allow students the chance to explore this conflict in depth. The module will consider a wide range of significant historical debates relating to the war. Why did the war happen? Could the Confederacy really have won it? How much of a difference did the leadership of President Abraham Lincoln make to the result? Why did Britain and France stay neutral? Was the American Civil War the first 'modern' war? Did brother really fight against brother? Was slavery the root cause, and how and why did it come to an end? What were the consequences of the war? Students will get the chance to consider all of these questions, and more.

### Seminar topics may include:

Orientation: the USA in 1860; the causes of the war; the campaigns of 1861; the campaigns of 1862; the Emancipation Proclamation; the Gettysburg campaign, 1863; decision in the West; the campaigns of 1864; the 1864 election; the end of the war; the war at sea and the international context; government and society in the North; government and society in the South; the sinews of war; Civil War medicine; Billy Yank and Johnny Reb: the experience of war; women and the war; the first modern war?; reconstruction; legacy

### Key Texts:

- Catton, Bruce, *This Hallowed Ground: A History of the Civil War* (Garden City, N.Y, 1956)
- Foner, Eric, *Fiery Trial: Abraham Lincoln and American Slavery* (New York, 2011)
- Grant, Susan-Mary and Holden Reid, Brian (eds.), *Themes of the American Civil War: the War Between the States* (London, 2010 2nd rev. ed.)
- Holden Reid, Brian, *The Origins of the American Civil War* (London, 1996)
- Oakes, James, *Freedom National: the Destruction of Slavery in the United States, 1861-1865* (New York, 2013)
- Smith, Adam I.P., *The American Civil War* (Basingstoke, 2007)

Please contact the current module convenor for more information, Dr Daniel Whittingham:

[D.Whittingham@bham.ac.uk](mailto:D.Whittingham@bham.ac.uk)

<b>MODULE TITLE</b>	The English Civil War
<b>MODULE CODE</b>	30919/31102
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## DESCRIPTION

The civil war that ripped England apart in the 1640s was one of the most devastating conflicts in its history. It destroyed families and towns, ravaged the population and led to the execution of King Charles I and the establishment of the only republican regime in English history. Its causes can be traced back to the social, cultural and political upheavals of the previous 50 years, as England became divided by a series of religious 'culture wars' and parliament and the people turned against royal government. Its consequences were felt for decades, as the new opportunities afforded by print culture and the radical ideas of groups like the Levellers and Quakers opened up opportunities for ordinary English men and women to debate and change their society. The nature of the conventional family was challenged, England was subjected to an experiment in 'Puritan rule' and the divide between Royalist and Parliamentarian introduced a new partisanship in politics.

The aim of this course is to study the English Civil War from the perspective of those who lived through it, in the towns and villages, from the gentry and social elite down to the ordinary men and women of the freeholder and artisan classes. The first term will focus on the lead up to the Civil War, exploring the 'culture wars' and social tensions that divided local communities, the growth of opposition to the crown and ideological conflict, and how and why people sided with Parliament or the King in 1642. The second term will focus on the war itself: the battles and sieges which often laid waste local communities, the experience of soldiering and the disruption of the family, and debates about the destructiveness of a war which killed as many of the British people as World Wars I and II. There will also be an investigation of the consequences of the war, opening up new opportunities for empowering women and radical religious groups, but also producing a conservative backlash in favour of the patriarchal family and traditional royal government. These topics will be explored through a rich mix of primary sources, consisting of diaries, correspondence and visual material which reveals, through their own words and images, how the English people experienced civil war.

**Seminar topics may include:** The Crisis of Order; County Communities; Culture Wars; Religious and Political Division; Side Taking and Allegiance; the Battles of Marston Moor and Naseby, and Military change; Siege Warfare; Civil War Destructiveness; the Clubmen Risings; the Levellers; Women and the Family; Puritan Rule and its opponents; the English Revolution in the Provinces

### Key texts:

- M Braddick, *Gods Fire, Englands Fury. A New History of the English Civil Wars* (Penguin, 2009)
- D Underdown, *Revel, Riot and Rebellion. Popular Politics and Culture in England 1603-1660* (Oxford University Press, 1985)

- A Woolrych, *Battles of the English Civil War* (Penguin, 1961)

**For more information:** Please contact the current module convenor, Professor Richard Cust: [r.p.cust@bham.ac.uk](mailto:r.p.cust@bham.ac.uk)

<b>MODULE TITLE</b>	Making the Modern United States: The Gilded Age and Progressive Era
<b>MODULE CODE</b>	31860/31858
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

### **DESCRIPTION**

In 1877, the United States was an agricultural nation twelve years removed from the bloodiest civil war in modern history. By 1900, twenty-three years later, the United States was the world's industrial powerhouse. Its factories produced more than Great Britain, Germany, and France combined. With the conclusion of the 1898 Spanish-American War, the United States would own territory around the globe, joining the ranks of the European imperial powers. This transformation from an agricultural nation to a global power was bloody, brutal, and destructive. Immigrants, racial minorities, indigenous peoples, working-class Americans, and new colonial subjects suffered from extreme racism, intense inequality, and poor living standards. The gilded surface of the age hid a troubling rust. At the start of the twentieth century, a wide group of Americans sought a solution to these problems of industrialization. The Progressive Era promised greater quality of life through reformist movements that aimed to tame and soften unbridled capitalism. Other Americans looked for more profound answers in the intellectual *avant-garde*, radical politics, and jazz music. In the end, their worlds fell apart with the 1929 financial crisis and Great Depression that ushered in the worst economic and social crises in the nation's history.

This special subject examines the making of the modern United States through the lens of culture. While not ignoring social, political, and economic histories of the period, we will use primary sources – novels, advertisements, images, films, radio broadcasts, songs – and a wealth of historiography that has focused on mass culture, fashion, music, the arts, and entertainment to explain the social, artistic, and political changes of the 1877-1939 period. The focus on mass culture will allow us to explore transformations in gender, racial and class relations, the impact of business and advertisement, notions of femininity and masculinity, and ideas of empire. Ultimately, this special subject will explore how the concept of a modern America was radically reinvented by both newly arrived immigrants and American citizens between the end of Reconstruction and the beginning of the Second World War.

### **Seminar topics may include:**

Urbanization, immigration, the rise of mass culture, Jim Crow, vaudeville, minstrelsy, sport, world's fairs, ragtime and jazz, modernity, robber barons, railroads, populism, U.S. empire, photography, the New Woman, reform, prohibition, the First World War, the New Deal and Great Depression.

**Key texts:**

- Robert Wiebe, *The Search for Order, 1877-1920* (New York, 1967).
- Elizabeth Israels Perry, "Men Are from the Gilded Age, Women Are from the Progressive Era," *Journal of the Gilded Age and Progressive Era* 1: 1 (Jan. 2002): 25-48.
- Rebecca Edwards, *New Spirits: Americans in the 'Gilded Age,' 1865-1905* (New York, 2006).
- Richard White, *Railroaded: The Transcontinentals and the Making of Modern America* (New York, 2012).
- Nan Enstad, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century* (New York, 1999).

**For more information:** Please contact the module convenor, Dr Nathan Cardon:

[N.Cardon@bham.ac.uk](mailto:N.Cardon@bham.ac.uk)

<b>MODULE TITLE</b>	Protestants, Papists & Puritans: Religion & Religious Change in England during the Reigns of Elizabeth I & James I
<b>MODULE CODE</b>	30929/31101
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

**DESCRIPTION**

As recently as fifty years ago, historians believed that the English Reformation stopped dead with the accession of Elizabeth I in 1559. What we know now is that by 1559 England's journey towards becoming a Protestant nation had really only just begun. Looking back at the long and prosperous Elizabethan 'golden age', it is easy to forget that the last Tudor inherited a kingdom wracked with religious tensions, and a people struggling to come to terms with the traumatic events of the previous half century. The age of Shakespeare was also an age of bitter division, simmering religious hatreds and titanic battles over the heart and soul of the English Church.

This module will look at the reformation during the reigns of Elizabeth I and James I, from two main perspectives. It will adopt a loosely chronological approach, considering key moments and events in the reign, such as the Elizabethan Settlement, the so-called 'vestments' controversy, the Northern Rebellion, the Spanish armada, the Gunpowder Plot, etc., considering their relevance in terms of religious identity and change. It will also look at key themes, such as popular religion, puritanism, Catholicism and religious nonconformity, in order to highlight some of the main areas of historiographical interest in this period. We will explore a wide variety of primary sources together in depth, from official publications such as homilies, sermons, liturgies and religious articles, to descriptions of martyrdom, educational and devotional texts, works of propaganda and persuasion, musical compositions, court records, parochial accounts, diaries, and other printed and manuscript materials.

**Seminar topics may include:** The English Reformation to 1559; Elizabeth I; Parish Religion; Music; Popular Belief; Sin; Salvation; Death; The Supernatural; Puritanism; Catholic Discontent; Anti-Catholicism; Elizabethan Nonconformity

**Key Texts:**

- Peter Marshall, *Reformation England 1480-1642* (2<sup>nd</sup> edition, 2012).
- Alec Ryrie, *Being Protestant in Reformation Britain* (2013).
- Christopher Durston and Jacqueline Eales (eds), *The Culture of English Puritanism 1560-1700* (1996).
- Alexandra Walsham, *Catholic Reformation in Protestant Britain* (2014).

**For more information:**

Please contact the current module convenor, Dr Jonathan Willis: [J.P.Willis@bham.ac.uk](mailto:J.P.Willis@bham.ac.uk)

<b>MODULE TITLE</b>	Empire-wallahs: India in the British Imagination
<b>MODULE CODE</b>	30927/31106
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

**DESCRIPTION**

India was not merely a vast territory that needed to be conquered and governed but also an intellectual challenge that was to be puzzled over and solved. By the early twentieth century, India constituted more than two-thirds of the total population of the British Empire and about one-sixth of its land-mass. The ideas of India from – a land of fabulous riches, to orientalist fantasies of a mystical East – would change as the imperial project in South Asia was transformed over the course of the nineteenth century. Wonderment, curiosity and admiration rapidly gave way to contempt, hostility and suspicion. To Victorians, India was still a vast field of opportunity and adventure, though now typified by devastating famines, degrading poverty and scandalous social customs sanctioned by idolatrous or fanatical religious traditions. The central problem confronting colonial rule was the need to reorder this universe of complexity and render it intelligible.

The colonial project attracted the attention, energy and imagination of generations of Britons who invested newer meanings into these changing ideas of empire. These Empire-wallahs included: women as elite travellers and missionaries claiming expertise in education and health, writers, poets, pamphleteers, journalists and the most distinctive amongst these – the all-knowing expert of British India – the ‘India hand’. The production of empirical knowledge of the subcontinent – its languages, laws, cultural practices, religious traditions, economic life – increasingly became the domain of a select cadre of specialists, claiming technical expertise in all matters Indian. Britain was not merely a nation which possessed the most extensive empire of modern times – the Raj fundamentally transformed the idea of Britain itself. This module will engage with representations of the subcontinent in metropolitan culture – covering the eighteenth century stage, the Victorian literary imagination and, with the coming of mass culture in the twentieth century, popular cultural representations in broadcast television and cinema.

Gobbets will include source materials drawn from travel writing, Parliamentary speeches, literary productions including plays, poetry and songs; excerpts from novels and short stories written by writers like Southey, Dickens, Kipling, Yeats, Foster, Farrell and Kaye; recipe books; women's writings in advice literature, travel accounts, journals and diaries; screenplays of films, exhibition catalogues, posters, newspaper reports, broadcast newsreels (from the BBC archives); exam papers of civil servants, case notes of women doctors, ethnographic accounts of Indian communities; private letters, government reports, manuals and official correspondence.

**Seminar topics may include:**

Enlightenment and empire; Mem Sahibs abroad – women and the Raj; Orientalism and Knowledge Production; Women Missionaries – education and medicine; Cultures of consumption – tea, textiles and Victorian polite society; Staging India – theater, poetry and metropolitan high culture; The Raj in Victorian literary imagination; Heathens at home – South Asians in Victorian Britain (Ayahs, Lascars, Activists and Sepoys); Intellect and Empire – ethnography in a land without history; India hands – experts and the Raj; Patriotism and empire – India and the Great War; News of the Raj – press and public opinion in the inter-war years; Towards freedom – Liberals, Labour and Indian nationalism; Going out for a curry – food, class and ethnicity; Decolonization and the immigrant experience - the NHS, unskilled labour and race; South Asians in mass culture - cinema, television and the digital public sphere; Cultures of Empire.

**Key texts:**

- Edward Said, *Orientalism* (London: Penguin, 2003, Originally published in 1978; reprinted with a new afterword 1995; reprinted with a new preface 2003).
- John M. MacKenzie, *Orientalism: history, theory, and the arts* (Manchester: Manchester University Press, 1995).
- Michael H. Fisher, *Counterflows to colonialism: Indian travellers and settlers in Britain, 1600-1857* (Delhi: Permanent Black, 2006).
- Clare Midgley, *Feminism and Empire: Women Activists in Imperial Britain, 1790–1865* (Routledge, 2007).
- Indrani Sen, *Gendered Transactions: The White Woman in Colonial India, c.1820-1930* (Manchester: Manchester University Press, 2017).
- Indira Ghose, *Mem Sahibs abroad: writings by women travellers in nineteenth century India* (Oxford: Oxford University Press, 1998).
- Jeffrey Cox, *Imperial fault lines: Christianity and colonial power in India, 1818-1940* (Stanford: Stanford University Press, 2002).
- Nicholas Owen, *The British left and India: metropolitan anti-imperialism, 1885-1947* (Oxford: Oxford University Press, 2007).
- Lizzie Collingham, *The Hungry Empire: How Britain's Quest for Food Shaped the Modern World*. (London: Bodley Head, 2017).
- Elizabeth Buettner, "'Going for an Indian': South Asian Restaurants and the Limits of Multiculturalism in Britain", *Journal of Modern History*, vol. 80, no. 4, 2008, pp. 865–901.

**For more information:** Please contact the current module convenor, Dr Manu Sehgal:  
[m.sehgal@bham.ac.uk](mailto:m.sehgal@bham.ac.uk)

<b>MODULE TITLE</b>	Beauty, Blood, Sweat and Tears: The Body in Britain, c1680-1820
<b>MODULE CODE</b>	34999/35000
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## **DESCRIPTION**

This special subject studies the representations and practices of the body in eighteenth-century Britain. It examines the way that the body was represented in public culture, whether as a subject of beauty or as a symbol for a political community. We consider the varied practices developed to care and manage for the body in sickness and in health, and study the different ways in which people communicated about the body amongst family and friends. The module considers how experiences of the body were affected by economic and social changes including patterns of consumption, empire and the professionalization of medicine. We also consider how changing theories of the relationship between body and mind affected Britons' understanding of personal identity and emotions.

### **Seminar topics may include:**

Seminars are organized into sections on beauty (cosmetics, the face and gesture), blood (healthcare, medicine and body machines), sweat (diet, work and nationhood) and tears (emotion, religion, ageing and death). There will also be sessions that focus on particular sources and those dedicated to particular bodily organs.

### **Key texts:**

- Barbara Duden, *The Woman Beneath the Skin: A Doctor's Patients in eighteenth-century Germany* (Cambridge, Mass.; London, Harvard University Press, 1991).
- Kate Fisher and Sarah Toulalan (eds), *The Routledge History of Sex and the Body in the West, 1500 to the Present* (London: Routledge, 2013).
- Ludmilla Jordanova, *Sexual Visions: Images of Gender in Science and Medicine between the eighteenth and twentieth centuries* (New York; London: Harvester Wheatsheaf, 1989).
- Carole Reeves (eds), *A Cultural History of the Human Body in the Enlightenment* (Berg, Oxford, 2010).
- Kevin Siena, *Rotten bodies: Class and Contagion in eighteenth-century Britain* (New Haven; London : Yale University Press,2019).
- Roy Porter, *Flesh in the Age of Reason* (Allen Lane, London, 2003).
- David M Turner, *Disability in Eighteenth-Century England: Imagining Physical Impairment* (New York, Routledge, 2012).

### **For more information:**

Please contact the current module convenor: Dr Karen Harvey, [K.L.Harvey@bham.ac.uk](mailto:K.L.Harvey@bham.ac.uk)

<b>MODULE TITLE</b>	Women and Social Movements in Brazil
<b>MODULE CODE</b>	32005/35006
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## DESCRIPTION

The role of women in Brazilian society is marked by extremes and contradiction. Brazilian women were integral to maintaining colonial and slave society, but were also rebellious slaves and vocal abolitionists. Women were held back from important political and leisure activities, but fought for and gained voting rights by 1932. Women were fervent activists and guerrilla fighters against Brazil's dictatorships, but also rallied in favour of state oppression, in the name of Christian values and the family. Reproductive rights in Brazil continue to be limited, despite pressure by social movements; yet, famously, Brazilian women are international sex symbols, known for an obsession for beauty and plastic surgery. This dynamic is not unique to Brazil, but due to its societal extremes, Brazilian history offers a unique case study for the role of women in colonial and modern societies. Students do not need knowledge of Brazilian history or Portuguese language.

### Seminar topics may include:

Themes that we will examine include: rebellion, emancipation, and abolition of slavery; political rights (like the right to vote and the right to own property); educational movements; children and motherhood; sexual rights; reproductive rights; race and gender; gay/lesbian marriage and adoption; taking political power.

### Key texts:

- Alvarez, Sonia. *Engendering Democracy in Brazil: Women's Movements in Transition Politics*. Princeton: Princeton University Press, 1990.
- Besse, Susan K. "Crimes of Passion: The Campaign Against Wife Killing in Brazil, 1910-1940." *Journal of Social History* 22.4 (1989): 653-66.
- Besse, Susan K. *Restructuring the Patriarchy: The Modernization of Gender Inequality in Brazil, 1914-1920*. Chapel Hill: University of North Carolina Press, 1996.
- Castilho, Celso and Camillia Cowling. "Funding Freedom, Popularizing Politics: Abolitionism and Local Emancipation Funds in 1880s Brazil," *Luso-Brazilian Review*, 47.1 (Spring, 2010): 89-120.
- Caufield, Sueann and Cristiana Schettini, "Gender and Sexuality in Brazil since Independence." *Oxford Research Encyclopedia of Latin American History*, 2017.
- Cowling, Camilia. *Conceiving Freedom: Women of Color, Gender, and the Abolition of Slavery in Havana and Rio de Janeiro*. Chapel Hill: University of North Carolina Press, 2013.
- Green, James N. "The Emergence of the Brazilian Gay Liberation Movement, 1977-1981." *Latin American Perspectives* 21 (1994): 38-55.
- Hahner, June. *Emancipating the Female Sex: The Struggle for Women's Rights in Brazil, 1850-1940*. Durham and London: Duke University Press, 1990.
- Kuznesof, Elizabeth Anne. "Sexual Politics, Race and Bastard-Bearing in Nineteenth-Century Brazil: A Question of Culture or Power?" *Journal of Family History* 3.16 (1991): 241-60.

- Otovo, Okezi. *Progressive Mothers, Better Babies: Race, Public Health, and the State in Brazil, 1850-1945*. Austin: University of Texas Press, 2016.
- Stephen, Lynn. *Women and Social Movements in Latin America: Power from Below* (Austin, 1997).

**For more information:**

Please contact the current module convenor: Dr Courtney Campbell, [C.J.Campbell@bham.ac.uk](mailto:C.J.Campbell@bham.ac.uk)

<b>MODULE TITLE</b>	People of the Aftermath: British Culture in the 1920s and 1930s
<b>MODULE CODE</b>	30955/31112
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## **DESCRIPTION**

This is a module about British culture in the 1920s and 1930s. In these two decades Britain was transformed as the Great War's disruptive legacies intersected with the accelerating pace of peacetime change. Just as writers, poets, artists, sculptors, and ordinary men and women tried to make sense of the war, so at least some Britons found new opportunities for leisure and pleasure for at least some Britons. The popularity of the cinema, dancehall, and cheap novel represented a reinvigorated consumer culture that prompted excitement, anxiety, and the disdain of 'highbrow' intellectuals. The wireless programmes of the British Broadcasting Corporation, the films of the documentary movement, and Penguin's paperback revolution all sought to educate and inform. Many of the cultural forms we take for granted today emerged in the decades after the Great War. Rather than focus just on the work of modernist writers, poets and artists, we will treat culture as something ordinary and everyday which helps define class or gender or the ways in which ideas of Britishness are defined. Culture also encompasses the objects and practices that give those ideas material form. Films, novels, songs or buildings all reflect something of the mood of the age, though, not necessarily in immediately obvious ways. Britons were divided by profound differences of class, wealth, gender, sexuality, race, ethnicity, and geography. Finally, we will explore the explosive politics of culture in the 1920s and 1930s. The demands of fighting a total war, the expansion of the franchise to all adult men and women, and the commercial imperatives of the market made the idea of the 'people' increasingly important. Politicians and advertisers alike sought to identify their needs and provide for their desires. Part of the story of the 1920s and 1930s is about the nature of that process, and the question of who was – and was not – to be included among the people of the aftermath.

### **Seminar topics may include:**

The seminars will be organized around a set of thematic strands. These will include 'Looking back on the 1920s and 1930s', 'Culture and memory in the shadow of war', 'Building a brave new world', and 'The growing pains of a culture for democracy.'

### **Key texts:**

- Lucy Bland, *Modern Women on Trial: Sexual Transgression in the Age of the Flapper* (2013)
- Robert Graves and Alan Hodge, *The Long Week-End: A Social History of Great Britain, 1918-1939* (1940)
- Dan LeMahieu, *A Culture for Democracy: Mass Communication and the Cultivated Mind in Britain Between the Wars* (1988)
- Alison Light, *Forever England: Femininity, Literature, and Conservatism Between the Wars* (2013)
- *Peaky Blinders* (BBC television series, season 1, 2013).
- Judith Walkowitz, *Nights Out: Life in Cosmopolitan London* (2012)

### **For further information:**

Please contact the current module convenor, Dr Matt Houlbrook: [M.Houlbrook@bham.ac.uk](mailto:M.Houlbrook@bham.ac.uk)

<b>MODULE TITLE</b>	After Hitler: Politics and Society in (West) Germany during the Adenauer Era, 1945-1965
<b>MODULE CODE</b>	30957/31114
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## **DESCRIPTION**

The aim of the module is to examine the development of post-war Germany, from the collapse of the Nazi dictatorship to the stepping down of Chancellor Adenauer in 1963 and its aftermath. Many, if not most, of the events in Germany during this period have to be seen against or are linked to the background of either the Second World War or the Cold War, the emerging European integration and the Nazi past. The module will be based on extracts from contemporary documents and visual images.

**Semester I:** After compact introductory lectures on the political, social and economic developments of the period, this semester will deal mainly with political topics such as the changing (Western) Allied policy that would lead to the creation of two German states will be investigated in detail. This is followed by a look at the ‘foundation myths’, the political, social and economic challenges the new West German state was faced with before the first tentative steps towards Germany’s re-integration into the western community are investigated.

**Semester II:** After two more ‘political’ sessions on the Hallstein Doctrine and European integration, this semester will deal mainly with social topics: arts & culture, leisure & consumption and the interaction between business, the state and the Trade Unions (the ‘corporate state’) before looking more closely into Adenauer’s last years and how the affairs of the late 1950s and early 1960s and the challenges of the Nazi past changed the Federal Republic.

**Seminar topics may include:** As indicated in the semester outline above.

### **Key texts:**

- David G. Williamson, *Germany since 1815. A Nation Forged and Renewed*, Basingstoke 2005, chs. 14, 15, 16. (this is an introductory reading for the novice and NOT ENOUGH on its own for seminar preparation)
- Dennis Bark, David Gress, *A History of West Germany*, 2 vols., Oxford 1989 (esp. vol. 1) – **To be used for all seminars.** This is the best available comprehensive text in English.
- Armin Grünbacher, *The making of German democracy. West Germany in the Adenauer Era, 1945-65*, Manchester 2010, will be used for the source work in all seminars.

### **For more information:**

Please contact the current module convenor, Dr Armin Grünbacher: [a.gruenbacher@bham.ac.uk](mailto:a.gruenbacher@bham.ac.uk)

<b>MODULE TITLE</b>	Where There Is Discord: Making Thatcher's Britain
<b>MODULE CODE</b>	30959/31116
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## DESCRIPTION

Few politicians have polarised opinion in quite the same way as Margaret Thatcher. For her supporters, Thatcher was 'the Iron Lady' – the Prime Minister who arrested thirty years of economic decline and re-established Britain as a major player on the world stage. A remarkable series of successes – victory over Argentina in the Falklands War; victory over the NUM in the Miner's Strike; victory over inflation in the battle for economic stability; her victories over the Labour Party in 1979, 1983, and 1987 – have made Thatcher a living legend for many on the Right. For her detractors, by contrast, Thatcher has become a political bogeyman: the embodiment of outdated 'Victorian values', and responsible for the slow decline of British society and British industry. Her declaration that there was 'no such thing as society' was seen by many of the Left as evidence of her wilful disregard of those less fortunate than herself, and the restrictions her governments imposed on trade unions have been understood as an attack on the rights of ordinary working people. Even thirty years after her resignation, the visceral reactions she provokes on both Left and Right are unmatched by almost any other politician.

Whichever view one takes, it is hard to deny the impact that Thatcher – and Thatcherism – has had on contemporary British politics. Many historians have come to regard the Conservative Party's victory in the 1979 general election as a crucial turning point in the direction of British politics, the moment at which the post-war settlement was abandoned in favour of the neoliberalism that would dominate the following thirty years. This module will place Thatcherism in historical perspective, observing the evolution of the ideology from its genesis in the 'crisis' of the 1970s, through to its influence on New Labour, on David Cameron and Theresa May, and on Brexit, via a study of a decade of Thatcherism in practice. You will study in detail the reforms that Thatcher implemented in a range of key policy areas, the impact of her policies on British society, and depictions of Thatcher in popular culture, in order to discover why so many on Right have worshipped her while so many on the Left have wanted - to quote Morrissey - to see 'Margaret on the guillotine'.

### Seminar topics may include:

The Road from 1945; The 1970s; Monetarism; Finance and Industry; Privatisation; The Unions; Society and Inequality; The Welfare State; Gender and Sexuality; Black Britain in the 1980s; Youth Culture; Elections and Psephology; The Labour Party and the SDP; The Falklands War and the Cold War; Ireland, Scotland, Wales; Europe; Thatcherism and Popular Culture; The Conservative Party 1990-2018; New Labour and After; Interpreting Thatcherism

### Key texts:

- H.H. Green, *Thatcher* (London, 2006)
- Stuart Hall, '[The Great Moving Right Show](#)', *Marxism Today*, January 1979

- Matthew Hilton. Christopher Moores, and Florence Sutcliffe-Braithwaite, 'New Times Revisited: Britain in the 1980s', *Contemporary British History*31:2 (2017) pp. 145-165
- Ben Jackson and Robert Saunders (eds), *Making Thatcher's Britain* (Cambridge, 2012)

**For more information:**

Please contact the current module convenor, Dr Matthew Francis: [m.j.francis@bham.ac.uk](mailto:m.j.francis@bham.ac.uk)

<b>MODULE TITLE</b>	Crime and Punishment in China
<b>MODULE CODE</b>	31831/31838
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

**DESCRIPTION**

Dostoyevsky's 1866 novel *Crime and Punishment* is a psychological thriller that provided a substantial and detailed social critique of class, gender, and morality. Through the lens of the law, this special subject takes you on a thrilling journey through China's long history and interweaves examination of writings by and about philosophers, historians, political scientists, lawyers, government officials, and the subjects of the law, the "criminals" and "victims" themselves. The evolution of state power defines China's history. Moving both chronologically and thematically, we start our module with an examination of Confucian legal thought and how the imperial legal codes evolved over two millennia to reflect the changing boundaries of successive Chinese dynasties. The historical record suddenly opens up in the late imperial period and we examine court cases from the eighteenth-century which shed light upon how sexuality was regulated by the state: why was sexual intercourse between persons of different social status considered a crime in the eyes of late imperial law? Upon closer look, the interaction between legal code and court cases shows that women's property rights during the imperial period were contentious and dynamic. Inheritance in imperial China was governed by the principles of patrilineal family succession, but women nonetheless actively sought property rights through their membership in two families – her natal and her marital.

Beginning in the nineteenth-century, China, like many areas around the world, faced the threat of foreign imperialism. Rather than full colonization, however, "unequal treaties" and extraterritoriality created enclaves of foreign law in the treaty ports. Outside of China proper, British colonial city-states of Hong Kong and Singapore provided extraordinary economic opportunities for overseas Chinese through their Western legal framework. By the early twentieth-century, China's legal code, like many other aspects of its political system, seemed outdated for the modern world, and underwent significant reform and revolution drawing inspiration from foreign models. How did successive twentieth-century Chinese states use the law to bolster government legitimacy?

New media and new juridical spaces in the early-twentieth century also transformed legal practice and understandings: courtrooms and print media became sites of performance for the suasion of public opinion and state legitimacy. In the wake of the devastation World War Two, international tribunals were used by the Chinese government to exact retribution and justice for Japanese war crimes. War tribunals were used by both Japan and China to prove their justness to the world.

Is the law a tool of revolution? Or is the law a tool of repression? On one hand, the Communist revolution brought unprecedented legal rights to women. On the other hand, Mao's state continuously defined new enemies who were incarcerated, harassed, exiled, imprisoned, murdered, or otherwise destroyed over successive campaigns, culminating in the Cultural Revolution. How were "enemies" defined and to what degree did continuous revolution reflect state power / weakness? Since 1978, China's entry into the global economy has meant greater social freedom and uneven economic development. Today the Chinese state faces a multitude of internal threats that are rooted in international legal discourse, including environmentalism, property rights, feminism, and freedom of speech. Ultimately, this special subject argues that the history of law in China illuminates our understanding of the world we live in today.

Familiarity with Chinese history is not required but recommended. For an overview, please see Patricia Buckley Ebrey's *China*, 2nd edition (2010).

**Seminar topics may include:**

Philosophy of Legalism, Confucianism, gender and family, property, slavery and human trafficking, the Tang code, exile, civil law, Mixed Courts in the 19th and early 20th century treaty ports, law in colonial Hong Kong, smuggling, war tribunals during World War Two, class "crimes" in Maoist China, human rights, environmental law, feminism.

**Key texts:**

- Jennifer Altehenger, *Legal Lessons: Popularizing Laws in the People's Republic of China, 1949-1989* (2018)
- Kathryn Bernhardt, "Women and the Law: Divorce in the Republican Period," Kathryn Bernhardt and Philip C. C. Huang, eds., *Civil Law in Qing and Republican China* (1994): 187-214.
- Alexander C. Cook, *The Cultural Revolution on Trial: Mao and the Gang of Four* (Cambridge, 2016)
- Michel Foucault, *Discipline and Punish: The Birth of the Prison* (1975)
- Philip Huang, *Code, Custom, and Legal Practice in China: The Qing and the Republic Compared* (Stanford, 2001)
- Barak Kushner, *Men to Devils, Devils to Men: Japanese War Crims and Chinese Justice* (Harvard, 2015)
- Eugenia Lean, "The Making of a Public: Emotions and Media Sensation in 1930s China," *Twentieth-Century China* 29, 2 (2004): 39-61.
- Philip A. Kuhn, *Soulstealers: The Chinese Sorcery Scare of 1768* (Harvard, 1990)
- Melissa A. Macauley, "Civil and Uncivil Disputes in Southeast Coastal China, 1723-1820," Kathryn Bernhardt and Philip C. C. Huang, eds., *Civil Law in Qing and Republican China* (1994): 85-121.
- Johanna S. Ransmeier, *Sold People: Traffickers and Family Life in North China* (2017)
- Carl Schmitt, *The Concept of the Political* (1932)
- Matthew H. Sommer, *Polyandry and Wife Selling in Qing Dynasty China: Survival Strategies and Judicial Interventions* (2005)
- Matthew H. Sommer, *Sex, Law, and Society in Late Imperial China* (2000)
- Joanna Waley-Cohen, *Exile in Mid-Qing China: Banishment to Xinjiang, 1758-1820* (1991)
- Max Weber, excerpts from *Economy and Society* (1922)
- Philip Thai, *China's War on Smuggling: Law, Economic Life, and the Making of the Modern State, 1842-1965* (2018)

**Key primary sources include:**

- Dai Qing, *Yangtze! Yangtze!* (1994)
- Han Fei Tzu: *Basic Writings*, trans. Burton Watson (Columbia University Press, 1964).
- Robert E. Hegel, *True Crimes in Eighteenth-Century China: Twenty Case Histories* (University of Washington Press, 2009)
- *Law in Imperial China: Exemplified by 190 Ch'ing Dynasty cases*, translated from the Hsing-an hui-lan, with historical, social, and juridical commentaries by Derk Bodde and Clarence Morris. (1967)
- Shanghai Mixed Court records (in the Public Record Office)
- Lian Xi, *Redeemed by Fire: The Rise of Popular Christianity in Modern China* (Yale, 2010)
- Xu Hongci, *No Wall Too High: One Man's extraordinary escape from Mao's infamous labour camps* (2017)
- Zhao Ziyang, *Prisoner of the State* (2009)

**For further information:**

Please contact the module convenor, Dr Shirley Ye: [S.Ye@bham.ac.uk](mailto:S.Ye@bham.ac.uk)

<b>MODULE TITLE</b>	The Rise and Fall of the Third Reich
<b>MODULE CODE</b>	31840/31842
<b>CREDIT VALUE</b>	20+20 (40 in total, cannot be taken separately)
<b>ASSESSMENT METHOD</b>	1x 3 hour written exam 1x take home exam paper
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	1&2 (Full year only)

## **DESCRIPTION**

The Third Reich is one of the most intensively studied periods of history- but also perhaps one of the least-well understood. Explaining the rise of Nazism, its popular appeal and structures of rule, the vast scale of its crimes and ultimate destruction, represents a considerable historiographical challenge, which has inspired a vast literature over the decades since 1945. This course immerses students in the on-going debates concerning these crucial topics, and introduces them to key primary source materials, ranging from Hitler's speeches to the diaries of Jews living under Nazi rule, and the 'mood reports' produced by Germany's socialist underground. While providing an overview of the period as a whole, the course centres on exploration of popular attitudes in German society during this era, and the profound radicalization of Nazi rule during the Second World War. The course concludes by exploring the Third Reich's legacies in Germany and Europe after 1945.

### **Seminar topics may include:**

- The Ideological Origins of Nazism
- The Legacies of the First World War and the Rise of Hitler
- Consent and Coercion in pre-war Germany, 1933-1939
- The Nazi persecution of German Jews, 1933-1939
- The German Conquest and Occupation of Poland
- The War on the Eastern Front, 1941-1945
- The Emergence of the 'Final Solution'
- German Society during the Air War
- Orchestrating Armageddon: Nazism's Last Stand, 1944-1945

### **Key texts:**

- Ian Kershaw, The 'Hitler Myth': Image and Reality in the Third Reich, (Oxford, 2001).
- Jane Caplan ed., Nazi Germany 1933-1945, (Oxford, 2008).
- Martina Steber and Bernhard Gotto eds., Visions of Community in Nazi Germany: Social Engineering and Private Lives, (Oxford, 2014).
- David Cesarani, Final Solution: The Fate of the Jews, 1933-1949, (London, 2016).

### **For further information:**

Please contact the current module convenor, Dr Thomas Brodie: [T.O.Brodie@bham.ac.uk](mailto:T.O.Brodie@bham.ac.uk)