



Guide to Modules 2021/22

**BA (Hons) History & English
Literature**

Welcome to History & English Literature at Liverpool John Moores University.

This guide is offered as an “unofficial” insight into the modules we are running in the academic year 2021/22 on our History & English programme. As such it will give you an idea of the rich variety of topics you might study in terms of period, geography and approach. You will immediately appreciate how the two strands of this joint Programme are interwoven and complement each other so well; alongside topics with which you may be familiar, you will perfect and refine skills around the deep-reading of texts and the interrogation of sources.

It must be stressed that this guide merely gives an indication of the modules which typically run and this is absolutely no guarantee that these courses will be running in the period that you will be studying with us.

The Programme is designed in such a way as to provide a natural progression from one Level to the next, and you will be able to find modules which perhaps directly build on what you have studied in previous years. Through the course of the degree you should be developing your academic skills, honing your perspective on the past, and the power of the written word.

Whilst all modules in your first year are core, from your second year there is an increasing degree of optionality, allowing concentration on specialised areas and approaches. Further, as the Programme progresses, staff increasingly deliver modules closely aligned to their current research interests. As experts within their respective fields they provide an insight into their understanding of a topic via the lecture, introduce you to the key arguments and texts within that and plant questions in your mind to tackle how you think about the past. Of course, that is just the starting point and a good deal of learning will take place beyond the classroom as you conduct your own investigations and research. Most typically this means reading, with that reading being constantly tested and analysed through discussions in seminars and other exercises. You will work both independently in formulating and testing ideas but also within groups where you should be challenged and asked to defend your position.

In terms of logistics, each module runs for one semester and will be available in either semester one or two (not both). Each year you will study six modules: three in semester one, three in semester two. At Levels-5 and -6 there is one core module and you get to pick the remaining five.

Learning something of the detail of the modules we offer will provide you with a real insight into what studying History & English at LJMU will be like. Although of course the modules you actually study may be different from those listed here, you will get a sense of the Programme, the nature of our staff and their approach to their respective subjects. We hope you find something in here which appeals to you and we look forward to welcoming you into our academic community.

Dr David Clampin
Subject Leader - History

Level-4

Your first year is all about setting a sound foundation from which to build in future years. There is also an important job to be done here in respect to informing you about what studying History & English Literature at undergraduate level is all about. So, a good deal of what we do involves getting back to basics. In History this means your ability to interrogate primary and secondary sources, whilst in English, we aim to build on the close-reading and skill of literary analysis you've gained previously, and introduce you to research-based essay writing and a broad range of texts. We also try to instil good habits such as regular reading and working independently.

LEVEL	SEMESTER 1	SEMESTER 2
4	4100ENGL. Reading English	4100HISENG. Practices of History
	4104HIST. Modern European History	4105HIST. The American Age
	4104ENGL. Literature in Context	4103ENGL. Literary and Cultural Theory

4100ENGL. Reading English

This module covers the three main genres of poetry, prose, and drama and builds on your knowledge of close-reading and literary techniques. It introduces you writing research-based essays, and including the perspectives of literary critics in your assignments.

4104HIST. Modern European History: Myth, Memory and the Uses of the Past.

In this module students will explore these questions by examining the different stories which Europeans have told about the past over the previous two centuries. Students will consider the ways in which various political communities have manufactured different versions of the past in order to define their identities and legitimate their goals, as well as how individuals have made use of the past to suit their own ends.

4104ENGL. Literature in Context

Literature in Context is core for all students studying English with us. It is designed to get you thinking about the way literary works both reflect and change the social and cultural contexts that surround them. We'll be working with a wide range of texts written in Britain during the 1950s, and exploring themes such as the post-war fracturing of class boundaries, changing social attitudes to the roles of men and women, immigration and the origins of Britain's multicultural society, and the rise of youth culture.

4100HISENG. Practices of History.

Practices of History equips students with the basic skills of historical research and provides an introduction to primary sources and history skills. The module contains interactive workshops that examine specific methods of source analysis. In the final part of the module each student will devise a group research project using sources based in the university's archives and special collections. The final project will be presented at an exhibition.

4105HIST. The American Age: People, Politics and Power.

This module allows students to engage with a variety of means of understanding the American nation via its people, political processes and actions abroad. Through a range of case studies and contextual lectures and material students will be introduced to important moments in America's history. It will discuss times which challenged the nation's sense of identity, changed the way it engaged with the world and both unified and divided the people who live within its borders.

4103ENGL. Literary and Cultural Theory

On this module you will explore some of the most important, influential, and radical ideas that have ever been put forward about literature and culture. You will be introduced to Marxist theory, feminist theory, and postcolonial theory, and to different ways of thinking about what 'literature' is and what it does. This module will allow you to develop your critical vocabulary, your critical and creative thinking, and your ability to apply different theoretical perspectives in your academic work across different modules. Most of all, this module will challenge you – not just academically, but also in terms of your broader ideas, assumptions, and perspectives. You will be introduced to some ideas that you have never encountered before, and you will also be asked to think in new ways about things with which you are already familiar.

Level-5

In your second year we set out to broaden your horizons by encouraging diversity and innovation in your studies according to your range of learning according to time, geography, approach. In History, there will also be a growing intensity in the use of primary and secondary sources, along with developing your appreciation of methodological and theoretical approaches. From an English perspective, you will get an opportunity to select from a range of modules, which build on themes and periods introduced at Level 4. There are a number of work-related, and study abroad options, on which you will be able to develop transferable skills and specific career experience. You take one core module and five optional modules.

	SEMESTER 1	SEMESTER 2
Core	5101HIST. Debates in History	
History Options	5105HIST. The Soviet Experiment 1917 - 1991	5106HIST. Colonial Africa
	5109HIST. Ireland, 1690-1920	5114HIST. Supernatural Britain
	5121HIST. A History of Modern Latin America	5126HIST. Gender, Race and Slavery in the United States
	5122HIST. An International History of the Cold War Era	5128HIST. International Fieldwork: Modern Germany
	5125HIST. The Age of Terror	5129HIST. Teaching History
	5127HIST. Tanzimat to Tahrir: the history of the modern Middle East	
English Options	5112ENGL. Short Cuts	5108ENGL. Poetry Matters
	5111ENGL. Romanticism: Revolution, Reaction & Representation	5109ENGL. Postcolonial writing
	5119ENGL. English Work Experience	5114ENGL. The Victorians: Realism, Science and Sensation
		5115ENGL. The Literature of Extinction: American Writing and the Environment
		5124ENGL Migrants to the Screen
		5125ENGL. Life-Stories: Telling Tales and Keeping Secrets in Auto/ biographical Writing

THE CORE MODULE

5101HIST. Debates in History

This module is designed to further immerse you in the nature of historiographical debates and illustrate that with specific examples. It builds further around the idea that there is no one history but rather a variety of interpretations, perspectives and speculations. Frequently these will relate to one contentious point or field, with ongoing argument amongst scholars. You will examine the different ways in which historians think and write about the past, and how the writing of history has been shaped and informed by political, economic, social, and cultural developments.

SEMESTER ONE OPTION MODULES: HISTORY

5105HIST. The Soviet Experiment

This module focusses on the Soviet “experiment”. From the avant-garde 1920s to the so-called “evil empire” of the 1980s, the interlocking political, cultural and social dynamics of the Soviet Union will be explored. The module introduces students to key themes in Soviet history such as the New Economic Policy, Industrialisation and Collectivisation, the Terror, Stalinism, the “thaw”, late socialism, and perestroika.

5109HIST. Ireland 1690-1922

This course provides covers a range of political, social, cultural and economic topics as it traces its way from the 1690s to the establishment of the Irish Free State in the early twentieth century. During the course will we will examine the development of nationalism, republicanism and unionism. The course will concentrate on the period between 1798 and 1921. The 1798 Rebellion, the Great Irish Famine of the 1840s and the 1916 Rising are among the topics considered, while the importance of religion, music, language, sport and literature in Irish life will be also be examined. The important contribution made by Irish immigrant groups in Britain, the United States and Australia to Irish political, economic and cultural life back in Ireland will also be considered.

5121HIST. A History of Modern Latin America

From the iconic image of Che Guevara to the television programme *Narcos*, Latin America has inspired and intrigued modern-day audiences. But what are the historical antecedents to this contemporary popularisation of the region? This course provides an introduction to Latin American history during the nineteenth and twentieth century. Taking a comparative approach by looking at the experience of different countries, it will focus on social and political change over time and will consider the domestic and international factors which have shaped the development of the region.

5122HIST. An International History of the Cold War Era

What was the Cold War? Why did it come about? How does it fit in to the broader histories of the nineteenth, twentieth, and twenty-first centuries? This module takes a long-term approach to these questions, beginning with the global financial crisis of the 1890s and ending with Russia’s annexation of the Crimea in 2014. It takes a chronological and geographical approach, alternating between examining how the Cold War evolved over time and how it intersected with the histories of Western and Eastern Europe, East Africa, South Asia, and the Middle East.

5125HIST. The Age of Terror, 1850 – 1914

This module will introduce you to the concept of societal fear, focusing on the period from the 1850s, through the *fin de siècle* and to the final years of peace before 1914. In assessing the means by which the transatlantic world succumbed to societal, military and political fears, this module will explore the impact of invasion scares, the problems of imperial/national decline, security concerns and media hysteria over “others” (i.e. immigrants, dissidents and radicals) and the global impact of the terrorist campaigns of anarchists and nihilists. In covering these issues, this module will present students with topics that are both contemporary in their relevance and fascinating in their history.

5127HIST. Tanzimat to Tahrir: the history of the modern Middle East

The Middle East is never far from British news screens, but what truths are there beneath the images of conflict, displacement and revolution that we are subjected to? This module sets the understanding of the Modern Middle East within its wider historical context, beginning with a broad overview before focussing on a chronological and thematic analysis of the later Ottoman Empire through to the Arab Spring. Although inevitably, we will be discussing warfare in all its guises, including terrorism, we will also be using the experiences of different countries to interrogate topics as diverse as minorities, kingship and religion.

SEMESTER ONE OPTION MODULES: ENGLISH

5111ENGL. Romanticism: Revolution, Reaction & Representation

This module examines an idea that was central to early nineteenth-century culture, but which has always been contested and controversial: Romanticism. We explore how Romanticism emerged out of a ferment of political, social, cultural and intellectual revolutions at the turn of the nineteenth century, through the representations and reactions these revolutions provoked. We will examine key concepts such as rights, the sublime, sensibility, the imagination, progressive and pessimistic visions of society and human nature, and the beginnings of mass culture. We look at the representation of the changing landscapes of country and city, Romanticism in a global context, and the role that Romanticism plays in modern psychology, politics and poetics. Reading includes poetry by Wordsworth, Coleridge, Byron, Keats, and the Shelley circle, as well as by less familiar poets, Mary Shelley's *Frankenstein* and fiction by Jane Austen, in addition to journalism and political writing from the period.

5112ENGL. Short Cuts: Writing in Brief

Short Cuts will analyse a wide variety of short writing, both in English and in translation, from the last few decades. The short-form writing it will explore will range from short stories to essays, from aphorisms to prose poems. It aims to introduce students to a wide variety of intellectually exciting, playful and inventive work done in a short space, to hone their skills of close and creative reading, and to improve their own writing. Texts studied may include John Cheever's 'The Swimmer' (1964), Italo Calvino's *Invisible Cities* (1974), Raymond Carver's *Short Cuts* (1994) and more recent texts by Maggie Nelson, Annie Dillard, John Berger and Yiyun Li.

5119ENGL. English Work Experience

This module affords you the opportunity to gain work experience, either in the classroom, if you are considering teaching as a career, or through a placement related to a different career that you would like to explore. Students have undertaken placements in editing and publishing, newspaper offices and online journalism, local radio and a wide range of other areas. The work experience is accompanied by workshops that consider issues and practices in various fields of work, including teaching, and enable you to reflect on the skills you have developed through your work experience.

SEMESTER TWO OPTION MODULES: HISTORY

5016HIST. Colonial Africa

This module will introduce students to the history of sub-Saharan Africa since the advent of European colonial rule in the late nineteenth century. It shows modern African history to be shaped by the character of Africa's place in the world, and by the dynamism of African societies; by the unequal yet ambiguous power relationships between western actors, African elites and African peoples; by the tensions of gender and generational inequality which have powered social and political change within African societies; and by the constant interactions between cultures and political systems which make a nonsense of claims that Africa has ever been outside of world history. The module will provide a chronological overview of modern African history, concentrating on the colonial period, but also including sessions on pre-colonial and post-colonial Africa. It will also examine a number of over-arching themes in modern African history, including gender, religion and ethnicity.

5113HIST. Supernatural Britain

History contains as much fancy as fact. Imagination, beliefs, thoughts, and interpretations all played a part in the lives of our ancestors. Supernatural Britain considers the place of the uncanny, weird and paranormal in Modern British history. In this course you will meet witches, clairvoyants, beasts, fairies and aliens – well, sort of. As well as considering specific case studies, the module will introduce you to the clashes between those who believe in the supernatural, others who provide rational explanations, and the people who just keep an open mind. With its focus on the acquisition, validity and interpretation of evidence, this module compels you to think in general about the importance and flexibility of historical evidence.

5126HIST. Gender, Race and Slavery in the United States

This module explores how ideas of gender and race developed alongside slavery in the United States. With a special focus on the sexual and reproductive exploitation of enslaved people, this module will encourage you to consider how racialised ideas of sexuality and exploitability have made a lasting impact on 'race' in US society. It will involve close engagement with the testimony of the formerly enslaved, in particular the WPA interviews from the 1930s.

5128HIST. International Fieldwork: Modern Germany

This module is built around a week-long field trip to Berlin where we will engage with different aspects of modern German history. We will explore Berlin as place of modernity and vibrant culture since the 18th century, including its role as the capital of six (!) states, Prussia, Imperial Germany, the Weimar Republic, Nazi Germany, the German Democratic Republic, and the united German Republic. All of these left a lasting mark on the city. We will also engage with the question how the chequered German past is represented in museum and memorial sites. Site visits will include Sachsenhausen Concentration Camp, the former Gestapo HQ, the former Stasi HQ, the Reichstag, the Jewish Museum, and the German Historical Museum.

5129HIST. Teaching History

This module is all about the process of teaching and learning history and is specifically designed for those of you who may be considering teaching as a career. Working with Birkenhead Sixth Form College (BSFC) you will help to support the learning of their A-level History pupils both by mentoring and then designing and delivering a specific class. You will learn about how teaching works and then apply those skills.

SEMESTER TWO OPTION MODULES: ENGLISH

5108ENGL. Poetry Matters

This is a core module for single honours students (and optional for those taking joint honours) which focuses on how to read, understand, and enjoy poetry. The reading (provided in a single module reader) covers different periods from the beginnings of poetry in English to the present day. The module encourages students to develop close reading skills as well as the ability to understand and explain the peculiar power of poetry over our thoughts and feelings; this is a module that will focus on formal qualities of writing, in particular. Poets discussed could include (for example): the Beowulf poet, via Seamus Heaney; the Gawain poet, via Simon Armitage; poets from the early modern period to the twentieth century, where not covered by other modules; Gerard Manley Hopkins, Yeats, W. H. Auden, Marianne Moore, Elizabeth Bishop, Ted Hughes, Philip Larkin; a range of contemporary poetry including Carol Ann Duffy, Kathleen Jamie, Liz Berry, Kei Miller, or Daljit Nagra; and perhaps the most prolific lyricist of all, 'Anonymous'. Assessment is an anthology task and a close reading exam.

5109ENGL. Postcolonial Writing

This module provides an introduction to key issues and debates at the heart of postcolonial studies. It is organised in three parts. The first part, "After Europe," considers how the idea of Europe has been affected by the history of decolonisation, from the formation of postcolonial nations to the Arab Spring. The key themes addressed are the representation of Islam and the Middle East in Europe, the dilemmas of the postcolonial writer and the global impact of social movements. The second part, "Gender, Race, and Class" offers an introduction to key debates on contemporary forms of oppression, exploitation and resistance in postcolonial contexts, considering the global history of anti-racism, postcolonial feminism and Third World Marxism. The concluding part, "Environments and Migrations," explores current global issues: climate change and the migration crisis. Through a selection of fictional and nonfictional works, the module provides an introduction to postcolonial literary studies and essential critical tools to understand global art and politics in the contemporary world.

In 2019/20 the module featured an off-site activity in Procida (Naples, Italy), where students had the opportunity to take part in an academic conference in postcolonial and migration studies. Indicative reading list: Ahdaf Soueif Cairo: *My City, Our Revolution*; Nadine Gordimer, *The Late Bourgeois World*.

5114ENGL. The Victorians: Realism, Science and Sensation

This module encourages students to examine the changing, intertwined worlds of science and literature in the Victorian period. The module covers poetry, the novel and short fiction as well as many different genres and styles of writing including elegy, realism, the industrial novel, sensation fiction, scientific romance and naturalism. It will help to encourage scientific literacy, and a deep understanding of the ways in which increased levels of education and literacy helped to shape the development of literature. Some issues covered on the module will be Darwinian theories of evolution, vivisection, geology, sexual health, industrialization, psychology and thermodynamics. All of these ideas burst into popular culture propelled by scientifically minded authors and literary scientists. We will study the role of literature in the phenomenon of popularization and the birth of the science writer, as well as the role of periodicals and serialized fiction within these trends.

5115ENGL. The Literature of Extinction: American Writing and the Environment

Scientists recently designated the contemporary era as the sixth age of mass extinction, and the first in which humanity has played the primary role. This module explores extinction and threats to species, ecosystems, traditional lifeways and people through everyday actions and spectacular events. Environmental distress is felt everywhere, from Middle America to spaces designated marginal, frontier and extreme. By studying a range of genres, including fiction, poetry, film, art, autobiographical writing, ecological writing, nature writing, and ecocritical theories, we will consider the imaginative and ideological strategies that allow individuals and communities to demand a rethink of how we relate to different environments. Such a rethink demands we call on, for example, the critical powers of the American idea of the wilderness, the figure of the 'ecological Indian', and the genre of environmental literature.

The set might texts include Henry David Thoreau's *Walden* (1854), Jon Krakauer's *Into The Wild* (1996), Rachel Carson's *Silent Spring* (1962), Jesmyn Ward's *Salvage the Bones* (2011), Jeff VanderMeer's *Borne* (2017), the film *Avatar* (2009) and contemporary American Indian poetry.

5124ENGL. Migrants to the Screen

This module focuses on recent works of fiction about migration that have been adapted for the screen. At the beginning of the module you will be introduced to key concepts and concerns in the field of adaptation studies, as well as to debates about representations of migrants and migration. Subsequent weeks will focus on particular works of contemporary fiction about migrants that have been adapted for the screen; in each case, both the literary text and its screen adaptation will be studied. Primary texts are likely to include the following (and their screen adaptations): Andrea Levy's *Small Island* (2004); Michael Ondaatje's *The English Patient* (1992); Yann Martel's *Life of Pi* (2001); Monica Ali's *Brick Lane* (2003); Mohsin Hamid's *The Reluctant Fundamentalist* (2007).

5125ENGL. Life-Stories: Telling Tales and Keeping Secrets in Auto/ biographical Writing

This option module will introduce you to a wide range of auto/biographical narratives, including memoirs, diaries, the graphic novel, and documentary film. Students will explore how and why writers set out to narrate their life stories and what is at stake in the production of any narrative of the self. Addressing work by writers including Sigmund Freud, Virginia Woolf, Seamus Heaney, Jackie Kay, Alison Bechdel and Michelle Obama, the course invites students to think critically about questions of storytelling, childhood, memory, family secrets, sexuality, identity and celebrity.

Level-6

Your final year is the culmination of all your efforts to date, calling for the advanced and sustained application of methodological and theoretical approaches. By this point in your journey you will be expected to compose and articulate complex arguments, engage with the very latest, most up-to-date research, displaying critical insight. Ultimately, you will be expected to demonstrate your ability as an independent scholar.

	SEMESTER 1	SEMESTER 2
Core	6100HISENG. Dissertation	
History Options	6103HIST. Brummies, Geordies, Scousers and others	6101HIST. Living with Defeat
	6106HIST. Life on the British Home Front	6110HIST. Victorian Cities
	6114HIST. Interpreting conflict in post-colonial Africa	6107HIST. Laws of War
	6125HIST. Commemoration & Celebration in Ireland	6108HIST. Soviet Body Politics
	6126HIST. The Hatred that Never Dies: the long history of contemporary global antisemitism	6115HIST. Queer Britain
	6128HIST. Nazi Germany: Dictatorship and Genocide	6120HIST. When the Sun Set in the East: End of Empire in Southeast Asia
English Options	6110ENGL. Post-Millennial British Fiction	6111ENGL. Race in America
	6122ENGL. Transitions: Identities in the Interwar Years	6113ENGL. Shakespeare
	6115ENGL. Terrorism and Modern Literature	6030ENGL. Our House: Representing Domestic Space
	6116ENGL. Vamps and Villains	6124ENGL. Violence in Nineteenth-Century Literature

THE CORE MODULE

6100HISENG. Dissertation

It is one of the features of all undergraduate Programmes in the UK that final year students undertake an extended piece of research and writing. At LJMU this takes the form of a Dissertation. You have the freedom to choose what your research project will be about (within certain parameters): you design your research project, take ownership of that and work on it independently.

6103HIST. Brummies, Geordies, Scousers and others

This module introduces you to the diversity of British and Irish place identities, such as the Cockney, as well as broader categories like the 'North'. You will trace their history and significance. These sub-national identities relate to one another and to national identities. In addition, place identities illustrate gender, generational and occupational hierarchies. A swift dismissal of these place identities as 'mere stereotypes' does nothing to aid our understanding of why these representations have come into being. Each representation furthers our understanding of the physical, social and cultural make-up of the British Isles. Jokes, sport, clothing, food, accent and dialect, work, music and many other cultural activities shed light these internal others.

6106HIST. Life on the British Home Front

The Second World War still has a strong presence within British society. For many it truly represents Britain's 'finest hour'. This momentous victory is thought to have brought out all that was good in the nation, encapsulating the true nature of British national character, encapsulated in the ideal of 'People's War'. This module is designed to deconstruct this moniker to examine it both as a widely prevalent phenomenon of the time and as the dominant post-war interpretation of those events. Studying this course offers you a detailed study of what it was like to live day-by-day in Britain between 1939 and 1945.

6114HIST. Interpreting conflict in post-colonial Africa

The global media has frequently interpreted the many conflicts of post-colonial Africa as 'tribal' violence. These crude stereotypes are themselves the products of a deep and continuing history of representations of Africa as the 'primitive other' in western culture. This course takes us beyond the stereotypes to examine in detail the historical, political and economic basis for warfare in Africa during the period of decolonisation and the Cold War. We will draw connections between the local, state-level, regional and global factors which have fed into these conflicts. The course is structured around the close examination of a number of conflicts in Africa during the periods of decolonization and Cold War: Mau Mau in Kenya, liberation and civil wars in Mozambique and Angola, Zimbabwe, the Congo Crisis of the 1960s, secessionist struggle in Ethiopia, the Biafran war of independence in Nigeria; civil wars in Sudan and the Rwandan genocide.

6125HIST. Commemoration & Celebration in Ireland

Ireland is in the middle of its Decade of Centenaries and Commemorations (2013-2023) so this is an opportune time to examine how significant events in Irish history have been both celebrated and commemorated by later generations. This module offers students an opportunity to engage with events both as they unfolded and as they have been recalled.

Students will examine how, where and why we study history. They will consider how Irish history has been imparted through a range of sources including school text books, documentaries, films, museums, streetscapes, memorials, festivals etc. Students will consider three case studies: the 1798 Rebellion, the Great Irish Famine (1845-1849) and the Iris Revolution (1916-23). They will examine the events themselves and will assess how they have been remembered, commemorated, memorialised and manipulated by later generations.

6126HIST. The hatred that never dies: the long history of contemporary global antisemitism.

This module places the study of contemporary antisemitism in its wider global and historical context, focussing on the *longue durée* of the evolution of contemporary antisemitism in the Middle East and Europe. Beginning in pre-Christian antiquity, this module will engage with a wide variety of sources, from theological texts to folk tales to film, in order to examine the history of antisemitism both chronologically and thematically. Using a variety of less well-known case studies, including those from Syria, Algeria, and Morocco, as well as from Russia, the UK, and France, the module charts the development of antisemitic thought and tropes, whilst engaging with important questions along the way, including the very definition of antisemitism. This will allow us to investigate effectively the commonalities and divergences across regions, but will also help us chart the development of new patterns, investigate the role of European colonialism in the diffusion of antisemitism and antisemitic thought, and understand how some tropes have evolved over the centuries, to reflect contemporary geopolitical concerns. This module will also speak to the intersection of history and politics, the topics that we will be studying, researching and debating will include the history and evolution of “antisemitism” itself (and whether or not it should be hyphenated...); the varying relationships that anti-Zionism has had with antisemitism, from the 1880s onwards, whether in Russia or Iraq; and the rise of “corona antisemitism” in Iran, the “Arab world”, and Europe. This is a subject full of extensive historiographical debates, fascinating primary sources, and endless opportunities for discussion and dialogue. *No previous knowledge of Middle Eastern history required*

6128HIST: Nazi Germany: Dictatorship and Genocide.

The module will engage with the history of the Nazi dictatorship between 1933 and 1945. However, rather than following the sometimes-simplistic narratives and the focus on the Second World War, we will focus on some key aspects: the destruction of Weimar democracy followed by the quick establishment of a brutal dictatorship and the persecution of Jewish people culminating in the Holocaust during the Second World War. We will try to answer the question of why the Nazi party could rise from the fringes of the political spectrum to political dominance and what role the old elites played in this process. How important were terror and consent for the functioning of the Nazi dictatorship? How did the dictatorship operate? How important was Hitler as a political leader? Why was the resistance against the Nazi dictatorship initially so ineffective? In the second part of the module, we will focus on the problem of the persecution of the German (and later European) Jews by the Nazis. We will analyse the patterns of prejudice and antisemitism that Nazis could mobilise. We will also discuss the policies of exclusion and persecution that eventually culminated in industrialised mass murder and genocide. At the end of the module, we also investigate the contested memories of the Nazi dictatorship and the Holocaust and their meaning in the 21st century.

SEMESTER ONE OPTION MODULES: ENGLISH

6110ENGL. Post-Millennial British Fiction

On this module we examine a range of British texts published since 2000. Using these works as starting points, we consider relevant themes such as responses to 9/11 (including recurring tropes of trauma and terror), contemporary discourses of race and multiculturalism, gender, disability and sexuality, and questions of national identity, and examine the current fictional preoccupation with the past, and with related concerns such as aging and nostalgia. We also

consider what it means to historicise and theorise the contemporary, and explore the difficulties – and the opportunities – to be encountered in critically analysing very recently published fiction.

6122ENGL. Transitions: Identities in the Interwar Years

In the years between two World Wars the ways in which people saw themselves in terms of class, gender, sexuality, regional, national and global identities altered dramatically. Forms of literary expression and ideas of cultural value also changed. This module looks at writing from a short but fascinating period in which the ideas about the self, the social and relationships between them were challenged. It focuses on literary responses to the changes brought about by the War, thinking about the reimagining of femininity and masculinity, challenges to dominant models of sexuality, a new interest in the ordinary, the questioning of class-based identities, and changing ideas of what Britain and its place in the world might mean. As this is also a time of transitions in literary form, we explore the shifting dynamics of experimental writing, middlebrow fiction, poetry and popular fiction, thinking about the domestic romance, the lesbian novel, comic writing, detective fiction and the literary memoir. Authors studied include Agatha Christie, Rebecca West, Christopher Isherwood and George Orwell.

6115ENGL. Terrorism and Modern Literature

This module will concentrate on literary explorations of the relationship between political violence and modernity. Concentrating on selected texts published from the 1880s to the present, and featuring literature written by supporters and critics of terrorism, it will address the ways in which collisions between radical politics and literary aesthetics have underlined innovations in fiction, particularly the novel. Students will have the opportunity to study the ways in which texts address the ideological conflicts between imperialism and nationalism, as well as socialist resistance to capitalism, in a range of literary works. Beginning with a contextual overview of the political phenomenon of terrorism, we will read these against a number of theoretical and critical perspectives. Related issues, including literature's engagement with state violence and its interrogation of revolutionary politics, will also be explored. Beginning with modernist novels about anarchists and Fenians, and concluding with fiction about the September 11th attacks, we will explore how literary discourse has – historically and repeatedly – centred on the theme of political crisis.

6116ENGL. Vamps and Villains: Exploring Gothic Fiction

Why is Gothic fiction so popular? Perhaps because fear is the oldest emotion known to man; the prefrontal cortex is the same in primitive man, modern man and animals. In our hypermediated, technological world, fear is a shocking reminder of our animal selves and our physical vulnerability. One of the things that we'll look at is the physical response to terror experienced by characters in the ghost stories and vampire fiction we're studying and how, in turn, this is meant to terrify us the readers – the so-called 'Gothic Affect' that generates that the primitive physical reaction of fear. And how does what frightens us change over time? Fear of homosexuality and the sexually experienced woman in the nineteenth century produced a text like J Sheridan Le Fanu's lesbian vampire story 'Carmilla' (1872). To its Victorian readers, the vampire was a figure of monstrous and unspeakable desires. Yet a century later we have the bisexual vampires of Poppy Z. Brite's *Lost Souls* (1992) where vampirism is presented as a life choice, an 'alternative' style, born of teenage rebellion against the stifling nuclear family. In essence, how does horror allow us to draw the lines between what is acceptable (the normative), what is progressive and what is taboo and transgressive?

Texts we might study include J. Sheridan Le Fanu's 'Carmilla' (1872), Oscar Wilde's *The Picture of Dorian Gray* (1891), Bram Stoker's *Dracula* (1897), Shirley Jackson's *The Haunting of Hill House* (1959), Susan Hill's *The Woman in Black* (1983) and Poppy Z. Brite's *Lost Souls* (1992).

SEMESTER TWO OPTION MODULES: HISTORY

6101HIST. Living with Defeat: France and the Second World War, History and Legacies.

The experience of military defeat followed by four years of German occupation, together with the collaborationist activities of the French Vichy regime, have cast a long shadow over modern French society. Focussing upon the everyday lives and experiences of ordinary French people confronted with such extraordinary circumstances, this module engages with the key social, cultural and political themes and historical debates through which the French public and subsequent historians have attempted to make sense of these 'Dark Years' in their national past.

6110HIST. Victorian Cities

How did the Victorians experience and imagine their cities? The nineteenth century witnessed the rapid transformation of cities. Contemporaries were both fascinated and repelled by this process. London was not only 'magnificent' in the eyes of American writer Henry James, but also a 'brutal' city gathering together 'the darkest sides of life'. We will explore the Victorian city through a range of sources, including architecture, maps, photographs, novels, letters, diaries, journalism and investigative reports. To aid us on our journey, we will look at various writers and commentators, including Walter Besant, Charles Dickens, Friedrich Engels, Henry Mayhew, Charles Booth and many others.

6107HIST. Laws of War

Since ancient times, the practice of making war has been regulated by an evolving series of norms, prejudices, treaties and – in recent years – international agreements. In this module, students will explore the evolution of the laws of armed conflict via a series of historical case studies, each of which will involve engagement in primary source documents. By examining the changes in the nature of the norms of practice and laws of armed conflict over an expanded chronology, this research-led module will enlighten students as to the extent to which politics, culture, societal change and value systems have impacted the practice of war throughout history.

6108HIST. Soviet Body Politics

In this module we will examine the larger effort to organize and reshape society through sport, leisure and health. After the revolution the Bolsheviks set out to construct the New Soviet Person, but what did this entail? The module will assess this process of building a new society and creating socialist citizens over the life course of the Soviet Union. Why did things like hygiene and exercise matter in the context of building socialist society? What was particularly Soviet about these? Drawing on diaries, photographs, archive material and film, this module will assess social, cultural, and political changes through the lens of health, sport, and leisure. Over the course of this semester you will become conversant in key historiographical debates, and you will engage with cutting-edge research in the field of Soviet and modern European history.

6115HIST. Queer Britain

Queer Britain examines the key markers in the formation of queer Britain. We examine the role played by individuals and major turning points in the history of queer Britain, ranging from the Labouchere amendment and the Second World War to the Sexual Offences Act of 1967. Finally, Queer Britain introduces students to some of the methodological challenges that are inherent in the history of sexuality and to some of the theories that have shaped its development.

6120HIST. When the Sun Set in the East: End of Empire in Southeast Asia

Slowly built up between the late-fifteenth and the early- twentieth centuries, the empires of Britain, France, The Netherlands, Belgium, Spain and Portugal collapsed remarkably rapidly in the three decades after the Second World War. This module examines the causes and nature of the often dramatic 'end of empire', what historians refer to as 'decolonisation' by focussing upon a number of case studies of this experience in one the world's most dynamic and diverse regions: Southeast Asia. Here, the decolonisation process was often particularly fraught with a number of colonial wars between nationalist insurgents and the European imperial powers desperate to regain their colonies following the humiliation of the Japanese Occupation. At the same time, the region became a cockpit of superpower conflict as the end of empire intermeshed with the Asian Cold War.

SEMESTER TWO OPTION MODULES: ENGLISH

6111ENGL. Race in America

This module explores racial formations and representations in modern American culture, before and after the 'great transformation' and the battle for civil and human rights in the 50s, 60s and 70s. There is a focus on the polarities of blackness/whiteness in American race culture, or racial dualism. In addition to exploring practices of racism, this module analyses rhetorics of race and racism, the assumption of white privilege and the complexities of new racial identities and cultural politics. The module moves from racial segregation in the Deep South and the Black Arts Movement to the criminalisation of black men in 21st Century urban America and the Black Lives Matter movement. The module is text-based and includes the examination of speeches, autobiographical writing, fiction, film, poetry, music. These include Claudia Rankine's *Citizen* (2014), John H Griffin's *Black Like Me* (1961), *If He Hollers, Let Him Go* by Chester Himes (1945), *From Caucasasia With Love* by Danzy Senna (1998) *The White Boy Shuffle* by Paul Beatty (1996) and the film *I Am Not Your Negro* (2016).

6113ENGL. Shakespeare

Shakespeare is recognised as a global cultural icon; his texts have been translated and adapted into multiple languages and contexts all over the world. Yet Shakespeare's rise to cultural prominence is a phenomenon that developed over time. The first Shakespeare adaptations were performed and printed in the 1660s to make the outdated plays 'fit' for a contemporary audience. The eighteenth century witnesses the first Shakespeare festivals that promoted Shakespeare as the timeless author of great works. Shakespeare is much quoted in novels and eighteenth and nineteenth century phrasebooks borrowed heavily from his writing. But many of the Shakespeare plays that were performed regularly in the eighteenth and nineteenth were adaptations – Nahum Tate's 1681 adaptation of *King Lear* was the 'standard' version of the play to be performed in the USA as late as 1875. This raises questions about Shakespeare's cultural capital and how he is adapted to suit different cultural, political

and historical periods as well as how Shakespeare is performed in different locales. We will consider the Shakespeare phenomenon and how Shakespeare has been used and understood since his own period. We will also study a range of the plays in depth, looking at formal aspects, including language, structure, Shakespearean dramaturgy, Shakespeare as author, Shakespeare in performance, and Shakespeare on film. Some of the thematic issues we will look at include love, politics and the social order, identity, sexuality, and the history of the self. Theoretical issues that will be examined include adaptation, cultural value, gender, and intertextuality.

6030ENGL. Our House: Representing Domestic Space

The house – as both an idea and as an actual architectural object - is central to any account of the ways in which we as human experience the world. This module focuses on the representation of domestic space and the various ways in which such representations have figured in a variety of disciplinary, theoretical and artistic contexts. Topics on the module include the country house in British fiction, suburbia, memory and nostalgia, spatial phobias, class and housing, ruined spaces, dolls' houses and miniaturization, adolescent spaces, and the role of objects in the home. Students will be encouraged to reflect upon their own experiences of home and houses, to compare such experiences with a selection of textual representations from various media, and to consider the academic treatment of 'ordinary space'. Texts include Daphne du Maurier's *Rebecca*, Ian McEwan's *The Cement Garden* and Emma Donoghue's *Room*.

6124ENGL. Violence in Nineteenth-Century Literature

TBC

So, what now?

Undoubtedly you will have a lot on your plate at this time but we are often asked if there is anything that can be done so you are prepared and “academically ready” ahead of starting your degree. Whilst admiring this enthusiasm, I am a little cautious about setting reading in an unsupported and unguided fashion. We certainly have no expectations around new students being well versed in certain texts, indeed from day one we will take measures to thrust you into the literature. However, if you have some time on your hands, and you want to start getting your mind to work in the habit of a history undergraduate, here are some staples you might want to look at:

Carr, E. H., *What Is History?* Palgrave, Basingstoke, 2001.

Evans, Richard, *In Defence of History*, Granta, London, 1997.

Jordanova, Ludmilla, *History in Practice*, Oxford University Press, Oxford, 2000.

Tosh, John, *The Pursuit of History*, Routledge, Abingdon, 2015.

From an English perspective, Robert Eaglestone’s *Doing English: A Guide for Literature Students* (London: Routledge, 2009) and David Amigoni and Julie Sanders’s *Get Set for English Literature* (Edinburgh: Edinburgh University Press, 2003) are both helpful introductions to the ideas and debates which form part of the English Literature undergraduate programme.