**History SAE Optional Modules 2024-25**

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# LC Semester 1 – 20 Credit Modules

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| **LC Discovering the Middle Ages – Dr Jamie Doherty** |
| **Module code: 25898**  **Semester 1**  **Credits:** **20** |
| **Module Description:**  This module aims to introduce students to a broad range of topics from the earlier part of the Middle Ages understood as part of global history, with a focus on staff areas of particular expertise in political, social-economic, religious, cultural history and material culture. The module will include introductions to topics taught as modules in Yr 2 and 3, each framed as a question about some person or concept with which students may be familiar. Students will examine these topics through lectures and analysis of relevant primary and secondary source material, including material culture, online resources and accessible locations, to gain first-hand experience of some of the issues involved in the scholarly study of this period. |
| **Assessment:**  1 x 3,000-word Portfolio (100%) |

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| **LC The Making of the Modern World – Dr Jonathan Willis** |
| **Module code: 33723**  **Semester 1**  **Credits:** **20** |
| **Module Description:**  This module will introduce students to a broad range of topics from the Early Modern period (c.1500-1800). It will examine many aspects of the early-modern world, including its social, economic, military, political, intellectual, religious and cultural history, some of which will be framed within a global context. Drawing on particular areas of staff expertise in social, economic, religious, gender, cultural history and material culture, the module will discuss the important changes that took place during this period and expose students to the ways these can be studied. The module will include introductions to topics taught as modules in Yr 2 and 3. Students will be taught through lectures and analysis of relevant primary and secondary source material, including visual and material culture, online resources and accessible locations, to gain first-hand experience of some of the issues involved in the scholarly study of this period. |
| **Assessment:**  1 x 3,000-word Portfolio (100%) |

# LC Semester 2 – 20 Credit Modules

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| **LC Living in the Middle Ages – Dr Jamie Doherty** |
| **Module code: 25896**  **Semester 2**  **Credits: 20** |
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| **Module Description:**  This module aims to introduce students to a broad range of topics from the later part of the Middle Ages understood as part of global history, with a focus on staff areas of particular expertise in social-economic, religious, cultural history and material culture. Students will examine these topics through lectures and analysis of relevant primary and secondary source material, including material culture, online resources and accessible locations, to gain first-hand experience of some of the issues involved in the scholarly study of this period. |
| **Assessment:**  1 x 3,000-word Portfolio (100%) |
| **LC The Making of the Contemporary World – Dr Christopher Moores** |
| **Module code: 29546**  **Semester 2**  **Credits:** **20** |
| **Module Description:**  This module aims to introduce students to all aspects of the late-modern world, including its social, economic, military, political, intellectual, religious and cultural history. The module will cover of the period from around 1800 with the onset of industrialisation up to the turn of the twenty-first century with the end of the Cold War and increasing concern with ‘globalisation’. Though the focus will be weighted somewhat towards Europe (including the British Isles), the wider world will also be explored (eg empire, decolonisation, modern nationalism). Students will examine the above developments through analysis of a broad range of relevant primary and secondary sources; material such as contemporary treatises, state documents, art and material culture will be given particular emphasis as a means of giving students first-hand experience of the key issues involved in the scholarly study of the late-modern period. |
| **Assessment:**  1 x 3,000-word Portfolio (100%) |

# LI Semester 1 - 20 Credit Modules

*Due to timetabling constraints, students can only pick one 20 credit LI module per Semester.*

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| **LI American Empire: The U.S. in the World – Dr John Munro (38257)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  How the United States – as the most powerful society in human history – conducts its foreign relations is of great significance to everyone on the planet. In this module, we will explore the imperial dimensions of transnational US history in order to understand how the country has risen to a position of unparalleled might. To come to terms with this story, we will focus on structures of dominance based on gender, race, and class in order to ascertain not only how the world has been influenced by the US but also how its projection of power has profoundly shaped the United States domestically. Using a broad definition of what constitutes “foreign relations” and adopting a critical approach to the idea of "American empire," we will pay attention to the policies of Presidents and Secretaries of State, but will also be concerned with themes of migration, consumerism, globalization, oppression, liberation, and forms of popular culture which both represent and construct the global trajectories of US power. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LI Confronting Colonialism: Histories of Empire in India and Ireland – Dr Mo Moulton and Dr Manu Seghal (38815)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  What was it like to live in a colonized country? How and why did anti-colonial resistance develop? How did different colonized places relate to each other? In this module, we look at these questions using two important cases from the British Empire: India and Ireland.  Focusing, roughly, on the century between the Irish Famine (1845-51) and Indian Independence (1947), we will consider themes such as religion, migration, gender, and nationalism, using recent historical scholarship as well as film, literature, imagery, and other primary source material.  Students will learn the tools of comparative and transnational history. We'll consider the similarities and differences between Irish and Indian history. We will also trace the complicated connections between the two sites, from Bengali revolutionaries inspired by Irish uprisings, to Irish soldiers who made their careers in South Asia. No background knowledge about either nation is required. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LI Feminisms and the Women's Movement in Modern Britain: From Suffragists to Ladettes – Dr Zoe Thomas (38260)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  What has it meant to identify as ‘feminist’ in modern Britain? When did this term start to be used and who used it? Who has rejected the term and why? This module introduces students interested in the history of feminism and the women’s movement to the varied forms these strategies of empowerment have taken at different historical moments. Each week we will scrutinise a variety of primary source materials such as suffrage banners, oral history interviews, magazines, and newspaper articles. We will also analyse how hierarchical ideas about gender, race, and class (alongside factors such as age and geographical context) shaped debates and the tensions which have permeated this activism. For example, we will investigate the anti-feminist commentary of certain social commentators, the ‘mistresses’ who did not think their maids should have the vote, and the frenzied debates about ‘ladettes’ in the 1990s and their place in feminist cultures. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LI Pandora’s Box – Dr Jonathan Gumz (38265)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  This class is a general history of Europe from 1900 to 1930, which uses the First World War as  a fulcrum through which to investigate the European continent at the height of its power, examining  the tremendous political, economic, military, social, and cultural transformations wrought by the war, and the resulting fractured aftermath of the war across the continent. We will examine the military, social, cultural, and political histories of these wars with a particular focus on how these histories interacted. That interaction is visible, for example, in the concept of total war, an elusive, but important concept for our understanding of this period in European history. In this sense, this class is an emphatically general history of this era that is marked in particular by the conflict between states and within them.  The class also places Europe in its broader global context, examining how the interaction between Europe and the broader world as it existed in 1900 was altered and shaped over the first 30 years of the 20th century. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LI Revolution, Nation and the Global South – Dr Courtney Campbell (38267)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  In this module, students will study the formation of anti-imperial nationalism, beginning with a focus on the Haitian Revolution (1791-1804) and independence movements in Latin America and reaching to the Algerian Revolution (1954-1962), the Cuban Revolution (1959-), and anti-imperial discourses of the mid-twentieth century. Drawing on both classic and recent scholarship, the course introduces students to a wide variety of different historical and anthropological approaches in cultural, social, diplomatic, political, environmental, and postcolonial and subaltern studies. Throughout, students will learn about the multiple meanings and interpretations of classic European Enlightenment ideals, nationalism, anti-imperial thought, revolutions, race and nation, gender and nation, communism, third-worldism, subaltern thought, and the Global South. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LI Society in the Viking World – Dr Chris Callow (38268)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  This module aims to examine the ‘Viking phenomenon’ in as broader sense as possible. We will start by looking at Scandinavian society on the eve of what is often referred to as the Viking Age. We will consider when and why ‘viking’ activity began. Beyond that we will look at a series of different regions to examine what the effects of interactions with Scandinavians were on those regions. This means we do look at the ‘headlines’ produced by the narrative accounts of raiding and politicking but as much or more of our focus is on settlement and interactions of migrants and existing populations, or, in the case of some places, on societies founded from scratch. We look at eastern Europe (the Rus), western mainland Europe, Britain and Ireland, and the North Atlantic (Iceland, Greenland and North America). |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LI Tudor Terrors – Dr Jonathan Willis (38272)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  This course looks at the broad sweep of ‘Tudor’ history, extending from the start of the sixteenth century into the early part of the seventeenth. It focuses in particular on the threats, challenges and worries that consumed ordinary people. The ‘Terrors’ in question range from the religious and political upheavals of the English Reformation, through changing beliefs about, and encounters with, supernatural beings and evil magic, to the uncertainties created by confrontations with the unknown in the New World.  Each week we will consider a different ‘Terror’, looking at relevant debates in secondary literature, and working across a diverse range of primary sources, from ballads, pamphlets and material objects through to letters, diaries, martyrdom accounts and pictures. While the Tudor monarchs are often seen as figures of great strength and power, this module shines a light on the visible and invisible threats which kept Tudors of all walks of life awake at night, from uncertainties about reformation and rebellion, through visitations from malignant spirits and forces, to life-threatening encounters with hostile environments and indigenous peoples in the Americas. |
| **Assessment:**  1 x 3,000 word essay (100%) |

# LI Semester 2 - 20 Credit Modules

*Due to timetabling constraints, students can only pick one 20 credit LI module per Semester.*

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| **LI Global Cold War – Dr Jonathan Gumz (38261)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  The Cold War is over, but remains ever-present. Around the world, political, economic, and  cultural legacies of the half-century superpower standoff are everywhere to behold, while books,  movies, and the daily news indicate ongoing, widespread interest in the topic. And yet, the scope,  implications, and the very meaning of the Cold War remain inadequately understood. Taking a global approach to the topic, this module examines the central contest between the US and the Soviet Union, while also contextualizing the Cold War within longer histories of colonialism. The ideological and economic rivalry between the Soviet Union and the United States defined the cold war: policies from Moscow, Washington DC, London, and Beijing shaped global politics, conflicts, and culture in the second half of the twentieth century. This module casts its gaze across the world, examining developments across the whole panoply of the Cold War from the superpowers to the Third World as well as looking at the agency of local actors and the strategies they adopted amidst collapsing colonial empires.  “The Global Cold War” will provide students with an on-the-ground view of some of the places where communism and capitalism clashed in a military, political, and economic sense, while also remaining alert to transnational interaction, technological development, and social movements. Students will deepen their analytical skills, gain familiarity with cold war documents and historical debate, and as a result enhance their critical engagement with the culture and politics of the contemporary world and its Cold War and colonial inheritances. |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

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| **LI In the Eye of the Storm: Europe and the Second World War, 1930-1960 – Dr Jonathan Gumz (38259)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  This module will look at Europe in the context of history’s most devastating war. Starting with  the political and economic build up in the 1930s, it will debunk the Myth of the Blitzkrieg and  highlight that WW II was not only a total war but also a racial war of annihilation that went well  beyond the Holocaust, encompassing an ethnic reordering of vast swaths of Central and Eastern  Europe. It will show that the Allies, perhaps with the exception of the Soviets, won the war first and foremost in their factories and shipyards and not on the battlefield. Yet, we also examine how such superiority played out on the battlefield, from France to the Ukraine. The last part of the module will look at European societies after the end of the war and will try to explain how Europe was able to recover relatively quick in the shadow of the Cold War and move into the so-called ‘Golden Age’ of a new democratic and consumer society. Alongside this recovery, we also examine how the war and its memory persisted in social, political, and cultural life across Europe. |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

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| **LI Mass Culture and the Modern United States, 1877-1939 – Dr Nathan Cardon (38818)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  This module traces the rise of a national popular culture in the United States from the end of Reconstruction to the start of the Second World War. It examines the ways individuals, groups, corporations, and government agencies influenced American life and culture. The module looks at some of the key debates that have shaped the field (highbrow v. lowbrow, performers v. audiences, and market forces v. artists) and pays close attention to the role of race, ethnicity, gender, and class in shaping American culture. In the half-century after 1877 the combination of mass industry, immigration, and culture forged a new understanding of what it meant to be an American. Within this cultural landscape Americans and recently arrived immigrants (re)defined and produced the modern United States. Topics may include: vaudeville, World's Fairs, ragtime and jazz, the 'lost generation,' flappers, and the cultural front. |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

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| **LI State and Empire in the Early Modern World – Dr Richard Bell (38269)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  Our contemporary world is haunted by the patterns of early modern state and empire formation. To understand empires and their legacy, we need to understand the formation of empire-states. Between1400 and 1800, states intensified their control over peoples and territories, as empires expanded across oceans and landscapes. We root our exploration of early modern empires in specific themes each week to ask how did early modern states and empires function and why did empire become such a powerful and widespread form of political organization in a globalizing world? We look at the origins of capitalism and ask how did global trading companies become associated with early empires? How did slavery develop out of vested economic interests? We revisit the cultural heterogeneity of early modern polities and explore how religious and ethnic differences overlapped between Islam, Confucianism, and Christianity across Eurasia. This module takes up these questions, among others, to consider early modern state and empire. In this module, students will be introduced to the overseas empires of Spain and Portugal, the centralized states of the European northwest, the Ottoman Empire, and Ming and Qing China.  By taking a comparative and connected approach to the study of early modern states and empires, this module explores and implements cutting edge developments in global history.  We examine early modern empires comparatively and from the perspectives of political philosophy, historical sociology, sociocultural and economic exchange, ethnicity, gender, law, multilingualism, and cultures of knowledge. This module suggests that understanding the comparative and connected cultures, economies, and politics of early modern empires opens up new possibilities to thinking through and beyond the contemporary nation-states and globalization in our own day. |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

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| **LI There is Black in the Union Jack: Black and South Asian British Histories – Dr Shamima Aktar (38271)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  In recent years, people have become increasingly dissatisfied with the ways in which British history has been taught, from schools to universities. Numerous reports have shown that many people regard the histories that they have encountered as narrowly focused and with little to say about important topics such as empire or migration. Recently, the BBC’s landmark series Black and British: A Forgotten History, and the accompanying book by David Olusoga, and Yasmin Khan’s documentaries on South Asian migration have brought these histories to new audiences and generations. Likewise, Rosina Visram’s Asians in Britain (2002) documents four centuries of migration and settlement to Britain that are often overlooked. This module builds on these works and broader interest to focus on widely neglected histories of Black and South Asian Britons. The module does not assume any prior knowledge and would be suitable for a wide range of interests. For instance, it might be of particular interest if you want to explore your own family history, potentially do a dissertation on these topics or teach on these topics in the future. Topics are subject to change. However, at the moment, the course covers: early presences; servants, lascars (sailors) and ayahs (nannies) in Georgian Britain; abolition and compensation for enslavers in Victorian Britain; empire on show in the imperial metropolis; Commonwealth soldiers in the two world wars; post-WWII immigration and social life, including Windrush and South Asian immigration from Africa and Asia; twentieth-century citizenship, immigration controls and the Windrush Scandal; racism, race relations, and antiracism; activists and intellectuals, including Black feminisms, and, finally, and decolonizing British history and heritage in the present day. The three core text for the option are Peter Fryer, Staying Power: The History of Black People in Britain (1984), David Olusoga, Black and British: A Forgotten History (2016) and Rosina Visram, Asians in Britain (2002). If you want to get a sense of the history we will cover or do any preliminary reading, check out these. You do not have to buy any books, but if you would like to do so buy Fryer and Olusoga. Visram is available as an e-book from the library. |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

# LH Semester 1 - 20 Credit Optional Modules

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| **LH America at War: From the Civil War to the War on Terror– Dr Steve Morewood (38799)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  The United States’ latent potential to become a global power had been realised by 1917 when it entered the First World War. Thereafter it engaged in a succession of conflicts. Where involvement in the Second World War was applauded as ‘the good war’, subsequent interventions were more controversial from Vietnam to the War on Iraq. Conflict avoidance is another theme explored, not least the Cold War era and its greatest crisis, the Cuban Missile Crisis. The causes of intervention, their impact and the ways in which wars were fought and what determined their outcome are considered in relation to the literature and original documents providing insights into decision-making. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LH Before Globalization?: Afro-Eurasian World History 500-1800– Dr Simon Yarrow (38888)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  This module puts European history in its place. An abiding theme of European world histories written between the eighteenth and the late twentieth century has been the West’s unique rise to global pre-eminence through a range of diverse but interlinked processes that might collectively be called modernization. This historiographical assumption of a peculiarly ‘European’ modernity, and the dominant concepts and frameworks within which historians have characterized it, has left two significant areas of human history - medieval Europe and the non-West - out in the cold, the former seen as backward and contributing little to the story, the latter seen as the passive subject of Western political and economic dynamism and/ or, as the exoticized ‘Other’. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LH Britain and her Soldiers: Society and the Army from the First World War to Afghanistan – Prof Jonathan Boff (38800)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  Studying the history of the relationship between Britain and her soldiers since 1900 allows us to trace the development and impact of one of the country's central institutions, and to explore the clash between old and new that characterises much of Britain's modern history in microcosm. We focus in particular on five main questions:  1) What roles did the Army fill?  2) Who served?  3) Why did they do so?  4) How did society's attitudes to the Army evolve?  5) how did the Army affect British society and culture?  Official documents and newspapers; personal letters and diaries; poetry, movies and pop music: all will help us uncover the political, social, cultural and human stories of the men and women from all over the world who served in the land forces of the Crown and thus let us explore the modern history of Britain at home and in the world. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LH China in Revolution: China under Mao (1949-1976) – Dr Shirley Ye (38741)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  Today China closely follows the United States as the world’s leading economic power. Yet a hundred years earlier, China was known as ‘the poor man of Asia’ and teetering at the edge of political collapse. We start our module with the Qing dynasty’s collapse in 1911 which saw the end of two millennia of imperial rule and a repudiation of core Chinese traditions. The young Chinese republic experimented with different modes of politics and culture, and the Nanjing decade saw the Nationalists attempt to assert monolithic party rule over the country, while the Communists were pushed to the margins. Japan’s aggression in China destabilized domestic politics and arguably helped propel the Communists to power in 1949. Under Mao Zedong’s helm, the Communist party aimed to create a new collective society but instead brought the entire country through massive and devastating upheaval: the Great Leap Forward (Famine) which saw the unnecessary deaths of sixty million Chinese and the Cultural Revolution irreversibly the structures and artifacts of old Chinese culture. After Mao’s death in 1976, the country started to repair itself from decades of tumult, embracing the global economy and ‘capitalism with Chinese characteristics’.  While temporally, our module is structured by the political events of modern China, we will explore persistent intellectual, cultural, and social themes in Chinese history. In what ways does China’s search for modernity draw on its historical past? During the Cultural Revolution ‘destruction before construction’ captured the widespread casting aside the old culture before the new society could be constructed. The emphasis in our module will be on analysis of primary sources in translation and to understand the Chinese experience through the writings of those who lived it, as well as exploration of the debates and controversies surrounding the historical writing and memory of China’s modern past. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LH A Holiday from Reality: A History of Drugs and Drug Use in the Modern Era – Dr James Pugh (38738)** |
| **Semester 1**  **Credits:** **20** |
| **Module 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. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LH Indigenous and Settler Histories – Dr John Munro (38748)** |
| **Semester 1**  **Credits:** **20** |
| **Module Description:**  The relationship between Indigenous peoples and settler societies has been problematic wherever colonization has taken place. In this module, students will study how these relationships have evolved over time with a view toward developing a historical understanding of contemporary issues. The module will look at settler colonialism comparatively and theoretically in order to assist students in developing a critical understanding of the relationship between various Indigenous and settler societies, past and present. |
| **Assessment:**  1 x 3,000 word essay (100%) |

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| **LH Reason and Romance: The Cultural History of Nineteenth-Century Britain – Dr David Gange (38753)** |
| **Semester 1**  **Credits:** **20** |
| **Module 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. |
| **Assessment:**  1 x 3,000 word essay (100%) |

# LH Semester 2 - 20 Credit Optional Modules

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| **LH Black Activisms in the US South: Power, Feminisms, and Black Lives Mattering from 1960-present– Dr La Shonda Mims (39783)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  This course will explore Black social movements from the 1960s to the present day, asking questions such as: "What leads to the energy behind Black Lives Matter in the 21st century?" We will consider how US southerners responded to a seemingly successful Civil Rights Movement that ultimately led to Black Americans being left behind in the late 20th century economic boom. Our discussions will focus on understanding the motivations behind activist organizing through an examination of primary documents written by Black Power leaders and Black feminists in the same era. Debating issues like the urban crisis in US industrial cities and comparing that to the supposed newness of the US South after major Civil Rights legislation, we will examine what defines success in a social movement. Taking up police brutality, we will investigate the beating of Rodney King in 1990s Los Angeles, the rise of mass incarceration, and the explosion of Black murders as a result of violent policing. Debating cultural touchstones in the 21st century, like the creative activism of Beyonce´ and the queer feminism behind #MeToo and Black Lives Matter, we will engage The 1619 Project as a tool to understand how scholars and politicians pushed back against the public discourse surrounding Black history. |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

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| **LH Feeling Politics in 20th Century Britain: Emotions and Politics in Britain From the Stiff Upper Lip to 😊– Dr Chris Moores (39784)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  This module introduces you to a relatively new area of twentieth century British political history: the emotions. The module aims to understand why historians have started to see the emotions as a crucial way of understanding past politics and what this means for our understanding of both politics and emotions. The module will assess how the emotional experience of two world wars shaped British political settlements, the connections between politics and masculinity in political parties, the emotional relationships embedded in the culture of empire and postcolonial Britain, the ways in which the state began to legislate to limit ‘hate’, how new social movements mobilized via new political languages in the later twentieth century, and seeks to help us understand how emotional wellbeing became a political category, the implications of such a development and what it means to live in the age of the Emoji.  😵‍💫 |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

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| **LH Gross Indecency to Gay Marriage? Gender and Sexual Minorities 1885 to the Present – Dr Mo Moulton (38746)** |
| **Semester 2**  **Credits:** **20** |
| **Module 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), and 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. Queer history challenges us to read between the lines and to unsettle established categories. Ultimately, we will ask how the tools and methods of queer studies can help us to rewrite the history of modern Britain. |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

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| **LH History of Technology and Culture in the United States – Dr Nathan Cardon (38803)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  This module examines the history of technological change and innovation in the United States from the eighteenth century to the start of the twenty-first. It calls into question standard narratives of American technological progress and determinism by focussing on the often-contentious relationship between technology, culture, and society. The module emphasises the ways humans shape and are shaped by technological systems to explore how ideologies of power and difference such as race, class, gender, sexuality, and ability have defined the history of the United States. Students will read and mobilise theories of technology and technological change to understand a diversity of perspectives and reveal new insights on the history of technology. Topics may include: indigenous technologies, technology and enslavement, the factory system, transportation technologies, mass production, the space race, computing systems, the Internet and social media. |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

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| **LH The Making of England, 850-1100– Dr Kate Sykes (39785)** |
| **Semester 2**  **Credits:** **20** |
| **Module Description:**  This module introduces students to the debates surrounding the formation of the kingdom of England in the ninth to eleventh centuries CE, and the interpretation of the primary sources, both textual and material, that underpin these debates. We will explore the technologies of kingship, from the production of coins and charters, to the development of coronation rituals designed to elevate the status of kings – and, sometimes, queens. We will also reassess the legacies of the period, and the ways in which it has been used and abused in the early modern and modern periods; we will also examine the myths and legends that have attached themselves to particular kings. What was so great about Alfred? Was Æthelred really ‘lacking in counsel’ (*unræd*)? |
| **Assessment:**  1 x 3,000 word Take Home Paper (100%) |

# LH Special Subjects – (Semester 1+2 40 Credit Modules)

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| **LH Beauty, Blood, Sweat and Tears: The Body in Britain, c1680-1820 – Prof Karen Harvey (35001/35002)** |
| **Semester 1+2**  **Credits:** **20+20** |
| **Module 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. |
| **Assessment:**  Part A - 1 x 2,000-word essay (50%) and 1 x 10-minute individual presentations (50%)  Part B - 1 x 3,000-word Take-Home Paper (100%) |

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| **LH Fighting Over Freedom, American Political Ideas From Revolution to Civil War – Dr Tom Cutterham (38880/38879)** |
| **Semester 1+2**  **Credits:** **20+20** |
| **Module Description:**  The idea of freedom has been central to the identity of the United States since its birth in a revolution against the British empire. But what did freedom mean, who was it for, and how did it relate to other values, including justice, duty, and equality? This module analyses debates from the revolutionary era to the Civil War a century later, to think through the significance of \"freedom\" in American thought, and the radically different ways it could be understood. We'll focus not just on famous figures like Thomas Jefferson and Abraham Lincoln, or elite thinkers like Henry Thoreau, but also on black radicals like David Walker, feminists like Lucretia Mott, and working-class organisers like Thomas Skidmore. In the process, we'll rethink our own ideas of freedom, what it means in practice, and how we might pursue it as we remake our own world, just as early Americans remade theirs in the eighteenth and nineteenth centuries. |
| **Assessment:**  Part A - 1 x 2,000-word essay (50%) and 1 x 10-minute individual presentations (50%)  Part B - 1 x 3,000-word Take-Home Paper (100%) |

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| **LH Gunpowder, Treason and Plot: England under Elizabeth I and James I– Dr Jonathan Willis (37956/37958)** |
| **Semester 1+2**  **Credits:** **20+20** |
| **Module 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. |
| **Assessment:**  Part A - 1 x 2,000-word essay (50%) and 1 x 10-minute individual presentations (50%)  Part B - 1 x 3,000-word Take-Home Paper (100%) |

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| **LH The Young Ones: Youth, popular culture, and social change in twentieth century Britain– Dr Sarah Kenny (39786/39914)** |
| **Semester 1+2**  **Credits:** **20+20** |
| **Module Description:**  Youth is a powerful category. It is also a contested one. Young people have historically signified both the promise of the future and the threat of the present. As such, young people are endowed with a particular political and social significance. But what did it mean to be young in the twentieth century, and how far did the experience of being young shift as new ideas about adolescence began to emerge? This advanced option introduces students to youth in the twentieth century, and asks how the lived experience of young people in Britain changed over the course of almost one hundred years. Students will explore how the very category of youth has been moulded by a range of bodies including politicians, institutions, commerce, and the media. This module will also explore how young people transformed the very face of modern Britain. By exploring young people’s media, consumption habits, politics, and lifestyles, students will work directly with sources produced for, and in many cases produced by, young people. In doing so, the module shows how understanding youth experience is an essential way of charting social, cultural, and political change in modern Britain.  Seminar topics may include: youth and the advent of mass consumerism, the ‘invention’ of the teenager; youth and the state; urban development and the spaces of teenage leisure; teenage magazines and youth media; teenage sexuality and sex education; youth culture and subculture; youth, work, and (un)employment. |

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| **LH Women and Social Movements in Brazil– Dr Courtney Campbell (35005/35006)** |
| **Semester 1+2**  **Credits:** **20+20** |
| **Module 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. |
| **Assessment:**  Part A - 1 x 2,000-word essay (50%) and 1 x 10-minute individual presentations (50%)  Part B - 1 x 3,000-word Take-Home Paper (100%) |