

## **A summary of History Second and Final year modules 2017/18**

**IMPORTANT: The following is a list of modules we expect to be available in the 2017-2018 academic year. These modules are NOT guaranteed to run next year, but subject to change.**

### **AM211 Reform, Revolt and Reaction in the US**

This module examines the turbulent history of the United States from the New Deal through to Watergate. Drawing on the rich recent historiography on this subject, it explores how different movements, some rooted in local activism, others based on established political groupings, responded to a rapidly changing social, economic and cultural landscape. In particular, it shows how liberal reformers, radicals, and conservatives all seized the initiative at different times, but due in large part to a shared tendency to substitute rhetoric for clear analysis, all eventually failed, leaving the US by the mid 1970s, in a state of ‘imagined’ and, in some senses real, crisis. Key themes include the New Deal and the Great Depression; the impact of the Second World war on racial and gender relations; post-war anticommunism and the contradictions of the ‘Affluent Society’; the liberal agendas of the civil rights movement and the Kennedy and Johnson administrations; the military, social and political consequences of Vietnam; the radical vision of the New Left and counterculture; the re-emergence of a grass-roots political right; the ‘rebirth’ of feminism; 1968 and the ‘end’ of the 1960s; and Nixon, Watergate and the 1970s.

### **AM216 CAS Research Project**

This 15 CATS second-year module is compulsory for CAS students taking 15 CATS Spanish Language, but is not available to any other students. The module will allow students to work together on a collaborative research project making use of our extensive library holdings of electronic resources on the Americas Early American Newspapers, (350,000 fully searchable issues from over 710 historical American newspapers, Congress's Historical Newspapers Collection, the National Security Archive and the Digital National Security Archive: Mexico - United States Counternarcotics Policy, 1969-2013. Students are encouraged to choose a topic on US relations with Latin America.

Students will identify an appropriate individual research topic on the History, Literature and Cultures of the Americas, learn how to read documents from different sources; and present their individual research findings to their peers and to tutors in the form of a fifteen minute PowerPoint presentation. They will be assessed not only on their research findings, but also on their oral presentation of the results.

### **AM217 Caribbean History: From Colonisation to Independence**

Since Europeans ‘discovered’ the islands, territories and peoples of the Caribbean in 1492, this region has been subjected to externally-directed processes of imperial rivalry, colonial settlement, the cultivation of plantation crops, land clearance leading to environmental degradation, and the extermination of the indigenous populations and the forced importation of millions of enslaved Africans and indentured labourers from Asia. This second-year option module offers an introduction to the history of the Caribbean and its place in the wider world. It will present key themes in Caribbean history, including slavery, the plantation, ‘race’ relations, emancipation and its aftermath, and resistance. Of particular concern will be how colonisation made the region’s societies dependent on other parts of the world, a dependency which survived both the ending of slavery and colonialism, and how efforts have been made to challenge and transcend this. The course will accomplish these objectives through addressing the historiography of the region, as well as readings from sociology, anthropology and geography. It will also provide experience of working with a variety of primary sources, including films, images, and literature.

### **AM219 From the Revolution to the Drug War: Mexico’s Twentieth Century**

Over the past century, Mexicans have endured a revolutionary civil war, two religious uprisings, a vicious Cold War counter-insurgency, nearly fifty years of authoritarian government, countless devaluations, and nearly a decade of violent confrontations between drug cartels. Yet Mexicans have also experienced far-reaching social reforms, unparalleled levels of economic growth, rapid rates of industrialization and urbanization, and seventy years of relative political stability. This module seeks to understand these contradictions and the ways in which they have affected Mexicans’ everyday lives.

Students will be asked to examine at a range of subjects including the ideologies of revolutionary leaders, like Emiliano Zapata, Pancho Villa, and Subcomandante Marcos; the politics of the world’s longest running one party state; the long struggle for indigenous rights; the experiences of Mexico’s urban poor; and the machinations of the country’s cartels. To do so, students will be asked to adopt an interdisciplinary approach, combining works of history, anthropology, sociology, political science, journalism and literature.

This 30 CATS second-year option module will appeal to students interested in social mobilizations, radical politics, US hemispheric influence, and transnational crime.

## AM220 "The Country of the Future?" Introduction to the History of Modern Brazil

**“Brazil is the country of the future, and always will be.” *Popular Brazilian joke***

**“Brazil: a country for all.” *Brazilian government slogan***

According to an old Brazilian joke, “Brazil is the country of the future – and always will be.” When the nation was selected to host both the 2014 World Cup and the 2016 Olympics and Paralympics, a booming “BRIC” economy and popular president contributed to a sense that, perhaps, the future had finally arrived. Yet beyond the hosting of high-profile sporting events, Brazil is facing a crisis of democracy, public health and serious economic troubles. How much do we really know about this giant among Latin American nations? This course aims to get beyond the stereotypes – whether the heady images of samba, sex, “racial democracy” and futebol, or the disturbing pictures of shantytowns, drug barons and extreme social inequality – in order to understand the major political, social and economic patterns that have shaped Brazil’s history since independence. Along the way, we will explore what Brazil shares with its Latin American neighbours: a heritage of Iberian colonisation; dependence on agricultural exports and the twentieth-century struggle to industrialise; or the gradual forging of a new national identity based on ideologies of race mixture and corporatist political traditions. We will also explore what makes it unique: its close links to Africa that give Salvador the largest black population of any city outside Nigeria; its incredible diversity of climates, peoples, and natural resources; its uneasy blend of “cordiality” and dissimulated violence.

## HI242 Germany in the Age of the Reformation

Martin Luther first challenged the Catholic Church in 1517, exactly 500 years ago. What started as a critique of specific points of doctrine snowballed into the single most fundamental transformation movement in early modern Europe, with repercussions to the present day (as evident from extensive anniversary commemorations). This module examines the Reformation in its original setting of sixteenth-century Germany. Following classes on the medieval background and new Protestant ideas, the focus moves to the social and cultural implications of religious change. Special attention is paid to the role of individuals in mass movements (Luther being a controversial character and by no means the most radical reformer), popular responses (in an age of feverish spiritual engagement), political conflict (the Emperor acting as the defender of the ‘old’ faith), communication processes (not least the impact of print in a largely illiterate society), gender roles (was the Reformation good for women?) and the forging of new identities (within an increasingly fragmented confessional landscape). Apart from lectures and seminars, teaching is supported by

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exceptionally rich primary & secondary materials (available in English), assessment-focused workshops and extensive digital resources.

### **HI253 Gender, History and Politics in Britain**

This module considers the theory and practice of women's participation in British economic, social and political life. Key themes will include education, employment, citizenship and social reform. The module aims to provide an introduction to debates about gender and history and employs a variety of sources (including novels, autobiography, political pamphlets and social investigations) to explore women's and men's engagement in public life.

### **HI255 Religion and Religious Change in England c. 1470-1558**

This 30 CATS undergraduate second-year option module explores the social, cultural and political context of religion in England between the late-fifteenth and mid-sixteenth centuries. It builds on the knowledge of early modern Europe acquired through the second-year core module, and complements other departmental options on early modern Germany, society and culture in France, and the social history of early modern England. It provides a sound foundation for students going on to take final-year Special Subjects and Advanced Options in early modern English social or cultural history, as well as for the MA in Early Modern History.

This option introduces students to a range of important themes in the field of late medieval and early modern English religion, not so much from a theological, as from a social and cultural perspective. Its main focus is the impact of the early Reformation (under Henry VIII, Edward VI and Mary I) on religious belief and practice in England, though it approaches this from the long view of the later fifteenth century. The module commences with a detailed examination of strengths and weaknesses in late medieval Catholicism, focusing both on institutions (clergy, monasteries) and on structures of belief (saints, sacraments, purgatory). The significance of unorthodox religion, Lollardy and early Protestantism, is explored and related to the reform policies of the Tudor monarchy. Equal attention is devoted to those who opposed and to those supported the religious changes of the sixteenth century, and throughout there is a particular focus on parishes, and parish churches, as centres of religious culture and social organisation.

### **HI271 Politics, Literature and Ideas in Stuart England**

This 30 CATS interdisciplinary second-year option module examines the interaction between the politics, literature and ideas of the long seventeenth

century, and as a result should appeal to all types of historians, political scientists and literature students, as well as those interested in cultural studies and intellectual history.

Broadly speaking the module is split in half, with the first term being structured around the writing of four major authors: Francis Bacon, Thomas Hobbes, John Locke, and Jonathan Swift. The second half of the module takes a thematic approach to literature and ideas through the Stuart period, which will include such topics as: biography, autobiography and diaries; censorship of the press; religious and political radicalism; the new, experimental science; news and its different forms; corruption; satire and polemic; radical consciences; women's writing; republicanism; and utopias. The module will exploit [JISC Historical Texts](#), together with other on-line resources.

### **HI275 The British Problem: Empire, Conflict and National Identities 1558-1714**

This 30 CATS second-year early modern option module will explore the attempts of Early Modern monarchs and governments to gain hegemony over the British Isles and establish an imperial dominion beyond the Atlantic. Moving from the accession of Elizabeth to the death of Queen Anne, the module will incorporate the 'plantation' of Ireland and America, the Civil Wars, the 1688 Revolution and the 1707 Act of Union. It will focus on the connections between the kingdoms, and show how relations across the British Isles were affected by conflicts over the powers of crown and church, and challenged by splits between rival religious communities. These tensions, as the module will highlight, were grafted onto ancient national, cultural and ethnic fault lines. The module will look at how the experience of civil war, unrest and revolution took place within a larger international setting, studying the impact of civil and religious divisions on the development of the overseas empire, and highlighting the competing European affinities that impinged upon subjects of the three kingdoms. The module will focus on the experiences of the different religious, national and ethnic groupings within the British Isles and British America, and will encompass the history of culture and ideas, as well as religion and politics. While following a chronological structure, it will examine the longer underlying themes of religious and national consciousness, and consider how the question of British, English, Irish or Scottish identity was explored by poets, scholars and artists within the period. The aim will be to fix the events under consideration within wide horizons, with students encouraged to assess the British kingdoms and empire in a comparative framework, alongside the experiences of other European states. Students will explore accessible primary sources, while entering into critical examinations of the rich historiography underlying the module.

### **HI276 Radical Politics and the Struggle for Democracy in Europe, 1918-1939**

The years between the two world wars (1918-1939) in Europe saw the rise of radical political movements, both on the extreme right and extreme left. At times, those defending democracy were able to hold their opponents at bay, but more often than not did radical movements, mostly on the right, succeed in taking over the state, which allowed them to implement their political programs.

This 30 CATS undergraduate second-year option module will discuss radical political movements, their struggle against each other and democratic societies. We will inquire why they succeeded in some countries, while democracy could prevail in others. Finally, we will consider how radical movements that took power implemented their politics. While the module will draw upon national case studies, it aims at understanding radical politics in the interwar period as a genuinely European phenomenon. Themes will include the Russian revolution and its impact on the European working-class movement; the rise of fascist and other radical rightist movements; the struggle for democracy in the era of Popular Fronts, and implementation of fascist regimes in Italy and Germany. Further national case studies will include Hungary, Austria, France and Spain.

### **HI277 Africa and the Cold War**

This 30 CATS second-year option module introduces students to major debates in the history of the Cold War in Africa, aiming to set these issues within their historical, social and cultural contexts over the period from 1945 to the 1990s. After the opening weeks set up the context of decolonisation and superpower rivalry in Africa, the rest of the course takes a roughly chronological approach to explore various case studies and thematic issues. We will look in depth at upheavals in Congo and Zanzibar which demonstrated the fragile state of the continent immediately after decolonisation, the wars in Angola and the Horn of Africa, and the attempts of the white minority regimes in Rhodesia, South Africa, and the Portuguese colonies to retain power. While the course pays close attention to the policies of the United States and the Soviet Union, it also highlights the role played by other Cold War actors, like China and Cuba. Moreover, we will uncover the agency exercised by Africans in the global Cold War: were they simply superpower proxies or did they turn the Cold War order to their own advantage? Finally, the course will consider the aftermath of the Cold War in Africa: did the fall of the Berlin Wall bring a new dawn to the continent or did it reignite frozen conflicts in the 1990s?

### **HI278 From Cradle to Grave: Health, Medicine and Society in Modern Britain**

'From Cradle to Grave', a 30 CATS undergraduate second-year option module, explores medicine in modern Britain through the lens of the lifecycle, examining how health care and medical interventions impinge on

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individuals and families from birth, through adolescence, maturity and aging, to death. It focuses on a wide range of themes – childhood disease and child poverty, the challenges of adolescence, fertility, reproductive health, childbirth and maternity, diet and wellness, chronic disease, the menopause and aging. The module is particularly concerned with the evolving relationship between family, state and medical provision in terms of the creation of services, as well as the question of ‘who is responsible for health?’ The module will focus on the rise of the state’s involvement in health care and changing institutional provision and the role of individuals, households and communities as active participants in their own health care, as well as the impact of voluntary organisations and patient/user groups. The module considers the role of geography, mobility, economics, class and gender alongside age as determinants of health issues and access to care.

### **HI281 Being Human: Human Nature from the Renaissance to Freud**

**Please note that students are not permitted to study both this module and '[The Scientific Revolution in Perspective \(HI296\)](#)'.**

This 30 CATS undergraduate second-year module introduces students to the different ways in which humans have thought about themselves from the Renaissance to the early 20th century, both as individuals and as collectives. It forwards the idea that ‘human nature’ is not a universal, trans-historical concept constant over time, but rather, is socio-culturally constructed. At different moments in time, ‘being human’ has been constructed and interpreted differently according to dominant values, norms, and systems of knowledge. This module investigates those differences over time in Western culture and how they link to wider social, cultural and economic contexts.

Students will learn about crucial moments in the history of conceptualising and defining ‘human nature,’ from the Renaissance through the Enlightenment, to Freud and early modernity. Among other things, the module explores how 15th-century humanists felt that all that was worthwhile about being human was to be found in God, the scriptures, and classical texts. During the so-called Scientific Revolution of the 16th and 17th centuries, however, it began to be believed that humans possessed the creative power to ‘discover’ new things about themselves and their vastly-expanded world (the ‘new world’ of the Americas).

### **HI289 History of Russia**

This 30 CATS undergraduate second-year option module develops themes of political, social, cultural and economic history raised in the core module in the context of Russian history since 1881. The module is divided into four sets of historical questions - those relating to the origins of the Russian

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revolution; to its course from c1900-1921; to its immediate consequences in the rise of Stalinism; and to Russia's attempts to deal with the legacy of Stalinism from 1953 to the early twenty-first century. Attention is given to political, social, economic and cultural aspects of these questions.

### **HI290 History of Germany**

This 30 CATS optional second year undergraduate module examines the history of Germany from the end of Bismarck's rule to the Berlin Republic of Angela Merkel. Students will consider the political, social and cultural history of modern Germany from a variety of perspectives, including German particularism, issues of citizenship and ethnicity, gender and history of sexuality, the history of everyday life and cultural studies. In this way, they will gain an understanding and appreciation of the many perspectives of what Germany was and is today. Along the way, students will have the chance to opportunity to conduct their own research and write a piece of Germany's history.

### **HI293 Galleons and Caravans: Global Connections 1300-1800**

Galleons and Caravans introduces the global history of the early modern world. We are now living in a time of both great connections and significant divisions and misunderstandings between different parts of the world. This module addresses these by investigating the history of cultural interactions between different parts of the world, especially in religion, art, science, trade and consumption habits. This 30 CATS second-year option module follows the circulation of people, knowledge and goods in the early modern world, and compares empires and great cities. The module will be set within the theoretical framework of global history. Topics include diasporas, material culture, the Chinese and Ottoman empires, cities, the silk route, the Manila galleons, maps and travellers.

### **HI294 The History of Modern China**

This module is an introduction to the history of modern China from the mid-nineteenth century through the post-Mao reform era. It is structured around four major units: 'Qing and Early Modern Empires', 'Visions of a New Society', 'The Rise of Mao', and 'The Path to Global China'. Topics include the domestic and international causes of the Qing dynasty's demise; the sources and transformations of Chinese nationalism; the Republican (Nationalist) regime's governance, fate, and legacy; student activism and its cycles of cultural reverberance; the Communist Revolution; the making of Cold War Asia; China under Mao Zedong and Deng Xiaoping; the evolving role of intellectuals in society; issues of gender and sexuality; and the historical significance of overseas Chinese, Taiwan, Hong Kong, and other peripheries of the modern PRC empire. This course is open to all students without prerequisites, and assumes no prior knowledge of Chinese history.

## **HI296 The Scientific Revolution in Perspective**

The early modern period witnessed dramatic changes in the way that Europeans studied the natural world and in the theories they held about it. New ideas emerged about the structure of the cosmos, the nature of light and motion, and the building blocks of matter. New plants and animals flooded into Europe from the East and West Indies and changed the way that naturalists described and classified the living world. New machines, such as air pumps and electrical generators, allowed experimenters to probe more deeply into nature; and new instruments, including telescopes to barometers, allowed them to quantify what they found. In 1450 few natural philosophers used mathematics or experiment to study the causes of natural phenomena. In 1800 most of them did so, and many belonged to institutions that were dedicated to these pursuits.

Historians often refer to these changes as the ‘Scientific Revolution,’ but that phrase has come under attack in recent years. There is broad agreement that the period 1450-1800 was an important one in the development of modern science. But there is much debate about the timing, causes, and consequences of the Revolution, and some historians maintain that it was not Revolutionary at all, that it was too diffuse and drawn-out to justify an analogy to political revolutions.

The aim of this 30 CATS second-year option module is to assess the traditional narrative of the Scientific Revolution by describing the main developments in early modern science and placing them in their intellectual, political and economic context. The lectures do not argue for or against the Scientific Revolution. Instead they deliver a conceptual, historiographical and chronological framework that will help students to decide for themselves.

The module presents science in the round. It considers the two-way interaction between science and the wider world, and it deals not only with the theories of early modern science but also with its methods, materials, literary form and social organisation. The module will deal with the technical content of science in a way that is accessible to students with no background in science but that shows the relevance of this content to a historical understanding of science.

## **HI297 Twentieth Century India: Colonialism, Democracy and Protest**

This 30 CATS undergraduate second-year option module will introduce students to some of the more dominant and durable strains of Indian political mobilization in the twentieth century. It will explore Gandhian anti-colonialism, the nationalism of the Hindu Right, the politics of caste and anti-caste movements, left-led workers’ and peasants’ struggles, and the developmental nationalism of the post-colonial state. The module is divided into two parts. In the first term synoptic lectures and seminar discussions will be held on each of these strands of modern Indian politics. The second term will introduce students to individual political texts, written by figures representative of the traditions mentioned above, and will help orient students to both historical and contemporary debates. At the beginning of the third term, two film screenings and a discussion will be organized, in order to stimulate a discussion of popular-cultural treatments that bear upon the ideological traditions introduced in the course. So the module is intended, simultaneously, as an introduction to traditions of politics which continue to be influential in India and as an introduction to the study of political ideologies and their defining texts.

## **HI2A5 Individual, Polis and Society: Philosophical Reflections in History**

This module will introduce students to a range of long-eighteenth and early-nineteenth century texts in which there is sustained reflection and commentary on the individual, the polity, and an emerging conception of society. In doing so this module raises broader philosophical questions about the construction of identity, character and virtue, political realism and idealism, and relativism and individualism. The module also involves students in reflecting on the change in styles of painting, architecture and fashion and linking this to the core themes. The emphasis of the module is on how as historians we should approach some of the major pieces of writing of the period, both the more and the less philosophical. Consequently, a core component of the module is encouraging a close reading of the texts, coupling this with raising questions about the importance of historical context in generating and reflecting critically on such readings. The module is structured thematically, taking conceptions of the individual, then the polis, then society; but within those themes it is structured chronologically, allowing students to have a sense of the increasing interaction of different lines of argument.

Plans to add a field trip and to change the order of teaching for 2017/18. This is a core module for History and Philosophy students – so for History students, a chance think about the ideas!

### **HI2A6 Urban Catastrophes: Disasters and Urban Reconstruction from 1906 to the Present**

Urbanization is a defining feature of modernity and its history. Although the majority of the world population did not live in towns and cities before 2008, the experience of urban life offers a very useful perspective on the making of the modern world. Centres of political power, cultural influence, and economic activities, towns and cities have long played a critical role in global history. As a result, urban disasters often threatened the long-term trajectories of cities and states alike as their human and material toll reverberated for years and decades thereafter. From San Francisco in the 1900s to Beirut in the late twentieth century, the capacity of urban settlements to recover from environmental catastrophes, industrial accidents, economic decline, and from the ravages of war revealed the strengths and the weaknesses of their social fabric. In dramatic circumstances, urban reconstruction also brings to light many issues of great importance to modern historians: the link between the built environment and local identity, the nature of social cohesion, the relationship between state and civil society, the emergence of transnational solidarity, etc.

This 30 CATS second-year option module will introduce students to urban history by focussing on the most extreme examples of urban crises in the twentieth and twenty-first century. It will combine general and comparative discussions with individual case-studies that will inform our collective reflection. Those will include cities destroyed by earthquakes (Valparaiso, 1906; Tokyo, 1923; San Juan – Argentina, 1944, or Mexico City, 1986); hurricanes (New Orleans, 2005); fires (1871; San Francisco, 1906; Salonika, 1917) or accidents (Halifax, 1917). We will also consider the dramatic impact of deindustrialization and economic decline (Camden, NJ). Inevitably, of course, this module will deal with post-conflict reconstructions including in the aftermath of the First World War (Reims and Lviv); the Spanish Civil War (Barcelona); the Second World War (Coventry, Leningrad); the Lebanese Civil War (Beirut) and the collapse of Yugoslavia (Sarajevo).

The module will also go beyond urban history to introduce students to the history of humanitarian action. We will indeed highlight the roles played in urban recovery by a host of local, national and transnational charitable initiatives. The module will therefore trace the origins of humanitarianism and of humanitarian NGOs. It will also underline the interdisciplinary nature of a field of enquiry where historians often collaborate and learn from urban planners, architects, political scientists, sociologists and anthropologists.

## **HI282-15 The Formation of American Culture, 1876-1929**

Description coming soon...

## **HI2A8 The Formation of American Culture, 1929-1984**

Description coming soon...

## **HI2\* Israel/Palestine 1948 to the Present: (Re)Producing the Nation(s)**

This undergraduate 30 CATS second year module will provide students with an historical overview of modern Israeli and Palestinian history, politics, culture and identity, from the creation of Israel in 1948 until the present day. We will focus on the ways in which the national identity has been produced through social policy, war and peace, demographics and gender roles. Through looking at key events in Israeli/Palestinian history we will consider how the conflict has shaped the daily life of Israelis and Palestinians. Among the themes that will be studied are the way in which Independence/ the Nakba are studied, perceived, imagined and recalled by Israelis and Palestinians; the consequences of the mass migrations into and out of Israel/Palestine; and the way in which Israeli and Palestinian identity has been gendered. Readings, lectures, and seminar discussions will also consider issues in historiography and the different meanings of 'Zionist', 'Palestinian', or 'Israeli' histories. Students will be introduced to a variety of contemporary sources ranging from international treaties to cultural products such as novels and films. The module will be taught through weekly lectures and seminars which students are required to attend. Emphasis will be on student-led seminars

## **HI2\* America in Black & White**

The United States in recent years has been far from the "post-racial" society that many pundits predicted in the wake of the election of President Barack Obama in 2008. Instead, the Black Lives Matter Movement has highlighted the role of police violence in making America unsafe for African American citizens, and the rise of white nationalist populism embodied by Donald Trump has challenged assumptions about a progressive consensus around identity politics. Issues such as the mass incarceration of African American men, the role of class and gender in creating debates around intersectionality, and the gerrymandering of political districts that have resulted in the disenfranchisement of black voters, have also received greater attention in recent years as scholar-activists have sought to raise awareness of inequality in American society. In this one-term module we will place these issues and debates in historical context, and discuss the role of scholars and activists in understanding the continuing social construction of race in the United States.

The module will be assessed by a combination of blogging, a presentation, and a book/documentary review.

## **HI2\* Go-Betweens: Crossing Borders**

This module investigates global interactions in the early modern world (1400-1800) through the figure of the go-between. Each of the men and women discussed in weekly seminars – diplomats and traders, mestizos and missionaries, converts, slaves, and captives – offer a window onto a world in which societies and life trajectories were increasingly shaped by transregional connections, and where all manner of borders were regularly being crossed. By following individuals as they met and mingled across the globe, students will deepen their understanding of the role of human agency in the macro-processes of religious change, commercial expansion, imperial conquest, and economic integration that marked the early modern period. Examining African, Asian and Native American actors and sources alongside European ones, this module encourages students to develop a non-Eurocentric perspective that pairs a global outlook with close attention to practices of intermediation on the ground. Students will draw on insights from global history, micro history, art history, economic history, literary criticism, and anthropology to interrogate the making and unmaking of political, social, racial, and sexual boundaries. We will pose questions such as: what does it mean to speak of “cultures” that “encounter” one another? How does one define a “go-between” who “mediates” in a “middle ground”? And in what ways are current views of the early modern past shaped by our globalised present?

### **HI2\* Medical Humanitarianism**

This course explores the history of medical humanitarianism in Africa, beginning with systems of aid and healing already existent in Africa before the arrival of Europeans, and continuing through the colonial period into the present. It assesses the role of voluntary actors, the state, patients, and African workers, in pursuing the health of Africans, following continuities and differences in medical aid in pre-colonial, colonial, and post-colonial states. Exploring history with a view to understanding contemporary medical humanitarian crises in Africa, a variety of themes will be explored, including the origins, motivations, and assumptions behind medical humanitarianism; the transition from its missionary origins to the international health organizations and NGOs that we recognise today; and the social, religious, political, and economic priorities that have shaped aid. Many of these themes will be explored through case studies of health issues that have historically been of great concern to medical humanitarians in Africa, such as maternal and child welfare, leprosy, HIV/AIDS, and Ebola.

### **HI2\* Violence in Early Modern Europe**

'Like death, like the cemetery which is at the heart of the village, violence is at the heart of life in the fifteenth, sixteenth and seventeenth centuries'. (Robert Muchembled)

During the last thirty years violence has become the focus of extensive research in a wide range of disciplines. This module aims to provide an introduction to the methodological and theoretical issues involved in researching and writing on violence in Europe between c. 1450 and c. 1700. It serves both to encourage students to think in theoretical terms about the ways in which the experience of violence can be historically reconstructed and to expose them to the opportunities and problems presented by a variety of evidence. These sources include letters, diaries, broadsheets, pamphlets, newspapers, chronicles, histories, songs, plays, stories, engravings, woodcuts, paintings, and film as well as legislation and court records. The module draws on insights from neighbouring disciplines including anthropology, film

studies, gender studies, history of art, law, literary criticism, neuroscience, politics, sociology and social theory.



## **SUMMARY OF OPTIONS**

### **UG Special Subjects**

#### **HI312 Radicalism in the English Revolution**

This 30 CATS undergraduate final-year Special Subject module explores the popular and radical dimensions of the civil wars and their aftermath. For the first time, ordinary people played an active and visible role in public affairs of national significance, initially through petitions, demonstrations, and riots. Subsequent topics include the issue of popular allegiance, and the impact of the wars on the civilian population. The module's core, however, lies in the emergence of radical movements, many of them religious in inspiration, mapping out competing models for a new religious, social and political order, among them the millenarian Fifth Monarchists, evangelical Quakers, proto-democratic Levellers, libertarian Ranters, and communist Diggers. The module also examines the most radical phase of mainstream politics - the trial and execution of the king, and establishment of a republic - and the controversial career of Oliver Cromwell, seen by the radicals as both hero and betrayer. There is also plentiful scope for assessed work on the pioneering role of radical women in this period, as petitioners, prophets and preachers.

#### **HI31J The French Revolution, 1774-1799**

Promethean and tragic, the French Revolution has inspired and haunted imaginations ever since 1789. While it inaugurated human rights and civil equality, it also generated terror, authoritarianism and empire. The Revolution is an especially vexed subject since it bequeathed the very terms and values we use to assess it. Ongoing debates over liberal and social forms of democracy, the viability of recreating society, and the necessity or gratuitousness of violence in establishing democracy all grew out of the experience of the French Revolution itself.

This module covers the main phases and historical debates over the Revolution. Topics include terror, popular and state violence, the emotions, human rights, free-market politics, and colonialism and empire.

#### **HI32B Kenya's Mau Mau Rebellion, 1952-60**

This module examines a wide variety of sources related to the origins, conduct and memorialization of Kenya's Mau Mau rebellion of 1952-60. The sources will reveal the complexity and ambiguities of what was both an anti-colonial rebellion against British rule and a civil war within the colony's Kikuyu community. The module has a particular focus on understanding the motives and actions of those Kikuyu who joined the rebellion, and those who opposed it. The sources used will include key documents from Kenya's colonial history before 1952, the memoirs of those who participated in the rebellion, official records from both Kenya and the UK – including documents released since 2012 as a result of the court case brought by Mau Mau veterans against the British government - and fictional accounts of the war in Britain and Kenya (including films). Sources produced by all sides of the conflict will be discussed. Students will examine the many political and cultural uses to which this deeply contested history has been put, including the use of historical evidence in the court case that brought an acknowledgement from the British government that Mau Mau suspects had been tort

### **HI34D The Cultural History of the NHS**

The idea that the British people believe in the NHS and that it has a meaning reaching back to its foundation in 1948 is deeply influential and politically significant. It is often remarked that the NHS is now the closest thing to a national religion in modern Britain. Yet historical examination of this belief, and of whether and how meaning has in fact changed over time, remain remarkably under-explored. Indeed, there is a striking contrast between the common claims about the centrality of the NHS to British life and identity, and its marginal position in most existing social and cultural histories of post-war Britain. This 30 CATS final-year Special Subject module provides students with the opportunity to be involved in efforts to develop our first cultural history of the NHS. It is taught through weekly two-hour seminars. Over the course of the year, students are also introduced to research being undertaken on a major research project in the Department on the Cultural History of the NHS, and they have the opportunity to contribute to this, particularly through our website on the People's History of the NHS: <http://peopleshistorynhs.org/>. Students are encouraged to undertake original research on the subject, taking advantage of readily available primary sources. This year students wrote long essays or dissertations on subjects that included the challenge to NHS values caused by AIDS, the cultural history of waiting in the NHS, the place of the NHS in post-war national identity, the relationship between campaigns for nuclear disarmament and in defence of the NHS in the 1980s, and the degree to which NHS values were embodied in hospital architecture. At the end of the Spring term, all students on the module present on these subjects at a final research conference. As we approach the 70th anniversary of the NHS, this history and the question of the meaning of the NHS will be at the forefront of national attention. Studying on this module, you'll have the chance to contribute to this debate and get involved in events. It should be a very interesting and exciting year!

### **HI31G The Birth of Modern Society? Britain 1660-1720**

This 30 CATS Special Subject final-year module examines how far the period 1660 to 1720 – the age of Isaac Newton, Daniel Defoe and Jonathan Swift – marked a period of transition from an ‘early modern’ to a ‘modern society’. As the image suggests, contemporaries saw themselves both looking back into a recent history of civil war and, self-consciously, forward to a ‘modern’ world. This was the period in which ‘Britain’ was formed (after England’s union with Scotland in 1707), and in which the impact of two major revolutions was assimilated. We will study, through a close engagement with primary sources, the emergence of a free press, the power of public opinion, intense party rivalries, novel forms of journalism, an innovative literary culture that saw the birth of the novel, a scientific revolution and an early enlightenment in ideas and beliefs. The module explores claims that in politics, religion, the economy, science, ideas, nationhood, culture and society, Britain witnessed transformative change, the legacy of which we still face today. As part of the module we shall have a field trip, usually to Blenheim Palace, built in the first decades of the eighteenth century for the Churchills, one of the most controversial families of the age.

### **HI31R The Elizabethan Reformation**

This module will explore the impact and significance of religious developments in England in the reign of Elizabeth I (1558-1603), with the aim of showing how they transformed society, culture and politics at both national and local levels.

This module is a 30 CATS Special Subject, only available to final-year undergraduate students, and does not require any prerequisite modules from previous years of study. Students not studying a single or joint honours history degree will not normally be permitted to take this module.

### **HI31Z Reinterpreting the Holocaust: Sexualities, Ethnicity, Class**

This 30 CATS undergraduate final-year Special Subject module introduces students to Nazis's project to murder Europe's Jews and other minorities during the Second World War. The primary focus is to study these genocides and to deepen your understanding of events and experiences, as well as to introduce you to different scholarly interpretations and themes. The other goal of this module is to study the origins and implementation of the Holocaust from the contrasting perspectives of perpetrators, bystanders, and victims. We will explore the issues of race, ethnicity, gender and sexuality, age, identity, and ethical choices. This module considers how violence and trauma are narrated, remembered, and reflected in film and literature. In the seminar, we will discuss narrativity and issues of memory, artistic representation, and also the application of historical theories.

The seminars requires close study of scholarly literature and published sources. You will be reading a lot, and you must ensure you read and think about the assigned readings before each seminar so that you can participate in the discussion.

### **HI3\* Aftermaths of WWII**

World War II claimed in excess of 60 million lives: victims of combat, aerial bombardment, disease, starvation, and calculated annihilation. As warfare ended-- a rolling and partial process-- the victorious Allies struggled to agree on how best to tackle questions of humanitarian relief and political reconstruction that confronted their own societies as well as those of the defeated Axis powers and their former empires. The tumultuous half decade from 1945-50 saw the birth of the nuclear age; the division of Europe; the onset of the Cold War; the remapping of the Middle East; the reconstitution of colonial empires in Asia and Africa; and the inauguration of the United Nations.

This module examines the period from 1945 to 1950, adopting a thematic approach to wartime legacies and distinct forms of postwar reconstruction. Weekly readings generally comprise a number of scholarly articles rather than single monographs. These will be studied alongside selected primary source materials, including films, diaries, letters, and fiction from the late 1940s. The goal is to gain a multi-faceted appreciation of "postwar" derived both from contemporary sources and new scholarly interpretations of this profoundly consequential half-decade. We will thus read fresh work in the fields of transnational history; the history of gender and sexuality; the history of emotions; refugee and Holocaust studies, and works of cultural critique drawn from disciplines outside History.

### **HI3\* Empire of the Book**

Gandhi printed his most famous work, *Hind Swaraj* (1909), in South Africa. Why? This course takes the history of printing technology as the starting point for rethinking the history of empire. Beginning with the East India Company and ending in Republican China, we follow an unlikely band of printers, publishers, authors and readers. We re-examine major themes in the global history of empire, from science and religion to slavery and nationalism. Throughout this course, books are treated as material objects, something which is easy to forget in the digital age. Books were written on, cut up, censored

and burned. With this in mind, there is a strong focus on students developing practical skills. We will learn the techniques of the book historian, hunting for clues in the margins, examining bindings and illustrations. And with these skills in place, students will begin to read a selection of fascinating primary sources in a completely different light. From scientific journals and legal manuals, to abolitionist papers and anticolonial pamphlets, the history of empire starts to look very different from the perspective of the printing press.

### **HI3\* Empire & Oil**

The building of the world oil industry served as the occasion for one of the largest political projects of technical and economic development in the latter half of the nineteenth and early twentieth centuries. Along with railroads, dams, electricity and communications networks, and other large-scale technical systems, a vast global network of oil wells, pipelines, refineries, and transoceanic shipping resulted from this enterprise. Everyone is aware of the importance of oil to the history of the modern Middle East, but we know surprisingly little about how the social and technical properties of oil have shaped that history. Conventional ways of writing social and political history treat technical problems of producing, processing, and selling oil as practices that are external to the social world. Oil in turn has an "impact" on society, as simply a natural resource that affects political systems, social and economic orders, and state formation from the outside while blocking the possibility for democratic forms of politics.

The origins of the first oil industry in the Middle East reside in a little-known part of southwest Iran, now known as Khuzestan province, bordering the Persian Gulf. This special subject offers students the opportunity to make use of rich primary sources held in the BP Archive (e.g. company reports, newspapers, film, and photography) at the Modern Records Centre, University of Warwick in order to develop an alternative account of the history of oil, specifically of BP in Iran. Focusing on the anatomy of one company, students will follow the transformation of oil through the machinery of oil operations (technical, legal, governmental, administrative), from the initial development of the Anglo-Iranian oil industry in the first decade of the twentieth century to the company's dramatic departure and subsequent return as BP during Iran's oil nationalization crisis over fifty years later.

The module is designed to be attractive to students interested in the history of British empire in the Middle East as well as business history and the history of science and technology that draws on interdisciplinary thinking in science and technology studies. It encourages students to rethink historical and political analysis by drawing connections between the political and historical forces through which large-scale infrastructures such as an oil industry have been shaped and the technical forces through which politics and history have been shaped.

### **The following modules will run for One Term Only:**

#### **HI317 Russian Revolution, 1914-1921**

This undergraduate final-year Special Subject module covers the political, social, economic and cultural history of the Russian Revolution examining the impact of war; the February Revolution; the events of 1917; the Civil War; War Communism ; the uprisings of 1920-1 and concludes with the Tenth Party Congress and the Kronstadt rebellion. It is divided into two halves - the collapse of the old order; the emergence of the new Soviet order.

#### **HI31F Treasure Fleets of the Eastern Oceans**

**IMPORTANT: The following is a list of modules we expect to be available in the 2017-2018 academic year. These modules are NOT guaranteed to run next year, but subject to change.**

The module explores European discovery and trade in Asian exotic and luxury commodities. Those commodities: spices, textiles, porcelain and tea, brought from South-east Asia, China and India transformed the domestic lives of Europe's elites and ordinary people. The module emphasises the encounters and connections of Asia's and Europe's material cultures. It investigates how curious exotics collected on voyages of discovery became European desirables and even necessities. It looks at how the goods were traded first by Asian merchants, then by Europe's East India Companies. It looks at how these precious goods for world trade were made, then transported in long-distance sea voyages. It shows how the trade was organized across far-flung trading posts via ships risking storms, privateering and war. Such goods from afar became the gifts of diplomatic missions. They inspired scientific expeditions and experiments, and they entered into the European art world. The treasure fleets of discovery and encounter turned to the ships and navies of empire. The module connects older historiographies of colonialism and imperialism to new questions arising from global history. It looks to art history, the histories of collecting and display and anthropology to understand the meanings of the goods and the desires for exotic cargoes.

### **HI388 Religious Conflict and Civil War in France**

This undergraduate final-year Special Subject module focuses on the experience of war in sixteenth-century France from the perspective of local communities as well as the crown and the nobility. It draws on a wide variety of contemporary sources in English translation including correspondence, memoirs, legislation, petitions and prints. The aim of the module is for students to develop an understanding of the circumstances which led to and perpetuated civil war and why repeated attempts to establish peaceful confessional co-existence failed. Students will develop the critical skills to engage with current historiographical debates, and be given the opportunity to write an extended piece of assessed work using both primary and secondary sources.

## SUMMARY OF OPTIONS

### UG Advanced Options

#### **AM420 Space, Place and Movement in Atlantic Slave Societies: Brazil, Cuba and West Africa, 1791-1888**

This 30 CATS undergraduate final-year Advanced Option module uses the theme of human movement, space and place as a window onto the comparative histories of two nineteenth-century Atlantic slave societies: Brazil and Cuba. One of the defining elements of enslavement was the lack of the right to control one's own movements; at the same time, Atlantic slavery involved the greatest forced movement of human beings in modern history. Space and movement were crucial to how slave societies functioned, but they also became an importance means of resistance to slavery, not least by the enslaved themselves. After introducing some key concepts and ideas, the course begins with an overview of the dynamics of slave trading in the making of an "Atlantic World" and the states and societies that composed it. Subsequent thematic weeks consider the role of human movement in a series of key areas: the creation of new societies and cultural mixtures in the Americas; the central importance of gender in shaping slaves' approach to space, place, and "resistance"; war and rebellions in the Atlantic World; and the movements of ideas, as well as people, in formulating abolitionist movements and arguments. While providing a pan-Americas overview on these issues, the course focuses particularly on two of the major "second slavery" societies of the nineteenth century: Brazil and Cuba.

#### **AM421 A History of the Latin American Drug Trade**

Over the past three decades, stories on the terrifying effects of the war on drugs have saturated coverage of the Americas. Barely a week goes by without the gruesome details of another mass grave, city-wide shootout, or tragic kidnapping hitting the news. Although individual reporters have sought to bring some complexity to their reports, repeated violent images and opportunist politicking have distorted visions of Latin America once more. Whereas the generation of the 1960s looked south and only saw Che Guevara and his battered, guerilla followers, now onlookers see Pablo Escobar, Chapo Guzmán and a mass of decapitated torsos. Despite this contemporary fascination with the cartels' internecine warfare, few students understand the history, the context, or the trajectory of either the narcotics trade or the war on drugs.

This final year Advanced Option module, which looks at the production, trade, and prohibition of narcotics throughout the nineteenth and twentieth centuries, seeks to contextualize the current situation, teasing out the social, economic, and political effects of the drug trade and its US-led opposition. On the one hand, the module will look at the history of marijuana, opium, and cocaine as commodities, focusing on their production in the Mexican sierra, the Peruvian region of Huallaga and the Bolivian region of Yungas. Building on new economic histories of Latin America, the module will look at how global and local technological advances, shifts in foreign demand and local political and socio-economic structures shaped the trade in individual regions. At the same time, the module will also look at how the rapid expansion of the trade and the wealth generated by it served to reconfigure these same social and political systems, creating a compromised political elite, a thin tier of plutocrat kingpins, and large groups of dependent peasant producers and urban go-betweens.

On the other hand, the module will also examine the attempts to regulate the industry from early twentieth-century prohibition to the contemporary war on drugs. The module will seek to integrate analysis of US planning, national and regional implementation, and its often counter-productive effects. Here, we shall pay special attention to the ways in which Cold War anti-communism often trumped anti-narcotics policy, encouraging US politicians, Mexican spies, and Colombian soldiers to covertly ignore government rhetoric and arm narcos against supposed left-wing threats.

Finally, although the module focuses on issues of political and socio-economic history, it will also include discussions of culture. The war on drugs has not only generated political and social conflict, but also undermined citizens' ability to piece together the meaning of contemporary events. Anti-narcotics discourses have curtailed and skewed historians' access to the reality of the American trade. Meanwhile politicians and drug barons have manipulated and distorted the public sphere, limiting discussion of the trade to the crime pages, rumor, song, graffiti, novels, covert cults, films, narco-messages and bodily mutilation. These new forms have both established counterpoints to the overwhelming discourses of the war on drugs and offered citizens the opportunity to peer through the fog created by increasingly militarized and secretive states.

### **AM434 From the Blues to Hip Hop**

During the early C20th various musical forms, which drew on local musical cultures, many of which were African-American, came together to remake popular music as a dynamic and vibrant force. As the century progressed popular music became an important factor in popular culture more generally, influencing, among other things, politics, media, leisure and fashion. Popular music's importance has long been the subject of debate with criticism from commentators and intellectuals, including the Frankfurt School's Kulturindustrie' critique which saw it as commodified entertainment, whereas others, notably Eric Hobsbawm, saw popular music as more complex and at times both hegemonic and counter-hegemonic.

These debates have continued and become part of a lively historiography which this 30 CATS undergraduate final-year Advanced Option module draws upon as it explores the main developments in African-American popular music. It uses, but takes a critical approach to genre, explores popular music's role within mass culture, the impact of technology, the relationship between popular and art music, the debate over 'authenticity', the link to other arts movements, the impact of race, gender and class, and music's role in reflecting and changing politics and identity.

### **HI31C Merchants, Missionaries and Opium War**

The chronological period the module covers: from 1550 (the late Ming dynasty) to 1850 (the years just after the first Opium War). Even though the focus of the module is early modern China, it will help you approach modern China in whatever way you may encounter China in your life! China is too important not to know about it, and if you didn't have the chance to study it before now, this is your last chance at university, so grab it!

This module is for anyone who has an interest in the history of **China**. You do *not* need to know anything about China at all, there are no prerequisites, other than an interest in studying something new, and learning about a place that is one of the most dynamic sites of change in today's world. We start with an introductory overview of Chinese history, so that you have a chance to learn roughly speaking

what happened when and where in the period. The module then continues in a thematic fashion, but the themes are chronologically ordered. We cover a range of aspects; details of the titles of the seminars are on the website. But a few highlights include: political change from Ming to Qing and the invasion of the Manchu; militarization and Qing imperialism; urban life, gender and consumption; art and material culture; religious exchange and the missionaries in China; the arrival of the British and the build-up to the Opium War; opium, sex and drugs in late imperial China; food, drink and medicine; China's colonial and/or global past.

### **HI32A Politics of Protest in Europe, 1968-1989**

Compared with the violent political struggles, that at times turned into civil wars, during interwar Europe, the decades after 1945 look relatively quiet, stable and peaceful, especially in Western Europe. Yet, Europe on both sides of the iron curtain did witness waves of massive protests, most notably in the decades between 1968 and 1989, which suggest that a great number of Europeans desired to radically alter the political, social and cultural order.

This 30 CATS undergraduate final-year Advanced Option module will take a close look at both the protest waves and revolutions of 1968 and 1989, as well as at radical grassroots politics in between. It will encourage students to think of European history during the twentieth century in transnational terms that cut across the Iron Curtain. We will therefore discuss the themes of the module – such as the revolts of 1968, politicized countercultures, the peace and environmental movements, or sexual politics – in a transnational way that looks at both Eastern and Western Europe. A second key goal of the module is to explore if and how the contours of the political itself changed in these movements, as categories like subjectivity and personal feelings, and subjects like sexuality and the environment gained prominence in the movements.

### **HI33Y The Historical Film**

This year-long survey of the historical film analyzes the development and dominance of feature historical filmmaking in Hollywood in conjunction with broader explorations of 'national' historical traditions in British, French, German, Italian, and Russian cinema. Readings and seminar discussions will consider issues in historiography, 'documentary' alternatives, narration and editing, ideology, genre, censorship, race, gender, class, and reception.

Module readings will be divided among traditional and revisionist historiography, memoirs and historical literature later adapted for the screen, screenplays, recent critical assessments of 'filmed history', and archival material on production and censorship. Topics will include documentary vs. feature film approaches, women's history on screen, representations of wartime collaboration and resistance to fascism, the biopic, the British Empire film genre, the transnational western, and the postmodern return of images in the nostalgia film since the 1970s.

Dissertation and long essay topics should be explored and researched in term 1, drafted in term 2, and edited over the Easter break. To quote Jean Kerr, 'I don't want to see the uncut version of anything'.

### **HI34C Building the Future: The Politics of Urban Planning in Europe, 1848-1989**

This 30 CATS final-year undergraduate Advanced Option module explores the politics of urban planning in Europe and European empires from the beginnings of urbanization in the nineteenth century to the reurbanization of European cities in the post-WWII period. We will consider the design of city centres, suburbs, and new towns, illuminating the ways in which different regimes and their urban planners sought to order society, and the many forms of protest that problematized changes to the built environment. This period of high modernism provides us with numerous examples of ambitious planning tied to political ideologies, from the post-1848 governments and their plans to extend Europe's capital cities, through the era of Fascist and Nazi planning, and into the even more ambitious plans of states to build exemplary cities on both sides of the Iron Curtain. Geographically the module will explore planning at the centre of a number of European states but uniquely, it consistently turns to see how this differed on the periphery in colonial territories or areas of global entanglement. Seminars will draw upon a range of written and visual sources, including the plans developed by architects, engineers, and town planners, and their theoretical writings about what planning was designed to achieve. Much of this thinking is also captured in architectural and building magazines, as well as in exhibition guidebooks. We will look at photographs taken by municipal governments and the police, and those snapped by protesters looking to criticize state housing policies. The module is intended for students interested in modern European history, including European colonial ventures, and it places a strong emphasis on the ways in which European politics developed in spatial and visual forms. It will encourage students to think about the connections between political history, spatial history, and the representation of the built environment.

### **HI34I Medicine, Empire and the Body, c.1750-1914**

This 30 CATS final-year undergraduate Advanced Option module explores the fundamental transformation in attitudes about health and the body in the age of European imperial expansion. Focusing on the period 1750 to 1914, it examines how encounters with unfamiliar bodies and diseases led Europeans to rethink both the theory and practice of medicine, and the nature of human diversity. Through a critical examination of course materials, students will evaluate the relationship between global history and medical history, considering how imperial aims influenced medical culture, and how medical realities in turn inflected the practices of imperial management and control. Using historical, anthropological, literary and visual sources, students will gain an overview of a variety of topics illustrating European self-confidence in its natural knowledge and superiority and how fears of pollution and degeneration came to challenge these certainties. In the process, students will learn about the evolution of racial theory and how it played out in different contexts, and how tropical encounters shaped the character of colonial medicine. By the end of the year, students will be able to situate how racialized bodies, experiences of health and illness, medical research, and anthropological theories framed the imperial enterprise.

### **HI390 The World of the Tavern in Early Modern Europe**

Drinking lubricated all forms of exchange in early modern society. Focusing on the regional settings of England, France and German-speaking Europe, this module examines public houses as communication hubs in their 'golden age' between the fifteenth and eighteenth centuries. Drawing on a multi-volume English source edition (featuring travel reports, court records, visual evidence, literary accounts and material culture) and the growing field of drinking studies (which Warwick historians helped to establish), classes focus not only on the provision of food & alcohol, the multifunctional role of publicans, gender relations and myriad forms of 'popular' culture, but also ambivalent relations with state / church authorities and links to crime and political subversion. Catering for rural vagrants as well as urban elites, taverns provide unrivalled windows into key issues such as the consumer revolution, the emergence of the public sphere and the civilizing process. Classes take the form of workshops, supported by 'immersive' field trips and an ever-expanding range of digital resources. Numerous aspects await further study, providing excellent opportunities for final-year dissertations

### **HI395 Knowledge, Nature and Power**

This undergraduate final-year Advanced Option module offers a cultural history of the European investigation into nature during a period that is usually known as the 'Scientific Revolution'. It will introduce students to the grand narratives and their 'heroes' as in older histories of science and medicine, but will also encourage students to critically rethink the old categories. The shifting frameworks of ideas are not therefore the main focus of this module. Instead it aims at contextualising various European scientific endeavours between 1500-1700, and discussing them within the wider landscape of early modern European culture (i.e. discoveries and conquest, court culture and patronage, or trade, commerce and consumption). Of particular concern will be the history of the life sciences, frequently ignored in general histories of science and medicine.

The chronology of the module will allow us to focus on two particular manifestations of the early modern investigation of nature: first, the restoration and renewal of the accomplishments of the ancients during the 16th century influenced by humanist thought, and second, the 17th century forging ahead with professedly novel and ambitious programmes of scientific endeavour, exemplified by natural philosophers such as Bacon or Descartes. The history of medicine and science will be a particular focus, but we will also cover social history, economic history, literary studies, art history, and anthropology.

### **HI3\* Britain, the Mandate and the Modern Middle East**

The political map of the Middle East was transformed in the twentieth-century. Between the two world wars, the provinces and districts of the former Ottoman Empire were divided into discrete 'mandatory' territories, forming the basis of the nation-states we know today.

This module focuses on Britain's central role in this process. It examines the long record of British intervention in the region, from the late nineteenth-century, through two world wars, to the Suez Crisis and the end of imperial influence. In particular, it explores the critical period of British rule as the 'mandatory power' for Palestine, Trans-Jordan and Iraq in the years 1918-1948.

**HI3\* Foreign Bodies, Contagious Communities** - \*New for 2017-18\* Advanced Option exploring the modern history of migration and its impacts in North America, the British Empire, and Europe.

This module explores mass migration, ideas of belonging, and emerging cultures of health and welfare in the era of border control and formal citizenship -- that is, from the late nineteenth to the twentieth-first century. It will examine the continuous large-scale movements of population across the globe that have shaped the modern period. Through a series of international case studies -- this year, including responses to migration in the USA, from Ellis Island to the southern Borderlands; emigration and immigration in the British Empire; and the experiences of African migrants in Europe and North America -- we will assess migrants' significant and reciprocal impacts on the systems and institutions of the state, including those associated with health and welfare. Finally, we will examine the relationships and intersections between ethnicity, 'race' and migration, and the ways in which close scrutiny of migration can generate new perspectives on gender, sexuality, dis/ability and class. We will draw on representations of migrants and migration in the press, newsreels, fiction and the wider media as well as the historical literature and archival sources. This module will actively engage with present-day issues involving migration, ethnicity and health, such as responses of governments and health care providers to migration 'crises'; and the (perceived and actual) cultural, social and epidemiological impacts of migrants on host communities and cultures, in light of historical perspective. In other words, it will ask: how do we write and speak about the history of migration during a migration crisis?

**HI3G9 Venice in the Renaissance**

Like other advanced options, this module involves the study of broad-ranging themes in a comparative and interdisciplinary context. It examines developments in a major Italian state and draws on insights from neighbouring disciplines such as art history, anthropology, and economics. Compared to modules in earlier years, there is a greater emphasis on historiographical debate, seminar work, and engagement with primary sources, although not to the same extent as in special subjects.

After examining the concept of the Renaissance, this option analyses the cultural, economic, political, social, and religious history of Venice from the late fourteenth to the late sixteenth century. The module also sets developments in Venice against those in the princely courts of northern and central Italy.

Whilst focusing on Italian states, the option will also consider issues with a wider resonance. These issues include gender, charity, violence, ritual, church reform, and cultural and economic change. The module makes use of an extensive range of primary sources. Living in Venice will familiarise students with that city.

**HI3\* Parents and Children in Western Europe and North America, 1860 to the Present**

This undergraduate 30 CATS final-year advanced option module will enable students to develop an in-depth knowledge of the history of parent-child relations in Western Europe and North America in the late-nineteenth and twentieth centuries. It will introduce students to a range of theoretical perspectives surrounding childhood and the family and how these developed over the period. We will consider how these trends operated transnationally, in Western Europe and North America, but with a particular focus on Britain, France and the United States. In the course of the module students will consider different methodological approaches to the history of childhood and family and interrogate historiographical debates. Students will be introduced to a range of primary source material, including oral history, diaries and autobiographies, social surveys and community studies, the reports of government committees, and film and pictorial sources. The module will be taught through weekly student-led seminars.

### **HI3\* Amity, Antagonism and Appeasement: Anglo German Relations 1871-1945**

This 30 CATS undergraduate final year module will explore the development of Anglo-German relations between 1871 (the unification of Germany) and 1945 (the end of the Second World War) with the aim of showing why the relationship between Britain and Germany has been so important to the histories of both nations. Students will make use of a variety of primary sources to examine a range of Anglo-German encounters and interactions ranging from the political and professional to the personal. In this way students will consider the complexity and ambiguity of the Anglo-German relationship in an era of dramatic political, social and economic change and the different ways that this relationship has been understood by historians.

### **HI3\* Conquest Conflict and Co-Existence: Crusading the Crusader**

This advanced option module will focus on the crusades to the Eastern Mediterranean, investigating the development of the crusading movement and the establishment of crusader states. The reasons behind enduring appeal of the crusades will be analysed, focusing on the motivations of people from various social groups who took part in the expeditions.

The first term will provide an overview of the political and religious background to movement, looking at the aims, organisation, routes of the first seven crusades. While the First Crusade saw the capture of Jerusalem, later expeditions often produced catastrophic and unexpected results (such as the final destination of the Fourth Crusade). The papacy played an undeniable part in shaping the crusader movement; in turn, successive crusades transformed the power and authority of the pope. In the second term, our main focus will be on the Latin Kingdom of Jerusalem, exploring themes such as royal and local administration, the church, rural settlements, towns and trade, the rise of the military orders, changes in warfare and fortifications. We will investigate the ways in which Western feudal institutions were guarded, modified, altered and in some cases amalgamated with the indigenous institutions. We will also be looking into the impact of the crusades on the native populations of the Near East and examine settlement and trading patterns to determine the social and economic impact of the movement. Changing currents in the historiography of the crusades and crusader settlements will be reviewed throughout. The module's main focus will be on the period between 1095 (the call to the First Crusade) and 1291 (the fall of Acre). However, as the fall of Acre as the last bastion in the Holy Land did not mean the end of crusader presence in the Eastern Mediterranean, attention will be paid also to Cyprus and Armenia.

While this period has often been viewed as one of violent conflict, crusader existence in the Holy Land depended on economic and cultural cooperation and collaboration: the module will explore the intricacies and complexities of co-existence through the analysis of mutual perceptions. The final two weeks of the Spring term will look at the later crusades and explore the problematic legacy of crusading ideals.