

**DEPARTMENT  
OF HISTORY**

**Module and  
Enrolment Information  
for final-year students  
2017-2018**

## MODULES AND ENROLMENT INFORMATION 2017-2018

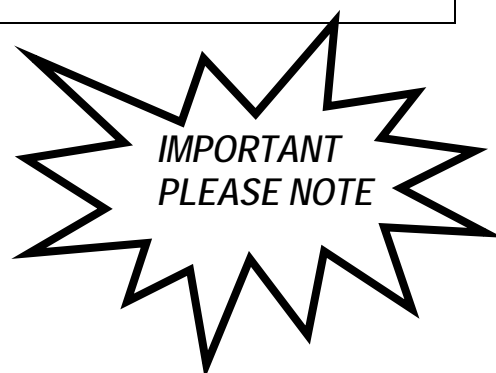
This module directory lists all the modules which the Department of History expects to offer to final-year students during 2017-18. It is as comprehensive as we can make it, but if in doubt you should not hesitate to consult members of the Department.

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### ENROLMENT INFORMATION FOR HISTORY MODULES

- **Enrolment (eNROL) will open at 12.00 noon on Wednesday 12 April 2017 (see note 5 below about pre-enrolment for Special Subjects).**
- **Early enrolment is recommended – some modules have a limited number of places.**



### PROCEDURES:

- 1 Study the module information in this booklet. If you need advice about your choices, please contact a member of staff in the Department.
- 2 From 12.00 noon on Wednesday 12 April you will be able to log on to eNROL, ([www.essex.ac.uk/enrol](http://www.essex.ac.uk/enrol)), on or off campus. (**Please note: this is during the Easter vacation.**)
- 3 The Department will frequently check the database and review module choices, and you will be sent the decision by email. Your choices will be **provisional** until you receive an email confirmation. Enrolments will be confirmed on a **first-come first-served** basis.

### NOTES:

1. You must choose all your modules (120 credits) to complete enrolment. If you are unsure about any of your choices, choose something provisionally – if you change your mind, you can go back into eNROL and change your module choice (subject to places being available).
3. Any optional module listed may be cancelled if not enough students enrol for it.
4. The inclusion of any particular module or of any member of staff in this booklet is NOT an official commitment to their being available in the academic year 2017-2018.
- 5 **SPECIAL SUBJECTS - pre-enrolment** (Final-year single-honours History students only). Special Subjects are allocated on a first-come first-served basis and can fill up very quickly. On **Monday 27 March at 12.00 noon**, you will be sent an email from Enrol asking you to select three Special Subject choices, in order of preference. Choices submitted on this form will be allocated and entered on your student record before eNROL opens on 12 April.

## MODULES FOR FINAL-YEAR STUDENTS

### COMPULSORY MODULES

#### HR831-6-FY RESEARCH PROJECT (30 credits)

The Research Project is a substantial piece of independent historical research, submitted as a piece of written work of between 10,000 and 12,000 words. We are in the process of introducing an alternative track, consisting of a 5,000-6,000-word piece plus an alternative public history output, such as museum exhibition boards, a podcast, web resources or film script. Students taking this route will be supported to develop an appropriate structure and approach for their text and their public history output. If you think you may be interested in this option, please speak to Dr Alix Green. Almost all History students complete a Research Project, with work on the project taking place over the course of roughly a year, beginning in the Spring Term of their second year and completing in their final year. It is the longest single piece of work you will work on at Essex and plays an important part in the assessment of history degree schemes, forming one-eighth of your final mark. In many ways it is also the intellectual culmination of your history degree study, giving you the opportunity to use the skills you have developed during your course to create what is, in effect, a new piece of history.

If you do not already have a copy, you should pick up the **BA RESEARCH PROJECT HANDBOOK** from the History Department Office or download a copy from [www.essex.ac.uk/history/current/ug.aspx?tab=3](http://www.essex.ac.uk/history/current/ug.aspx?tab=3).

#### FINAL-YEAR SPECIAL SUBJECTS (30 credits)

Special Subjects are obligatory for final-year single-honours History students. Special Subjects should be chosen from those designated for their specialist degree.

Joint History students can apply for their name to be placed on a waiting list for a Special Subject should there be places available after single-honours students have enrolled.

### OPTIONAL MODULES

All optional modules are taught by lectures and/or seminars. Final-year (level 6) History options have two forms:

1. **Full-options (FY; 30 credits)**, ie, modules which are taught over 22 weeks and which are normally assessed by coursework which counts for 50% of the final mark, and a three-hour examination paper in the summer term which counts for the other 50% of the final mark;
2. **Half-options (AU/SP; 15 credits)**, ie, modules which are taught over 10 weeks, and which are assessed by coursework only – there is no examination in the summer term.

## OPTIONAL MODULES

|                                  |  | Modules designated for specialist/joint degrees* |                |                           |                        |
|----------------------------------|--|--|----------------|---------------------------|------------------------|
|                                  |  | American History                                 | Modern History | Social & Cultural History | Modern History & I. R. |
| <b>FULL OPTIONS (30 Credits)</b> |  |  |                |                           |                        |
| HR321-6-FY                       | The English Revolution   |  |                | ✓                         |                        |
| HR352-6-FY                       | British Social History, 1830-1950                                  |  | ✓              | ✓                         |                        |
| HR353-6-FY                       | Crime and Punishment: England in Comparative Perspective 1650-1900 |  | ✓              | ✓                         |                        |
| HR356-6-FY                       | From Stalin to Putin   |  | ✓              |                           | ✓                      |
| HR370-6-FY                       | The Tudors and Stuarts on Film                                     |  | ✓              | ✓                         |                        |
| HR374-6-FY                       | Slavery and Plantation Societies in Latin America                  | ✓  | ✓              | ✓                         |                        |
| HR388-6-FY                       | Women, Gender and Sexuality in US History                          | ✓  | ✓              | ✓                         |                        |
| <b>AUTUMN-TERM HALF-OPTIONS</b>  |  |  |                |                           |                        |
| HR349-6-AU                       | London 1500-1700: Reformation, Wealth and Destruction              |  |                | ✓                         |                        |
| HR394-6-AU                       | The United States and the Vietnam War                              | ✓  | ✓              | ✓                         | ✓                      |
| <b>SPRING-TERM HALF-OPTIONS</b>  |  |  |                |                           |                        |
| HR226-6-SP                       | China. The Long 20 <sup>th</sup> Century                           |  | ✓              | ✓                         | ✓                      |
| HR350-6-SP                       | Pain: A Short History  |  |                | ✓                         |                        |
| HR371-6-SP                       | Fictions of Empire   |  | ✓              | ✓                         |                        |

### **Important:**

- Early enrolment is strongly recommended – **some modules have a limited number of places.**
- Any optional module listed may be cancelled if not enough students enrol for it.
- New modules may be offered after this booklet is produced. These will be advertised by email as soon as they become available.
- Any student who feels unhappy about the modules he or she has chosen is free to change to other modules (up to the first week of the autumn term), depending on availability.

## MODULE INFORMATION

### **HR226-6-SP CHINA: THE LONG 20TH CENTURY**

**Module Director:** Dr Xun Zhou

This module adopts multi-disciplinary perspectives to examine significant and complex issues in China's modern history. It serves as a gateway course to introduce students to an interdisciplinary approach to China and Chinese history. Topics include the multiple meanings attached to the symbolic sites of: Tiananmen Square, the Great Wall, Global China Towns, the Bund, The Yellow River, Chinese Gardens, Parades, and the Three Gorges Dam. We examine both fictional (including audiovisual) and scholarly materials that deal with the historical, political, social, and artistic aspects of these sites and phenomenon in order to understand modern China at its politico-cultural core, in its relations with the outside world, its symbolic function in the new global order as well as its path to modernization.

**Assessment:** 100% coursework

Students will be assessed on the merit of coursework (80%) presentation (15%) and class participation (5%). The coursework grade is composed of a long essay (50%) and a short writing exercise (30%).

### **HR321-6-FY THE ENGLISH REVOLUTION**

**Module Director:** Dr Amanda Flather

During the 1640s England was engulfed in a destructive and transformative civil war that mobilised roughly one quarter of the English male population in military service and resulted in the overthrow, trial and execution of King Charles I. This module will explore the causes of the war and its effects. It will investigate how developments in Scotland and Ireland as well as England and Wales are crucial to understanding the origins and progress of conflict. The module will also examine the trial and execution of the king, and the establishment of a republic. But the main focus of the module will be on the cultural and social impact of war in England. It will explore the impact of war on local communities, the role of women in war and the impact of the experience of military service on men. It will examine the impact of the collapse of censorship and the role of the press; it will consider the role of religious radicals like the Quakers and radical political groups like the Levellers who argued that a more democratic society should rise from the ruins of Charles I's kingdoms. Students will examine key debates in the broad historiography on the war. But for every theme they will also learn to analyse critically relevant primary sources including pamphlets, propaganda texts, visual images, letters, personal testimonies, memoirs, accounts, political tracts and speeches in relation to recent historical interpretations of the subject.

**Assessment:** 50% coursework / 50% examination in summer term.

Coursework consists of a 4000 word essay and 2000 word document analysis

### **HR349-6-AU LONDON 1500-1700: REFORMATION, WEALTH AND DESTRUCTION**

**Module Supervisor:** Dr Justin Colson

London is more than just a normal city: its scale, diversity, cultural and economic might put it on a different scale to anywhere else in Britain. For these reasons many love it, but others complain that it crowds everywhere else out. This was already true in 1500. During the early modern period London had more exports than the rest of the country combined, was home to the first permanent theatres and the Chartered Companies that pioneered empire, and drew migrants and refugees from across Europe. In short, the processes that were to make London one of the world's truly global cities were already in play hundreds of years ago.

This module focuses on the story of London's cultural, economic and political growth, and its relationship with the rest of Britain, and Europe. We explore London's status as a 'free' city, its relationship with the church and Reformation, the life of migrants and marginal communities, theatre and trade. Two cataclysmic events (the Great Plague and the Great Fire) in the space of two years, 1665-6, marked the end of an era, yet London was not reborn as an orderly classical city in the way that many planned. Through examining these events and themes, we will consider the character of the city and its place within the wider world.

**Assessment:** 100% coursework

Coursework consists of a 3000 word Essay (55%) a 2000 word biography of an early modern Londoner (40%) and participation mark (5%)

### **HR350-6-SP PAIN: A SHORT HISTORY**

**Module Supervisor:** Dr Lisa Smith

Recent scholarship in several disciplines has grappled with the question of how cultural perceptions affect bodily experience. Using an interdisciplinary framework, we will explore the meanings and experience of pain in Europe, particularly in England and France during the long eighteenth century. The course starts and finishes by considering the extent to which a mind and body split occurred during this period. We will read the narratives of sufferers alongside literature, philosophy, and surgico-medical treatises to understand the cultural construction of the experience and understanding of pain. Students will learn how to use and to critique interdisciplinary methods for the study of history, to read a wide variety of primary sources to find historical accounts of the body, and to assess the cultural construction of pain and bodily experience.

**Assessment:** 100% coursework

Coursework consists of a blog post or transcription (1000 words), research essay (4000 words), and participation (seminar and online).

**HR352-6-FY BRITISH SOCIAL HISTORY, 1830-1950****Module Director:** Professor Peter Gurney

Britain underwent profound transformations during this period, becoming the first indisputably modern, industrial capitalist society in the world. Not only was the environment turned upside down in this period, but the lives and identities of the British people were also altered fundamentally. This module explores this process in a thematic as well as a chronological manner. It is divided into seven inter-connected themes beginning with an analysis of the changing experience of work, including patterns of production and social divisions of labour. It then moves on to consider the ways in which new class identities, complicated by gender divisions, were made and unmade across time. Considerable attention is then paid to the development of the state and increased state intervention into the lives of the majority of the people. Changing forms and practices of democracy are then explored as new constituencies laid claim to citizenship. The idea of the nation is assessed and particular attention paid to the impact of imperialism on popular mentalities as well as the experience of immigrant communities. Contests in the sphere of culture provide another major focus and are pursued at both a popular and elite level through a comparison of developments in education, recreation and consumption in particular. The module ends with a study of changing meanings of and responses to poverty from the workhouse through to the Welfare State.

**Assessment:** 50% coursework / 50% examination in summer term.

Coursework consists of two 3000-word essays.

**HR353-6-FY CRIME AND PUNISHMENT: ENGLAND IN COMPARATIVE PERSPECTIVE 1650-1900****Module Director:** Dr Catherine Crawford

The history of English criminal justice forms the core of this option; on some topics the scope is extended to include France and Germany. We begin with the evolution of common-law and Roman-canon methods of prosecuting, asking why the English adopted trial by jury, and why Continental courts institutionalised judicial torture. We then survey a range of criminal courts in England - coroner's courts, quarter sessions and assizes - looking at how they worked and how people used them. We ask what differences social status and gender made, and do a case study of infanticide. Changing practices in policing, prosecuting, trying, pardoning and punishing are then investigated. We read Foucault's influential interpretation of the history of punishment, and consider the processes which led to the reform of the criminal law and the end of public execution. Throughout we are concerned with questions of historical causation, and with the political and ideological contexts of criminal justice. The history of feelings is also a recurrent theme.

**Assessment:** 50% coursework / 50% examination in summer term.

Coursework consists of two 2,500-word essays and two presentations.

**HR356-6-FY FROM STALIN TO PUTIN****Module Director:** Dr Felix Schnell

The political history of the second half of the 20th century was largely determined by the standoff between Socialism, as embodied in the Soviet Union, and Capitalism, as embodied in the West. The purpose of this module is to examine the events in Soviet history which lead to collapse of Socialism and defeat in the Cold War. This entails examining the state system, as it was established by Stalin, and how this system was modified by his successors. We will analyse how the Soviet state moulded

the mentality of its people and the effects of this mentality on present day Russia. The module will look at the problems that modern Russia is facing and establish the historic roots of these problems.

After an introductory lecture on the formation of the USSR, the module will look at the appearance of Stalinism as a system embracing the political, economic, social and cultural facets of the Soviet state, and the attempts of Khrushchev, Brezhnev and Gorbachev to adapt this system to changing conditions. We will also examine the role the Soviet Union played in the world and its impact on people's self-identification, especially after the collapse of the USSR. The module will also analyse recent Russian history and how Russia is coping with the problems that she has inherited.

At the end of the module students should have an understanding of the connections between Russia's imperial and Soviet past and her present-day problems. They should be aware of the reasons that brought about the collapse of the Soviet Union and the processes that are shaping Russia's present.

**Assessment:** 50% coursework / 50% examination in summer term.  
Coursework consists of two 3000-word essays.

### **HR370-6-FY THE TUDORS AND STUARTS ON FILM**

**Module Director:** Dr Tom Freeman

It is universally acknowledged, even by those for whom this is an uncomfortable truth, that film (including both cinema and television) shape the views of more people regarding past events and people than any other medium. This is, and has been, particularly true for early modern England, which has been, since the beginnings of cinema, a popular subject area for filmmakers. This module will examine and analyse popular films and television programmes (as opposed to documentaries or non-fiction programmes such as those of David Starkey) dealing with Britain in the period from Henry VIII to Charles II. The films under discussion were made from 1933 until the present and will also be looking at how events such as the Second World War and the Cold War shaped these films.

This module is NOT an exercise in film criticism; the aesthetic quality of the films shown and the calibre of the acting in them are, at best, secondary considerations. Nor is it a study of filmmaking. Instead it will seek to study the films as representations of the past, in the same way that historical novels, historical dramas and historical paintings are representations of the past. For each film the module will attempt to examine the general accuracy of the film, in the light of historical knowledge at the time that it was made and since. It will also explore the reasons behind deliberate inaccuracies and distortions. The module will also examine the political, social and cultural contexts within which the film was made as well as the financial circumstances that shaped the contents of the film. And we will discuss the effectiveness of film in both representing and interpreting past events and people.

In addition to the particular films under consideration in the course, we will be examining both primary and secondary sources. The primary sources will not only consist of the films themselves, but also books upon which particular films were based, published versions of the scripts for the films, memoirs or autobiographies of those involved with the making of a particular film and interviews with them. Secondary sources will include critical analyses of the films, biographies of the filmmakers and historical and biographical works on the subjects of the films.

**Assessment:** 50% coursework / 50% examination in summer term.  
Coursework consists of a 2500 word essay in the spring term and a 3500 word essay in the autumn term. Each person will also be required to participate in one team presentation, which will be part of their assessed coursework.



### **HR371-6-SP FICTIONS OF EMPIRE**

**Module Director:** Dr Jeremy Krikler

How many of you know that the racist chanting once prevalent at British football matches draws upon idioms and images produced during the imperial age? And are you aware that even Hollywood blockbusters (for example, 'Indiana Jones and the Temple of Doom') owe part of their appeal to their ability to draw liberally from themes and figures in the cultural ragbag of empire?

This module takes as its starting point the fact that our visions of the world, our very sensibilities, have been fashioned to some degree by the imperial experience, and yet we are often unaware of this. By taking five works of fiction - some famous, some less well-known - and considering them in their historical and biographical contexts, the module seeks to explore key aspects of the imperial experience.

The module introduces history students to the interface between history and literature. It seeks to demonstrate the richness of novels and other fictions as ways into history. At the same time, it seeks to show how works of fiction are embedded in particular historical and personal contexts. How does history condition literature? What insights does literature provide that works of history cannot? How does an ahistorical reading of fiction mislead the reader? How can an overly-historical approach distort, or fail to appreciate, key elements of a novel? These are some of the guiding questions of the module.

We use a range of fictions to explore colonial attitudes and policies, and to investigate the experience of colonisers and colonised, mainly in the British Empire. The period covered is from the latter half of the nineteenth century to the mid-twentieth century when popular mobilizations sounded the death knell of empire. Students should leave this module with a sense of the complexity of imperialism and its cultural legacy.

**Assessment:** 100% coursework

Coursework consists of one 1,500-word document analysis and one 3,500-word essay.

### **HR374-6-FY SLAVERY AND PLANTATION SOCIETIES IN LATIN AMERICA**

**Module Director:** Professor Matthias Röhrig Assunção

The great majority of the 12 million enslaved Africans deported to the Americas during the sixteenth to the nineteenth centuries ended up working on plantations in Brazil and the Caribbean. Sugar, cacao, indigo, tobacco, cotton and coffee were the main commodities slaves produced for the rapidly expanding European markets. But slavery did not only provide crucial inputs for developing capitalism, it also entered cultural representations of the other. Enlightened writers reflected about its legitimacy or the fundamental differences between what was increasingly perceived as 'races'. Hence slavery in the Americas contributed in many ways to the making of the modern world.

The module will focus on the different plantation societies that were established in Brazil, British Jamaica, the French Caribbean (Saint-Domingue/Haiti) and the Spanish colonies (Venezuela and Cuba). We will examine how local conditions (environment and geopolitics) and external factors (such as the demands on the world market, religion, law and customs of the colonial power, and the African cultural backgrounds of the slaves) combined to shape the characteristics of every slave society. Introductory lectures on each colony will be followed by comparative sessions dealing with slave women and the slave family, and the religion and culture of the enslaved. In the last sessions we will look at runaways, plots, and rebellions and other means whereby slaves sought to obtain freedom. The

work in class will mainly deal with documents written by travelers, priests, and government officials and, more exceptionally, by overseers and the enslaved themselves. The discussion of these primary sources will allow us to gain new insights into the everyday reality of slavery.

**Assessment:** 50% coursework / 50% examination in summer term.

Coursework consists of two 2500-word essays and one presentation (1000 words)

### **HR388-6-FY WOMEN, GENDER AND SEXUALITY IN US HISTORY**

**Module Director:** Dr Laila Haidarali

This module explores the history of sexuality in the United States from the colonial period to the present, with an emphasis on women. This module is organized both chronologically and thematically to understand how the social construction of sexuality changed throughout time. Women's historical experiences are positioned as central to this module that emphasizes diversity among women. Although this module focuses on women, HR388 studies gender as a relational construct by investigating concepts of masculinity and manhood; at the same time, the module moves beyond a binarised understanding of sexuality by studying gender as a fluid and changing social category. With a focus on gender, race, and class, this module covers a range of topics; these include: Native people and European contact; reproduction and reproductive rights; miscegenation and interracial sexualities; same-sex, bi; immigrant sexualities; modern sexuality; second wave feminism; systems of sexual control, expression and resistance; marriage, family and sex work.

**Assessment:** 50% coursework / 50% examination in summer term.

Coursework consists of a 2500 word essay and a 3500 word essay.

### **HR394-6-AU: THE UNITED STATES AND THE VIETNAM WAR**

**Module Director:** Dr Andrew Priest

This module offers students the opportunity to gain an in-depth understanding of the United States' involvement in the Vietnam War and the profound impact that this conflict has had on American politics and political culture since it concluded. The module examines how the United States first intervened in Vietnam during the Second World War and the early Cold War, Lyndon Johnson's decision to commit large numbers of ground troops in 1965, combat in the air and on the ground, the disastrous Tet offensive and its impact on American claims of progress, Richard Nixon's slow withdrawal of troops and simultaneous expansion of the war's territorial scope into Laos and Cambodia, and, finally, the fall of Saigon and Communist victory in April 1975. Along the way, we also consider the broader social and cultural dynamics of the war, and some of its long term consequences of the war.

This module aims to challenge students by requiring them to engage with the study of the war itself, and with scholars' interpretations and popular memory of the conflict. The module therefore encompasses not just international and military, but also cultural, history. Combining these approaches will help students understand the enormous effect that the war has had on American public life, why it is important to understand it, and why so many 'myths' surrounding American involvement in Southeast Asia still persist.

**Assessment:** 100% coursework

Coursework consists of two 2,500-word essays

## SPECIAL SUBJECTS (30 credits)

Special Subjects are obligatory for third-year single-honours History students.

Joint History students can apply for their name to be placed on a waiting list for a Special Subject should there be places available after single-honours students have enrolled.

**It may be necessary to operate an upper limit on enrolment for each Special Subject; pre-enrolment is therefore strongly recommended.** Special Subjects are allocated on a first-come first-served basis and can fill up very quickly. See page 1 for information about pre-enrolment.

| Students following specialist degrees should ensure they choose a special subject which is designated for their course. |  | American History | Modern History | Social & Cultural History | Global History |
|---|--|------------------|----------------|---------------------------|----------------|
| HR619-6-FY  | The Russian Revolution 1905-1932   |                  | ✓              | ✓                         | ✓              |
| HR628-6-FY  | Witches, Witchcraft and Witch-Hunts in Early Modern Europe and New England |                  |                | ✓                         |                |
| HR630-6-FY  | The Third Reich  |                  | ✓              | ✓                         |                |
| HR647-6-FY  | Black Women in US History  | ✓                | ✓              | ✓                         |                |
| HR651-6-FY  | Unquiet Pasts: Controversies of twentieth-century Britain                  |                  | ✓              | ✓                         |                |

### **HR619-6-FY THE RUSSIAN REVOLUTION 1905-1932**

**Module Director:** Dr Felix Schnell

The Russian Revolution was one of the most important events in the 20th Century. It brought an end to Tsarist rule and gave birth to the first socialist state. Very often, the Russian Revolution is identified with the events of 1917, when the Tsar abdicated in February and the Bolsheviks seized power in October. As a matter of fact there had been several Russian Revolutions or stages of a larger revolutionary process. This process has its roots in the second half of the 19th Century and resulted in the first Russian Revolution of 1905. Eventually Tsarist rule was restored, but only in the framework of a semi-constitutional government. It collapsed under the burdens of World War I, leading to the abdication of Emperor Nicolas II in February 1917. In October 1917, the Bolsheviks were finally able to seize power, but it took them more than three years to consolidate their rule and to build the Soviet state. Bolshevik power was challenged by counter-revolutionary forces (the “Whites”) and several other parties (Allied and Central powers, Poland, Ukrainian nationalists, “green” Warlord armies) in the Russian Civil War, which had a deep impact on the Bolshevik party, on the Soviet state and society. 1921 is often accepted as the end of the Russian Revolution, but now the Bolsheviks had to find answers to the problems of multi-ethnicity and diversity of the former Tsarist territories they had conquered in the course of Civil War. They also had to transform an imperial structure into a revolutionary form of Statehood. Much more, the revolutionary process had been restricted to the urban centres. The Bolsheviks had not succeeded in “revolutionising” the village. Thus the overwhelming majority of the Russian population lived outside of the new revolutionary order. Soviet

state-building, the creation of the Soviet multi-national state during the 1920s and the Sovietization of the village during collectivization (1928-1932) can be considered as the final stages of a revolutionary process that completed the political, social and cultural transformation of the former Tsarist Empire, leading to the emergence of the Soviet Union.

The module aims to give students a deeper understanding of the Russian Revolution as a larger process that started long before 1917 and did not end in 1917 or even in 1921. It thereby will delve into the questions of periodization and conceptualization of historical events or processes in general, and discuss this problem in the context of the Russian Revolution. The module will also put emphasis on different methodological approaches to history and to the Russian Revolution in particular. It will give an overview of different interpretations of the Russian Revolution, and of former and current scholarly debates. The students shall be enabled to discuss different historical positions and to interpret primary sources of the Russian Revolution.

**Assessment:** 50% coursework / 50% examination

Coursework consists of a 2,500-word essay (40%); a 1,500-word “what-if” paper; (25%) two 1000-word document analyses (35%).

#### **HR628-6-FY WITCHES, WITCHCRAFT AND WITCH-HUNTS IN EARLY MODERN EUROPE AND NEW ENGLAND**

**Module Director:** Professor Alison Rowlands

This module will focus on witchcraft beliefs and witch-hunts (the legal prosecutions of individuals for the crime of witchcraft) in Europe and New England between the fifteenth and eighteenth centuries. Beliefs about witches, witchcraft, and the powers of the devil at both elite and popular levels will be examined, and set in the wider context of the religious/magical world-view of the period. The motivations behind the making of witchcraft accusations and confessions will be analysed, and we will explore whether there was any such thing as a ‘stereotypical’ witch, as well as why some people confessed to being witches relatively freely. A key focus will be on the differences in the legal treatment of the crime of witchcraft in different geographic locations, and in the elite debates about the validity of hunting witches. Finally, representations of the witch in art and literature will be examined in the context of the historical phenomenon of the witch-hunts. The emphasis will be on comparison - between the patterns of prosecutions for witchcraft in different areas, and between the many and varied historiographical approaches which have been used in the attempt to explain why there were witch-hunts, and why most, but by no means all, prosecuted witches were women. We will use a range of primary sources, principally demonological texts and treatises, trial pamphlets and transcripts, and woodcut and other imagery.

**Assessment:** 50% coursework / 50% examination in summer term.

Coursework consists of a 2,500-word essay (worth 40% of the overall coursework mark); a 1,500-word piece of empathy writing (worth 25%), and two document analyses, of 1,000 words each (worth 35%)

### **HR630-6-FY THE THIRD REICH**

**Module Director:** Dr Nadine Rossol

This special subject deals with the history of the Third Reich and focuses in particular on its social history. The module will provide an introduction to some of the theoretical problems involved in the study of this period of German history and to the development and current state of historical research in this field. Aspects covered include the origins and the rise of Nazism, the seizure of power in 1933/34, and the Nazi state, but special attention will be given to German society under Nazi rule. The role and position of women, the family, youth, workers, soldiers, intellectuals, party members, 'non-Aryans', along with the regime's policy towards the arts and music, will be examined through the study of original documents in English translation. The aim of the module is to set these aspects of social history within the wider framework of patterns of collaboration and resistance, policing and control, propaganda and justice, economic and foreign policy, discrimination and persecution of 'social outsiders', and the extermination of the Jews under the Nazi regime.

The module is based on the use of original documents and is designed to train students in the interpretation of primary sources and the critical assessment of their reliability and usefulness as historical sources.

**Assessment:** 50% coursework / 50% examination in summer term.

Coursework consists of one 2,000-word essay, one 3,000-word essay, one 1,000-word source critique.

### **HR647-6-FY BLACK WOMEN IN US HISTORY**

**Module Director:** Dr Laila Haidarali

This module explores the history of black women in the United States from the late nineteenth century to the contemporary era. It positions black women at centre as it recognises that the history of black women must be understood within the broader contexts of U.S. culture and society, while also being distinguishable within it. Although this module begins after slavery's demise, and moves chronologically forward in time to study women's negotiations of "freedom" in the post-bellum nation, it also explores the ways that raced, classed and gendered assumptions about black women remain rooted in slavery.

Black women are studied as agents in their own histories. Socio-cultural in its approach, this module highlights women's individual, everyday, organisational, educational, creative, business-minded and militant efforts to resist the multiple discriminations they encountered as "black" women in the United States. While situating the role of women's collective activism as vital to this history, this module further emphasises the heterogeneous character and experience of black women in U.S. history. Indeed, the very identifier of "black woman" forms an important starting debate for study in this module that also engages with the transnational study of black women's history. Beginning its study during the 1890s, this module begins in an era marked not only by the rise of Jim Crow in the U.S. South, but also by the establishment of a powerful organisation of elite black reformers—the National Association of Colored Women—hence providing a crucial juncture to initiate a chronological study of this history. Topics to be studied include: life, love and labour in the New South; rape, violence and resistance; rural exodus and the Great Migration; urbanism and urbanising womanhood; Afro-modernity, the New Negro movement; black nationalisms and Pan-Africanism; motherhood, marriage and non-normative sexualities; elite reformers and the "politics of respectability"; the politics and business of beauty; feminisms in "waves" and across national divides.

**Assessment:** 50% coursework/50% examination

Coursework consists of: A presentation (worth 10%) a 1000-word document analysis, a 2000-word essay and a 3000-word essay.

## **HR651-6-FY UNQUIET PASTS: CONTROVERSIES OF TWENTIETH-CENTURY BRITAIN**

**Module Director:** Dr Alix Green

The history of twentieth-century Britain is far from over. From the Easter Rising to Hillsborough, this is a past that does not lie quietly; people have continued to remember and remake it, to claim ownership, to challenge official accounts and to demand re-examination of the evidence in the name of justice. Historians, politicians, the media and the public have all been involved in debating not only 'what actually happened' but also how particular events should be interpreted, where they fit in longer views of British history and what they mean for present-day British society.

This course looks at moments in the history of twentieth-century Britain that were not only controversial in their own time but have continued to trouble us. In each two-week case study, we will look closely in the first week at the event itself through primary sources, some of which have only recently become available to historians, such as the Hillsborough Independent Panel permanent archive. The idea is to involve students actively in researching the material evidence, so that, in the second week, we can bring this understanding to discussing specific moments in which an unquiet past returns. We will explore longer-run social and political legacies – many of which are still felt today. Public enquiries and tribunals, apologies for historical injustice, anniversaries and commemoration and moments of great political change can all allow the past to intrude on the present.

In addition to a selection of case studies – one of which will be chosen by the class – we will also look at how history is being made 'live' as a way of responding directly to a turbulent present; digital platforms allow images, videos and testimony to be collected and preserved with a new immediacy, for present and future historians and activists.

**Assessment:** 50% coursework 50% examination in summer term.

Coursework consists of: Students can choose which of the two main coursework assessments (the policy paper/newspaper article and the essay) to do in Autumn and which in Spring. They will also select a week for a group seminar presentation, which will relate to the topic under discussion.

## COURSE STRUCTURES

### SINGLE HONOURS DEGREES

|  |  |
|--|--|
| <b>BA History</b>  | <b>Pre-requisite:</b> HR111  |
| <b>BA Social and Cultural History</b>  | <b>Pre-requisite:</b> HR111  |
| <b>BA Modern History</b>   | <b>Pre-requisite:</b> HR100  |
| <b>BA American History</b>   | <b>Pre-requisite:</b> HR100, HR162   |
| <b>BA Global History</b>   | <b>Pre-requisite:</b> HR105, HR100 or HR111  |
| <b>Second Year</b><br>HR211 Approaches to History (15-credits)<br>HR200 History Works: Beyond your BA (15 credits)<br>HR231 Choosing your Past: How to Design and Manage a<br>Research Project (15 credits)<br>History options (45 credits)<br>History or outside options (30 credits) | <b>Final Year</b><br>Special Subject (30 credits)<br>Research Project (30 credits)<br>History options (60 credits) |

### JOINT HONOURS DEGREES

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| <b>BA History and Film Studies</b>  | <b>Pre-requisites:</b> HR111 or HR100; LT21, CS101 or SC106   |
| <b>Second Year</b><br>HR211 Approaches to History (15-credits)<br>HR200 History Works: Beyond your BA (15 credits)<br>HR231 Choosing your Past: How to Design and Manage<br>a Research Project and/or Film options (30 credits)<br>LT206 Narrative and Film (30 credits)<br>Film or History options (30 credits)        | <b>Final Year</b><br>Research Project, or<br>Independent Study in Film Studies in the<br>Department of Literature (30 credits)<br>History options (30 credits)<br>Film options (60 credits)   |
| <b>BA History with Film Studies</b>   | <b>Pre-requisites:</b> HR111 or HR100; LT21   |
| <b>Second Year</b><br>HR211 Approaches to History (15-credits)<br>HR200 History Works: Beyond your BA (15 credits)<br>HR231 Choosing your Past: How to Design and Manage<br>a Research Project (15 credits)<br>History Film options (30 credits)<br>Film or History options (30 credits)<br>History option (15 credits) | <b>Final Year</b><br>Special Subject (30 credits)<br>Research Project or<br>Independent Study in Film Studies in the<br>Department of Literature (30 credits)<br>History options (30 credits)<br>History or Film options (30 credits)                                 |
| <b>BA History and Literature</b>  | <b>Pre-requisites:</b> HR111 or HR100; LT111, CS101   |
| <b>Second Year</b><br>HR211 Approaches to History (15-credits)<br>HR200 History Works: Beyond your BA (15 credits)<br>HR231 Choosing your Past: How to Design and Manage<br>a Research Project and/or History options (30 credits)<br>Literature options from: LT201, LT202, LT203, LT204<br>(60 credits)               | <b>Final Year</b><br>Research Project (30 credits), <b>or</b><br>Independent Study in Literature (30 credits)<br>Fictions of Empire (15 credits)<br>History half-option (15 credits)<br>Literature options (30 credits)<br>History or Literature options (30 credits) |

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| <b>BA Modern History and Politics</b>   | <b>Pre-requisites:</b> HR100; GV100, GV101   |
| <b>Second Year</b><br>HR211 Approaches to History (15-credits)<br>HR200 History Works: Beyond your BA (15 credits)<br>GV250 Principles of Social Justice (15 credits)<br>GV254 Ethics and Public Policy (15 credits)<br>Politics option (15 credits)<br>History options (30 credits)<br>HR231 Choosing your Past: How to Design and Manage a Research Project or History or Politics option (15 cr.)  | <b>Final Year</b><br>Research Project (30 credits)<br>History options (30 credits)<br>Politics options (30 credits)<br>History or Politics options (30 credits)  |
| <b>BA Modern History and International Relations</b>  | <b>Pre-requisites:</b> HR100; GV100; GV101; GV103; GV113   |
| <b>Second Year</b><br>HR211 Approaches to History (15-credits)<br>HR200 History Works: Beyond your BA (15 credits)<br>GV214 International Relations: Theories and Approaches (15 credits)<br>GV217 Conflict Analysis (15 credits)<br>IR option from the approved list (15 credits)<br>History options from the approved list (30 credits)<br>HR231 Choosing your Past: How to Design and Manage a Research Project or History or IR option from the approved list (15 credits)<br>Designated History options: see page 5.<br>Designated IR options: – please check with the Department of Government. | <b>Final Year</b><br>Research Project (30 credits)<br>Politics options from the approved list (30 credits)<br>History options from the approved list (30 credits)<br>History or IR options (30 credits)                |
| <b>BA History and Sociology</b>   | <b>Pre-requisites:</b> HR111 or HR100; SC111   |
| <b>Second Year</b><br>HR211 Approaches to History (15-credits)<br>HR200 History Works: Beyond your BA (15 credits)<br>SC201 Continuity and Controversy in Sociology (30 credits)<br>History options (30 credits)<br>*SC203 Researching Social Life II, or HR231 Choosing your Past: How to Design and Manage a Research Project and History half-option (30 credits)<br>* <b>Students considering taking their final year Research Project in Sociology must take SC203 in their second year.</b>   | <b>Final Year</b><br>Research Project in History or Sociology (30 credits)<br>SC301 Current disputes in Sociology (30 credits)<br>History options (30 credits)<br>History or Sociology options (30 credits)            |
| <b>BA History and Criminology</b>   | <b>Pre-requisites:</b> HR100; SC101,SC104  |
| <b>Second Year</b><br>HR211 Approaches to History (15-credits)<br>HR200 History Works: Beyond your BA (15 credits)<br>*SC203 Researching Social Life II, or HR231 Choosing your Past: How to Design and Manage a Research Project and History half-option (30 credits)<br>SC204 Sociology of Crime and Control (30 credits)<br>History options (30 credits)   | <b>Final Year</b><br>Research Project in History or Criminology (30 credits)<br>SC304 Globalisation and Crime (30 credits)<br>History options (30 credits)<br>Criminology or Sociology or History options (30 credits) |
| * <b>Students considering taking their final year Research Project in Criminology must take SC203 in their second year.</b>   |  |



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| <b>BA History with Human Rights</b>   |  | <b>Pre-requisites: HR100, HU100</b>  |
| <b>Second Year</b><br>HR211 Approaches to History (15-credits)<br>HR200 History Works: Beyond your BA (15 credits)<br>HU200 and HU201<br>HR231 Choosing your Past: How to Design and Manage a Research Project (15 credits)<br>HR291 Human Rights in Historical Perspective and one History half-option (30 credits)<br>History or outside options (30 credits) |  | <b>Final Year</b><br>HU300 Selected Issues in Human Rights Research Project (30 credits)<br>History options (60 credits) |

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| <b>BA History with Modern Languages:</b>   |  |   | <b>Pre-requisites: HR111 or HR100; a foreign language</b> |
| <b>Second Year</b><br>HR211 Approaches to History (15 credits) and HR200 History Works: Beyond your BA (15 credits)<br>History options (60 credits)<br>Language options (30 credits)<br><b>See notes below</b> | <b>Third Year</b><br>Year abroad (Choice of University and modules for the year abroad is subject to the approval of the Director of the year abroad.) | <b>Fourth Year</b><br>History Special Subject (30 credits)<br>Research Project<br>History options (30 credits)<br>Language options (30 credits) |   |

**NOTES:** In the case of students spending the Year Abroad as English language assistants, the head-teacher or equivalent of the school/college will be asked to write an end-of-year report on the student's attendance and fulfilment of assigned duties. Successful completion of the year abroad will be dependent on a satisfactory report.

Students spending the Year Abroad as assistants will not be required to produce additional academic work for assessment. Their degree performance will be assessed on the basis of their second and final year work, as at present. The course will be an 8-component scheme.

Where the attendance and fulfilment of assigned duties of a student who spends the year abroad as an assistant are deemed unsatisfactory, that student may not be allowed to proceed to the final year of the BA in History with Modern Languages, and may be required to change to another course. The decision taken in such cases will be in consultation with the Dean.

Students will normally be required to take three modules during their year abroad, which will be examined according to the conventions of the host institution. The three best marks will be averaged and then converted to their Essex equivalent.

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| <b>BA Philosophy and History:</b> Please consult the School of Philosophy and Art History         |
| <b>BA Art History and History:</b> Please consult the School of Philosophy and Art History        |
| <b>BA English Language and History:</b> Please consult the Department of Language and Linguistics |
| <b>BA History and Economics:</b> Please consult the Department of Economics                       |