History Department
BA MODULE
CATALOGUE
2017-2018

For further information consult [http://www.ucl.ac.uk/history](http://www.ucl.ac.uk/history)
or contact:
Marlene Cullen
marlene.cullen@ucl.ac.uk
020 7679 1348

Disclaimer
The information contained in this booklet is believed to be correct at the time of going to press but no guarantee can be given that it will not be amended before the commencement of the academic session 2017-18.
# UCL History Module Registration Process

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Choice Lecture for First Year Students</td>
<td>Tuesday 21&lt;sup&gt;st&lt;/sup&gt; February 2017</td>
</tr>
<tr>
<td>Module Choice Lecture for Second Year Students</td>
<td>Wednesday 22&lt;sup&gt;nd&lt;/sup&gt; February 2017</td>
</tr>
<tr>
<td>Tutorial Day to discuss module choices and progression</td>
<td>Wednesday 1&lt;sup&gt;st&lt;/sup&gt; March 2017</td>
</tr>
<tr>
<td>Deadline to submit your Module Choice forms to the History office</td>
<td>Wednesday 8&lt;sup&gt;th&lt;/sup&gt; March 2017</td>
</tr>
<tr>
<td>Module allocations to be released to students</td>
<td>Wednesday 31&lt;sup&gt;st&lt;/sup&gt; May 2017</td>
</tr>
<tr>
<td>Deadline for students wishing to take the HIST9901 free-standing dissertation to submit their applications to Dr. Angus Gowland</td>
<td>Thursday 1&lt;sup&gt;st&lt;/sup&gt; June 2017</td>
</tr>
<tr>
<td>Tutorial Day to discuss module allocations and progression</td>
<td>Friday 9&lt;sup&gt;th&lt;/sup&gt; June 2017</td>
</tr>
<tr>
<td>Request to make changes to module allocations – subject to availability</td>
<td>Monday 12&lt;sup&gt;th&lt;/sup&gt; June - Friday 28&lt;sup&gt;th&lt;/sup&gt; July 2017</td>
</tr>
<tr>
<td>Deadline to submit your intercollegiate forms (if applicable) to Sarah Jenyon</td>
<td>Friday 28&lt;sup&gt;th&lt;/sup&gt; July 2017</td>
</tr>
<tr>
<td>Module registration opens in PORTICO</td>
<td>Tuesday 1&lt;sup&gt;st&lt;/sup&gt; August 2017</td>
</tr>
<tr>
<td>Deadline to complete module registrations in PORTICO</td>
<td>Friday 25&lt;sup&gt;th&lt;/sup&gt; August 2017</td>
</tr>
<tr>
<td>Allocation to tutorial/seminar groups</td>
<td>Within a few days of completing your module registrations.</td>
</tr>
</tbody>
</table>
Survey modules (1 unit: Intermediate)

Availability:

Teaching method: Survey modules are generally taught by a 1-hour lecture and a 1-hour tutorial. Some modules may run a longer (1 1/2 or 2 hour) lecture with fewer tutorials. Students will be allocated to a tutorial group after the first lecture.

Assessment method: HIST6XXX: 1 x 2500 word essay (25%), a 3-hour examination (75%), and an informally-assessed practice essay (or equivalent pieces of written or non-written work).

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Tutor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST6106</td>
<td>The Hellenistic World from Alexander to the end of the Attalid Kingdom (Dr P. Ceccarelli)</td>
<td></td>
</tr>
<tr>
<td>HIST6107</td>
<td>The Roman Republic, c.350BC – 44BC (Dr V. Arena)</td>
<td></td>
</tr>
<tr>
<td>HIST6111</td>
<td>Bronze Age States in the Ancient Middle East (Dr Y. Heffron)</td>
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</tr>
<tr>
<td>HIST6209</td>
<td>The Medieval Universe (Dr S. Page)</td>
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</tr>
<tr>
<td>HIST6210</td>
<td>Social Systems in Religious History from Constantine to Napoleon (Prof. D. d’Avray)</td>
<td></td>
</tr>
<tr>
<td>HIST6301</td>
<td>British History c.1689-c.1860 (Dr P. Walsh)</td>
<td></td>
</tr>
<tr>
<td>HIST6304</td>
<td>British History 1850–1990 (Prof. M. Finn; Dr. M. Collins; Dr F. Sutcliffe-Braithwaite)</td>
<td></td>
</tr>
<tr>
<td>HIST6312</td>
<td>Colonial and Revolutionary North America 1607-1787 (Prof. S. Conway)</td>
<td></td>
</tr>
<tr>
<td>HIST6313</td>
<td>Building the American Nation: The United States, 1789-1920 (Dr D. Sim)</td>
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<tr>
<td>HIST6410</td>
<td>History of Latin America c.1830-c.1930 (Dr T. Rath)</td>
<td></td>
</tr>
<tr>
<td>HIST6414</td>
<td>The Making of Modern America: The United States Since 1920 (TBC)</td>
<td></td>
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<tr>
<td>HIST6416</td>
<td>The Global Economy since 1700 (Dr C. Tunçer)</td>
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<tr>
<td>SEHI6006</td>
<td>History of the Habsburg Monarchy 1700–1918 (Prof. M. Rady; Dr R. Haynes)</td>
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</tr>
<tr>
<td>SEHI6009</td>
<td>History of Russia 1598–1856 (Prof. S. Dixon)</td>
<td></td>
</tr>
<tr>
<td>SEHI6011</td>
<td>History of Modern Germany 1815-1990 (Dr U. Grashoff)</td>
<td></td>
</tr>
</tbody>
</table>
HIST2900 Second Year Research Seminar (0.5 unit)

Availability: This module is available to second year UCL History students only and is a compulsory unit for students enrolled on BA History, BA Ancient History, BA Ancient History & Egyptology, BA History with a Year Abroad and BA History with a European Language.

Teaching method: The module will be taught by 2-hour seminars over 10 weeks in term 2 only.

Assessment method: 1 x 5000 word essay.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST2900</td>
<td>Migrants and Expats: Old Assyrian Identity Politics (20th-17th c. BC) (Dr. Y. Heffron)</td>
<td></td>
</tr>
<tr>
<td>HIST2900</td>
<td>Homer and History: Epic Evidence for Early Greek Society (Prof. H. van Wees)</td>
<td></td>
</tr>
<tr>
<td>HIST2900</td>
<td>Power, Rights and Freedom: Approaches to Roman Constitutionalism (Dr V. Arena)</td>
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</tr>
<tr>
<td>HIST2900</td>
<td>Magic in the Middle Ages (Dr S. Page)</td>
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<tr>
<td>HIST2900</td>
<td>Contested Spaces: material Culture and Society in the Islamic Near East 1200 - 1500 (Dr P. Lantschner)</td>
<td></td>
</tr>
<tr>
<td>HIST2900</td>
<td>The Worlds of Cola. Utopia, Nostalgia and the Quest for Power at the end of the Middle Ages (1313-1354) (Dr A. Sennis)</td>
<td></td>
</tr>
<tr>
<td>HIST2900</td>
<td>Domestic Dissidents: Intelligence and Surveillance in Early Modern Britain (Prof. J. Peacey)</td>
<td></td>
</tr>
<tr>
<td>HIST2900</td>
<td>The British in the Levant, 1600-1825 (Dr C. Tunçer)</td>
<td></td>
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<tr>
<td>HIST2900</td>
<td>Britons Abroad: The British Experience in Continental Europe, 1689 – 1800 (Prof. S. Conway)</td>
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<tr>
<td>HIST2900</td>
<td>Mutiny &amp; Rebellion: British India in 1857 (Prof. M. Finn)</td>
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<tr>
<td>HIST2900</td>
<td>Foreigners and Revolutionary Mexico, c.1910-1940 (Dr T. Rath)</td>
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<tr>
<td>HIST2900</td>
<td>‘The bedrock of society’? Marriage and Family in Twentieth Century Britain: Sources and Approaches (Dr F. Sutcliffe-Braithwaite)</td>
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<tr>
<td>HIST2900</td>
<td>Britain and Decolonisation after 1945 (Dr M. Collins)</td>
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<tr>
<td>HIST2900</td>
<td>Elusive Revolution: New Perspectives on May ‘68 (Dr I. Stewart)</td>
<td></td>
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</tbody>
</table>
Thematic ‘Group 2’ seminar modules (1 unit: Intermediate)

**Availability:** Available primarily to second and final year History students, but first year students may apply to take one of the thematic modules listed below as an elective. History Affiliates who are at UCL for one term only may take the 0.5 unit version of some of these modules: HIST2XXXA (term 1) or HIST2XXXB (term 2).

**Teaching method:** Thematic modules are generally taught by 2-hour seminars on Thursdays 14:00 – 16:00. Some modules may run a duplicate class during another slot and students will be allocated to a class prior to term 1. Occasionally, a thematic module may be taught by a 1-hour lecture and 1-hour tutorial.

**Assessment method:** HIST2XXX: 2 x 2500 word essays (50%) and a 3-hour examination (50%). HIST2XXXA: 1 x 4000 word essay (100%). HIST2XXXB: 2500 essay and 2500 word summative essay (40% and 60% respectively).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST2105</td>
<td>Roman Democracy: Myth or Reality? (Dr V. Arena)</td>
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<tr>
<td>HIST2108</td>
<td>Understanding the Early Mesopotamian World (Prof. E. Robson)</td>
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</tr>
<tr>
<td>HIST2202</td>
<td>Rome, AD 300-1000: Portrait of a City, Reflections of a Changing World (Dr A. Sennis)</td>
<td></td>
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<tr>
<td>HIST2205</td>
<td>Islamic Empires in a Comparative Perspective: The Foundations of Mediterranean Politics in the Age of the Crusades (Dr P. Lantschner)</td>
<td></td>
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<tr>
<td>HIST2302</td>
<td>The Industrial Revolution in Britain (Dr P. Walsh)</td>
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<tr>
<td>HIST2310</td>
<td>State, Sovereignty and Liberty: The History of Political Thought in Early Modern Europe (Dr P. Schröder)</td>
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<tr>
<td>HIST2312</td>
<td>Religious Reformations and Popular Piety, 1450–1650 (Prof. B. Kaplan)</td>
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<tr>
<td>HIST2319</td>
<td>Enlightenment and Revolution: Europe 1715–1805 (Dr A. Lifschitz)</td>
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<tr>
<td>HIST2321</td>
<td>Africa’s Deep Past: Sub-Saharan Africa to 1800 (Dr S. Daly)</td>
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<tr>
<td>HIST2414</td>
<td>American History in Hollywood Film (Prof. M. Stokes)</td>
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<tr>
<td>HIST2418</td>
<td>History, Memory, Democracy: Politics and the Past in Latin America, c.1970 to the Present (Dr T. Rath)</td>
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<tr>
<td>HIST2423</td>
<td>Social Change, New Social Movements, and Politics in Britain after 1945 (Dr F. Sutcliffe-Braithwaite)</td>
<td></td>
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<tr>
<td>HIST2424</td>
<td>The Cultural Cold War in Europe, 1917-1989 (Dr I. Stewart)</td>
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<tr>
<td>SEHI2008</td>
<td>The Rise and Fall of the Polish Nation, 1648–1921 (Dr T. Lorman)</td>
<td></td>
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<tr>
<td>SEHI2010</td>
<td>Dictatorship as experience: The Coexistence of Consensus and Refusal in the German Democratic Republic (Dr U. Grashoff)</td>
<td></td>
</tr>
</tbody>
</table>

*For Group 2 Intercollegiate options (modules running at SSEES, Kings College London, Queen Mary, Goldsmiths, Royal Holloway) please refer to pages 45-46 of the module catalogue.*
Advanced Seminar modules (0.5 unit: Advanced)

**Availability:** Available to second and final year students, including UCL History Affiliates.

**Teaching method:** Advanced seminar modules are taught by a 2-hour seminar over 10 weeks in one term only. Some modules are available in terms 1 and 2 and students should elect HIST7XXXA (term 1) OR HIST7XXXB (term 2)

**Assessment method:** 2 x 2500 word essays (100%)

**Advanced 0.5 unit seminar modules being taught in Term 1**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Course Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST7004A</td>
<td>Dartmouth Module: Migration in African American History, 1776-1914</td>
<td>Dr R. Johnson</td>
</tr>
<tr>
<td>HIST7014A</td>
<td>History of Asian Medicine</td>
<td>Dr V. Lo</td>
</tr>
<tr>
<td>HIST7122A</td>
<td>Ancient Anatolia Through Material Culture</td>
<td>Dr Y. Heffron</td>
</tr>
<tr>
<td>HIST7123A</td>
<td>‘Aristocracy’ in Ancient Greece</td>
<td>Prof. H. van Wees</td>
</tr>
<tr>
<td>HIST7124A</td>
<td>Cities and Kings in the Hellenistic World</td>
<td>Dr R. van Bremen</td>
</tr>
<tr>
<td>HIST7215A</td>
<td>Invasion, Integration and Identity in the North Sea Zone, c.400 – 1200</td>
<td>Dr E. Winkler</td>
</tr>
<tr>
<td>HIST7312A</td>
<td>European Fin-de-Siècle: A Cultural and Social History</td>
<td>Dr A. Smith</td>
</tr>
<tr>
<td>HIST7334A</td>
<td>Emergence of the State: The History of European Political Thought in the 17th and Early 18th Centuries</td>
<td>Dr P. Schröder</td>
</tr>
<tr>
<td>HIST7339A</td>
<td>The Human and Its Others: Enlightenment Ideas of Ethnicity and Race</td>
<td>Dr A. Lifschitz</td>
</tr>
<tr>
<td>HIST7348A</td>
<td>Penal Era or Golden Age: Ireland 1689-1801</td>
<td>Dr P. Walsh</td>
</tr>
<tr>
<td>HIST7350A</td>
<td>Remembering Slavery</td>
<td>Dr N. Draper</td>
</tr>
<tr>
<td>HIST7352A</td>
<td>Law’s Empire: Legal Cultures in the British Colonial World</td>
<td>Prof M. Finn</td>
</tr>
<tr>
<td>HIST7363A</td>
<td>Economy and State in the Ottoman Empire, 1800–1914</td>
<td>Dr C. Tunçer</td>
</tr>
<tr>
<td>HIST7365A</td>
<td>Queer Histories in Britain from the 1800s to the 1980s</td>
<td>Dr F. Sutcliffe-Braithwaite</td>
</tr>
<tr>
<td>HIST7367A</td>
<td>The Golden Age of Piracy, 1650-1730</td>
<td>Dr A. Graham</td>
</tr>
<tr>
<td>HIST7369A</td>
<td>Views of Human Nature in the Early Modern Period</td>
<td>Dr A. Corrias</td>
</tr>
<tr>
<td>HIST7425A</td>
<td>American Cinema History</td>
<td>Prof. M. Stokes</td>
</tr>
<tr>
<td>HIST7458A</td>
<td>US Internationalism, 1865–1920</td>
<td>Dr D. Sim</td>
</tr>
<tr>
<td>HIST7461A</td>
<td>Gender in Modern British History, c.1850-1939</td>
<td>Dr R. Jennings</td>
</tr>
<tr>
<td>HIST7463A</td>
<td>Collecting for the Nation. Amateurs, Collectors and Diplomats: A History of Museum Formation</td>
<td>Dr L. Gunning</td>
</tr>
<tr>
<td>HIST7466A</td>
<td>Voluntary Organisations, NGOs and the British Public (1914-1985)</td>
<td>Dr G. Brewis</td>
</tr>
<tr>
<td>HIST7469A</td>
<td>The Occupation in French History, Culture and Memory</td>
<td>Dr I. Stewart</td>
</tr>
<tr>
<td>HIST7472A</td>
<td>War and Peace in 20th Century Africa</td>
<td>Dr S. Daly</td>
</tr>
<tr>
<td>SEHI7009A</td>
<td>The Age of Extremes in the Balkans</td>
<td>Dr B. Alekov</td>
</tr>
<tr>
<td>SEHI7010A</td>
<td>History of the Soviet Union</td>
<td>Dr S. Bogatyrev</td>
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</table>
### Advanced 0.5 unit seminar modules being taught in Term 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST7121B</td>
<td>Ancient Greek Religion of the Archaic and Classical Period</td>
<td>Dr P. Ceccarelli</td>
</tr>
<tr>
<td>HIST7122B</td>
<td>Ancient Anatolia Through Material Culture</td>
<td>Dr Y. Heffron</td>
</tr>
<tr>
<td>HIST7123B</td>
<td>‘Aristocracy’ in Ancient Greece</td>
<td>Prof. H. van Wees</td>
</tr>
<tr>
<td>HIST7124B</td>
<td>Cities and Kings in the Hellenistic World</td>
<td>Dr R. van Bremen</td>
</tr>
<tr>
<td>HIST7215B</td>
<td>Invasion, Integration and Identity in the North Sea Zone, c.400 – 1200</td>
<td>Dr E. Winkler</td>
</tr>
<tr>
<td>HIST7216B</td>
<td>Twelfth-century Empires: Anglo-French and German realms compared</td>
<td>Dr J. Dale</td>
</tr>
<tr>
<td>HIST7312B</td>
<td>European Fin-de-Siècle: A Cultural and Social History</td>
<td>Dr A. Smith</td>
</tr>
<tr>
<td>HIST7316B</td>
<td>Religious Tolerance and Intolerance in Early Modern Europe</td>
<td>Prof. B. Kaplan</td>
</tr>
<tr>
<td>HIST7335B</td>
<td>State, Sovereignty and Liberty: The History of European Political Thought in the Eighteenth Century</td>
<td>Dr. P. Schröder</td>
</tr>
<tr>
<td>HIST7339B</td>
<td>The Human and Its Others: Enlightenment Ideas of Ethnicity and Race</td>
<td>Dr A. Lifschitz</td>
</tr>
<tr>
<td>HIST7341B</td>
<td>London in the 20th Century: From Imperial to Global City</td>
<td>Dr M. Collins</td>
</tr>
<tr>
<td>HIST7348B</td>
<td>Penal Era or Golden Age: Ireland 1689-1801</td>
<td>Dr P. Walsh</td>
</tr>
<tr>
<td>HIST7352B</td>
<td>Law’s Empire: Legal Cultures in the British Colonial World</td>
<td>Prof M. Finn</td>
</tr>
<tr>
<td>HIST7363B</td>
<td>Economy and State in the Ottoman Empire, 1800–1914</td>
<td>Dr C. Tunçer</td>
</tr>
<tr>
<td>HIST7367B</td>
<td>The Golden Age of Piracy, 1650–1730</td>
<td>Dr A. Graham</td>
</tr>
<tr>
<td>HIST7368B</td>
<td>Intelligent Design? Science, Religion and Material Culture, 1500-1880</td>
<td>Dr A. Wragge-Morley</td>
</tr>
<tr>
<td>HIST7425B</td>
<td>American Cinema History</td>
<td>Prof. M. Stokes</td>
</tr>
<tr>
<td>HIST7461B</td>
<td>Gender in Modern British History, c.1850-1939</td>
<td>Dr R. Jennings</td>
</tr>
<tr>
<td>HIST7463B</td>
<td>Collecting for the Nation. Amateurs, Collectors and Diplomats: A History of Museum Formation</td>
<td>Dr L. Gunning</td>
</tr>
<tr>
<td>HIST7468B</td>
<td>Deutschland 1945-1989: Culture and Politics in West Germany</td>
<td>Dr T. Becker</td>
</tr>
<tr>
<td>HIST7469B</td>
<td>The Occupation in French History, Culture and Memory</td>
<td>Dr I. Stewart</td>
</tr>
<tr>
<td>HIST7472B</td>
<td>War and Peace in 20th Century Africa</td>
<td>Dr S. Daly</td>
</tr>
<tr>
<td>HIST7801B</td>
<td>Teaching History: Theory and Practice, from 1900 to the Present</td>
<td>Ms C. Tuhey</td>
</tr>
<tr>
<td>SEHI7002B</td>
<td>Fascism and Authoritarianism in Eastern Europe, 1918-1945</td>
<td>Dr R. Haynes</td>
</tr>
<tr>
<td>SEHI7008B</td>
<td>The Balkans from Empires to Nation States</td>
<td>Dr D. Georgescu</td>
</tr>
<tr>
<td>SEHI7010B</td>
<td>History of the Soviet Union</td>
<td>Dr S. Bogatyrev</td>
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</tbody>
</table>
Special Subject ‘Group 3’ modules (2 units: Advanced)

**Availability:** Available to final year UCL History students only.

**Teaching method:** Special Subject ‘Group 3’ modules are taught by a 2-hour seminar on Mondays, 14:00 – 16:00. Some modules may run a duplicate class during another slot and students will be allocated to a class prior to term 1. Students will have additional meetings with the module convenor to discuss dissertations.

**Assessment method:** HIST3XXX is assessed by a 3-hour unseen examination (1 unit). HIST9XXX is assessed by a 10,000 word dissertation (1 unit).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Tutor(s)</th>
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</thead>
<tbody>
<tr>
<td>HIST3109/9109</td>
<td>Temple Life in Assyria and Babylonia</td>
<td>Prof. E. Robson</td>
</tr>
<tr>
<td>HIST3110/9110</td>
<td>Competitive Men: The Politics of Competition in Ancient Greece</td>
<td>Dr P. Ceccarelli</td>
</tr>
<tr>
<td>HIST3205/9205</td>
<td>Passages to Jerusalem: The Crusades in the Medieval World 1095-1291</td>
<td>Dr A. Sennis</td>
</tr>
<tr>
<td>HIST3206/9206</td>
<td>Popes, Caliphs and Sacred Law, 385–850</td>
<td>Prof. D. d’Avray</td>
</tr>
<tr>
<td>HIST3207/9207</td>
<td>Between Order and Disorder: Cities in the Late Medieval Mediterranean</td>
<td>Dr P. Lantschner</td>
</tr>
<tr>
<td>HIST3301/9301</td>
<td>Great Britain and the American Colonies 1760-1776</td>
<td>Prof. S. Conway</td>
</tr>
<tr>
<td>HIST3313/9313</td>
<td>Reformation and Revolt in the Low Countries, c.1520–1620</td>
<td>Prof. B. Kaplan</td>
</tr>
<tr>
<td>HIST3322/9322</td>
<td>American Empire 1844-1918</td>
<td>Dr D. Sim</td>
</tr>
<tr>
<td>HIST3421/9421</td>
<td>Che Guevara: The Making of a Revolutionary</td>
<td>Dr P. Drinot</td>
</tr>
<tr>
<td>HIST3425/9425</td>
<td>American Radicalism, 1945-1989</td>
<td>Dr N. Witham</td>
</tr>
<tr>
<td>HIST3426/9426</td>
<td>Race and Resistance in Black Atlantic Thought</td>
<td>Dr K. Quinn</td>
</tr>
<tr>
<td>HIST3428/9428</td>
<td>We Shall Overcome: The Civil Rights Movement in America</td>
<td>Dr Z. Hyman</td>
</tr>
<tr>
<td>SEHI3009</td>
<td>Monarchs and Enlightenment</td>
<td>Prof. S. Dixon</td>
</tr>
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<td>SEHI3012</td>
<td>Life-Writing: Memory and Identity in Twentieth-Century Europe</td>
<td>Dr D. Georgescu</td>
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For Group 3 Intercollegiate options (modules running at SSEES, Kings College London, Queen Mary, Goldsmiths, Royal Holloway) please refer to pages 47-48 of the module catalogue.

**HIST9901 History Project (1 unit: Advanced level)**
In exceptional circumstances, a final year student may be allowed to write a 10,000 word free-standing dissertation as one course unit. This can be taken in addition to OR in place of a Special Subject HIST9XXX dissertation if you are able to find a UCL History tutor who is willing to supervise you. Students taking HIST9901 in place of a HIST9XXX dissertation can only approach members of staff listed below. You are required to meet with the Director of Teaching, Dr Angus Gowland, before you contact a potential supervisor so that you are fully aware of the challenges of writing an independent dissertation. In order to undertake this module, students will need to demonstrate that they have the necessary background in their chosen area and a very clear and substantial project proposal. Students wishing to take this option will be required to return an application form with an outline of the proposed project and the signature of their proposed supervisor to the Director of Teaching by 1st June 2017. Application forms are available to download from the History Undergraduate e-Handbook on Moodle. Go to ‘Curriculum’ and then ‘Module Selection’.

**Teaching staff who may be available to act as a dissertation supervisor:** Valentina Arena, Michael Collins, Margot Finn, Yağmur Heffron, Avi Lifschitz, Vivienne Lo, Nicola Miller, Sophie Page, Jason Peacey, Thomas Rath, Peter Schröder, Iain Stewart, Melvyn Stokes, Florence Sutcliffe-Braithwaite, Coşkun Tunçer, Riet van Bremen and Hans van Wees.
Thematic Seminar (Group 2) modules 2017-18
(value: 1 course unit: Intermediate)

The modules are primarily available to second and final year History students, but first year students may apply to take one of the thematic modules listed below as an elective. These modules are typically taught as 20 2-hour seminar classes to groups of 15 students (maximum) on Thursdays 14:00-16:00 over term 1 and term 2. Some modules may run a duplicate class during another slot and students will be allocated to a class prior to term 1. Assessment is by 2 coursework essays of 2500 words each (50%) and a 3-hour written examination (50%) in term 3. Truncated 10 week versions of these modules, known as HIST2xxxA (term 1) and HIST2xxxB (term 2), are available to single semester Erasmus and JYA affiliate students and are examined by a single 4000 word essay.

HIST2105  Roman Democracy: Myth or Reality?
Module Convenor: Dr Valentina Arena

This course examines this controversial question of whether the late Roman Republic was a democracy by investigating Roman politics through the lens of classical political theory, applying ideas about liberty, citizenship, equality, and form of government to the real political practices of the Romans of the first century B.C. Beginning with the political thought of influential ancient authors such as Plato, Aristotle, and Cicero, the course progresses with an in-depth analysis of republican ideology, and then aims to contextualise these values within the everyday political environment of first-century Rome. The course continues by examining the ways in which the image of the roman republic has been constructed and applied across the centuries, tracing its metamorphosis in the hands of writers like Machiavelli, and the English and American revolutionaries.

HIST2108  Understanding the Early Mesopotamian World
Module Convenor: Professor Eleanor Robson

This course has two intertwined themes: the ways in which people made sense of the world in one of history's first urban societies; and the ways in which that society has been interpreted since its rediscovery some 200 years ago. First we will study how literacy and numeracy developed in the cities of southern Iraq (Mesopotamia), some 5–6000 years ago, as a means of quantifying, classifying and – perhaps most importantly – controlling the world and thereby changing it. Then we will focus on the training of scribes, scholars and intellectuals in the third and early second millennium BC. From a modern perspective, we can say that they learned a variety of literary works – a rather bewildering variety at first sight – as well as mathematics, law, and of course the complexities of cuneiform writing. But how did this cohere into a useful education, and who and what was that education for? Next we turn to understandings of the body. Before the late 18th century (AD!) medicine was largely ineffective, yet doctors and healers were highly valued in most, if not all, ancient and pre-modern societies, not least Mesopotamia. We will take an anthropological view of medicine to try and explain this apparent paradox. Then we will ask how, in a world controlled by unpredictable gods, was the future ever knowable? Various methods of divination are attested in Mesopotamia from at least the third millennium BC, each serving a different set of clientele and social functions. We will investigate how divine will was discovered and interpreted, through observation of the natural world. Running parallel to these explorations of the ancient world, we will consider how big themes in nineteenth- and twentieth-century history, such as exploration and war, empire and race,
religion and science, shaped and reshaped popular and learned views of the ancient Middle East, and continue to do so today.

HIST2202  Rome AD300-1000: Portraits of a city, reflections of a changing world
Module Convenor: Dr Antonio Sennis

Through a focus on the city of Rome, we will explore a number of themes of key importance in the general history of late antiquity and the early Middle Ages. These include: the end of the imperial world; the relationship between Pagan and Christian élites; the rise of Papal authority; the effects the structural changes in the Mediterranean trade had on the city's market system; the intellectual and artistic productions; the relationship that the Popes had with the city’s aristocracy and the main powers of the time (Byzantine emperors, Lombard kings, Frankish kings and emperors); the Carolingian renaissance; the Ottonian empire. During the year we will use a wide range of written sources (available in translation) and archaeological evidence from excavations carried out in Rome in the last 15-20 years. During the year we will see how the structures of the antique Mediterranean world survived for longer than commonly thought and then transformed, declined and eventually collapsed. Moreover, we will study the physical, socio-economic, political, cultural and religious transformations that occurred in a city that, in spite of time, wanted to continue being celebrated as eternal.

HIST2205  Islamic Empires in a Comparative Perspective: The Foundations of Mediterranean Politics in the Age of the Crusades
Module Convenor: Dr Patrick Lantschner

In this course we examine medieval Islamic empires, and compare them to polities in the Christian sphere of the Mediterranean world. We will be at the cutting edge of historical debate, since historians have only recently adopted such a comparative perspective on the Mediterranean world in this period. Our starting point is the observation that the age of the crusades (c.1100-1500) saw a succession of many states that were often fragile and riven by divisions. We will not only look at the high politics of these states, but also investigate the foundations of their political cultures: their elites, cities, religious majorities and minorities, legal systems, as well as commercial and economic networks. We will ask to what extent these often transcended the lives of particular regimes, and looked similar across the great divide of Christian and Islamic civilizations in the world of the Great Sea.

HIST2302  The Industrial Revolution in Britain
Module Convenor: Dr Patrick Walsh

The 'industrial revolution' was one of the three or four most important transformations in human history, and Britain was the first society to experience it. At heart that transformation was economic, a profound increase in both outputs and productivity. But crucially it had important social, cultural, intellectual and political dimensions: class, gender and generational relations changed considerably; new attitudes towards risk and consumption were forged; radical new ideas proliferated about the economy and the environment, the individual and the collective; and both state and empire played important roles in this 'great transformation'. This course, therefore, locates economic developments within a wider framework and to explore how dramatically yet uncertainly Britain changed in the 130 years or so before 1830. The course is based on secondary sources, including plenty of tables and graphs. It is taught via weekly seminars. In addition to assessments, compulsory non-assessed formative coursework, such as book reviews, will also be set.
HIST2310 State, Sovereignty and Liberty: The History of Political Thought in Early Modern Europe
Module Convenor: Dr Peter Schröder

This course will focus on the most important political discourses of the seventeenth and eighteenth centuries. Students will engage in close interpretation of key texts of this period as well as examining the wider historical context. The main topics of the course are resistance, revolution, natural law and absolute monarchy; commercial society, self-interest and the passions; the social contract; theories of modern liberty and the modern republic; European order and peace.

NB: Students are not permitted to take HIST2310 if they have previously taken either HIST7334 or HIST7335. Similarly, students selecting either of these courses this year are not permitted to take HIST2310 as well.

HIST2312 Religious Reformations and Popular Piety, 1450–1650
Module Convenor: Professor Ben Kaplan

This course examines the revolutionary changes in religious life in Europe between the late Middle Ages and the seventeenth century. It concentrates on the upheavals associated with the Protestant and Catholic Reformation (the latter known also as the Counter-Reformation), but places these in a much broader context, examining the role of religion in the social, cultural, and political world of early modern Europe. The course does not treat religious issues solely in theological or ecclesiastical terms, but also in terms of piety – the ‘varieties of religious experience’ Europeans had, and community – the social and spiritual bonds formed by religion. It pays attention to the ‘common folk’ as much as to famous leaders, and looks for long-term shifts behind the era’s revolutionary events.

HIST2319 Enlightenment and Revolution: Europe 1715-1805
Module Convenor: Dr Avi Lifschitz

This course provides an introduction to cultural, social, intellectual and political histories of Continental Europe in the eighteenth century. The course will necessarily chart a selective route through the period, but it hopes to highlight a number of interconnected themes, focusing on the relationship between ideas, institutions and practices and on problems of change and continuity, broadly conceived. These were vital questions for eighteenth-century writers, who often considered their own era in relation to some historic or mythic past and who wondered how to effect (or, reverse) change. Moreover, this was a past that was often imagined still to exist in some other part of the world (North and South America, the South Pacific or Asia). The modern and the ancient, that is, were spatial as well as temporal categories. This course addresses these issues across a range of topics, from the building of St. Petersburg and the encouragement of agriculture, to the expulsion of the Jesuits and the outbreak of the French Revolution. Lectures will introduce general topics and areas of historiographical debate, while discussion seminars will focus on the reading of texts and consideration of various contexts. Students will be expected to handle a range of sources - including fiction, ‘philosophical’ writing, and visual materials - in addition to more conventional historical documents and accounts.

HIST2321 Africa’s Deep Past: Sub-Saharan Africa to 1800
Module Convenor: Dr Samuel Daly

This course surveys the history of Africa south of the Sahara from the beginnings of the Holocene era to 1800, focusing on processes of community formation and political and social change. The course traces some major currents in African history before colonialism across a number of regions and time periods. These themes include state formation, the dynamic reproduction of social structures through migration,
the political meanings of health and healing, the development of ideas about gender and social reproduction, the relationship between Islam and Christianity and other cosmologies, and Africa’s interaction with the wider world. We will study both the emergence of states, and the history of communities that chose not to live in under state structures. Investigations of the historicity of gender in Africa and feminist approaches to the study of African history will be integrated into most sessions. We will pay special attention to the sources and methods for early African history, including linguistic sources, archaeology, environmental data, written sources, and oral traditions.

**HIST2414  American History in Hollywood Film**

Module Convenor: Professor Melvyn Stokes

During the last few years, historians of the United States have come to pay increasing attention to film as a means of commenting on and interpreting the American past. This course will analyse the representation of American historical themes and periods in a selection of Hollywood feature films. It will involve the close analysis of a number of film texts and the study of critical commentary on the films themselves. Emphasis will be placed on answering the following questions: what is the interpretation of history presented in the film? Does that presentation grow out of or differ from prior historical scholarship? How does critical commentary on the film, both at the time of its release and later, illuminate contemporary historical debates? Does the film itself have any historical consequences? What particular factors, both internal and external to Hollywood itself, contributed to the view of history offered in the film? Does the representation of history in the film accord with traditional or current historical scholarship? Themes and issues to be dealt with in the course include the American Revolution, slavery, Civil War and Reconstruction, Native Americans, immigration and urbanization, problems of the 1920s and 1930s,HUAC and McCarthyism, the civil rights movement, the war in Vietnam, and the Watergate scandal.

**HIST2418  History, Memory, Democracy: Politics and the Past in Latin America, c.1970 to the Present**

Module Convenor: Dr Thomas Rath

How do debates about history affect politics and citizenship? In this class we will explore this question in modern Latin America, focusing on the 1970s to the present, as Latin America experienced a shift from authoritarian (usually military) rule to civilian democracy. The class has three main aims: to introduce students to key theoretical and interdisciplinary perspectives on history, memory, and temporality; to allow students to analyze different types of knowledge about the past, their relationship to each other, and to processes of political change; to deepen students' understanding of modern Latin America. Topics include: state violence and human rights, truth commissions and transitional justice, indigenous histories and politics, film, neoliberalism, literature and testimonio. Some other questions we will consider: What kind of historical knowledge was possible under authoritarian rule? What truths are produced by truth commissions? Do debates about the past matter for democratic citizenship? What is the relationship between official history and popular culture? What role do professional historians play in democratization? Has democracy allowed for a more open, inclusive debate about the past, or has it fostered public amnesia? Some background in Latin American history is useful but not essential. The first half of the class focuses on the theme that has dominated scholarship so far: political violence, and official efforts to deal with its legacy. Later we broaden the perspective and look at how debates about the past have shaped social movements, culture, economic policy, migration.
**HIST2423  Social Change, New Social Movements, and Politics in Britain after 1945**

Module Convenor: Dr Florence Sutcliffe-Braithwaite

This module looks at the interaction of social change and politics in a wide sense in postwar Britain, integrating social and cultural change with cultural politics. The key question will be 'How did social and cultural change in postwar Britain change the patterns and parameters of politics?'

This module will introduce you to changing thinking about class, race and gender among political parties in Britain. We will pay close attention to political thought, political ideologies and political propaganda in postwar politics. But this module involves far wider cast of characters than simply Westminster politicians and political parties. To understand postwar politics we need to examine the changing social and cultural bases of politics, and the new social movements that had their roots in the 1950s. We will look at the social, cultural and generational changes that underpinned the appearance of the 'new social movements' and 'identity politics', beginning with CND (the Campaign for Nuclear Disarmament) in the 1950s. New social movements did not simply spring out of new attitudes. Material factors are a vital context. We will look at how 'identities', subjectivities and construction of individual 'interest' were changing in the postwar period. How did the role of class, race, gender, generation, and national identity in politics change after 1945?

In 1951, on a turnout of 82.5%, the Tories and Labour together took 96.8% of all votes cast. In 2010, on a turnout of 65.1%, the two parties took 65.4% of all votes cast. A large part of the vote had gone to apathy, the Lib Dems, the Greens, UKIP, Welsh and Scottish Nationalists, and a selection of other small parties. Why? Only by studying social and cultural change alongside politics can we hope to answer this question. There will be a strong interdisciplinary flavour to the module: we will read work from political scientists, sociologists and philosophers alongside historians’ work.

**HIST2424  The Cultural Cold War in Europe, 1917-1989**

Module Convenor: Dr Iain Stewart

The Cold War in Europe was fought not on the battlefield but in the cultural domain. In this war of ideas and culture, intellectuals – artists, writers, philosophers, filmmakers, musicians etc. – were on the front line. This module will examine how and why this came to be. To answer this question it is necessary to reject the conventional post-war timeframe through which the Cold War is usually analysed. Instead we will begin by exploring how Soviet Russia sought to influence western public opinion by exporting communist culture and mobilising western intellectuals behind Soviet interests during the 1920s and 1930s. This interwar Soviet cultural offensive provided the model upon which much of America’s Cold War cultural diplomacy was based. After the war, disillusionment with Stalinism drew some former intellectual supporters of the USSR into a cultural crusade against communism that was covertly funded by the CIA. Others, like Picasso, were drawn closer to communism following the Soviet Union’s role in the defeat of Nazism. As allied victory turned into Cold War rivalry, art, music, film and literature were mobilised in a battle for the hearts and minds of Europeans on either side of the iron curtain. Using a wide range of sources, we will study the origins and development of this struggle and debate some of the ethical issues that it raises about the relationship between culture and power.

**SEHI2008  The Rise and Fall of the Polish Nation, 1648-1921**

Module Convenor: Dr Thomas Lorman

This course charts the changing meanings of ‘Poland’ and ‘Polish’ over an extended period, the protracted decline and fall of one ‘Polish’ state and the extended struggle to resurrect another, as well as the social and cultural transformations affecting the people who were at various times considered to constitute the
‘Polish nation’. It does so in the context of changing Jewish, ‘Lithuanian’ and ‘Ruthenian/Ukrainian’ identities, whose threads intertwined with, and were later painfully disentangled from, those of ‘Poland’.

The course begins with an exploration of the ethnically and religiously variegated ‘Commonwealth of the Two Nations, Polish and Lithuanian’, at the zenith of its prestige and territorial extent in 1648. It then analyses the impact of of seven disastrous decades of warfare, paying special attention to the confessional and national identities of the Commonwealth’s citizens, especially the role of ‘Sarmatian’ culture. Calls for reform gathered strength from about 1730, including the reconsideration and reconfiguration of the idea of the nation, to include, ultimately, all inhabitants of the Commonwealth. Before this vision could be effected, the Commonwealth had been partitioned. The implications for ‘Poland’ of armed efforts to resurrect the state, the debate on the peasantry, as well as the efforts undertaken to protect and encourage the spread of Polish culture, and to shape and inculcate a national memory, will be the focus of the next part of the course. The failure of the uprising of 1863-64 soon led to further reconfigurations of the nation in an age of rapid population growth and industrialization. In the harsh world of pseudo-Darwinian competition between nations, and faced with the siren calls of internationalist socialism, the ‘modernization’ of a population into a self-conscious ‘nation’ seemed more necessary than ever to many nationalists. The final part of the course examines the ideologies and programmes of Polish political groupings, notably the National Democrats and the Socialists, on the eve of the First World War and the struggle to achieve them in the course of Poland’s resurrection in 1914-21.

SEHI2010 Dictatorship as experience: The Coexistence of Consensus and Refusal in the German Democratic Republic

Module Convenor: Dr Udo Grashoff

In March 1990 the East German writer Stefan Heym feared that the GDR could wind up as ‘footnote in world history’. As far as historiography is concerned, this prophecy turned out to be too pessimistic.

The opening of the archives resulted in an upsurge in historical analyses of the East German state and thereby new insights into its politics, culture and society. However, the availability of new material did not result in historical consensus about the nature of the socialist system. The revival of totalitarian theory, with its focus on the instruments of repression and control, was challenged by models that sought to understand GDR society from the inside, as a ‘participatory dictatorship’ (Fulbrook), in which individuals negotiated a ‘normal life’ within the boundaries of the regime. Nevertheless, focusing on cultural aspects of the GDR run into danger to downplay the ever-present confinement and the subtle practices of intimidation.

The seminar aims for a holistic approach to the history of the German Democratic Republic. Hence it covers political, economic, social and cultural issues as well.
HIST2900 Second Year Research Seminar 2017-18
(value: 0.5 course unit: Advanced)

This module is available to UCL History second year students only and is a compulsory unit. This module is typically taught as 2-hour seminars over 10 weeks, in term 2 only. Assessment is by 1 coursework essay of 5000 words (100%).

HIST2900  Britons Abroad: The British Experience in Continental Europe, 1689-1800
Module Convenor: Professor Stephen Conway

Thousands of Britons lived and worked on the neighbouring Continent – temporarily or permanently – in the eighteenth century, just as they do now. The Grand Tour took elite men and women across Europe, but particularly to France, Italy, and Germany. Students attended continental universities, academies, and religious houses in the Dutch Republic, France, Germany, Italy, and the Iberian states. Artists and musicians completed their training in Italy and Germany. British gardeners and domestic servants found employment in French and Russian noble households. Architects and engineers from Britain worked in many different European countries. British (especially Scottish) doctors practiced in Russia. Expatriate communities of British and Irish merchants lived in places such as Livorno, Cadiz, Lisbon, Bordeaux, Ostend, Rotterdam, Hamburg, and St Petersburg. British sailors visited continental ports, and crewed continental merchant ships and naval vessels. Britons and Irishmen served as soldiers on the Continent – both in the British army and in the armies of other European states.

This research seminar uses primary sources to illuminate the activities of these Britons abroad. Students will be encouraged to develop their own research questions, but a theme running through the course, which could be explored in many different ways, is the impact of the Continent on our subjects of study: did it make them feel more British, or more European?

HIST2900  Britain and Decolonisation since 1945
Module Convenor: Dr Michael Collins

The ways in which the loss of empire has shaped Britain's politics, economy, society, culture and intellectual life remain under-studied. Much historiography in recent years has addressed the impact of imperialism on the metropole, but the process of decolonisation has received less attention. This research seminar enables students to explore a range of ways in which the end of empire affected Britain, and is explicitly intended to examine and to question the interconnections between historical developments in the imperial sphere and changes at home.

HIST2900  Contested Spaces: Material Culture and Society in the Islamic Near East, c. 1200-1500
Module Convenor: Dr Patrick Lantschner

The Islamic Near East underwent profound political, social and cultural changes in the wake of the crusades and other invasions, the Black Death and further crises. New elites rose to power, the region’s religious landscape was altered, and particular social groups fought marginalisation – shifts which were reflected in the surviving physical evidence from this period. We concentrate on what the built environment can tell us about the societies of the densely packed cities in the Near East, and how space was contested through buildings, words or acts of violence. In addition to the wealth of surviving material and visual evidence, we also work with the accounts of travellers, both from the Islamic world and Europe, and
the insider views of local writers. Our particular focus will be Cairo, Damascus, and Jerusalem in the period of the Mamluk Empire.

**HIST2900  Domestic Dissidents: Intelligence and Surveillance in Early Modern Britain**  
Module Convenor: Professor Jason Peacey

Early Modern Britain is now recognised as having witnessed dramatic developments in relation to ‘state formation’, in terms of the enhanced power and remit of both central and local government, and yet this was also a state without an institutionalised police force. How then did the authorities police disaffected citizens, political and religious dissenters and, ultimately, plotters? This course addresses the role of the early modern state in intelligence and surveillance, from Elizabethan spymasters to Cromwellian codebreakers, and tackles everything from the politics of the parish community to Gunpowder Plotters and Royalist conspirators, as well as both the Puritan and Whig undergrounds in England and on the Continent. Doing so will provide a way of interrogating and exploiting a range of different kinds of contemporary sources, from the papers of key government ministers – like Lord Burghley and John Thurloe – to local records, parliamentary journals, newspapers and pamphlets, and state papers, as well as diplomatic correspondence. Such material, and the dissidents whose stories they contain, will provide a rich source of inspiration for individual research projects.

**HIST2900  Elusive Revolution: New Perspectives on May ’68**  
Module Convenor: Dr Iain Stewart

May 1968 was France’s last revolution. It lives on in memory through the famous graffiti daubed on the walls of Paris in that month: ‘it is forbidden to forbid’, ‘underneath the paving stones you will find the beach’. It is also remembered through the photos of student demonstrators pelting police with stones from behind barricades constructed from overturned cars or felled trees. But the events of May were more than just a playful student uprising. They impacted on every aspect of French society – race relations, workplace politics, gender relations and sexuality, theatre, film and the role of the artist in society. These changes remain controversial: just before Nicolas Sarkozy was elected President in 2007 he announced he would ‘liquidate the inheritance of May once and for all’. Some believe, however, that the real legacy of May ’68 is in fact precisely the brand of narcissistic individualism represented by Sarkozy. Few events in post-war European history have been subjected to such an astonishing array of competing interpretations, and even fewer have bequeathed historians with such a wealth of diverse primary source material. Exploring the ‘elusive revolution’ of 1968 is therefore an ideal training ground for developing and refining the historiographical and source analysis skills upon which the historian’s craft is based.

**HIST2900  Foreigners and Revolutionary Mexico, c.1910-1940**  
Module Convenor: Dr Thomas Rath

The Mexican Revolution both repulsed and fascinated foreign observers, and many travelled to Mexico to observe, understand and shape the revolution. They included: diplomats, left-wing sympathizers, scientists, anthropologists, and artists. This class uses these visitors’ primary accounts to illuminate different aspects of Mexico’s revolutionary process, and explore how foreigners viewed Mexico (and their own societies). More broadly, it will introduce students to debates about the Mexican Revolution and the role of foreigners in Latin American history. To this end we will explore concepts of informal empire, cultural imperialism, and the relationship between nationalism and transnationalism.

The revolution is defined broadly. It encompasses the rebellion and civil war of 1910-1920, the long process of social reform, cultural experimentation, and nation building in the 1920s and 1930s, and the
consolidation of a durable authoritarian regime by the 1940s. We will focus mainly on Anglo-American visitors because these sources are most accessible, and because Mexico's relationship with the USA and the UK was particularly important. We will look at traditional diplomatic sources, and think about what non-state actors can add to our understanding of the period.

Each week we will use a different kind primary source to explore key themes, and students are very much encouraged to pursue their own interests and topics in consultation with me.

HIST2900  Homer and History: Epic Evidence for Early Greek Society
Module Convenor: Professor Hans van Wees

The Iliad and Odyssey attributed to Homer are among the richest literary sources for the early Greek world, but their use as historical evidence is difficult and controversial. The stories of the Trojan War and Odysseus’ travels as Homer relates them are clearly fictional, but the world in which the heroes of these tales live is portrayed in extraordinary detail, and potentially reflects quite closely the ideals and realities of the poet’s time, the eighth or seventh century BC. This seminar is devoted to addressing the problems of historical interpretation and methodology posed by these texts, which will be studied in translation. (Countless translations available, including on-line; recommended are Penguin Classics Iliad [transl Martin Hammond] and Oxford World’s Classics Odyssey [transl. Walter Shewring].) A particular focus will be to assess the viability of the classic historical interpretation of Homer offered in M. I. Finley’s The World of Odysseus (1954; second edition 1977).

HIST2900  Magic in the Middle Ages
Module Convenor: Dr Sophie Page

In the Middle Ages people used and feared magic for reasons that were applicable to any other sacred ritual: it was thought to strengthen or sever relationships between people, to overcome material obstacles, and to spread good or evil by protecting a community or introducing sickness and death. But magical activities used objects and languages that were not obviously part of Christian material culture or the liturgy, or in ways or for purposes that made Churchmen uneasy. Its negative characteristics were defined by theologians who sought to isolate undesirable rituals and beliefs, but there also were many people who believed that the condemned texts and practices were valuable and compatible with orthodox piety. This course will explore magic’s place in the medieval world and the contradictory responses it provoked, drawing on texts, images and material culture, and including a session at the Wellcome library examining medieval manuscripts. The history of medieval magic can provide a starting point for a long essay in any of the following general areas: religion, science, popular culture, court politics, nature, cosmology, witchcraft, law, gender, ritual, literature, philosophy or visual culture.

HIST2900  Migrants and Expats: Old Assyrian Identity Politics (20th-17th c. BC)
Module Convenor: Dr Yağmur Heffron

This course will focus on the mixed urban communities of foreign merchants and local populations in Anatolia (modern Turkey) during the 20th-17th centuries B.C. For much of this period, long-distance exchange networks between Anatolia and Mesopotamia was monopolised by traders who travelled to central Anatolia from their home city of Assur on the east bank of the Tigris river. The business archives of these merchants in their Anatolian homes constitute the largest known corpus of private cuneiform documents in the ancient Near East, allowing this community of expatriates to be studied at extremely high resolution. The key research theme for this course will be on negotiations of identity within and
between foreign and local populations at various levels of contact: business, family, and religion. Questions will be framed by critical approaches to the history of Old Assyrian scholarship itself, particularly in terms of how narratives of Assyrian visibility have been shaped by different agendas over the last 70 years.

**HIST2900  Mutiny & Rebellion: British India in 1857**  
Module Convenor: Professor Margot Finn

This research seminar focuses on the nature, impact and legacy of the violent uprisings against British rule that swept across India in 1857-58. Historians of Britain and of India debate the significance and meaning of the 1857 uprisings: did they constitute a military mutiny or instead the first nationalist rebellion in India’s long struggle for independence from colonialism? Who or what was responsible for the uprisings of 1857-58, and for their savage suppression? What role did gender and ethnicity play in British perceptions of the events of 1857-58? How was 1857-58 remembered and commemorated in India and Britain, and why? A wealth of primary materials allows us to investigate these and other questions about 1857: newspapers, novels, government reports, artwork, built environments, private letters and personal diaries all provide important and original perspectives on these events in India and their reception in Britain. Students on this course will gain a broad understanding of the historiography of this topic and, through their own research, make a distinctive contribution to a selected aspect of that contentious secondary literature.

**HIST2900  Power, Rights and Freedom: Approaches to Ancient Roman Constitutionalism**  
Module Convenor: Dr Valentina Arena

Could we talk about constitutionalism before constitutions? What is Roman ‘Republicanism’? What model of political life does it put forward? To what extent could it be considered the cause or one of the causes of the fall of the Roman Republic? By a thorough analysis of the ancient sources, this course will investigate the conceptual origins of the power of the state and its limits. It will also explore the development of the ideas regarding the rights of Roman citizens as well as of those of individuals. These include the right to property, freedom of religion, freedom of speech, and the juridical entitlement to protection of one’s own property, person, and the common public good. The course will also investigate the higher principles of Hellenistic natural law to which these laws in Rome have to adhere in order to gain juridical validity for the whole community. Finally, we will try to assess the main tenets of this political model and consider whether it holds any normative value or potential relevance to our contemporary world.

The main primary sources are Cicero’s de re publica and de legibus, Livy Books 1-3; and Dionysius of Halicarnassus Books 2-4. All texts are available in English translation. These will be supplemented weekly by Plutarch’s Lives of Romulus and Numa; Sallust’s de Catilina coniuratio; Ps-Sallust, Letters to Caesar, Dio Cassius’ dialogue of Agrippa and Maecenas; and John Lydus’ de magistratibus (also all available in English translation). Translations of extracts from the Digest and epigraphic attestations of constitutions of Italian municipia will also be provided.

**HIST2900  ‘The bedrock of society’? Marriage and Family in Twentieth Century Britain: Sources and Approaches**  
Module Convenor: Dr Florence Sutcliffe-Braithwaite

The purpose of this module is to introduce you to a wide range of sources that might be used to examine marriage and family life, sex, motherhood, fatherhood, and domesticity in twentieth-century Britain. These
sources will open up questions about the lives of women and the meanings of gender in this period, and develop an awareness of the conceptual and historiographical issues involved in doing women’s history and gender history.

HIST2900  The British in the Levant, 1600-1825
Module Convenor: Dr Coşkun Tunçer

This research seminar focuses on the activities of the British merchants, consuls and travellers in the Eastern Mediterranean from the seventeenth to the early nineteenth century. In broad terms, this period was characterised by British commercial expansion, and one of the driving forces behind this growth was long-distance trading companies which proliferated in both number and type. Similar to the East India Company which held the monopoly over the Indian trade during 1600-1858, British trade in the Eastern Mediterranean was conducted by the Levant Company from 1581 to 1825. In addition to their commercial functions, Levant Company merchants also represented the Crown and formed the British diplomatic network in the Middle East until 1825 when the Company transferred its consular agents to the Crown and surrendered its monopoly. Besides representing and promoting British political and economic interests in the whole area, the Levant Company merchants/consuls also undertook judicial duties, which was an early example of extraterritoriality in the region. Finally, their interactions and exchange of knowledge in the region shaped their idea of Islam, marking a cultural divergence point between the East and the West. The weekly seminars are structured in line with these aspects of the British presence in the region. These themes are also the potential pathways for students to follow for their essays.

HIST2900  The Worlds of Cola. Utopia, Nostalgia and the Quest for Power at the end of the Middle Ages (1313-1354)
Module Convenor: Dr Antonio Sennis

In Rome, on 20 May 1347, Cola di Rienzo – a young notary with a remarkable talent for public speaking – led a militia to seize the place that had for centuries been directly identified with the city’s political power: the Capitol Hill. From there, while assuming the grandiose title of Tribune, he announced to a jubilant crowd of supporters that the rule of the barons was finally overthrown and a new age of justice had dawned in the eternal city. Carefully prepared with an impressive series of public events, during which political metaphor consistently served as the basis for political power, Cola's capture of the Capitol resonated throughout Europe. The kings of England and France, the German emperor, the Avignon papacy and the most celebrated intellectuals of the time, such as the great Petrarch, all looked in expectation at the events that were unfolding in Rome. However, in December of the same year, the Tribune’s fortunes had already turned for the worse. Abandoned by his disgruntled supporters, opposed by the local nobility, excommunicated by a disappointed pope, fundless, discredited and isolated, Cola was forced to flee the city. During what historians have called his wilderness years, he wandered, in Italy and abroad, in search of somebody who would share his vision of the world and back his quest for power. In the summer of 1354, he finally managed to return to Rome and reinstate himself as leader of the city. But his new regime lasted less than six weeks and, in October, Cola di Rienzo was lynched by an angry mob.

However short-lived and, to some extent, picturesque they might have been, Cola's coup and his political project did not simply stem from the deluded dreams of grandeur of a local, tragic adventurer. On the contrary, his Life, written four or five years after his death, and the numerous letters that he exchanged with some of the main European figures of the time, allow us to place Cola di Rienzo in the context of a series of dramatic cultural, religious and political transformations. In his peregrinations throughout Europe, Cola stepped into worlds in which apocalyptic utopias went hand in hand with the re-discovery, at times
truly nostalgic, of ancient culture and strong demands for religious reform intersected with new ideals of lay government, peace and justice.

Thanks to a well-defined body of translated sources, which are numerous but still manageable, and a variety of possible approaches (cultural, religious, intellectual, political, social, economic, just to name a few), the rise and fall of Cola di Rienzo represents the ideal topic for students to begin to familiarise themselves with source-based research. Throughout this research seminar, students will learn how to define and structure their project; how to formulate their research questions and identify the relevant primary and secondary sources to answer them; how to evaluate the available evidence; how to discuss with their peers their ideas and methodology; and, finally, how to write a research paper.
Special Subject (Group 3) modules, available to final year students only, are typically taught by 2-hour seminars to groups of 10 students (maximum) on Mondays 14:00-16:00 in the autumn and spring terms. Some modules may run a duplicate class during another slot and students will be allocated to a class prior to term 1. Special subjects are assessed by a 3-hour written examination paper (HIST3xxx, 1 c.u) and a 10,000 word dissertation (HIST9xxx, 1 c.u.).

Each module will have an introductory meeting during the week beginning 5th June 2017 to explain its structure and distribute work over the summer.

**HIST3109/HIST9109 Temple Life in Assyria and Babylonia**
Module Convenor: Professor Eleanor Robson

Temples were at the economic, social and intellectual heart of urban life in Assyria and Babylonia in the first millennium BC. Although they were in many ways highly conservative institutions, we shall see that they were also the drivers of fundamental intellectual innovation, through observation, calculation and prediction of natural phenomena, whose impact is still felt in mathematics and science today. This module will draw on a wealth of architectural, material and textual evidence to investigate the people, gods and animals whose lives and livelihoods depended on these enduring institutions. We will explore the following major questions. How were the gods conceptualised and to what ends? Who served as priests and what constituted priesthood? What was the theology behind their activities? How did temple communities support themselves economically? How did they manage relationships with the palace, and what happened when things went wrong? How did temples engage with wider urban society, through public ritual, charity and personal devotion? How did they negotiate the major historical changes of the first millennium BC, and with increasing religious plurality?

**HIST3110/HIST9110 Competitive Men: The Politics of Competition in Ancient Greece**
Module Convenor: Dr Paola Ceccarelli

The course focuses on competition (understood in a broad sense) within the ancient Greek world. Ever since the seminal work of Jacob Burckhardt (first published posthumously 1898), ancient Greece has been considered as a particularly competitive society. Competition traverses it at all levels, areas, and chronological periods: from the Iliadic injunction ‘to be bravest and pre-eminent above all’ (6.208; 11.784) to the competitive drinking and the poetic challenges of the symposium, from athletic competitions (the Olympic Games!) to dances and female beauty contests, from success in the lawcourts to conspicuous display of inherited wealth, relationships were dominated by an intense rivalry, that applied also at the level of international relations. And yet, this competitiveness could be harnessed, in specific situations, so as to consolidate the social fabric. On the basis of an ample selection of texts covering various genres (epic, lyric, comedy and tragedy, historiography, oratory, and documentary texts such as inscriptions) we shall examine the forms competition took, how widespread it was (was it a feature of elites, or did also the poorer citizen participate in this ‘culture of competition’? Is it really a defining feature of the Greek world?), the ways in which it was regulated, and how the *polis* could turn this to an advantage for the collective.
HIST3205/HIST9205  Passages to Jerusalem: The Crusades and the Medieval World, 1095-1291
Module Convenor: Dr Antonio Sennis

Few features of the Middle Ages are as familiar, even to the most profane of observers, as the series of expeditions which, throughout the 12th and the 13th centuries, aimed at establishing Christian control of the holy lands. Although the word crusades was not used in the Middle Ages, in the course of the centuries the term has become a powerful tool to evoke policies and aspirations of an entire society. This course aims at observing these expeditions, and the world in which they took place, from a cultural perspective. In doing so, we will shed light to some key aspects of Western European society in the 12th and 13th centuries, such as the religious and political ambitions of the papacy; the new devotional aspirations of the laity; the development of a chivalric culture; the cultural expansion of parts of Western Europe.

HIST3206/HIST9206  Popes, Caliphs and Sacred Law, 385–850
Module Convenor: Professor David d’Avray

The central theme of the course is the rise of a papal law in late Antiquity and the Early Middle Ages, but the history of the early Caliphate and the genesis of Islamic Law will be studied as well to generate comparative questions and observations. Because there is a shortage of translated sources for early Islamic Law (and because the source problems are very tricky anyway) the Islamic side of the course will be studied principally from scholarly secondary sources (with the Q’ur’an). Particular attention will be paid to the theory that in the early centuries of Islam the Caliph was the authoritative interpreter of the sacred law, and that displacement of this ideology and practice with the system that broadly still obtains in Sunni Islam, viz., interpretation of the Law by the scholars learned in Shari’ah (with all their disagreements). Thus Islam begins with a system resembling that of papal Christianity, but turns into a system resembling Protestant Christianity.

The majority of the sessions will deal with rise of papal law from the late fourth century on. This will be studied intensively from original papal decretals, many of them translated especially for the course. Concepts drawn from Social Anthropology (Mary Douglas, Louis Dumont) and Sociology (Max Weber) can help us to do so from the inside. As this emphasis on social structure implies, the course will adopt an analytical rather than a narrative approach to this formative period in the history of the papacy.

HIST3207/HIST9207  Between Order and Disorder: Cities in the Late Medieval Mediterranean World
Module Convenor: Dr Patrick Lantschner

This Special Subject explores the tension between order and disorder in the great cities of the late medieval Mediterranean world – Cairo and Milan, Venice and Jerusalem, Damascus and Florence. We will contrast and compare cities across the Mediterranean world during an era which saw violent confrontations, but also economic and cultural exchange between the different civilisations which met in the region of the Great Sea.

Cities stood at the heart of these interactions. They became the centres of emerging states, stood at the crossroads of networks of contact and exchange, and were sites of major new directions in art and culture. However, underneath the picture of order, harmony and progress were high levels of conflict and fragmentation which manifested themselves through frequent revolts and civil wars, the marginalisation of particular social groups, and religious divisions that culminated in outbreaks of violence. We investigate the degree to which such apparent disorder was itself an ordinary feature of life in cities, and explore the political, social and religious systems which lay behind the complexity of urban life in the Mediterranean world.
Rather than investigating them in isolation from each other, cities will be studied from an integrated perspective that considers connections and comparisons across real and perceived divides between Islamic and Christian civilizations, as well as national and linguistic boundaries. We shall especially focus on Italy and the Near East, the Mediterranean world’s most urbanised regions, but we will also look at Iberia and the Ottoman Empire. Our sources range across the writings of prominent thinkers from these cities such as Machiavelli and Ibn Khaldun, chronicles and narratives, governmental and court records, and the wealth of surviving visual and material evidence.

**HIST3301/HIST9301: Great Britain and the American Colonies 1760-1776**  
Module Convenor: Professor Stephen Conway

This course examines the conflict of attitudes, interests, and policies between Great Britain and the British North American Colonies, from its emergence during the last stages of the Seven Years War up until the American Declaration of Independence. Teaching is closely orientated to consideration of the set texts. These texts have been chosen to illustrate the Anglo-American confrontation. From the British side, they depict the instruments of colonial rule, the formulation of new policies and the great debate stimulated by American disaffection. From the American side they enable the student to study how grievances were articulated and claims to a new status were defined.

Though the course is primarily concerned with the political disputes between British governments and the colonies, students may choose to write their dissertation on another aspect of the American Revolution.

**HIST3313/HIST9313: Reformation and Revolt in the Low Countries, c. 1520–1620**  
Module Convenor: Professor Ben Kaplan

This module examines the extraordinary religious and political upheavals that rocked the Low Countries (the area of modern-day Holland and Belgium) in the sixteenth century – the Protestant Reformation and the Revolt against Spain. It pays special attention to what was distinctive about the religious scene in the Low Countries, including the influence of Erasmus, the unparalleled harshness of religious persecution under the Habsburgs, and ‘Libertine’ resistance to Calvinist discipline. The course also looks for patterns behind the complex course of political events: the attachment of Netherlanders to their local ‘privileges’, the swing vote cast by the so-called ‘middle groups’, and the dilemmas posed by the question of sovereignty.

**HIST3322/HIST9322  The American Empire**  
Module Convenor: Dr David Sim

The United States is often assumed to have an isolationist heritage, built on the geographical and political separation of the New World from the Old. This course will explore alternative interpretations of the United States’ relations with the wider world, focusing on the contest over nationalism, imperialism and internationalism in the decades between the expansionism of the 1840s and the end of the nineteenth century. In particular, we will focus on the development of ideas about ordering the international community, the relationship between internationalism and American imperialism, and the connections between domestic and foreign politics. This is a field that has expanded enormously in the last decade. Older, state-centred diplomatic history has been complemented - and sometimes supplanted - by exciting new histories that draw on transnational and comparative approaches. This course will encompass both high diplomacy and the actions of non-state actors, with particular attention paid to collaboration and competition across national boundaries. We will look at the relationship between capitalism and
imperialism, questions of contested sovereignty, and the issue of agency in the development and projection of American imperial power.

Students will be encouraged to think about the social, cultural and economic dimensions of U.S. power in the period, as well as the ways in which that power was shaped by collaboration and competition with other imperial powers. Seminars will be centred on discussion of primary materials, supplemented by secondary reading.

NB: Students are not permitted to take this module if they have already taken HIST7458: U.S. Internationalism 1865 – 1920.

HIST3421/HIST9421 Che Guevara: The Making of a Revolutionary
Module Convenor: Dr Paulo Drinot

This course explores the life, times, and afterlife of Ernesto ‘Che’ Guevara. It draws on a number of written primary sources, including Guevara's diaries, his speeches and publications, the writings of Guevara's relatives and friends, CIA and FBI documents, diplomatic sources, and newspaper articles, among others, as well as by using film, photography and, comics, song and poetry. The course considers the interplay of Guevara's personal history and the history of Latin America and, more generally, the world during and after the Cold War. It opens a window on Guevara the man and the global icon and on the world he helped to shape. It draws on, and builds, on my published research on Guevara (Drinot, ed. Che's Travels).

HIST3425/HIST9425 American Radicalism, 1945 – 1989
Module Convenor: Dr Nick Witham

The decades between the end of the Second World War and the fall of the Berlin Wall saw a series of marked shifts in the theory and practice of radical left-wing politics in the United States. From the Progressive Party and responses to McCarthyism in the immediate aftermath of the war, through the student New Left, anti-Vietnam war activism and the Black Power movement in the 1960s, to “new social movement” activism relating to gender, sexuality and ethnicity in the 1970s and 1980s, this module explores an exciting and diverse range of radical movements in recent American history. Students have the opportunity to reflect in detail on a variety of primary materials, from radical manifestos and essays, to diaries, songs, poems and memoirs. Through analysis of these materials, students will be encouraged to engage with the dynamic and ever-growing body of historiography on the American left, and will have the opportunity to make their own intervention in this literature by writing a 10,000 word dissertation.

HIST3426/HIST9426 Race and Resistance in Black Atlantic Thought
Module Convenor: Dr Kate Quinn

This course examines the currents of thought developed by Black intellectuals and activists in the twentieth century ‘Black Atlantic’. Ranging from the Pan-Africanist movement of the early twentieth century to the anti-systemic critique offered by Rastafarianism in the 1960s and 1970s, the course explores key issues that animated thinking about the condition of the Black diaspora in the modern world. These include themes of individual and collective identity; colonialism and anti-colonialism; capitalism and socialism; racism and discrimination; and the relationship with Africa and the wider ‘Third World’. The course pays attention to the transnational dynamics stimulating the development of political thought and activism in the Black diaspora, as well as the differences and tensions that fragmented unitary visions of global Black solidarity. Primary sources for the course include key texts and speeches of the authors,
The African American civil rights movement was the most significant social movement of the twentieth century. Far from being confined to a couple of tumultuous decades in the middle of the twentieth century, the movement was rooted in a longer black freedom struggle, influenced by global events, and had considerable impact upon other movements for freedom and equality in the United States and abroad. And rather than being one single civil rights movement, there were a number of movements, a coalition of activists, leaders and organisations, and innumerable individual and group experiences. Students will place African American civil rights in this longer and broader history in order to understand the social, cultural, political and economic changes that brought about the long death of Jim Crow.

This course traces the history of the civil rights movement from Supreme Court decisions through black grassroots activism and violent white resistance, to the remarkable legislative achievements that, by the mid-1960s, had accomplished the initial goals of the movement. We will then turn to the evolution of the struggle from civil rights to black power, urban violence, and increased rioting in the latter half of the 1960s, considering why the concepts of interracialism and nonviolence were increasingly challenged. By taking the civil rights movement out of the confines of the American South, we will also examine African American challenges to racism and segregation in the North and West before assessing the borrowed forms of activism that became widespread in the UK in the 1960s. The module will conclude with a critical assessment of the memory, legacy and representation of the civil rights movement.
ways in which modern lives were experienced, remembered, and narrated in the turbulent 20th century. We will draw on a wide range of life narratives – whether biographies, autobiographies, memoirs, oral histories, diaries, or letters – to examine the possibilities and limits of the genre for writing the history of modern Europe, particularly its eastern margins. Rather than focusing on “important” people such as leaders or politicians, we will deal with ordinary men and women, whose lives did not unfold under conditions of their own making, but who nevertheless claimed agency in the process of living and writing history.

Many of the readings assigned for class discussion focus on Eastern Europe and Soviet Russia and/or are produced by actors from the region. The sources are clustered around some of the major historical developments of the twentieth century: the two World Wars, the Russian Revolution, the Holocaust, the Cold War division of Europe, and the collapse of the Soviet Bloc. As a result, the readings provide insights into the twentieth century as a period of rapid political change and social displacement, which altered our notions of time and space and led to increasingly fragmented lives. They also raise broader theoretical questions that students are encouraged to further pursue in their dissertations. These include questions about the relation between identity and memory, memory-making and history-writing, remembering and forgetting, or about the epistemological and moral dilemmas of recovering “buried memories” or “silenced voices.” Because these questions have been at the centre of not only historical, but also literary and anthropological research, our exploration of the twentieth century through the lens of ego-documents will be an interdisciplinary venture intended to train students as self-reflexive historians.
Full-Year (Survey) lecture modules 2017-18
(value: 1 course unit: Intermediate)

UCL History Department survey modules are available to UCL History students in their first and second year. Survey modules are typically taught as 20 1-hour lectures to groups of 45-60 students and 15-18 1-hour tutorial classes taught in groups of 15 students (maximum) over terms 1 and 2. Assessment is by one coursework essay of 2500 words (25%) and a 3-hour written examination (75%). An informally-assessed practice essay (or equivalent pieces of written or non-written work) will also be set. Truncated 10 week versions of these modules, known as HIST6xxxA (term 1) and HIST6xxxB (term 2), are available to single semester Erasmus and JYA affiliate students and are examined by a single 4000 word essay.

HIST6106  The Hellenistic World from Alexander to the End of the Attalid Kingdom
Module Convenor: Dr Paola Ceccarelli

This course covers the period from Alexander to the formation of the Roman province of Asia in 129 B.C. It includes all areas of the Mediterranean and the Near East that were conquered by Alexander of Macedon (336-323 B.C.). These areas formed part of a cultural milieu of great variety and complexity, but one that was to some degree united by the presence of Greek ideas, Greek institutions and the Greek language.

The course will cover the main outlines of the political history of the Hellenistic kingdoms, as well as their institutions, structures of power, economies, and cultural and religious systems. It will pay particular attention to major shifts and developments associated with the period: the changing nature of the polis, religious, artistic and intellectual developments, acculturation and cultural conflict, and the interaction between Rome and the East.

HIST6107  The Roman Republic, c. 350 BC-44 BC
Module Convenor: Dr Valentina Arena

The course, covering a chronological range of approximately three centuries, aims to study Rome from its emergence as a leading city-state in Italy to the eventual decline of its republican system. A particular emphasis will be given to the investigation of the values that informed Roman republican society. The course will be structured as follows: the first half of the lectures will focus on the evolution and transformation of Roman society analysed in its political, economic, social and cultural aspects. The emergence of and changes in political and social values will be highlighted. The second half of the lectures will concentrate on the factors that led to the fall of the Republic, paying particular attention to the evolution of the ideas previously presented as part of an ideological system. In the classes we will analyse specific topics connected to the lecture and will have the opportunity to handle different kinds of ancient sources (literary, archaeological, and epigraphic).

HIST6111  Bronze Age States in the Ancient Middle East
Module Convenor: Dr Yağmur Heffron

Extending from the late third millennium to the end of the second millennium (24th-12th c.) B.C., this course offers a long-term perspective on the history of the regions today represented by the modern states of Iraq, Syria, and Turkey. The course takes a comparative approach to historical narratives, focusing especially on how the presence vs. absence of documentary archives, the disappearance and re-emergence of writing systems, and cross-cultural influences shape our understanding of the ancient past.
How does high vs. low textual-historical visibility (i.e. the presence vs. absence of documents, or the availability of first- vs. second-hand written evidence) guide scholarly agendas, inform interpretations, generate habits of (over)compensation or disinterest? When and how other strands of evidence from art, archaeology, and hard science become useful or meaningful for text-based studies? How are histories of textual disappearance and re-emergence constructed?

Emphasis will be on establishing counterpoints against traditional narratives centring on the political history of southern Mesopotamia, in a more holistic treatment of key Bronze Age developments by considering parallel or alternative trajectories in Syria and Anatolia.

Key themes for this course will be: Territorial states (formation, ideologies, administration); Trade (private enterprise vs. state regulation, long-distance networks, overland vs. maritime exchange); International relations (elite gift-giving, diplomacy, vassalage, alliances); Empire (political ethnicity and imperial strategies); and Critical approaches (theories of collapse, political fragmentation, chronological schemes, ‘dark ages’).

**HIST6209  The Medieval Universe**  
Module Convenor: Dr Sophie Page

The universe in the late Middle Ages (ca. 1000-1500) was vast, but its structure of perfect spheres was ordered, limited and intelligible. Within the harmony of this system, many questions remained. How can human free will exist alongside an omnipotent God? What of the competing forces of celestial influences – whether good and bad spirits, or the science of astrology? Despite these tensions, variations of this model satisfied European scholars for nearly half a millennium. The first half of this course explores how medieval people engaged with the invisible and sacred forces of the heavens, and how this worldview gave meaning to human experience. We will study the pious and illicit rituals medieval people used to try to influence sacred beings and explore medieval concepts of time, imagination and geography.

Term 2 focuses on the physical rather than the celestial world. How did people think about the body and its place in the cosmos? What were medieval attitudes to sickness, asceticism, sexuality and death? What did dreams and visions mean, and where did they come from? We will explore the relationship between belief and practice, for example how Christian concepts of spiritual perfection led to the mortification of the flesh. Finally, we will explore the relationship of medieval men and women to their physical environment: physical, legal, religious and emotional concepts of landscape, the juxtaposition between ‘natural’ and ‘supernatural’, and the changing ways wilderness was experienced and imagined.

**HIST6210  Social Systems in Religious History from Constantine to Napoleon**  
Module Convenor: Professor David d’Avray

This course analyses the history of religious structures, particularly in the West, with the help of concepts from Anthropology and Sociology, to bring out some of the distinctive long and middle-term features of Latin Christianity between the late Roman Empire and the end of the Ancien Regime. It brings the concepts to bear on original documents, translated and where necessary transcribed for the first time, so that students will be engaged in original empirical research as well as with social theory.

The theme is ‘complexity’ (which will be made simple!) and the ways in which religious social systems cope with it. The first part of the course develops a framework of concepts and questions, which, incidentally, also work for non-religious systems. The remainder of the course will be mainly about Western history (hence ‘Constantine to Napoleon’), though in a wider comparative framework. The course is concerned with understanding both structures and conjunctures – but not so much with the narrative of events.
This is one of the courses that should help you understand what the point of the ‘Concepts’ core course was: how it relates to ‘real’ History.

**HIST6301  British History c.1689-c.1860**  
Module Convenor: Dr Patrick Walsh

The course is designed to provide an overview of British (not just English) history in its political, economic, social and intellectual dimensions. Though the main structural thrust will be provided by political and economic developments, emphasis will be laid on the importance of placing these developments in their full context. The topics covered will include: the significance of the Revolution Settlement of 1689-1701; the impact - politically, economically, and socially - of war, particularly during the ‘long eighteenth century’ (1689-1815); the changing role of the crown; the development of political parties; church and state; social structure and social mobility; the loss of the American colonies; agrarian change; the industrial revolution; urbanization; political and religious dissent; free trade and protection; Chartism and trade unions; Britain as an imperial power; the Victorian administrative state.

**HIST6304  British History c.1850-1990**  
Module Convenor: Professor Margot Finn; Dr Michael Collins; Dr Florence Sutcliffe-Braithwaite

This module provides an introduction to the political, economic, social and cultural history of Britain between 1850 and 1990. Britain’s position in the world is a key theme of the module, but we will also trace longer-term developments that cut across the period. In 1850, the British empire was expanding; from the mid-twentieth, decolonisation and its aftermath fundamentally shaped British society, culture and politics. The two world wars—both closely entwined with the history of the British empire—form key turning points in modern British history and significantly impacted Britain’s place in the world as well as domestic politics and society. In domestic politics, we examine the birth of mass democracy, the rise of working-class politics and the growth of women’s suffrage campaigns, as well as the development of the welfare state and ‘warfare state’. In economics, we explore both industrial revolution and recurrent ideas about British economic ‘decline’. Britain has always been a ‘four nations’ country; the ethnic make-up of society also changed substantially across the period, with Irish, Jewish and new commonwealth migration. Ideas about race and its relationship to national identity changed significantly between 1850 and 1990, and are key topics for this module. Changes in race, class and gender are, thus, key themes in the module, alongside broader cultural trends such as demographic change, secularisation, the development of mass consumerism, and the decline of deference.

**HIST6312  Colonial and Revolutionary North America 1607-1787**  
Module Convenor: Professor Stephen Conway

This course aims to provide an understanding of the history of Colonial and Revolutionary North America from the first English settlement in Virginia to the aftermath of the War of Independence that created the United States. Attention is concentrated on the mainland English (later British) colonies, though consideration is given to French, Dutch, and Spanish North America and to the relationship between English/British North America and the rest of the Atlantic world. Topics considered include patterns of migration from the Old World to the New, the introduction of chattel slavery, relations between European incomers and the native inhabitants, religious diversity, and the increasing integration of eighteenth-century Britain and its North American colonies.
HIST6313  Building the American Nation: The United States, 1789-1920
Module Convenor: Dr David Sim

This course will offer an introduction to the key themes and events in nineteenth century American history. At the beginning of our period the United States was a fragile union of post-revolutionary states that had struggled to free themselves from British rule. At its end it the United States was a global power that had intervened decisively in the First World War and which saw itself as being in a unique position to shape the peace that followed. What drove this dramatic transformation, and what was the relationship between domestic nation-building and this rapid increase in American influence overseas?

We will focus on the vigorous and often violent contests over slavery and capitalism, democracy, nationalism and imperialism that moulded the United States during this period. We will examine the rapid extension of the American settler population across the continent and the dispossession of native peoples, as well as the ongoing debates over who exactly comprised ‘we the people,’ as named by the U.S. Constitution. And, of course, central to this module will be the American Civil War (1861-1865), which cost the lives of more than 700,000 Americans and resulted in the emancipation of nearly four million enslaved African Americans. Still the bloodiest conflict in the history of the United States, the Civil War has shaped the modern United States to a greater degree than any other event since the Revolution.

The course will introduce you to both primary and significant secondary works relating to this period and will aim to give you a sense of the tumultuous political, economic and social changes that remade American life between 1789 and 1920.

HIST6410  History of Latin America c.1830-c.1930
Module Convenor: Dr Thomas Rath

This course looks at Latin America in the first century after independence. Its main stress is on Spanish America, but considers Brazil for comparative purposes. The continent will be studied as a whole, and specific countries will be examined too. No language requirement is set, and no prior knowledge of the subject is assumed. Students are encouraged to pursue their own interests. Topics include: liberalism and authoritarianism in Mexico; the character of the Mexican revolution; race and nation-building; environmental history; urbanisation; Argentine development in comparative perspective; slavery and abolition; the survival and demise of the Spanish colony in Cuba and Cuban radical traditions; US imperialism.

HIST6414  The Making of Modern America: The United States Since 1920
Module Convenor: TBC

The Making of Modern America is an introduction to the key themes and events in twentieth century American history. Topics covered will include the New Deal, the impact of World War Two, US foreign policy during the Cold War and afterwards, the Civil Rights movements, the domestic impact of the war in Vietnam, the “right turn” of the 1970s and 1980s, and the Clinton, Bush II and Obama administrations. The lectures will focus on the competing visions of America that have shaped culture, society and politics since the 1920s and suggest some frameworks within which this history can be understood, while the seminars will explore a range of primary and secondary source material to help illuminate these themes.
HIST6416  The Global Economy since 1700
Module Convenor: Dr Coşkun Tunçer

This module introduces the history of global economic change from a long-term perspective drawing on the new economic history literature. It is divided into two broadly defined historical periods. The first term, covering the period of 1700-1914, starts with a series of lectures on concepts and debates in global economic history. Topics follow a chronological order as they introduce major turning points in the history of economic change prior to 1914, including the rise of fiscal states, commercial expansion of the West, and financial and monetary transformations. The second half of the term mainly focuses on history of industrialisation, economic growth and divergence from a global and comparative standpoint. The second term opens with an introductory lecture on history of economic globalisation since 1870. In chronological order, weekly lectures explore the globalisation backlash between the two world wars, the post-war Bretton Woods consensus, and the new economic order since 1970. The first five weeks of the second term primarily feature the economic performance of the developed world; whereas the second half sheds light on the economic history of key developing regions and political economy of late development. The module concludes with two lectures on global demographic trends and living standards from a long-term perspective.

SEHI6006  History of the Habsburg Monarchy 1700-1918
Module Convenor: Professor Martyn Rady; Dr Rebecca Haynes

This course concentrates on the high politics of the Habsburg Monarchy in the eighteenth, nineteenth and early twentieth centuries, as well as the origins of nationalism in Central Europe, baroque art and architecture, and fin-de-siècle Vienna. The current schedule includes lectures on: the Baroque; Maria Theresa; Enlightened Despotism; Joseph II and Leopold II; Metternich and Conservatism; Czech and Slovak nationalism; Hungarian and Romanian nationalism; the Pre-March 1848; the 1848 Revolutions; October Diploma and February Patent; the 1867 settlement; Czech politics in the later nineteenth-century; Hungarian Liberalism; Culture and Politics c. 1900; Socialism and mass politics; the South Slav question; the Great War and the dissolution of the Monarchy. Weekly lectures are supported by tutorials. A principal aim of the course is to introduce students to the outstanding secondary literature on the history of the Monarchy.

SEHI6009  History of Russia 1598-1856
Module Convenor: Professor Simon Dixon

When the Riurikid dynasty unexpectedly came to an end in 1598, Muscovy was plunged into civil war. Beginning with that chaotic ‘Time of Troubles’, this course analyses the ways in which the Romanov dynasty installed in 1613 restored stability and secured their territories against enemy incursion. To some extent, they drew on Western models, but it was only when Peter the Great (r. 1682-1725) built a new capital at St Petersburg that Russia fully confronted European civilization. Over the course of the following century, Westernization transformed the Russian elite, bringing noble culture into contact with the European Enlightenment under Catherine the Great (1762-96), the most celebrate ruler of her age. However, as the state counted the cost of its new army, its extensive multi-national territories and its glittering cosmopolitan capital, the people paid the price. Risk-averse serfs relapsed into traditional collective responsibility as the only way to meet their rulers' fiscal demands. The more the tsars tried to modernise their state, the more backward their empire became. Alexander I’s defeat of Napoleon in 1812-14 made Russia the greatest continental power in Europe. But as the Crimean War was to show, the colossus had feet of clay. The course covers a wide range of social, political, cultural and diplomatic topics, and you can choose from these in writing your essays.
Most students who choose this course are interested in the Nazi period, and in particular in the Holocaust: How could it happen? Of course, we will look at the reasons for the destruction of democracy and at the appeal of Nazism. We will examine how a dictatorial regime could hold Germany, and later most of Europe, in check. However, Germany in the 20th century was far more than the Nazi Dictatorship. What is more, German History has more to offer than only issues of contemporary history. This course will to a large extent deal with Germany during the so-called long nineteenth century. In fact, this is a course about a couple of different German societies and political systems: German Confederation, German Empire, Weimar democracy, the Nazi regime, the immediate Post-War Period, East and West Germany from 1949 onwards and the unified German state after 1990. The course is split in two terms. The first term covers the period from the Congress of Vienna (1815) until the ‘Great War’ (1914-18); the second term focuses at the period from the aftermath of war until the reunification of Germany (1990). We discuss questions such as: Why did so many ruptures and changes in Modern German history occur? Can we identify long-term developments, for instance, from Bismarck to Hitler? Was there a special path of modernisation in Germany? How did the First World War impact on Germany? Why did the Weimar Republic fail? What made a stable democracy in West Germany possible, immediately after the demise of the Nazi regime? And why, on the other hand, did the socialist East German state survive for 40 years?
These half-year (one term) modules, available to second and final year UCL History students, are typically taught as 10 2-hour seminars to groups of 15 students (maximum) and are assessed by two 2500 word coursework essays (100%).

HIST7004A  Dartmouth Module: Migration in African American History, 1776-1914
Module Convenor: Dr Rashauna Johnson

This seminar uses a series of migrations from the Age of Revolutions until the early 21st century to examine the role of broadly defined crossings in the creation of black Americans. These crossings included physical journeys, such as the Middle Passage, as well as social and cultural crossings that transgressed shifting lines of race, gender, class, and sexuality. The seminar’s goal is twofold: first, to introduce current conceptual and methodological debates in the study of African American history; and second, to illuminate the ways that such migrations and crossings have been foundational, not exceptional, to the experiences of black people and indeed all Americans.

HIST7014A  History of Asian Medicine
Module Convenor: Dr Vivienne Lo

History of Asian Medicine aims to provide knowledge of the background and development of key concepts and practices in the history of Chinese medicine, with a secondary focus on the history of Tibetan and/or Indian medicine. It will describe the transmission of these Asian medical systems and traditions to Europe and the reception of traditional medicines in the modern world. The course will give a broad historical perspective, while at the same time focusing on the social, cultural and political determinants for medical innovation.

HIST7121B  Ancient Greek Religion of the Archaic and Classical Periods
Module Convenor: Dr Paola Ceccarelli

Greek religion is a complex topic of abiding fascination. This module starts by addressing the questions of what (Greek) religion is and how religious practices and beliefs in ancient Greece differed from (but are also similar to) contemporary forms of monotheism. We will explore the various and conflicting ways in which the Greeks imagined their gods, with a special emphasis on genre and setting: we’ll consider the anthropomorphic divinities of Homer, Hesiod, and Greek tragedy; the rather more abstract deities of the philosophers; and the gods invoked in magic and mystery religions. The second main focus of the course will be on the religion of the Greek city-state of the classical period and its various aspects, such as priesthoods and sacrifices, sanctuaries and festivals, channels of communication with the divine sphere (seers, oracles, dreams), and hero cult. We’ll end with a look at a religious phenomenon that emerged during the Hellenistic Age: the deification of the king.
**HIST7122A/B  Ancient Anatolia through Material Culture**  
Module Convenor: Dr Yağmur Heffron

This module will explore the nexus of text-based history and material culture studies of Anatolia in the 2nd millennium B.C. This region itself is a nexus of cultural and political contact, with a long history of diversity within and around it. The seminars will focus on Anatolia as a point of historical interest in its own right, through a selection of themes to highlight crucial episodes of social, political, religious, and economic change during the 2nd millennium.

The temporal scope for the seminars covers the Middle and Late Bronze Ages, which roughly correspond to the period of Assyrian trade ‘colonies’ in the central plateau (20th-17th c. B.C.), and state and empire formation under centralised Hittite control (17th-13th c. B.C.).

Designed to explore the advantages, as well as the challenges of incorporating primary archaeological sources into text-based historical research, the seminars are structured around issues such as proto-historical and ahistorical periods, varying degrees of visibility in different sources, and historical vs. archaeological perceptions of chronology. The seminars will also highlight points of convergence and contrast in the secondary literature, for a critical awareness of the traditions of historical and archaeological scholarship in making inferences, exploring plausibility, formulating interpretations and communicating findings.

**HIST7123A/B  ‘Aristocracy’ in Ancient Greece**  
Module Convenor: Professor Hans van Wees

This course offers a critical perspective on the nature and development of ancient Greek social structures and central cultural values by comparing and contrasting Greek ideals of social order with the realities of social and economic life, and by questioning the meaning of the widely-used modern concepts of ‘aristocracy’ and ‘aristocratic values’ and their applicability to the archaic and classical Greek world (c. 750-300 BC).

**HIST7124A/B  Cities and Kings in the Hellenistic World**  
Module Convenor: Dr Riet van Bremen

The Greek City, it used to be said, died at the battle of Chaeronea (338BC), in which Philip II of Macedon defeated an alliance of free Greek city-states. The freedom and autonomy that had characterised the Classical period was no longer viable, and instead there emerged a world of cities subjected to royal power. The reality, however, was a great deal more complex. The Hellenistic period was one in which cities flourished, and the model of the Greek city spread far and wide throughout the world conquered by Alexander the Great and ruled by his Successors. Alexander, paradoxically, ‘imposed’ democracy on the cities that he liberated. *Demokratia, autonomia* (using your own laws) and *eleutheria* (freedom) continued to be of crucial importance, but such privileges had to be negotiated between king and city. So what were Hellenistic cities like? What was the difference between a ‘subject city’ and one that was ‘free and autonomous’? Were cities ever free from the demands of kings: taxation, garrison, restructuring of boundaries? The world of cities certainly became more interconnected. Just one example of this is the institution of ‘foreign’ judges, men invited to resolve disputes in cities other than their own, a development documented almost entirely through inscriptions.

This course will take a thematic approach, using in particular the very rich documentation from Asia Minor, where the conflicts between kings often resulted in shifting allegiances. We will analyse the language of epigraphic documents, the most immediate source of evidence for this period, but we will also test the
reality of civic developments against Aristotle’s great theoretical work on the Greek City, the *Politics*, written at the very beginning of the Hellenistic period.

**HIST7215A/B  Invasion, Integration and Identity in the North Sea Zone, c. 400–1200**
Module Convenor: Dr Emily Winkler

Throughout its pre-modern history, the British Isles and northern Europe were settled, invaded and conquered repeatedly by peoples of different religions, linguistic backgrounds, and economic interests. Some medieval writers made much of this history of invasion; most notably, Henry of Huntingdon, an English historian writing in the twelfth century, referred to England’s history as beset by ‘Five Plagues’. Others sought ways of minimizing the import of invasion in the context of a grander scheme of Christian history: Bede the Venerable, in his eighth-century *History of the English People*, described invading tribes as united by the Latin language and by the power of Christian conversion. And sources for the late Anglo-Saxon era, recounting the Viking incursions, often devoted a surprising amount of narrative energy to recounting conflict within the British Isles. With every conquest, narratives changed—as did history.

But there is more to the story than conquest and invasion. The stories which medieval authors told also wrote perceptively about accord, compromise and treaties throughout the North Sea zone. How did repeated invasion shape the North Sea Zone in the Middle Ages? Does ‘integration’ better reflect the actuality and the memory of the past than ‘invasion’? What place does the history of this sea region have in the context of medieval Europe? What stories does the archaeological evidence tell us? How does our picture of the past change when we compare this evidence to contemporary and subsequent written accounts?

The North Sea zone is an ideal laboratory for the study of crisis, change and continuity in history. Scandinavia can tend to be marginalized unless discussions centre around Viking activities. Britain, as a small archipelago—rendered in many a medieval map as two lines on the ‘edge’ of Christendom—it was remote from continental Europe; perceived as peripheral; a destination and an object of desire for those far from it. Yet in the material and written records of these regions, we find a fascinating microcosm of ancient and medieval ideas about the end of the world and its beginning. In this course, we will test the significance of Britain’s ‘insularity’ and separation from the rest of medieval Europe against its integral role in the world of the medieval North Sea. We will compare conversions religious, linguistic and historical; we will explore changing ideas of identity in northern Europe and how repeated invasion impacted them; and we will learn to identify perspective and bias in primary source accounts.

**HIST7216B  Twelfth century empires: Anglo-French and German realms compared**
Module Convenor: Dr Johanna Dale

In this module we will compare and contrast the composition of the Anglo-French realm ruled by the Plantagenet kings, and the German realm ruled by the Staufer emperors. We will examine their political and ecclesiastical cultures and structures, and their relations with powers within and beyond their frontiers. We will also discover the extent to which historians who have written about both realms have been influenced by national traditions and the times at which they wrote and we will explore medieval concepts and modern theories of imperial rule.
HIST7312A/B  European Fin-de-Siècle: A Cultural and Social History  
Module Convenor: Dr Andrew Smith
This is a half-year History course which gives an overview of some major social and cultural characteristics of the period between 1870 and 1914. When people called the period around 1900 the ‘Fin-de-siècle’ the term not only meant ‘end of the century’, but the end of an era or perhaps even the end of time. The period was characterised by a profound consciousness of crisis, based on the experience of rapid change and a general sense of decline, seemingly in contrast with the period’s technological advances and the belief in progress. The course will focus especially on metropolitan centres of European culture, introducing showmen, salesmen and scientists alongside the thinkers and artists of the age. In two sessions at the UCL Art Museum, we will explore networks of knowledge and power, and throughout we'll discuss moments that highlight social developments (urbanisation, mass-culture, the new role of women, new ideologies) alongside the arts, music and literature of the period.

HIST7316B  Religious Tolerance and Intolerance in Early Modern Europe  
Module Convenor: Professor Ben Kaplan
The subject of this course is the relations between Europe’s different religious groups – the various Christian denominations chiefly, but also Christians and Jews – in the centuries between the Reformation and the French Revolution. With the Reformation, a once-united western Christendom split into hostile, warring camps. Despite the ideals of toleration and religious freedom championed by some thinkers, actual social relations between the groups remained intensely problematic to the very end of the early modern period. Those relations will be the focus of our study.
How did ordinary people experience the religious divisions? How did they interact with one another? What were the obstacles to peaceful coexistence? Why did toleration prevail in some local communities while others descended into sectarian violence? What kinds of arrangements and accommodations did toleration entail, where it existed? To address these questions we will take a comparative approach, examining different parts of Europe, principally France, the Holy Roman Empire (roughly equivalent to Germany), and the Netherlands.

HIST7334A  Emergence of the State: The History of European Political Thought in the 17th and Early 18th Centuries  
Module Convenor: Dr Peter Schröder
This course explores key concepts in European political thought in the seventeenth century. Natural law, the state of nature, state sovereignty and the social contract are just some of the themes which will be studied. Our focus will be on a close reading of the major works by Hobbes, Pufendorf and Locke, as well as examining the relationship of these authors.

NB: Students are not permitted to take both HIST7334A and HIST2310.
HIST7335B  State, Sovereignty and Liberty: The History of European Political Thought in the Eighteenth Century
Module Convenor: Dr Peter Schröder

This course will focus on the most important political discourses of the eighteenth century. Students will engage in close interpretation of key texts by Rousseau, Kant and Hegel, as well as examining the relationship of these authors.

NB: Students are not permitted to take both HIST7335B and HIST2310.

HIST7339A/B  The Human and its Others: Enlightenment Ideas of Ethnicity and Race
Module Convenor: Dr Avi Lifschitz

The foundations of anthropology as a modern discipline are usually traced back to the turn of the nineteenth century or afterwards. This course examines, however, earlier ideas about human nature and ethnicity in the wake of the discovery of the New World, encounters with unfamiliar cultures, and new scientific and commercial endeavours. We shall see that anthropology as a science was endowed in the Enlightenment with a double meaning: the exploration of human culture on the one hand, and of man’s physical organisation on the other. Anthropological discussions of race drew on a host of notions from various fields: Biblical criticism, ancient and medieval philosophy, medicine and physiology, the new natural philosophy, political theory, and the study of language. The course ends where the standard disciplinary histories of anthropology start, aiming to demonstrate the existence of diverse but distinct discourses of ethnicity and anthropology before the beginning of the nineteenth century. By surveying the ideas of early modern English, Scottish, French, German, and Spanish authors, this course attempts to reconstruct a cross-European intellectual debate.

HIST7348A/B  Penal Era or Golden Age: Irelanda 1689-1801
Module Convenor: Dr Patrick Walsh

This course seeks to introduce students to eighteenth century Ireland, an age perhaps of particular paradoxes. This was the age of Jonathan Swift, Henry Grattan and George Berkeley, of Georgian Dublin, and the golden age of the Irish parliament. It was also the era of the Penal Laws, of the poets of the dispossessed, of exiled Jacobites, and of Theobald Wolfe Tone, Lord Edward Fitzgerald and the United Irishmen. This was the century that saw the emergence of Irish Protestant patriot politicians who were zealous in their defence of their liberties, but it was also the period, which saw the first birth pangs of Irish republicanism. This was also a period of peace, albeit one book-ended by brutal violent conflicts at either end. This ‘long peace’ and what it means in terms of our understanding of the Protestant Ascendancy and of Catholic Ireland is one of the foci of this course. Other key topics include questions about Irish exceptionalism, colonial status versus dependence, and debates about the inevitability of rebellion. The course will, as well as introducing students to the eighteenth century Ireland, examine the legacy of the eighteenth century past in the present, looking especially at the role of commemoration and the creation/acknowledgement of multiple identities.

HIST7341B  London in the 20th Century: From Imperial to Global City
Module Convenor: Dr Michael Collins

This course offers students a selective overview of aspects of cultural and social life in twentieth-century London. Its focus is on what Paul Gilroy terms ‘multiculture’, as opposed to ‘multiculturalism’. That is to say, it does not deal directly with the politics, policy and intellectual history of multiculturalism (although it
expects students to familiarise themselves with these issues through their general reading). Instead, it
divides the course up into a series of existential themes central to the human experience of migration and
settlement. Arranged in loosely chronological order, these themes are intended to avoid a simple narrative
account of the experiences of separate ‘ethnie’.

Whilst it utilizes case studies – for example Jewish migration, or the West Indian experiences in Notting
Hill and Brixton – some of the topics covered also seek to elucidate the interconnected experiences of
different social groups within London, including (for example in the sections on ‘youth’ and ‘love’) the
‘white working class’. The problem of class identity is in fact present throughout.

The teaching method will draw heavily on primary sources, aiming to give the students a feel for the detail
of the social and cultural fabric they are examining. Each weekly seminar will focus on a core set of
primary sources. Students will be expected to investigate newspapers, journals and film archives (where
available).

The over-arching aim of the module is to illustrate how ‘multiculture’ is constantly made and remade in the
everyday world, and should not simply be seen simply as a ‘policy problem’. The creation of multiculture is
a process – often painful and conflictual – of dialogue, accommodation, exclusion and identity formation.
London is a city rich in such histories.

**HIST7350A   Remembering Slavery**
Module Convenor: Dr Nicholas Draper

This course examines how Britain’s involvement in colonial slavery has been conceptualised and
remembered in both academic and public contexts. It will explore the ways in which contemporaries
construed Britain’s involvement, trace the subsequent major historiographical debates as to how and why
British colonial slavery was brought to an end, analyse how pervasive or otherwise were the effects of the
slave-economy for metropolitan Britain, focusing on London and on the other major port-cities, reflect on
how the bicentennial of the abolition of slavery was commemorated in 2007, and consider the calls for
reparations for slavery from Caribbean governments and from descendants of enslaved people elsewhere
in the African diaspora.

**HIST7352A/B   Law’s Empire: Legal Cultures in the British Colonial World**
Module Convenor: Professor Margot Finn

This module explores the ways in which law and legal regimes worked to create, regulate, challenge and
change British colonial societies. Adopting a thematic and comparative approach, it extends
chronologically from the eighteenth through the twentieth century. Each seminar is designed to introduce
a specific aspect of legal regulation and to examine within a comparative framework the ways in which
that phenomenon shaped life across a range of British colonies, using both primary and secondary
readings. The first five weeks of the module focus on aspects of law that relate to crimes against property
and the person and to regimes of coerced labour; the second half focuses on social and cultural aspects
of colonial law, particularly the perceived violation of British behavioural norms. Geographically, the
course explores legal developments in colonial contexts that stretched from Canada and the Caribbean to
sub-Saharan Africa, Australia and the Indian Ocean world.
HIST7363A/B  Economy and State in the Ottoman Empire, 1800-1914  
Module Convenor: Dr Coşkun Tunçer
This course examines the major themes in economic and political history the Ottoman Empire within the context of global economic trends during c.1800-1914. The aim of the course is to explore the historical links between political and economic changes, and to explain the dynamics behind the transformation of the Ottoman state and economy during the last century of the empire. The weekly seminars focus on the evolution of the Ottoman institutions, fiscal capacity and taxation system, rural and urban economic trends across the Ottoman Empire, and the impact of globalization in commodity and financial markets. Each subject is explored with reference to different development trajectories within the empire and the changing degrees of integration with the global economy. Other topics explore the economic consequences of nationalism and modernisation in the Balkans, the economic impact of colonialism in the Middle East, and the institutional legacy of the Ottoman Empire in the Middle East and the Balkans.

HIST7365A  Queer Histories in Britain from the 1800s to the 1980s  
Module Convenor: Dr Florence Sutcliffe-Braithwaite
How can we, and how should we, write the history of sex and sexuality? How did the experiences of men or women who experienced sexual desire for members of the same sex change over the course of the late nineteenth and twentieth centuries? When did the idea of a homosexual, gay, lesbian, or queer identity appear in Britain? What was the role of legal changes (homosexual acts between men in public or private were criminalised between 1885 and 1967) and of scientific knowledge in shaping identities and practices? These are the questions this module sets out to answer. It looks at legal changes relating to homosexuality and the development of scientific thinking on the subject. It also looks at changing queer subcultures, sexual practices, and sexual identities in Britain from the 1880s to the 1980s, asking how practice related to identity, and charting the development of a self-conscious and proud gay identity.

HIST7367A/B  The Golden Age of Piracy, 1650-1730  
Module Convenor: Dr Aaron Graham
This module offers students the opportunity to explore how the ‘Golden Age of Piracy’ from 1650 and 1730 has been interpreted (and misinterpreted) by historians from a variety of different perspectives. European pirates in the West Indies and the Indian Ocean have been analysed as political, social and economic radicals, as agents of empire, as sexual and racial nonconformists, and as patriotic heroes and literary villains, while the limited primary sources available raise issues of methodology, interpretation and the historical method. Adopting a thematic approach, and drawing on key sources such as Charles Johnson’s A General History of the Pyrates (1724-8), the course will cover a range of these different approaches, allowing students to consider not only how historical understanding of this period has changed but also how and why the historiography itself grows and evolves.

HIST7368B  Intelligent Design? Science, Religion and Material Culture, 1500-1880  
Module Convenor: Dr Alex Wragge-Morley
Today the claim that god designed everything in the universe has given way to the theory of evolution – the scientific demonstration that biological organisms gradually change over millions of years through natural selection. The usual story of how this change came about is one of conflict between science and religion. Before the middle of the 18th century, however, claims about God’s role as an intelligent designer were in fact part of the scientific mainstream. Examining the role of design in science during the period before Darwin began work on the theory of evolution thus gives us the opportunity to question today’s narratives that assume a history of continual conflict between science and religion.
To that end, this course examines the crucial role of ideas and practices relating to design in the emergence of 'modern science' during the three centuries from 1500 to 1800. Additionally, it investigates the reasons for the declining importance of design to science during the 18th century, long before Darwin began to promote the theory of evolution.

As well as giving students an introduction to key themes in the history of early modern science, this course is an opportunity to consider the interrelationships between science and a wide range of contemporary cultural practices – from philosophy to the high arts, and from theology to the practices of architectural design.

HIST7369A  Views of Human Nature in the Early Modern Period
Module Convenor: Dr Anna Corrias

This course will survey the development of the idea of human nature from the Renaissance to the end of the eighteenth century. By focusing on the work and historical contexts of the most influential and controversial intellectual figures of the time — such as Marsilio Ficino, Giordano Bruno, Galileo Galilei, Francis Bacon, Blaise Pascal, René Descartes, David Hume, and Immanuel Kant — it will explore their core ideas on the powers and limits of the cognitive and emotional self, on the mind's engagement with essential notions such as God, truth, meaning, free will and reality, and on the individual's relationship with both the world and the others. The course aims especially at reconstructing the early modern history of human nature by framing authors and ideas in the context of momentous cultural and intellectual events such as the Renaissance, the emergence of modern science, and the Enlightenment.

HIST7425A/B  American Cinema History
Module Convenor: Professor Melvyn Stokes

This course will cover the origins and growth of cinema in the United States, the impact of technological innovation such as sound and colour, and the business organisation of American cinema by means of the introduction of the studio system. The legal and regulatory environment within which cinema operated will be discussed, together with the impact on Hollywood of the anti-communist investigations of 1947 and 1951. The course will also examine the various strategies adopted by American cinema to stabilise its market, including the construction of stardom and the development of film genres. Finally, the course will examine the social and cultural experience of film-going, concentrating on the history of American cinema audiences from the early days of music hall exhibition through the eras of the nickelodeon and the motion picture palace to the modern multiplex. The aim of the course will be to introduce students to the social, cultural, economic and political aspects of American film history.

HIST7458A  U.S. Internationalism, 1865-1920
Module Convenor: Dr David Sim

Historians frequently write about the 'global' United States of the late-nineteenth century. The state that emerged from the US Civil War (1861-1865) was more centralised than its pre-war predecessor, more comfortable with the nexus of state and capital, and increasingly assertive about its place in world politics. This course will focus on the evolution of American ideas and practices concerning the international community between the Civil War and the Treaty of Versailles. In particular, we will examine the relationship between U.S. power and the projection of American norms, the impact of global trends on American state and empire building, and the role of non-state-actors in shaping the foreign relations of the United States. Seminars will involve discussions of a mix of primary and secondary sources.
HIST7461A/B  Gender in Modern British History, c.1850-1939
Module Convenor: Dr Rebecca Jennings

This undergraduate 'half' module introduces students to the study of gender in modern British history. The course examines how the gender order has changed from the mid-nineteenth century to the eve of the Second World War, in order to illuminate wider issues of power. It covers key events and periods when the gender order was thrown into sharp relief, such as the campaigns around suffrage and prostitution, the experience of war and changing expectations and behaviours in regards to sexuality. The course focuses both on masculinities and femininities. It aims to provide students with an understanding of gender as an important aspect of historical explanation. The module is delivered in a two hour seminar format, taught both in term one and term two.

HIST7463A/B  Collecting for the Nation. Amateurs, Collectors and Diplomats: A History of Museum Formation
Module Convenor: Dr Lucia Patrizia Gunning

Where do museums come from, how did they amass their collections and who do they belong to? This course is centred on the history of collecting in the Mediterranean from the mid eighteenth century to the late nineteenth century. This period saw the growth and evolution of collecting from being the sole preserve of the powerful and wealthy to becoming also a national prerogative which helped shape the identity of the British Empire. Understanding how collectors and museums sourced antiquities provides insight into contemporary issues of ownership as exemplified by Greece’s ongoing campaign for restitution of the Elgin Marbles. Two museum visits will look at specific antiquities that exemplify different types of collecting and collectors.

HIST7466A  Voluntary Organisations, NGOs and the British Public 1914-1985
Module Convenor: Dr Georgina Brewis

The role of voluntary organisations has been vital to social and political life throughout the history of modern Britain. Across the fields of social welfare, health, education/youth work, international development and humanitarian aid, non-governmental organisations have made significant contributions. The module introduces students to the latest research and debates, exploring change from challenges to Victorian and Edwardian models of philanthropy during and after the First World War to the age of the big international NGO in the 1980s. This module highlights the importance of voluntary action for ordinary people – particularly women – across the twentieth century, and promotes an enhanced understanding of the voluntary sector today. The module draws extensively on primary source material and introduces students to the material culture of charity through object-based learning.

HIST7468B  Deutschland 1945-1989: Culture and Politics in West Germany
Module Convenor: Dr Tobias Becker

After twelve years of Nazi rule and six years of war German culture lay in ruins. Most of its artists and intellectuals were either dead, in exile or, if they had sided with the regime, disgraced. Some, like Theodor Adorno, questioned whether culture was still possible after the Holocaust. How, then, did cultural life return to West Germany? How did the arts and popular entertainment deal with the Nazi past and the Cold War present? And how did they contribute to Germany’s evolution from dictatorship to democracy?

These are some of the questions the module pursues. It does so by looking at ten key moments in the cultural history of West Germany from the resurgence of the arts immediately after the war, via the
exploitation of consumerism and the sexual revolution of the sixties to the doom-laden seventies, the rise of Krautrock and the fall of the Berlin Wall. The module uses these key moments to explore the wider social, political and cultural history of the Federal Republic. It also compares the cultural developments in West Germany to those in other European countries particularly Britain.

**HIST7469A/B The Occupation in French History, Culture and Memory**
*Module Convenor: Dr Iain Stewart*

This module focuses on the German occupation of France from 1940 to 1944 and how this most controversial of episodes has been treated by historians, novelists and filmmakers from the 1940s to the present. We begin by studying the history of the Occupation from the perspectives of everyday life, collaboration and resistance before moving on to explore how and why its place in French collective memory has changed since the Liberation. The remaining six seminars focus on a series of films and novels set during the Occupation but published or released between 1946 and the present. Here we will draw upon our research in the first part of the module to reflect upon the historical value of these sources, asking what they can tell us about both the social and political preoccupations of the time they were published and the realities of life during the ‘dark years’ of the Occupation.

**HIST7472A/B War and Peace in 20th Century Africa**
*Module Convenor: Dr Samuel Daly*

This discussion-based course critically considers the history of warfare in twentieth century Africa, analysing the origins and characteristics of conflicts from the Yoruba Wars to the Second Congo War. Intended for upper-level undergraduates, it surveys recent developments in the study of war and society and identifies some major debates in the study of African warfare. Moving beyond the idea that warfare is ‘politics by other means,’ the course addresses the social and cultural dimensions of war in addition to the political circumstances in which it transpires. Challenging the notion that Africa's experience of violence in the twentieth century is somehow innate or permanent, we will analyse the causes and consequences of some of the continent's most important armed conflicts. Whilst some of these wars took place on fault lines within or between African societies, a larger number were driven by forces outside of the continent. These include the wars of colonial occupation, involvement in the First and Second World Wars, and the ‘proxy wars’ of the Cold War period. Some major questions guide the course: What does the history of warfare in Africa reveal about Africa's relationship with the wider world? How did colonisation and decolonisation shape or create conflict? It will also address social-historical questions, particularly around generation and gender. How does the experience of having been a soldier, or having lived through a war, shape social and political relations in the post-war? How does war differentially affect men and women, or members of different social classes?

**HIST7801B Teaching History: Theory and Practice, From 1900 to the Present**
*Module Convenor: Ms. Cari Tuhey*

This module has three, intertwined, elements. The first is a history of the politics of history education in English schools since the Second World War. This is a tangled and fascinating story that opens up questions about the purpose of mass education and the relationship between educational practice and political ideology. As recent debates about the national curriculum and GCSE and A Level reform have shown, there is no consensus among politicians, educationalists and teachers about the aims of teaching history in schools, or about how it is best done.
Having gained some understanding of how debates about history teaching have developed in the past few decades, the second element of the module introduces students to the frameworks used by history teachers for planning, teaching and evaluating historical learning. We will examine, with reference to practical examples and ongoing debates, how teachers structure their pupils’ learning about sources and the use of evidence, causation, change and continuity, diversity, historical significance and interpretations.

The final element of the module allows students to translate what they have learned into practice, providing an opportunity to design and teach a short lesson to a group of pupils at Key Stage 3 (ages 11-14). This is a challenging intellectual exercise, requiring students to think clearly about the construction of knowledge as well as about the knowledge itself. In pairs or small groups, students will need to decide what they want the pupils to understand as well as know. Is it important for them ‘just’ to know ‘the story’? In which case, what story? Or should they also understand how historical knowledge is constructed? If so, why? And how will they achieve that?

**SEHI7002B  Fascism and Authoritarianism in Eastern Europe, 1918-1945**
Module Convenor: Dr Rebecca Haynes

This course will introduce students to the ideologies and histories of the fascist movements of the region between 1918 and 1945. It will also cover the authoritarian regimes which frequently appropriated the symbols and rhetoric of fascism while remaining essentially conservative (e.g. King Carol II’s dictatorship in Romania). The course will open with an exploration of the origins and ideology of nationalism and fascism and then proceed to look at the fascist ‘debate’ i.e. the various definitions of fascism and causal theories regarding the rise of fascism which have been put forward by historians and political scientists over the decades since the Second World War. The course will then proceed with a country-by-country study of Austria, Czechoslovakia, Hungary, Poland, Romania and Yugoslavia. During the course, students will consider the extent to which fascist and authoritarian movements in Eastern Europe were influenced by the Italian Fascism and German National Socialism or whether they were home-grown and ‘native’.

**SEHI7008A/B  The Balkans from Empires to Nation States**
Module Convenor: Dr Diana Georgescu

The eighteenth and nineteenth centuries were a time of economic change, intellectual development and political conflict in the Balkans, in which the Ottoman Empire experienced pressure from internal and external threats, and the Balkan peoples responded to the changing local, regional and international environment. This course combines a chronological and thematic approach, exploring the social, cultural, economic and political transformations of the period. While the break-up of empires and the establishment of national states claiming to represent the Balkan nations is an important aspect of this story, the course also seeks to challenge a teleological narrative that assumes that nations and nationalism were always the most important categories of social and political life in the region.

There are three mutually interrelated aims of the course: 1. to acquire a body of knowledge relating to the history of the Balkans in the eighteenth and nineteenth centuries, including an understanding of key historiographical debates; 2. to develop a nuanced understanding of broader concepts and methodologies relevant to the study of history; 3. To develop a variety of analytic and research skills, including the structuring of complex arguments, the assessment of secondary literature and historiographical debates, primary source criticism, and map skills. While the aim is to give the student a framework for understanding the totality of modern South-East European history and culture, students with an interest in a specific country will be able to set that subject against a broader Balkan (and European) background and submit coursework on their country of choice.
The Age of Extremes in the Balkans

Module Convenor: Dr Bojan Aleksov

In his famous book The Age of Extremes: The Short Twentieth Century, 1914–1991 Eric Hobsbawm describes the disastrous failures of state communism, capitalism, and nationalism. Nowhere was the tragedy of the twentieth century more apparent than in the Balkans. What initiated as the dawn of an age of liberation from old Empires and catching up with the rest of the continent turned into century of wars and violence between new nation states or within them coupled with their perpetual if not increased lagging behind the rest of Europe. This course will combine a chronological and thematic approach in order to explore the political, social, cultural and economic factors affecting such an outcome. It will look at foreign influence as well as domestic agency with the aim to unravel the great changes and lost opportunities of the recent dramatic history of the Balkans. Dominated as it was by conflict and oppression the twentieth century in the Balkans was also the time of great transformations and brilliant achievements of many Balkanites, whose trajectories will be illuminated both in lectures and reading.

There are three mutually interrelated aims of the course: 1. To acquire a body of knowledge relating to the history of the Balkans in the twentieth century, including an understanding of key historiographical debates; 2. To develop a nuanced understanding of broader concepts and methodologies relevant to the study of history; 3. To develop a variety of analytic and research skills, including the structuring of complex arguments, the assessment of secondary literature and historiographical debates, primary source criticism, and map skills. While our aim is to give the student a framework for understanding the totality of modern South-East European history and culture, students with an interest in a specific country will be able to set that subject against a broader Balkan (and European) background and submit coursework on their country of choice.

History of the Soviet Union

Module Convenor: Dr Sergei Bogatyrev

This course examines the history of the Soviet Union from the 1917 Revolution to the collapse of the USSR in 1991. It both explores the central lines of social, cultural, and political development over this period and places them within the context of broader questions about Stalinism and its aftermath, the Soviet empire, late socialism, and modern European history more broadly.
‘Group 2’ thematic modules at Intercollegiate institutions 2017-2018
(1 unit: Intermediate)

Availability: There are a limited number of spaces available to UCL History students on the following ‘Group 2’ thematic modules offered by Goldsmiths, University of London (GOLD), Kings College London (KCL), Queen Mary (QM), Royal Holloway (RHUL), and UCL SSEES.

Students wishing to take a ‘Group 2’ intercollegiate module must state this on their module choice form before submitting it to the UCL History Reception by Wednesday 8th March 2017. Places will be allocated by the Undergraduate Programmes Administrator and students should not contact the other institutions directly.

Further information on these modules can be found on the University of London History Syllabus: http://www.history.ac.uk/syllabus/intercollegiate-courses/index. You are also encouraged to check the relevant institution’s website. Even if there are no details of a particular course because it is not running in 2015/6, websites will provide details of the lecturer’s research interests and historical approaches.

Teaching method: Thematic modules are generally taught by 2-hour seminars on Thursdays 14:00 – 16:00. However, students should verify the teaching timetable with the appropriate institution once their place has been confirmed.

Assessment method: Students should check with the appropriate institution once their place has been confirmed.

Students who are allocated a place on either a Group 2 or Group 3 intercollegiate module will be notified before the end of March. They will be required to complete and submit an intercollegiate form to the relevant institution which will complete their registration on the module.

Goldsmiths
HT52079A Heresy, the Occult and the Apocalypse
HT52206A Minorities in East-Central Europe: Co-existence, Integration and Annihilation, c.1870-1950
HT52207A Modern Revolutions in Comparative Perspective
HT52109A Visual and Material Culture in Early Modern Europe

Kings College London
http://www.kcl.ac.uk/artshums/depts/history/modules/level5/index.aspx
5AAH2001 Friends: Political Bonds in Late Medieval and Renaissance Italy, 1300-1550
5AAH2004 Themes in Early Modern Cultural History
5AAH2008 British Economic History from the Eighteenth to the Early Twentieth Century
5AAH2009 Europe in the Age of Revolution and Napoleon, 1780-1815
5AAH2022 The Black Death in England
5AAH2024 Dark Age Politics: A Survivor’s Guide
5AAH2025 Tudor England: Politics, Religion and Culture 1485-1603
5AAH2033 The Civilizing Mission: French Imperialism since 1750
**Queen Mary**

http://www.history.qmul.ac.uk/undergraduate-study/what-we-teach/undergraduate-modules/intercollegiate-modules-2017-2018

HST5109 Outsiders in the Middle Ages

**Royal Holloway**

HS2143 Medicine and Society in Medieval Europe
HS2264 Nationalism, Democracy and Minorities, 1918-1945
HS2280 “The Devil's Decade”: Britain, America and the Great Slump, 1929-1941
HS2289 The Islamic Revival: From C18 Reform to C20 Political Action
HS2313 Dragon Ladies: Society, Politics and Gender in Modern China
HS2322 Women and the Politics of Gender in Modern Muslim Societies

**SSEES, UCL**

http://www.ucl.ac.uk/ssees/current-students/undergraduate

SEHI2007 The Rise and Fall of Yugoslavia
Undergraduate ‘Group 3’ Special Subject modules at Intercollegiate institutions 2017-2018
(2 units: Advanced)

Availability: There are a limited number of spaces available to UCL History students on the following ‘Group 3’ special subject modules offered by Queen Mary (QM), Royal Holloway (RHUL), Kings College London (KCL), UCL SSEES and Goldsmiths, University of London (GOLD). Students wishing to take a ‘Group 3’ intercollegiate module must state this on their module choice form before submitting to the UCL History Reception by Wednesday 8th March 2017. Places will be allocated by the Undergraduate Programmes Administrator and students should not contact other institutions directly.

Teaching method: Special Subject modules are generally taught by 2-hour seminars on Mondays 14:00 – 16:00. However, students should verify the teaching timetable with the appropriate institution once their place has been confirmed.

Assessment method: Students will typically be required to write a 10,000 word dissertation (1 unit) and are usually assessed by a 3-hour examination (1 unit), but students should check with the appropriate institution once their place has been confirmed.

Further information on these modules can be found on the University of London History Syllabus: http://www.history.ac.uk/syllabus/intercollegiate-courses/index. You are also encouraged to check the relevant University’s website. Even if there are no details of a particular course because it is not running this year, websites will provide details of the lecturer’s research interests and historical approaches.

Students who are allocated a place on either a Group 2 or Group 3 intercollegiate module will be notified before the end of March. They will be required to complete and submit an intercollegiate form to the relevant institution which will complete their registration on the module.

Goldsmiths
HT53036A/B Sex and the African City: Gender and Urbanisation in Southern Africa
HT53120A/B Life in the Trenches: Perspectives on British Military History, 1914-18
HT53210A/B Radicalism in the English Revolution

Kings College London
http://www.kcl.ac.uk/artshums/depts/history/modules/level6/index.aspx
6AAH3001/02 Romans and Barbarians: The Transformations of the Roman West 350-700
6AAH3007/08 The Origins of Reformation in England
6AAH3015/16 Caribbean Intellectual History: c. 1800 to the present
6AAH3035/36 Scotland: the Making of the Medieval Kingdom
6AAH3037/38 Twentieth -Century Medicine, State and Society in the United States and United Kingdom
6AAH3055/56 British Economic History in the Age of the Great Depression
6AAH3057/58 Culture Wars. Religion and Politics, c. 1780-1880
Queen Mary

http://www.history.qmul.ac.uk/undergraduate-study/what-we-teach/undergraduate-modules/intercollegiate-modules-2017-2018

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HST6108</td>
<td>Saladin, Richard the Lionheart &amp; the Third Crusade</td>
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<tr>
<td>HST6110</td>
<td>The Enthronement of Learning: Medieval Universities and their Legacy</td>
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<tr>
<td>HST6111</td>
<td>Lives, Letters and Lifestyles: English Political Society during the Wars of the Roses</td>
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<tr>
<td>HST6113</td>
<td>European Cities, 1100-1600: Cooperation, Creativity and Competition</td>
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<tr>
<td>HST6207</td>
<td>English and British Political Culture c1595-1606 and the Accession of King James I</td>
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<tr>
<td>HST6209</td>
<td>Behind Closed Doors: Houses, Interiors and Domestic Life, c1660-c1830</td>
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<tr>
<td>HST6308</td>
<td>The French Civil War 1934-1944</td>
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<tr>
<td>HST6311</td>
<td>The Russian Revolution and Civil War 1917-21</td>
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<tr>
<td>HST6316</td>
<td>The Lives of Oscar Wilde</td>
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<td>HST6342</td>
<td>British Cinema and the Second World War: Propaganda, Myth and Memory</td>
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<tr>
<td>HST6343</td>
<td>The “Heart of Darkness”? Identity, Power, and Politics in the Congo c.1870-2010</td>
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<tr>
<td>HST6346</td>
<td>The Pursuit of Happiness? The Creation of American Capitalism, 1763-1914</td>
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<td>HST6359</td>
<td>Women, Family and Work in Post-War Britain</td>
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<td>HST6373</td>
<td>The Sixties Cultural Revolution in Germany and Britain</td>
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<td>HST6375</td>
<td>Exhibiting the First World War</td>
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<tr>
<td>HST6406</td>
<td>The Idea of “the West”: A history from the nineteenth to the twenty-first century</td>
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Royal Holloway

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<tr>
<td>HS3150/51</td>
<td>Heresy, Crusade and Inquisition in Southern France, c. 1140-1300</td>
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<td>HS3251/52</td>
<td>Modernity and the Victorians: The Intellectual Response</td>
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<tr>
<td>HS3257/58</td>
<td>Berlin: A European Metropolis in the Twentieth Century</td>
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<tr>
<td>HS3279/80</td>
<td>The Clash of Powers and Cultures: Sino-American Relations during the Cold War</td>
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<td>HS3365/66</td>
<td>China and the World: Migrations and Frontiers, 1800-1950</td>
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<td>HS3376/77</td>
<td>Drawing the Line: Independence, Partition, and the Making of India and Pakistan</td>
</tr>
<tr>
<td>HS3386/87</td>
<td>Visions of Europe: Political and Intellectual Readings of European Integration from the Interwar years to the Present</td>
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SSEES, UCL

http://www.ucl.ac.uk/ssees/current-students/undergraduate

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<tr>
<td>SEHI3006/9006</td>
<td>Ivan the Terrible and the Russian Monarchy in the Sixteenth Century</td>
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<tr>
<td>SEHI3007/9007</td>
<td>Urban Culture and Modernity: Vienna-Prague-Budapest, 1857-1938</td>
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<tr>
<td>SEHI3008/9008</td>
<td>Mass Culture in an Age of Revolution: Russia 1900-1934</td>
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Programme Dates

**University College London (including History and SSEES)**

First Term
Monday 25 September 2017 – Friday 15 December 2017

Second Term
Monday 8 January 2018 – Friday 23 March 2018

Third Term
Monday 23 April 2018 – Friday 8 June 2018

Reading Weeks
Week commencing Monday 06 November 2017; Monday 12 February 2018

Programme Dates for Intercollegiate Institutions

**Goldsmiths**

First Term
Monday 25 September 2017 – Friday 15 December 2017

Teaching begins:
Monday 02 October 2017

Second Term
Monday 08 January 2018 – Friday 23 March 2018

Third Term
Monday 23 April 2018 – Friday 15 June 2018

Reading Weeks
Week commencing Monday 06 November 2017; Monday 12 February 2018

**King’s College London**

First Semester
Monday 25 September 2017 – Friday 08 December 2017

Second Semester
Friday 12 January 2018 – Thursday 29 March 2018

Reading Weeks
Week commencing Monday 23 October 2017; Monday 19 February 2018

**Queen Mary**

First Semester
Monday 25 September 2017 – Friday 15 December 2017

Second Semester
Monday 08 January 2018 – Thursday 29 March 2018

Reading Weeks
Week commencing Monday 06 November 2017; Monday 19 February 2018

**Royal Holloway**

First Semester
Monday 25 September 2017 – Friday 08 December 2017

Second Semester
Monday 08 January 2018 – Friday 23 March 2018

Reading Weeks
Week commencing Monday 30 October 2017; Monday 12 February 2018

**SSEES, UCL**

Refer to the University College London dates at the top of this page.