**History SAE Optional Modules 2024-25**

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# LC Semester 2 – 20 Credit Modules

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| **LC Living in the Middle Ages – Dr Jamie Doherty** |
| **Module code: 25896****Semester 2****Credits: 20** |
| **Module Description:**This module aims to introduce students to a broad range of topics from the later part of the Middle Ages understood as part of global history, with a focus on staff areas of particular expertise in social-economic, religious, cultural history and material culture. Students will examine these topics through lectures and analysis of relevant primary and secondary source material, including material culture, online resources and accessible locations, to gain first-hand experience of some of the issues involved in the scholarly study of this period. |
| **Assessment:**1 x 3,000-word Portfolio (100%) |
| **LC The Making of the Contemporary World – Dr Christopher Moores** |
| **Module code: 29546****Semester 2****Credits:** **20** |
| **Module Description:**This module aims to introduce students to all aspects of the late-modern world, including its social, economic, military, political, intellectual, religious and cultural history. The module will cover of the period from around 1800 with the onset of industrialisation up to the turn of the twenty-first century with the end of the Cold War and increasing concern with ‘globalisation’. Though the focus will be weighted somewhat towards Europe (including the British Isles), the wider world will also be explored (eg empire, decolonisation, modern nationalism). Students will examine the above developments through analysis of a broad range of relevant primary and secondary sources; material such as contemporary treatises, state documents, art and material culture will be given particular emphasis as a means of giving students first-hand experience of the key issues involved in the scholarly study of the late-modern period. |
| **Assessment:**1 x 3,000-word Portfolio (100%) |

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| **LC The History of Africa and it’s Diaspora – Dr Courtney Campbell** |
| **Module code: 36065****Semester 2****Credits: 20** |
| **Module Description:**This module is a survey of the history of Africa and African diasporas. It introduces students to a study of Africa's deep and more recent past, highlighting migrations within, to and from the continent. The module has a broad geographical and chronological reach, locating Africa and Africans in global history. It seeks to widen students' understanding of sources and methods, and to introduce them to key concepts that will strengthen their ability to engage critically with history and memory. The modules covers a wide range of topics such as: early African urbanism, cosmopolitanism and commerce, voluntary and forced migrations, slavery and resistance, cultural exchange, religious beliefs and practices, and the nature and legacies of European imperialism. This broad, introductory survey module provides a foundation for future study of Africa and African diasporas. |
| **Assessment:**1 x 3,000-word Portfolio (100%) |

# LI Semester 2 - 20 Credit Modules

*Due to timetabling constraints, students can only pick one 20 credit LI module per Semester.*

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| **LI In the Eye of the Storm: Europe and the Second World War, 1930-1960 – Dr Jonathan Gumz (38259)** |
| **Semester 2****Credits:** **20** |
| **Module Description:**This module will look at Europe in the context of history’s most devastating war. Starting withthe political and economic build up in the 1930s, it will debunk the Myth of the Blitzkrieg andhighlight that WW II was not only a total war but also a racial war of annihilation that went wellbeyond the Holocaust, encompassing an ethnic reordering of vast swaths of Central and EasternEurope. It will show that the Allies, perhaps with the exception of the Soviets, won the war first and foremost in their factories and shipyards and not on the battlefield. Yet, we also examine how such superiority played out on the battlefield, from France to the Ukraine. The last part of the module will look at European societies after the end of the war and will try to explain how Europe was able to recover relatively quick in the shadow of the Cold War and move into the so-called ‘Golden Age’ of a new democratic and consumer society. Alongside this recovery, we also examine how the war and its memory persisted in social, political, and cultural life across Europe. |
| **Assessment:**1 x 3,000 word Take Home Paper (100%) |

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| **LI Mass Culture and the Modern United States, 1877-1939 – Dr Nathan Cardon (38818)** |
| **Semester 2****Credits:** **20** |
| **Module Description:**This module traces the rise of a national popular culture in the United States from the end of Reconstruction to the start of the Second World War. It examines the ways individuals, groups, corporations, and government agencies influenced American life and culture. The module looks at some of the key debates that have shaped the field (highbrow v. lowbrow, performers v. audiences, and market forces v. artists) and pays close attention to the role of race, ethnicity, gender, and class in shaping American culture. In the half-century after 1877 the combination of mass industry, immigration, and culture forged a new understanding of what it meant to be an American. Within this cultural landscape Americans and recently arrived immigrants (re)defined and produced the modern United States. Topics may include: vaudeville, World's Fairs, ragtime and jazz, the 'lost generation,' flappers, and the cultural front. |
| **Assessment:**1 x 3,000 word Take Home Paper (100%) |

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| **LI State and Empire in the Early Modern World – Dr Richard Bell (38269)** |
| **Semester 2****Credits:** **20** |
| **Module Description:**Our contemporary world is haunted by the patterns of early modern state and empire formation. To understand empires and their legacy, we need to understand the formation of empire-states. Between1400 and 1800, states intensified their control over peoples and territories, as empires expanded across oceans and landscapes. We root our exploration of early modern empires in specific themes each week to ask how did early modern states and empires function and why did empire become such a powerful and widespread form of political organization in a globalizing world? We look at the origins of capitalism and ask how did global trading companies become associated with early empires? How did slavery develop out of vested economic interests? We revisit the cultural heterogeneity of early modern polities and explore how religious and ethnic differences overlapped between Islam, Confucianism, and Christianity across Eurasia. This module takes up these questions, among others, to consider early modern state and empire. In this module, students will be introduced to the overseas empires of Spain and Portugal, the centralized states of the European northwest, the Ottoman Empire, and Ming and Qing China.By taking a comparative and connected approach to the study of early modern states and empires, this module explores and implements cutting edge developments in global history. We examine early modern empires comparatively and from the perspectives of political philosophy, historical sociology, sociocultural and economic exchange, ethnicity, gender, law, multilingualism, and cultures of knowledge. This module suggests that understanding the comparative and connected cultures, economies, and politics of early modern empires opens up new possibilities to thinking through and beyond the contemporary nation-states and globalization in our own day. |
| **Assessment:**1 x 3,000 word Take Home Paper (100%) |

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| **LI There is Black in the Union Jack: Black and South Asian British Histories – Dr Shamima Aktar (38271)** |
| **Semester 2****Credits:** **20** |
| **Module Description:**In recent years, people have become increasingly dissatisfied with the ways in which British history has been taught, from schools to universities. Numerous reports have shown that many people regard the histories that they have encountered as narrowly focused and with little to say about important topics such as empire or migration. Recently, the BBC’s landmark series Black and British: A Forgotten History, and the accompanying book by David Olusoga, and Yasmin Khan’s documentaries on South Asian migration have brought these histories 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 widely neglected histories of Black and South Asian Britons. The module does not assume any prior knowledge and would be suitable for a wide range of interests. For instance, it might be of particular interest if you want to explore your own family history, potentially do a dissertation on these topics or teach on these topics in the future. Topics are subject to change. However, at the moment, the course covers: early presences; servants, lascars (sailors) and ayahs (nannies) in Georgian Britain; abolition and compensation for enslavers in Victorian Britain; empire on show in the imperial metropolis; Commonwealth soldiers in the two world wars; post-WWII immigration and social life, including Windrush and South Asian immigration from Africa and Asia; twentieth-century citizenship, immigration controls and the Windrush Scandal; racism, race relations, and antiracism; activists and intellectuals, including Black feminisms, and, finally, and decolonizing British history and heritage in the present day. The three core text for the option are Peter Fryer, Staying Power: The History of Black People in Britain (1984), David Olusoga, Black and British: A Forgotten History (2016) and Rosina Visram, Asians in Britain (2002). If you want to get a sense of the history we will cover or do any preliminary reading, check out these. You do not have to buy any books, but if you would like to do so buy Fryer and Olusoga. Visram is available as an e-book from the library. |
| **Assessment:**1 x 3,000 word Take Home Paper (100%) |

# LH Semester 2 - 20 Credit Optional Modules

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| **LH Feeling Politics in 20th Century Britain: Emotions and Politics in Britain From the Stiff Upper Lip to 😊– Dr Chris Moores (39784)** |
| **Semester 2****Credits:** **20** |
| **Module Description:**This module introduces you to a relatively new area of twentieth century British political history: the emotions. The module aims to understand why historians have started to see the emotions as a crucial way of understanding past politics and what this means for our understanding of both politics and emotions. The module will assess how the emotional experience of two world wars shaped British political settlements, the connections between politics and masculinity in political parties, the emotional relationships embedded in the culture of empire and postcolonial Britain, the ways in which the state began to legislate to limit ‘hate’, how new social movements mobilized via new political languages in the later twentieth century, and seeks to help us understand how emotional wellbeing became a political category, the implications of such a development and what it means to live in the age of the Emoji.  😵‍💫 |
| **Assessment:**1 x 3,000 word Take Home Paper (100%) |

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| **LH Gross Indecency to Gay Marriage? Gender and Sexual Minorities 1885 to the Present – Dr Mo Moulton (38746)** |
| **Semester 2****Credits:** **20** |
| **Module Description:**The one duty we owe to history is to rewrite it,” wrote Oscar Wilde in 1891. Less than a decade later, the Irish poet and playwright was dead, having never recovered from his prison term for gross indecency with men. This module takes up Wilde’s challenge and explores the queer history of modern Britain. Beginning in 1885, when the Labouchère Amendment made gross indecency a crime, the module traces the emergence of queer identities and practices from sexological debates and criminal codes. It covers the politics of gay activism in the 1970s and 1980s and the development of modern identity categories, often grouped in the acronym LGBTQI+ (lesbian, gay, bisexual, transgender, queer, intersex), and protected by the 2010 Equalities Act. Defining ‘Britain’ broadly, we will ask how empire and colonialism shaped queer historical experience, and we will explore the intersections of race, class, and gender within the worlds of sexual and gender minorities. Queer history challenges us to read between the lines and to unsettle established categories. Ultimately, we will ask how the tools and methods of queer studies can help us to rewrite the history of modern Britain. |
| **Assessment:**1 x 3,000 word Take Home Paper (100%) |

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| **LH History of Technology and Culture in the United States – Dr Nathan Cardon (38803)** |
| **Semester 2****Credits:** **20** |
| **Module Description:**This module examines the history of technological change and innovation in the United States from the eighteenth century to the start of the twenty-first. It calls into question standard narratives of American technological progress and determinism by focussing on the often-contentious relationship between technology, culture, and society. The module emphasises the ways humans shape and are shaped by technological systems to explore how ideologies of power and difference such as race, class, gender, sexuality, and ability have defined the history of the United States. Students will read and mobilise theories of technology and technological change to understand a diversity of perspectives and reveal new insights on the history of technology. Topics may include: indigenous technologies, technology and enslavement, the factory system, transportation technologies, mass production, the space race, computing systems, the Internet and social media. |
| **Assessment:**1 x 3,000 word Take Home Paper (100%) |