INTRODUCTION

This HIST2xx module guide contains information on the 15-credit Part-2 History modules running in 2017-18. It should be used to obtain more information about each module, both before making your enrolment choices and as a starting point for your preparation for studying the modules. Each module section contains a short description of the topic and information about the convenor/tutor followed by a list of recommended reading.

IMPORTANT! This HIST2xx module guide 2017-18 MUST be read in conjunction with the 2017 History Part II Enrolment Guide, which provides information on the following:

- Enrolment/on-line enrolment timetable and procedures (timescales and what you need to do depending on current year of study and degree scheme)
- History Department Enrolment Counselling programme (for advice)
- Availability of Modules, Quotas and the Terms in which they are taught in 2017-18
- Rules for degree schemes; History /Medieval and Renaissance Studies Majors and History Combined Majors (appropriate combination of modules and any compulsory modules depending on degree scheme)
- Opportunities for work placement / Study Abroad
- History Special Subject enrolment process (taken in Year 3/Final Year)
- Explanation of different module types (2nd Year compulsory/core modules, optional modules, prerequisites, the History Special Subject and the History Dissertation)
- Assessment (summary explanation)
- Conversion table from Units to Credits and definition of terms
MODULES

Descriptions & Background Readings
# LIST OF MODULES

## CORE MODULES

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<td>The Nature and Practice of History (Weeks 1-10)</td>
<td>Dr Christopher Donaldson</td>
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<td>HIST251</td>
<td>Writing History: Questions, Methods, Conclusions (Weeks 11-20)</td>
<td>Professor Michael Hughes</td>
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Compulsory for ALL History Major/Medieval & Renaissance Studies and Combined Major students.

## OPTIONAL 2XX MODULES

### MICHAELMAS TERM (WEEKS 1-10 + REVISION SESSIONS)

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<td>The Making and Unmaking of Heroes in German History: from Warriors and a People's Queen to Film Stars and a Football Team</td>
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<td>HIST279</td>
<td>Gandhi and the End of Empire in India, 1885-1948</td>
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<td>HIST285</td>
<td>New World Order, 1919-1939</td>
<td>Dr A Warburton</td>
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**LENT TERM (WEEKS 11-20 + REVISION SESSIONS)**

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<td>Norman England, 1066–1154—Conquest, Colonisation and Conflict</td>
<td>Dr P Hayward</td>
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<td>HIST205</td>
<td>Byzantine and Muslim Sicily (535-1072)</td>
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<td>HIST207</td>
<td>The Greek World c. 403 - 31 B.C.: from the end of the Peloponnesian War to the Coming of Rome</td>
<td>Dr T Jim</td>
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<td>HIST208</td>
<td>Crusade and Jihad: Holy War in the Middle East, 1095–1254</td>
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<td>The History of the English Lake District: Terror, Ecstasy, and Environmental Change</td>
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<td>HIST257</td>
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<td>HIST271</td>
<td>The History of the United States, 1865-1989</td>
<td>Dr T Hickman</td>
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<td>Restless Nation: Germany in the 20th Century</td>
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<td>HIST290</td>
<td>Culture and Society in England, 1500-1750</td>
<td>Prof N Tadmor</td>
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<td>HIST294</td>
<td>Nature and Culture 1500-1700: Themes from the Renaissance</td>
<td>Dr S Pumfrey</td>
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**HIST299** is classed as a Lent Term Module but may occur at any point in the academic year. See page 8 for further details.
HIST250

THE NATURE & PRACTICE OF HISTORY

Royal Historical Society: "There's so much history happening now-a-days that we're all kept working all night writing it up."
What is ‘good’ history, and what is ‘bad’ history? What should historians do in theory, and what do they do in practice? Why, moreover, does history matter?

This module offers you the opportunity to think through these fundamental questions, and it invites you to think critically about the nature of the discipline of history – its good practices and its bad practices, its methodologies and different genres, its relation to both past and present, its limitations and its opportunities. The module is organized around a set of broad themes, including history and context; sources and evidence; and history and the public sphere. Each of these themes is explored through carefully selected case studies.

The topics covered in these case studies varies from year to year, but their purpose is to sharpen your awareness of the varied nature of the discipline of history and the ways that historians ‘create’ history when designing and writing up their research. To this end, the case studies usually explore the scholarly standards that inform the ways historians research, reference, deploy and assess their evidence and source materials. These case studies are accompanied by weekly introductory lectures that address the broad themes of the module.

**STRUCTURE & DELIVERY**

The module is structured on the basis of four key thematic blocks:

- inception of historical enquiry;
- historical field and context;
- sources and evidence; and
- history and the public sphere

This structure mirrors in broad terms the phases of the process that leads from the motivation to conduct historical enquiry through the methodologies and tools of historical research to the production and dissemination of a piece of historical research. Along the way, you will be introduced to important genres and aspects of the discipline of history. You will also get a deeper understanding of what constitutes good and bad practice in the discipline, acquiring new critical skills in the process with regard to the use of sources, the awareness of the context of your research, and the techniques of disputed aspects of the profession itself.

The module will be delivered through a combination of lectures and three workshops. It extends over ten (10) weeks, in Michaelmas term. Assessment is by coursework only.
PRELIMINARY/CORE READING LIST

As optional preliminary reading, you are invited to read any of the following:

HIST 251
WRITING HISTORY: QUESTIONS, METHODS, CONCLUSIONS

WEEKS 11-20
Compulsory for History Major/Medieval & Renaissance Studies students. A compulsory pre-requisite for the History Dissertation (HIST300 taken in Year 3/Final Year). HIST251 is therefore compulsory for History Combined Majors which opt to take the History Dissertation INSTEAD of a History Special Subject in Year 3/Final Year.

Delivery
• 10 Lectures
• Dissertation Conference
• Individual and small-group sessions with dissertation supervisor

15 credits
Professor Michael Hughes
Dr Sophie Ambler
Dr Mark Hurst

HIST251 is designed to make you more aware of the processes you have to follow to define a research topic for yourself, whether an essay question or a dissertation; locate it in its field; test its viability; and scope available sources. To help you prepare for your dissertation, you will construct detailed research proposals; conduct a feasibility study; present your preliminary findings; and respond to feedback from professional historians. It is taught through lectures in the Lent Term; a Dissertation Conference early in the Summer Term; consultation sessions in the Lent and Summer Terms; and Moodle-supported independent learning. The lectures introduce you to the variety of geographical and temporal possibilities for your dissertation; support your engagement with primary and secondary sources;
emphasise the significance of titles; and discuss how to hone your research proposals and prepare for the months of independent research ahead. The Dissertation Conference (held over two days) enhances the relevant skills you will need to conduct independent research. Staff offer a range of skills sessions and Third Year students share their experiences of writing a dissertation.

**STRUCTURE & DELIVERY (Provisional)**

The module extends from Lent Term to the end of the Summer Term of Year 2. It is delivered through a combination of lectures, drop-in consultation sessions, an intensive (and concentrated time-wise) Dissertation Conference, and a series of small-group and one-to-one consultation sessions. More specifically:

**LECTURES** (Weeks 11-20) will typically cover themes such as
- how to frame a research question;
- how to situate a project in a historiographical context;
- sources and evidence: scoping and quality control;
- turning an outline into a detailed structure plan.

The **DISSERTATION CONFERENCE** (Summer Term) will involve a series of plenary and break-out sessions, typically involving
- specialised talks (e.g. library resources, online resources);
- break-out workshops with subject experts on particular historical fields and themes;
- presentations by, and interaction with, third-year students who have just completed their dissertations;
- presentation of personal 'journeys' in small student groups;
- meetings with dissertation supervisors; and
- advice sessions on how to conduct a feasibility study.

Finally, as part of the module, students will also be expected to attend a number of **CONSULTATION SESSIONS** (Weeks 11-12, 21, 27-30); namely:
- initial consultations for determining areas and themes for a research project, discussing their interests and preliminary ideas with staff who have advertised relevant areas of expertise;
- small-group sessions; AND
- one-to-one feedback and supervision sessions.

Assessment is by coursework only.

**PRELIMINARY/CORE READING LIST**

- [http://lancaster.libguides.com/history](http://lancaster.libguides.com/history) (Lancaster University Library History Subject Guide)
- [http://www.lancaster.ac.uk/library/resources/databases/databases-a-z-list/](http://www.lancaster.ac.uk/library/resources/databases/databases-a-z-list/) (Lancaster University Library Database Subscription List)
HIST200

THE MAKING OF GERMANY, 843–1122
This module allows you to explore the story of the German Kingdom, from its origins and rise in the ninth and tenth centuries to its descent into civil war in the late eleventh. Formed amid the collapse of the Carolingian Empire, it originated as a cluster of disparate sub-kingdoms. It might well have collapsed under the pressure of the Magyar invasions, yet it emerged triumphant under the leadership of new and vibrant dynasty, the Liudolfings. From their base on the north-eastern frontier they would re-found the kingdom, turning it into the most dynamic state in tenth-century Europe. The vast empire they created—the Holy Roman Empire—would endure until 1804 when it was finally suppressed by Napoleon Buonaparte; but in the mid-eleventh century the power of its monarchs was hollowed out by a savage crisis from which the realm would never entirely recover—a devastating civil war that lasted five decades, from the mid-1070s until 1122. This stunning narrative raises many questions. Why did it all go right? Why did it then go so wrong? This dramatic story provides fundamental insights into the nature of the medieval kingdoms, its capacities and its limitations.

PRELIMINARY/CORE READING LIST

HIST 202

NORMAN ENGLAND, 1066–1154—CONQUEST, COLONISATION AND CONFLICT
DESCRIPTION

The social and cultural consequences of the Norman Conquest of England were deep and enduring. A foreign, Francophone regime displaced the native élites: many of the former rulers, women as well as men, fled the kingdom. Enlisting in the Varangian Guard, some Englishmen even went as far as Byzantium and the Crimea. The new regime was inclusive in so far as it was eager to recruit foreigners of all kinds—Frenchmen, Bretons, Lotharingians, Italians, Spaniards, and even Jews—as long as they were serviceable and loyal; but racist in so far as it strove to deny persons of English descent access to high office. The English were denigrated as barbarians and peasants, but because the Conquest was not followed by sustained settlement from the Continent, many natives clung on in sub-altern positions, just below the foreigners who held the highest offices and the best estates. The English were also far from being the only victims: the regime also continued the later Anglo-Saxon state’s efforts to subjugate Wales and northern Britain. Offering a wide-ranging introduction to the history of Norman England, this course allows you to explore the course and effects of this transformative event.

PRELIMINARY/CORE READING LIST

HIST204

THE ORIGINS AND RISE OF ISLAM (600–1250 AD)
DESCRIPTION

Islam is deeply set in world history and the roots of many debates and issues in the modern Middle East can be traced back over a long period. This module provides an introduction to many such questions by offering an overview of the political, cultural, religious and social history of the main Islamic lands of the Arabian Peninsula, Egypt, Syria and Iraq/Iran covering roughly the first five centuries from the time of the Prophet Muhammad to the Crusades. You’ll develop an understanding of the diversity and fluidity of both Muslim identity and the nature and priorities of the early and developing Islamic community, and you’ll also engage with key debate regarding the source material on the period, both literary and artistic.

In particular you’ll explore Islam’s place in Late Antiquity; the rise and fall of the caliphal dynasties of the Umayyads and Abbasids; the evolution of political and religious authority; the cultural and political position of non-Arab converts to Islam; the impact of non-Muslim influence on politico-religious debate in Islam, as well as sectarianism and the rise and fall of key dynasties in North Africa, Egypt, Syria and Iraq.

PRELIMINARY/CORE READING LIST

HIST 205

BYZANTINE AND MUSLIM SICILY (535–1072)
DESCRIPTION

This course offers a new introduction to a formative and exciting period in Mediterranean history after the fall of Rome and the rise of the Arabs. The main focus is on the central Mediterranean, especially Sicily and southern Italy, which was the rich prize for competing empires of the region: the contracting Byzantine empire and the expanding Muslim empire in North Africa. The course covers about 500 years of history through the medium of a range of sources, including archaeological finds, and rare documentary sources, which will be studied in translation.

PRELIMINARY/CORE READING LIST

HIST 206
THE GREEK WORLD C. 800–404 B.C.
FROM HOMER TO THE END OF THE PELOPONNESIAN WAR
DESCRIPTION

How did the ancient Greeks define themselves against the barbarians? How did the Athens and Sparta came into clashes with each other? To what extent was the ‘golden age’ of Athens an invention by the Athenians?

In this module you will study the major political, socio-economic and cultural developments in the Greek world from the emergence of the city-state to the end of the Peloponnesian War (c. 800 to 404 B.C.). In particular you will focus on the Persian Wars, Sparta as a hoplite state, Athenian democracy and culture, the heyday of the Athenian empire, and the conflicts between Athens and Sparta. While the focus is on Greece, you will also study the Greeks’ interactions with neighbouring cultures in the Mediterranean such as Persia and Asia Minor.

By using the main literary texts of Herodotus and Thucydides, together with Greek drama, visual and archaeological materials, you will have the opportunity to come vividly close into contact with the political and cultural life of the early Greeks.

PRELIMINARY/CORE READING LIST

HIST 207

THE GREEK WORLD C. 403–31 B.C.:

FROM THE END OF THE PELOPONNESIAN WAR TO THE COMING OF ROME
The defeat of Athens in the Peloponnesian War changed the power relations in the Greek world significantly. In this module you will explore the major political, socio-economic and cultural developments in ancient Greece from the end of the Peloponnesian War through the age of Alexander the Great to the coming of the Rome (c. 403 to 31 B.C.).

You will focus in particular on Spartan imperialism, Athens in the fourth century, and Theban hegemony, as well as the rise of Macedon, the legacy of Alexander the Great, Hellenistic kingship and monarchies, and the emergence of Rome as an imperial power.

Using the main literary sources of Xenophon, Arrian and Polybius, together with iconographic and archaeological evidence, you’ll come into close contact with the most significant political, social and cultural developments in the late Classical and Hellenistic periods.

**PRELIMINARY/CORE READING LIST**

HIST 208

CRUSADE AND JIHAD: HOLY WAR IN THE MIDDLE EAST, 1095–1254
DESCRIPTION
The papal call of 1095 to take up arms in holy war began a phenomenon that would endure for centuries, transforming the medieval world as masses of men and women were moved to journey thousands of miles to kill and die in the service of God. This module explores the religious, cultural and military history of crusaders and mujahideen from the First to the Seventh Crusade, focusing on the Holy Land and Egypt. From the Christian triumph of the First Crusade, to the encounter of Richard the Lionheart and Salah ad-Din, and the calamitous defeat of Louis IX of France, the module will investigate fundamental questions: why did people take the cross?; how did Christians and Muslims in the crusader states interact?; did women fight on crusade? It will also examine in combination Arab perspectives on the period, including the concept and preaching of jihad. Students will be encouraged to engage with the diverse range of sources available for the period, from narrative texts to letters, sermons, law codes, and physical evidence (in the form of the great crusader castles), as well as poetry written by the crusaders themselves.

PRELIMINARY/CORE READING LIST
• Cobb, P., The Race for Paradise: An Islamic History of the Crusades (OUP, 2016)
HIST225

THE HISTORY OF THE ENGLISH LAKE DISTRICT:

TERROR, ECSTASY, AND ENVIRONMENTAL CHANGE
DESCRIPTION

This 15-credit module explores the cultural and environmental history of the English Lake District, and it investigates how perceptions of the region have influenced modern ideas and attitudes about the natural world. We start by reading accounts by c17 travellers to the Lake District (many of whom found the region to be horrifying) before considering the causes of a dramatic change in popular opinions about the Lakeland in the c18 and c19. We conclude by examining the dedication of the Lake District as a national park in the c20 and by discussing political and cultural debates that are currently shaping the region’s future. Along the way we will have the chance to delve into a wide range of important topics. These will likely include (but will not be limited to): the Lake District’s place in the history of environmental activism; the region’s connection with key cultural movements (e.g. the Romantic movement of the early c19 and the Outdoor movement of the early c20); the rise of mass tourism and commercial leisure culture; the development of landscape aesthetics and modern cartography. We will also have a chance to evaluate the effect of the industrial revolution on the Lake District, and we will explore the region’s industrial history and heritage.

PRELIMINARY/CORE READING LIST

- As optional preliminary reading, you are invited to read John Walton and Jason Wood’s collection *The Making of a Cultural Landscape* (Farnham: Ashgate, 2013). In particular, you might wish to focus on chapter 1 (‘The Lake District Landscape’), chapter 2 (‘Setting the Scene’), chapter 3 (‘The Landscape Encountered by the Firsts Tourists’), and chapter 4 (‘Landscape and Society’).
- Please write to me at c.e.donaldson@lancaster.ac.uk if you would like additional ideas for preliminary reading.
- All required reading for this module will be made available to you through the University Library’s collections.
HIST 237

THE ENGLISH CIVIL WAR
(1640–1660)
DESCRIPTION

This course explores the period known colloquially as the English Civil War and the Interregnum, bounded by the traditionally-accepted dates that allow for a discussion of the causes of war and the final collapse of constitutional experimentation. It will look at the controversies which have whipped up successive generations of historians; at the birth of a republic in England; the role of Scotland and Ireland, the rise of the gutter press, and the birth of modern political campaigning; (in)famous characters such as ‘Freeborn’ John Lilburne and the radical preacher Praise-God Barebones; ask if Oliver Cromwell was a dictator, a king or a saviour; and explore the trial and execution of a king whom many believed was the Lord’s anointed and the fount of all justice.

PRELIMINARY/CORE READING LIST

- Bennett, Martyn, *The English Civil War, 1640-1649*, (London: Longman,1995);
- Coward, Barry, *Oliver Cromwell*, (London: Longman, 1991);
- Morrill, John (ed.), *Reactions to the English Civil War, 1642-1649* (London: Macmillan, 1982);
HIST241

THE TRANS-ATLANTIC SLAVE TRADE, 1500–1865
DESCRIPTION

Between 1500 and 1865, Europeans embarked twelve and a half million captive Africans on slave ships for transportation to the Americas, the largest forced trans-oceanic migration in human history. In this module, you will study the slave trade in the context of broader trends in Atlantic history. You will first see how slavery diminished in Europe during the late Middle Ages, just as Europeans began to systematically explore the Atlantic basin. You will then study the rapid expansion of the trade after Columbus’ voyages, as Europeans enslaved increasing numbers of Africans to work in the fields, mines, and ports of the Americas. Focusing on the seventeenth and eighteenth centuries, you will look closely at how the trade operated, and how Africans experienced their enslavement. You will also study north-west England’s connections to the slave trade by investigating how Liverpool and Lancaster merchants outfitted slave ships and profited by the trade, and the slave trade’ influence on industrialization in Lancashire. In the concluding section of the module, you will see how the slave trade was abolished in the early nineteenth century, and the persistence of a clandestine trade until the end of the American Civil War.

PRELIMINARY/CORE READING LIST

- David Brion Davis, Inhuman Bondage: The Rise and Fall of Slavery in the New World (Oxford University Press, 2008)
- Stephanie E. Smallwood, Saltwater Slavery: A Middle Passage from Africa to American Diaspora (Harvard University Press, 2008)
- Randy J. Sparks, The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey (Harvard University Press, 2009)
HIST 256

THE UNITED STATES AND THE VIETNAM WAR
DESCRIPTION

The module addresses the history of United States involvement in Vietnam beginning with the emergence of the Cold War and US support for the French colonial regime in the 1950s and the structure of US strategic thought during the period from 1945 to 1975. It goes on to address the advisory period, military escalation, the air war, the use of counter-insurgency strategy, Vietnamese Communist strategy and political organisation, the US antiwar movement, and debates about the war in the media and Congress.

Using a variety of materials including photojournalism, soldiers' narratives and film, you will examine pro- and anti-war propaganda, public opinion and the perspectives of those who fought on both sides. The module considers the international and domestic political repercussions of the US defeat in Vietnam.

Please note: regular class tests are used as part of the assessment for this module.

PRELIMINARY/CORE READING LIST

HIST 257

AFTER VIETNAM:

REMEMBERING, REPRESENTING AND REFIGHTING THE 'BAD WAR'
DESCRIPTION

The module concerns the political, cultural and psychological consequences of the Vietnam War in the United States, and the ways that they combined and complicated one another. It addresses the way the war was commemorated through a so-called ‘healing’ process designed to overcome wartime divisions; the repercussions of wartime atrocities; the position of Vietnam veterans as embodiments and reminders of the experience of the war; and the debates about the proper lessons of the Vietnam War and their application to later foreign and military policy contexts, including the renewed debates about the lessons of Vietnam in the wars in Asia after 2001.

PRELIMINARY/CORE READING LIST

HIST 258

THE COLD WAR IN EUROPE
DESCRIPTION
The course will allow you to study the Cold War in Europe, from its emergence in the immediate post-war period to the fall of the Berlin Wall and the disintegration of the Soviet Union. You will be encouraged to question the rapid breakdown of the alliance between the victorious powers of the Second World War and how this could lead to the division of Europe into two blocs; to understand and put the role of the superpowers into perspective by studying also the role of medium and small European powers, and thereby show the room for manoeuvre that existed within the blocs; to analyse how the nuclearization of the Cold War eventually led to a ‘long peace’ in Europe; and to assess how the East-West struggle was eventually overcome. During the lectures and seminars, you will have the opportunity to engage with the vast and diverse historiography of the Cold War in Europe; study the conflict at the political, diplomatic, military, economic, and cultural levels; and focus on themes ranging from the Origins of the East-West struggle in Europe to the challenges to authority in the Eastern bloc and the end of the Cold War.

PRELIMINARY/CORE READING LIST
HIST259

INVENTING HUMAN RIGHTS, 1776–2001
DESCRIPTION

Of all intellectual and ideological concepts in the modern world, few are as contested and powerful as human rights. At their most influential, concerns for the protection of human rights have been used to justify international conflict and widespread military intervention in order to save the lives of thousands of people. Yet human rights critics argue that they are a form of cultural imperialism that limits the sovereignty of local populations. How has an ethical and moral concern for individual lives come to be so divisive? Why after years of supporting the establishment of international human rights law do many governments now pledge to scrap their own human rights acts?

This module will examine the history of human rights, putting their development into a broad historical context. It will chart the development of rights discourses from the pre-modern era through to the present, assessing the influence that the enlightenment, imperialism and war have had on their construction. It will offer students the opportunity to explore differing aspects of the history of human rights. Indicative topics include:

- Codifying and Quantifying Rights: 1776, 1789, 1948
- The Universality of Human Rights
- Human Rights and Humanitarianism, 1807-2001
- Decolonisation and Self-Determination, 1945-1991
- Gendered rights
- Capital punishment in the nineteenth and twentieth century
- Responding to Genocide: The Holocaust, Bangladesh, Srebrenica
- Helsinki Watch/Human Rights Watch, 1975-2001

PRELIMINARY/CORE READING LIST

HIST 268

THE MAKING AND UNMAKING OF HEROES IN GERMAN HISTORY:

FROM WARRIORS AND A PEOPLE’S QUEEN TO FILM STARS AND A FOOTBALL TEAM
DESCRIPTION

The module focuses on the hero cult in German history of the 19th and 20th century as a way to understand the prevalent social values at different times in history for different groups within society. In this perspective, heroes are seen and studied:

- as personifications of sets of social ideals, ideologies and mentalities for dominant cultures or counter cultures;
- as persuasive means to implant collective ideals into individuals;
- as powerful motivators for individuals to serve the community in ways that conflict with their own material interest.

Studying the making and unmaking of heroes in German history will give you a sense of the changes of social ideals, ideologies and mentalities over time.

You will study topics such as ‘the people’s queen’ Königin Luise; the emergence of the ideal of the soldierly man in the 19th century in consequence of nationalism and conscription; national hero cults such as the Bismarck cult; the radicalisation of the soldierly role starting towards the end of the 19th century and culminating in the Third Reich; industrialists such as Krupp and Rathenau, film stars such as Marlene Dietrich and Leni Riefenstahl, and finally sports heroes.

PRELIMINARY/CORE READING LIST

HIST 271

THE HISTORY OF THE UNITED STATES, 1865–1989

George Caleb Bingham, *Fur Traders Descending the Missouri*, 1845
DESCRIPTION

This module combines a lecture series that offers an overview of the history of the United States in the 20th century with a closely linked set of seminars that focus on the construction of race, class and gender difference in over the same period. This combination allows students to explore an important thematic aspect of world history (the construction of race, class and gender difference) while simultaneously providing grounding for further study and research into the history of the United States.

The module builds upon skills that you gained in Part I and, in particular, will explore the history of the United States from the end of the Civil War (1865) to the fall of the Berlin Wall (1989). The module is particularly focused on the culture and politics of race, class and gender.

PRELIMINARY/CORE READING LIST

- Mary Beth Norton, et. al., A People and a Nation
- Ronald Takaki, A Different Mirror
- F. Scott Fitzgerald, The Great Gatsby
- Elaine Tyler May, Homeward Bound
HIST279

GANDHI AND THE END OF EMPIRE IN INDIA, 1885–1948
DESCRIPTION

By what means was Indian independence seized from the British Empire in 1947? This module explores opposition to British rule in India from the end of the nineteenth century until 1947 when colonial India was divided to create the nation states of India and Pakistan. In particular, we will explore the modes of resistance that emerged from the Indian freedom struggle and in particular, the role of Mohandas Karamchand Gandhi. Gandhi transformed the Indian National Congress, an organization that had been founded in 1885 as a loyal and moderate organization. Gandhi created a mass movement that challenged the colonial state in extraordinary ways. British rule in India gradually lost credibility and struggled to find the means of maintaining control in the face of massive resistance to its right to govern India.

You will explore Gandhi’s philosophies of personal restraint and political resistance to the injustices of the colonial state. You will also trace the emergence of religious politics in India during this period and the increasing pace of communal conflict, in particular Hindu-Muslim antagonism. What was the role of the colonial state in firing communal anxiety? Did Gandhi’s political ideas allay or encourage the conflation of political action and religious identity? The course ends with the partition of India, the largest migration in history and a process in which over one million people lost their lives, and the event that led, in 1948, to Gandhi’s assassination by a Hindu fundamentalist.

PRELIMINARY/CORE READING LIST

HIST 285

NEW WORLD ORDER 1919–1939
DESCRIPTION

This module explores how globalization, shared cultures and new identities – key features of modern life – are not as new as we might think. Historians understand the repeated cycles of interaction and change over several centuries, but in this course you will examine just 20 years, focusing on ‘Eurasia’, that combination of Europe, Russia China and Japan. This process between 1919 and 1939 involved virtually every aspect of life, modern and traditional, with various influences flying in every direction; indeed, aviation played a significant role in the transformation. The module therefore uses diplomatic, political, military, social and cultural histories to examine the rich, and often surprising, interplay between states and societies in the Eurasian region that now dominates the international system.

PRELIMINARY/CORE READING LIST

• Brendon, Piers, The Dark Valley, (London: Jonathon Cape, 2000)
HIST 286

RESTLESS NATION: GERMANY IN THE 20TH CENTURY
DESCRIPTION
This module gives a broad thematic overview of the history of Germany in the twentieth century. Few country’s histories have been more tumultuous over the past two centuries than that of Germany. Rapid industrialisation, varied federal traditions, revolutions, the launching of and defeat in two world wars, responsibility for war crimes and genocide on an unparalleled scale, foreign occupation and re-education, and political division for four decades have made German history, and the ways in which Germans have remembered it, contentious and of broad public concern. In few countries have visions of the nation's history been so varied and contested, and few peoples have created and faced such challenges when confronting their 'transient' or 'shattered' past.

In order to provide a thematic focus, this module will examine in particular the reasons for the rise of National Socialism, the character of National Socialism, and the difficulties of the Federal Republic of Germany to deal with its difficult and contentious past, that is the attempt at 'coming to terms with the past' (Vergangenheitsbewältigung).

PRELIMINARY/CORE READING LIST

HIST290

CULTURE AND SOCIETY IN ENGLAND, 1500–1750
The period from around 1500 to 1750 saw enormous change. The population of England and Wales nearly doubled, leading to inflation and poverty as well as commercial expansion. Urbanization increased, spectacularly so in the case of London, which grew to become by 1700 the largest capital in Europe. At the same time literacy and education developed and a print culture rapidly expanded. This was a period of religious reformation, which affected not only the lives of individuals but the culture of governance and the fabric of local communities. By the end of the period, England had emerged from being a backwater state to a rising world power, which brought about a new set of cultural and social challenges. Hierarchies of gender and status, however, remained pervasive throughout, and in some ways became even more pronounced. The module examines these central themes during a very important and formative period in English history.

Preliminary/ Core Reading List

Preliminary Reading: a selection of general works, classical studies, interesting articles, and new research

- Keith Wrightson, *English Society, 1580-1680* (Any edition, very good as a general textbook for much of the period)
- Keith Wrightson, *Earthly Necessities: Economic Lives in Early Modern Britain* (Yale, 2000) (Also very useful as background)
HIST 294

NATURE AND CULTURE 1500–1700

THEMES FROM THE RENAISSANCE
DESCRIPTION

This is a rare opportunity to study a revolution in ideas about the world we live in. It begins in the Renaissance (1500), when blood-letting was a common treatment for diseases, when no-one suspected that the earth moved around the sun, when witches were executed for performing diabolic magic, and when students thought that the best authors on their reading lists had to have died two thousand years ago.

The module ends in the early modern period (1700), and with ‘modern’ thinkers like Francis Bacon, René Descartes, Galileo Galilei and Isaac Newton. But these people believed, respectively, that new inventions would recreate Paradise on earth, that the laws of billiards proved the existence of God, that the ocean’s tides proved that the earth moved, and that Christianity was a corrupt religion.

You will find out why Renaissance men and women believed what they did, discuss how modern the ‘moderns’ really were, and which historians have the best explanation of this exciting period in the history of ideas.

PRELIMINARY/CORE READING LIST

• Peter Dear, Revolutionizing the Sciences: European Knowledge and its Ambitions, 1500-1700.
• Charles Webster, From Paracelsus to Newton.