

# History

 BA (Hons)

## COURSE DETAILS

- A level requirements: [ABB](#)
- UCAS code: V100
- Study mode: Full-time
- Length: 3 years

## KEY DATES

- Apply by: [29 January 2025](#)
- Starts: 22 September 2025

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## Course overview

Studying history changes the way you view the world around you and how you understand your place in it. If you have a genuine curiosity about history and a desire to develop a set of advanced skills in a challenging but supportive environment, History at Liverpool is the place for you.

## INTRODUCTION

You will start by exploring a broad range of historical periods, some of which may be less familiar, giving you a good basis for making choices later in the degree.

You will also experience a wide variety of approaches to history and are free to study aspects of the past that interest you the most. For instance, some modules focus on political history or the history of warfare. Others place the emphasis on social, cultural and gender history. You can also take modules on global history or ones that focus on national histories, whilst others will allow you to explore particular themes, such as slavery, human rights, medicine, religion, the environment or the Cold War.

The degree programme is designed to move from breadth to depth; from directed to more independent learning; and foster the development of advanced research techniques over the three years.

## WHAT YOU'LL LEARN

- Analysis and critical reflection of primary sources
- Analysis, critical and contextual reflection of secondary sources, including historiographical sources

- Application of comparative historical perspectives
  - Understanding of different historiographical traditions
  - Awareness of different historical approaches
  - How to design, research and present a piece of independently conceived historical writing
  - Digital fluency
  - Development of critical awareness
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# Course content

Discover what you'll learn, what you'll study, and how you'll be taught and assessed.

## YEAR ONE

In year one, modules cover global history, modern British and European history, and medieval and early modern European history. You will be introduced to independent learning and begin to develop a range of skills necessary to succeed at university.

Students take 45 credits of compulsory modules and 15 credits of optional modules in each semester. There is a range of optional modules for History students to choose from in year one, currently including modules in: Archaeology, Classics, Irish Studies, Languages and Politics.

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## COMPULSORY MODULES

### HISTORY MATTERS (HIST105)

**Credits: 15 / Semester: semester 1**

The module provides a basis for the study of history at university level. It is designed to introduce students to the development, current state and relevance of history as a discipline. The module will help students engage with real historical questions, examining one important historiographical discussion by focusing on a key text or issue related to their tutor's specific research. It will address some of the vocational skills and aptitudes required for and developed through the study of history.

The module will provide students with an understanding of the complexity of the historical record, including an awareness of types of primary and secondary sources, and an appreciation of a range of problems associated with the interpretation of evidence. Students will be encouraged to think about the discipline of history, the nature of historical enquiry and how professional historians go about their work.

### MODERN BRITAIN: DEMOCRACY, WAR, AND MODERNITY (HIST116)

**Credits: 15 / Semester: semester 2**

This module provides students with an introduction to modern British history. It broadens their existing understanding by first considering factors of a general importance in the development of modern Britain, and then looking at particular events and themes. In this way, students will be given a grasp both of broad themes in British history – such as demographics, political units, ideologies and social change – and of the specific way history unfolded at key moments and turning points.

## **UNDERSTANDING MODERN EUROPE (HIST117)**

**Credits: 15 / Semester: semester 2**

This module provides students with an introduction to modern continental European history. It broadens their understanding by first considering factors of a general importance in the development of modern Europe, and then looking at particular events and countries. In this way, students will be given a grasp both of broad themes in European history – such as demographics, political units, ideologies and social change – and of the specific way history unfolded in certain times and places.

## **POWER, BELIEF AND IDENTITY: MEDIEVAL AND EARLY MODERN WORLDS, C. 500–1600 CE (HIST115)**

**Credits: 15 / Semester: semester 1**

This module covers a period of crucial significance for European history, including interactions between Europe and other parts of the world in the premodern period. Much of it will be unfamiliar to many of you, but, we hope, will be all the more interesting for that reason. At its broadest, this module covers more than a millennium, from the rise of Christianity to the European arrival in and settlement of the Americas. We start with the origins of Christianity in the eastern Mediterranean, before moving on to the fall of the Roman Empire and the rise of Islam. In Europe, we chronicle the rise of post-Roman kingdoms, the settlements of Vikings in Europe and more distant locations, the launching and objectives of the crusades. In light of the expansion of the papacy, we assess the emergence of new forms of spirituality and heresy, political conflicts between nascent states, and the impact of the Reformation and Catholic Reformation on other parts of the world. Underlying these events are some continuous themes, such as the foundation of the Christian Church, the development and evolution of notions of holiness, and the effect of religious belief on methods of education, ideas of difference and deviance, and responses to natural disasters. Another theme that runs through the module is to assess how gender mores affected the experiences of and possibilities for individuals who lived in these periods. Course content also looks at the practice of, and ideology behind, political activity and war. We aim to give you an appreciation of world views and of methods of representation based on the mental horizons possible in the age before modern technology.

## **PRESENTING THE PAST (HIST106)**

**Credits: 15 / Semester: semester 2**

In this module students will work independently and in groups to produce a polished research project on a topic and in a medium approved by the tutor. The group will then present the final project to an audience explaining and reflecting upon the project's rationale and the research and creative process. The emphasis is on research skills, dealing with primary sources, communicating arguments about the past, and on learning to work independently and in groups.

## **THE GLOBAL HISTORY OF THE PRESENT (HIST114)**

**Credits: 15 / Semester: semester 1**

This module explores contemporary issues and debates through considering global relationships in the past and how they have shaped the world in which we live. In light of the tremendous impact that modern imperialism and colonialism have had in shaping our world, the module focuses, in particular, on questions relating to race, empire and their legacies.

By exploring some of the ways in which historical investigation enriches urgent contemporary debates, the module aims to introduce students to a range of new ways of approaching the past, both in terms of subject matter and of new approaches to history, and to broaden their historical understanding of both western and non-western history (or what scholars refer to as the 'Global North' and 'Global South') and the myriad connections between them. In addition, therefore, to preparing students for the range of subject matter, geographical areas and approaches that they will be able to study in the second and third years of their History degree programme, this module also aims to make students better global citizens.

## **OPTIONAL MODULES**

### **PRINCIPLES OF ARCHAEOLOGY (ALGY101)**

**Credits: 15 / Semester: semester 1**

ALGY101 introduces students to the concepts, methods and evidence that archaeologists use to study and interpret the past. Students gain core skills essential to building and evaluating knowledge about human material remains of the past.

### **INTRODUCTION TO ANCIENT EGYPT I (ALGY109)**

**Credits: 15 / Semester: semester 1**

ALGY109 is designed as an introductory, level one module aiming to provide students with an overview of Ancient Egyptian history from prehistory to AD 395 both in its chronological development and in its environmental and geographical setting, including the fundamentals of the chronology of Ancient Egypt (including the limitations of available evidence), and a good awareness of how major archaeological sites and other forms of primary evidence fit within this framework.

### **BRITISH POLITICS 1 (POLI101)**

**Credits: 15 / Semester: semester 1**

The module is designed to introduce key elements of British Politics in terms of political parties, voting behaviour and elections, ideologies and key aspects such as gender and media.

## **WARRIORS, WITCHES AND LEGENDS: THE ORIGINS OF IRELAND (IRIS109)**

**Credits: 15 / Semester: semester 1**

This course provides a survey of Irish culture and society from prehistory to the end of the Middle Ages. It begins with the arrival of Celtic language and ends with the efforts of Henry VIII to impose English rule. This long time span witnessed radical change, including the arrival of Christianity, invasions of Vikings, the English, and the Reformation. These events shaped Irish identities and contributed to longer term demographic, economic and political trends affecting the lives of people at all levels of society. Through close analysis of primary sources we can attempt to enter the mental world of people living in Ireland's past to interpret their motivations, actions and ideals. This course will explore the experiences of the past but also highlight how debates about history still influence perceptions of Irish identity today.

## **WARFARE, POLITICS, AND SOCIETY IN THE GREEK WORLD, 510-323 B.C. (CLAH104)**

**Credits: 15 / Semester: semester 1**

This module introduces the history and society of the ancient Greek world, from the liberation of Athens from tyranny in the late sixth century BC through to the death of Alexander the Great in 323 BC. The module offers students a foundation of knowledge in the history of events, as well as exploring a range of aspects of Greek society and culture, including the Greek 'way of war', sexuality and religion. It also introduces a range of sources for the study of ancient history, especially the two great Greek historywriters, Herodotus and Thucydides.

## **THE PRACTICE OF ARCHAEOLOGY (ALGY102)**

**Credits: 15 / Semester: semester 2**

This module introduces students to the design and implementation of archaeological projects (and thereby research design more generally). It is concerned with how archaeological questions are addressed through projects, the practices involved in the various stages of archaeological projects, including desk-based assessment, mapping, data collection and analysis, field recording, excavation strategy, interpretation and site/heritage management planning. There is a strong practical element to the module which focusses on the planning and execution of a project relating to a cemetery in Liverpool.

## **INTRODUCTION TO ANCIENT EGYPT II (ALGY116)**

**Credits: 15 / Semester: semester 2**

ALGY116 is designed as a year one module which aims to provide students with an overview of Ancient Egyptian culture. In particular it has as its core aim the development of students' understanding of the broader thematic aspects of Egyptian society, such as writing, religion, art and social structure. The emphasis will be on the use of primary data (written and material culture), and on awareness of how major archaeological sites fit within this framework.

## **BRITISH POLITICS II (POLI102)**

**Credits: 15 / Semester: semester 2**

This introductory politics module focuses on the distribution of power in Britain and the nature of the British state. It outlines the traditional conception of the British political system as the 'Westminster Model' and considers the implications of this model for how democracy is conceived and how political power is mobilised, in whose interests and with what consequences, primarily in the UK but also in former British colonies and dependencies. The module examines the various component parts of the British political system including the Prime Minister and Cabinet, Parliament, the judiciary, the civil service, regional and local government and devolved institutions, from both a constitutional and political-sociological perspective. It also assesses the emerging impact of Brexit on the UK political system and for the distribution of political power within it, including consideration of the role of 'imperialist imaginaries' in shaping discussion of the UK's post-Brexit future. The module assumes no prior knowledge of the British political system or the particular issues under consideration.

## **IRELAND'S BATTLE FOR IDEAS (IRIS114)**

**Credits: 15 / Semester: semester 2**

This module aims to explore the various ideas that have contributed to the development of modern Ireland. It will explain how these ideas have interacted with one another and how they have shaped political debates and brought about social change.

## **FROM HANNIBAL TO SEVERUS: AN INTRODUCTION TO ROMAN HISTORY (CLAH105)**

**Credits: 15 / Semester: semester 2**

This module deals with the history and society of Rome and the Roman world from the foundation of Rome to the end of the second century AD, i.e. the periods of the 'Roman Republic' and the 'Principate' (named after the princeps, a title of the Roman emperor). The aims are to provide (1) an introductory survey of the political and military history of Rome and the Roman empire; (2) to build a sound chronological, geographical and conceptual framework for understanding the ancient Roman world; (3) to introduce students to reading primary sources in translation and evaluating their historical significance; (4) to introduce students to a limited range of scholarly views on ancient Roman history; and (5) to teach fundamental research skills.

*Programme details and modules listed are illustrative only and subject to change.*

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## **YEAR TWO**

In year two, the choice of modules includes a variety of African, American, Asian, British and pre-modern and modern European options.

Students select from entirely optional modules. Students take one 30-credit module and two 15-credit modules in each semester. Please note, certain combinations of modules may not

always be possible. HIST200 and HIST286 are subject to a suitable placement being sourced.

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## **OPTIONAL MODULES**

### **POSSIBLE FUTURES: UTOPIAN AND DYSTOPIAN THOUGHT (HIST210)**

**Credits: 15 / Semester: semester 1**

Humans want to know what the future holds for them. Many imagine what a future society might look like. Some act upon their vision – either to try and bring about radical change or to warn and save society from dangers ahead. Our module will look at Utopian and Dystopian projects and visions from the 16th to the 21st century. Our sources will range from past to present futures and include ambiguous sixteenth-century treatises describing the ideal society to recent sci-fi films imagining the relationship between human and machine in the immediate future.

### **FASCIST MOVEMENTS (HIST224)**

**Credits: 15 / Semester: semester 1**

This module examines how fascists challenged governments and regimes across Europe during the interwar period. Focusing on movements rather than regimes allows us to approach fascism from the perspective of people who dedicated themselves to it, often with little hope of success. We will ask why it was precisely in interwar Europe that fascism was most popular, and examine the lives and beliefs of fascist activists within their historical contexts.

### **RIGHTS AND RECORDS (HIST230)**

**Credits: 15 / Semester: semester 1**

This module will help you demonstrate that the specialist skills learned through the study of history can be used in a wide variety of career contexts: from law, journalism, accountancy and auditing, to politics and human rights, charities and third sector, civil service and local government, administrative roles, business (e.g. HR, finance), information roles and cultural heritage roles. We will explore the personal, organisational, and societal benefits of creating and preserving records in all forms, and discuss their relevance to contemporary debates on transparency, accountability, privacy and good governance. The module has a practical focus on the information systems, models, policies and processes used in a wide variety of organisations, including a 5-day field trip to Dublin to interact with professionals across a range of cultural heritage institutions.

### **THE 1755 LISBON EARTHQUAKE: A EUROPEAN SPECTACLE (HIST247)**

**Credits: 15 / Semester: semester 1**

This module will look at the impact of the Lisbon earthquake in Portugal and in Europe.



## **EXPERIENCE, MEMORY AND EMOTION: ORAL HISTORY AND HISTORICAL RESEARCH (HIST265)**

**Credits: 15 / Semester: semester 1**

From the 1970s, scholars working across the humanities and social sciences have made increasing use of first person testimonies to investigate how 'ordinary' individuals and groups experience, think and act in the social world. This level 5 module introduces students to this 'turn to the personal' via consideration of the development of Oral History as one of the most dynamic and powerful methodologies for studying human experience in history. Combining close reading of seminal theoretical texts with in-depth historical case studies and practical exercises in the analysis and interpretation of oral history narratives, students will acquire critical understanding of the historical development of oral history as a form of research practice and social activism; epistemological debates concerning the special credibility of oral history and the problem of subjectivity in history; and different approaches to the analysis of oral narratives with special reference to notions of everyday life, the self, memory and emotion. Culminating in an extended case study of the uses of oral history in researching personal experiences of modern war, Experience, Memory and Emotion provides students with practical and theoretical understanding of an exciting and adaptable historical methodology, enhancing their capacity to employ autobiographical sources on other history courses and in the development of independent research projects.

## **WINDRUSH AND BEYOND: THE POLITICS OF RACE IN POST-WAR BRITAIN, 1948-1999 (HIST267)**

**Credits: 15 / Semester: semester 1**

The module will introduce students to the main themes and debates regarding the history of Black settlement in the UK following the Second World War, with, when applicable, a particular focus on the North and North West. Lectures will provide an overview of key political, cultural and social developments from 1945-1999, covering topics such as migration, housing, the introduction of anti-racist discrimination legislation, the British Black Panthers, and the development of Caribbean Carnivals across Britain. Seminars will focus more closely on different source material, and engage with historiographical debates.

## **THE INDUSTRIAL REVOLUTION IN BRITAIN (HIST272)**

**Credits: 15 / Semester: semester 1**

This module introduces students to a period of history, typically taken between 1760 and 1850, which has traditionally been interpreted as a decisive moment in the transformation of Britain into the first modern industrial economy. However, the foundations underpinning this claim have in recent years been substantially questioned and revised by a number of historians: low levels of national economic growth, regional diversity, the limited impact of new technology, fewer changes in the organisation of labour, and sustained critiques of the term class, have all shaken the once solid view that a revolution took place. This module sets out to show why the term is still relevant, and how changes in manufacturing and the economy ripped through large sections of the British society, irremediably altering the social and geographical landscape in its wake.

## **EYES ON THE PRIZE: THE LONG STRUGGLE FOR CIVIL RIGHTS (HIST299)**

**Credits: 15 / Semester: semester 1**

This module will study the 'long' history of the Civil Rights Movement in America, pioneered by African-Americans still living in the shadow of slavery, in the latter years of the 19th century, proceeding through the monumental political and social upheavals of the first half of the 20th century and culminating in the activism of the 1950s and 1960s that would end 'Jim Crow' racial segregation. Strategy and leadership will be a consistent theme, but the role of individuals in shaping the movement will be considered in relation to the broader context of the immense social, economic and cultural changes occurring within the United States over this period.

## **COLONIAL COSMOVISIONS: INDIGENOUS AND CHRISTIAN WORLDVIEWS IN AMERICA (HIST208)**

**Credits: 30 / Semester: semester 1**

What do we mean by the term 'religion'? What is meant by the term 'cosmovision'? When we say that a group of people are 'religious' what does this imply? In modern, secular Europe there exists a tendency to compartmentalise 'religion' as 'something that can be done' during a certain time of the week and then forgotten about. There is a similar tendency to assume that 'religion' is irrational and irrelevant, superseded by scientific progress and material concerns. Yet, this is a very recent mindset and one not shared by the vast majority of the world's populations over the duration of human history. The civilizations of the Americas were no exception, and the Aztecs (c.1200-1750), the Incas (c.1200-1750), the Huarochirí (c.1000-1750), and the Early Modern Spanish (c.1500-1750) all inhabited worlds created and sustained by one or more gods, and in which they interacted with these creator beings, and other spirit entities and saints. These interactions were intrinsic to the shaping of their civilisations and were fundamental to the everyday decisions made by these populations. The relationship between people and their gods was all-encompassing and absolute. This module aims to understand in greater detail the nature of such relationships and the effects these have had on the historical development of human societies in the Americas.

The module then, will examine the cosmovisions of four key indigenous American civilisations: the Mayans, the Aztecs, the Incas and the Huarochirí. It will explore what happened when the Spanish and the indigenous cosmovisions came together. We will look at the methods used by the Catholic missionaries and institutional church in the sixteenth and seventeenth centuries to convert the indigenous peoples to Christianity (persuasion, debate, cultural production, as well as coercion) and will look at the indigenous responses to these efforts. We will look themes such as Baroque Christianity, the Jesuits, mysticism and magic in context in c.16th-c.17th Latin America.

## **LIFE AFTER EMPIRE: DECOLONISATION AND THE BRITISH PUBLIC, 1945 – PRESENT (HIST213)**

**Credits: 30 / Semester: semester 1**

In the decades following the Second World War the British Empire was dismantled and new Commonwealth migrants arrived in Britain to live and work. While much has been written about the political history of British decolonization, the cultural and social dimensions of the end of empire have only recently attracted academic attention. This course looks at the immediate impact of decolonization on domestic Britain and assesses the lingering effects of imperialism on British society. How did Britain come to terms with decolonization? Did the British public care about the end of empire? Has empire continued to shape British identity after its collapse?

## **A TALE OF TWO COUNTRIES: GENDER, SOCIETY AND MATERIAL CULTURE IN A DIVIDED GERMANY, 1945 – 1990 (HIST245)**

**Credits: 30 / Semester: semester 1**

Many details of the past don't appear in written records and would be missed if historians only relied on words. In the field of material culture, the past is interpreted through 'things' rather than conventional primary sources. This module examines the post-war history of Germany using material culture as primary evidence. We will study the period between 1945-1990 through a selection of materials that relate to the political, cultural, and social development of East and West Germany.

## **RUSSIA TRANSFORMED 1900 – 1932 (HIST259)**

**Credits: 30 / Semester: semester 1**

This module guides the students through the history of how economic modernisation, war, and revolution transformed the Russian empire into a socialist great power. Traditional political history is considered side-by-side with the history of collective action and mobilisation, by looking in turn at the behaviour and internal dynamics of various groups (workers, peasants, national and religious minorities, intellectuals, and women) before the war, during the "continuum of crisis" of the revolution and civil war, and at the time of Stalin's "revolution from above". By so doing, the module provides exposure to themes in economic history, labour history, and peasant studies.

## **&quot;ARE YOU NOT ENTERTAINED?&quot; GAMES AND FESTIVALS IN THE CHRISTIAN ROMAN EMPIRE (HIST260)**

**Credits: 30 / Semester: semester 1**

This module is about the history of public entertainment in the Roman Empire c. 300–600 CE. There will not be much space for Maximus Decimus Meridius: gladiatorial combat was phased out after its prohibition by the Emperor Constantine in 325 CE. But students will explore the fascinating textual and material evidence for arena games, charioteer racing, the theatre, and civic festivals in late antiquity. They will analyse the social and political functions of these events in a dizzyingly hierarchical society under an autocratic regime. Such games and festivals may have been intended to support the power of emperors, senators and civic grandees, but these crowd scenes all too easily resulted in expressions of political subversion and social unrest, from derisive chants to rioting and violence. Students will explore the experiences of the spectators and professional performers, ranging from charioteers and faction leaders to actors and sex workers. Finally, they will consider how Christian churchmen sought to discourage attendance at such sinful—even pagan—spectacles, and replace them with (theoretically!) more wholesome Christian holy days—and whether they were successful in stopping all this fun.

## **GLOBAL NUCLEAR CULTURE AND HERITAGE (HIST284)**

**Credits: 30 / Semester: semester 1**

This module explores global nuclear culture and heritage since 1945, focusing particularly on Britain and the United States, the Soviet Union, France and Japan. Whilst the military, strategic, political, scientific and diplomatic history surrounding the atomic attacks on Japan and the ensuing Cold War has been thoroughly explored, the more complex study of the global nuclear cultures and ‘nuclear colonialism’ that developed in the years following 1945 has been marginalised until recently. Students will engage with a diverse range of studies focused on Cold War histories of science, of the environment, of literature and culture, and heritage. This module particularly explores the themes of nuclear anxiety (including fears over contamination, mutation, nuclear war, fallout from nuclear tests, the future, and parenthood), nuclear heritage, popular culture, and individual experience. The assessment activities on HIST238 require students to develop and apply analytical skills to primary and secondary source material, and to present and communicate their work in innovative and varied ways.

## **ANCIENT WARFARE (ALGY210)**

**Credits: 15 / Semester: semester 1**

War was a regrettable yet ubiquitous fact of ancient civilisation. This module provides a diachronic and cross-cultural comparative study of warfare as practiced in Bronze Age and Iron Age Europe and the Near East, including Classical Greece and the East Mediterranean. The study addresses six cross-cultural themes: Technology and Sources, Tactics, Society, Infrastructure, Death and Commemoration, and Religion and Ethics. These themes are then applied to the examination of three case study cultures (Archaic and Classical Greece, Iron Age Europe and the Bronze Age Near East).

## **BEYOND THE WALL: AN INTRODUCTION TO THE ARCHAEOLOGY OF NOMADISM (ALGY223)**

**Credits: 15 / Semester: semester 1**

With a focus on the archaeology of the Eurasian steppe, this module explores the emergence and transformation of steppe societies from their origins in complex huntergatherer communities to the formation of the first nomadic empires. It represents a rare opportunity to encounter the extraordinary archaeological record of Siberia and Central Asia and to focus upon societies whose contribution to global culture has been routinely dismissed in both

Eurocentric and Sinocentric stories of 'civilization'.

Taught as a combination of lectures and seminars, the course will introduce to key concepts and general trajectories, whilst encouraging you to focus on the literature and to discuss both broad theoretical ideas and specific archaeological evidence from settlements and tombs. Throughout the course, we will investigate critically the changing relationships between steppe societies and their neighbours, and the transformative role played by pastoralist peoples in conflicts, communication and transcontinental exchange, long before the rise of the Silk Roads.

The module is specifically designed as a broad entry point for students whose primary interests lie in the prehistoric archaeology and ancient history of Europe, Western Asia or China and it will also provide valuable baseline for those going on to study later periods of Eurasian history.

## **COPTIC LANGUAGE AND TEXTS (ALGY253)**

**Credits: 15 / Semester: semester 1**

ALGY253 aims to introduce students to Coptic; the last phase of the Ancient Egyptian language and the only one to be recorded in an alphabetic script showing vowels. Egyptology students taking Coptic will develop a fuller understanding of the ancient Egyptian language and how it developed over time. Classics students will also find this module of interest, not least in the way the script utilises the Greek alphabet and vocabulary.

Overall, Coptic is a unique phase of the ancient Egyptian language, and this module is designed to promote the acquisition of key skills for the understanding of the language, texts and culture in Late Antique Egypt.

## **EGYPTIAN RELIGION (ALGY257)**

**Credits: 15 / Semester: semester 1**

How did the world begin? Who controls our universe – one god or many? What is the purpose of our being here in the world? Are the gods good? Are humans good? Why does evil exist? What happens after we die?

This module explores the fundamental ideas found in Egyptian religious belief, and studies their impact on Egyptian social structure. With an eye to broader anthropological theory, this module provides an in-depth look at textual, archaeological, and artefactual evidence to build up a rich portrait of the Egyptian intellectual universe – and sketches out their answers to the questions quoted above.

We cover gods, mythology, temples, rituals and priesthood, private expressions of religion, magic, concepts of death the soul and the afterlife, Egyptian religion and the influence of Greece and Rome, and the religion of the Amarna Period.

Teaching is lecture based, with tutorials covering specific questions.

PLEASE NOTE THAT THIS MODULE ASSUMES STUDENTS HAVE ALREADY STUDIED AT LEAST ONE EGYPTOLOGY MODULE IN YEAR 1 (either ALGY 109 or ALGY 116).

## **THE AGE OF STONEHENGE: RETHINKING BRITISH PREHISTORY (ALGY283)**

**Credits: 15 / Semester: semester 1**

This module covers current debates in British Archaeology for the later prehistoric period – Neolithic, Bronze Age, and Iron Age periods, to the advent of Rome. Is what we know about British society in the millennia before Rome correct; how can new work in Archaeology challenge traditional perceptions of the deep past? The course specifically aims at advancing your critical thinking skills in preparation for year three.

## **PROJECTING CHINA: AN INTRODUCTION TO CHINESE CINEMA (CHIN277)**

**Credits: 15 / Semester: semester 1**

This module is an introduction to cinema from mainland China, Hong Kong and Taiwan. We will look at a wide range of genres which include Kung Fu comedies as well as Chinese independent arthouse cinema. We will get to know some of the region's finest directors, including Jia Zhangke, Wong Kar-Wai, Ann Hui or Hou Hsiao-hsien. It develops your knowledge and understanding of the historical development of cinema in the region but also how some landmarks in the history of twentieth-century China (such as the Warlord era, the Cultural Revolution and post-Maoist reforms) are represented in filmic texts. We will discuss the role of censorship and how the mainland Chinese government finances big blockbuster productions that glorify the Communist Party. The Greater China region is becoming increasingly important for transnational cinema and we will look at how the rise of China is already transforming Hollywood. The title of the module, "Projecting China", points not only to China's cinematic production but also to how the ideas of "China" and "Chineseness" are projected on screen. We will become familiar with themes such as gender and sexuality, nationalism, post-colonialism and transnationalism. No prior knowledge of Chinese is required to enrol in this module.

## **POLITICS OF THE PAST IN THE ANCIENT WORLD (CLAH200)**

**Credits: 15 / Semester: semester 1**

This module examines politics in the ancient world via narratives about the past (or 'history'), and at the same time evaluates the role of history in politics. Moving from the Near East to Greece and then Rome, students learn about key political events (for example the battle of Marathon and the Jewish revolt), political phenomena (for example Persian kingship, Athenian imperialism, and Roman expansion), and influential persons (for example Pericles, Augustus and Boudica). In the process they become familiar with the different ways of telling history in antiquity: not only through written history ('historiography') but also poetic and theatrical performances, philosophical writings, biographical studies, public buildings and monuments and public ceremonies, such as the Roman funeral. While grappling with these different types of history, students develop understanding of the structures, strategies, debates and anxieties that characterized politics in the ancient world. And they recognize that in the ancient world, as today, to represent the past was to participate in politics.

## **REBUILDING TROY (CLAH211)**

**Credits: 15 / Semester: semester 1**

The Trojan War is one of the 'great stories' of Western culture. The Iliad most famously replays a crucial episode: the anger of Achilles following insult from the Achaean (Greek) leader Agamemnon and its deadly consequences. But alongside other contemporary epic poems, events from the ten-year struggle between the Achaeans and Trojans have been rewritten, restaged, and represented in literature and art across antiquity and down the centuries into modern times. This module examines some of these various attempts to 'rebuild Troy', tracing the myth through a range of source material, including epic poetry, Greek sculpture and painted pottery, Athenian tragedy, Hellenistic inscriptions, Roman poetry, nineteenth-century European art and film. By putting each 'reception' of the myth into its social, political and historical contexts, the module traces the fluidity and malleability of Troy in the cultural imagination, and asks what Trojan stories reveal about the societies that tell them, ancient and modern.

## **RULING THE ROMAN EMPIRE (CLAH261)**

**Credits: 15 / Semester: semester 1**

This module considers the institutions of government in the Roman Empire, the differing social groups within the empire, and the financial, agricultural and economic life of the Roman world.

## **THE CINEMATIC CITY (FILM201)**

**Credits: 15 / Semester: semester 1**

The modern city and the cinema developed together, and as they developed they referred to each other: cities have always been a prime space for film, while many urban theorists have found it useful to think of cities as cinematic spaces. The module introduces you to cinematic ways of representing the city, through the study of a number of representative films that deal with some major metropolis. You will have the opportunity to produce your own short smartphone film of the city of Liverpool as part of a small-scale group project. This will allow you to put your ideas into practice and to reflect on the filmmaking process. No prior knowledge of practical filmmaking is required to enrol in this module but you will need to be willing to familiarise yourself with the process of shooting and editing of a smartphone film.

## **ART AND VIOLENCE: VISUAL CULTURES AND THE MEDIA IN MODERN FRANCE (FREN220)**

**Credits: 15 / Semester: semester 1**

Learn how to read an image, images from advertising (commercial and public service), company logotypes, Asterix and satirical political cartoons (Charlie Hebdo)

## **WEIMAR FILM AND LITERATURE: THE CITY AND MODERNITY (GRMN218)**

**Credits: 15 / Semester: semester 1**

Situated between the end of World War One and the Nazi takeover of power, the Weimar Republic witnessed a 'crisis of classical modernity'; the period retains a reputation for modernity and decadence. Against a background of political and economic experimentation and uncertainty, it saw a growth in advertising, shopping, urban life and transport, fashion and film. Taught in a mixture of lectures and seminars, this module focuses on cultural representations of the period, through the study of two films: Berlin: Sinfonie der Großstadt (Berlin: Symphony of the Metropolis, 1927) and Marlene Dietrich's first major feature, Der Blaue Engel (The Blue Angel, 1931); and two literary texts: Erich Kästner, Emil und die Detektive (Emil and the Detectives, 1928), and Irmgard Keun, Das kunstseidene Mädchen (The Artificial Silk Girl, 1932). Through close reading and thematic analysis, we will consider how they depict and define the modern metropolis; changing ideas about class and gender; and new forms of working life, entertainment and leisure.



## **&quot;DOES THE NATION MATTER?&quot; THE BASQUES' WILL TO PERSIST IN THE GLOBAL CULTURE (HISP218)**

**Credits: 15 / Semester: semester 1**

The Basque language is the axis of a long-standing culture that came to feel at risk around the late 19th century. The Basque nation has since embarked on a fight for survival that has largely contributed to transform the Basque Country into an open, modern, and dynamic society. But contemporary Basque society is characterised by its conflicting identities, Basque and Spanish being the most noted of them. This module will analyse the most relevant areas of that conflict from a cultural, historical, and anthropological perspective. It will also offer a taste of contemporary Basque arts and the identity play between the local and the global in which they are inscribed. This is not a theoretical module. It is practical through and through. But by means of studying contemporary Basque society and culture students are invited to reflect about the concept of identity, both its importance to all of us and its striking fragility, and the way all that is linked to their own experience of nationality.

## **MAKING HERITAGE HAPPEN (HLAC205)**

**Credits: 15 / Semester: semester 1**

The legislative and management structures related to heritage, and the purpose, scale and effectiveness of these varies greatly across the globe, and is constantly being changed in response to economic, social, cultural and legislative forces. This module examines current agendas, policies and practices in a historical perspective, and then concentrates on a critical review of current practice. Aspects of the varied UK systems are considered within a comparative international context, considering the management issues associated with sites, monuments and buildings, and objects, museums and archives. Heritage managers mediate between remnants of the past and political, cultural and economic structures in the present. Whilst the module contains much that relates to practice within current legislative, cultural and economic systems, it also reflects on the ethical and socio-political dilemmas often facing heritage management.

## **PLACEMENT YEAR PREPARATION (HLAC220)**

**Credits: 15 / Semester: semester 1**

This module aims to prepare and empower students to participate successfully in professional work experience, such as a year in a placement or internship, or volunteering opportunity, and to develop, in a pro-active way, life-long skills, attitudes, and behaviours. Students will have the opportunity to engage in inter-disciplinary, team-based research, gain the knowledge, confidence, and self-awareness to source and successfully apply for professional work opportunities.

## **THE ITALIAN CINEMA (ITAL223)**

**Credits: 15 / Semester: semester 1**

This module explores the most significant periods and some of the major genres / films of Italian cinema from its origin to the present.

## **HISTORY IN PRACTICE (HIST200)**

**Credits: 15 / Semester: semester 2**

The module provides students with a work-based placement, to take place in a relevant public history institution, such as a museum, archive or library (other institutions may also be relevant). Students will normally spend half a day per week (or one school teaching day) a week during one semester working with the chosen institution, which might involve teaching assistance, archiving, conservation, researching, building an exhibition, developing a public engagement project, etc.

In addition, they will attend fortnightly sessions on career development and fortnightly seminars on academic approaches to public history.

## **THE POLITICS OF GENDER: MALE AND FEMALE RULE IN EARLY MODERN EUROPE (HIST229)**

**Credits: 15 / Semester: semester 2**

This module explores the relationship between gender, monarchy and political power; looking at biography alongside cultural, religious and political themes. Students will consider how perceptions of gender, both male and female, were related to ideas about government and statecraft, and will make use of recent historiographies on the subjects of femininity, masculinity and the source of political authority.

## **POLITICS, FINANCE AND CULTURE IN ENGLAND, 1660–1815 (HIST233)**

**Credits: 15 / Semester: semester 2**

This module charts the impact warfare had in shaping England over the course of the long eighteenth century. It introduces students to the inter-relationship between politics, finance, culture and the forging of the English identity during this period. The seemingly endless stream of military conflict, especially with France, cost a great deal of money to finance. To generate the necessary revenue required the people to be taxed like they had never been before, fuelling an ideological and political backlash centring upon notions of rights, public credit and liberty.

## **SAINTS, SCHOLARS AND SAXONS: IRELAND AND THE NORTH ATLANTIC, C.400 – C.800 (HIST234)**

**Credits: 15 / Semester: semester 2**

This course will explore the history and culture of the Gaelic-speaking world and neighbouring territories from the end of Roman Britain to the beginning of the Viking Age—a period of immense social, political and religious change in these islands. Students will be introduced to the most important themes of early medieval Irish history, from religious conversion to warfare, from the development of art and culture to the spread of beliefs about sin and the afterlife. A special comparative lecture will draw out common threads in the history of Ireland and Aksum (modern-day Ethiopia), two non-Roman territories that became Christian at roughly the same time. Students will also explore the connections between Irish territories and the neighbouring Pictish, British and English kingdoms. This will provide an opportunity to explore how the peoples of this era defined themselves—as Christians, as members of a barbarian people, as heirs of the Romans, or as something new—and to reflect on the later regional and religious identities of Ireland and Britain.

## **MODERN EAST-CENTRAL EUROPE (HIST248)**

**Credits: 15 / Semester: semester 2**

This module introduces students to the major themes and events of modern East-Central European history. Students will draw their own conclusions on a number of major issues that divide specialists on the region. We will explore topics such as the nature of Enlightened absolutism, the ideologies behind the 1848 revolutions, the rise of nationalism, the collapse of interwar democracies, and the modalities of power under state socialism.

## **THE PURSUIT OF HAPPINESS: AMERICAN REVOLUTIONS, 1720–1812. (HIST271)**

**Credits: 15 / Semester: semester 2**

This module explores the political, imperial and cultural contexts of the American Revolution. It traces the expansion of the British American colonies during the 18th century and considers the changing nature of imperial-colonial relations. Deep cultural shocks at home and revolutionary reverberations abroad, especially in Haiti, accompanied the American war for independence. The module will consider these wider effects alongside the significant ideological legacy left by the founding generations; a legacy that continues to be fought over. It will explore the Enlightenment ideas that animated them and the political institutions they built, as well as what these meant for the lives of ordinary Americans.

## **THEMES IN CHINESE HISTORY (HIST275)**

**Credits: 15 / Semester: semester 2**

This is a survey module on Chinese religious history, covering from the Han (B.C 202-220) to the Qing (1644- 1911) Dynasty. Pre-modern period here refer to prior to 1911, the end of Chinese imperial dynasties. This module is not arranged chronologically, but a very basic knowledge about the imperial history is needed. Chinese religion differs from Christianity in a fundamental way. Unlike Christian faith, Chinese religion is polytheistic and even pantheistic rather than monotheistic. This means that sometimes "faith" is of secondary importance to "ritual". Religion permeated in all aspects of people's daily life in pre-modern Chinese societies. To use C. K. Yang's term, Chinese religion is more "diffused" than "institutional". In other words, Chinese religious life is better described as "doing religion" rather than "believing in religion". However, religious institutions such as Buddhist sangha (monastery) and Taoist church did exist. But institutional religion is never as powerful as the Church in Medieval Europe, and always subordinate to the state power. Students, thus, should break away from "Christendom model" when studying Chinese religion.

In this course, we will be looking at both "religion" of scriptural traditions such as Buddhism and Taoism, and popular ritual practices without traceable textual tradition. The purpose is to convey the idea that the boundary between the two are not clear-cut at social/popular level. For example, many Buddhist liturgies in fact derive from indigenous rituals from the pre-Buddhist era on the one hand; some shamanic practices blend many Buddho-Taoist elements on the other. We should see "Chinese religion" from the ritualist perspective.

## **ANIMALS AND BEASTS IN THE MIDDLE AGES (HIST297)**

**Credits: 15 / Semester: semester 2**

This module will be looking at the significance and place of animals in the medieval period, as part of people's daily lives and their philosophical and religious world. A particular emphasis will be put on understanding the role of animals in medieval belief systems. The aim of this module, by looking at different types of primary sources, texts and images alike, is to assess how animals, both real and imaginary, helped define the nature of human society and rationality.

## **WAR, FAMINE, PESTILENCE AND DEATH: FROM THE GOTHIC WAR TO THE RISE OF ISLAM (HIST212)**

**Credits: 30 / Semester: semester 2**

There is a good case for saying that the sixth and seventh centuries CE were more significant for the development of humankind than any similar period, at least in the western hemisphere and before the invention of nuclear weapons. In the west of Europe and the Mediterranean, the Roman empire finally collapsed even as Christianity was taking decisive hold over hearts, minds and lands; in the east, Roman power endured (rebranded by historians as 'Byzantium') even as the followers of the new faith of Islam decimated its territory. Moreover, these epochal changes were accompanied by the collapse of the civilization of antiquity: warfare was endemic, agriculture retarded, famine frequent, and a virulent, bubonic pandemic appeared in the mid-sixth century and recurred continually over the next 200 years. But while the population suffered grievously, these changes also helped embed fundamental changes in their societies – the reconfiguration of the west and the establishment of the Islamic caliphate in the east – with whose consequences we are still living.

## **CULTURE AND BELIEF IN LATE MEDIEVAL ENGLAND (HIST217)**

**Credits: 30 / Semester: semester 2**

This module explores key elements of popular belief and culture in late medieval England (c.1300–c.1520). This was an era marked by frequent warfare, high mortality, rising literacy, the spread of the Lollard heresy, and new opportunities for the lower orders and women. We will consider how popular ideas about life and death, gender and sex, miracles and magic, and the authority of social elites and the church, were acquired, debated and evolved during the two centuries prior to the Reformation.

## **RACISM AND RESISTANCE: AFRICAN AMERICANS SINCE SLAVERY (HIST222)**

**Credits: 30 / Semester: semester 2**

This module focuses on issues relating to white racism and African-American resistance to white racism in the United States from 1865 through to the present day. The starting point for the module is a sustained critical evaluation of the concept of 'race' – examining the modes and processes of racialization, the barriers it forges and the violence it enacts, including: the manufacture of toxic white stereotypes of blackness (including their human impact and cultural legacy), the intersections of 'race', disability, gender, class and sexuality, and more recent dynamic and holistic conceptual models of systemic racism and the white racial frame. The persistence of various forms of prejudice and inequality endured by Black people (and other peoples of colour) in the United States is a key theme explored in the module, and the final units examine different forms of this racism – focusing on the environment, health and the criminal justice system – including exciting new research highlighting African-American anti-racist thought and activism. These topics return us to the central theme of the module and the question of how far America has been, and remains, a deeply racist, unequal and segregated society?

## **EARLY MODERN IBERIAN EMPIRES: THE GLOBAL AND THE LOCAL (HIST236)**

**Credits: 30 / Semester: semester 2**

This module will examine the history of the Spanish and Portuguese early modern empires (c. 1500 to c. 1800) in terms of intertwining local and global perspectives and legacies. The focus will be on watershed events, periods, and processes (e.g. the Columbian Encounter, the transatlantic trade in enslaved Africans, or the development of international law) in early modern Iberian history and how they continue to shape social, cultural, and political relations to the present day.

## **THE HISTORIAN'S TOOLKIT FOR LIFE (HIST246)**

**Credits: 30 / Semester: semester 2**

This is a workshop-based module that specifically equips students with a 'toolkit' of practical and theoretical skills for writing a piece of independent historical research but with wider application beyond the academy. Students work in groups to explore different ways of doing research and using theory. They learn to use these tools initially by applying them to topics the students are studying in other modules, thereby reinforcing and deepening their learning on those other modules, too. It then provides opportunities to use these tools in real-life contexts such as statistical analysis, funding and job applications. The module bridges progression from Year 1 towards Year 3, prepares students for Year 3 special subject and research dissertation, and exposes students to workplace-based applications of critical thinking skills.

## **THE AMERICAN AGE: THE UNITED STATES IN INTERNATIONAL AFFAIRS FROM MCKINLEY TO EISENHOWER (HIST270)**

**Credits: 30 / Semester: semester 2**

This module offers an analytical survey of key aspects of American foreign policy from the 1890s to the administration of Dwight D. Eisenhower (1953–1961), paying particular attention to the roles of presidents, secretaries of state and other senior advisors. There is a programme of eleven lectures, each lasting one hour, which address American attitudes and policies from the New Manifest Destiny in the 1890s through Woodrow Wilson and the First World War, interwar isolationism and Franklin Roosevelt and the Second World War to Harry Truman and Dwight Eisenhower and the Cold War. In addition, weekly two-hour seminars explore selected issues in greater detail.

## **THE HISTORY OF BLACK PEOPLE IN BRITAIN: FROM ROMAN TIMES TO THE 1980S (HIST276)**

**Credits: 30 / Semester: semester 2**

This 30 credit module will introduce students to the history of Black people in Britain from Roman times to the twentieth century in a chronological survey of the major periods. We will employ an inter-disciplinary approach in our examination of the lives and contributions of people of African descent in Britain, using social, political and economic history as well as cultural history to deepen our understanding.

## **HISTORY IN PRACTICE PLUS (HIST286)**

**Credits: 30 / Semester: semester 2**

The module provides students with a work-based placement, to take place in a relevant public history institution, such as a museum, archive or library (other institutions may also be relevant). You will normally spend one day per week during one semester working with the chosen institution, which might involve archiving, conservation, building an exhibition, developing a public engagement project, etc. In addition, you will attend fortnightly seminars on career development and academic approaches to public history.

## **THE ARCHAEOLOGY OF ROMAN BRITAIN (ALGY234)**

**Credits: 15 / Semester: semester 2**

This module looks at specific themes in Roman archaeology in their British context. The study of the monuments of Roman Britain is arguably the oldest facet of archaeological research in Britain. With a history that spans over 500 years, Britain as a Roman province possesses an unrivalled data base of archaeological research and its interpretation. In addition to this, recent work on the province has placed it in the vanguard of the on-going debate of the use of archaeological theory to practical applications.

## **SACRED LANDSCAPE IN ANCIENT EGYPT (ALGY244)**

**Credits: 15 / Semester: semester 2**

ALGY244 is designed to explore themes of how the ancient Egyptians viewed the world around them. In particular, it will look at the ways in which the Egyptians saw the presence and operation of the divine within the natural environment, and how they built structures (especially temples and tombs) which allowed contact between the living and other spiritual entities (the gods, the dead). The module will especially emphasise the ways in which the Egyptians integrated notions of 'sacred landscape' into their everyday lives.

## **DEATH IN ANCIENT EGYPT: IMAGE, TEXT AND ARCHAEOLOGY (ALGY270)**

**Credits: 15 / Semester: semester 2**

This module explores the funerary environment of private tombs in Pharaonic Egypt through the comparative study of the three main groups of evidence: Architecture / archaeological material, iconography and texts.

## **HERODOTUS' HISTORIES (CLAH207)**

**Credits: 15 / Semester: semester 2**

This module introduces students to Herodotus' Histories, the first piece of historiographical prose to survive from Greek antiquity, and to some of the other evidence (especially Persian and Egyptian) that is needed for a proper contextualisation of Herodotus' historical and literary enterprise. It examines a series of key themes in the study of Herodotus: for example, his representation of foreign peoples, or of Persian or Athenian imperialism, the role of religion in the Histories, and the causes of the Persian wars.

## **POLITICS & THE ARCHITECTURE OF POWER IN 5TH CENTURY BC ATHENS (CLAH220)**

**Credits: 15 / Semester: semester 2**

'Empire' is not a word that often follows 'Athenian democracy'. We usually associate democratic origins with equality and fifth century BC Athens with exceptional cultural creativity. So how did 'empire' come to be associated with democracy? This module explores the relationship between the evolution of democratic structures and the extraordinary rise of drama, monuments, and art on the one hand; and the emergence of a territorial 'empire' across the Aegean Sea on the other. There are lessons, too, for our own understanding of how culture is connected to politics and resources.

## **ROME IN THE LATE REPUBLIC (CLAH268)**

**Credits: 15 / Semester: semester 2**

This module is about politics, about policies, political institutions, and the political culture of Rome in the Late Republic. It does not only trace the deterioration of political consensus amongst the senate aristocracy and the rise of powerful individuals like Marius, Sulla, Pompey, or Caesar but also aims to explore the wider cultural context within which politics unfolds.

## **PROPAGANDA AND CENSORSHIP (FILM202)**

**Credits: 15 / Semester: semester 2**

Using some of the most controversial films ever made as case studies, this module examines the relationship between film, political authority and public morality. The module examines films from the Soviet Union, Nazi Germany, the German Democratic Republic, France, Italy, Spain and China. All films are shown with English subtitles and the modules is suitable for all students in HSS interested in film, propaganda and censorship.

## **THE GERMAN DEMOCRATIC REPUBLIC: POLITICS, CULTURE, MEMORY (GRMN220)**

**Credits: 15 / Semester: semester 2**

The module offers students an in-depth examination of key themes in the cultural, social and political history of the German Democratic Republic (GDR) from 1949-1990, as well questions of memory after 1990. It explores key milestones in the history and politics of the GDR (e.g. the uprisings of 17 June 1953, the building of the Berlin Wall and the demonstrations of 1989), as well as central themes within society and culture, such as gender, youth and cultural policy. Each theme will be examined through a range of texts, films and other primary and secondary resources, in order to develop a detailed knowledge and understanding of the meaning and significance of life and culture in the GDR and its relevance for contemporary eastern Germany.



## **GERMAN CINEMA FROM THE EXPRESSIONISM TO THE PRESENT (GRMN225)**

**Credits: 15 / Semester: semester 1**

The establishment of the Ufa studios near Berlin in 1917 turned the German film industry, for at least a decade, into the major European film industry and into Hollywood's main competitor in the world. Even through periods of crisis and turmoil, the German industry has remained an important site of creativity and German films have continued to garner international acclaim. This module provides an introduction to key movements in German national cinema, from Expressionist film, with its characteristic ghosts and shadows, through the 'new wave' of the New German Cinema to the present. From Lang to Fassbinder, Herzog and Wenders, it also offers an opportunity to study key films by some of the most influential directors to have emerged from the German speaking world. From Weimar film to Fassbinder's appropriation of the melodrama of Douglas Sirk and Wenders' turn to the 'road movie', the rivalry and dialogue with Hollywood also provides an important thematic strand that runs through the module.

## **LIVING THE GLOBAL EIGHTEENTH CENTURY (HLAC200)**

**Credits: 15 / Semester: semester 2**

This module introduces you to aspects of life in Britain and Europe between about 1740 and 1815. This period is often seen as the beginning of the modern world, when the ideas about human nature and society that still shape our own lives came into circulation and when the global entanglements generated by trade and colonisation began to have a lasting impact on everyday life in Europe. The module is taught by tutors from French, German and English Studies, and History, as well as staff from the National Museums Liverpool. It gives you an insight into the range of materials and methods that are used in research in eighteenth-century studies. Interactive lectures, seminars and fieldwork encourage a hands-on approach to learning. You start by inventing an 18th-century character and you follow that character through various experiences typical of the period: shopping, reading, travelling, thinking about political issues of the day. Images, artefacts and contemporary texts in English and other languages are made available to support your research. The aim is for you to develop your capacity for asking questions (curiosity) as well as for answering them (research skills).

## **MUSEUMS AND MONUMENTS (HLAC206)**

**Credits: 15 / Semester: semester 2**

This module considers display and public interpretation in museums and galleries on the one hand and publicly accessible sites and monuments on the other. This module examines current UK interpretation theories, policies and practices in an international comparative perspective. Heritage interpretation and display brings understanding of the past to peoples in the present, though what aspects of the past to reveal and emphasise can be highly political and controversial. The module concentrates on current practice, but it also reflects on the selectivity of heritage interpretation decisions, and the ways interpretation can exclude as well as include various sectors of society.

## **DECOLONIAL PERSPECTIVES ON ITALY, AFRICA AND THE MEDITERRANEAN (ITAL225)**

**Credits: 15 / Semester: semester 2**

The module develops a decolonial approach to the history of Italy, Africa and the Mediterranean, focusing on trajectories of colonialism and migration to and from Italy, from the age of the empires to the present. Adopting a decolonial perspective on the history of the Italian empire, its languages and cultures, the module examines some of the cultural and geopolitical tensions that shape ideas of heritage, citizenship and belonging between Italy and Africa. Exploring the making of individual and collective memories through a variety of media and languages, the module develops a language-sensitive approach to the study of history, memory and culture in the 21st century.

## **GLOBALISATION AND DEVELOPMENT IN LATIN AMERICA (LATI209)**

**Credits: 15 / Semester: semester 2**

This module offers an introduction to economic and social development in Latin America over the past fifty years and more recently the effects of globalisation in Latin America. We discuss key themes in the study of globalisation and development, including the nature of globalisation and the state, and the concept of development. After the introductory sessions, different weeks will look at changes in development policies in Latin America, from the post-war period to the most recent introduction of neoliberal reforms and the turn to left-wing politics. Subsequently, we will discuss key actors in the Latin American development process (the state, civil society, social movements, and international institutions). The module finishes with an overview of the international context of Latin American development, including US-Latin American relations.

## **GLOBAL PUBLIC SPACES: RESISTANCE, JUSTICE AND HERITAGE (MODL230)**

**Credits: 15 / Semester: semester 2**

This team-taught module invites students to an expansive, yet focused investigation of public spaces – real and digital – across Belgium, Germany, Colombia, China, United States, and Italy: we start with an introduction that familiarises the students with key concepts and questions of public space and its embodiments through, for instance, monuments, statues, and museums, drawing from theories of ‘the everyday’ (i.e. Michel de Certeau, David Harvey, Edward Soja, Henri Lefebvre, etc.) and Memory Studies (i.e. Michael Rothberg’s multidirectional memory). The Introduction invites students to understand political change and protest movements in public spaces within a global context. Each week then focuses on a different case study, a statue, a museum, their digital representations, a neighbourhood, etc., such as the Berlin Wall Memorial and Beijing’s Tiananmen Square. To ensure coherence across these vastly different geographical and historical contexts, the sessions will be structured around a set of recurring key themes and questions (heritage, memory, justice, everyday use and creative transformation) to draw students’ attention to global connections and local specificities.

*Programme details and modules listed are illustrative only and subject to change.*

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## **YEAR THREE**

In year three, the emphasis is increasingly on independent study and the refinement of advanced research skills: namely, a three-hour weekly special subject module (centred on analysing primary sources) and preparing for the dissertation.

Students take one x 30-credit optional module and two x 15-credit optional modules in semester one.

All modules in semester two (including the History Dissertation) are required.

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## **COMPULSORY MODULES**

### **HISTORY DISSERTATION (HIST396)**

**Credits: 30 / Semester: semester 2**

The History Dissertation serves as the capstone student research project for History Single and Major students and for History Joint students who choose to study a History dissertation.

### **USES OF THE PAST: HISTORY IMPACT MODULE (HIST388)**

**Credits: 30 / Semester: semester 2**

In this module, we will examine the contemporary uses of history. We will reflect on how, as a society, we consume history. You will use your own historical research (for your dissertation, research essay or another piece of historical research that you have undertaken at university) as a case study to explore some of these issues. Industry practitioners will help you to reflect on how to present your training as an historian in non-academic contexts. You will consider how to communicate your work to a non-academic audience – in both written and visual forms – and reflect on the potential interest of your research to a wider public (through the heritage, museums and entertainment industries) and/or to policy-makers.

## **OPTIONAL MODULES**

### **THE HENRICIAN REFORMATION (HIST309)**

**Credits: 30 / Semester: semester 1**

The Reformation remains one of the most divisive and controversial topics in English history. This module will focus on the first stage of religious reform in England, initiated by Henry VIII, exploring the break with Rome and the early implications of this cataclysm for English politics and society. Much about the Henrician Reformation is contested, including the king's own intentions for the English church and the extent to which he retained control over events. These debates will be considered through case studies of themes such as the king's divorce, the Reformation Parliament, the Dissolution of the Monasteries, the English Bible, the royal court in the 1530s and '40s and international affairs. We will also consider the reception of these reforms across English society, including the early spread of Protestantism and the Pilgrimage of Grace. The module will conclude by exploring early modern and more recent depictions of Henry VIII and how they have shaped popular and scholarly perceptions of the king and his reformation.

### **JANE AUSTEN'S ENGLAND: WOMEN, CULTURE AND SOCIETY (HIST310)**

**Credits: 30 / Semester: semester 1**

JANE AUSTEN'S life extended roughly from the American Revolution through to the immediate aftermath of the French Revolution and Napoleonic Wars – a crucial period of transition in the development of modern Britain. This module seeks to embed Austen's life and writing in its historical context. It does so by approaching 18C women's history from a variety of access points. It provides students not only with a framework of knowledge and an introduction to key social, cultural and political developments, but also familiarizes them with relevant debates and ideas (contemporary and historiographical), upon which they will be able to build when developing their individual dissertations in Semester 2. Students will have the opportunity to increase their awareness of, and ability to work analytically with, a wide range of primary sources (textual, visual, and, where possible, material).

## **'SATAN'S GUISES: THE DEVELOPMENT OF PROTESTANT DEMONOLOGIES IN EARLY MODERN ENGLAND' (HIST321)**

**Credits: 30 / Semester: semester 1**

The special subject 'Satan's guises: The development of Protestant demonologies in early modern England' will focus on early modern demonological texts, asking whether Protestantism developed a distinctive demonology between the 16th and 17th centuries. It will explore 'popular' and 'learned' demonologies alongside traditional Catholic visions of the fiend, as well as various representations and depictions of Satan (for example, how he may appear to individuals, the relationship between the devil and women, and witches and demonic possession). More broadly, the module will explore how significant religious change during the years of the Reformation influenced people's perceptions of the world around them. It will consider how reformed Protestant culture led to a heightened fear of the 'supernatural' sphere, due to newly invigorated beliefs about the innately sinful nature of humankind and fears about the heretical nature of the traditional Church. The module will develop students' understanding of early modern religious culture, the nature of early modern primary texts, alongside various historiographical debates.

## **CONFRONTING CATASTROPHE?: ENVIRONMENTAL HISTORIES OF BRITAIN, EUROPE AND THE UNITED STATES SINCE 1800 (HIST332)**

**Credits: 30 / Semester: semester 1**

This module explores the relationship between humans and the environment in modern Britain, Europe and the United States. At a time when environmental issues are never far from the headlines, and drawing on the approaches and insights of environmental history, one of history's newest and most exciting sub-disciplines, this module assesses the environmental dimensions of key historical processes in the West, including industrialization, colonialism, urbanization, and war. It also attends to heightened political and cultural concerns about the environment in the twentieth century. An exploration of real and imagined environmental catastrophes frames this module. We will ask whether the modern West has courted environmental and social catastrophe with its attitudes towards, and uses of, the environment. We will also explore the ramifications of various environmental disasters, such as Hurricane Katrina that struck New Orleans in 2005, and the ways in which they affect different communities, thereby addressing issues of environmental racism and justice. At the same time, we will analyse the catastrophic narratives of environmentalism. The module draws on a wide variety of primary sources, including texts, photographs and paintings, film, and environmental literature. No prior knowledge of the subject is required. Nor are you required to have any scientific background.

## **GENERATIONS OF HURT: HISTORIES OF HUMAN EXPERIMENTATION IN THE UNITED STATES (HIST341)**

**Credits: 30 / Semester: semester 1**

The history of human experimentation is as old as the practice of medicine and has always targeted disadvantaged, marginalised, institutionalised, stigmatised and vulnerable populations – prisoners, the condemned, orphans, the mentally ill, students, the poor, women, the disabled, children, peoples of colour, indigenous peoples and the enslaved. Since the end of World War II, the scale and the scope of human subject research has massively expanded, particularly in the United States, largely because of developments in professional medicine. This module explores what happens when professional medicine exceeds its limits.

## **AMERICA AND THE WORLD, 1939–1945 (HIST349)**

**Credits: 30 / Semester: semester 1**

This module involves detailed scrutiny of US foreign policy from the eve of the outbreak of war in Europe in 1939 to the end of hostilities with Japan in 1945.

## **IMAGINING AFRICA: TROPES OF AFRICAN IDENTITY FROM BLACK NATIVE TO BLACK PANTHER (HIST351)**

**Credits: 30 / Semester: semester 1**

What is 'Africa'? A place? An idea? A nation? A people? A source of Black identity? A marketing trope? Who gets to define 'Africa' in the world today? Images of 'Africa' and 'Africans' were used in multiple ways in the twentieth century to support political struggles in Europe, the USA and the Caribbean. These images had little to do with 'actually existing Africa', but reflected local struggles over race, gender and identity. Most of these images were liberatory; some were reactionary. All were powerful. They were used to make claims about Black people's authority, history, spirituality, freedom, identity and authenticity. Meanwhile, the mobilization of these images had material effects on the struggles, culture and politics of Africans, determining how African agency was perceived and interpreted elsewhere in the world. Images of Africa tell us more about the times and places that produced them, than they tell us about 'actually existing' Africa. What can historians contribute to these debates?

## **DIGITAL HISTORIES OF CRIME AND PUNISHMENT: LONDON, 1840 – 1910 (HIST359)**

**Credits: 30 / Semester: semester 1**

Histories of crime and punishment provide a window onto wider social relations as well as cultural anxieties. In Victorian and Edwardian London, these were manifested in debates on the perceived criminality of the Irish – and of the poor: women and men, children and adults. This period also saw the development of a recognizably modern criminal justice system, of uniformed police and tiered systems of courts and prisons, the ending of transportation, and an uneven shift away from corporal and capital punishment as imagined solutions to crime. Through this expanding machinery of justice, the Home Office and Metropolitan Police attempted to regulate civilian life to a degree previously unimagined in the human past. Yet London was rocked by a series of scandals, from the railway frauds of the 1840s to the serial killings of ‘Jack the Ripper’ in 1888 and the ‘Hooligan’ panic of the 1890s. This module explores these developments through researchbased learning using digital archives.

## **CHARLEMAGNE AND EUROPE (HIST362)**

**Credits: 30 / Semester: semester 1**

Charlemagne’s coronation as ‘Roman Emperor’ on 25 December 800 established a new political norm in Europe that would last for over a thousand years. One of his flattering courtiers described him as ‘Father of Europe’; in his reign, for the first time ‘Europe’ was identified with lands under Christian rulership. Even today, a prize in his name rewards those who have done the most ‘in the service of European unification’ since Charlemagne (not counting Napoleon and Hitler). Myths about him abound. But what was the reality? Was he an autocrat? What were his ideals and goals, and how far, in the context of early medieval reality, was it possible for him to meet them?

## **RIGHTS AND RESISTANCE: GENDER, SEXUALITY AND THE LAW IN MODERN BRITAIN (HIST370)**

**Credits: 30 / Semester: semester 1**

‘Rights and Resistance’ focuses on the relationships between the law, social change and historically contingent attitudes towards genders and sexualities in modern Britain. The module requires students to address changes in the law, socio-legal debates and the development of social justice campaigns pertaining to gender and sexuality between the late nineteenth century and the latter half of the twentieth century. Topics covered include the criminalisation of male homosexuality, the regulation of prostitution, transgender rights and abortion law reform. The module is assessed via written assignments and a video assignment which gives students key digital skills.

## **CITIES ON THE EDGE: PORT CITIES IN WORLD HISTORY (HIST376)**

**Credits: 30 / Semester: semester 1**

Seaport cities are among the oldest and most dynamic elements in the world’s urban systems. They have been places of transit and mobility for millennia, offering a great laboratory for historians to study the development of complex multicultural societies. They challenge mainstream ideas about urban history that are mostly derived from industrial cities, and offer new ways of understanding past, present and future urbanism.

## **THE HISTORY OF VIOLENCE (HIST395)**

**Credits: 30 / Semester: semester 1**

Violence is a phenomenon that historians have long had a hard time grappling with, since historical works on subjects such as wars, colonialism, violent crime, terrorism, or even genocide are generally oddly silent on the nature of violence itself, its origins, and its impact on human minds, bodies and societies. This module will challenge such absences through interrogating violence as an historical force and considering its causes, rationales, forms, impacts, and consequences in a variety of western and non-western contexts (including Britain, the United States, and India) from the nineteenth century onwards. Taking a thematic approach, the module will focus on subjects such as the ways in which law serves to rationalise violence, different forms of violence (such as war, conquest and colonisation, genocide and massacre, torture, gendered violence, and structural violence), and the impact of violence on individuals, groups, and societies.

## **VIKINGS IN IRELAND (HIST304)**

**Credits: 15 / Semester: semester 1**

This module provides an overview of Viking activity in Ireland from the first raids in 795 until the beheading of the last Viking king of Dublin by the English in 1171. It is coursework based with a strong emphasis on primary sources from a range of different disciplines including history, literature, and archaeology. In this course we will explore key problems in the interpretation of the Viking world, explore life in the Viking Age and challenge students to broaden their chronological and conceptual assumptions concerning this fascinating and underexplored area of medieval European history.

## **METROPOLIS: CRISIS AND REFORM IN THE GREAT CITIES 1840-1920 (HIST328)**

**Credits: 15 / Semester: semester 1**

This module explores the great problems that affected nineteenth- and twentieth- century cities—disease, deprivation, bad housing, crime and haphazard planning—and the reforms that aimed to solve them. It examines new techniques, such as social investigation, 'underworld' journalism, slum photography and film-making that shaped understanding of the city as a dangerous place, but also a place of spectacle and pleasure. In so doing, it introduces a range of sources and methods that expand your research skills as you move through the final year.



## **RIGHTS AND RECORDS (HIST337)**

**Credits: 15 / Semester: semester 1**

This module will help you demonstrate that the specialist skills learned through the study of history can be used in a wide variety of career contexts: from law, journalism, accountancy and auditing, to politics and human rights, charities and third sector, civil service and local government, administrative roles, business (e.g. HR, finance), information roles and cultural heritage roles. We will explore the personal, organisational, and societal benefits of creating and preserving records in all forms, and discuss their relevance to contemporary debates on transparency, accountability, privacy and good governance. The module has a practical focus on the information systems, models, policies and processes used in a wide variety of organisations, including a 5-day field trip to Dublin to interact with professionals across a range of cultural heritage institutions.

## **BEHIND THE BATTLEFIELDS: CULTURE AND SOCIETY IN BRITAIN AND GERMANY, 1914-1918 (HIST390)**

**Credits: 15 / Semester: semester 1**

This 15-credit, third-year module draws upon the insights and methods of social and cultural history to examine the impact of the First World War upon both British and German societies. Total war meant that all areas of British and German social and cultural life, from food production to art and media, from ideas about nationhood and patriotism to gender roles and concerns about sexual morality, were unsettled by the conflict. The module introduces students to British and German primary sources and challenges students to draw upon key historiography to critically reflect on the popular narratives promoted in both Britain and Germany during the First World War. The module is taught via eleven lectures and eight hours of seminar time.

## **ANCIENT GREEK COLONISATION AND BRITISH IMPERIAL THOUGHT (ALGY336)**

**Credits: 15 / Semester: semester 1**

Greek culture was spread to the furthest limits of the Mediterranean and Black Sea regions by a series of so-called 'colonies', including such important modern cities as Marseilles and Istanbul. The motivations and methods behind this huge archaeological phenomenon remain unclear, but in the hands of the scholars writing in an age of neo-classical revivalism, the analogy to their own British Empire was clear and self-evident. This module combines History, Ancient History and Archaeology in its examination of this crucial moment in world history and its subsequent use and abuse by imperialist scholars. No prior knowledge is required and the module includes a team presentation that aims to develop transferrable employment skills.

## **INTERNATIONAL RELATIONS IN THE ANCIENT WORLD (ALGY364)**

**Credits: 15 / Semester: semester 1**

This module examines Egypt and the Near East during the Late Bronze Age as part of the world's earliest well-documented international system. Students are introduced to the key events and political actors of this period, as well as the critical analysis of relevant primary sources. Key issues in International Relations theory are introduced through their application to the Late Bronze Age.

## **ARCHAEOLOGY AND HERITAGE IN CONTEMPORARY SOCIETY: ETHICAL AND POLITICAL ISSUES (ALGY399)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to the broader context of professional practice in the fields of heritage and archaeology in our contemporary society. Specifically, this module seeks to enhance students' skills in identifying points of contention or interest between different sections of the community in relation to a series of key themes. The module will also enable students to think clearly through the potential ramifications of following particular courses of action related to the management of heritage assets – including archaeological remains, standing buildings and monuments, and landscapes both human and natural. These themes include the ownership of heritage assets, access to heritage assets, the presentation of heritage assets, issues of sustainability and the development of assets and, lastly, claims to authority over such assets by archaeological and heritage professionals. Teaching methods and assessment will concentrate on helping students to identify potential conflicts of interest in the study and management of heritage, exploring the political and ethical nature of these conflicts of interest and presenting a specific case for action or resolution. The module will require students to become familiar with the detail of a series of current case studies.

## **TACITUS AND THE JULIO-CLAUDIANS (CLAH302)**

**Credits: 15 / Semester: semester 1**

This module studies the history, politics, and culture of Rome and its empire under the Julio-Claudian emperors. Along with rigorous study of literary, documentary, and archaeological evidence and modern bibliography, students will focus on the Annals of Cornelius Tacitus, our most important source.

## **THE AGE OF JUSTINIAN (CLAH356)**

**Credits: 15 / Semester: semester 1**

This module aims to examine the age of the Emperor Justinian, a fascinating period which is particularly well attested through a number of different sources. It will shed light on features such as the life of a Late Classical court, diplomatic relations between great powers, religious conflict and change, and trace the processes that changed the ancient world of late antiquity in the 6th century AD, which is a period of transition and change, in which the beginning of the Medieval Mediterranean took shape.

## **IMAGINING THE MIGRANT SELF: HISTORY, LITERATURE AND THE POLITICS OF CULTURE (ENGL486)**

**Credits: 30 / Semester: semester 1**

We, as a society, confront narratives of migrant experience daily. The rhetoric of crisis, disaster and emergency often defines the stories of those who have fled or been forced out of their homelands as powerfully as it pervades related debates around conflict, climate change and the Coronavirus pandemic. In recent years, as the UK's relationship with the rest of Europe and the rest of the world has been radically reconceived, our islands are imagined, by some, as places of refuge and, by others, as bastions vulnerable to invasion. But the complex ways in which migrants themselves experience, interpret and represent their settlement histories in Britain rarely feature within public accounts of the making of contemporary British society. This new interdisciplinary module takes a long view of the migrant experience in postwar Britain, guiding students through relevant aspects of social theory, moments in modern history, and literary texts. We will encounter the migrant experience through literature, film, performance, journalism, critical writing, and first-hand accounts. The module also features an alternative assessment: students will be guided by experts in creating oral history and verbatim theatre practitioners to generate new analyses and narratives of migration.

## **THE GERMAN CINEMA SINCE 1990 (GRMN330)**

**Credits: 15 / Semester: semester 1**

With films such as *Nigendwo in Afrika* (Nowhere in Africa, 2001), *Good Bye, Lenin!* (2003) and *Das Leben der Anderen* (The Lives of Others, 2005), German film has once more been greeted with international acclaim. However, in contrast to the 'art house' film-making of the New German Cinema of the 1960s and 1970s, today's 'post-Wall' German cinema is resolutely commercial, employing genres and forms familiar to international audiences. This module offers an examination of key developments in German film since the 1990s. It traces the rise and international success of a German variant of the 'heritage' film in which the trauma of German history in the twentieth century – through the Third Reich, German division and the urban terrorism of the 1970s – is reimagined and mined as the source cinematic narratives. The module also explores a return to an 'art-house' film-making preoccupied with questions of realism and representation in the work of Andreas Dresen and the so-called Berlin School of film makers. All films are available with subtitles and the module is suitable both for students of German and students without German who are interested in film and its relation to society.

## **RESEARCHING DIGITAL CULTURES IN THE AMERICAS (HISP348)**

**Credits: 15 / Semester: semester 1**

This module develops research and critical skills when examining digital cultures with a particular focus on the Americas. It takes examples that encompass North, Central, and South America as well as the Caribbean. Building confidence in handling theoretical tools in the analysis of digital cultures it examines a range of professional and amateur content creators from social, institutional and personal perspectives and considers issues of curatorship, archival approaches, the ethics of (re)appropriation and remediation, and the relationship between the self and the public and private spheres.

## **CONTEMPORARY LATIN AMERICAN POLITICS (LATI307)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to debates about democracy in Latin American during and after the Cold War, including the breakdown of democratic regimes and democratisation. By examining the changing relationship between the state, civil society and citizens since the mid-twentieth century, we cover various aspects of the democratisation process in the region, including theoretical explanations. In the first half of the module, we examine the influence of the Cold War on Latin American politics, including the Cuban Revolution, US-Latin American relations, and the emergence of military regime. This is followed by an examination of the 'transitions to democracy', including topics such as transitional justice, human rights, and the memory and legacy of dictatorship. We finish by studying some of the challenges confronting Latin America societies today and the prospects for democracy.

## **TERROR REMEMBERED: REPRESENTING TRAUMATIC HISTORIES IN LATIN AMERICA, EUROPE AND CHINA (MODL304)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to approaches to memory and to a body of textual, visual, material representation of terror that has become a key focus for critical analysis in recent cultural studies. It will provide a context in which students can engage in systematic comparisons between European, Latin American and East Asian experiences and representations of social and political trauma. It will also encourage students to reflect systematically on the political and ethical implications of literary, material, digital and cinematic representations of traumatic histories. You will have the opportunity to study in depth and compare examples of representation through different media and across different national and linguistic boundaries. Lectures provide background both to the main theoretical approaches, and to specific representations. In weekly seminars, you will work on the case studies covered in class, and on related materials. Assessment is on the basis of a poster and an essay.

## **REMEMBERING SLAVERY (MODL332)**

**Credits: 15 / Semester: semester 1**

The module will typically provide an introduction to the history of slavery in the Francophone and Hispanic Worlds, situating the phenomenon of modern slavery within an understanding of historical slavery. Students will then study a range of representations of slavery that have arisen in response to historical slavery. These will typically range from first-person slave accounts from the early modern period which provide an individual perspective on the history of slavery; literary and filmic representations of slavery and cultural responses to slavery, particularly in the heritage industries through the practice of Dark Tourism. The module will typically include a visit to the International Slavery Museum in the Albert Dock, Liverpool.

## **CONFLICT AND POLITICS IN NORTHERN IRELAND (POLI815)**

**Credits: 15 / Semester: semester 1**

Northern Ireland is justifiably considered 'a place apart' in UK politics. The region experienced thirty years of bitter sectarian conflict and, to this day, remains a divided society. Its devolution settlement was created by an international treaty, its party system is unlike any other in the UK, and its model of government is unusual even by international standards. This module introduces students to the principal debates associated with the conflict, politics, and governance of Northern Ireland. It examines the main actors in the 'Troubles', the different interpretations of this conflict, how and to what extent the conflict has been resolved, the institutional design and day-to-day operation of the region's power-sharing system of government, and contemporary politics and society in Northern Ireland.

*Programme details and modules listed are illustrative only and subject to change.*

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## **CHOOSING THIS SUBJECT AS A COMBINED DEGREE**

In year one you will take 'history matters' and 'presenting the past'; either 'power, belief and identity: medieval and early modern worlds, C. 500-1600 CE' or the 'global history of the present' and either 'modern Britain: democracy, war and modernity' or 'understanding modern Europe'. In year two, you will take 30 credits of optional history modules from the same list of options available to Single Honours students. In year three you will either take a research-focused module in semester one and write a dissertation in semester two or take 30 credits of optional modules in semester one and in semester two take modules: 'uses of the past: history impact module' and 'history research essay'.

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## **HOW YOU'LL LEARN**

You will experience a mix of lectures, seminars, workshops and tutorials, with no modules being taught entirely through lectures. Most teaching takes place in small groups where you'll share and explore ideas with your tutors and peers. There is also the opportunity for historical field work in museums and galleries. You'll also attend workshops and lectures and

self-direct study through the course reading list and conducting research for your essays and projects. Academic staff are available on a weekly basis for one-to-one feedback and support through designated office hours. Course material is available 24-hours a day on Canvas, our online learning platform, and study support is available from our dedicated student services team.

Your second and third years benefit directly from research connected teaching, as your learning progresses from the core practice of studying History learnt in year one to a focus on more specific historical periods, places or concepts that will form the basis of your year three special subject and dissertation.

## **HOW YOU'RE ASSESSED**

Students on this course are assessed through a combination of exams and coursework. Coursework can include essays, group projects, individual or group presentations, writing opinion pieces, creating blogs or vlogs, or designing an exhibition. During your final year, you'll also submit your dissertation and sit final exams.

## **LIVERPOOL HALLMARKS**

We have a distinctive approach to education, the Liverpool Curriculum Framework, which focuses on research-connected teaching, active learning, and authentic assessment to ensure our students graduate as digitally fluent and confident global citizens.

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# Careers and employability

A History degree from the University of Liverpool offers you the chance to develop skills such as teamwork, informed judgement, cultural awareness and leadership – skills which have been identified by the Association of Graduate Recruiters as those increasingly in demand with graduate employers.

Our graduates progress to a range of careers including banking, law, financial consultancy, national and local government, third sector work, journalism, publishing, teaching or work in heritage and culture organisations.

Recent employers include:

- National Museums Liverpool
- BBC
- Foreign Office
- Department for Work and Pensions
- HSBC
- Pricewaterhouse Coopers
- Merseyside Police Authority
- British Council
- Sony Computer Entertainment

**4 IN 5 HISTORY STUDENTS FIND THEIR MAIN ACTIVITY AFTER GRADUATION MEANINGFUL.**

*Graduate Outcomes, 2018-19.*

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# Fees and funding

Your tuition fees, funding your studies, and other costs to consider.

## TUITION FEES

| <b>UK fees (applies to Channel Islands, Isle of Man and Republic of Ireland)</b> |        |
|--|--------|
| Full-time place, per year  | £9,250 |
| Year in industry fee   | £1,850 |
| Year abroad fee  | £1,385 |

| <b>International fees</b> |         |
|---------------------------|---------|
| Full-time place, per year | £22,400 |
| Year abroad fee           | £11,200 |

*Fees shown are for the academic year 2024/25. Please note that the Year Abroad fee also applies to the Year in China.*

Tuition fees cover the cost of your teaching and assessment, operating facilities such as libraries, IT equipment, and access to academic and personal support. [Learn more about paying for your studies.](#)

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## ADDITIONAL COSTS

We understand that budgeting for your time at university is important, and we want to make sure you understand any course-related costs that are not covered by your tuition fee. This could include buying a laptop, books, or stationery.

Find out more about the [additional study costs](#) that may apply to this course.

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## SCHOLARSHIPS AND BURSARIES



We offer a range of scholarships and bursaries to provide tuition fee discounts and help with living expenses while at university.

Check out our [Liverpool Bursary](#), worth up to £2,000 per year for eligible UK students. Or for international students, our [Undergraduate Global Advancement Scholarship](#) offers a tuition fee discount of up to £5,000 for eligible international students starting an undergraduate degree from September 2024.

[Discover our full range of undergraduate scholarships and bursaries](#)

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# Entry requirements

The qualifications and exam results you'll need to apply for this course.

| Your qualification                     | Requirements<br><a href="#">About our typical entry requirements</a>  |
|--|---|
| A levels                               | ABB<br>Applicants with the Extended Project Qualification (EPQ) are eligible for a reduction in grade requirements. For this course, the offer is <b>BBB</b> with <b>A</b> in the EPQ.<br>You may automatically qualify for reduced entry requirements through our <a href="#">contextual offers scheme</a> . |
| GCSE                                   | 4/C in English and 4/C in Mathematics   |
| BTEC Level 3 National Extended Diploma | Applications considered. BTEC applications are encouraged. We evaluate each BTEC application on its merits.   |
| International Baccalaureate            | 33 points with no score less than 4   |
| Irish Leaving Certificate              | H1,H2,H2,H2,H3,H3   |
| Scottish Higher/Advanced Higher        | ABB in Advanced Highers, combinations of Advanced Highers and Scottish Highers are welcome  |
| Welsh Baccalaureate Advanced           | Accepted at grade A including BB at A level   |
| Access                                 | Accepted in a relevant subject, with 30 level 3 credits at  |

|                              |  |
|------------------------------|--|
| <b>Your qualification</b>    | <b>Requirements</b><br><a href="#">About our typical entry requirements</a>  |
|                              | Distinction and 15 level 3 credits at Merit  |
| International qualifications | Many countries have a different education system to that of the UK, meaning your qualifications may not meet our direct entry requirements. Although there is no direct Foundation Certificate route to this course, completing a Foundation Certificate, such as that offered by the <a href="#">University of Liverpool International College</a> , can guarantee you a place on a number of similar courses which may interest you. |

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## ALTERNATIVE ENTRY REQUIREMENTS

- If your qualification isn't listed here, or you're taking a combination of qualifications, [contact us](#) for advice
- Aged 20+ and without formal qualifications? The one-year [Go Higher diploma](#) qualifies you to apply for University of Liverpool arts, humanities and social sciences programmes
- [Applications from mature students](#) are welcome.

**THE ORIGINAL**

**REDBRICK**