

HS2231 Gender History

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 2
Occurrence: E
Coordinator: James Bothwell
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
003	Assignment - Essay in comparative history (5,000 words) (Final)	100				

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- Compare and contrast key factors affecting gender in two contexts- Evaluate the changing historiography and approaches to gender history- Deploy a range of written skills to discuss issues relating to the module- Demonstrate an ability to critically evaluate primary and secondary source materials to support an organised argument

Teaching and Learning Methods

Lectures, seminars, workshops.
Students will be given the opportunity to submit a formative assignment for feedback

Assessment Methods

Essay.

Students will also have the opportunity to submit formative work for feedback.

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for seminars - 40 hours
 Developing bibliography, conducting preliminary research for essay, and writing essay plan - 10 hours
 Researching (both primary and secondary sources) and writing essay - 60 hours
 Consulting assessment guidelines and other resources on blackboard - 2 hours
 Engagement with tutor in emails and office hours for essay planning and feedback - 3 hours

HS2232 Religious History

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 2
Occurrence: E
Coordinator: Zoe Knox
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
003	Assignment - Essay in comparative history (5,000 words) (Final)	100				

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- Compare and contrast key factors affecting religious culture and practice in two contrasting historical contexts
- Evaluate the changing historiography and approaches to the study of religious history
- Deploy a range of written skills to discuss issues relating to the module
- Demonstrate their ability to critically evaluate primary and secondary source materials to support an organised argument

Teaching and Learning Methods

Lectures, seminars, workshops
 Students will have the opportunity to submit a formative assignment for feedback.

Assessment Methods

Essay (100%)

Students will also have the opportunity to submit formative work for feedback.

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

Reading for the lectures and seminars (40 hours);
 Preparing responses to questions in advance of the seminars (16 hours);
 Completing practical activities for the workshop (2 hours);
 Research and writing for the formative assessment (17 hours);
 Research, writing, and proofing the essay (40 hours).

HS2237 All Bourgeois Now? Class in History

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 1
Occurrence: E
Coordinator: Paul Moore
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment - Comparative Essay (5,000 words) (Final)	100				

Intended Learning Outcomes

Upon successful completion of this module students will be able to:

- Define class as a historical category
- Identify the main political, social, cultural and demographic processes behind the growth of and changes within classes
- Deploy a range of written skills to discuss issues relating to the module
- Demonstrate their ability to critically evaluate primary and secondary source materials to support an organised argument
- Evaluate competing interpretations of the historical importance of class categories

Teaching and Learning Methods

Lectures, seminars, workshop

Assessment Methods

- Essay 1 (1,000 words) (30%)
- Essay 2 (3,500 words) (70%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for seminars - 40 hours
 Reading and note taking from secondary works as preparation for lectures - 20 hours
 Writing two essays - 50 hours
 Engagement with tutor in emails and tutorials for essay planning and feedback - 5 hours"

HS2238 Global Cities

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 1
Occurrence: E
Coordinator: Zoe Groves
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment - Comparative essay (5,000 words) (Final)	100				

Intended Learning Outcomes

This module serves as an introduction to urban history. By the end of the module students will be able to:

- Define urbanization as an historical process
- Identify the main physical and demographic processes behind the growth of major global cities
- Compare the spatial development of different cities over time
- Evaluate competing interpretations of urban growth and change
- Interpret maps, plans and other primary sources related to urbanization

Teaching and Learning Methods

Lectures, seminars, workshop

Assessment Methods

- Essay 1 (1,000 words) (30%)
- Essay 2 (3,500 words) (70%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

Background reading for and review of lectures, c. 20 hours
 Reading and reflection in preparation for seminars, c. 40 hours
 Preparatory reading, planning and writing two assignments - c. 50-55 hours
 Engagement with tutor in emails and office hours for assignment planning and reflection on feedback - c. 3 hours.

HS2240 Histories of Medicine

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 2
Occurrence: E
Coordinator: Elizabeth Hurren
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment - Comparative Essay (5,000 words) (Final)	100				

Intended Learning Outcomes

At the conclusion of this module successful students will be able to:

- Identify the complex roots of modern medicine and therapeutics
- Synthesize contradictory perspectives on medicine in the form of essays
- Engage with the interchange of medical and scientific knowledge in two historical contexts
- Define the core intersections between the rise of medical culture and the changing dimensions of power structures
- Demonstrate the ability to construct an extended written argument and analysis supported by relevant historical evidence

Teaching and Learning Methods

Lectures, seminars, workshop

Assessment Methods

Essay (4,500 words) (100%)

Students will also have the opportunity to submit formative work for feedback.

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for seminars - 40 hours
 Developing bibliography, conducting preliminary research for essay, and writing essay plan - 10 hours
 Researching (both primary and secondary sources) and writing essay - 60 hours
 Consulting assessment guidelines and other resources on blackboard - 2 hours
 Engagement with tutor in emails and office hours for essay planning and feedback - 3 hours

HS2301 Anglo-Saxon England to Alfred

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 1
Occurrence: E
Coordinator: Joanna Story
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment A - Essay (2,500 words)	50				
002	Assignment B - Essay (2,500 words) (Final)	50				

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- Critically evaluate secondary materials pertinent to the subject
- Develop skills of analysis and argument in oral and written form.
- Critically assess different types of primary evidence surviving from the distant past, including textual, visual, archaeological and manuscript sources
- Research and produce two summative assignments which demonstrate familiarity with the detail of the subject and the broader context of the topic through wide ranging reading and critical analysis of sources, and which demonstrate the ability to structure written work clearly and with a care to presentation
- Critical use of some major online resources

Teaching and Learning Methods

Two-hour lectures including active discussions of primary sources, plus one-hour seminars focused on different primary source genres incorporating short oral presentations as formative assignments, plus two summative writing assignments. For the oral presentation, students will be asked to give short (ten minute) presentations on a pre-arranged suitable subject; the oral presentation is a formative piece of work for a summative assignment. In seminars students will be expected to make substantial contributions based on their preparatory reading. They will read, analyse, and reflect critically and contextually upon historical texts and other sources materials; develop an understanding of the varieties of approaches to understanding, constructing and interpreting the past, and of comparative perspectives on the past; and gather and deploy appropriate evidence and data to develop and sustain historical arguments.

Assessment Methods

Writing assignment A (2000 words) (50%) Writing assignment B (2000 words) (50%)

Pre-Requisites
Co-Requisites

-

Excluded Combinations

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Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for lectures - 15 hours
 Reading and note-taking from primary sources and secondary works as preparation for seminars – 12 hours
 Writing critiques of primary sources for seminars - 5 hours
 Preparing oral presentations for seminars - 5 hours
 Selecting, retrieving, reading and note taking from primary and secondary works as preparation for 2 essays – 45 hours
 Writing two essays - 30 hours
 Engagement with tutor in emails and tutorials for essay planning and feedback - 3 hours

HS2307 Madness, Monarchy and Politics in Georgian Britain
Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 1
Occurrence: E
Coordinator: Ian Harris
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
005	Assignment A - Essay 1 (2,500 words)	50				
006	Assignment B - Essay 2 (2,500 words) (Final)	50				

Intended Learning Outcomes

By the end of the module, successful students will be able to:-

- Analyse some central features of the self-understanding implied in conceptions of mind, monarch and parliamentary politics in Georgian Britain,
- Demonstrate and explain the historical concepts of mind and madness in the Georgian era
- Demonstrate the ability to read independently and deeply with an awareness of historical context

Teaching and Learning Methods

Lectures, seminars, workshops

Assessment Methods

- Essay 1 (2,000 words) (50%)
- Essay 2 (2,000 words) (50%)

Pre-Requisites
Co-Requisites
Excluded Combinations

-

Guided Independent Study: Indicative Activities

Background reading for and review of lectures, c. 20 hours
 Reading and reflection in preparation for seminars, c. 40 hours
 Preparatory reading, planning and writing two assignments - c. 50-55 hours
 Engagement with tutor in emails and office hours for assignment planning and reflection on feedback - c. 3 hours.

HS2311 Domestic Revolutions: Women, Men and the Family in American History

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 2
Occurrence: E
Coordinator: Elizabeth Clapp
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Assignment A - Essay (2,500 words)	50				
003	Assignment B - Essay (in Lieu of Exam) (2,500 words) (Final)	50				

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- Employ a range of written skills to discuss issues relating to the course
- Discuss specific issues in the history of the American family- Analyse how constructions of gender affected interactions between men, women and children in American history-
- Assess the impact of class and race on family roles in American history-
- Identify and explain the changes and continuities in the American family since the colonial period

Teaching and Learning Methods

Lectures, seminars, essay workshops. Students will be encouraged to engage in class discussions during the seminars; engage with primary source materials; and participate in small group exercises. Drop-in essay workshops will be held at suitable points in the semester to aid with assignment preparation. Students will also be encouraged to complete an in-class formative assignment which will be discussed in small groups.

Assessment Methods

- Assignment 1 (1,500 words) (40%)
- Assignment 2 (2,500 words) (60%)

Pre-Requisites
Co-Requisites
Excluded Combinations

-

Guided Independent Study: Indicative Activities

Background reading for and review of lectures, c. 20 hours
 Reading and reflection in preparation for seminars, c. 30 hours
 Preparatory reading, planning and writing two assignments - c. 60-65 hours
 Engagement with tutor in emails and office hours for assignment planning and reflection on feedback - c. 3 hours

HS2329 A World Connected: Welfare, Economy and Government since 1945

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 2
Occurrence: E
Coordinator: Bernard Attard
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment A - Essay (2,500 words)	50				
002	Assignment B - Essay (2,500 words) (Final)	50				

Intended Learning Outcomes

By the end of this module successful students will be able to:

- Evaluate, assess, comment on and analyse key topics, issues and themes in the history of the world economy since 1945.
- Analyse quantitative evidence from key datasets using relevant concepts and models.
- Construct extended written arguments and analyses supported by relevant historical evidence.

Teaching and Learning Methods

Lectures, workshops, tutorials, individual student consultations, and guided independent study.

Assessment Methods

Data Analysis Report (2,000 words) (50%) Essay (2,500 words) (50%)

Pre-Requisites
Co-Requisites
Excluded Combinations

-

Guided Independent Study: Indicative Activities

Preparation for tutorials: 45 hours

Reviewing notes and follow up reading after lectures: 12 hours

Preparation for and writing two assignments: 45 hours

Engagement with tutor in emails and office hours: 3 hours

Development of essay writing, reading, quantitative and communication skills using resources provided by the Library,

Student Learning Development and English Language Teaching Unit: 10 hours

HS2331 Modern Ireland, 1939-1975

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 1
Occurrence: E
Coordinator: Richard Butler
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay 1 (2,000 words)	50				
002	Essay 2 (2,000 words)	50				

Intended Learning Outcomes

On successful completion of this module students should be able to:

- Identify the key political and social developments during a period of enormous change in Ireland
- Analyse some of the ways in which the role played by the Catholic Church affected political debate and everyday life in Ireland in the twentieth century.
- Explain how women were affected by the political and social consensus of post-war Ireland.
- Analyse some of the effects the outbreak of the 'Troubles' in Northern Ireland had on politics and everyday life in the Republic of Ireland.
- Critically evaluate political developments in post-war Ireland by reference to theoretical concepts of power
- Explain how historians have constructed the topic and how this affects what we know about the past.
- Develop skills of analysis and argument in some depth in oral and written form.
- Critically evaluate primary and secondary materials pertinent to the subject.

Teaching and Learning Methods

10 one-hour lectures. 10 one-hour seminars with student presentations. 10 one-hour primary-source seminars. Each week we will meet twice: for a two-hour session and a one-hour session. In the two-hour session I will give a lecture followed by a seminar. In this seminar students will be asked to give short (five-ten minute) presentations on a suitable subject (around 700 words). In our one-hour session we will analyse primary sources relating to each subject.

Assessment Methods

100% coursework (2 essays, 2,500 words each).

Pre-Requisites

HS2331

Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for seminars - 40 hours, Preparing oral presentations for seminars - 10 hours, Reading and note taking from secondary works as preparation for lectures - 10 hours, Writing two essays - 50 hours, Engagement with tutor in emails and tutorials for essay planning and feedback - 5 hours, Total 115 hours

HS2366 Culture and Society in Italy, 1400-1750
Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Lectures
Seminars
Practical Classes & Workshops
Tutorials
Fieldwork
Project Supervision
Guided Independent Study
Demonstration
Supervised time in studio/workshop
Work Based Learning
Placement
Year Abroad
Total Module Hours

Period: Semester 1
Occurrence: E
Coordinator: David Gentilcore
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay 1 (2,000 words)	50				
002	Essay 2 (2,000 words)	50				

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- Identify the key social and cultural developments during a period of enormous change in Italy.
- Critically evaluate cultural and social developments in Italy through the lens of historical anthropology.
- Analyse critically different approaches to the history of early modern Italy.
- Develop skills of analysis and argument in some depth in oral and written form.
- Critically evaluate primary and secondary materials pertinent to the subject.

Teaching and Learning Methods

One-hour lectures, seminars with student presentations, and primary-source seminars. In seminars, students will be expected to make substantial contributions based on their preparation reading for class. They will read, analyse, and reflect critically and contextually upon historical texts and other sources materials; develop an understanding of the varieties of approaches to understanding, constructing and interpreting the past, and of comparative perspectives on the past; and gather and deploy appropriate evidence and data to develop and sustain historical arguments.

Assessment Methods

- Essay 1 (50%) (2,000 words)
- Essay 2 (50%) (2,000 words)

Pre-Requisites
Co-Requisites

-

Excluded Combinations

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Guided Independent Study: Indicative Activities

Preparation of at least 5 hours per week for the seminars (50 hours in total) including careful and reflective reading of the set primary and secondary sources; preparation of notes and arguments; accessing and reading material in both the University Library and digital resources. Preparation for presentations (10 hours). Reading, reflecting on material and writing 2 essays (55 hours).

HS3608 Theatres of Conflict: Ireland in the Nineteenth Century

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures	10
Seminars	20
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	168
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	200

Period: Semester 1
Occurrence: E
Coordinator: Richard Butler
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework	50				
002	Coursework	50				

Intended Learning Outcomes

On successful completion of this module, students should be able to:

Identify the methodological implications, advantages, and limitations of using non-textual sources (i.e. the built environment, drawings, maps, paintings) in helping to explain and understand the past.

Relate the new architecture of the state and military forces in Ireland to broader theories of power, space, and colonial governance.

Identify the social and cultural factors that influenced the character of the built environment in nineteenth-century Ireland.

Analyse the effects of repeated uprisings and rebellion on the nature of both civilian and military government within a part of the United Kingdom.

Explain how historians have constructed the topic and how this affects what we know about the past.

Develop skills of analysis and argument in some depth in oral and written form.

Critically evaluate primary and secondary materials pertinent to the subject.

Teaching and Learning Methods

10 one-hour lectures, 10 one-hour seminars with student presentations, 10 one-hour primary-source seminars. Each week, we will meet twice: for a two-hour session, and a one-hour session. In the two-hour session, I will give a lecture followed by a seminar. In this seminar, students will be asked to give short (five-ten minute) presentations on a suitable subject (around 700 words). In our one-hour session, we will analyse primary sources relating to each subject.

Assessment Methods

100% coursework (2 essays, 2,500 words each).

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

HS3614 The Imperial Economy: Britain and the Wider World 1815-1914

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures	10
Seminars	20
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	168
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	200

Period: Semester 2
Occurrence: E
Coordinator: Bernard Attard
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment A - Essay (2,000 words)	40				
002	Assignment B - Essay (3,000 words)	60				

Intended Learning Outcomes

On completion of this module, successful students will be able to demonstrate:

- a detailed knowledge of the economic factors and forces that influenced Britain's relations with the rest of the world between 1815 and 1914
- a detailed knowledge of key concepts, theories, and historiographical debates as they apply to a range of case studies of the relationship between British economic expansion and British imperialism in this period
- familiarity with the relevant secondary literature, source materials and statistics
- the capacity to think critically and analytically about the subject matter

Teaching and Learning Methods

Lectures, seminars

Assessment Methods

Essays.

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

HS3620 What Difference Did the War Make? British Society and the Great War, 1900-1939

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures	2
Seminars	18
Practical Classes & Workshops	2
Tutorials	
Fieldwork	3
Project Supervision	
Guided Independent Study	168
Demonstration	7
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	200

Period: Semester 1
Occurrence: E
Coordinator:
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework	50				
002	Coursework	50				

Intended Learning Outcomes

On successful completion of this module, students should be able to:
 Analyse the social history of Britain from c1900-1939
 Explain the different interpretations of the impact of the Great War on British society
 Understand why the war had a different impact on different social groups
 Appreciate how different kinds of historical evidence can be used to understand the impact of the war
 Construct and develop extended historical arguments in written and oral form, supported by relevant historical evidence

Teaching and Learning Methods

Lectures, Seminars, Demonstrations, Fieldwork

Assessment Methods

Essays

Pre-Requisites

Co-Requisites

Excluded Combinations

-

Guided Independent Study: Indicative Activities

Reading, critical analysis, preparation of seminar presentations, writing

HS3646 Fourteenth Century Crisis in England? Politics & Society 1297-1413

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures	10
Seminars	20
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	168
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	200

Period: Semester 1
Occurrence: E
Coordinator: James Bothwell
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Assignment A- Essay (2,500 Words)	50				
003	Assignment B - Essay (2,500 words) (Final)	50				

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- recognise and describe key concepts and developments in the history of fourteenth-century England
- explain how historians have constructed the concepts and how this affects what we know about the past
- critically evaluate these concepts with reference to specific historical case studies
- be familiar with secondary literature relevant to the specific historical periods being studied
- develop their skills of analysis and critical evaluation of primary and secondary materials
- improve their skills of written and oral communication, and participate in group discussion
- produce a piece of writing which makes use of primary sources

Teaching and Learning Methods

Lectures, seminars, workshops

Assessment Methods

Essay, examination. Erasmus and Study Abroad students submit an essay in lieu of examination. Students will also have the opportunity to submit formative work for feedback.

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

HS3678 Food, Diet and Health in Early Modern Europe

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures	10
Seminars	20
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	168
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	200

Period: Semester 2
Occurrence: E
Coordinator: David Gentilcore
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework	50				
002	Coursework	50				

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- understand the relationship between this period's food history and the society and culture of which it was a part
- evaluate the complex dialectic between diet and health as perceived by early modern Europeans, in both theory and practice
- identify and analyse key factors for dietary change and continuity throughout Europe and its diverse regions
- deploy a range of written and oral skills to discuss and develop issues relating to the module
- demonstrate an ability to engage with and interpret critically a range of primary sources and secondary materials
- operate in an oral presentation team and present a clear and coherent report to the class

Teaching and Learning Methods

Lectures, seminars, workshops

Assessment Methods

Essays

Pre-Requisites
Co-Requisites
Excluded Combinations

-

Guided Independent Study: Indicative Activities

HS3696 The Medieval Natural World

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: Semester 2
Occurrence: E
Coordinator: Richard Jones
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Assignment A - Fieldtrip Cards	50				
003	Assignment B - Essay (2,500 words) (Final)	50				

Intended Learning Outcomes

By the completion of this module, successful students will be able to:

- Explain medieval understandings of the natural world
- Analyse the works of key thinkers of the medieval and classical periods
- Discuss the basic principles of pre-Enlightenment natural philosophy
- Handle confidently both textual and non-textual materials relevant to medieval history
- Express complex ideas both orally and on paper on a variety of formats
- Demonstrate their ability to communicate ideas to both academic and non-academic audiences

Teaching and Learning Methods

Lectures, seminars, workshops

Assessment Methods

Fieldtrip cards, essay
 Students will also have the opportunity to submit formative work for feedback.

Pre-Requisites
Co-Requisites
Excluded Combinations
Guided Independent Study: Indicative Activities

HS3697 Cities and the Making of Modern South Asia, c. 1750-1950
Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures	
Seminars	30
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	168
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	200

Period: Semester 2
Occurrence: E
Coordinator: Prashant Kidambi
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment A - Essay (2,500 words)	50				
002	Assignment B - Essay (2,500 words) (Final)	50				

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- describe and explain the principle economic, political and cultural references of urbanization in modern South Asia.
- discuss and assess the key scholarly debates within the historiography.
- analyse and evaluate, orally and in writing, a wide range of primary sources and secondary works.

Teaching and Learning Methods

Seminars

Assessment Methods

Essays

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

HS3699 From Empire to Nation: Modern South Asia, c.1857-1947

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures	
Seminars	30
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	168
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	200

Period: Semester 1
Occurrence: E
Coordinator: Prashant Kidambi
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment A - Essay (2,500 words)	50				
002	Assignment B - Essay (2,500 words) (Final)	50				

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- describe and explain the principal economic, political and cultural processes that shaped modern South Asia under British rule
- discuss and assess the key scholarly debates, within the historiography
- analyse and evaluate, orally and in writing, a wide range of primary sources and secondary works

Teaching and Learning Methods

Seminars

Assessment Methods

Essays

Pre-Requisites
Co-Requisites
Excluded Combinations

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HS3806 'After me the deluge': Monarchy, ministers, and mistresses in France, 1715-1774

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

Lectures	10
Seminars	20
Practical Classes & Workshops	5
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	165
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	200

Period: Semester 1
Occurrence: E
Coordinator: Nigel Aston
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment A - Essay (2,500 words)	50				
002	Assignment B - Essay (2,500 words)	50				

Intended Learning Outcomes

On successful completion of the module, students should be able to:

Demonstrate a critical insight into some of the political, cultural, and religious alterations in eighteenth-century France through a series of case studies and assessments.

Demonstrate a familiarity with several different views on the relative decline of French power and prestige under Louis XV and the role of the monarchy in contributing to a growing climate of criticism.

Demonstrate skills of analysis and argument in some depth in oral and written form.

Reflect critically and contextually upon historical texts

Teaching and Learning Methods

One-hour lectures, one-hour seminars with student presentations, and one-hour primary-source seminars. For the oral presentation, students will be asked to give short presentations on a pre-arranged suitable subject (written equivalent of around 700 words). In seminars students will be expected to make substantial contributions based on their preparation reading for class.

They will read, analyse, and reflect critically and contextually upon historical texts and other sources materials (including the visual); develop an understanding of the varieties of approaches to understanding, constructing and interpreting the past; and gather and deploy appropriate evidence and data to develop and sustain historical arguments.

Assessment Methods

Essays

Pre-Requisites

Co-Requisites

Excluded Combinations

Guided Independent Study: Indicative Activities

Preparation of at least 10 hours per week for the two seminars (115 hours overall for the module); careful and reflective reading of the set primary and secondary sources; preparation of notes and arguments; accessing and reading material in both the University Library and digital resources.