

# **History**

## **Module Descriptions 2019/20**

### **Level I (i.e. 2<sup>nd</sup> Yr.) Modules**

Please be aware that all modules are subject to availability.

If you have any questions about the modules listed in this handbook, please contact [calincominexchange@contacts.bham.ac.uk](mailto:calincominexchange@contacts.bham.ac.uk).

For many of these modules, some experience of studying History may be required, and you should remember this when choosing your modules. If there is another module that you need to have studied before taking this, it will be stated in the module description.

Please note that at the time this document has been prepared the following information is provisional, and there may be minor changes between now and the beginning of 2019/20 academic year.

History Autumn Options are usually assessed by 2 x 2500 word essays (50% each) and History Spring Options are usually assessed by a 3-hour exam. Please note that places are limited and although we will try our best to accommodate as many first preferences as possible, this may not be possible in all cases.

<b>MODULE TITLE</b>	Society in the Viking World c.800-c.1100
<b>MODULE CODE</b>	30890
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam held during the Summer Term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2

**Please note that this module has extremely limited availability, we would only recommend selecting this module if it is compulsory for your studies.**

## **DESCRIPTION**

What was the society that produced the Viking expansion like? What kinds of society were produced as a result of the migration of 'Vikings'? To answer these broad questions we will look at society across Scandinavia, continental western Europe, the British Isles, Iceland and Greenland. We will examine what we know about the kings or lords who might have led or encouraged 'viking' activity and what their power depended on. But what was life like for the remainder of the population and can we detect their agency? What roles did women play in colonisation? How and why did people commemorate raiding and conquering overseas? How significant was slavery in Viking Age society and did it motivate 'viking' activity? What different forms of religious activity (pagan or Christian) existed in the Viking Age? In considering the impacts of the Viking movement we will investigate different forms of evidence for colonisation and conquest, from runes to DNA, to burial and settlement archaeology, to Icelandic sagas and the more conventional written sources. The Viking Age is often thought of in terms of men's activities, of trading, raiding and military conflict between invading groups of Vikings against hapless victims in the British Isles and beyond. This module aims to consider the stories behind the 'headlines' provided by the chroniclers of Viking activity. Our aim will be to assess the shared and distinctive elements of the societies shaped by Viking activity. This subject is continuously changing as new archaeological discoveries challenge what we think about the Viking Age.

### **Seminar topics will include:**

Kings, lords and peasants in Viking Age Scandinavia; Village and rural society; childhood and the life course; grave goods and gender roles; slaves at home and abroad; infanticide and child abandonment; Vikings in the Anglo-Saxon Chronicle and Frankish Annals; place-names as evidence for settlement in the British Isles; paganism and shamanism; conversion and Christianisation in Scandinavia and abroad; rune-stones and the commemoration of the dead; Ibn Fadhlān and 'Viking' funerals; the colonisation of Greenland and exploration of North America; DNA and Viking ancestry; violence and the reputation of the Vikings in the modern world.

### **Key texts:**

- S. Brink & N. Price (eds.), *The Viking World* (2008)
- A. Winroth, *The Age of the Vikings* (2014)
- J. Jesch, *The Viking Diaspora* (2015)

**For further information:** Please contact the current module convenor, Dr Chris Callow:  
[c.p.callow@bham.ac.uk](mailto:c.p.callow@bham.ac.uk)

<b>MODULE TITLE</b>	Kings, Conspirators, and Revolutionaries: Political Thought and Action in Early Modern
<b>MODULE CODE</b>	30893
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam held during the Summer Term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2

## DESCRIPTION

Early Modern Europe was the world's first revolutionary age. Buffeted by war, religious upheaval and rapid economic change, early modern Europeans began to rethink their political systems. The result was an era of immense instability as activists, publicists, conspirators, self-proclaimed political experts and desperate revolutionaries reshaped European political life. Some princes rose to heights of power never enjoyed before; more than a few met their ends at the hands of their subjects. This module provides students an opportunity to study early modern political thinking in a range of contexts and through a number of different types of sources. It treats classic problems like resistance and toleration, introduces students to methods for studying political thinking, and acquaints them with some of the discipline's current concerns.

### Seminar topics may include:

Republicanism; political economy; reformation and toleration; resistance and obedience; propaganda and conspiracy theory; gender and the family; and contextual methods for studying the history of political thinking.

### Key Texts:

Niccolò Machiavelli, *Discourses on the First Ten Books of Titus Livy*, trans. Mansfield & Tarcov (Chicago, 1995).

John Stubbs, *The Discoverie of a Gaping Gulf* (1579).

Robert Bellarmine, *On Temporal and Spiritual Authority*, ed. Tutino (Liberty Fund, 2012).

Noel Malcolm, *Reason of State, Propaganda, and the Thirty Years' War* (Oxford, 2007).

William Temple, *Observations upon the United Provinces of the Netherlands* (1672).

John Locke, *A Letter Concerning Toleration and Other Writings*, ed. Goldie (Liberty Fund, 2010).

### For more information:

Please contact the current module convenor, Dr Noah Millstone: [n.c.millstone@bham.ac.uk](mailto:n.c.millstone@bham.ac.uk)

<b>MODULE TITLE</b>	Military Revolutions and the Conduct of War, 1300-1500
<b>MODULE CODE</b>	32142
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam held during the Summer Term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2

**DESCRIPTION:**

This module provides an opportunity to study the military, political, social and cultural history of warfare in Europe from the Hundred Years War to the Thirty Years War and the English Civil War. The main questions explored will relate to the way in which technical developments, such as the introduction of gunpowder weapons and new style fortifications, affected the conduct of battles and warfare, and whether these changes constituted a series of 'Military Revolutions'. But it will also investigate the social and economic effects of warfare, particularly for civilian populations, the political implications of larger and more complex armies, and the impact of chivalry and ideals of masculinity on the psychology and sociology of combat. Students will analyse and study these themes using primary source accounts of combat and military ideals as well as a rich literature of secondary works.

**Seminar topics may include:**

The infantry revolution and the 100 Years War, the impact of gunpowder weapons, chivalry and the face of battle, sieges and battles of the English Civil War, the destructiveness of the Thirty Years War.

**Key texts:**

- C.J.Rogers, The Military Revolution Debate (1995)
- G.Parker, The Military Revolution. Military Innovation and the Rise of the West, 1500-1800 (1996)
- C.Allmand, The Hundred Years War (1989)
- G.Parker, The Thirty Years War (1984; 2nd edn 1996)
- A.Woolrych, Battles of the English Civil War (1961)

**For more information:**

Please contact the current module convenor, Professor Richard Cust, [R.P.Cust@bham.ac.uk](mailto:R.P.Cust@bham.ac.uk)

<b>MODULE TITLE</b>	'There is Black in the Union Jack': An Introduction to Black and South Asian British History
<b>MODULE CODE</b>	30894
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam held during the Summer Term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2

**Please note that this module has extremely limited availability, we would only recommend selecting this module if it is compulsory for your studies.**

## DESCRIPTION

In the 1990s, the historian Gretchen Gerzina went to a London bookstore in search of Peter Fryer's seminal *Staying Power: The History of Black People in Britain* (1984). Instead of offering help, the saleswoman chided: 'Madam, there were no black people in England before 1945'. If the woman had paused to help or read Fryer's book, she would have learned that black people arrived in Britain before there were self-professed Britons. Recently, the BBC's landmark series *Black and British: A Forgotten History*, and the accompanying book by David Olusoga, have brought black history to new audiences and generations. Likewise, Rosina Visram's *Asians in Britain* (2002) documents four centuries of migration and settlement to Britain that are often overlooked. This module builds on these works and broader interest to focus on the forgotten histories of black and South Asian Britons. We will explore the individual histories of students, sailors, servants and suffragettes interwoven with broader explorations of British imperial history. Some of the key questions and issues we will explore include:

What were the early presences of Black and South Asian Britons?

How was the abolition of enslavement achieved? Why were slave-owners compensated?

What is the history of immigration controls in Britain, and what does this tell us about changing notions of Britishness?

What is the history of racism and antiracist activism in Britain?

Does British history need to be decolonized?

### Seminar topics may include:

This is a new course so seminar topics are subject to change. However, I'm currently considering the following topics: early presences; servants, lascars (sailors) and ayahs (nannies) in Georgian Britain; abolition and compensation for slave-ownership in Victorian Britain; empire on show in the imperial metropolis; fighting for a world at war; post WWII immigration and social life, including Windrush and South Asian immigration from Africa and Asia; twentieth-century citizenship and immigration controls; racism, race relations, antiracism and political blackness; Black and South Asian students and intellectuals; and decolonizing British history and heritage in the present day.

### Key texts:

For each lesson, you will be assigned the equivalent of at least two or three articles/chapters of essential reading. Some of the core texts are below.

- Peter Fryer, *Staying Power: The History of Black People in Britain* (1984)
- David Olusoga, *Black and British: A Forgotten History* (2016)
- Rosina Visram, *Asians in Britain* (2002)
- Panikos Panayi, *Immigration, Ethnicity and Racism in Britain, 1815-1945* (1994)
- Kathleen Paul, *Whitewashing Britain: Race and Citizenship in the Postwar Era* (1997)
- Paul Gilroy, *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation* (1987)

**For further information:** Please contact the current module lead, Dr Sadiah Qureshi:  
[s.queshi.1@bham.ac.uk](mailto:s.queshi.1@bham.ac.uk)

<b>MODULE TITLE</b>	America in Conflict
<b>MODULE CODE</b>	32138
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam held during the Summer Term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2

**Please note that this module has extremely limited availability, we would only recommend selecting this module if it is compulsory for your studies.**

## **DESCRIPTION**

American dominance of the world stage is a comparatively recent phenomenon. Only from its intervention in the Second World War did the United States fully assert its latent potential to act as a world policeman protecting its interests and its allies and projecting its values as it emerged as a political, military and economic superpower to rival the polar opposite Soviet Union in what became known as the Cold War. Before that America had abdicated as a world power following its decisive intervention in the First World War after purifying itself of slavery through the civil war to give itself a moral licence to rise above great power rivalries and become the 'shining city on the hill' conceived by the founding Puritans. The course considers the emergence of America as a world power from the civil war to 1914, the consequences of its involvement in two world wars, the Cold War and American military intervention in the Middle East. American identity was forged by war. The civil war, which remains the conflict in which more lives were lost, was an essential preliminary to America asserting itself on the world stage. Subsequently, American political, military, financial and economic might played critical roles in determining the outcomes of the world wars. Although the Cold War never became hot, the Cuban Missile Crisis almost resulted in nuclear war. Soon afterwards, America suffered its first outright military defeat after becoming embroiled in Vietnam. The Gulf War presented an opportunity to expunge the Vietnam syndrome. The 9/11 attacks led on to military intervention in Afghanistan and Iraq but despite promising beginnings became controversial as decisive victory proved elusive.

### **Seminar topics may include:**

The American Civil War – The Spanish-American War – The First World War – From Isolation to Intervention – The Second World War – Origins of the Cold War – The Cuban Missile Crisis – Vietnam – The End of the Cold War – The Gulf War – 9/11 and the War on Terror – The Iraq War of 2003 and its Aftermath

### **Key texts:**

- R. Dallek, Franklin D. Roosevelt and American Foreign Policy, 1932-1945 (New York, 1979)
- A. Deconde, A History of American Foreign Policy Volume 1: Growth to World Power 1700-1914 (New York, 1978)
- L. Freedman, A Choice of Enemies: America Confronts the Middle East (London, 2008)
- J. L. Gaddis, The Cold War (London, 2007)
- G. C. Herring, From Colony to Superpower: US Foreign Policy since 1776 (Oxford, 2008)



**For Further Information:**

Please contact the current module lead, Dr. Steve Morewood: [S.Morewood@bham.ac.uk](mailto:S.Morewood@bham.ac.uk)

<b>MODULE TITLE</b>	Europe in the Age of Total War, 1914-1945
<b>MODULE CODE</b>	31854
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam held during the Summer Term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2

**Please note that this module has extremely limited availability, we would only recommend selecting this module if it is compulsory for your studies.**

## **DESCRIPTION**

This Option will examine the history of Europe during the age of total war from 1914 to 1945, reaching its highpoint in the conflict between National Socialist Germany and the Soviet Union on the Eastern Front in the Second World War. During the period from 1914 to 1945, Europe experienced the most destructive period of warfare since the 30 Years War. This series of conflicts reached deeply into European society, radically altering the ethnic map across the Continent, destroying a series of empires, transforming international affairs, and bringing forward new forms of military conflict that differed radically from European warfare in the 19th century. These were wars that challenged ordinary people in all facets of their lives. We will trace how warfare broke down from 1914 onwards, bleeding into society across Europe in unprecedented ways. This option seeks to treat this period from the perspective of a general history, one that seeks to integrate the military, cultural, social, and political trends into a single narrative, examining how a total war came to be, how it shaped society, and how society in turn reshaped how wars were fought. Our focus will be on a series of key states and empires across Europe, including Germany, France, Italy, Russia, and the United Kingdom.

### **For more information:**

Please contact the module convenor, Dr Jonathan Gumz [J.E.Gumz@bham.ac.uk](mailto:J.E.Gumz@bham.ac.uk)

<b>MODULE TITLE</b>	Sex and Sexualities in the Modern British World
<b>MODULE CODE</b>	32143
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam held during the Summer Term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2

## DESCRIPTION

Would you be happy to talk publicly about your sex life? If sex has become the quintessentially private act in modern society, then how can it have a history? What might the history of sexuality actually be a history of? Drawing on the vibrant historiographical and theoretical literature that has emerged in the past two decades, this module aims to address these questions. In so doing, it introduces key themes, concepts and approaches in cultural history in general, and in the history of sexuality in particular. Our focus is on Britain and its Empire in the period between 1880 and 1990. Taking this broad chronological perspective, we will explore the changing and different ways in which individuals have had sex, and through which sex and sexualities have been understood, represented, and regulated. Looking at films and photographs, oral testimonies, romantic fiction, police files and marriage guidance manuals, we will ask what sex meant in the lives of individual men and women, and to British culture and society as a whole. Moving between the bedroom and the corridors of power, we will analyse what individuals did and how they thought about it, and how the nation's self-appointed moral guardians tried to control that. In situating these topics in the context of differences of class, gender, race and ethnicity, age and place, our aim is to use sex as a way of thinking critically about broader processes of social, cultural, economic and political change. What can a study of sex and sexualities tell us about the historical formation of British modernities?

### Seminar topics may include:

The sexual revolution of the 1960s, sex scandals such as the Modern Girl of the 1920s and 30s and the Profumo Affair of the 1960s, pornography and prostitution, queer and LGBT histories, the sexual politics of women and gay and lesbian activists, and histories of marriage and family.

### Key texts:

Anna Clark, *Desire: A History of European Sexuality* (2010)  
H.G. Cocks and Matt Houlbrook, *Palgrave Advances in the Modern History of Sexuality* (2005)  
Lesley Hall, *Sex, Gender, and Social Change in Britain since 1880* (2012)  
Jeffrey Weeks, *Sex, Politics, and Society: The Regulation of Sexuality since 1800* (1989)

### For more information:

Please contact the module convenor: Dr Sarah Kenny: [S.Kenny@bham.ac.uk](mailto:S.Kenny@bham.ac.uk)

<b>MODULE TITLE</b>	Age of Atlantic Revolutions
<b>MODULE CODE</b>	32137
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam held during the Summer Term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2

Please note that this module has extremely limited availability, we would only recommend selecting this module if it is compulsory for your studies.

## DESCRIPTION

Focusing on the American Revolution, this module surveys the Atlantic world between 1763 and 1804, an age of revolutions in which empires were shaken and new nations formed. Using classic and recent historiography, students will learn how to analyse structural forces and long-term processes in the making of Atlantic revolutions, as well as appreciating agency and contingency in these world-shaping historical moments.

### Seminar topics may include:

- Slavery and the Atlantic economy
- Ideas of political equality and freedom
- Global and indigenous perspectives
- Understanding revolutions comparatively

### Key Texts:

Janet Polasky, *Revolutions Without Borders: The Call to Liberty in the Atlantic World* (Yale, 2015)

David Armitage and Sanjay Subrahmanyam, *The Age of Revolutions in Global Context, c. 1760-1840* (Palgrave Macmillan, 2010)

### For further information:

Please contact the module convenor, Dr Tom Cutterham: [T.Cutterham@bham.ac.uk](mailto:T.Cutterham@bham.ac.uk)

<b>MODULE TITLE</b>	Making of Modern India, 1885-1964
<b>MODULE CODE</b>	30900
<b>CREDIT VALUE</b>	20
<b>ASSESSMENT METHOD</b>	3 hour exam held during the Summer Term
<b>TEACHING METHOD</b>	TBC
<b>SEMESTER</b>	2

## DESCRIPTION

This course will introduce students to the breadth and complexity of modern Indian history in the nineteenth and twentieth centuries. Students will engage with how colonial domination and Indian responses to it in this period (c.1857-1947) created a mass based anti-colonial movement which depended upon the participation of subaltern groups like women, tribals and peasants. This module aims to familiarize students with the social and political history of the nationalist movement, which is essential for understanding the emergence of a post-colonial polity after 1947. Students will be introduced to a range of scholarly approaches with a particular focus on the construction of communities based on religious, caste and gender normative identities. The transformation of a mass based anti-colonial nationalist movement into a postcolonial polity (1947-64) – a fragile experiment in creating the largest democracy in the world – will provide for a thorough engagement with the complexities of South Asian history. This course should serve as the basis for engaging with the debates and significant themes which define the pluralistic experiment that is ‘Modern India’.

### Seminar Topics may include:

- Introduction to South Asia and its historical background
- Communalism, ‘Muslim separatism’ and right-wing Hindu mobilization
- Gandhian philosophy: techniques, political thought and critique
- Mass nationalism and anti-colonialism, 1920s-40s
- Historiographical approaches to modern Indian history
- Mass mobilization in nationalist campaigns: the bourgeoisie, peasant and tribals
- Caste and British constructions of Indian society
- Ambedkar and the mobilization of caste-based identities in colonial Indian politics
- Partition: gender, community and violence
- Nehru’s Republic, 1947-65

### Key readings:

Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India* (Orient Longman, 2004).

Sekhar Bandyopadhyay, *Nationalist Movement in India: a Reader* (OUP, 2009).

Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy* (OUP, 1998).

Paul Brass, *Routledge Handbook of South Asian Politics : India, Pakistan, Bangladesh, Sri Lanka, and Nepal* (Routledge, 2009).

Bipan Chandra, et. al, *India’s struggle for independence, 1857-1947* (Viking, 1988).

Bipan Chandra, Aditya Mukherjee, and Mridula Mukherjee, *India after Independence* (Penguin Books, 1999).

Vinita Damodaran and Maya Unnithan-Kumar, eds., *Postcolonial India: History, Politics, and Culture* (Manohar, 2000).

Ramachandra Guha, *India after Gandhi: the history of the world's largest democracy* (Macmillan, 2007)

Christophe Jaffrelot, Religion, Caste, and Politics in India (Columbia University Press, 2011).  
Sumit Sarkar, Modern India, 1885-1947 (Macmillan, 1989).

**For more information:** Please contact the module convenor, Dr Manu Sehgal:  
[m.sehgal@bham.ac.uk](mailto:m.sehgal@bham.ac.uk)