1. **Title of the module**

HIST8920 (HI892) Writing the Past

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

Arts and Humanities (History)

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

Level 7

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

30 (15)

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

Spring Term

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

None

1. **The course(s) of study to which the module contributes**

MA Modern History

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

8.1 Apply theoretical and methodological insights from historiography to their own specialised areas of interest.

8.2 Confidently deploy historians’ skills in critique, research and writing, dealing with complex historiographical issues both systematically and creatively.

8.3 Embark upon their own original historical project (the dissertation), demonstrating self-direction and originality in tackling and solving problems of historical research and writing and acting autonomously in planning and implementing these activities.

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

9.1 Demonstrate exceptional communication skills suitable for the (post)graduate workplace, conveying their ideas clearly and coherently, in a manner appropriate to specific audiences, both orally and in writing.

9.2 Exercise initiative and personal responsibility, exemplified by the ability to reflect on their own learning, plan their use of time, and identify appropriate directions for further study.

* 1. Exercise an ability for independent learning such as is required for continuing professional development, exemplified by their ability to research issues independently and productively.

1. **A synopsis of the curriculum**

This module further develops students’ understanding of the methods and interpretations, introduced in Reading the Past, and encourages them to consider how these can be applied to their own specialist areas of historical research. There is a particular focus on communication skills, both written and oral, as a dimension of the historian’s professional practice. The nature and use of history in public contexts is also considered. The module is delivered via workshops; the trajectory of the workshops and the module’s assessments is to enable students to lay the groundwork for their dissertations.

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

* De Groot, Jerome. Consuming history: Historians and heritage in contemporary popular culture. Routledge, 2016.
* Finn, Margot, and Kate Smith. New Paths to Public Histories. Palgrave, 2015.
* Frisch, M. (1999) A Shared Authority: Essays on the Craft and Meaning of Oral and Public History. New York: SUNY Press
* Kean, H., Martin, P., and Morgan, S. (2000) Seeing History: Public History in Britain Now. London: Francis Boutle Publications
* MacMillan, Margaret. Dangerous games: The uses and abuses of history. Modern Library, 2009.

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total study hours: 300

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

Written portfolio (5,000 words): 80%

Oral presentation: 20%

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 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| Written Portfolio | **X** | **X** | **X** | **X** | **X** | **X** |
| Oral Presentation | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division 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**

This module encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. International study visits are organised for students to participate in where applicable to their learning. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**DIVISIONAL USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13 | No |
|  |  |  |  |  |