



University of Essex

STUDYING HISTORY AT ESSEX

**SEE THE WORLD
DIFFERENTLY**

Why Essex?

At Essex, we believe that History matters. To work out where we're going, we need to know where we are now, and how we got here. History gives us the power to change the world.

This way of looking at History shapes everything we do. We don't just teach you facts – we help you to find your own critical voice. Throughout your degree, you will learn to debate, to challenge opposing views and to value criticism – but also to think creatively about the past, to build your own interpretations, and to carry out your own research projects.

Here, you will learn to view History through the eyes of different people, telling hidden histories that might otherwise be forgotten. From Stalin's Russia to African-American slavery – from the Vietnam War to witchcraft in Germany – from liberation movements to the People's War – we believe in histories that connect the past with the present, and with ourselves.

Studying History at Essex

What will your experience of studying in the Department of History at the University of Essex look like?

History at Essex is driven by the need to study the past in order to better understand the present. To do this, we cast our net widely, and our students can shape their degree to suit their own interests, choosing between modules that examine, for example, the creation of the Apartheid state that was South Africa between 1948 and 1994, the role of Ghandi and Ho Chi Minh in the ends of empires, and the United States and the Vietnam War. Our teaching is based on the idea of 'active learning', and of **involving you in historical research** from the time that you arrive here.

Your degree will be made up of modules that address topics that you may be familiar with from school or college, such as the Third Reich, the transatlantic slave trade and the Russian Revolution, alongside modules that introduce you to new material and approaches, for example death and the undead in Britain and Ireland, the Tudors and Stuarts on film, and the history of dictators and politics in Latin America.

**Tell me and I'll forget;
show me and I may
remember; involve me
and I'll understand.¹**

Most of our students study over three years, full time, with some taking an extra year to study abroad. As you progress through your degree, the options that you have to shape your studies yourself increase, with students in their final year working on an independent research project that explores a topic of their choice, supervised by a historian who is a research expert in that field.

¹ We are not sure where this comes from. Despite extensive, in-depth research by the historians who put this booklet together, we couldn't find a properly verifiable source – some say it is an ancient Chinese proverb, others that it originated somewhere in Africa. This shows why you should always check your sources!

Student in Focus

Jesse Harrison Lowe

BA History, 2015-2018

For his final year Independent Research Project, Jesse researched American plans to annex Cuba in the 1800s. He presented his research as a 5000 word written project and a podcast. He chose this format because, as a keen podcast listener, he felt he had a good grasp of what makes an excellent podcast. It also played to his strengths in verbal communication. His advice to future students? "Be creative! I think I enjoyed my research project more thanks to the creative side of it."



Abigael Fagbolagun

BA History, 2016-2019
Study Abroad student,
California State University, 2018-19

I have always wanted to study abroad!

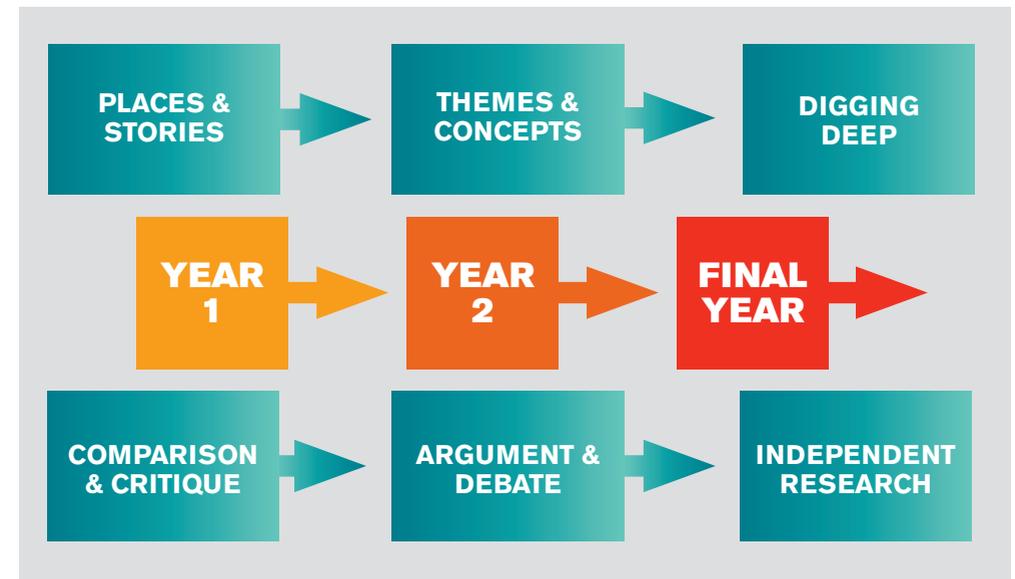
I am one of those people who watched High School Musical, alongside other shows and said "that is going to be me one day". Another reason, other than their extravagant college life, is the rich history the country has! I would love to learn their history from an American perspective. I really wanted to go somewhere that I have never been before and experience another culture; it encourages you to grow as a person and step out of your comfort zone. I also didn't mind that I would graduate a year later than expected. I thought to myself that I have got so many years to work. I might as well enjoy education for as long as I can!



Themes and Skills

The three years of the History BA taught at Essex each have an overall theme and set of aims, with particular skills being developed each year. These skills build on one another, and are taught throughout the degree, embedded into each and every module that you study. So by the end of the First Year you will have developed your skills as a critical reader of historical texts and your ability to create and structure historical argument. In the second year you will develop your skills

as an independent historical researcher alongside your understanding of historical debates, approaches and concepts. In the final year you will receive further training in working with primary sources and analysing and critiquing the work of other historians, enabling you both to create a successful piece of independent historical research and to engage with the latest historical thinking in your chosen areas of specialism.



Year 1

In the first year the overarching theme is **Places and Stories**, combining studies of changes over long periods of time, with options that allow for focused examination of specific places and stories. As soon as you start to study with us, we begin to equip you with the tools to study history successfully, and to emerge at the end of your degree as a historian in your own right.

One of the first modules that all of our first year students study is *Becoming a Historian*, a compulsory module that introduces you to the skills that you will need in the rest of your studies. You will learn how to compare and criticise the arguments of different historians, and why argument and disagreement are central to the practice of history. You'll learn how to begin using the vast resources of the Albert Sloman Library, and why all good historians are also good detectives.

Alongside *Becoming a Historian*, you will study one of our large 'survey' modules that run for the whole year. Students on the History BA study *Europe Transformed: 1450-1750*, which examines the key shifts and transformations in European life, power and politics in the early modern period, while students on the Modern History BA study *The Making of the Modern World since 1750*, which explores the ways that the world we live in today has been shaped through revolutions in thought, politics and industry, wars, political change, and the rise and fall of empires. Many of our students on both degree courses opt to take both of these survey modules. In addition, you choose optional modules that are on offer, from a list including *Multicultural Britain: A History*; *Hidden Histories: Class, Gender and the Rise of British Democracy*; *Resisting Empire*; and *The Great American Experiment*.

PLACES &
STORIES

YEAR
1

COMPARISON
& CRITIQUE

First Year Module in Focus

Resisting Empire

Students on this module examine the many different ways in which people across the globe opposed European imperialism. The module focuses on a set of case studies from the seventeenth to the twentieth century, across Africa, the Americas and Asia. Within a study of the nature of imperial power in each region and period, the module considers the successes and failures of a range of different resistance movements. Although many of these movements were crushed, the module serves to remind us that European empires were far from invincible, and always faced opposition. One of the examples we'll be examining is

Queen Njinga, who succeeded to the throne of Ndongo in present-day Angola in the 1620s and spent four decades dispatching rivals and fighting the Portuguese.



Queen Njinga with her soldiers and musicians, ca. 1650s.

Year 2

The second year introduces you to **Themes and Concepts in History**, taught both through our core module *Approaches to History* and through the wide range of options on offer. These modules cover diverse histories, areas of the world, and time periods from 1450 to the present. Modules reflect the wide-ranging research interests of staff, organised around themes including political cultures and citizenship; gender and sexuality; war and memory; race, diaspora and imperialism; and health, medicine and the body. You will have the opportunity to study topics as different as twentieth-century China and gender in early modern England, or the social and cultural impact of the First World War alongside activism and protest in Britain. But whichever modules you choose, the teaching will be research-led, taught by historians who are experts in the field, with an emphasis on debate, discussion, and argument.

You will also build on the skills learned in the first year on *Becoming a Historian* in the second-year module *Choosing Your Past: How to Design and Manage a Research Project*. This module trains you in the research skills necessary for the successful completion of your final-year research project.



Second Year Module in Focus

Consensus Britain? The State and the People, 1945-79

The module introduces students to sophisticated debates on postwar British history, but also uses a range of primary sources to deepen understanding of the period. Topics covered include the creation of the postwar settlement; the welfare state and delinquency; the growth of affluence; attempts to tackle racism in the 1960s; permissiveness and its discontents; the challenge of feminism in the 1970s; and the collapse of consensus amid the economic problems of trade union militancy in the same decade. As you will see, this module is about far more than politics narrowly conceived – it is about the nature of culture and society in a country experiencing enormous change.

Dr Matthew Grant, module leader, says: “Our aim in this module is to understand the ideas that underpinned the politics of postwar Britain. We examine transformations in the relationship of individuals to the state enshrined in the policies that built the Welfare State and promoted full employment. But we also consider how these policies excluded some sections of the population along the lines of race, gender, and class – and how some people responded by arguing against state policies, promoting their own vision of politics.”

Final Year

In your final year the theme is **Digging Deep**. This year you will build on the areas you have studied over the past two years to really develop your own research interests, working on your History Research Project, and on our *History Workshop* range of modules. The research project is the cornerstone of your time as an undergraduate with us. This is your opportunity to put the historical skills and knowledge that you have been learning into action, to research something that you are passionate about, and to present that research in a form that reflects your unique skills and interests. Working with an expert in the field, you will produce either a 10,000 word project, or a shorter written project accompanied by an alternative means of presenting your research, such as a podcast, a short film, or a museum display. Recent student projects have included a history of sex education in British schools, the Cuban revolution, the Portuguese inquisition, and the civil rights movement in the USA.

Your final year also sees you study our range of *History Workshop* modules, where you will be working intensively with our historians on an area of specialist research. The emphasis here is on primary sources – the building blocks of history – and you will get to grips with using these to develop new historical research. These modules are shaped by the research interests of historians working in the Department, and are your opportunity to work at the cutting edge of history – participating in historical research as it is being conducted. You might choose to work on *Unquiet Pasts: Controversies of Twentieth Century Britain*, *Witch-Trials in Early Modern Europe and New England*, or *Slavery and Plantation Societies in Latin America*. Whichever modules you choose to study, you will be developing your own critical voice, exploring the past in order to better understand the present – and to shape the future.

DIGGING
DEEP

FINAL
YEAR

INDEPENDENT
RESEARCH

Final Year Module in Focus

Final Year Module in Focus

Witch-Trials in Early Modern Europe and New England

This module uses a wide range of primary sources to explore the phenomenon of witch beliefs and witch hunts in the early modern period. Drawing on these and on the accompanying historical debates, students consider topics such as beliefs about witchcraft and the devil, who were most likely to be accused of being witches (and why), and why this wave of belief finally came to an end.

Professor Alison Rowlands, module leader, says: "On the module, we try to imagine what it would have been like to live at a time when people believed in magic and witchcraft. This helps us understand the motivations behind accusations and confessions of witchcraft, and why educated men made laws against witchcraft that sent thousands of people to their deaths. To try to 'get inside the heads' of people who lived in

the sixteenth and seventeenth centuries, we do some role-plays and a piece of creative writing from the (imagined) perspective of someone caught up in the witch-trials. We also look at various primary sources and images; this one (from 1647) shows the East Anglian witch-finder, Matthew Hopkins, with two of his victims."



Witch trials

MA in History at Essex

If your experience of studying with us has whetted your appetite for developing your historical skills and knowledge further, we also offer an MA programme in History. This is a one year full-time, or two year part-time, course of study, where students build upon their undergraduate studies to develop and extend historiographical, methodological, and research skills, combining an independent research project with an opportunity to

undertake small group work with historians exploring new areas of research. In addition to the taught MA programme, we also offer the innovative 'Masters by Research', which allows students to work on a piece of in-depth independent research under expert supervision, producing a detailed research project that, like the undergraduate research project, can be presented in a range of different formats.

Student in Focus

Olivia Smith

BA History, 2015-2018; MA History by Dissertation, 2018-2019



Olivia being interviewed by the BBC while working as an intern for the Commonwealth War Graves Commission at Thiepval Memorial, France. She is drawing on this work for her MA dissertation.

My History degree at Essex deepened and extended my historical knowledge. The differing historical focus of the lecturers at Essex really widens your historical knowledge and allows you to explore and understand history from many different perspectives. From learning about the persecution of witches in early modern Europe to the history of climate in a global history module, History at Essex has allowed me to understand history on a global perspective.

I have decided to stay on at Essex because history is my passion, it's what I always wanted to do, and being at Essex I know I have the best support network within the Department to help me get to where I want to be. I fell in love with my dissertation and truly felt my passion for history coming out in that project, so my decision to continue with my studies was easy when I knew I could carry on researching a topic I am beyond passionate about.

Education Inside and Outside the Classroom

Field Trips and Other Activities

Students on the History programme at the University of Essex have the opportunity to go on a range of field trips, linked to their chosen areas of study. For example, all first year students visit the Essex Record office, and students taking the *Multicultural Britain* module travelled to London, where they visited the Bishopsgate Institute in the City. The Institute's library holds an amazing

range of materials on the everyday lives of Londoners and students had the chance to explore cases full of primary sources, all selected to fit the themes of the module, from pamphlets promoting and denouncing the rise of the British Union of Fascists in the 1930s to newly arrived and uncatalogued photographs of the Asian women who led the Grunwick strike in the 1970s.



Students from the *Multicultural Britain* module on a field trip to the Bishopsgate Institute

Public History

If you love History, that might be because you had an excellent teacher at school – but it might also be because you visited a museum, read a book, or watched a TV series that sparked your imagination. In the Department of History here at Essex, we encourage students to engage with History beyond the textbook. We run innovative modules based on changing public events and relationships with different

cultural organisations. **These modules change from year to year so that we can keep students up-to-date with the latest developments and in touch with potential employers.** Ask about our latest public history modules when you attend an open day. Recent modules include *Votes for Women* and *Bourne Mill*.

Votes for Women

This module takes the anniversary of British women gaining the vote in 1918 as its starting point to explore the history of the women's movement in the early twentieth century. In so doing we also explore how women are represented today and how their achievements, stories, and voices are being showcased in museums, public spaces, and films. This means we combine the past with the present. We think about the local and the national context of the events 100 years ago, but we also ask how women have been represented since then. Throughout the module we cooperate with external partners (Essex Museums and the Essex Record Office) and we explore the opportunities and challenges of remembering and celebrating women's achievements. Together with our external partners, students develop their own small projects ranging from a map illustrating how women have been remembered in street signs and statues in Colchester, to a small exhibition on the suffrage movement, to an exploration of women's voices on display in Colchester's museums.

In addition to these public history modules, tutors offer opportunities for students to engage in a range of fun activities that also build vital skills. For example, since 2015, Dr Lisa Smith has organised an annual virtual transcribathon for the Early Modern Recipes Online Collective. Classrooms, researchers, and the interested public from

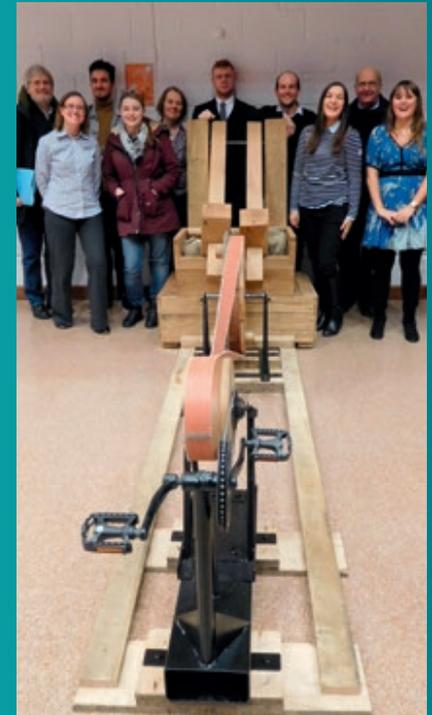
Australia to the United States work together to transcribe a seventeenth-century recipe book in twelve hours. Besides learning how to read old handwriting or discovering insights into medical and cookery history, participants particularly enjoy the sense of community involved in working together on a project.

Bourne Mill

Bourne Mill is situated next to a large mill-pond on Bourne Road in Colchester. Local gentleman Sir Thomas Lucas had the very picturesque mill building, which served as both a mill and a fishing lodge for the local social elites, constructed in 1591; over the centuries it has functioned as a grain mill and a fulling (cloth-treating) mill and in this latter capacity, was important in the Colchester textile trade. The mill stopped working in 1935; a series of different tenants lived in the building after it was bought in 1936 by the National Trust. We worked in partnership with the National Trust, with whom we collaborated on a successful Heritage Lottery Fund (HLF) bid to re-vision the way in which the history of the building and its grounds are communicated to the public. The centrepiece of the project was the construction of a bicycle-powered set of fulling-stocks; these were intended to foreground the importance of Bourne Mill in the context of the local textile trade.

Students who took the module had to produce either a piece of research on some aspect of the history of the Mill; a written report on some aspect of the Mill's current use and/or management as an historical building; or a contribution (in the form of a display board, webpage or booklet, for example) to the public display and dissemination of the

Mill's history. We had some really creative outputs, including exhibition boards, a children's treasure-hunt booklet, a virtual Prezi tour of the Mill, and teaching resources for school children. Students also took part in the public conference about the HLF project which was held on campus in January 2016; one postgraduate student obtained an internship as Project Manager in the final phase of the HLF project.



Staff and students with reconstructed fulling stocks at the HLF conference

Placements

Jasmine Moran

Third-year History student



Jasmine Moran at the Local Heritage Day for Essex County Hospital

In my second year I applied for an Undergraduate Research Opportunities Program (UROP) placement. UROP allows students to gain real and paid experience in areas of great interest. It lets students work more closely with their lecturers to understand how History (among other subjects) can be used in a professional setting.

I worked on a public history project with Dr Alix Green. This focused on organising a Heritage Open Day for the local Essex County Hospital which took place on 30 June 2018. The hospital has now closed its doors after 200 years. Since then I have been collecting details to conduct further interviews with former staff, and scanning objects and photographs to build on and expand our archive while adding to that of local oral history groups. I have been fortunate enough to challenge myself in different areas through UROP. The organisation of the event required running the Essex County Hospital Heritage blog, which is still very much active, as well as other social media aspects. To add to this I was also able to show my creative side by designing displays and posters, I conducted my own research on the Hospital, and was able to hear really compelling personal stories.

Caroline Wallace

University of Essex History graduate

I held a placement at the Essex Record Office (ERO) in Chelmsford as part of their Great War Archive Project. The Friends of Historic Essex bought a scrapbook for the ERO. It was created by a lady from the county's 'Wood' family, Minna Bradhurst, and documents her life during the war, like the things she found interesting or significant and her family's war activities. It also shows how much of everyday life continued during the war. It is part of a set of four scrapbooks, the others all being in private hands, although the ERO has microfilm copies of them, along with copies of other scrapbooks put together by Minna Bradhurst.

As part of my placement, I researched the Bradhurst and Wood families, the Red Cross in Essex during the war, Rivenhall Place (the family home) and Field Marshal Sir Evelyn Wood (uncle of Minna Bradhurst) amongst other things. I also looked at the activity of scrapbooking itself. I loved being able to delve into the ERO archives and discover all the other documents held there. On the placement, I learnt a huge amount about myself – my abilities and limitations, and how to overcome them.



History student Caroline Wallace with Minna Bradhurst's Great War scrapbook at the Essex Record Office

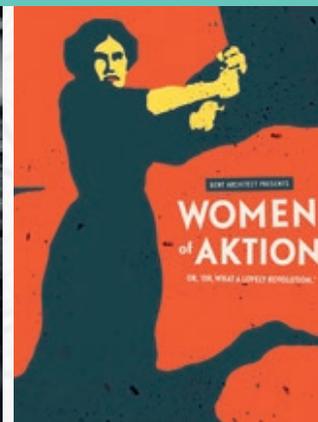
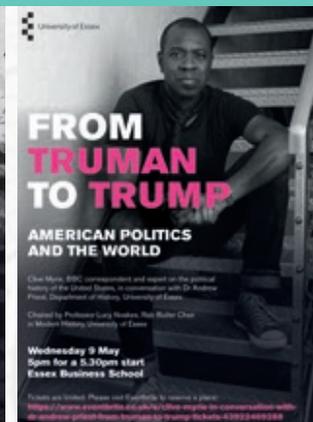
Extra-Curricular Events

The Department of History at Essex regularly hosts visiting speakers on campus, and also puts on a range of different activities that build on the research interests and expertise of the historians here. Recent speakers include Clive Myrie, the BBC journalist and broadcaster, talking with Dr Andrew Priest, a historian of modern America, about the paths that led to the 2016 election of Donald Trump as President. In 2017 Dr Jeremy Krikler, historian of

Africa and its diasporas, saw his play about the transatlantic slave trade, *A Peril of the Sea*, staged at the Lakeside Theatre on campus and at the Bloomsbury Theatre, London. As part of a range of events marking both the centenary of (partial) female suffrage in Britain and the end of the First World War, in 2018 the Department hosted a public lecture by Professor Susan R. Grayzel (Utah State University) and a play, *Women of Aktion*.



The cast of University of Essex historian Jeremy Krikler's play *A Peril of the Sea* (performed at the Lakeside Theatre, 2017).



Left to right: Did Women Have a Great War?; From Truman to Trump; *Women of Aktion*, Bent Architect Theatre Company, October 2018.

Employability

At Essex we believe that you must understand the world in order to change it, but we also know that employability matters. An Essex History degree opens doors to employment in an array of fields, and not just in history or education. Our alumni can be found working in Parliament, government and civil service, and in business. Essex prepares you for these careers by offering hands-on, research-led teaching that gives you the chance to hone the fundamental, transferable skills desired by all employers. We do this by teaching you to think and communicate using history. We also offer help with internship placements and even teach CV-writing and interviewing skills.

YEAR 1

Employers want team members who can deal critically with information. You will begin developing this skill in your first year by working with our expert researchers. You'll learn how to analyse interpretations of the past, identifying important ideas and evaluating the evidence that underpins them. You'll then gain hands-on experience working with and criticising primary source materials, the information building blocks of historical analysis.

Employers want people who know how to find information, how to conduct research. At Essex, you'll do more than search the web and go to the library. You'll learn to go straight to the sources for 'raw' information, and you'll learn how to process your findings into something usable. You'll discover the various modes of information gathering, from archival research in original documents to interviewing and oral history. Opportunities outside of the classroom include contributing archival research to projects led by our scholars, or reading and transcribing recordings of wartime experiences. You can even get paid for your work through our Undergraduate Research Opportunities Placement scheme.

YEAR 2

Employers want people who can see how things fit into the 'big picture', and that happens to be what our second year is all about. You'll see how the materials and evidence that you work with in your first year connect with broad, overarching historical and theoretical interpretations. You'll learn why the framing of the past matters, how to move back and forth between different levels of analysis, and how to work out the implications of an argument.

FINAL YEAR

Employers need people who know how to communicate.

Throughout your time here, you will gain experience expressing your thoughts in seminars, in oral presentations, and, most crucially, in writing. Clear communication, the ability to support arguments with evidence, lies at the heart of our teaching. Opportunities to supplement your classroom experience are many. For example, our Department employs students who blog and write for our website.

Above all, employers value people who can work independently to conceive and carry out a complex, multifaceted project.

In your final year, you will carry out a long-term investigation of a historical problem of your own choice. You'll learn to define the problem and to devise a method to investigate it. You'll learn to contextualise your findings in the 'big picture', and you'll learn to communicate your research to wider audiences, in writing and, if you choose, in other media as well (perhaps as a podcast, a short film or a museum display).

Transferable history skills are not the only thing you'll learn, however.

As part of your History degree, you'll be taught specific employability skills. Our employability module, which you'll take across your three years at Essex, combines a historical perspective on the world of work and employment with everything you'll need to plan your post-university career. The majority of History students go into a really diverse range of occupations, so this module will give practical experience in resumé writing, interviewing, and career planning, as well as the opportunity to plan and reflect upon work experience or internships in any area of employment. For those of you who are interested in pursuing a career in the cultural sector, you'll learn how to communicate history to non-academic audiences in museums and through new media. If you're interested in school teaching we will guide you to opportunities to get classroom experience.

Your History studies at Essex will provide you with the critical thinking and communication skills you need for a whole world of careers. Join us and we'll show you how.

Did you know...?

An undergraduate History degree can lead to a more diverse range of careers than you might have imagined ...

- Perhaps it's not a surprise that so many History graduates can be found in the fields of **law, politics and journalism** – after all, the ability to weigh up evidence and present a balanced case is essential to these fields. **Sonia Sotomayor**, the first Hispanic and Latina Associate Justice of the Supreme Court of the United States, studied History at undergraduate level before entering Harvard Law School. **Robert Gates**, United States Secretary of Defense from 2006 to 2011, holds undergraduate and postgraduate degrees in History. **Jeremy Bowen**, the BBC's Middle East editor, studied History, and now uses the research skills he learnt to interrogate Middle Eastern politics.
- Using the evidence to work out a strategy and stick to it is also crucial for historian **sports players** like cricketers **Ed Smith** and **Michael Atherton**, and darts legend **Sid Waddell**. The athlete **Dina Asher-Smith** managed to set a world record for the 200m while studying History, commenting that, "The degree gives me a balance, which makes life easier and prevents me going stir crazy. It's given me a more rounded perspective."
- Many **comedians** hold History degrees, including **Sacha Baron Cohen**, **Richard Herring**, **Steve Carrell**, and **Al Murray**. Actors like **Joanna Scanlon**, **Joe Thomas**, **Edward Norton**, and **Ruth Wilson** clearly learnt about good timing alongside their studies of the past. If it's all about timing, that might explain why so many History graduates have moved into the world of **music**, such as the **Chemical Brothers**, **Chris Martin**, and **Bruce Dickinson**.
- The ability to understand different cultures and ways of life has clearly been essential in helping **directors, filmmakers, and broadcasters** like **Louis Theroux**, **Michael Palin**, **Peter Mullan**, and **Jonathan Ross** to reach out to different audiences. The same skills of empathy and imaginative reconstruction of the mental worlds of others no doubt explains why so many novelists and writers have studied History, including **Salman Rushdie**, **Sarah Dunant**, and **Alan Bennett**.
- Finally, perhaps people with a strong sense of justice find in History the tools they need to understand the world as it is, and as it has been, and to change it. **Elizabeth Eckford**, in 1957 the first African American student to enter a white southern high school, despite mob protests and threats of lynching, later graduated with a BA in History.

Modules

Because your lecturers at Essex are also active researchers, they constantly update modules, adding new content to older modules and running new modules based on their latest research. This means that you'll be exposed to cutting-edge historical

research by lecturers who are just as enthusiastic and excited about their topics as they were the first time they entered the archive. Here are just some of the diverse modules we have offered in recent years.

Year 1

- Becoming a Historian
- Europe Transformed: 1450-1750
- The Making of the Modern World since 1750
- Power and People: The Development of Democracy in Modern Europe
- The Great American Experiment
- Resisting Empires
- Hidden Histories: Class, Gender and the Rise of British Democracy
- Multicultural Britain: A History

Year 2

- Approaches to History
- Choosing Your Past: How to Design and Manage a Research Project
- Public History Modules: Bourne Mill, Colchester; Votes for Women!
- Urban Britain: Towns and Cities from Medieval to Modern
- Gender in Early Modern England
- Supernatural and Natural Worlds in Early Modern Europe
- Life in the Three Kingdoms: Societies and Cultures in Early Modern Britain and Ireland
- The Thirty Years' War (1618-1648): A Military, Social and Cultural History
- Resistance and Rebellion in the World of Atlantic Slavery
- Literature and the Condition of England
- The Social and Cultural History of the First World War
- Sex, War and Class at the Movies: Britain, 1930-2000
- Consensus Britain? The State and the People, 1945-79
- Cultures of Activism: Protest in Britain, 1958-2003
- Russia in Europe from Ivan the Terrible to the Great War
- Between Protection and Control: Policing Europe in the 19th and 20th Centuries
- America in the World
- The African American Experience
- Human Rights in Historical Perspective
- Imagining China: From the 13th Century to the Postwar Era
- Revolutionary Encounters: China and the World
- South Africa: The Road to Apartheid
- The Making of Modern Brazil
- Dictators and Politics in Latin America: From Bolívar to Chávez

Final Year

- Independent Research Project
- London 1500-1700: Reformation, Wealth and Destruction
- Early Modern Households
- Witch-Trials in Early Modern Europe and New England
- Popular Rebellions in Early Modern Western Europe
- The Tudors and Stuarts on Film
- The English Revolution
- Labour and Life: Work in Pre-Industrial Britain
- Death and the Undead in Britain and Ireland, 1450-1750
- Crime and Punishment: England in Comparative Perspective 1650-1900
- Maritime Life in the Age of Sail
- The Transatlantic Slave Trade
- Pain: A Short History
- The Common People: British Social History 1830-1950
- The People's War: Making the Home Front in Britain, 1939-1945
- Cold War Britain (1945-1991)
- Unquiet Pasts: Controversies of Twentieth-Century Britain
- Metropolis: Urban Germany 1900-1945
- The Third Reich
- The Russian Revolution, 1905-1932
- From Stalin to Putin
- Women, Gender and Sexuality in 20th Century US History
- The Presidency of Lyndon B. Johnson (1963-69)
- The United States and the Vietnam War
- Fictions of Empire
- Slavery and Plantation Societies in Latin America
- The British Empire in the Indian Ocean World, 1780-1930
- Bringing Down the Empire: Gandhi and Ho Chi Minh
- From Liberation to the Tiananmen Massacre: China from Mao to Deng Xiaoping, 1949-1992

Research at Essex

The Department of History at Essex is a research-intensive department: all of our historians are active researchers, pursuing innovative research across a wide range of topics from 1450 to the present. The Department has a long tradition of pioneering research, particularly in the fields of social and cultural history, and Essex was one of the first British universities

to develop work on history from below, gender history, and oral history. We continue this legacy today through our research clusters, which bring historians together to collaborate on their research interests, and to create not only new historical research and teaching, but also research-led events at the University that students can participate in.

The current research clusters in the Department are:

Race and Diaspora

Teaches and researches voluntary and coerced global migrations and race since the 1500s. Areas of special interest include the transatlantic slave trade, colonialism, migration and identity formation. Modules linked to this cluster include *Resisting Empire*, *The African American Experience*, *South Africa: The Road to Apartheid*, *The Making of Modern Brazil*, *Resistance and Rebellion in the World of Atlantic Slavery*, *Fictions of Empire*, and *The British Empire in the Indian Ocean World, 1780-1930*.

Cultures of Class

This cluster examines the role of social class in understanding both how modern societies function and how they change. Class is understood in both material and economic terms, but also as an ideology and as a set of representations. Modules linked to this cluster include *Hidden Histories: Class, Gender and the Rise of British Democracy*.

Early Modern Cultures

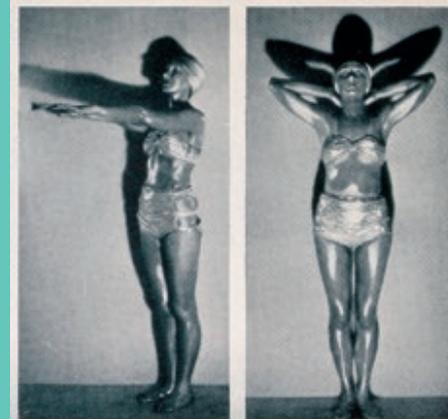
Members of this cluster study Europe between 1450-1750, with a focus on early modern space, the body, urbanisation, witchcraft, the supernatural, and religious violence. Modules linked to this cluster include *Gender in Early Modern England* and *Supernatural and Natural Worlds in Early Modern Europe*.



The French slave ship Marie-Séraphique, late eighteenth century.



Three women hanged as witches.



A woman performing physical exercises, Wellcome Collection.



Placard at Women's March, January 2018

Health, Medicine and Community

This cluster works on the histories of health and well-being, including public health campaigns, women's health, and alternative healing practices. Modules linked to this cluster include *Pain: A Short History* and the MA Module *Narcotic History: A History of Drugs from the Sixteenth to the Twenty-First Century*.

Political Cultures and Citizenship

This cluster works with a broad definition of political history, considering political identities, ideologies and experiences alongside a history of political institutions. Modules linked to this cluster include *Cultures of Activism: Protest in Britain 1958-2003* and *The Third Reich*.

War, Memory and Life Stories

Work focuses on the multiple ways in which the experience and memory of warfare shapes both individual lives and the wider world, with members working on the legacies of war in Europe and Asia. Modules linked to this cluster include *The Social and Cultural History of the First World War* and *The United States and the Vietnam War*.

Women, Gender and Sexuality

Teaches and researches across a broad and diverse range of historical contexts, from the early modern to the contemporary, and in Africa, Europe and the Americas. Modules linked to this cluster include *Votes for Women: Life and Work for Women in Twentieth-Century Britain* and *Becoming Modern: Women, Gender and Sexuality in Twentieth-Century US History*.

Staff in the Department of History

Justin Colson

- Trade, merchants and occupational identity in medieval and early modern Europe

Catherine Crawford

- Social and cultural history of medicine in seventeenth- to nineteenth-century Europe

Amanda Flather

- Material culture, gender and sexuality in early modern England

Thomas Freeman

- Medieval and early modern martyrdom

Mark Frost

- British empire in Asia

Matthew Grant

- The cold war and citizenship in post-1945 Britain

Alix Green

- History and policy in twentieth-century Britain

Peter Gurney

- Popular politics, protest and working-class culture in nineteenth-century Britain

Sean Kelley

- The transatlantic slave trade and Africans in the Americas

Jeremy Krikler

- The slave trade, imperialism, and peasant history in Southern Africa

Tracey Loughran

- Gender, health and psychology in twentieth-century Britain

Lucy Noakes

- War, memory and gender in twentieth-century Britain

Andrew Priest

- US foreign policy and Anglo-American relations since c. 1860

James Raven

- Historical, communications and cultural studies after 1500

Matthias Röhrig Assunção

- Politics and popular culture in nineteenth and twentieth century Latin America

Nadine Rossol

- Social and cultural history of Weimar and Nazi Germany

Alison Rowlands

- Witchcraft and gender in early modern Europe, with particular focus on Germany; the Thirty Years War (1618-48)

Felix Schnell

- War, violence and revolution in nineteenth and twentieth century Russia and Europe

Lisa Smith

- Medicine, science and the body in Britain and France in the seventeenth and eighteenth centuries

Xun Zhou

- Health, modernity and everyday life in China, c. 1870-1950

