

HS2231 Gender History

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

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

Period: Semester 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	Assignment - Essay in comparative history (4,500 words) (Final)	100				

Intended Learning Outcomes

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

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

Teaching and Learning Methods

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

Assessment Methods

Essay.

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

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

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

HS2232 Religious History

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

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

Period: Semester 1
Occurrence: E
Coordinator: Zoe Knox
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) Final	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 (30%)
 Essay (70%)

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

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

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

HS2237 All Bourgeois Now? Class in History

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Lectures
 Seminars 30
 Practical Classes & Workshops 5
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study 115
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours 150

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

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

Intended Learning Outcomes

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

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

Teaching and Learning Methods

Lectures, seminars, workshop

Assessment Methods

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

Pre-Requisites

Co-Requisites

Excluded Combinations

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Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for seminars - 40 hours
 Reading and note taking from secondary works as preparation for lectures - 20 hours

Writing two essays - 50 hours

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

HS2238 Global Cities

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Lectures	
Seminars	30
Practical Classes & Workshops	5
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	115
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay (4,500 words) Final	100				

Intended Learning Outcomes

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

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

Teaching and Learning Methods

Lectures, seminars, workshop

Assessment Methods

- Essay (100%)
- Students will also have the opportunity to submit formative work for feedback.

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.

HS2307 Madness, Monarchy and Politics in Georgian Britain

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Lectures	10
Seminars	20
Practical Classes & Workshops	5
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	115
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
005	Assignment A - Essay 1 (2,000 words)	50				
006	Assignment B - Essay 2 (2,000 words) (Final)	50				

Intended Learning Outcomes

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

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

Teaching and Learning Methods

Lectures, seminars, workshops

Assessment Methods

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

Pre-Requisites
Co-Requisites
Excluded Combinations

-

Guided Independent Study: Indicative Activities

Background reading for and review of lectures, c. 20 hours

Reading and reflection in preparation for seminars, c. 40 hours

Preparatory reading, planning and writing two assignments - c. 50-55 hours

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

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

Academic Year:	2020/1	Student Workload (hours)
Module Level:	Year 2	Lectures 10
Scheme:	UG	Seminars 20
Department:	History	Practical Classes & Workshops 5
Credits:	15	Tutorials
		Fieldwork
		Project Supervision
		Guided Independent Study 115
		Demonstration
		Supervised time in studio/workshop
		Work Based Learning
		Placement
		Year Abroad
		Total Module Hours 150

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Assignment A - Essay (1,500 words)	40				
003	Assignment B - Essay 2,500 words (Final)	60				

Intended Learning Outcomes

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

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

Teaching and Learning Methods

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

Assessment Methods

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

Pre-Requisites

Co-Requisites

Excluded Combinations

-

Guided Independent Study: Indicative Activities

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

HS2331 Modern Ireland, 1939-1975

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Lectures	10
Seminars	20
Practical Classes & Workshops	5
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	115
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

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

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

Intended Learning Outcomes

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

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

Teaching and Learning Methods

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

Assessment Methods

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

Pre-Requisites

HS2331

Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

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

HS3694 Diasporas and Migrations in the Modern World

Academic Year: 2020/1
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Lectures	10
Seminars	20
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	118
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
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 - Essay (2,500 words) (Final)	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

Essays

Pre-Requisites
Co-Requisites
Excluded Combinations

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HS3696 The Medieval Natural World

Academic Year:	2020/1	Student Workload (hours)
Module Level:	Year 3	Lectures 10
Scheme:	UG	Seminars 20
Department:	History	Practical Classes & Workshops 5
Credits:	15	Tutorials

Fieldwork	
Project Supervision	
Guided Independent Study	115
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

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) final	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

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

Academic Year: 2020/1
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

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

Period: Semester 1
Occurrence: E
Coordinator: 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 1 (2,500 words)	50				
002	Assignment B - Essay 2 (2,500 words) Final	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 1 (2500 words) (50%)
- Assignment B - Essay 2 (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.

HS3808 Gender, Crime and Deviance in Eighteenth Century Britain

Academic Year: 2020/1
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Lectures	10
Seminars	20
Practical Classes & Workshops	5
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	115
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

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 Essay (1,500 words)	30				
002	Assignment B Essay (3,500 words)	70				

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

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.

HS3809 On Europe's Edge: Empires and Nations in Central and Eastern Europe, 1848-1918

Academic Year:	2020/1	Student Workload (hours)
Module Level:	Year 3	Lectures 10
Scheme:	UG	Seminars 20
Department:	History	Practical Classes & Workshops 5
Credits:	15	Tutorials
		Fieldwork
		Project Supervision
		Guided Independent Study 115
		Demonstration
		Supervised time in studio/workshop
		Work Based Learning
		Placement
		Year Abroad
		Total Module Hours 150

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	Individual Oral Presentation	20				
002	Assignment A Essay (1,000 words)	30				
003	Assignment B Essay (3,000 words)	50				

Intended Learning Outcomes

Demonstrate a comprehensive understanding of the history and historiographies of nations and empires in 19th and early 20th century Central and Eastern Europe.
 Critically engage with notions of 'centre' and 'periphery' and critically examine the connections, transfers, and entanglements occurring between different spaces in Europe and outside Europe.
 Demonstrate an understanding of the positioning of 19th and 20th Central and Eastern Europe in a global setting.
 Discuss critically and draw connections between a range of secondary historiographical debates related to the topic.
 Effectively present own analysis and arguments clearly and concisely in both written and oral form.

Teaching and Learning Methods

Lectures, seminars, oral presentations

Assessment Methods

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.

HS3810 ABOLITIONISTS: ANTISLAVERY ACTIVISM IN BRITAIN AND AMERICA, 1787-1865

Academic Year: 2020/1
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

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

Period: Semester 2
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 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
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.