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>
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<th>2021/2</th>
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<tr>
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<td>Year 2</td>
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<tr>
<td>Scheme:</td>
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<tr>
<td>Department:</td>
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<td>Credits:</td>
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**Student Workload (hours)**

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<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
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<th>Exam Hours</th>
<th>Ass't Group</th>
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<tr>
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**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Eliza Riedi  
**Mark Scheme:** UG Module Mark Scheme

**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.

**Pre-Requisites**

**Co-Requisites**

Last Published: 23 September 2021
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

HS2232  Religious History

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

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

Student Workload (hours)

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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

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).
## Module Specification

### HS2237 All Bourgeois Now? Class in History

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

### Student Workload (hours)

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</table>

**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

### 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
Module Specification


Module Specification

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<td>Assignment B Essay</td>
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Period: Semester 1
Occurrence: E
Coordinator: James Bothwell

Mark Scheme:

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Student Workload (hours)

- Synchronous Lectures
  - Synchronous Small Group Teaching: 10 hours
  - Synchronous Practical Classes/Workshops/Professional Placements
  - Synchronous Other

- Asynchronous Lectures/Presentations: 10 hours
- Asynchronous Other: 15 hours
- Guided Independent Study: 115 hours
  - Total Module Hours: 150 hours

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

Last Published: 23 September 2021
## 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

### Occurrence: E

### Coordinator: Ian Harris

### Mark Scheme: UG Module Mark Scheme

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### Student Workload (hours)

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<tr>
<td><strong>Total Module Hours</strong></td>
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</table>

### 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

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<td>Deborah Toner</td>
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Mark Scheme:

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Student Workload (hours)

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<td>Guided Independent Study</td>
<td>115</td>
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<tr>
<td>Total Module Hours</td>
<td>150</td>
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</table>

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: 23 September 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

Student Workload (hours)

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Period: Semester 2
Occurrence: E
Coordinator: Paul Moore

Mark Scheme:

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<tr>
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<tr>
<td>002</td>
<td>Assignment B Essay (2,000 words)</td>
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</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: 23 September 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)

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### Mark Scheme:

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</table>

### 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: 23 September 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

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

**Mark Scheme:**

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<th>Weight %</th>
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<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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**Student Workload (hours):**

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<tr>
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<td>Total Module Hours</td>
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</table>

**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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Last Published: 23 September 2021
Module Specification

HS3688  The Golden Age of Anglo-Saxon Northumbria

<table>
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<th>No.</th>
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<th>Alt Reass’t</th>
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<td>Assignment B Essay (3,500 words)</td>
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</table>

**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**

-

**Guided Independent Study: Indicative Activities**

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

**Period:** Semester 1

**Occurrence:** E

**Coordinator:** Joanna Story

**Mark Scheme:** UG Module Mark Scheme
Module Specification

HS3691  Indigenous Peoples of the Americas, c1350-1650

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

Period: Semester 2
Occurrence: E
Coordinator: Deborah Toner

Mark Scheme:

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<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
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<td>Assignment A - Portfolio (2000 words)</td>
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<td>Assignment B - Comparative Essay (3,000 words)</td>
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Student Workload (hours)

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<tr>
<td>Asynchronous Other</td>
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<tr>
<td>Guided Independent Study</td>
<td>115</td>
</tr>
<tr>
<td>Total Module Hours</td>
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</table>

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

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: 23 September 2021
Module Specification

HS3694 Diasporas and Migrations in the Modern World

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

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

Student Workload (hours)

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<td></td>
<td>20</td>
<td>2</td>
<td>118</td>
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</table>

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

Last Published: 23 September 2021
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

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

Student Workload (hours)

<table>
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<tr>
<th>Component</th>
<th>Hours</th>
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<tbody>
<tr>
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<tr>
<td>Guided Independent Study</td>
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<tr>
<td>Total Module Hours</td>
<td>150</td>
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Last Published: 23 September 2021
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
Occurrence: E
Coordinator: Prashant Kidambi
Mark Scheme: UG Module Mark Scheme

Student Workload (hours)

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<th>Activity</th>
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<td>Total Module Hours</td>
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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

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.

Last Published: 23 September 2021
Module Specification

HS3808  Gender, Crime and Deviance in Eighteenth Century Britain

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

Student Workload (hours)

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</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 secondary historiographical debates related to the topic.
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.

Last Published: 23 September 2021
### Module Specification

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

<table>
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<td>John Coffey</td>
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<td>Total Module Hours 150</td>
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</table>

**Module Level:** Year 3  
**Scheme:** UG  
**Department:** History  
**Credits:** 15

### 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.