



MODULE SPECIFICATION

Code: UPHPK4-30-1 **Title:** Sources for Courses: History and Evidence **Version:** 1.1

Level: 1 **UWE credit rating:** 30 **ECTS credit rating:** 15

Module type: Project

Owning Faculty: Social Sciences and Humanities **Field:** History

Faculty Committee approval: QSC **Date:** 27th January 2010

Approved for Delivery by:

(indicate name of affiliated institution if module will only be delivered by them)

Valid from: September 2010

Discontinued from:

Contributes towards: Award and Half-Award BA History (Hons)

Pre-requisites: None

Co-requisites: None

Entry requirements:

(if the module is offered as CPD or stand alone, indicate the entry requirements)

Excluded combinations: None

Learning outcomes:

1. Familiarity with co-operative group work and reflective practice in learning. Document-based workshop format facilitates understanding of historical epistemology and empirical ways of learning through research, selectivity, interpretation and argument [GDP]
2. A deeper understanding of why history matters and what historians do [A1-2]
3. A deeper understanding of archival material and other primary sources as the building blocks of all accounts of the past. [A1-2]

Syllabus outline:

Teaching Block 1: History and Society

Taught in thematic blocks, each of about 2-3 weeks. Themes may vary from year to year but might include

Block one: Nationhood and Ethnicity

Block two: God, the Individual and the State

Block three: Gender and the Family

Block four: Money, Property and Power

Teaching Block 2: Approaches to Making History

Practical hands-on workshops leading towards final project

Block five: Sources and archives, including visit to TNA and exercises using digital archives (Times, Parliamentary Papers, EEBO etc)

Block six: Questions and arguments; creating a group research project; formulating questions, using evidence

Block seven: Group project and presentations

Teaching and learning methods:

The distinctive aspect of this project module is not its content but its teaching & learning methods. The module will be delivered in two-hour workshop sessions based around work set by the class tutor: perhaps in each case, one survey-type secondary reading and two or three archival sources (from text, visual, map/plan, oral, material object) or a numerical data-set. Students will be expected to work collectively

together and to learn through doing . The module will be designed to introduce a range of skills that are fundamental to the process of historical research, and students will use portfolio work to reflect upon their learning and to identify the processes they are using. The workshop tutor will also act as the personal tutor and GDP tutor. Every session of the module will be, in effect, a Facilitated Learning Action Group.

Reading Strategy:

Workshop sessions will be based firmly around the use of a range of pre-distributed primary sources. Students will also be expected to engage with a small selection of suggested complimentary secondary literature outlined in the course handbook. These will be available through JSTOR or comparable resources where we have a license for electronic access. Most of the secondary and archival material used in workshops will be available online and accessed through Blackboard. For group work, students will be directed to projects where adequate texts are already available in the SM library.

Indicative Reading List:

Bentley, M (1991), *Modern Historiography: An Introduction* London: Routledge

Black, J and MacRaild, D (1997), *Studying History* Basingstoke: Macmillan

Burke, P (ed) (2001) *New Perspectives on Historical Writing* Oxford: Blackwell, Polity Press

Dobson, M & Ziemann B, (eds) (2009) *Reading Primary Sources: The interpretation of texts from 19th and 20th century History*, London: Routledge

Jordanova, L (2000) *History in Practice* London: Arnold

Tosh, J (2000), *The Pursuit of History* 3rd edn, Harlow: Pearson

Tosh, J (2000), *Historians on History* Harlow: Pearson Educational

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) A: 100%

**ATTEMPT 1
First Assessment Opportunity**

Component A		
Description of each element		Element weighting
1. Individual Portfolio (3000 words)		40%
2. Group Project based on a theme from term one in which students work in small groups to formulate and answer a research question, using individually retrieved and analysed primary evidence from approved electronic resources.	FINAL	60%

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

Component A		
Description of each element		Element weighting
1. Individual Report (2000 words)		40%
2. Individual Project based on a theme from term one in which student formulates and answers a research question, using retrieved and analysed primary evidence from approved electronic resources		60%

EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is required.

Specification confirmed byDate
(Associate Dean/Programme Director)