

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.

**HS2231 Gender History**

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

**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
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Eliza Riedi  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
003	Essay in comparative history (4,500 words)	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 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

**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**

**HS2231 Gender History**

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**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

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**HS2232 Religious History**


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

**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
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Andrew Hopper  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
003	Assignment A Essay (1,000 words)	30				
004	Assignment B Essay (3,500 words)	70				

**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

**Assessment Methods**

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

**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, writing, and proofing the essays (57 hours).

**HS2237 All Bourgeois Now? Class in History**

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

**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
<b>Total Module Hours</b>	<b>150</b>

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay (4,500 words)	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  
 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**

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

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


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

**Student Workload (hours)**

Synchronous Lectures	
Synchronous Small Group Teaching	10
Synchronous Practical Classes/ Workshops/Professional Placements	
Synchronous Other	
Asynchronous Lectures/Presentations	10
Asynchronous Other	15
Guided Independent Study	115
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** James Bothwell

**Mark Scheme:**

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

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**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

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**HS2307 Madness, Monarchy and Politics in Georgian Britain**


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

**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
<b>Total Module Hours</b>	<b>150</b>

**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 (2,000 words)	50				
006	Assignment B - Essay (2,000 words)	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**

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

**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.

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


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

**Student Workload (hours)**

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

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Deborah Toner

**Mark Scheme:**

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

**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**

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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 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



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**HS2362 Living with Dictatorship: European Societies, 1918-1941**


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

**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
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Paul Moore

**Mark Scheme:**

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

**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**

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**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"

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


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

**Student Workload (hours)**

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

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Bernard Attard

**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 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

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


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**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
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Sally Horrocks

**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

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**HS3688 The Golden Age of Anglo-Saxon Northumbria**


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

**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
<b>Total Module Hours</b>	<b>150</b>

**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 Primary Source Commentary (c.1500 words)	30				
002	Assignment B Essay (3,500 words)	70				

**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 or 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**

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**Guided Independent Study: Indicative Activities**

Seminar and workshop preparation: 80 hours; essay preparation: 35 hours

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**HS3691 Indigenous Peoples of the Americas, c1350-1650**


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

**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
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Deborah Toner

**Mark Scheme:**

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment A - Portfolio (2000 words)	40				
002	Assignment B - Comparative Essay (3,000 words)	60				

**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

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**HS3694    Diasporas and Migrations in the Modern World**


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

**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

**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 A - Essay (2,500 words)	50				
002	Assignment B - Portfolio (2,500 words)	50				

**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**

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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. 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

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**HS3696 The Medieval Natural World**


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

**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
<b>Total Module Hours</b>	<b>150</b>

**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
001	Assignment A Interpretation Board (1,000 words)	40				
002	Assignment B Written/Illustrated piece of work (3,500 words)	60				

**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 textual and non-textual 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

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


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

**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
<b>Total Module Hours</b>	<b>150</b>

**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)	50				

**Intended Learning Outcomes**

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

- Analyse and assess the principal economic, political and cultural processes that shaped modern South Asia from 1857 to 1947
- Critically evaluate primary and secondary materials pertinent to the subject.
- 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 - Essay (2500 words) (50%)
- Assignment B - Essay (2500 words) (50%)

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

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**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.



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**HS3808 Gender, Crime and Deviance in Eighteenth Century Britain**


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

**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
<b>Total Module Hours</b>	<b>150</b>

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment A: Source Analysis	40				
002	Assignment B: Research Essay final	50				
003	Assignment C: Thematic Exercise	5				
004	Assignment D: Critical Discussion	5				

**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 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**

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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 assignments - c 50-55 hours.

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

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**HS3810 Abolitionists: Antislavery Activism in Britain and America, 1787-1865**


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

**Student Workload (hours)**

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

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** John Coffey  
**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**

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**

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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. 5 hours.