



# UCL

## History Department

# BA MODULE CATALOGUE

## 2013-2014

For further information consult <http://www.ucl.ac.uk/history>

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***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 2013-14.

(7th edition, 22/07/13)

## UCL History Dept undergraduate courses 2013-2014 (chronological overview)

### **HIST2xxx Thematic (Group 2) seminar courses (c. 15 students per group) (1 unit: INTER)**

HIST2106 The Seleukid Empire, c. 312-145 BC (R. van Bremen)\*

HIST2201 The Medieval Universe (S. Page)\*

HIST2312 Religious Reformation and Popular Piety, 1450-1650 (B. Kaplan)\*

HIST2314 American History in Hollywood Film (M. Stokes)

For further external Group 2 options see: <http://www.history.ac.uk/syllabus/intercollegiate-courses/index>

### **HIST3xxx/HIST9xxx Special Subject (Group 3) courses (c. 15 students per group) (2 units: ADV)**

HIST3106 The Assyrian Empire (K. Radner / E. Robson)\*

HIST3101 The Fall of the Roman Republic (V. Arena)\*

HIST3205 Passages to Jerusalem: The Crusades and the Medieval World, 1095-1291 (A. Sennis)\*

HIST3204 Animals, Demons and the Boundaries of the Human in the late Middle Ages (S. Page)\*

HIST3320 Tudor England and the Italian Renaissance (P. Mack / A. Scafi)\*

HIST3315 Knowledge, Power, and the State in Britain, 1660-1800 (J. Hoppit)\*

HIST3318 Antipodean Encounters: Aborigines, Convicts and Settlers in NSW, c. 1770-1850 (M. Finn)\*

HIST3314 Abraham Lincoln and the Crisis of the Union, 1854-1865 (A. Smith)

HIST3305 Progressivism and Progressive Thought in America c.1890-1914 (M. Stokes)\*

For further external Group 3 options see: <http://www.history.ac.uk/syllabus/intercollegiate-courses/index>

### **HIST6xxx Full-Year (Survey) lecture + tutorial courses (1 unit: INTER)**

HIST6101 The Near East to 1200 BC: The Earliest States (K. Radner)\*

HIST6108 The Greek World, c. 800-386 BC (H. van Wees)

HIST6107 The Roman Republic, c.350 BC - 44 BC (V. Arena)

HIST6110 Ancient and Medieval China and her Neighbours (V. Lo)

HIST6200 The Middle Ages (D. d'Avray)

HIST6312 Colonial and Revolutionary North America 1607-1787 (S. Conway)

HIST6301 British History 1689-c. 1860 (J. Hoppit)

HIST6307 Enlightenment and Revolution in Europe 1715-1805 (A. Lifschitz)

HIST6410 History of Latin America c.1830-c.1930 (T. Rath)\*

HIST6405 Europe 1870-1945: Paths through Modernity (B. Rieger)

HIST6406 Britain and the Wider World, 1878-1982 (t.b.c.)

HIST6414 The Making of Modern America: The United States Since 1920 (D. Sim)

HIST6402 European History since 1945 (t.b.c.)

### **HIST7xxx Advanced Seminar courses (c. 15 students per session) (0.5 unit: ADV)**

HIST7117 Patronage and Science in the Ancient and Medieval Middle East (E. Robson)

HIST7101 Women in Antiquity (F. van Koppen)

HIST7104 Slavery in the Classical World (S. Corcoran)

HIST7112 Ancient Youth (R. van Bremen)

HIST7116 Coins as Historical Sources: Coinage of the Roman Empire (D. Calomino)

HIST7014 Asian Medical History (V. Lo)

HIST7212 The Friars in the Medieval World (C. Linde)

HIST7360 Web 0.1: Early Modern Information Culture, c. 1450-1750 (M. Symonds)

HIST7335 State, Sovereignty and Liberty: ... in the Eighteenth Century (P. Schröder)

HIST7339 The Human and its Others (A. Lifschitz)

HIST7358 Material Cultures of Empire in the 18th & Early-19th Century (K. Smith)

HIST7352 Law's Empire: Legal Cultures in the British Colonial World (M. Finn)

HIST7346 Gender in History: Feminist Movements...19th & 20th Cs (H. Satzinger)

HIST7350 Remembering Slavery (N. Draper)

HIST7363 Between Empires and Nation-States: ... Middle East & Balkans, 1800-1914 (C. Tunçer)

HIST7362 Histories of Exclusion: Race and Ethnicity in Latin America, c. 1800-1950 (P. Drinot)

HIST7312 European Fin-de-Siècle. A Cultural and Social History (A. Körner)

HIST7347 The Re-making of the British Working Class 1848-1914 (K. McClelland)

HIST7330 Violence in the European Age of Extremes (B. Rieger)

HIST7356 Race and the Sciences: ... Ideologies of Human Difference (H. Satzinger)

HIST7357 The Intellectual in Exile in the Twentieth Century (D. Gusejnova)

HIST7341 London in the 20th Century: From Imperial to Global City (M. Collins)

HIST7003 Science and Medicine in Germany, 1933-45 (R. Kremer)

HIST7359 Cold War Monsters: ... Public Anxieties and Genre Cinema, 1950-1969 (M. Jones)

HIST7361 Race and Resistance in Black Atlantic Thought (K. Quinn)

HIST7355 Richard Nixon and Watergate (I. Morgan)

#### *availability*

term 1 & term 2

term 1

term 2

term 1 & term 2

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term 1 & term 2

### **HIST7xxx Seminar courses for external students (c. 15 students per session) (0.5 unit: INTER)**

HIST7401 History of Parliament (R. Eagles / C. Littleton)

term 1 & term 2

HIST7403 Medieval History in London Collections (M.-P. Gelin)

term 1 & term 2

\* Available to Bbk, Golds., KCL, QMUL, and RHUL History students through the University of London intercollegiate sharing scheme.

## CATALOGUE IN CODE NUMBER ORDER

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### **Thematic Seminar (Group 2) courses 2013-14 (value: 1 course unit: INTER)**

This category is open to first-, second-, and final-year students but are designed primarily for second years. These modules are typically taught as 20 two-hour seminar classes to groups of 15 students (maximum) on Thursdays 14.00-16.00 over the Autumn and Spring terms. Assessment is by 2 coursework essays of 2,500 words each (25%) and a 3-hour written examination (75%) in the Summer term. Truncated ten-week versions of these courses, known as HIST2xxxA (term 1) and HIST2xxxB (term 2), are available to single semester Erasmus and JYA affiliate students and are examined by two 2,500-word essays (or for those on HIST2xxxA a single 5,000-word essay). Those marked with an asterisk (\*) are available through the University of London intercollegiate sharing scheme.

#### **HIST2106 The Seleukid Empire, c. 312-145 BC \***

Teacher: Riet van Bremen

The Seleukid dynasty inherited the largest share of the Achaemenid Persian empire, which had been conquered by Alexander the Great between 334 and 323 BC. Its territory stretched from Central Asia to the Mediterranean. This vast and diverse area presented major problems of control and organization. It also presents modern scholars with major problems of interpreting institutions and power structures, local and central economies, and a range of cultural and religious systems. The evidence is uneven, and hugely varied, and many specialist skills are required to interpret it. For many years, a western perspective prevailed, with interpretations based mainly on Graeco-Roman literary sources and Greek inscriptions. In the last few decades, that perspective has changed dramatically, because of the increasing accessibility of sources in Akkadian from Babylonia, an area of central importance to the dynasty. The work of Italian, French and Russian archaeologists in Central Asia has shown that the Seleukid impact (military, economic and cultural) on the eastern territories was much more significant than had been assumed. In general, we are now much better able to ask questions about the Macedonian rulers' interaction with non-Greek peoples and institutions. On the other hand, considerable new finds in the part of the empire west of the Taurus mountains have illuminated aspects of political, economic and religious organization that were previously unknown. Recent studies of Seleukid kingship have emphasized the role of the 'king on the move' and the importance of military campaigning. All this has allowed historians to assess the workings of Seleukid rule in both east and west in much greater detail and to ask more focused questions about the nature of empire in the ancient world. The aim of this course is to introduce students to the exciting possibilities offered by a wide and ever increasing range of source material (now reasonably accessible in translation).

#### **HIST2201 The Medieval Universe\***

Teacher: Sophie Page

This course will explore how medieval men and women perceived their Universe and situated themselves within it. Covering a chronological span of c.1100-1500, the first part will focus upon how invisible and sacred forces were imagined, represented, and engaged with; how medieval men and women acquired their knowledge of these, and guided their lives by them. We will look at tensions in the relationship between celestial influence, personal spiritual forces, the free will of man and the omnipotence of God, and techniques for asserting control over the sacred through popular ritual practices, magic and astrology. The course will also examine medieval conceptions

of the body, death and afterlife, and the relationship of medieval men and women to their physical environment. Issues for discussion will include perceptions, subversions and manipulations of the natural order; physical, legal, religious and emotional concepts of landscape.

### **HIST2312 Religious Reformation and Popular Piety, 1450-1650\***

Teacher: 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.

### **HIST2314: American History in Hollywood Film**

Teacher: 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 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 Watergate.

## **Final-Year Group 3 (Special Subject) courses 2013-14 (value: 2 course units: ADV)**

Group 3 papers, available only to final-year students, are typically taught as 2-hour seminars to groups of 15 students (maximum) on Mondays 14.00-16.00 in the Autumn and Spring terms and are assessed by means of a written examination paper (HIST3xxx of 1 c.u.) and a 10,000-word essay (HIST9xxx of 1 c.u.). The taught element of ancient history Special Subjects (HIST31xx) may also be taken by UCL Greek & Latin or Institute of Archaeology and KCL Classics Dept or RHUL Classics and Philosophy Dept students as a stand-alone unit. Those marked with an asterisk (\*) are available through the University of London intercollegiate sharing scheme.

**Typically each course will have an introductory meeting on Monday 3 June 2013 to explain its structure and distribute work for the Long Vacation**

### **HIST3101 and 9101 The Fall of the Roman Republic\***

Teacher: Valentina Arena

As the Roman Empire expanded, it became harder for the lower orders to gain access to the rewards of victory, while competition within the oligarchy became more intense. The peasant armies of Rome were drawn into the conflicts born of this competition and the Republic dissolved into anarchy. The course will also explore three other themes: the ideology of the governing class was one which facilitated change, including the abolition of republican government. At the same time, the central period of Hellenization of the oligarchy was the period of escalating competition which destroyed the system. The last generation of the Republic was a period of astonishing innovativeness in fields as diverse as Latin poetry and Roman law. Finally, the period is also one which saw the beginnings of philosophical analysis of Roman history and society. That process is part of the story of the replacement of a republic by a monarchy.

### **HIST3106 and 9106 The Assyrian Empire\***

Teacher: Karen Radner

A key player in the political geography of the Ancient Near East since the 14th century BC, the kingdom of Assyria had its heartland in what is today northern Iraq. In the course of the early first millennium BC, Assyria emerged as the unrivalled political power of the Middle East and the Eastern Mediterranean and came to control, directly or indirectly, the regions from Egypt to central Anatolia, from Cyprus to the Persian Gulf and from the Arabian Peninsula to Central Iran. Its modern designation as the first world empire matches the worldview of its rulers who habitually claimed the title of 'king of the world'. The course will focus on Assyria's political, administrative and institutional history from the 10th to 7th century BC, involving a close reading of documents from the State Archives of Assyria (available online: <http://cdl.museum.upenn.edu/saa/>), of royal inscriptions, of chronicles (available online: <http://www.livius.org/cg-cm/chronicles/chron00.html>) and other relevant source materials.

### **HIST3205 and 9205 Passages to Jerusalem: The Crusades and the Medieval World, 1095-1291\***

Teacher: 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.

### **HIST3204 and 9204 Animals, Demons and the Boundaries of the Human in the Late Middle Ages\***

Teacher: Sophie Page

This course will explore the diverse inhabitants of the medieval universe, asking how ideas about animals and demons shaped the medieval understanding of what it meant to be human. We will investigate the concept of 'nature' in the Middle Ages and the boundaries of the supernatural and natural. Medieval theologians emphasised the differences between humans and animals, especially the superiority of human rationality and the belief that animals would not have an afterlife. Yet there was also an intellectual and aesthetic fascination with the blurring of human and animal boundaries. This was expressed in the flourishing of anthropomorphised animals and hybrid animal-humans in literature and art, from sympathetic werewolves to fierce manticores and the dog-headed Saint Christopher.

The study of the nature and powers of demons – demonology – developed in thirteenth century universities. As stories about the ways humans and spirits could be bound together through possession, invocation and pact became more credible and significant, fear of demons increased. The limits that late medieval theologians placed on the direct intervention of demons in the physical world contributed to a positive view of animals as part of God's good Creation, but conversely, the idea that demons could alter the appearances of things led to anxiety about the fluidity of the borders between animals, humans and demons. We will explore how these ideas were expressed and developed in medieval religion, science, art and philosophy.

### **HIST3305 and 9305 Progressivism and Progressive Thought in America 1890-1914\***

Teacher: Melvyn Stokes

In the United States, progressivism was the long-running wave of reform that reached its crest just before the First World War. The movement generated enormous controversy and much new thinking on a whole range of subjects. Some of the most important issues of the time included: the role of government in social and economic affairs; the curtailment of irresponsible and anti-social practices by business corporations; muckraking journalism and the exposure of political corruption; urban reform; the conservation of natural resources; women's rights; the role of minority groups in American life, and issues relating to poverty, vice and crime. There were also recognizable 'progressive' attitudes towards foreign policy, education, religion, and sexual relationships. All these topics will be covered in the course, and it is hoped that students will choose particular areas of specialization which they may then develop for themselves in their long essays.

### **HIST3314 and 9314: Abraham Lincoln and the Crisis of the Union, 1854-65**

Teacher: Dr Adam Smith

The Civil War remains the defining event in American history. Over 600,000 combatants died in a war that ravaged the United States for four years and challenged the very survival of the nation. America's greatest moral, political and constitutional crisis raises profound questions about the intersection of race, religion, nationalism and constitutionalism in the nineteenth century. The set texts include government documents, political speeches, polemical pamphlets, newspaper commentaries, private correspondence, sermons, cartoons and lithographs, songs, and selections from private diaries and journals.

### **HIST3315 and 9315 Knowledge, Power and the State in Britain, 1660-1801\***

Teacher: Julian Hoppit

From the late seventeenth century, Britain's international standing improved dramatically, especially because its central government found new ways of encouraging and exploiting resources. Central to this were attempts to comprehend Britain's potential accurately and imagine new ways of realising them. There was an explosion of information gathering, quantitative imaginings, and policy proposals. Such optimism was far from always fulfilled, not least because of the very different demands of intense warfare waged almost continuously from 1689-1713, but the results were nonetheless profoundly transformative. After then, ambitions were reconstituted, especially from the middle of the eighteenth century under the twin challenges of much expanded

empire and the early industrial revolution. But there were also important developments in the gathering and deployment of information. The institution of the first census in 1801 marked the culmination of such developments, as well as the dawning of a new statistical age. The focus of the course is therefore upon how information was imagined and gathered and its uses, practical and rhetorical by opinion formers and policy makers.

### **HIST3318 and 9318 Antipodean Encounters: Aborigines, Convicts and Settlers in New South Wales, c. 1770-1850\***

Teacher: Margot Finn

This course explores the encounters between Europeans and Aboriginal peoples in colonial New South Wales, c. 1770-1850. It emphasises the significant differences both within and between European and Aboriginal populations, and the ways in which processes of colonisation both consolidated and eroded these differences. Substantial emphasis is placed upon the ways in which Enlightenment thought helped to frame the colonial encounter: Enlightenment conceptions of human nature, science, economy and civilisation are all examined in this context. The impact of legal structures also receives substantial attention: the conviction of criminals in Britain, their transportation to Australia and the operation of the criminal law in New South Wales all shaped the structure, function and perception of colonial Antipodean society. The emergence of a society of 'free' settlers and labourers from these convict origins provides an additional topic of focus for the module. Throughout the course, attention will be paid to historiographical debates within Australian history.

### **HIST3320 and 9320 Tudor England and the Italian Renaissance: Reactions and Comparisons\***

Teachers: Peter Mack, Alessandro Scafi (Warburg Institute)

The Italian renaissance was a model of civilization for Tudor England and remains one to this day. What did Tudor English culture, which has been so much admired in later centuries, owe to its imitation of and opposition to Italian models? This course will focus on cultural history, history of ideas and the theory and practice of politics. After discussing the problem of defining the Italian renaissance and comparing the political structures of the Italian city states and the English nation-state, the first term will use a series of events and texts to explore the society, culture and politics of Medicean Florence, Papal Rome and Urbino (as the model of the ideal renaissance court). We shall read extracts from Castiglione, Machiavelli, Guicciardini, Ficino and Vasari and we shall discuss paintings by Botticelli, Raphael and Michelangelo.

In the second term we shall consider the impact of renaissance ideas on English education and politics in the sixteenth century. We shall discuss Holbein's drawings of Henry VIII's court, portraits of Elizabeth and country houses built by her courtiers, and we shall read texts by Erasmus, More, Elyot, Jonson, Spenser and Shakespeare. The course will be taught in the interdisciplinary traditions of the Warburg Institute and students will have access to the Institute's incomparable library holdings in renaissance culture and the afterlife of the classical tradition. Visits to the National Gallery and the Victoria and Albert Museum will form part of the course. If possible we shall also arrange a visit to some of the Elizabethan country houses to be discussed in term two.

## **Full-Year (Survey) lecture courses 2013-14 (value 1 course unit: INTER)**

UCL History Department survey courses, available to students in all years, are typically taught as twenty one-hour lectures to groups of 45-60 students and 15-18 one-hour tutorial classes taught in groups of 15 students (maximum) over the Autumn and Spring terms. Assessment is by 2 coursework essays of 2,500 words each (25%) and a 3-hour written examination (75%). Truncated ten-week versions of these courses, known as HIST6xxxA (term 1) and HIST6xxxB (term 2), are available to single semester Erasmus and JYA affiliate students and are examined by two 2,500-word essays (or for those on HIST6xxxA a single 5,000-word essay). Those marked with an asterisk (\*) are available through the University of London intercollegiate sharing scheme.

### **HIST6101 The Near East to 1200 B.C: The Earliest States\***

Teacher: Karen Radner

The course attempts to cover the history of all areas of the Near East from c.3000-c.1200 B.C.; this includes Egypt, Mesopotamia, Anatolia, the Levant and Iran. Because of the disposition of the written sources the emphasis is primarily on Egypt and Mesopotamia; and falls into roughly three chronological phases: c.3000-2000, 2000-1600, 1600-1200. The following aspects are covered: development of the Egyptian state and the historical events of the Old, Middle and New Kingdom; the evolution of urban societies in southern Mesopotamia, development of the Sumerian civilization; the establishment of the Old Akkadian empire succeeded by the bureaucratic empire of the third dynasty of Ur; the struggle for political pre-eminence between the various city-states of southern and northern Mesopotamia and Syria; the movements of population groups; the small-state system of Central Anatolia and the subsequent development of the Hittite state from small kingdom to empire and its sudden collapse.

### **HIST6107 The Roman Republic, c. 350 BC-44 BC**

Teacher: 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).

### **HIST6108 The Greek World**

Teacher: Hans van Wees

In the eighth century BC, for the first time since the Late Bronze Age, cities and states began to develop in Greece, and this course traces the development of these states to the peak of their political and military power in the Eastern Mediterranean world. The main aim is to understand the nature and causes of the processes of urbanization, state-formation, military expansion, social and economic change, and cultural development which mark these four centuries. A second aim is to investigate critically the evidence on which our understanding of the period is based, and to explore the various problems inherent in the analysis of a wide range of literary, documentary, iconographic and archaeological sources. Among the major topics covered are the development of republican, and in some places democratic, institutions, the role of so-called 'tyrants'; overseas travel, trade and settlement across the Mediterranean and Black Sea; the rise of Spartan and

Athenian power, and the wars for hegemony between these two city-states; regional developments in other parts of the Greek world; relations between Greeks and 'barbarians', including the Persian Wars; the spread of literacy; and intellectual developments, including Presocratic natural philosophy, the sophists, political theory, and the invention of history.

### **HIST6110 Ancient and Medieval China**

Teacher: Vivienne Lo

This is a new survey course which will provide an overview of the political, social and cultural history of the territories that we now know as China. From the ancient world of the Shang people through the foundations of empire, its north south fracture under nomadic rule to the cosmopolitan culture of medieval times, the centralising narrative of an unbroken Chinese civilisation will be questioned. Lectures will focus on the diversity revealed by archaeological evidence, the impact of the Han history makers and their myths of the culture bringers, the coming of Indian Buddhism, trade, travel and religion along the Silk Routes. In this way we will learn about the changing lives of those inhabitants of the Yellow and Yangzi River areas and the North China plain and how they were affected by surrounding cultural areas.

### **HIST6200 The Middle Ages**

Teacher: David D'Avray

This course has several aims. Firstly, it shows that modern history makes much better sense if interpreted together with medieval history. For instance, modern historians sometimes talk about the 'public sphere' as emerging circa 1700 or the nation state as starting with industrialization. Even an introduction to medieval history can correct such mistakes, and show how much of modern history – such as the basic political geography of Europe – has a medieval beginning. A second aim of the course is to provide a general background to survey courses on sub-periods of medieval history. Even students who have already taken one of these courses need to see how the topics fit into a wider whole. Thirdly, the course aims to develop an understanding of very long term trends running through the whole period – the deep and powerful currents below the tides and waves on the surface. Fourthly, it will try to train students systematically in the interpretation of documents. Much of the teaching will be centred around documents translated by the course teacher, in some cases from unpublished manuscripts. Medieval historians pioneered the discipline of documentary analysis known as 'Diplomatics' and the course will show it in action on concrete historical problems.

### **HIST6301 British History 1689-c. 1860**

Teacher: Julian Hoppit

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.

### **HIST6307 Enlightenment and Revolution in Europe 1715-1805**

Teacher: 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.

### **HIST6312 Colonial and Revolutionary North America 1607-1787**

Teacher: 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.

### **HIST6402 European History since 1945**

Teacher: to be confirmed

This course provides an introduction to the main political, social, cultural and economic developments in Europe from the end of World War Two to the beginning of the twenty-first century. With a few exceptions, the emphasis will be on Europe as a whole, including East and West, and less on the histories of individual countries. As the department offers separate survey courses on British history the course deals with the British Isles only where relevant to more general issues of European history. The course combines a thematic approach with a chronological overview and will be divided into six main sections: 1. The Legacy of War; 2. The Cold War in a Nutshell: Germany 1945-1990; 3. Society in East and West; 4. The Changing Map of Europe in the World; 5. Moments of Crisis; 6. The End of the Post-War Period.

### **HIST6405 Europe 1870-1945: Paths through Modernity**

Teacher: Bernhard Rieger

This course considers the manifold, at times violent transformations in Europe between the 1870s and World War II. Industrialization brought into existence dynamic class societies in which 'ordinary' women and men conducted their lives in increasingly urban environments. Industrial society also gave rise to cultural experiments, novel lifestyles and innovative ideals, all of which attracted heated controversies. Moreover, unprecedented political ambitions surfaced in a climate of mass mobilization, fuelling passionate political movements ranging from radical nationalism to variants of fascism to socialism to liberal democracy. Facing dramatic changes in a host of arenas, many contemporaries were convinced that they had entered an age with unique historical characteristics: 'modern times'. From the 1890s onwards, the quest for 'modernity' took on an intensity that not only stimulated creative energies but spurred domestic and international conflicts culminating in brutal dictatorships and global conflagration.

This course provides a systematic introduction to central problems in European history between 1870 and 1945. It aims to encourage students to consider patterns of European history over the whole period and to make informed comparisons between the different experiences of European societies. This objective renders it imperative that students prepare for all classes, reading widely to arrive at a conceptual understanding of the larger contexts in which Europe developed at the time. While you are required to write two assessed essays as part of this course (see details below), restricting your reading to the essay topics will lead to problems in the final examination whose questions will cover the entire course.

### **HIST6406 Britain and the Wider World, 1878-1982**

Teacher: to be confirmed

In the late nineteenth century and for much of the twentieth century, Britain was simultaneously a European, American, Asiatic and African power. The purpose of this course is to examine the ways in which British policy-makers manipulated their foreign and defence policies to maintain Britain's overseas interests. The chronological period covered by the course includes the time when Britain was at the height of its global power and the period when its position was coming under so much stress that policy makers were compelled to shed an increasing proportion of their overseas commitments. The topics that will be examined will include: the composition and ideas of the policy-making elite in Britain; the influence of the Treasury – and more generally of economic constraints – on foreign and defence policy; the invasions of Afghanistan and Egypt in 1878 and 1882 and their significance; the government of the British empire in the late nineteenth and early twentieth centuries; the decision to rebuff German advances for an alliance but to negotiate an alliance with Japan and ententes with France and Russia at around the turn of the century; British defence policy and the decision to go to war in 1914; the development of war aims during the First World War; the problems facing the British when they tried to disengage from Europe in the 1920s; the Empire between the wars; rearmament and appeasement in the inter-war period; why Britain declared war on Germany in September 1939; British strategy and the politics of the Second Front; the impact of the world wars on Britain's imperial relations; Britain and the origins of the Cold War; the process of decolonisation in Asia and Africa after 1945; the evolution of British defence policy between 1945 and 1982; the British decision to join the European Community.

### **HIST6410 History of Latin America c.1830-c.1930\***

Teacher: Thom 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. Specific country topics include: liberalism and authoritarianism in Mexico; the character of the Mexican revolution; revolutionary artists in Mexico; oil and dictatorship in Venezuela; Argentine development in comparative perspective; the survival and demise of the Spanish colony in Cuba and Cuban radical traditions.

### **HIST6414 The Making of Modern America: The United States since 1920**

Teachers: David Sim

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 movement, the emergence of the 'New Left' of the 1960s and the domestic impact of the war in Vietnam. 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.

## **Half-Year Advanced Seminar courses 2013-14 (value: 0.5 course unit: ADV)**

These half-year (one-term) courses, available to second- and final-year students, are typically taught as 10 two-hour seminars to groups of 15 students (maximum) and are assessed by means of two 2,500-word coursework essays (100%).

### **HIST7003 Dartmouth Course: Science and Medicine in Germany, 1933-45**

Teacher: Richard Kremer

This course examines relationships among science, medicine and political culture by exploring the case of National Socialist Germany. It will consider, against the background of political change and then war, efforts to reconfigure the sciences on new ideological foundations, the nuclear and rocket projects, public health and 'racial hygiene', the social history of physicians and scientists, and the post-war legacies of 'Nazi science and medicine'. Students will review both traditional interpretations, claiming that the Nazi regime 'destroyed' science and medicine, and more recent historiography that presents more complex and disquieting images of interactions between national Socialism and the natural sciences.

### **HIST7014 Asian Medical History**

Teacher: Vivienne Lo

Asian Medical History 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 contexts of key times of medical innovation.

### **HIST7101 Women in Antiquity**

Teacher: Frans van Koppen

The focus of this half-unit course lies on women in Ancient Near Eastern societies. Concentrating on Mesopotamia prior to the Hellenistic age, with particular emphasis on the second millennium BC, we will occasionally draw on the situation in ancient Egypt for comparative purposes. The aim of the course is twofold: we will analyse the way in which social, economic and political structures affect the position and roles of women while making the theoretical issues involved in studying ancient women more transparent

### **HIST7104 Slavery in the Classical World**

Teacher: Simon Corcoran

This course seeks to study slavery in the context of the societies of Greece and Rome, while remaining aware also of the influence of developing modern debates and concerns on the subject. The topic is approached principally through the study of the ancient sources, in order to find out both how slavery functioned in practice, but also how the people of antiquity thought about it. It tackles the difficulties of uneven and incomplete ancient evidence, both textual (we have plentiful writings from slave-owners, but little from slaves) and physical, and considers the merits of other approaches less dependent on ancient material (e.g. demography, and comparison with better documented 'slave societies'). Slavery is considered from economic, social and ideological perspectives. The sources of slave-supply, the work slaves did, how they were treated and their legal position are all examined. The process of manumission and the varying statuses of freedmen are also covered, as well as other forms of dependent labour. More general issues are also addressed, such as the definition of what a slave is, the notion of a 'slave society', and ultimately how important and integral to ancient societies the institution of slavery was. Each class lasts two

hours, and includes prepared presentations by students, group discussions of issues or texts, and consideration of material distributed on hand-outs. Preparation is by the reading of a quantity of ancient source material, in the light of suggested topics for thought and secondary reading.

### **HIST7112 Ancient Youth**

Teacher: Riet van Bremen

*Neoi*, young men between the ages of 20 and 30, were one of the most important age groups in the Hellenistic Greek world—the period with which we will be mainly concerned. Their cultural identity had deep roots in the historical and mythical past. Models of heroism clustered around the *neos* as a type: in myth, in historiography, in ritual and iconography. As a group, *neoi* were a structural element of civic society, associated with the gymnasium, physical exercise and competition, and with military activity. Recent work on Hellenistic warfare has emphasized their importance as a military force within Greek cities, with the *ephebeia* as a preparatory phase. Much of the evidence for *neoi*, especially that of iconography, myth and ritual, has been ignored or misread because of the almost exclusive focus in modern scholarship on the earlier, and transient, phase of *ephebeia* and on the initiation rituals associated with this phase of life. In this course we will interpret initiation rituals and the myths that ‘explain’ them as part of a much more prolonged phase of young male socialization and training, and question the use and validity of ‘Black Hunter’ models of structural opposition, ephebic exclusion (and marginality) and subsequent integration into the world of the adult male citizens. We will look closely at images of young heroes, beardless gods (Apollo, Hermes) and *daimones* (Kouretes, Korybantes, etc), with a particular focus on Hellenistic literature and visual imagery.

### **HIST7116 Coins as Historical Sources: Policy, Crisis and Reform in the Coinage of the Roman Empire**

Teacher: Dario Calomino

This course presents multiple ways of using coins as a historical source; adopting a thematic and comparative approach, it offers the possibility of exploring the potentialities of numismatic evidence to investigate and comprehend various features of economic, political and social history of the Roman Empire. It has been conceived as a combination of theoretical and practical sessions; in each of the three principal sections of the course a classroom-based seminar (or seminars) is followed up by a meeting at the Study Room of the British Museum Department of Coins and Medals, where students have the opportunity to experience the practical application of the theoretical concepts by handling ancient coins of the Museum Collection.

The course comprises three parts: A. Weeks 1-2: A preliminary basic introduction to classical numismatics focuses on use, function, value, fabric and design of coins (4 hrs). B. Weeks 3-5: The second part of the course examines essential concepts of monetary economy, such as intrinsic value of currency in different metals, prices and cost of living, inflation, devaluation, crisis and reform, within the historical framework of the Roman Empire but with a comparative view to similar aspects and problems in modern society (6 hrs). Adopting a chronological approach, these sessions span from the Augustan Age to the 4th century AD, marking crucial stages in the evolution of the Roman monetary system.. C. Weeks 6-10: The third part of the course hinges on showing how coin issues reflect multiple aspects of social, political and cultural life in ancient Rome and in the provinces (10 hrs). These sessions especially aim to explore the unlimited potentialities of coins to convey messages of public relevance with incomparable forcefulness, helping to enhance our comprehension of the mechanisms of power and of mass communication in the Roman world. Among major themes to be discussed, special interest focuses on the use of coin images and legends as a formidable tool of political propaganda by the emperors and, on the other hand, as a privileged resource for cities and peoples of the Empire to express their cultural identity.

### **HIST7117 Patronage and Science in the Ancient and Medieval Middle East**

Teacher: Eleanor Robson

[provisional description] This course will take a broad view of what science is and what it has been in societies worldwide, and how those sciences have been interpreted by later historians.

Babylonian mathematics – written in southern Iraq nearly 4000 years ago – has often been treated as the world's earliest 'science'. By contrast, the divination and astrology practiced in the royal court of Assyria (in northern Iraq, c.700 BC) has usually been dismissed as ancient superstition. The course will begin by examining how these assumptions arose and question to what extent they are true. We will continue by exploring to what extent classical and Hellenistic Greek philosophy was a break from the past, and what it owed to its predecessors, and finally how scholars and their royal patrons in 9th-century Baghdad cherry-picked from ancient Greek writings to create a view of the scientific past that supported a newly rationalist Islam – and how their activities shaped subsequent Western perceptions of ancient Greece as the source of 'true science'.

### **HIST7212 The Friars in the Medieval World**

Teacher: Cornelia Linde

The early thirteenth century saw the foundation of a group of religious orders that would revolutionise many aspects of medieval religious, cultural and intellectual life. These mendicant orders, whose members are called friars, filled a void in the Catholic Church and in society. They satisfied religious needs by preaching and hearing confessions, had an impact on art and architecture and played a leading role in the early universities. In addition, popes and secular rulers relied on the friars for worldly tasks such as going on diplomatic missions and collecting taxes. As a result, the mendicant orders spread quickly across the whole of Europe and became important and influential actors on the European stage and beyond. Yet the mendicants were not universally welcome, but elicited criticism and threats from their non-mendicant opponents and also from each other.

The two largest of these orders, the Dominicans and the Franciscans, shall be the focus of this module. We will start with a look at the two founders of the orders, St Francis and St Dominic and compare their lives and the organisation of their orders. We will examine what made the mendicants so attractive – and what made them an object of criticism. One session each is devoted to the relationship between the friars and the secular rulers and the friars and the papacy, respectively.

The aim of this course is to introduce students to one of the most important religious movements of the Middle Ages that still survives to this day. We will analyse under what circumstances new religious movements can emerge and what prerequisites have to be met for poverty to be desirable. Throughout the module, students are encouraged to think comparatively by comparing Franciscan and Dominican perspectives.

### **HIST7312 European Fin-de-Siècle. A Cultural and Social History**

Teacher: Axel Körner

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 two metropolitan centres of European culture - Paris and Vienna. The first half of the course will look at social and political aspects of the European Fin-de-Siècle (urbanisation, mass-culture, the new role of women, new ideologies), while the second half of the course examines the arts, music and literature of the period.

### **HIST7330 Violence in the European Age of Extremes**

Teacher: Bernhard Rieger

This seminar addresses an issue that has puzzled the wider public and historians alike: Why did an unprecedented wave of violence, which left millions displaced, mutilated and killed, sweep through Europe in the first half of the twentieth century? The course confronts students with both empirical and conceptual concerns. In particular, it examines the link between the explosion of violence in early twentieth-century Europe and the "civilizing process" (Norbert Elias) which promoted

restrained models of individual conduct and transferred the monopoly on legitimate violence on state organs.

Writings on violence have burgeoned in recent years but do not present an independent specialty in historical research. The course, therefore, introduces students to a range of approaches developed to explain violent thought and action. Topics include links between gender and violence, ritualized forms of bloody conflict settlement (e.g. duelling), the dynamics of war, and radical forms of social and political exclusion. Since violent behaviour presents a striking phenomenon in many countries at the time, the seminar offers an opportunity for historical study from an international perspective.

As the term progresses, students not only familiarize themselves with recent explanations for violent thought and action in Europe and beyond; they are also encouraged to consider an epistemological question: To what extent do historians possess the analytical tools to account for atrocities that are frequently described as “unimaginable” and, by implication, as defying explanation?

### **HIST7335 State, Sovereignty and Liberty: The History of Political Thought in the Eighteenth Century**

Teacher: 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 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 (Pufendorf and Hobbes); commercial society, self-interest and the passions (Mandeville, Montesquieu and the Scottish Enlightenment); the social contract and the general will (Rousseau); Enlightenment conjectural histories of civilization (Rousseau, Ferguson and Herder); theories of modern liberty and the modern republic (Kant, Sieyès and Constant); European order and perpetual peace (Rousseau, Kant).

### **HIST7339 The Human and Its Others: Enlightenment Ideas of Ethnicity and Race**

Teacher: 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.

### **HIST7341 London in the 20th Century: From Imperial to Global City**

Teacher: Michael Collins

This course offers students a selective overview of aspects of social, economic and cultural change in Twentieth-century London. The teaching method draws heavily on primary sources, aiming to give students a feel for the detail of the social and cultural changes 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 the social and material fabric of the city is made and remade in the everyday world, and how these shifts are caused by, and intersect with broader political themes of national identity, empire and decolonisation, immigration and multiculturalism. The course will be

taught via 10 two-hour seminars, supplemented by two (optional) fieldwork trips to Spitalfields and Brixton.

### **HIST7346 Gender in History: Feminist Movements in Comparative Perspective - Nineteenth and Twentieth Centuries**

Teacher: Helga Satzinger

The course will introduce students into the history of women's / feminist movements in various countries and their main issues, from around 1800 to the present. Those issues were citizenship, suffrage, work, reproductive rights, education, war and peace, etc. The course aims at an understanding of how the various movements differed, what they had and have in common.

### **HIST7347 The Re-Making of the British working class, 1848-1914**

Teacher: Keith McClelland

This course will examine the main developments within the British working class and labour movements, 1848-1914. A central problem will be the relationship between class and movements: issues to be discussed will include both economic structure and change and social and cultural formation — including such problems as the 'labour aristocracy', the nature and impact of gender and ethnic differences etc. — and the relationship between these developments and political and institutional changes, including the formation of trade unionism, political movements and ideas (from the radicalism of the c. 1848-1880 to the formation of the Labour Party and social democracy). Throughout the course attention will be paid to regional comparisons and, especially, developments within London.

Among the over-arching themes to be addressed will be why the best organised working class in Europe (measured by trade union density etc.) came to be politically dominated by liberal-radical/social democratic parties and ideologies. In order to explore this problem the working class and labour movements will be placed clearly within the context of the development of British society and politics as a whole while a key point of reference will be developments within continental Europe.

### **HIST7350 Remembering Slavery**

Teacher: 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, and reflect on how the bicentennial of the abolition of slavery was commemorated in 2007.

### **HIST7352 Law's Empire: Legal Cultures in the British Colonial World**

Teacher: 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.

### **HIST7355: Richard Nixon and Watergate**

Teacher: Iwan Morgan

Watergate has become one of the most famous words in the English language but its meaning is little understood. The most common descriptor applied to it is 'scandal,' which tends to personalize its associate with the disgrace of Richard Nixon. In reality, Watergate is better understood as a crisis of the imperial presidency, whose roots are located in the Cold War developments of the 1940s and 1950s. Without doubt, however, Nixon's flawed personality contributed to the culmination of presidential abuse of power on his watch. As such, in the words of historian Arthur Schlesinger, the Nixon presidency represented the 'singular confluence' of the job with the man.

This course will explore the meaning of Watergate as constitutional crisis more than scandal and assess the historical, institutional, and personal factors involved in its development. As such it will consider Watergate as arising out of: Cold War developments, especially pertaining to Vietnam and concerns about America's Great Power credibility; the presidency's evolution from testing the limits of its constitutional power to exceeding them; and Richard Nixon's determination to win a second term in office. It will also consider why Nixon engaged in a disastrous cover-up of illegal activities committed by his aides and how this sealed the fate of his presidency. It will finally assess the legacy of Watergate for late twentieth and early twentieth century America through examination of Nixon's post-presidential efforts to manipulate historical memory of his presidency and how the imperial presidency has survived his personal disgrace.

### **HIST7356: Race and the Sciences: Modern Ideologies of Human Difference**

Teacher: Helga Satzinger

Since the early nineteenth century, the category of 'race' has been used to classify people of different origin and to legitimize hierarchical social orders. The course will give an introduction into the history of 'race', as it is embedded in European colonialism, the slave trade and Empire building. It will analyse how the concept of 'race' was both supported and contested by the sciences of the times. It will also explore how gender orders and racial orders are intertwined. We will read and interpret classic texts of racist thought of the 19th c., cover the Nazis' move from racism and anti-Semitism to genocide and war, discuss efforts by 20th c. scientists to counter the legitimacy of 'race' and investigate recent revivals of 'race' in the late 20th c.

### **HIST7357 The Intellectual in Exile in the Twentieth Century**

Teacher: Dina Gusejnova

This course is an introduction to the intellectual history of exile in the twentieth century. What does it mean to look at 'exile' from the vantage point of intellectual history and the history of intellectual culture? Often, intellectual historians study the development of ideas in the form of biographies, histories of concepts or political movements. This course develops these approaches further by exploring 'exile' as a form of reflected social experience, drawing on methods from intellectual, cultural, and political history. Although the main focus is on the mid-twentieth century, the wider framework of this course begins with the historical connection between political liberalism and the study of exile in the nineteenth century and ends with a study of postmodernism as a culture of metropolitan exiles in the late twentieth and early twenty-first centuries.

### **HIST7358 Material Cultures of Empire in the Eighteenth and Early-Nineteenth Century**

Teacher: Kate Smith

This course employs frameworks emerging from the 'new' imperial history to explore the role played by material culture in Britain's imperial relationship with India from the early eighteenth century until 1857. The first weeks of the course examine the journeys which imperialists embarked on, the homes they established, the clothes they wore, the buildings they built and the memorials they erected while in India. Later weeks focus on those who returned to Britain after time in India and questions how the material worlds they constructed once home shaped their contemporaries' understandings of empire. By exploring these different material cultures of imperial life, this course encourages students to think critically about the power relations

embedded within the material world. At the same time it will ask them to question the place of material culture studies within wider histories of empire.

Whilst challenging students to employ a range of analytical frameworks, this course also seeks to teach new skills useful to their research work. As part of the course students will visit three collections within London. First, students will visit the British Library where they will examine a series of prints and inventories to explore the domestic spaces belonging to East India Company families while in India. In preparation for this visit students will be expected to order up a source, which they will view during the second half of the visit. Second, students will visit the Museum of London to participate in an object handling session focused on dress. The Museum of London has a particularly strong collection of muslin dresses, which through handling will challenge students to consider not only the aesthetic effects of such garments but also the different ways in which they shaped imperialists' embodied experiences of empire. Finally, students will visit the Victoria and Albert Museum to closely examine a series of objects with which East India Company officials returned home. By exploring the material qualities of different chairs, work tables, drawers and candlestands it is hoped that students will question why particular objects were brought home and how they shaped eighteenth- and nineteenth-century Britons' conceptions of empire.

### **HIST7359 Cold War Monsters: British and American Public Anxieties and Genre Cinema, 1950-1969**

Teacher: Matt Jones

The 1950s and 1960s were decades in which Soviet indoctrination and nuclear eradication became significant public anxieties in Britain and America. These fears, stoked by key events such as the unmasking of the Cambridge spy ring, the execution of Julius and Ethel Rosenberg and the Cuban missile crisis, soon began to inform the output of these nations' film industries. It is no coincidence that Dr No launched the James Bond franchise in 1962 or that *The Beast from 20,000 Fathoms*, which heralded a cycle of science fiction films about atomic monsters, emerged in 1953. However, the films themselves were rarely simplistic reflections of contemporaneous anti-nuclear or anti-Soviet sentiment. Instead, they reveal a complex negotiation of different and often contrasting attitudes towards a range of Cold War concerns. Locating them within their socio-political contexts can expose how cinema expressed, produced and challenged ordinary people's understanding of the political and scientific developments taking place in the world around them. This course encourages students to explore these connections by asking what light science fiction, horror and spy films can shed on this period. In this way, students will learn to use cinema to enrich their understanding of history and vice versa.

### **HIST7360 Web 0.1: Early Modern Information Culture, c. 1450-1750**

Teacher: Matthew Symonds

It is a truism that we live in an information society. However politicians, the media, and everyday common sense tend to present this as if it is an entirely new and unprecedented state of affairs. This module seeks to historicise the concept of the information society through the study of the cultural and intellectual history of early modern Europe. The rediscovery and popularisation of classical learning, the explosion of printed material, and the birth of a modern concept of scientific knowledge presented a challenge to scholars and states across Europe: how to organise, use, and share information in an age where there was – in the words of Ann Blair – 'too much to know'.

### **HIST7361 Race and Resistance in Black Atlantic Thought**

Teacher: 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 in the black diaspora, as well as the differences and tensions that fragmented unitary visions of global black solidarity. Sources for the course will include not only the key primary texts but also music, recorded speeches, films and documentaries.

### **HIST7362 Histories of Exclusion: Race and Ethnicity in Latin America, c. 1800-1950**

Teacher: Paulo Drinot

This course examines race and ethnicity, and processes of racialised and ethnic exclusion, in Latin America in historical perspective. It invites us to consider the historical role played by race and ethnicity in hierarchically structuring Latin American societies and reproducing patterns of exclusion from full citizenship in a number of contrasting case studies from the wars of independence until c. 1950. Among some of the topics to be considered are: the role of Afro-descendants and the indigenous in the region's independence from Spain and Portugal, the persistence of slavery in Brazil and Cuba in a context shaped by ostensibly liberal ideas, the so-called Indian question and its place in liberal thought in the nineteenth century, debates over desirable and non-desirable immigration and on immigration's impact on the 'racial stock', the adoption and adaptation of scientific racism and eugenics by Latin American thinkers as well as the critiques that such approaches to race engendered, the rise and demise of *indigenista* ideas, policies, and cultural expressions in both Mesoamerica and the Andes, the development of the notion of 'racial democracy' in post-slavery Brazil and Cuba and of 'whiteness' in the Southern Cone and their role in shaping racialised social policies. More generally, the course considers the ideological and practical construction of 'racial states' throughout Latin America in the nineteenth and twentieth centuries.

### **HIST7363 Between Empires and Nation-States: Economic History of the Middle East and the Balkans, 1800-1914**

Teacher: Ali Coşkun Tunçer

This course examines the major themes in the history of economic change in the Middle East and the Balkans from a comparative perspective during c.1800-1914. The aim of the course is to highlight the historical links between political and economic transformations, and explain different development trajectories in the region. In doing so the course evaluates the impact of global economic trends, and the role of the Ottoman state and institutions in different sectors of the region's economy. Moreover, in addressing the differences within the region, the course assesses the changing degrees of integration with the world economy and the Ottoman centre, economic consequences of nationalism and modernisation in the Balkans, and colonialism in the Middle East.

## **Half-Year Seminar courses for external students 2013-14 (value: 0.5 course unit: INTER)**

These half-year (one-term) courses, designed primarily for students external to the UCL and UoFL BA History programmes, are typically taught as 10 two-hour seminars to groups of 15 students (maximum) and are assessed by means of two 2,500-word coursework essays (100%).

### **HIST7401 History of Parliament**

Teachers: Robin Eagles (term 1) / Charles Littleton (term 2)

This course examines the history of the Westminster parliament from its medieval origins to the present day, focusing on the early modern and modern phases. Students will gain understanding of the main processes and procedures of parliament, all of which will be explained in broad social context, including material on popular involvement in politics and the legal system. The course comprises three parts: the first an overview of the historical development of the parliament, divided into three sections (from the beginning to the age of the Tudors; the Stuarts and the 18th century; the age of reform - the 19th and 20th centuries); second an exploration of the physical setting in the Royal Palace of Westminster and the use of its spaces in ritual and ceremony, incorporating a specially organised visit to the Palace of Westminster itself); third an analysis of the representative, legislative, and judicial functions of parliament, including a visit to the Parliamentary Record Office and the Museum. The course concludes with a consideration of the role of the institution in an age of European integration and regional devolution. By the end of the course, students will not only have acquired extensive knowledge of the history of parliament but also understand the main principles of historical method, particularly source interpretation and the presentation of an informed argument, and will have been given opportunities to develop these skills themselves in the assessed work.

### **HIST7403 Medieval History in London Collections**

Teacher: Marie-Pierre Gelin

This course is intended for students without a background in history and will provide an exploration of medieval history through the study of material culture, both artefacts in museum collections (such as the British Museum and the Wellcome Collection) and surviving medieval buildings in London (such as Lambeth Palace). Taking a thematic approach, it will consider the principal social, political and cultural characteristics of the late Middle Ages (c.1000-1500). For example, medieval church architecture will be investigated as evidence of faith and belief, while objects associated with medieval kings will be studied as examples of political identity. In an age when literacy was not widespread, objects can provide an insight into the varied ways people expressed ideas and experienced the world around them. Primary source texts will be studied alongside material sources to demonstrate how objects can both support and at times undermine ideas articulated in texts. Students will be introduced to methods of analysing objects as a source for medieval history, as well as the problems and issues of studying material culture within a museum or library environment. Weekly sessions will be taught through a combination of lectures and seminars at UCL and gallery talks at museum collections, including the BM, Victoria and Albert Museum, and the Museum of London. Students will also participate in object handling sessions. Topics discussed will include political life, religion, daily life, science, magic and medicine and art and design.