



UCL

History Department

BA MODULE CATALOGUE

2014-2015

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

or contact:

Ms Marlene Cox

marlene.cox@ucl.ac.uk

020 7679 1342

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 2014-15.

(8th edition, Aug 2014)

UCL History Department Undergraduate modules 2014-2015

Survey modules (1 unit: Beginners/Intermediate)

Availability: Available to first, second and final-year students. *Affiliates who are at UCL for one term only may take the 0.5 unit version of the course: HIST6XXXA (term 1) or HIST6XXXB (term 2)*

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

Assessment method: HIST6XXX: 2 x 2500 word essays (25%) and a 3-hour examination (75%). HIST6XXXA: 2 x 2500 word essays (50% each) **OR** 1 x 5000 word essay (100%). HIST6XXXB: 2 x 2500 essays (50% each).

HIST6001 The History of Political Thought (Dr A. Gowland)

HIST6102 The Near East 1200-300 BC: Empires and Pastoralists (Prof. K. Radner)

HIST6106 The Hellenistic World from Alexander to the End of the Attalid Kingdom (Dr R. van Bremen)

HIST6105 The Roman Empire from Augustus to Theodosius I (Dr B. Salway)

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

HIST6201 Europe in the Early Middle Ages, 400-1000 (Dr E. Winkler)

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

HIST6307 Enlightenment and Revolution in Europe 1715-1805 (Dr A. Wragge-Morley)

HIST6411 History and Politics of Latin America c.1930 to the Present (Dr S. Washbrook)

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

HIST6406 Britain and the Wider World, 1878-1982 (Dr C. Jeppesen)

HIST6402 European History since 1945 (Dr A. Smith)

HIST6414 The Making of Modern America: The United States Since 1920 (Prof. I. Morgan)

HIST2900 Second Year Research Seminar (0.5 unit: Intermediate)

Availability: *This module is available to second year students only and is a compulsory unit.*

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.*

The Face of Empire: the Assyrian Palaces of Kalhu and Nineveh (Prof. K. Radner)

Homer and History: Epic Evidence for Early Greek Society (Prof. H van Wees)

Soldier and Society: Documenting the Roman Army (Dr B. Salway)

Templars, Heretics, Popes and Princes: The Crises of the Papacy, 1294-1334 (Dr J. Sabapathy)

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

Magic in the Middle Ages (Dr S. Page)

Luther and Trent (Prof. D. d'Avray)

Domestic Dissidents: Intelligence and Surveillance in Early Modern Britain (Prof. J. Peacey)

Ideas and Concepts in Early Modern Political Thought (Dr P. Schröder)

Britons Abroad: The British Experience in Continental Europe, 1689-1800 (Prof. S. Conway)

Mutiny & Rebellion: British India in 1857 (Prof. M. Finn)

The Himalaya (Dr J. Lally)

Rebels, Artists, Experts, Diplomats: Foreigners and Revolutionary Mexico, c.1910-1960 (Dr T. Rath)

Investigating Law and Society in Modern China (Dr L. Chang)

Rewriting Apartheid (Dr T. Gibbs)

Ideas in Motion: The International Dimensions of Postwar American Thought (Dr A. Goodall)

Thematic 'Group 2' seminar modules (1 unit: Intermediate)

Availability: Available to second and final year History students.

Teaching method: Thematic modules are usually 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.

Assessment method: 2 x 2500 word essays (50%) and a 3-hour examination (50%).

HIST2108	Understanding the Early Mesopotamian World (Prof. E. Robson)
HIST2107	An Economic History of Ancient Greece (Prof. H. van Wees)
HIST2105	Roman Democracy: Myth or Reality? (Dr V. Arena)
HIST2203	The First European Union? Christendom 1100-1350 (Dr J. Sabapathy)
HIST2201	The Medieval Universe (Dr S. Page)
HIST2302	The Industrial Revolution in Britain (Prof. J Hoppit)
HIST2417	Credit, Money & Crises in the Global Economy, 1700-1970 (Dr C. Tuncer)
HIST2419	War, Rebellion and Social Discontent in Modern China (Dr L. Chang)
HIST2414	American History in Hollywood Film (Dr M. Stokes)
HIST2418 (Dr T. Rath)	History, Memory, Democracy: Politics and the Past in Modern Latin America, c.1970 to present
HIST2420	India and the Global Economy, 1500 to the Present (Dr J. Lally)
HIST2421	African Cities – Past and Present (Dr T. Gibbs)
HIST2422	Superpower: A Global History of the United States, 1898-1989 (Dr A. Goodall)

For Group 2 Intercollegiate options (courses running at SSEES, Kings College London, Queen Mary, Goldsmiths, Royal Holloway) see: <http://www.history.ac.uk/syllabus/intercollegiate-courses/index>.

Please note that there are limited places available (usually 2 per module) to intercollegiate students on external modules. Students wishing to take a 'Group 2' module must state this on their course choice form which they must submit to the UCL History Reception by Wednesday 12th March. Places will be allocated by the relevant institution i.e. the department in which the module is taught.

Students who have successfully acquired a place at any intercollegiate institution will be required to complete an intercollegiate form which can be obtained from the relevant institution. The form will need to be signed by the teaching institution and the home institution in order to complete registration for the module.

Advanced Seminar modules (0.5 unit: Advanced)

Availability: Available to second and final-year students, including 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

Advanced 0.5 seminar modules being taught in Term 1

HIST7101A	Women in Antiquity (F. van Koppen)
HIST7104A	Slavery in the Classical World (Dr S. Corcoran)
HIST7212A	The Friars in the Medieval World (Dr C. Linde)
HIST7013A	History of Ethics (Prof D. d'Avray)
HIST7334A	Emergence of the State: The History of European Political Thought in the 17th and Early 18th Centuries (Dr P. Schröder)
HIST7339A	The Human and its Others: Enlightenment Ideas of Ethnicity and Race (Dr A. Wragge-Morley)
HIST7363A	Between Empires & Nation-States: Economic History of the Middle East & Balkans, 1800-1914 (Dr C. Tunçer)
HIST7347A	The Re-making of the British Working Class 1848-1914 (K. McClelland)
HIST7461A	Gender in Modern British History, c.1850-1939 (Dr C. Makepeace)
HIST7356A	Race and the Sciences: Modern Ideologies of Human Difference (Dr L. Fischer)
HIST7361A	Race and Resistance in Black Atlantic Thought (Dr K. Quinn)
HIST7362A	Histories of Exclusion: Race and Ethnicity in Latin America (Dr P. Drinot)
HIST7004A	Dartmouth Course: Latin American Rebels (Prof. T. Padilla)
HIST7006A	Penn Course: Books That Changed Modern America (Dr K. Peiss)
HIST7458A	U.S. Internationalism, 1865-1920 (Dr D. Sim)
HIST7460A	Music and the Historian (Dr L. Fischer)
HIST7401A	History of Parliament (Dr C. Littleton) Available to Affiliates only
HIST7403A	Medieval History in London Collections (Dr Marie-Pierre Gelin) Available to Affiliates only

Advanced 0.5 seminar modules being taught in Term 2

HIST7101B	Women in Antiquity (F. van Koppen)
HIST7014B	Asian Medical History (Dr V. Lo)
HIST7335B	State, Sovereignty and Liberty: The History of European Political Thought in the 18th Century (Dr P. Schröder)
HIST7339B	The Human and Its Others: Enlightenment Ideas of Ethnicity and Race (Dr A. Wragge-Morley)
HIST7363B	Between Empires & Nation-States: Economic History of the Middle East & the Balkans, 1800-1914 (Dr C. Tunçer)
HIST7347B	The Re-making of the British Working Class 1848-1914 (K. McClelland)
HIST7461B	Gender in Modern British History, c.1850-1939 (Dr C. Makepeace)
HIST7350B	Remembering Slavery (Dr N. Draper)
HIST7356B	Race and the Sciences: Modern Ideologies of Human Difference (Dr L. Fischer)
HIST7361B	Race and Resistance in Black Atlantic Thought (Dr K. Quinn)
HIST7362B	Histories of Exclusion: Race and Ethnicity in Latin America (Dr P. Drinot)
HIST7458B	U.S. Internationalism, 1865-1920 (Dr D. Sim)
HIST7459B	Gender and History in Latin America since Independence (Dr S. Washbrook)
HIST7460B	Music and the Historian (Dr L. Fischer)
HIST7425B	American Cinema History (Dr M. Stokes)
HIST7401B	History of Parliament (Dr R. Eagles) Available to Affiliates only
HIST7403B	Medieval History in London Collections (Dr Marie-Pierre Gelin) Available to Affiliates only

Special Subject 'Group 3' modules (2 units: Advanced)

Availability: Available to final-year History students only.

Teaching method: Special Subject 'Group 3' modules are taught by a 2-hour seminar on Mondays, 14:00 – 16:00. Students will have additional meetings with the course 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).

- HIST3107/9107 Ancient Warfare: Assyrian and Greek Perspectives (Prof. K. Radner & Prof. H. van Wees)
- HIST3108/9108 The Intellectual Landscape of the Late Roman Republic (Dr V. Arena)*
- HIST3206/9206 Popes, Caliphs and Sacred Law, 385-850 (Prof. D. d'Avray)
- HIST3205/9205 Passages to Jerusalem: The Crusades and the Medieval World, 1095-1291 (Dr A. Sennis)
- HIST3312/9312 The British Civil Wars and Interregnum 1637-60 (Prof. J. Peacey)
- HIST3301/9301 Great Britain and the American Colonies 1760-1776 (1) (Prof. S. Conway)
- HIST3318/9318 Antipodean Encounters: Aborigines, Convicts and Settlers in NSW, c. 1770-1850 (Prof. M. Finn)*
- HIST3405/9405 Progressivism and Progressive Thought in America c.1890-1914 (Dr M. Stokes)
- HIST3419/9419 On the Move: The Automobile in History (Prof. B. Rieger)

For Group 2 Intercollegiate options (courses running at SSEES, Kings College London, Queen Mary, Goldsmiths, Royal Holloway) see: <http://www.history.ac.uk/syllabus/intercollegiate-courses/index>.

Please note that there are limited places available (usually 2 per module) to intercollegiate students on external modules. Students wishing to take a 'Group 2' module must state this on their course choice form which they must submit to the UCL History Reception by Wednesday 12th March. Places will be allocated by the relevant institution i.e. the department in which the module is taught.

Birkbeck and SOAS also offer special subjects, but as these institutions are not part of the intercollegiate scheme, students must contact the institution directly to enquire on availability of modules. This is subject to approval by the Departmental Tutor.

Students who have successfully acquired a place at any intercollegiate institution will be required to complete an intercollegiate form which can be obtained from the relevant institution. The form will need to be signed by the teaching institution and the home institution in order to complete registration for the module.

HIST9901 History Project (1 unit: Advanced level)

In certain circumstances, a final-year student may be allowed to write a 10,000 word free-standing essay as one course unit. This can only be done in addition to, and not instead of, a Special Subject dissertation. Students wishing to take this option should return an application form (available from the Academic Office), with an outline of the proposed project, to the Departmental Tutor by the start of the preceding summer term.

Applications will only be considered from students who have a majority of marks of at least upper-second class standard on units already taken. The topic of the essay must not overlap significantly with any other module taken by the student.

CATALOGUE IN CODE NUMBER ORDER

Thematic Seminar (Group 2) modules 2014-15 (value: 1 course unit: INTER)

This category is open to second and final-year students but the modules are designed primarily for second-years. These modules are typically taught as 20 2-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 (50%) and a 3-hour written examination (50%) in the Summer term. Truncated ten 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 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.

HIST2105 Roman Democracy: A Myth or Reality?

Course 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, Gibbon, and the English and American revolutionaries.

HIST2107 An Economic History of Ancient Greece

Course Convenor: Professor Hans van Wees

The ancient Greek world is well-known for its remarkable political developments, striking military successes and lasting cultural achievements, yet the economic base which sustained all these things has long been regarded as a simple agricultural subsistence economy, typical of the pre-industrial world. This course asks whether the evidence for economic development across Greece in the archaic period (c. 750-450 BC) and for the economic systems of Athens and Sparta in the classical period (c. 450-300 BC) supports that characterization or suggests a more complex picture. Was agriculture largely aimed at self-sufficiency or at production for sale in the market? Was trade confined to luxury goods for a small elite or did it provide staple commodities for the masses? Were production and exchange shaped by a pursuit of profit, accumulation, investment and growth or rather by the goals of generosity, reciprocity and subsistence? How far developed were public finance and government intervention in economic life? The answers to such questions will help explain what made the cultural and political achievements of the Greek city-states possible.

HIST2108 Understanding the Early Mesopotamian World*

Course 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.

Please note that this course will comprise 20 1-hour lectures and 20 1-hour seminars.

HIST2201 The Medieval Universe

Course Convenor: Dr Sophie Page

In the late Middle Ages the universe was thought to be limited and intelligible, but vast. Within its structure of perfect spheres was an ordered variety, in which all created things were joined in harmonious cosmological schema. Tensions in this system remained, such as between the competing forces of celestial influence (good and bad spirits) and between the free will of man and the omnipotence of God, but variations on this model satisfied European scholars for 450 years. In this course we will investigate how this cosmology gave meaning to human experience by looking at how medieval men and women imagined and engaged with invisible and sacred forces and how their lives were guided by them. We will also look at orthodox and unorthodox ritual techniques for asserting control over sacred beings and explore medieval concepts of time, imagination and geography.

Term 2 focuses on the physical rather than the celestial world. We will discuss medieval conceptions of the body and nature, the body's place in the cosmos, and medieval attitudes to sickness, asceticism, sexuality, death, dreams and visions. This focus will give some insights into illuminate the relationship between belief and practice, for example the way 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.

HIST2203 The First European Union? Christendom 1100-1350*

Course Convenor: Dr John Sabapathy

This thematic course examines developments across Christendom between the First Crusaders' seizure of Jerusalem in 1099 and the demographic shocks of the earlier fourteenth century. From that 'high-point' of European ambition to the devastation of the Great Famine and Black Death, what did it mean to be part of Christendom? How similar were European social, political and religious patterns from Ireland to Acre? How did Europeans cultivate ideas of Christendom in practice? We will look at the hazardous struggle for titles which produced an English King of Germany, a Flemish Emperor of Constantinople and a French King of Sicily. Numerous actors made claims to regional, European, or even universal authority, from the Holy Roman Emperor to the Pope. But by the end of the period some of those looked rather worse for wear. Along and beneath such grand claims all sorts of common practices developed which connected countries – in law, learning, government and religion. The period was one of great outwards expansion (eastern Europe, Spain) and wider exploration, actual and imaginative. We will go with Dante to hell and to China with Marco Polo. It was also a period of great inward self-colonization as ideas and ideals of right

government and right belief became sharper and stronger. A peasant could be condemned as a heretic – but so too could a pope, an emperor, or an entire military order.

The course will think about the nature of Christendom however not only on 'European' terms, but also through the many cultures which interacted and sometimes conflicted with it: Byzantine, Mongol, Mamluk, Kurdish. We will look at and use a wide range of political, religious, visual and literary sources to re-think the period. It is oddly in need of reinterpretation given the number of 'emblematic' medieval institutions which developed during it (crusades, inquisitions, gothic art, the rise of universities, the coming of the friars). After *The Making of the Middle Ages* but before *The Waning of the Middle Ages* what was Medieval Europe?

HIST2302 The Industrial Revolution in Britain*

Course Convenor: Professor Julian Hoppit

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 coursework, such as book reviews, will also often be set.

HIST2414 American History in Hollywood Film

Course Convenor: Dr 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.

HIST2417 Credit, Money & Crises in the Global Economy, 1700-1970*

Course Convenor: Dr Coskun Tuncer

This course explores the major themes in financial and monetary history from the eighteenth century to the end of the Bretton Woods system in 1970s with a global perspective. The course has a two-fold purpose: to offer a long-term picture of international monetary and financial architecture from 1700 to 1970; and to shed light on convergence and divergence of financial and monetary systems across the world by exploring each theme with reference to the changing cores and peripheries in the world economy.

The first part of the course focuses on the pre-1914 period. Starting with a discussion on competing theories and concepts in financial and monetary history, it explores the origins and rise of financial

capitalism, the formation of joint stock companies and stock exchanges, early financial crises and speculative manias, and the state finance and credible commitment. The second part, focusing on the post-World War I period, involves the themes of war finance, interwar financial and monetary instability, the Bretton Woods system and its institutions, and the changing nature of international financial architecture. Overall, the course provides a historical analysis and evaluation of some of the most topical subjects of international political economy and finance.

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

Course 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 introduces students to key theoretical perspectives on history, memory, and temporality. We then analyze different types of knowledge about the past, their relationship to each other, and to processes of political change. Key topics include: state violence and human rights, professional historiography and public history, indigenous histories and politics, film and the mass media, neoliberalism and technocratic discourse, literature and *testimonio*, truth commissions, and transitional justice. 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.

HIST2419 War, Rebellion and Social Discontent in Modern China

Course Convenor: Dr Lily Chang

This year-long thematic course explores the causes, motivations, and consequences brought about by the upheavals of war, rebellion, and social discontent in China from the late nineteenth century and across the longue durée of the twentieth century. The course begins with an examination of the Opium Wars and the crises faced by the Qing dynasty, which resulted in the outbreak of several rebellions fuelled by widespread discontent from the people. It proceeds to an examination of the internal and external forces leading to the collapse of the Chinese empire in 1911, and further explores the country's engagement in the Russo-Japanese War, the First Sino-Japanese War, and China's War with Japan in the first half of the twentieth century. Following on the victory of the Chinese Communist Party in 1949, the course will also examine China's involvement in the Korean War and the Cold War within the global context of the country's shifting self-image and foreign relations over the centuries.

Through a study of China's engagement with each of these key moments in its history, the course will consider more specifically, broader themes such as nation-building, state-society relations, trade, political thought, diplomatic relations, gender, and the social impact and lived experiences that such events had on the Chinese population. Because China's historical experiences are inseparable from a larger regional and global identity in the modern era, throughout the course, we will also examine the extent to which these events were pivotal to the formation of the Chinese nation, and the relationships and tensions that China experienced with its neighbours and the world. Broader historical comparisons with other countries will therefore be highly encouraged.

HIST2420 India and the Global Economy, 1500 to the Present

Course Convenor: Dr Jagjeet Lally

If India's share of world income was 27 per cent in 1700, why was it only 5 per cent in 1950? If colonial rule shackled the Indian economy and frustrated its development, how has India emerged as a global economic superpower today? In this course, we will examine the history of the Indian subcontinent

through the early modern and modern eras, focussing on India's changing role and position in the global economy. The starting-point for the course is the establishment of the Mughal Empire in the sixteenth century. The Mughals transformed India's domestic and external economy, as evident from India's centrality in trade and economic connections with the Islamic empires of Eurasia and with states and markets of the Indian Ocean world, from East Africa to China. At this time, following the discovery of the sea route from Europe to Asia via the Cape of Good Hope, Europeans – first the Portuguese and, after 1600, the Dutch and the English – also established economic relations with India. Following the establishment of the East India Company as a territorial power on the subcontinent after c. 1750, and the increasing integration of South Asia into the economy of the British Empire, India's role and place in the global economy was transformed, and Indian nationalists decried the deindustrialisation and drain of wealth that was reducing India and her people to poverty. After Independence, Indian planners sought to reduce poverty through industrialisation and a series of five-year plans that came at considerable cost and with mixed success, arguably necessitating the liberalisation of the economy from the 1980s that has once again altered India's role and place in the global economy.

HIST2421 African Cities – Past and Present

Course Convenor: Dr Tim Gibbs

Questions concerning urbanisation and urbanism can take us to the heart of the flows of people, trade and resources that have shaped African History. Historically, urban settlements were often centres of political power, religious ritual and trading wealth. For centuries, African urban forms were connected to, disrupted by and reconfigured through trade with the Atlantic and Indian Oceans. Most infamous was slavery; there were also flows of spices, gold, ivory and other commodities. In the 19th and 20th centuries, a new form of urbanisation was then moulded by colonialism. Colonial urban planners imposed racial segregation; patterns of industrialisation and trade were synonymous with exploitation. Yet cities were also vibrant spaces in which new forms of popular cultural, religious and political expression thrived. This struggle for the city often lay at the heart of anti-colonial politics in the mid-20th century. In turn, post-colonial nationalists would project their power onto Africa's cities. More recently – in the decades of economic and political uncertainty that characterised the late 20th century – cities were transformed again into uncertain, informal spaces. At the same time, global flows reconfigure urban networks, connecting Congolese traders to Paris, for instance. This course introduces students to the global and internal forces that transformed Africa and traces the historic antecedents of many of the categories that dominate (and sometimes stereotype) contemporary debates about Africa. For demographic trends and burgeoning populations suggest that the future of African society in the 21st century will be forged in its cities.

HIST2422 Superpower: A Global History of the United States, 1898-1989

Course Convenor: Dr Alex Goodall

How did the United States become the most powerful nation on earth? Popular narratives often stress the exceptionalism of the United States: an apostle of universal democratic liberty, brought out of its nineteenth-century isolation because of its unique commitment to democratic liberty. More critical narratives, by contrast, have argued that there was an elite project to turn the United States into a new kind of global empire, one which was profoundly contradictory to the true nature of American democracy. This course will seek to test these conflicting interpretations by exploring the development of US power in the twentieth century, but also to transcend them by showing how the history of US foreign policy can be situated within transnational and global processes. We will examine US diplomacy, international relations, and economic and military interventions overseas. However, we will also explore other kinds of global connections, such as the often outsized role played by specific subgroups within American society whose gendered, racial, class-based and religious concerns transcended national borders. We will look at the development of supranational institutions and ideas. And we will explore the way in which the United States' increasingly intense engagement with the rest of the world changed the nation at home, whether in

terms of the strengthening of the federal state, the transformation of politics and society, or even the reconstruction of the landscape of America itself.

HIST2900 Second Year Research Seminar 2014-15 **(value: 0.5 course unit: ADV)**

This module is available to 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 5,000 words (100%).

The Face of Empire: the Assyrian Palaces of Kalhu and Nineveh

Course Convenor: Professor Karen Radner

British archaeologists discovered and excavated two of the capital cities of the Assyrian Empire and the British Museum therefore houses a wealth of artefacts from the royal palaces of Kalhu (Nimrud) and Nineveh. They were the centres of power from the 9th to the 7th century BC when Assyria was the world's most powerful state and the Assyrian king ruled supreme. We will draw on the royal inscriptions incised on palace walls and other monuments and the wall decoration depicting detailed scenes of battle, conquest and submission in order to study the Assyrian Empire as it wished to present itself to the world. All texts are available in English translation and the majority of the primary sources are displayed in the permanent collection of the British Museum where several sessions will take place.

Homer and History: Epic Evidence for Early Greek Society

Course 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).

Soldier and Society: Documenting the Roman Army

Course Convenor: Dr Benet Salway

The Roman army is without doubt the best documented element of Roman imperial society. This research seminar will examine the relationship between Roman military personnel and wider society in Rome and in the provinces through the lens of the various different categories of evidence surviving through the documentary record. These survive in various media (stone, pot sherds, papyrus, bronze, and wooden tablets) and represent a wide range of genres: official reports, registers, and records produced by clerical staff (e.g. Dura papyri, Vindolanda tablets, Mons Claudianus ostraka, Panopolis papyri); religious calendars and dedications (e.g. Feriale Duranum, Housesteads altars); certificates of discharge benefits (bronze military diplomas); the private correspondence of unit commanders (e.g. Abinnaeus archive), individual soldiers (e.g. Claudius Terentianus), and family members (e.g. Vindolanda tablets); and last, but not least, memorial stones.

Templars, Heretics, Popes and Princes: The Crises of the Papacy, 1294-1334

Course Convenor: Dr John Sabapathy

Between 1294 and 1334 the Popes began their 'Babylonian captivity' in Avignon; the Templars were smashed; relations between Papacy and Holy Roman Emperor splintered (further); and many hopes for

European unity foundered. The papacy was attacked by the French monarchy it had collaborated with since Charlemagne and forced to torch the Templar crusading order founded to defend the Holy Land. It was savaged by the charismatic Franciscan order it had blessed and licensed. Pope Celestine V resigned and fled. Boniface VIII was attacked and, once dead, put on trial, accused of sodomy, heresy, and blasphemy. John XXII was condemned by Europe's most powerful Parisian intellectuals and denounced as a heretic by the excommunicated Holy Roman Emperor. The period was one of extraordinary political self-destruction. It was also one of hope against hope: Boniface's great Jubilee of 1300; Dante's vision of the church reformed and redeemed; grand plans to re-take the Holy Land; missions to India and Iran; institutional reform, legal innovation; artistic brilliance in poetry and painting.

This course will explore this period's extraordinary conflict of personalities, principles, and institutions. The sources for essays range from scurrilous pamphlet wars, heresy trial records, and sophisticated political thinking to some of the greatest poetry and painting Europe has ever produced. The cast of characters is a fascinating mix of templars, heretics, lawyers, mendicants, inquisitors, hermits, sceptics, poets, painters, popes and antipopes. Framed by the five pontificates from Celestine V to John XXII, students will be able to explore their complex personalities and those of Dante, Giotto, Petrarch, Philip the Fair, Boniface VIII, William of Ockham, Marsilius of Padua, and Ludwig of Bavaria.

The Worlds of Cola. Utopia, Nostalgia and the Quest for Power at the End of the Middle Ages (1313-1354)

Course 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.

Magic in the Middle Ages

Course 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.

Luther and Trent

Course Convenor: Professor David d'Avray

The Buddha, Jesus Christ, Mahomet, Lenin – Martin Luther can be grouped with these as a charismatic leader who turned intensely felt ideas into a religious movement. Such leaders are rare but they are jokers in the pack of history, the source of quite unexpected changes. Protestantism changed and still changes the world. Changes of a quite different kind characterise institutions and systems of values with long traditions behind them. They can show unexpected resilience to apparently irresistible challenges, and in the course of their response they develop in unexpected and interesting ways, gathering strength from resistance to contradiction and evolving fresh ideological answers and organisational solutions. So it was with the Catholic Church in the generations around the Council of Trent. The Council mounted a formidable response to Luther's agenda and the body set out to implement it, the Congregazione Concilii, proved a highly effective governmental organ, which took over much of the running of the Catholic Church. Research on its records has only recently begun and samples of this entirely fresh material from the frontiers of research will be made available for discussion during seminars. Another key theme and the springboard for most of the long essays will be the lines that one can perceive running back from the decrees of the Council to the central arguments of Martin Luther. The Council's decrees are all available online and Luther's writings have been translated in so many volumes that it will be possible for students focussing on a given theme to borrow one or two relevant to their particular projects, in order to elucidate some of the most intensive debates in modern religious history.

Domestic Dissidents: Intelligence and Surveillance in Early Modern Britain

Course 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.

Ideas and Concepts in Early Modern Political Thought

Course Convenor: Dr Peter Schröder

This seminar explores some of the key concepts and ideas of early modern political thought. These include the formation of the state and state sovereignty, questions regarding the relationship between the church and the state, toleration and individual liberty, and interstate relations.

Britons Abroad: The British Experience in Continental Europe, 1689-1800

Course 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?

Mutiny & Rebellion: British India in 1857

Course 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? 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.

The Himalaya

Course Convenor: Dr Jagjeet Lally

In the eighteenth century, as Europeans on the Grand Tour visited the Alps, and as Alexander von Humboldt surveyed the mountains of South America, the East India Company's servants started to explore the Eastern Himalaya and its kingdoms. The Himalaya was constituted and constructed through European exploration; it was imagined, reimagined, and represented – in writings and in images – as a snowy space at once familiar like the Alps to travellers influenced by the Romantics and by Ruskin, and at the same time threatening, 'othered', and even gendered, like the rest of Asia. From the 1810s, Himalayan exploration extended westwards and accelerated as the East India Company – now a commercial and

political power – started to worry about the security of its territories and the threat of foreign invasion. The Himalaya started to be seen as a ‘natural frontier’ – as an isolated space separating British India from Russian Central Asia and Qing China. And, yet, Himalayan exploration was only possible because of the existence of networks of traders, peddlers, pilgrims, mercenaries, and spies who criss-crossed and connected the plains on either side of the mountains, in India, China, and Central Asia. In this course, we will critically ‘read’ a range of source materials – state records, expedition reports, travelogues, paintings, photographs, and early ‘home movies’ – to examine how we can write the history of the Himalaya, its peoples, its exploration, and its place in popular imagination, c. 1760-1930.

Rebels, Artists, Experts, Diplomats: Foreigners and Revolutionary Mexico, c.1910-1960

Course Convenor: Dr Thomas Rath

The Mexican Revolution both repulsed and fascinated foreign observers, and many travelled to Mexico to 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 complex revolutionary process- particularly how it affected foreign relations and attitudes- and how foreigners shaped and perceived Mexican society. More broadly, it will introduce students to debates about how powerful industrial societies, particularly the USA and Britain, have shaped and understood Latin America, exploring concepts of informal empire, cultural imperialism, and the relationship between nationalism and transnationalism.

The revolution is defined broadly. It encompasses not just the rebellion and civil war of 1910-1920, but the long process of social reform, cultural experimentation, and nation building in the 1920s and 1930s, and the consolidation of a durable authoritarian political system in the 1940s and 1950s. The course does not attempt exhaustive coverage. It focuses mainly on Anglo-American visitors because these sources are most accessible, and because Mexico's relationships with the USA and, to a lesser degree, Britain were the most important and consequential in the period. Although we will look at traditional diplomatic sources, the course encourages students to think about what newer transnational perspectives and non-state actors can add to our understanding of the period. This said, the course will not be taught in too prescriptive a manner, and students are free to pursue their own interests and topics in consultation with me.

Each week we will discuss a key theme in the historiography of the revolution by analyzing a set of different primary sources. However, the themes are organized so that we will focus on particular episodes in roughly chronological order. For each topic I will also suggest a list of additional primary and secondary sources for essays.

Investigating Law and Society in Modern China

Course Convenor: Dr Lily Chang

This research seminar explores the interconnections between law and society in the first half of twentieth-century China through the prism of criminal law. Based on an examination of the evolution of codified law, legal and judicial practice, and the institutions that shaped Chinese legal culture, the research seminar will consider how law shapes and is shaped by modernisation, foreign influences, wartime conditions, and state institutions. It will also consider the different ways law contributes to questions surrounding morality, responsibility, and the maintenance of social and political social order by expressly drawing attention to the interactions between law and individuals. The research seminar is thematically organised around the following five research topics:

- Approaching Law and Society in Chinese History
- Criminal Justice in Late Imperial China
- Modernising Chinese Law: Regime Changes and Judicial Reforms
- Law and Everyday Life: Lived Experiences and War Atrocities
- Investigating War Crimes in East Asia

The range of themes will offer students opportunities to analyse specific historical and historiographical problems through the introduction of primary source materials available in English and in translation, which includes but is not limited to: legal codes, penal case files, legal transcripts, personal papers, newspaper accounts, diaries and correspondence. Students will evaluate, problematise, and critique different types of source materials and further consider the historical context and methodological approaches used in history writing. Broader historical comparisons with other parts of the world will be highly encouraged.

Rewriting Apartheid

Course Convenor: Dr Tim Gibbs

How do historians write about apartheid? A generation ago the answer was obvious. Then, history writing was largely about race and resistance. And London was one of the main centres of history writing, not least because it was a waypoint for the many academics, diplomats, campaigners and churchmen, whose books, reports, journalism and tracts explained conditions inside South Africa. Their writings were typically framed by modernist narratives: the racial segregation of the apartheid state; the exploitation of settler capitalism; the resistance of the working classes and nationalists; the struggle for human rights. Indeed, it was London based campaigners who made Nelson Mandela an international icon instantly recognisable around the world.

This course considers the changing themes and sources that are reorganising historical writing about apartheid. Today, in a more uncertain, often cynical, post-apartheid era, how do historians explain the forces of nationalism, state formation, industrialisation and urbanisation that forged apartheid? How did South Africa's experience connect to the broader transnational movements of the Cold War era? We discuss these questions by looking at a series of case studies, drawing on a rich and varied diet of archival sources – from government documents to memoirs and film – that are found in London and online. Students will be encouraged to access these rich troves of primary and secondary sources as they develop their own research questions. Assessment is by one 5,000 word essay.

Ideas in Motion: The International Dimensions of Postwar American Thought

Course Convenor: Dr Alex Goodall

Few myths about the United States have had as much traction as the belief in the supposed insularity and anti-intellectualism of its culture. This course seeks to challenge both claims: firstly, by exploring the way canonical texts of postwar American thought were a product of interactions with cosmopolitan, and especially transatlantic, intellectual traditions; and, secondly, by showing the central role played by a series of key intellectual “translators” in US politics and society in the second half of the twentieth century. In each seminar we will explore the exchange of ideas between European (and, occasionally, extra-European) intellectuals and American thinkers, then explore the various ways in which their arguments interacted with the wider conflicts and collaborations of everyday life in the postwar United States. Case studies of these ideas in action include mass advertising and popular Cold War culture, arguments over the nature of the Radical Right, the rise and fall of sixties radicalism, the Black Power movement and, more recently, the federal government's war on terror.

This course is driven by primary sources: a combination of selected texts from key thinkers and newspaper articles, government documents and other records which relate to the broader debates of which these individuals were a part. In developing their long essay, students are free to either explore transnational intellectual connections or the broader social and political consequences of cross-cultural intellectual exchange. We will devote time in seminars to discussing the problems and possibilities associated with conducting primary research in intellectual history, as well as debating the relationship between ideas, politics and society.

Final-Year Group 3 (Special Subject) modules 2014-15 (value: 2 course units: ADV)

Group 3 papers, available to final-year students **only**, 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 module will have an introductory meeting on Monday 2nd June 2014 to explain its structure and distribute work for the Long Vacation.

HIST3107 and HIST9107 Ancient Warfare: Assyrian and Greek Perspectives*

Course Convenors: Professor Karen Radner and Professor Hans van Wees

The primary sources available to study warfare of the Assyrian Empire and in the Greek world are equally rich but very different: royal inscriptions, palace wall decorations, state letters and oracle queries on the one hand, epic and other poetry, historiography and military manuals on the other. This new and unique course will apply a comparative approach to such matters as reasons, alternatives and responses to war, logistics, tactics and battle experiences, patriotism and imperialism.

HIST3108 and HIST9108 The Intellectual Landscape of the Late Roman Republic

Course Convenor: Dr Valentina Arena

The course investigates the conceptual languages, analytical tools, and pivotal terms at work in the dominant intellectual traditions of the first century BC in Rome. Through the reading of works by Cicero, Varro, and Caesar (three prolific writers of the time as well as prominent protagonists in contemporary political life), which will serve as a mirror of the sophisticated and diverse intellectual world of the first century BC, the course will reconstruct the major intellectual controversies of the time - such as, for example, the origin of human language, the role of divination, and the study of psychology. With particular emphasis on political thought, the course will explore the fascinating ways in which the most prominent intellectual figures of the time, some of whom have now almost disappeared from our sight, interpreted inherited Greek traditions or acquired ways of thinking, and subverted and moulded them into new forms in order to answer contemporary questions and solve new problems.

HIST3205 and HIST9205 Passages to Jerusalem: The Crusades and the Medieval World, 1095-1291*

Course 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 and HIST9206 Popes, Caliphs and Sacred Law, 385-850*

Course 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) this side of the course will be studied principally from scholarly secondary sources. 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 rise of papal law 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.

HIST3301 and HIST9301 Great Britain and the American Colonies 1760-1776 (1)*

Course 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.

HIST3312 and HIST9312: The British Civil Wars and Interregnum 1637-60

Course Convenor: Professor Jason Peacey

The decades of the British civil wars and interregnum continue to exert a profound grip on the popular imagination, as well as a powerful influence over at least some aspects of contemporary politics, and this course will explore what is unquestionably one of the most exciting, complex and contentious periods in our history, and which boasts some of its most controversial and charismatic individuals, from Charles I and Cromwell to John Milton and John Lilburne. It will explore how and why Britain experienced civil war during the 1640s, and the political and religious ramifications during the late 1640s and 1650s, when Britain witnessed a republic, a written constitution, and the emergence of a 'fiscal-military state' and a major world power. Students will trace the political and religious changes in Britain during the mid-seventeenth century; engage with political, constitutional, and religious ideas, both mainstream and radical; examine elite and popular politics, both nationally and locally; explore issues and factors determining political consciousness, motivation and allegiance across the social and political spectrum; trace the emergence of new institutional structures and media; and assess the period's historical significance and influence.

HIST3318 and HIST9318 Antipodean Encounters: Aborigines, Convicts and Settlers in New South Wales, c. 1770-1850*

Course Convenor: Professor 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.

HIST3405 and HIST9405 Progressivism and Progressive Thought in America 1890-1914

Course Convenor: Dr 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.

HIST3419 and HIST9419 On the Move: The Automobile in History

Course Convenor: Professor Bernhard Rieger

The automobile has left a deep imprint on the globe and transformed everyday life in myriad ways over the last century or so. Promising personal liberty and signalling social status, cars have exerted an almost magical appeal. Demand for cars has proven virtually boundless and given rise to new modes of manufacturing whose management practices have reshaped the working lives of millions far beyond auto plants. Satisfying humankind's desire for the automobile has taken a considerable environmental toll. It is not only that 40 per cent of the world's oil production currently ends up in petrol tanks; the proliferation of hundreds of millions of cars has required creating extensive, tightly regulated road networks that have transformed urban and rural environments as well as the conduct of quotidian affairs. Next to a home, the automobile is for many individuals and families the second the most expensive consumer item, which countless owners, remarkably, simply leave in the street over night. Nothing, however, illustrates the automobile's magnetic draw better than the (temporary and not always flattering) character transformations that drivers undergo when they get behind the wheel. Indeed, in many cultures learning to drive has become synonymous with becoming a grown-up and hence a full member of society.

After a chronological overview and a conceptual introduction into the study of commodities and material culture, the course will address key themes in the history of the automobile including modes of production and their significance in wider society; the car's national and international economic importance; its impact on rural and urban environments including the growth and collapse of cities like Detroit; its appeal as a consumer fetish for both sexes; the automobile as catalyst for political protest and social activism.

Full-Year (Survey) lecture modules 2014-15 (value 1 course unit: INTER)

UCL History Department survey modules, available to students in all years, are typically taught as twenty 1-hour lectures to groups of 45-60 students and 15-18 1-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 modules, 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.

HIST6001 The History of Political Thought

Course Convenor: Dr Angus Gowland

This course traces the development of western political thought from its classical origins to its most important modern formulations, exploring the main European traditions of inquiry concerning the best political society and way of life for its members. It extends from Greek antiquity to the late nineteenth century, and emphasis is placed on the writings of major thinkers including Socrates, Plato, Aristotle, Cicero, Augustine, Thomas Aquinas, Machiavelli, Thomas More, Hobbes, Locke, Montesquieu, Hume, Adam Smith, Rousseau, J.S. Mill, Marx and Nietzsche. The theories of these authors are interpreted through their employment of fundamental political concepts such as liberty, justice, equality, natural law and natural rights, virtue, sovereignty, authority, the state, constitution, and revolution. But the course also places great emphasis on the relationship between the texts under consideration and the political and intellectual contexts in which their authors were writing.

HIST6102 The Near East 1200-300 BC: Empires and Pastoralists

Course Convenor: Professor Karen Radner

This survey course provides an outline of the history of the Near East between c.1200 BCE and 331 BC, covering Egypt, the Eastern Mediterranean coast, Eastern Anatolia, Mesopotamia and Iran. We will start the first term with the collapse of the Late Bronze Age world system from 1200 BC onwards and investigate the resulting geo-political changes, including the decline of Egypt, the formation of Israel and Judah and the Aramean-Luwian principalities, the rise of the Assyrian empire and its rival Urartu, and the Phoenician colonisation of the Mediterranean. In the second term, we will explore the end of the Assyrian empire, Egypt from the 22nd to the 26th Dynasty, the Neo-Babylonian and the Persian empire as well as Elam and the peoples on the outer fringes of the Mesopotamian world, such as Cimmerians, Scythians, and Phrygians.

HIST6105 The Roman Empire from Augustus to Theodosius I

Course Convenor: Dr Benet Salway

The course covers the period from the creation of the new régime by Augustus to the establishment of Christianity and the separation of the Eastern and Western Empires, that is approximately from 31 BC to AD 410. The familiar modern idea of the Roman Empire derives from accounts of the lives and deaths of Emperors, their wives, their freedmen and courtiers; this is not an accident because ancient writers themselves focus mostly on the court life of Rome and on the making of policy by Senate and Emperor. The challenge to the student of this period is to try to correct this imbalance in the source material by making use of the plentiful but scattered evidence about life in the cities of the Empire and about the lives of those who lived below the level of the ruling élite in Rome. The main themes to be studied are: The nature and limitations of the historical tradition and the other sources of information for Roman life in this

period. The system of imperial government created by Augustus; the ideas about a "new age" generated in the process of reform and the expression of these ideas in literature and history-writing. The changing relationships between Rome and the provinces, including the gradual extension of citizen rights throughout the Empire. The development of an imperial economy and the reasons for its failure to develop further. The nature of town-life and the degree of Romanization in the Eastern and Western provinces. Social and religious change, before and after the troubles of the mid-third century AD. The causes and extent of the transformation of the Empire in the fourth century AD as marked by the rise of Christianity, the marginalization of pagan religion, the weakening of frontiers and the introduction of invaders, settlers and mercenaries from outside the Empire's boundaries. The reasons for the collapse of the Western and the survival of the Eastern imperial systems.

HIST6106 The Hellenistic World from Alexander to the End of the Attalid Kingdom

Course Convenor: Dr Riet van Bremen

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.

HIST6110 Ancient and Medieval China and her Neighbours

Course Convenor: Dr 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.

HIST6201 Europe in the Early Middle Ages, 400-1000

Course Convenor: Dr Emily Winkler

This course is designed to survey the principal developments of the history of Europe in the early middle ages, with particular reference to issues of concern to historians over the past 10-15 years. The course begins with an outline historical survey to enable students to identify the major settings, people and places (fall of the Roman Empire, rise of Islam, Carolingian and Ottonian Empires etc.) and then proceeds thematically, dealing with developments in a series of subject areas (e.g. states, religious experience, towns and trade, legal structures and dispute settlement) over the entire period.

HIST6307 Enlightenment and Revolution in Europe 1715-1805

Course Convenor: Dr Alexander Wragge-Morley

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

Course 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.

HIST6402 European History since 1945

Course Convenor: Dr Andrew Smith

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

Course Convenor: Professor 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

Course Convenor: Dr Chris Jeppesen

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.

HIST6411 History and Politics of Latin America c.1930 to the Present

Course Convenor: Dr Sarah Washbrook

Latin America generated some of the most famous icons of the 20th century, yet the region has the most unequal distribution of income in the world and few governments have commanded widespread support or legitimacy for long. This course aims to analyse why. The course focuses on nation-state histories in the first term and explores comparative themes in the second term, in order to convey both a sense of the distinctiveness of individual Latin American countries and an understanding of what they have in common. The countries covered are Argentina, Brazil, Mexico, Chile and Cuba. Themes covered by the course include US relations with Latin America, revolutions and guerrilla movements, race, gender, human rights and the politics of memory, citizenship, social justice, religion.

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

Course Convenor: Professor Iwan Morgan

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 modules 2014-15 **(value: 0.5 course unit: ADV)**

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

HIST7004A Dartmouth Course: 'Latin American Rebels'

Course Convenor: Professor Tanalís Padilla

This course explores the history of Latin American rebels: their intellectual foundations, the social realities that produced them and the larger struggles in which they played a part. We will look at the lives and ideas of specific individuals and reflect on the dynamics of the larger social movements and revolutions of various Latin American nations. We will analyze important traditions in the struggle for Latin American liberation including independence movements, nationalism, anti-imperialism, socialism, and the various projects Latin Americans have offered for social change. The goal is to understand the circumstances that produce rebellions, the relationship between leaders and the rank-and-file and the experience and consciousness of the participants. Likewise, we will explore some of the trends in Latin America's current social transformation, tracing the historical processes by which these leftist leaders and movements emerged.

HIST7006A Penn Course: 'Books That Changed Modern America'

Course Convenor: Dr Kathy Peiss

Why have some books had a profound impact on their times? How have they articulated an issue, focused debate, captured public attention, and spurred action? In this seminar, we will read a group of books that arguably changed the modern United States. *The Jungle* mobilized Americans to demand food safety in the early 20th century; decades later, *Silent Spring* inspired the modern environmental movement in the U.S. *The Grapes of Wrath* incited great political controversy when it exposed the tragic condition of migrant workers in the 1930s, while *The Other America* 'rediscovered' the poor in the midst of post-World War II affluence and pushed policy-makers to develop antipoverty programs. In very different ways, W.E.B. Du Bois and Betty Friedan attacked American social hierarchies: *The Souls of Black Folk* set the agenda for African American culture and politics for many decades, and *The Feminine Mystique* challenged traditional gender roles and helped start the 1960s feminist movement. Even a self-help book, *How to Win Friends and Influence People*, had an outsized impact, responding to American anxieties about personal and business success, and guiding everyday interactions.

The required readings are the books themselves (or portions thereof). Class meetings will centre on the close reading of each text. In addition, we will examine the history of each book as a book: its place within the author's life and work, its publishing history, critical reception, and readers' responses. Suggested readings will also present the broader historical contexts in which the work was written. We will not only analyse each work for its meaning and significance, but also try to determine the impact it had on culture, society, and politics in the United States.

HIST7013A History of Ethics

Course Convenor: Professor David d'Avray

The course introduces students to a new way of studying the history of ethics, though it will incorporate the old way of reading texts by famous names in the history of moral philosophy with care and an independent mind. To make this easier, all the texts are available in digital form. The new method is an application of Sociology, notably of Max Weber's distinction between instrumental and value rationality. Value rationality incorporates beliefs such as 'the spiritual essence of humans survives death' or 'women

and men are equal', and values are defined as cemented convictions which are resistant to hostile argument but yet rational, in that they are defended by the coherent networks of thought that support them as an electricity grid supports a power station with a temporary problem; and embedded in experience, and in forms of life. Instrumental rationality is the vast field incorporating all reasoning which 'puts two and two together' logically or in causal explanation: all reasoning in the space not roped off by the value boundaries. The catch is that this second kind of reasoning takes its first principles from value systems, which thus affect the whole character of subsequent instrumental reasoning. To pinpoint those values which police the border between values generally and instrumental rationality, the further term of art 'interface values' has been coined. A sociological approach to the history of ethics means looking for those convictions that underlie the ethical systems of 'great thinkers' as well as of every day life. Such convictions are usually anchored in social practices and experiences of one sort or another.

HIST7014B Asian Medical History

Course Convenor: Dr 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.

HIST7101A/B Women in Antiquity

Course Convenor: 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.

HIST7104A Slavery in the Classical World

Course Convenor: Dr 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.

HIST7212A The Friars in the Medieval World

Course Convenor: Dr 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.

HIST7334A Emergence of the State: The History of European Political Thought in the 17th and Early 18th Centuries

Course 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 of the leading political philosophers of the seventeenth century.

HIST7335B State, Sovereignty and Liberty: The History of European Political Thought in the 18th Century

Course 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 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).

HIST7339A/B The Human and Its Others: Enlightenment Ideas of Ethnicity and Race

Course Convenor: Dr Alexander Wragge-Morley

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.

HIST7347A/B The Re-Making of the British working class, 1848-1914

Course Convenor: 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.

HIST7350B Remembering Slavery

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

HIST7356A/B Race and the Sciences: Modern Ideologies of Human Difference

Course Convenor: Dr Lars Fischer

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.

HIST7361A/B Race and Resistance in Black Atlantic Thought

Course 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 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.

HIST7362A/B Histories of Exclusion: Race and Ethnicity in Latin America, c. 1800-1950

Course Convenor: Dr 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 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.

HIST7363A/B Between Empires and Nation-States: Economic History of the Middle East and the Balkans, 1800-1914

Course Convenor: Dr 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.

HIST7425B American Cinema History

Course Convenor: Dr Melvyn Stokes

This course will explore the origins and growth of the 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 was obliged to operate 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 experience of film-going, concentrating on the history of American cinema audiences from the early days of music hall exhibition through the era of the motion picture palace. The aim of the course will be to introduce students to the social cultural, economic and political aspects of film history.

HIST7458A/B U.S. Internationalism, 1865-1920

Course 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 an alternative interpretation of the United States' relations with the wider world, focusing on the evolution of American internationalism between the U.S. Civil War and the Treaty of Versailles. In particular, we will focus on the development of American ideas about ordering the international community, the relationship between internationalism and American imperialism, and the connections between domestic and foreign politics.

HIST7459B Gender and History in Latin America since Independence

Course Convenor: Dr Sarah Washbrook

Gender – the socially constructed and historically contingent representation of perceived biological differences – has become a key concept in historical analysis, which has reshaped historical understandings of the Latin American past and present. By highlighting the social origins of naturalised concepts, such as sexuality, reproduction and the family, and examining the historical ways in which they have been defined and regulated, gender analysis provides a powerful tool with which to interpret power, ideas, and material relationships more broadly.

This course aims both to examine the history of gender and sexuality in Latin America since independence and to analyse Latin American history through the lens of gender. It seeks to highlight the connection - empirically, theoretically and epistemologically - between gender, masculinity, femininity, sexuality and the family, and the political, economic, social and cultural processes that have characterized Latin America since independence. These include war, nation-building, state formation, export development, liberal modernization, industrialization, the growth of the national developmentalist state, revolution, authoritarianism and democratization, among others.

HIST7460A/B Music and the Historian

Course Convenor: Dr Lars Fischer

Few phenomena have persistently played as integral a role in people's lives and yet drawn as little serious interest from mainstream historians as has music (not just as a form of high culture, but as an everyday social practice and, far from least, an integral part of liturgical practice and experience). In part this is doubtless down to the technical and sometimes rather arcane way in which musicologists all too often discuss historical issues, frequently granting supposedly value-free aesthetic considerations primacy over social and contextual perspectives. Whatever the causes, there can be little doubt that we urgently need a 'musical turn' in historical practice (albeit one that seeks to complement rather than displace the wealth of other approaches at our disposal). This course will explore what this musical turn might look like. It will focus not on the history of music as such but firmly on ways in which a focus on music in history can facilitate a fuller and deeper understanding of historical contexts, not least by insisting that musical aesthetics do not and cannot inhabit a space devoid of social, political and, indeed, ethical concerns.

HIST7461A/B Gender in Modern British History, c.1850-1939

Course Convenor: Dr Clare Makepeace

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.

Half-Year Seminar modules for external students 2014-15 (value: 0.5 course unit: INTER)

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

HIST7401A/B History of Parliament

Course Convenors: Dr Charles Littleton (term 1) and Dr Robin Eagles (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.

HIST7403A/B Medieval History in London Collections

Course Convenor: Dr 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.

Undergraduate modules at intercollegiate institutions 2014-2015

Group 1 intermediate modules (1 unit)

- SEHI6009 History of Russia 1598-1856 *SSEES*
SEHI6011 History of Modern Germany 1815-1990 *SSEES*
SEHI6013 Enlightenment, Catholicism and the State *SSEES*

Group 2 (Thematic) modules (1 unit)

- CODETBC The Central Powers in the First World War, 1914-18 *Goldsmiths*
HT52076A Health, Healing and Illness in Africa *Goldsmiths*
HT52102A Mediterranean Encounters: Venice and the Ottoman Empire, 1453-1797 *Goldsmiths*
HT52200A Modern South Asia: Disease, Medicine, Empire and nation c. 1600-1947 *Goldsmiths*
CODETBC Utopian Visions: The Soviet Experience through the Arts *Goldsmiths*
HS2132 London Urban Society, 1400-1600 *RHUL*
HS2143 Medicine and Society in Medieval Europe *RHUL*
HS2219 Martin Luther King and the Civil Rights Movement, 1955-1968 *RHUL*
HS2235 From Blood and Guts to the Worried Well: Medicine in Britain, c.1750-1990 *RHUL*
HS2257 Spain in Conflict, 1930-1953 *RHUL*
HS2289 The Islamic Revival: from C18 Reform to C20 Political Action *RHUL*
HS2317 Modern and Contemporary Italy *RHUL*
5AAH2001 Friends. Political Bonds in Late Medieval & Renaissance Italy (1300-1550) *KCL*
5AAH2004 Themes in Early Modern Cultural History *KCL*
5AAH2006 Church, State & Nation in mainland Britain, 1750-1839 *KCL*
5AAH2008 British Economic History, 1700-1939 *KCL*
5AAH2010 Faith, Nation & Empire in Modern East-Central Europe *KCL*
5AAH2013 The History of Australia since 1788 *KCL*
5AAH2021 Aristocratic Society and Culture in Medieval Europe 900-1300 *KCL*
5AAH2022 The Black Death *KCL*
5AAH2024 Gregory of Tours and the Merovingian World *KCL*
5AAH2026 Sexuality and Gender in modern Britain *KCL*
5AAH2032 Capitalism and Empire: The Economics of British Global Expansion *KCL*
HST5109 Outsiders in the Middle Ages (Dr Peter Denley) *QM*
SEHI2002 Crown Church and Estates in Central Europe 1500-1700 *SSEES*
SEHI2006 Successors to the Habsburgs: East-Central Europe, 1914-1945 *SSEES*
SEHI2007 The Rise and Fall of Yugoslavia *SSEES*
SEHI2008 The Fall and Rise of the Polish Nation, 1648-1921 *SSEES*
SEHI2009 Media, Culture and Society in the Soviet Union from Stalin to 1991 *SSEES*

Group 3 (Special Subject) modules (2 units)

HT53120A/HT53120B	Life in the Trenches: Perspectives on British Military History, 1914-18 <i>Goldsmiths</i>
CODETBC	Medicine on the Silk Roads: Traditions and Transmissions <i>Goldsmiths</i>
HT53107A/HT53107B	Putting off the Pauper, Putting on the Man...Industrial England <i>Goldsmiths</i>
CODETBC	Radicalism during the English Revolution, 1641–1660 <i>Goldsmiths</i>
HT53036A/HT53036B	Sex and the African City: Gender and Urbanisation in Southern Africa <i>Goldsmiths</i>
HS3134/3135	Blasphemy, Irreligion and the English Enlightenment c.1650-1720 <i>RHUL</i>
HS3139/HS3140	Faith and Fire: Religious Culture in England c.1375-1525 <i>RHUL</i>
HS3145/HS3146	The Causes and Consequences of the Fall of Constantinople, 1453 <i>RHUL</i>
HS3150/3151	Heresy, Crusade and Inquisition in Southern France, c.1140-c.1300 <i>RHUL</i>
HS3279/HS3280	The Clash of Powers and Cultures... during the Cold War <i>RHUL</i>
HS3346/3347	Migration, Identity and Citizenship in Modern Britain <i>RHUL</i>
HS3361/HS3362	Genghis Khan and His Empire, 1150-1300 <i>RHUL</i>
HS3367/HS3368	Malcolm X and African American Islam <i>RHUL</i>
6AAH3001/2	Romans & Barbarians: The Transformation of the Roman West 350-700 <i>KCL</i>
6AAH3009/10	Women & Gender in Early Modern England <i>KCL</i>
6AAH3015/16	Caribbean Intellectual History: c. 1800 to the present <i>KCL</i>
6AAH3019/20	Australia in the Second World War: Strategy, Politics & Diplomacy <i>KCL</i>
6AAH3023/24	Carolingian Europe, c.750-900 <i>KCL</i>
6AAH3033/34	The Making of Twentieth-Century Britain <i>KCL</i>
6AAH3035/36	Scotland: the Making of the Medieval Kingdom <i>KCL</i>
6AAH3037/38	Twentieth-Century Medicine, State and Society in the United <i>KCL</i>
HST6108	Saladin, Richard the Lionheart & the Third Crusade <i>QM</i>
HST6207	English and British Political Culture...and the Accession of King James I <i>QM</i>
HST6209	Behind Closed Doors: Houses, Interiors and Domestic Life, c. 1660-c1830 <i>QM</i>
HST6308	The French Civil War 1934-1944 <i>QM</i>
HST6342	British Cinema and the Second World War: Propaganda, Myth and Memory <i>QM</i>
HST6343	The "Heart of Darkness"?...Power, and Politics in the Congo, c.1870-2010 <i>QM</i>
HST6346	The Pursuit of Happiness? The Creation of American Capitalism <i>QM</i>
SEHI3005/SEHI9005	The Russian Revolution <i>SSEES</i>
SEHI3007/SEHI9007	Urban Culture and Modernity: Vienna-Prague-Budapest, 1857-1938 <i>SSEES</i>
SEHI3009/SEHI9009	Monarchs and the Enlightenment in Russia and Central Europe I <i>SSEES</i>