





## **Welcome to History 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 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 get the impression that we offer a modern history Programme; you will find subjects with which you may be familiar and perhaps have studied before, alongside courses that offer something entirely different, not previously encountered in your academic career.

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 skills as a historian, honing your perspective on the past, and exploring topics, time periods and regions in increasing depth.

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 Level-5 there is one core module in each semester, you get to pick the remaining four. At Level-6 there is just one, yearlong core module and you pick an additional four.

Learning something of the detail of the modules we offer will provide you with a real insight into what studying History 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 History. 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 at undergraduate level is all about. So, a good deal of what we do involves getting back to basics, notably in terms of your ability to interrogate primary and secondary sources. We also try to instil good habits such as regular reading and working independently.

LEVEL	SEMESTER 1	SEMESTER 2
4	4100HIST. Making History	4101HIST. Exploring History
	4104HIST. Modern European History	4102HIST. The Faces of Britain
	4103HIST. Lion Rampant, Lion Tamed: the rise and fall of the British Empire	4105HIST. The American Age

### **4100HIST. Making History**

Making History teaches students the basic skills of historical research, and provides an introduction to history methodologies, whilst embedding LJMU's personal tutor program into the first year experience.

Each tutorial group of students will experience a new workshop seminar each week with a different member of staff, who will introduce students to a particular historical research approach, theory or method of source analysis. This overview of the practice of historical research will give students the skills required both to complete their group project in semester two's Exploring History and the content modules at Level 4.

### **4103HIST. Lion Rampant, Lion Tamed: The Rise & Fall of the British Empire, 1750 to the Present Day.**

This module give students and overview of the rise and fall of the British Empire, with a focus on the global spread of the empire and the consequences for the colonial world.

#### Outline Syllabus:

The Trans-Atlantic Slave Trade  
India 1750-1914: The Jewel in the Crown?  
British imperialism in nineteenth century Eastern Asia  
The Scramble for Africa  
Cultures of imperialism: race, gender and religion  
World War I and inter-war nationalism  
The British Empire in the Middle East  
World War II and the 'second colonial occupation'  
Decolonisation to Commonwealth

### **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.

### **4101HIST. Exploring History**

Exploring History gives students the chance to choose a staff-assigned historical research project and, working in groups, research the material and transfer it into a public presentation, which will be exhibited at the end of the year. This presentation can take a variety of forms: static presentation, website, prezi, short film, poster etc. Although each group will work under the supervision of a Project Manager – a staff member with expertise and interest in the content of the project – the focus in this module will be on encouraging independent learning and the crucial transferable skills of group working. This will be tested via the final project presentation at the exhibition.

### **4102HIST. The Faces of Britain**

The Faces of Britain, sets out the foundations of British history by questioning how the British nation might be defined and how the British people might seek to establish their place within the nation. As such it explores the various political, social and cultural factors which create the environment and backdrop to the negotiation of identity. For the purposes of this module a modern timescale is adopted, situating the discussion of these ideas within the nineteenth- and twentieth-centuries. The coverage is intended to be broad by surveying key themes and ideas that wax and wane through this time.

### **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.

## 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. 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.

	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
<b>Core</b>	5101HIST. Debates in History	5102HIST. Research paper
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

### THE CORE MODULES

#### **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.

#### **5102HIST. Research Paper**

One of the key requirements within your second year of study is to develop your skills in undertaking research and then writing extended essays. Not only are these useful skills in themselves but in the context of an undergraduate degree this is a key requirement ultimately to be realised in the undergraduate dissertation at Level-6. Not only will you need to work independently but you will also be required to make an informed decision around what your research paper is to be based on, and devise a realistic research question to address and explore. You will be allocated a supervisor with expertise in the field that you elect to write on. This may be the tutor who leads the module that gives rise to this project or maybe another member of staff with allied interest. Given that your project will relate to a topic that you have already studied, or will be studying, you will have a basic knowledge base and a degree of expertise as a foundation for your long essay. Though related to a subject you have studied, you will have to devise a project which is recognisably distinctive from written assignments submitted as part of the option module.

## SEMESTER ONE OPTION MODULES

### **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 TWO OPTION MODULES**

### **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.

## 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	6100HIST. Dissertation	
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

### THE CORE MODULE

#### 6100HIST. Dissertation in History

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 yearlong Dissertation based on primary source material. 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.

### SEMESTER ONE OPTION MODULES

#### 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 TWO OPTION MODULES**

### **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.

### **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.