

**1. Programme title(s) and UCAS code(s):**

BA Contemporary History, V140

BA Contemporary History with a Year Abroad\*

\*Students may only enter these degree programmes by transferring at the end of year 1

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:**

Full-time

**b) Type of study:**

Campus-based

**4. Registration periods:**

The normal period of registration is three years

The maximum period of registration is five years

Year Abroad:

The normal period of registration is 4 years full-time

The maximum period of registration is 6 years full-time

**5. Typical entry requirements:**

ABB at A2 level. International Baccalaureate: Pass Diploma with 32 points including at least one subject with 6 points at higher level

**6. Accreditation of Prior Learning:**

APL will not be accepted for exemptions from individual modules, however may be considered for direct entry to year 2, on a case by case basis and subject to the general provisions of the University APL policy.

**7. Programme aims:**

The programme aims to

- provide a rigorous, coherent and attractive history curriculum that draws on the research expertise and teaching strengths in the subject in the School of History, Politics and International Relations;
- provide a stimulating and challenging learning experience for all students;
- develop students' knowledge and understanding of the wide geographical range of their discipline;
- develop students' abilities to apply historical theories, techniques, and concepts to analyse and explain specific historical periods and themes;
- enable students to demonstrate a variety of approaches to understanding the past as used by different types of historians;

- enable students to develop and demonstrate a range of skills necessary for the study of history; and
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

In addition to the aims of the programme outlined for the 3-year degree in Contemporary History, the 4-year degree also aims:

- to broaden students' learning experience in an international context;
- to provide students with the opportunity to develop their language skills by studying for a year in a European country – this does not apply to those students opting to study in Australia or North America;
- to widen students' cultural experience by living and studying abroad;
- to develop students' transferable skills in order to enhance their employability.
- Intended learning outcomes for the year will be those of the modules they take at the Higher Education Institution they attend during their year abroad.

#### 8. Reference points used to inform the programme specification:

- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland
- QAA Benchmarking Statement for History  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-history-14.pdf>
- University of Leicester Employability Strategy
- University of Leicester Periodic Developmental Review Report (2015)
- First Destination Survey
- Student Feedback
- Graduate Survey
- [University of Leicester Learning and Teaching Strategy 2011-2016](#)
- External Examiners' reports (annual)

#### 9. Programme Outcomes:

| Intended Learning Outcomes   | Teaching and Learning Methods  | How Demonstrated?  |
|--|--|--|
| <i>(a) Discipline specific knowledge and competencies</i>          |  |  |
| <b>(i) Mastery of an appropriate body of knowledge</b>             |  |  |
| Demonstrate mastery of an appropriate body of historical knowledge | Lectures, tutorials, seminars, directed reading, independent research, resource-based learning | Essays, essay-based examinations, dissertations, seminar presentations, contributions to discussions, problem-based exercises. |

| <b>Intended Learning Outcomes</b>   | <b>Teaching and Learning Methods</b>   | <b>How Demonstrated?</b>  |
|---|--|---|
| <b>(ii) Understanding and application of key concepts and techniques</b>  |  |   |
| Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence. | Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises. | Essays, essay-based examinations, seminar presentations, dissertations, contributions to discussions, computer-based exercises, problem-based exercises,  |
| Demonstrate a variety of approaches to understanding, constructing and interpreting the past.                                     | Tutorials, seminars, independent research, computer practical classes, team problem solving exercises, placement-based learning.   | portfolio, research proposal, group presentations, reflective learning journal.   |
| <b>(iii) Critical analysis of key issues</b>  |  |   |
| Compare and analyse the histories of different countries, societies or cultures.  | Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.                             | Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises.  |
| Analyse historical processes through the assessment of continuity and change over extended time spans.                            | Tutorials, seminars, directed reading, independent research, team problem solving exercises.                                       |   |
| Reflect critically on the nature of history as a discipline.  | Tutorials, seminars, directed reading, independent research, team problem solving exercises.                                       |   |
| <b>(iv) Clear and concise presentation of material</b>  |  |   |
| Present historical problems and arguments in a variety of written and oral formats.   | Tutorials, seminars, directed reading, independent research, team problem solving exercises, IT and other skills workshops.        | Writing tasks, seminar presentations, contributions to discussions, posters, podcasts, webpages, research proposal, reflective learning journal.  |
| <b>(v) Critical appraisal of evidence with appropriate insight</b>  |  |   |
| Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence.                               | Tutorials, seminars, directed reading, independent research, team problem solving exercises.                                       | Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises, group oral presentation, research proposals, reflective learning journals. |
| Read, analyse, and reflect critically and contextually upon historical texts and other source materials.                          | Tutorials, seminars, directed reading, independent research, computer-aided learning, team problem solving exercises.              |   |

| <b>Intended Learning Outcomes</b>  | <b>Teaching and Learning Methods</b>   | <b>How Demonstrated?</b>   |
|--|--|--|
| <b>(vi) Other discipline specific competencies</b>   |  |  |
| Design, research and present a sustained and independently conceived piece of writing in history or politics.  | Independent research, supervisions.  | Independent research projects, Dissertations, research proposals.  |
| Present referencing and bibliographic material to appropriate subject specific standards   | Tutorials, seminars, student handbooks, essay and coursework feedback  | Essays, dissertations, independent research projects   |
| <b>(b) Transferable skills</b>   |  |  |
| <b>(i) Oral communication</b>  |  |  |
| Demonstrate clarity, fluency and coherence in oral expression.   | Seminars, tutorials, team problem solving exercises.   | Seminar presentations, contributions to discussions, oral group presentations, podcasts, poster presentations.   |
| Participate effectively in group discussions.  | Seminars, tutorials, team problem solving exercises  |  |
| <b>(ii) Written communication</b>  |  |  |
| Develop and sustain arguments in a variety of literary forms.  | Seminars, tutorials, team problem-solving exercises  | Essays, essay-based examinations, independent research projects, research proposals, reflective learning journals, posters.  |
| Demonstrate clarity, fluency and coherence in written expression   | Seminars, tutorials, independent research.   |  |
| <b>(iii) Information technology</b>  |  |  |
| Use IT to effectively support their History studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence. | Induction programme, computer practical classes, independent research, numeracy classes, IT and other skills workshop. | Essays, independent research projects, computer-based exercises, problem-based exercises, posters, podcasts, webpages, seminar presentations, group presentations. |
| <b>(iv) Numeracy</b>   |  |  |
| Consider the uses of numerical data in historical analysis   | Lectures, tutorials and numeracy classes. Skills workshops.  | Independent research projects, computer-based exercises, problem-based exercises.  |
| <b>(v) Team working</b>  |  |  |
| Be able to work collaboratively to jointly explore historical issues and arguments and to recognise the value of working closely with others.                              | Tutorials, seminars, team problem-solving exercises.   | Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group presentations  |

| Intended Learning Outcomes  | Teaching and Learning Methods   | How Demonstrated?  |
|---|---|--|
| <b>(vi) Problem solving</b>   |   |  |
| Address historical problems in depth using contemporary sources and advanced secondary literature.                  | Tutorials, seminars, team problem-solving exercises   | Essays, independent research projects, computer-based exercises, problem-based exercises, dissertation, research proposals, reflective learning journal. |
| <b>(vii) Information handling</b>   |   |  |
| Gather and deploy evidence and data to find, retrieve, sort and exchange new information.                           | Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises.              | Essays, independent research projects, computer-based exercises, problem-based exercises, dissertation, research proposal, reflective learning journal.  |
| <b>(viii) Skills for lifelong learning</b>  |   |  |
| Demonstrate intellectual independence through the setting of research tasks and the solving of historical problems. | All of the above, particularly Independent research.  | All of the above, particularly the research proposal, reflective learning journal and dissertation.  |
| Reflect upon own learning and achievements and plan for personal, educational and career development.               | Tutorials, career development programmes, resource based learning, personal development planning programme, placement based learning. | Portfolio, curriculum vitae.   |

#### 10. Progression points:

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

For HS coded modules, certain modules include qualifying elements which students have to pass in order to obtain credits for the module. Please refer to individual module specification forms for further information.

#### 11. Scheme of Assessment

This programme follows the standard scheme of award and classification set out in [Senate Regulation 5](#).

#### 12. Special features:

The School of History, Politics and International Relations includes one of the largest groups of historians in the UK. The Contemporary History degree allows students to specialise in predominantly twentieth-century history and its intersections with the politics and international relations of the modern world. The School is rated excellent for teaching by TQA and 85% of its historians' output was judged at 4\* and 3\* standard in Ref 2014 (the highest proportion in the UK). Students' learning experience is enhanced by the School's strong commitment to developing synergy between its research and teaching activities

#### 13. Indications of programme quality

Students following this programme have consistently been awarded good upper second class or first class degrees.

#### 14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found [here](#).

#### Appendix 1: Programme structure (programme regulations)

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##### BA CONTEMPORARY HISTORY

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##### FIRST YEAR MODULES

##### SEMESTER 1

##### Core Modules

|                       |  |           |
|-----------------------|--|-----------|
| HS1000                | Making History   | 20        |
| HS1002                | The Shock of the Modern  | 20        |
| PL1015                | Cold War, Crisis and Confrontation: International Relations, 1945-89 | 20        |
| <b>Semester Total</b> |  | <b>60</b> |

##### SEMESTER 2

##### Core Modules

|        |                   |    |
|--------|-------------------|----|
| HS1100 | People and Places | 20 |
|--------|-------------------|----|

##### EITHER

|        |                               |    |
|--------|-------------------------------|----|
| PL1012 | Comparative European Politics | 20 |
|--------|-------------------------------|----|

##### OR

|        |  |    |
|--------|--|----|
| PL1016 | Order and Disorder: International Relations from 1989 to the Present | 20 |
|--------|--|----|

20 credits of approved History modules

|                       |   |           |
|-----------------------|---|-----------|
| HS1012                | Connections and Cultures in a Changing World, 1750 to the present | (20)      |
| HS1013                | Great Britain: The State We're In                                 | (20)      |
| AM1004                | American History since 1877                                       | (20)      |
| HS1016                | Europe 1861-1991: Emancipation and Subjugation                    | (20)      |
| <b>Semester Total</b> |   | <b>60</b> |

##### SECOND YEAR MODULES

##### *Route A: with History Dissertation*

##### SEMESTER 1

##### Core Module

|        |                     |    |
|--------|---------------------|----|
| HS2400 | Perceiving the Past | 30 |
|--------|---------------------|----|

##### Optional Modules

*15 credits of approved History varieties or option modules and 15 credits of approved Politics/IR modules:*

History varieties:

|        |  |      |
|--------|--|------|
| HS2234 | Race and Ethnicity                             | (15) |
| HS2237 | All Bourgeois Now? Class in History, 1700-2000 | (15) |
| HS2238 | Global Cities                                  | (15) |
| HS2239 | Radical Histories                              | (15) |

History options:

|        |  |      |
|--------|--|------|
| HS2318 | A World in Motion: The Rise of a Global Economy, 1783-1914                                   | (15) |
| HS2331 | Modern Ireland, 1939-1975  | (15) |
| HS2348 | Rise and Fall of the Soviet Union  | (15) |
| HS2349 | Stormtroopers, Arrow Cross and Iron Guard: Fascism and Genocide in Eastern Europe, 1938-1945 | (15) |
| HS2353 | Enter the Dragon: Modern Chinese History, 1839-1989  | (15) |
| HS2365 | Fears and Fantasies: Criminality and Deviance in the Modern World                            | (15) |

Politics/IR options:

|        |   |      |
|--------|---|------|
| PL2020 | Political Parties in Contemporary Britain | (15) |
| PL2021 | Sex and Gender in Global Politics         | (15) |
| PL2028 | Latin American Politics                   | (15) |

**Semester Total**      **60**

## **SEMESTER 2**

### **Core Modules:**

|        |                       |    |
|--------|-----------------------|----|
| HS2500 | The Historian's Craft | 30 |
|--------|-----------------------|----|

*15 credits of approved History varieties or option modules:*

History varieties:

|        |                       |      |
|--------|-----------------------|------|
| HS2231 | Gender History        | (15) |
| HS2232 | Religious History     | (15) |
| HS2236 | Histories of Violence | (15) |
| HS2240 | Histories of Medicine | (15) |

History options:

|        |   |      |
|--------|---|------|
| HS2314 | Imperialism and Decolonisation  | (15) |
| HS2328 | Jack-the-Ripper: Crime, Popular Culture and Policing in Victorian Times | (15) |
| HS2329 | A World Connected: Welfare, Economy and Government since 1945           | (15) |
| HS2346 | Slavery, the Civil War and Reconstruction in the United States          | (15) |
| HS2358 | Class Struggle and the Industrial Revolution                            | (15) |

|  |  |           |
|--|--|-----------|
| HS2360   | History in the Classroom                     | (15)      |
| HS2362   | Living with Dictatorship                     | (15)      |
| <i>15 credits of approved Politics options</i> |  |           |
| PL2016   | European Union Politics                      | (15)      |
| PL2019   | The Making of Contemporary US Foreign Policy | (15)      |
| PL2023   | Politics and Power in Africa                 | (15)      |
| PL2024   | Governing Societies in Conflict              | (15)      |
| <b>Semester Total</b>                          |  | <b>60</b> |

***Route B: with Politics Dissertation***

**SEMESTER ONE**

**Core modules**

|  |                      |           |
|--|----------------------|-----------|
| HS2400   | Perceiving the Past  | 30        |
| PL2094   | Political Analysis 1 | 15        |
| 15 credits of approved History varieties or option modules (as listed above) |                      | 15        |
| <b>Semester total</b>  |                      | <b>60</b> |

**SEMESTER TWO**

**Core modules**

|        |                      |    |
|--------|----------------------|----|
| PL2095 | Political Analysis 2 | 15 |
|--------|----------------------|----|

**Optional modules**

|   |  |           |
|---|--|-----------|
| 15 credits of approved History varieties or option modules from list above                                      |  | 15        |
| 15 credits of approved Politics modules from list above   |  | 15        |
| *A further 15 credits of <u>either</u> History (varieties or option) <u>or</u> Politics modules from list above |  | 15        |
| <b>Semester total</b>   |  | <b>60</b> |

\*Students opting to take two History modules must take one Variety and one Option module

**THIRD YEAR MODULES**

There are THREE elements to the final year programme:

|   |            |
|---|------------|
| <b>1) Dissertation</b> (year long)                            | <b>45</b>  |
| <b>2) Special Subject (History)</b> (year long)               | <b>45</b>  |
| <b>3) Two 15 credit option modules</b> (one in each semester) | <b>30</b>  |
| <b>Total</b>  | <b>120</b> |

*Students must ensure that they do not take all three elements in one discipline.*

**Dissertation**



Either:

HS3510      Dissertation (History)      (45)

Or:

PL3094 and      Dissertation 1 and Dissertation 2 (Politics)      (45)  
PL3095

**Special Subject (History):**

HS3769      The Holocaust: Genocide in Europe      (45)

HS3770      The Cause: The Women's Suffrage Movement in Britain,  
c.1897-1918      (45)

HS3771      After Hitler: Society, Culture and The Politics of The Nazi Past  
in The Two Germanies, 1945-1990      (45)

HS3773      Beauty, Sex & Science: Whose Body is it Anyway c.1550-2015?      (45)

HS3774      Cultures of Struggle and Liberation: Twentieth Century  
Southern Africa      (45)

HS36776      How Soon is Now? A Social History of Urban England, 1945-  
1985      (45)

**Options**

*Semester One:*

History options:

HS3620      What Difference Did the War Make? British Society and the  
Great War      (15)

HS3634      The USA and the Vietnam War      (15)

HS3662      Crime and Punishment in African-American History      (15)

HS3677      Sport and the British      (15)

HS3693      Making Nazis: Propaganda and Persuasion in the Third Reich,  
1933–1945      (15)

HS3699      From Empire to Nation: Modern South Asia, c. 1857–1947      (15)

Politics/International Relations options:

PL3071      The American Presidency      (15)

PL3103      The Politics of War and Peace: Northern Ireland after 1972      (15)

PL3106      Parliamentary Studies      (15)

PL3107      Brexit and British Politics      (15)

PL3137      The Politics of Contemporary British Foreign Policy      (15)

PL3142      Politics of the International Drug Trade      (15)

*Semester Two*

History options:

|        |   |      |
|--------|---|------|
| HS3614 | The Imperial Economy: Britain and the Wider World | (15) |
| HS3627 | The Civil Rights Movement, 1945-1968              | (15) |
| HS3689 | When Two Dragons Fight: China and Japan at War    | (15) |

Politics/International Relations options:

|        |  |      |
|--------|--|------|
| PL3098 | The Conservatives: Crisis and Recovery                 | (15) |
| PL3114 | American Political Development                         | (15) |
| PL3122 | The Political Legacies of Conflict in Northern Ireland | (15) |
| PL3127 | Political Participation in Britain                     | (15) |
| PL3136 | Democracy and EU Membership in Post-Communist Europe   | (15) |

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## **BA CONTEMPORARY HISTORY WITH A YEAR ABROAD**

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The above four-year degree is also available. Students may only enter the four-year variant of the three-year programme by transferring at the end of the first-year and on the recommendation of the heads of the divisions concerned. Transfer is conditional on successful completion of first-year modules. The programme structure is as for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution.

The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes. Degrees will be classified using the same scheme as for three-year programmes.

To take part in the History Erasmus programme students must pass all modules in years 1 and 2, and achieve a minimum average mark of 60 in year 2. They must also have learned the language of the destination country, providing the Office with a language certificate as evidence of satisfactory completion of training through the 'Languages at Leicester scheme' or an appropriate alternative. Failure to meet these criteria will lead to the School recommending transfer to the 3-year degree which the student would otherwise have taken.

### **Appendix 2: Module specifications**

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

### **Appendix 3: Skills matrix**