The following module specifications reflect the most current planning for module delivery in the 2021/22 academic year. In planning for module delivery in 2021/22 the University will continue to respond to the UK government’s projected road map, and also to any further relevant national developments and public health requirements relating to the coronavirus pandemic. The University will continue to develop our approach to delivery and assessment in 2021/22 and these specifications may be subject to change in the event of updating national guidance or public health requirements. The specifications will be updated as soon as practically possible to reflect changes as they arise.
## Module Specification

### HS2231 Gender History

<table>
<thead>
<tr>
<th>Academic Year:</th>
<th>2021/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Level:</td>
<td>Year 2</td>
</tr>
<tr>
<td>Scheme:</td>
<td>UG</td>
</tr>
<tr>
<td>Department:</td>
<td>History</td>
</tr>
<tr>
<td>Credits:</td>
<td>15</td>
</tr>
<tr>
<td>Period:</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Occurrence:</td>
<td>E</td>
</tr>
<tr>
<td>Coordinator:</td>
<td>Eliza Riedi</td>
</tr>
<tr>
<td>Mark Scheme:</td>
<td>UG Module Mark Scheme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
</tr>
</thead>
<tbody>
<tr>
<td>003</td>
<td>Essay in comparative history (4,500 words)</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 4,500 words (100%)
Students will also have the opportunity to submit formative work for feedback.

### Pre-Requisites

### Co-Requisites

### Excluded Combinations

- 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

### 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.

### Last Published: 5 November 2021
HS2321  Gender History

Excluded Combinations

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
Module Specification

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Essay (4,500 words)</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Workload (hours)**

<table>
<thead>
<tr>
<th>Synchronous Lectures</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Small Group Teaching</td>
<td>20</td>
</tr>
<tr>
<td>Synchronous Practical Classes/ Workshops/Professional Placements</td>
<td>10</td>
</tr>
<tr>
<td>Synchronous Other</td>
<td>5</td>
</tr>
<tr>
<td>Asynchronous Lectures/Presentations</td>
<td>115</td>
</tr>
<tr>
<td>Asynchronous Other</td>
<td>5</td>
</tr>
<tr>
<td>Guided Independent Study</td>
<td>115</td>
</tr>
<tr>
<td>Total Module Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

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

**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
Students will be given the opportunity to submit a formative assignment for feedback.

**Assessment Methods**

Essay 4,500 words (100%)
Students will have the opportunity to submit a formative assignment for feedback

**Pre-Requisites**

**Co-Requisites**

**Excluded Combinations**

- 

**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 essays - 50 hours
Engagement with tutor in emails and tutorials for essay planning and feedback - 5 hours

Last Published: 5 November 2021
## Module Specification

**Module Code:** HS2302  
**Title:** Blood, Position and Power: The Nobility of Later Mediaeval England, 1066-1485

### Student Workload (hours)

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Lectures</td>
<td>10</td>
</tr>
<tr>
<td>Synchronous Small Group Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Synchronous Practical Classes/Workshops/Professional Placesments</td>
<td>10</td>
</tr>
<tr>
<td>Asynchronous Lectures/Presentations</td>
<td>10</td>
</tr>
<tr>
<td>Asynchronous Other</td>
<td>15</td>
</tr>
<tr>
<td>Guided Independent Study</td>
<td>115</td>
</tr>
<tr>
<td>Total Module Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

### 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 the English medieval nobility
- Explain how historians have constructed the concepts and how this affects what we know about the past
- Be familiar with secondary literature relevant to the specific historical period being studied
- Develop their skills of analysis and critical evaluation of primary and secondary materials
- Improve their skills of written communication

### Teaching and Learning Methods

- Lectures, seminars, workshops
- Non Teaching Week - Individual Consultation Appointments

### Assessment Methods

- Two essays

### Pre-Requisites

- 

### Co-Requisites

- 

### Excluded Combinations

- 

### Guided Independent Study: Indicative Activities

- Reading and note-taking from primary sources and secondary works as preparation for seminars - 30 hours
- Developing bibliography, conducting preliminary research for essay and essay plan - 18 hours.
- Researching and writing essays - 62 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
Module Specification

HS2307 Madness, Monarchy and Politics in Georgian Britain

Academic Year: 2021/2
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Synchronous Lectures</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Small Group Teaching</td>
<td>20</td>
</tr>
<tr>
<td>Synchronous Practical Classes/ Workshops/Professional Placements</td>
<td>10</td>
</tr>
<tr>
<td>Asynchronous Lectures/Presentations</td>
<td>10</td>
</tr>
<tr>
<td>Asynchronous Other</td>
<td>5</td>
</tr>
<tr>
<td>Total Module Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
--- | ------------------------ |----------|-----------|------------|-------------|-------------|
005 | Assignment A - Essay (2,000 words) | 50        | 0         | 0          | 0           | 0           |
006 | Assignment B - Essay (2,000 words) | 50        | 0         | 0          | 0           | 0           |

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

Assignment A Essay (2,000 words) (50%)
Assignment B Essay (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.
Module Specification

**HS2359** From Beer to Fraternity: Alcohol, Society and Culture in North America

#### Academic Year: 2021/2
#### Module Level: Year 2
#### Scheme: UG
#### Department: History
#### Credits: 15

**Period:** Semester 2
**Occurrence:** E
**Coordinator:** Deborah Toner
**Mark Scheme:** UG Module Mark Scheme

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Essay (2,000 words)</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Portfolio (2,000 words)</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Workload (hours)**
- Synchronous Lectures: 10
- Synchronous Small Group Teaching: 10
- Synchronous Practical Classes/Workshops/Professional Placements: 10
- Synchronous Other: 5
- Asynchronous Lectures/Presentations: 10
- Asynchronous Other: 5
- Guided Independent Study: 115
- Total Module Hours: 150

**Intended Learning Outcomes**
On completion of this module, successful students will be able to:
- Evaluate the changing role of drinking, drinking places, and anti-alcohol sentiment in shaping American society, culture and politics
- Explain how attitudes towards drinking and drinking practices can contribute to the construction of racial, class and gender identities
- Evaluate ideas about drinking in terms of their cultural and historical specificity
- Analyse specific types of primary sources about alcohol
- Evaluate key historiographical works in the history of alcohol in North America

**Teaching and Learning Methods**
Lectures; historiography-focused seminars; primary sources-focused seminars; consultation workshops and office hours.

**Assessment Methods**
Essay and portfolio

**Pre-Requisites**

**Co-Requisites**

**Excluded Combinations**

**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 essay plan - 8 hours
- Researching and writing essay - 30 hours
- Preparation of portfolio - 32 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

Last Published: 5 November 2021
Module Specification

HS2362  Living with Dictatorship: European Societies, 1918-1941

Academic Year: 2021/2  
Module Level: Year 2  
Scheme: UG  
Department: History  
Credits: 15

Period: Semester 2  
Occurrence: E  
Coordinator: Paul Moore

Mark Scheme: UG Module Mark Scheme

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Assignment A Essay (2,000 words)</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Assignment B Essay (2,000 words)</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Workload (hours)

<table>
<thead>
<tr>
<th>Synchronous Lectures</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Small Group Teaching</td>
<td>20</td>
</tr>
<tr>
<td>Synchronous Practical Classes/Workshops/Professional Placements</td>
<td>20</td>
</tr>
<tr>
<td>Synchronous Other</td>
<td>5</td>
</tr>
<tr>
<td>Asynchronous Lectures/Presentations</td>
<td>10</td>
</tr>
<tr>
<td>Asynchronous Other</td>
<td>5</td>
</tr>
<tr>
<td>Guided Independent Study</td>
<td>115</td>
</tr>
<tr>
<td>Total Module Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

Intended Learning Outcomes

On completion of this module successful students will be able to:
- Demonstrate detailed comparative knowledge of the interwar social, political and cultural histories of Germany, Italy, Spain and the USSR
- Analyse key themes in the history of interwar Europe
- Demonstrate an awareness of key historiographical debates
- Demonstrate critical analysis and effective writing.
- Critically evaluate primary and secondary materials pertinent to the subject.

Teaching and Learning Methods

One-hour lectures, and one-hour seminars with student presentations. For the presentations, students will be asked to give short (max. ten minutes) presentations on a pre-arranged suitable subject. In seminars students will be expected to make substantial contributions based on their preparation reading for class. They will read, analyse, and reflect critically upon historical texts and other source materials.

Assessment Methods

Two essays

Pre-Requisites

Co-Requisites

Excluded Combinations

Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for seminars - 50 hours
Reading and note taking from secondary works as preparation for lectures - 12 hours
Writing essay - 50 hours
Engagement with tutor in emails and tutorials for essay planning and feedback - 3 hours

Last Published: 5 November 2021
Module Specification

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

Academic Year: 2021/2
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

<table>
<thead>
<tr>
<th>Synchronous Lectures</th>
<th>Synchronous Small Group Teaching</th>
<th>Synchronous Practical Classes/Workshops/Professional Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asynchronous Lectures/Presentations</th>
<th>Asynchronous Other</th>
<th>Guided Independent Study</th>
<th>Total Module Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>115</td>
<td>150</td>
</tr>
</tbody>
</table>

Period: Semester 2
Occurence: 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 - Historiographical critique (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:
- Analyse and evaluate key concepts, theories, and historiographical debates about the relationship between Britain's social, economic and imperial expansion between 1815 and 1914.
- Analyse and assess the connections between Britain's social, economic and imperial expansion between 1815 and 1914.
- Construct extended written arguments and analyses supported by relevant historical evidence.

Teaching and Learning Methods

Lectures, seminars, individual student consultation and guided independent study

Assessment Methods

- Assignment A - Historiographical critique (2,000 words) (40%)
- Assignment B - Essay (3,000 words) (60%)

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

Last Published: 5 November 2021
Module Specification

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

Academic Year: 2021/2
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)
- Synchronous Lectures 10
- Synchronous Small Group Teaching 20
- Synchronous Practical Classes/Workshops/Professional Placements
- Synchronous Other
- Asynchronous Lectures/Presentations
- Asynchronous Other
- Guided Independent Study 120
- Total Module Hours 150

Period: Semester 2
Occurence: E
Coordinator: Sally Horrocks
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 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
Students will be given the opportunity to complete a formative assignment for feedback

Assessment Methods
- Assignment A- Essay (2,500 words) (50%)
- Assignment B- Essay (2,500 words) (50%)

Pre-Requisites

Co-Requisites

Excluded Combinations

Guided Independent Study: Indicative Activities
Reading and note taking from primary and secondary sources in preparation for seminars 40 hours
Preparation for oral presentation for seminars- 10 hours
Self-guided fieldwork 5 hours
Preparation for and writing formative assessment- 8 hours
Engagement with tutor for feedback on formative assessment and essay planning 2 hours
Reading, note-taking and writing for essay- 55 hours
Module Specification

HS3688  The Golden Age of Anglo-Saxon Northumbria

Academic Year: 2021/2
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

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

Student Workload (hours)

<table>
<thead>
<tr>
<th></th>
<th>Synchronous Lectures</th>
<th>Synchronous Small Group Teaching</th>
<th>Synchronous Practical Classes/Workshops/Professional Placements</th>
<th>Synchronous Other</th>
<th>Asynchronous Lectures/Presentations</th>
<th>Asynchronous Other</th>
<th>Guided Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>115</td>
</tr>
<tr>
<td>Guided Independent Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total Module Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

Guided Independent Study: Indicative Activities
Seminar and workshop preparation: 80 hours; essay preparation: 35 hours

Intended Learning Outcomes
Understand and discuss the history of the Anglo-Saxon kingdom of Northumbria and its wider context before c. 8700 AD.
Handle and critically assess the primary evidence for the Kingdom of Northumbria.
Develop complex arguments using primary sources.
Construct extended written arguments supported by relevant historical evidence.
Demonstrate enhanced analytical, oral and written skills.

Teaching and Learning Methods
Lectures, seminars, documents workshops, guided independent study.

Assessment Methods
Assignment A Primary Source Commentary
Assignment B Essay

Pre-Requisites

Co-Requisites

Excluded Combinations

Last Published: 5 November 2021
HS3691  Indigenous Peoples of the Americas, c1350-1650

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Assignment A - Portfolio (2000 words)</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Assignment B - Comparative Essay (3,000 words)</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Workload (hours)**

- Synchronous Lectures: 20
- Synchronous Small Group Teaching: 0
- Synchronous Practical Classes/Workshops/Professional Placements: 10
- Synchronous Other: 5
- Asynchronous Lectures/Presentations: 5
- Asynchronous Other: 0
- Guided Independent Study: 115
- Total Module Hours: 150

**Intended Learning Outcomes**

By the end of this module, successful students will be able to:
- Explain the cultural, social, economic and political dynamics of at least two Indigenous societies in North, Central and South America
- Evaluate the different approaches that historians, archaeologists, anthropologists and other scholars have used to study Indigenous societies in the Americas
- Apply a non-Eurocentric framework to examine Indigenous societies before and/or during colonisation
- Analyse documentary, visual, and/or material primary sources
- Identify patterns and differences within large-scale historical processes

**Teaching and Learning Methods**

Lectures; historiography-focused seminars; skills-focused seminars; consultation workshops and office hours

**Assessment Methods**

Essay and portfolio

**Pre-Requisites**


**Co-Requisites**


**Excluded Combinations**


**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 assignments - 10 hours.
Researching and writing assignments - 60 hours.
Consulting assessment guidelines and other resources on blackboard - 2 hours.
Engagement with tutor in emails and office hours for assignment planning and feedback - 3 hours

Last Published: 5 November 2021
Module Specification

HS3694 Diasporas and Migrations in the Modern World

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Assignment A - Essay (2,500 words)</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Assignment B - Portfolio (2,500 words)</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Workload (hours)**

- Synchronous Lectures
- Synchronous Small Group Teaching 20
- Synchronous Practical Classes/Workshops/Professional Placements
- Synchronous Other
- Asynchronous Lectures/Presentations 10
- Asynchronous Other 2
- Guided Independent Study 118
- Total Module Hours 150

**Intended Learning Outcomes**

On completion of this module, successful students will be able to:
- identify some of the major social groups who have undergone colonial and global migration since the eighteenth century and describe their experiences and motivations
- explain how processes of free and forced migration have helped transform the political, economic, social and cultural identity of modern societies around the globe
- analyse and apply different academic disciplinary perspectives on the history of migration
- assess the relevance of the concept of ‘diaspora’ to the experiences and modern identity of different migrant groups
- use their historical understanding of the topic as a basis for evaluating and participating in contemporary debates about migration and migrants

**Teaching and Learning Methods**

Lectures, seminars, workshops

**Assessment Methods**

Essay and portfolio

**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
Module Specification

HS3696  The Medieval Natural World

Academic Year: 2021/2
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Synchronous Lectures</th>
<th>Synchronous Small Group Teaching</th>
<th>Synchronous Practical Classes/Workshops/Professional Placements</th>
<th>Synchronous Other</th>
<th>Asynchronous Lectures/Presentations</th>
<th>Asynchronous Other</th>
<th>Guided Independent Study</th>
<th>Total Module Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars; lectures; oral presentations; (fieldtrips if time/financial resources available)</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>40</td>
<td>115</td>
<td>150</td>
</tr>
<tr>
<td>Guided Independent Study: Indicative Activities</td>
<td>40</td>
<td>60</td>
<td>60</td>
<td>5</td>
<td>15</td>
<td>40</td>
<td>115</td>
<td>150</td>
</tr>
</tbody>
</table>

Intended Learning Outcomes
By the completion of this module, successful students will be able to:
- Explain medieval understandings of the natural world
- Demonstrate a familiarity with, and ability to critically analyse, the key works of natural philosophy from medieval and classical periods
- Demonstrate the skills necessary to handle confidently both textural and non-textural materials relevant to medieval history
- Demonstrate an ability to communicate ideas to both academic and non-academic audiences

Teaching and Learning Methods
Seminars; lectures; oral presentations; (fieldtrips if time/financial resources available)

Assessment Methods
- Interpretation Board (1000 words) (40%)
- Written/ illustrated piece of work (3500 words) (60%)

Pre-Requisites

Co-Requisites

Excluded Combinations

Guided Independent Study: Indicative Activities
Reading of primary and secondary sources: 40 hours
preparation for seminars (including preparation for mini-presentations): 20 hours
field visits in advance of preparing Interpretation Boards: 10 hours
internet searches for illustrative materials: 5 hours
Preparation and writing assessments:40 hours
Module Specification

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

**Academic Year:** 2021/2  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** History  
**Credits:** 15  

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Assignment A - Essay (2,500 words)</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Assignment B - Essay (2,500 words)</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Workload (hours)**
- Synchronous Lectures  
- Synchronous Small Group Teaching  
- Synchronous Practical Classes/Workshops/Professional Placements  
- Asynchronous Lectures/Presentations  
- Asynchronous Other  
- Guided Independent Study  
- Total Module Hours  

**Guided Independent Study: Indicative Activities**
- Reading and reflection in preparation for seminars, c. 60 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.
HS3808 Gender, Crime and Deviance in Eighteenth Century Britain

Module Specification

Academic Year: 2021/2
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Assignment A: Source Analysis</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Assignment B: Research Essay final</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>003</td>
<td>Assignment C: Thematic Exercise</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>004</td>
<td>Assignment D: Critical Discussion</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intended Learning Outcomes

Demonstrate a comprehensive understanding of the history and historiographies of gender, crime and deviance in eighteenth century Britain.
Discuss critically a range of secondary historiographical debates related to the topic.
Draw connections between a range of different primary source materials, and historiographical debated and theoretical concepts.
Identify and interpret a variety of primary sources relating to gender, crime and deviance in eighteenth century Britain.
Effectively formulate and present their own analysis and arguments clearly and concisely in both written and oral form.

Teaching and Learning Methods

Lectures, seminars and workshops

Assessment Methods

Source analysis, research essay, thematic exercise, critical discussion

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 assignments - c. 50-55 hours.
Engagement with tutor in emails and office hours for assignment planning and reflection on feedback - c. 3 hours.

Student Workload (hours)

Synchronous Lectures
Synchronous Small Group Teaching 20
Synchronous Practical Classes/ Workshops/Professional Placements
Synchronous Other
Asynchronous Lectures/Presentations 10
Asynchronous Other 5
Guided Independent Study 115
Total Module Hours 150

Last Published: 5 November 2021
**Module Specification**

**Academic Year:** 2021/2  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** History  
**Credits:** 15

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** John Coffey  
**Mark Scheme:** UG Module Mark Scheme

### Intended Learning Outcomes

Assess the formation and contribution of leading abolitionists  
Contextualise the abolitionist movement, explaining its relationship to empire, revolution, capitalism, religion, race, and social change  
Analyse and deploy key texts in different genres: speeches, tracts, memoirs, letters etc  
Explain and assess rival interpretations of the abolitionists as these have evolved from the 19th century to the present

### Teaching and Learning Methods

Lectures, Seminars, Oral Presentations

### Assessment Methods

Assignment A: Essay 2,500 words  
Assignment B: Essay 2,500 words

### 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. 5 hours.

---

**Last Published:** 5 November 2021