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| 4100HISTSemester 1*History* | Making History(20c) | *Aim:*1. To introduce students to locating, comprehending and analysing secondary and primary sources2. To give students experience with multiple staff members in an interactive group environment3. To maintain a flexible Personal Tutor program, that is embedded into a module | *Learning activities:*Small tutorial-sized Workshop classes and Personal Tutor support. | *Assessment:*Report (1500 words) (50%) Analysis (1500 words) (50%) |
| 4103HISTSemester 1*History* | Lion Rampant, Lion Tamed; The Rise and fall of the British Empire(20c) | *Aim:*1. To survey the development and transformation of the British empire from the mid-18th century to the present day2. To examine the programme themes of 'nation, state and power', 'technology, economy and society' and 'culture, local and identity' with reference to the rise and demise of the British imperial system.3. To examine the concepts of 'structure and agency' and 'change and continuity' in the context of British imperialism and decolonisation | *Learning activities:*Lectures and seminars. | *Assessment:*1500 word article review (25%) 2500 word essay (75%) |
| 4104HISTSemester 1*History* | Modern European History: Myth, Memory and the Uses of the Past(20c) | *Aim:*1. Display a good understanding of important political, cultural, and social aspects of Modern European history. 2. Demonstrate a firm grasp of the historiography of the Modern European history and be able to articulate this in written form. 3. Engage in historical debate on a range of topics about myth, memory and identity in Modern European history, critically relating discussion to different national (or otherwise) contexts. | *Learning activities:*Lectures and Seminars | *Assessment:*Online Quizzes (30%) Essay (2000 word) (70%) |
| 5100IRPSemester 1*History* | Debating International Relations Theories(20c) | *Aim:*1. To understand the evolution of IR as a body of knowledge and intellectual pursuit. 2. To understand the interplay between history and theoretical development. 3. To critically engage the Great Debates in the history of IR and understand the key questions at stake in those debates.4. To develop a comprehensive understanding of the strength and limits of each theoretical approach | *Learning activities:*Lectures and tutorials | *Assessment:*1500 word article review (40%) 2500 word essay (60%) |
| 5101HISTSemester 1*History* | Debates in History(20c) | *Aim:*1. To introduce students to historiographical debates in a range of different national, social, cultural and political contexts.2. To equip students with analytical skills that allow them to understand and contextualize historiographical arguments.3. To equip students with the interpretative skills necessary to write about historical case studies in a coherent, articulate, and informed manner. | *Learning activities:*Lectures, Tutorials | *Assessment:*Review 1500 words (30%) Critical Essay 2500 words (70%) |
| 5109HISTSemester 1*History* | Ireland, 1690-1920(20c) | *Aim:*• To equip students with a clear understanding of Irish history from the late seventeenth century to the early twentieth century• To introduce students to contentious periods of Irish history and to familiarize them with the associated historiography. • To provide students with an opportunity to read and evaluate primary documents. | *Learning activities:*This course will be taught through discussion based lectures and seminars. There will be an opportunity for students to choose a primary document and critically evaluate it during the course. | *Assessment:*Portfolio (50%) Exam (50%) |
| 5110HISTSemester 1*History* | The International Crisis, 1919-1939(20c) | *Aim:*1. Demonstrate an understanding of several important political, economic and social aspects of international history during the interwar period.2. Engage, in written form, in historical debate on key issues in international history.3. Demonstrate an understanding of the concept of crisis and response in history.4. Demonstrate an understanding of transnational histories. | *Learning activities:*Lectures, Tutorials | *Assessment:*Online Quiz (40%) Essay (60%) |
| 5121HISTSemester 1*History* | A History of Modern Latin America(20c) | *Aim:*To introduce students to modern Latin American history.To develop students’ understanding of social and political change in Latin America.To enable students to think comparatively in geographical and temporal terms. | *Learning activities:*Lectures, Seminars, Workshops | *Assessment:*Portfolio 2000 words (40%) Essay 2500 words (60%) |
| 5122HISTSemester 1*History* | An International History of the Cold War Era(20c) | *Aim:*To enable the students to understand and articulate different interpretations of the ‘Cold War’To enable students to understand historiographical interpretations of the Cold War and how they have evolved over timeTo enable students to understand how the Cold War affected different geographical regions and how it intersected with other major issues, such as decolonization. | *Learning activities:*Lectures and Seminars. | *Assessment:*1500 word essay (45%) 2000 word essay (55%) |
| 5123HISTSemester 1*History* | A Bitter Resurgence: China into the Modern World (1894-1992)(20c) | *Aim:*To critically examine the history of contemporary China especially the origins of ‘China’s rise’To understand the political and socioeconomic crises that China suffered through twentieth century and its impact on China’s contemporary development. To critically engage the contested meanings of modern Chinese revolution and the terms of communism, socialism and democracy in context.To explore the international relations in which China’s modern state-formation has taken place, and to study the great power relationships that has effects on China’s domestic politicsTo understand China’s view of the western world and major European countries such as the US, Britain and continental Europe. To critically analyse and evaluate the social and political challenges that contemporary China faces. | *Learning activities:*Lectures and Seminars. | *Assessment:*1500 word News Analysis (40%) 2500 word Essay (60%) |
| 5125HISTSemester 1*History* | Age of Terror 1850-1914(20c) | *Aim:*To develop knowledge of the phenomenon of international terrorism, and the police and intelligence responses to it, in the 19th centuryTo reflect on the societal, cultural and political consequences of terrorist attacks and counter-terrorist policingTo build focused knowledge of a specific aspect of the 19th century “war on terror” | *Learning activities:*Lectures, Seminars | *Assessment:*Online Quizzes (30%) Historical Report (70%) |
| 6103HISTSemester 1*History* | Brummies, Geordies, Scousers and others(20c) | *Aim:*1. To trace the origins and trajectory of place identities 2. Examine the ways in which different place identities are depicted3. Explore the similarities and differences between place identities | *Learning activities:*Each topic will be introduced by a one hour lecture, followed by a seminar and workshop. Using a set of themes identified at the start of the course, students will evaluate a range of sources that represent each place identity. While collecting the material, students will annotate each piece. They will also collect secondary material that deals with particular place identities and social representations. While interpreting this material students will prepare blogs that offer accounts of the origins, history and meaning of specific place identities | *Assessment:*Portfolio 2500 Words (50%) Exam, seen paper (50%) |
| 6110HISTSemester 1*History* | Victorian Cities(20c) | *Aim:*1. To introduce students to the history of the Victorian city.2. To investigate the themes of class and gender in the Victorian city.3. To enable students to think critically about and historicise urban identities. | *Learning activities:*This module will explore how the Victorians experienced and imagined their cities. The nineteenth century witnessed the rapid transformation of urban centres into densely populated areas. Victorians were both fascinated and repelled by this process. London was not only ‘magnificent’, in the eyes of American writer Henry James, but also a ‘brutal’ city, which had ‘gathered together so many of the darkest sides of life’. | *Assessment:*Portfolio, 2000 words (50%) Essay, 2500 words (50%) |
| 6111HISTSemester 1*History* | Life Inside Nazi Germany, 1933-1945(20c) | *Aim:*1. To examine life inside Nazi Germany between 1933 and 1945.2. To examine primary source material related to the key issues in the history of everyday life in Nazi Germany between 1933 and 1945.3. To critically evaluate and interpret historiographical debates surrounding the study of the cultural, social, economic, racial and political aspects of Nazi Germany. | *Learning activities:*Lectures, Workshops. | *Assessment:*Essay (50%) Document study (50%) |
| 6114HISTSemester 1*History* | Interpreting conflict in post-colonial Africa(20c) | *Aim:*1. To encourage students to think historically about conflict in post-colonial Africa, paying attention to continuity and change over time2. To encourage students to construct multi-causal analyses of African conflicts3. To think about local, national, regional and global dimensions to so-called ‘civil wars’ in Africa | *Learning activities:*Workshops | *Assessment:*Essay (50%) Exam (50%) |
| 6125HISTSemester 1*History* | Celebration & Commemoration in Irish History(20c) | *Aim:*To enable students to engage in a critical debate about the historiography associated with key events in Irish history.To enable students to engage with different methods of teaching history to different audiences. This will raise students' awareness of a wide range of perspectives and to offer them the opportunity to interpret complex sources from a variety of viewpoints. As part of this students will be introduced to a number of relevant concepts, theories and historical methodologies.To enable students to critically assess and contextualise the way in which the 1798 Rebellion, the Great Irish Famine and the 1916 Easter Rising have been commemorated and celebrated by later generations. | *Learning activities:*Workshops. | *Assessment:*Portfolio 1 - 2000 words (60%) Portfolio 2 - 1500 words (40%) |
| 7100IRSemester 1*History* | Understanding International Relations(30c) | *Aim:*To engage in independent and critical thinking, and to develop and engage with the theoretical concepts and apply them to the world.To develop the ability to present and defend arguments and interpretations in an appropriate and scholarly manner.To understand global events from the state, non-state and international perspectives. | *Learning activities:*This module will include three invited experts to come and discuss particular theories and case studies. This process will help consolidate learning on a vital element to understanding IR. Structure of module is based on a three-step process: 1. One week of prep-reading including roundtable discussions on reading with the module leader. 2. Spread over one or two days, the students will have 4 hours of class with an invited academic. 3. Class work set by invited academic to be completed for the session the week after. This session will be facilitated by the module leader. | *Assessment:*Essay plan 1,000 words (15%) Essay 4,000 words (85%) |
| 7101IRSemester 1*History* | Research Methods for International Relations(10c) | *Aim:*To introduce students to postgraduate level methodological and theoretical approaches to researching international relations.To provide students with the opportunity to critically appraise methodological and theoretical approaches to researching international relations.To provide students with the skills required to undertake a research project at postgraduate level. | *Learning activities:*Workshops | *Assessment:*Research project plan 2,500 w (100%) |
| 7104IRSemester 1*History* | War and Peace in Africa since 1990(20c) | *Aim:*To engage with both political science and historical approaches to the study of warfare in contemporary AfricaTo consider the nature of international interventions in African warsTo consider the dilemmas of post-conflict agendas of justice and reconciliation. | *Learning activities:*Workshops | *Assessment:*Research Essay (80%) Presentation (20%) |
| 4100HISENGSemester 2*History* | Practices of History(20c) | *Aim:*Explain and contextualise primary source material.Critically analyse and comprehend secondary source material. To teach transferrable group-working skillsDemonstrate Level 4 written communication skills. | *Learning activities:*Workshop sized classes Flipped Tutors | *Assessment:*Weekly Reports 1500w (50%) Reflective World of Work piece (10%) Group Project (40%) |
| 4101HISTSemester 2*History* | Exploring History(20c) | *Aim:*1. To teach transferrable group-working skills2. To encourage independent learning3. To teach transferable project management skills4. To deliver a focused, immersive research experience | *Learning activities:*Group-led Workshops with Personal Tutor support. | *Assessment:*Project (90%) Self Awareness Statement (10%) |
| 4102HISTSemester 2*History* | The Faces of Britain(20c) | *Aim:*1. Set out the basic parameters and features of British political, social and cultural history through the nineteenth- and twentieth-centuries which account, through time, for our sense of national, local and social identity.2. Explore the meaning of ‘identity’, where it comes from, what are its foundations, how is it made and reformed over time and relative to context.3. Outline the key features of British culture and society to act as a foundation for future studies. | *Learning activities:*Each topic will be introduced by a one hour lecture; this will be followed by a two hour seminar. For the purposes of the seminar, the cohort will be divided across the teaching team in order to facilitate greater discussion within smaller groups. The tutor responsible for the lecture will provide a variety of primary and secondary sources that will form the basis of the seminar discussion, along with guided questions to shape and lead the debate. | *Assessment:*Seminar Reports (50%) Unseen Exam (50%) |
| 4105HISTSemester 2*History* | The American Age: People, Politics and Power(20c) | *Aim:*1. Broaden your understanding of key moments in America’s history that have shaped its development as a nation2. Provide you with the opportunity to engage with a variety of sources and historical tools to better understand America’s past3. Support your developing a methodical, analytical and critical approach to the study of history | *Learning activities:*Weekly reading to prepare for seminars and lecturesCollating and interpreting source materialAttending and engaging with weekly taught sessionsWorkshops on exam techniquePreparing and submitting an essay on a key aspect of American History | *Assessment:*2 hour unseen exam (50%) 2000 word essay (50%) |
| 5102HISTSemester 2*History* | Research Paper(20c) | *Aim:*1. To allow students undertake an in-depth and defined research paper on a topic arising from studies undertaken in another module or modules at Level 5.2. To develop the ability of students to plan, implement and complete a substantial piece of written work under the guidance of a supervisor who has subject expertise.3. To develop the ability of students to discern, analyze and present a range of sources in a clear and articulate manner. | *Learning activities:*Tutorial | *Assessment:*Research Paper (5000 words) (100%) |
| 5105HISTSemester 2*History* | The Soviet Experiment, 1917-1991(20c) | *Aim:*1. An understanding of the early Soviet state and its relationship to society.2. Knowledge and skills to understand, identify and critically assess different kinds of source material.3. Analytical, written and communication skills developed through workshops and assessments. | *Learning activities:*Workshops, tutorials | *Assessment:*2000 word portfolio (40%) Long Essay (60%) |
| 5106HISTSemester 2*History* | Colonial Africa, 1880-1994(20c) | *Aim:*1. To introduce students to modern African history2. To develop students’ understanding of colonial rule in Africa3. To develop students’ understanding of decolonisation in Africa | *Learning activities:*Lectures, seminars and tutorials | *Assessment:*2250 word portfolio (50%) 2500 word essay (50%) |
| 5114HISTSemester 2*History* | Supernatural Britain(20c) | *Aim:*1. Examine various supernatural/paranormal phenomena and place them in context.2. Develop an understanding of the meanings and interpretation of supernatural/paranormal phenomena. 3. Foster an appreciation of the way in which the supernatural/paranormal have been represented in texts and images. | *Learning activities:*Each topic will be introduced by a one hour lecture, followed by a one hour seminar. These seminars will involve students searching digital collections and other online databases to discover sources that they will, with the assistance of the tutor choose to analyse in the assessments. | *Assessment:*Source Review (50%) Seen Exam (50%) |
| 5126HISTSemester 2*History* | Gender, Race and Slavery in the United States(20c) | *Aim:*To enable students to understand the development of ideas of slavery, race, gender in the United States To enable students to understand historiographical interpretations of slavery in the United States and how they have changed over time To enable students to work confidently with a key primary source set | *Learning activities:*Lectures, Workshops | *Assessment:*2000 word research essay (70%) Research-based blogpost (30%) |
| 6106HISTSemester 2*History* | We would not know there was a war on. Life on the British Home Front During the Second World War.(20c) | *Aim:*1. To provide an insight into the people’s experience of living day-by-day in Britain during the Second World War.2. To encourage students to challenge the popular history and meta-narratives associated with the past with a view to engaging with a period from a more down-to-earth perspective.3.Introduce students to the theoretical approach of cultural history, especially in relation to how people situate themselves within society irrespective of the greater events being played out around them. | *Learning activities:*Weekly lectures will provide background and contextual setting against which students will consider a range of primary source material in seminars. The seminars will provide a structured framework where sources will be dissected by students and used to stimulate discussion and debate. | *Assessment:*Essay (40%) Exam (60%) |
| 6107HISTSemester 2*History* | Laws of War(20c) | *Aim:*1. Display a good understanding of the development of the historical development of the laws of armed conflict. 2. Engage in historical debate on the success and failures of the international humanitarian law regime.3. Understand the relationship between societal change, mass culture and the practice of war. | *Learning activities:*1 x 3 Hour Lecture/workshop per week. | *Assessment:*Online Quiz (30%) Exam (70%) |
| 6115HISTSemester 2*History* | Queer Britain(20c) | *Aim:*To investigate the formation of queer identities in Britain, 1880-1980.To achieve a detailed command of varying historical interpretations.To utilise a range of primary and secondary materials to assess how queer identitieswere formed, expressed and managed in Britain, 1880-1980. | *Learning activities:*Lectures, Seminar, off-site field trip. | *Assessment:*10 minute oral presentation (50%) 2500 word Essay (50%) |
| 6120HISTSemester 2*History* | When the Sun Set in the East: End of Empire in Southeast Asia(20c) | *Aim:*1. To apply historiographical themes in the study of decolonisation to a set of case-studies in the Southeast Asia region.2. To examine the programme themes of 'nation, state and power', ‘structure and agency’ and 'culture, locale and identity' in relation to decolonisation in the developing world, and specifically in Southeast Asia.3. To demonstrate variety and diversity in the experience of decolonization, particularly in Southeast Asia. | *Learning activities:*Lectures and document-based workshops. | *Assessment:*Essay, 4000 words (100%) |
| 6121HISTSemester 2*History* | International Fieldwork in History(20c) | *Aim:*To provide students the opportunity to conduct a focused piece of independent workin an international context, under supervision, on an area congruent with the themesand substance of the History programme.To provide a vehicle for the improvement and development of a variety oftransferable skills and abilities appropriate to the task in hand, from identification ofPage 2 of 3appropriate topic/s through to the development of a study programme tailored to theneeds of the student and the presentation of a clear, coherent and robust piece ofreflective written work.To complement other modules via the opportunity to apply theories, methodologiesor techniques to a substantive topic of particular interest to thestudent her/himself.To encourage students to monitor and reflect critically on their own learning. | *Learning activities:*Workshops, off-site fieldwork trip | *Assessment:*Essay (50%) 2 x fieldwork analyses (50%) |
| 7103IRSemester 2*History* | The War/Peace Cycle(20c) | *Aim:*Develop a comprehension of the theory, practice and historical development of the War/Peace Cycle Demonstrate an understanding of the strategic significance of the War/Peace cycle in international relations over the course of the last 200 yearsBuild in-depth knowledge of a particular problem in the War/Peace cycle during the last 200 years. | *Learning activities:*Lectures and Seminars | *Assessment:*3500 word essay on case study (60%) 1500 word summary (40%) |
| 7105IRSemester 2*History* | Colonial and post-colonial statebuilding in the 19th to 21st Centuries(20c) | *Aim:*To engage with the deep history of western statebuilding projects in the non-western worldTo consider the ways in which western statebuilding projects have been shaped and transformed by the initiative of non-western social actorsTo consider the continuities and changes across the colonial and post-colonial eras of statebuilding experiments. | *Learning activities:*Workshops | *Assessment:*Research Essay (80%) Conference Presentation (20%) |
| 7110IRSemester 2*History* | International Politics and Development in Asia-Pacific(20c) | *Aim:*To critically assess the social, economic and political forces that shape contemporary Asia-Pacific To understand the trajectories of state-formation of major powers in the region, such as China, Japan, Korea and the Southeast AsiaTo critically examine the longue duree history that has produced the international politics of the regionTo explore variegated developmental forces, such as social revolution and economic reforms in different countries that have shaped the region To critically evaluate the region’s role in world politics. | *Learning activities:*Weekly lectures will provide background and contextual setting against which students will consider a range of primary source material in seminars. The seminars will provide a structured framework where sources will be dissected by students and used to stimulate discussion and debate. | *Assessment:*Issue Analysis 1500 words (40%) Question-based Essay 3000 word (60%) |
| 6100HISENGYearlong*History* | Dissertation in History and English(20c) | *Aim:*To enable students to work independently on an appropriate dissertation that falls under the expertise of the programme To develop the ability to analyse evidence in pursuit of a self-defined problem To produce a substantial piece of written work, with appropriate scholarly | *Learning activities:*Lectures, Seminars, Workshops. | *Assessment:*Report on their project 1500w (15%) Dissertation 8000 words (75%) 10 minute oral presentation (10%) |
| 6100HISTYearlong*History* | Dissertation(40c) | *Aim:*1. To develop the student's ability to identify a relevant historical topic and formulatea research proposal designed to explore aspects of that topic to a high level.2. To develop the ability of students to analyse and interpret primary and secondaryhistorical sources in pursuit of a self-defined problem.3. To develop students' ability to marshall evidence for a sustained argument andpresent that argument with clarity, fluency and coherence according to the tenets ofhistorical scholarship. | *Learning activities:*Lectures, Seminars, Conference, Tutorials. | *Assessment:*Review, 1500 Words (15%) Dissertation, 10000 Words (75%) 10 minute oral presentation (10%) |