1. **Title of the module**

HIST4260 (HI426) Making History: Theory and Practice

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 (15ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Single and Joint Honours History students

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate the ability to undertake research with the aim of addressing a particular question, or problem, relating to a variety of historiographical approaches.

8.2 Demonstrate the ability to communicate their analysis of historical sources accurately and appropriately, using coherent and well-structured arguments, and utilising historical methodologies and approaches.

8.3 Demonstrate knowledge of the conceptual, practical and intellectual principles in the discipline of history that they will build upon during the remainder of their degree.

8.4 Use and understand a wide variety of historical methods, schools and genres that will increase their understanding of the discipline and the historian’s relation to it, as well as giving some epistemological awareness of the different types of historical knowledge.

8.5 Identify and use a range of historical sources (both primary and secondary) to help promote critical thinking and analytical awareness.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate a number of transferable skills and general academic disciplines necessary for study at degree level, including; general IT skills, communication skills, research skills.

9.2 Demonstrate effective use of library catalogues, online journals, and other web-based resources.

9.3 Work effectively in groups and to be able to ability to communicate effectively to a variety of audiences and/or using a variety of methods.

1. **A synopsis of the curriculum**

This module has two aims: 1) to contribute towards equipping the students with the necessary practical and intellectual skills for them to think and write as historians at an undergraduate level; 2) to encourage them to think reflectively and critically about the nature of the historical discipline, its epistemological claims, and why we, as historians, do what we do in the way we do it.

It will focus on the process of ‘getting used to’ undergraduate history; the difference between university life from school/college. These sessions are reinforced with inhouse study skills sessions. This will be reinforced through the seminar teaching in the remainder of the module.

The module identifies and explores three main areas of history, asking: what is medieval history; what is early modern history; what is modern history? Students will also explore different central historical themes and approaches in historical scholarship, such as Marxism or nationalism, thereby introducing them to history at university level at both a practical and conceptual level. This will cover the development of university history in the broad sweep of history from approximately the twelfth century to the late twentieth century. It will also consider the impact of the Social Sciences on the historical profession during the twentieth century.

The seminars will reinforce these sessions through discussion of selected readings on relevant topics. Students will also study how to use and analyse a primary source and a variety of historical methodologies.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

• Stefan Berger et al (eds), Writing History: Theory and Practice, 2nd edn (Hodder Education, London, 2010)

• Anna Green and Kathleen Troup (eds), The Houses of History: A Critical Reader in Twentieth-Century History and Theory (Manchester University Press, Manchester, 1999)

• George. G. Iggers and Q. Edward Wang, A Global History of Modern Historiography 2nd edn (Routledge, London, 2017)

• Bonnie Smith, The Gender of History: Men, Women and Historical Practice (Harvard University Press, Cambridge, 1998)

• Garthine Walker (ed.), Writing Early Modern History (Bloomsbury, London, 2005)

1. **Learning and teaching methods**

Lecture, Seminar and Workshop Hours: 44

Independent Study Hours: 256

Total Hours: 300

1. **Assessment methods**
	1. Main assessment methods

100% coursework

Source analysis 1 (1000 words) (25%);

Source analysis 2 (1000 words)(25%);

Group conference presentation (10%); and a

2,000 word essay (40%).

13.2 Reassessment methods

100% Coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Independent Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lecture* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| *Seminar* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Workshop* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| *Source Analyses* | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| *Conference Presentation* | **X** | **X** |  |  | **X** | **X** | **X** | **X** |
| *Essay* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| *Plagiarism Exercise* |  |  |  |  |  | **X** | **X** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

As the module is concerned with the breadth and depth of the discipline of history, much of its contents will have a significant international dimension. This would include reference to and use of international examples to illustrate academic arguments; the use of international source materials, especially books and journal articles by authors from a multiplicity of international background addressing the same topic. The module will draw on source material with a global range, especially from Europe, North America, Africa and the Middle East. The student body will also be international, as the programmes continue to attract a small contingent of international students.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 12/12/19 | Major | Sep 2020 | 9, 11, 13, 14 | No |
|  |  |  |  |  |