

MODULE SPECIFICATION

Code: UPHPGN-30-2 **Title:** Project Management in History **Version:** 10

Level: 2 **UWE credit rating:** 30 **ECTS credit rating:** 15

Module type: Project

Owning Faculty: CAHE **Field:** History

Faculty Committee approval: **Date:**

Valid from: September 2011 **Discontinued from:** N/A

Contributes towards: Awards up to BA (Hons)

Pre-requisites: UPHPK4-30-1

Co-requisites: One other standard Level 2 or Level 3 History module

Excluded combinations: UPHPHG-30-3 – The Theory and Practice of History (now to be replaced by Project Management in History)

Learning outcomes:

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

1. an awareness of the key factors in successful project management (assessed through Component B2).
2. an awareness of the importance of setting realistic and achievable workload goals and deadlines (assessed through Component B2).
3. an awareness of the importance of the skills they have acquired and their relevance to the workplace environment.
4. the ability to identify problems related to project management and to devise ways to overcome these (assessed through Component B2).
5. the ability to identify, understand and contribute to historical debates (assessed through Component B1 and B2).
6. sufficient knowledge of historiography to enable them to read secondary sources in a critical manner and feel confident about employing a theoretical framework in their own research (assessed through Component B1 and B2).
7. the ability to develop a field of research including appropriate primary and secondary sources (assessed through Component B1 and B2).
8. the ability to analyse primary sources, comment on their historical context and demonstrate an awareness of the methodological issues associated with different forms of primary evidence (assessed through Component B2).
9. the ability to use a range of research and data analysis techniques and an understanding of their strengths and weaknesses (assessed through Component B2).
10. the ability to identify a range of writing and rhetorical styles (assessed through Component B2).
11. an appreciation of the importance of written presentation techniques (assessed through Component B2).

Syllabus outline:

This module is a practice-based introduction to research skills, methodological approaches, and ways of writing in History. Most of the practical work is focused on the development of an individually-conceived, designed, researched and written independent project. Students are guided through the process of historical enquiry and argument with the understanding that their work in the module is an exercise in project management. As such, the module provides both an essential point of reference for the Level 3 dissertation in History and enhances awareness of the transferable skills History graduates possess. The module covers concepts and themes including:

- Researching and identifying historical problems.

- Researching, identifying and understanding historiographical debate.
- Researching and identifying where primary sources can be found.
- Managing research material.
- Problems associated with the selection of evidence.
- Analysing evidence.
- Presenting arguments and persuading the reader.

Teaching and learning methods:

The module builds extensively on work already initiated in Level 1 History modules, particularly in relation to work focused on the nature of historical source material in UPHPK4-30-1.

Most teaching occurs in workshops in which, under the guidance of their tutor, students are guided through the management of their project. As well as serving as a forum for concentrated and focused discussion, where appropriate workshops will also include practical activities, such as introductions into analysing data and presenting arguments. Occasionally, a range of primary and secondary source material appropriate to the focus of the workshop will form the basis of discussion.

Workshops are complimented by a series of practice-based lectures on a variety of approaches to, and theories of, history, for example, 'how does a social historian work?' These provide background information, define terms and give some guidance with regard to the methodologies used by historians with different research interests. Where appropriate workshops will provide students with the opportunity to examine some of these approaches in more detail and to formulate and express their own views.

Reading Strategy

There is very little reading that is specific to the module. Most of the recommended reading for seminars is available online, primarily from JSTOR, and accessed through Blackboard. However, this is a practice-based, rather than reading-based, module. Students are expected to explore and write on their own research interests, and many of the texts and sources they are using in their other History module(s) should form appropriate reading.

Indicative Reading List: (see guidance notes)

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

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|------------------------------|--|
| Appleby, J. et. al. | <i>Telling the Truth About History</i> (NY: Norton, 1994) |
| Bentley, M. | <i>Modern Historiography: An Introduction</i> (London: Routledge, 1991) |
| Black, J. and MacRaild, D. | <i>Studying History</i> (Basingstoke: Macmillan, 1997) |
| Burke, P. (ed.) | <i>New Perspectives on Historical Writing</i> (Blackwell, Polity Press, 1991, 2nd edn., 2001). |
| Green, A and Troup, K (eds.) | <i>The Houses of History: A Critical Reader in Twentieth-Century History and Theory</i> (Manchester University Press, 1999). |
| Jenkins, K. | <i>Re-thinking History</i> (Routledge, 1991) |
| Jordanova, L. | <i>History in Practice</i> (Arnold, 2000). |
| Tosh, J. | <i>The Pursuit of History</i> (3rd edn., Pearson, 2000). |
| Tosh, J. | <i>Historians on History</i> (Pearson, 2000). |
| Tosh, J. | <i>Why History Matters</i> (Palgrave Macmillan, 2008). |

Assessment

Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE. (For further information please contact Academic Registry.)

Weighting between components A and B (standard modules only)

ATTEMPT 1

First Assessment Opportunity (Sit)

Component A

Description of each element

Element weighting

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|--|-----|
| 1 Essay(2500 words) | 25% |
| 2 Individual Project 6500 words <u>Final</u> | 75% |

Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)

Component A

| Description of each element | | Element weighting |
|-----------------------------|------------|-------------------|
| 1 Essay(2500 words) | | 25% |
| 2 Individual Project | 6500 words | 75% |

EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is not required.

Specification confirmed byDate
 (Associate Dean/Programme Director)