



## **Module Specification**

### **Contemporary Histories**

Version: 2025-26, v1.0, Approved

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## Part 1: Information

**Module title:** Contemporary Histories

**Module code:** UPHB83-30-1

**Level:** Level 4

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Arts

**Partner institutions:** None

**Field:** History

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module uses history staff's research specialisms as a lens through which to examine themes in Contemporary British, European, and World history, including transformative events and struggles, and historically-shifting identities such as race, ethnicity, gender, class, age, religious faith, ability and region, and the implications of these shifts.

**Features:** Not applicable

**Educational aims:** In this module, students will survey a wide chronological range of British, European, and world history. They will first consider a broad theme within the period, then engage with scholarly conversation or debate, and finally will analyse primary evidence on that topic.

This will introduce new topics beyond those which they have previously studied. Students will gain insight into the events, changes, and continuities within the period c.1945 to the present day, how scholars understand and argue about the period, and what evidence historians have employed when writing about it. Through exposure to this survey module the students will gain knowledge of new periods and countries, helping them to develop their own interests and future research projects at Levels 5 and 6.

**Outline syllabus:** Students examine themes drawn from across the chronological period of the module. This gives them a firm foundation from which to build knowledge of continuity and change in history. For each theme they will be introduced to academic literature from a variety of perspectives and methodologies. Finally, they will learn to approach, understand, and analyse a range of primary sources.

Topics may include: gender and social change; immigration, race and nation; poverty and welfare; childhood and youth; popular culture; imperialism, and empire; 20th century revolutions including Russia and Cuba; the Global Cold War; decolonisation; social justice movements and human rights.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Teaching and learning will be delivered through a combination of lectures, seminars, and workshops. Assessment and feedback tutorials will also form part of the timetabled teaching activities. Topics will be delivered in blocks, covering historical debate and primary sources.

This module will set the foundations in terms of skills and chronology for study at

Levels 4 and 5. These include critical reading and reflection, understanding of debate, and source analysis.

Student learning will be supported on the VLE, where reading lists, weekly preparation materials, and teaching slides are posted. Students can also access assessment briefs from the start of teaching and will be offered personalised assessment advice during scheduled teaching time.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Employ effective research methods to explore and gather information related to specific areas of study.

**MO2** Effectively plan, organise, and execute projects, demonstrating self-direction and meeting established goals.

**MO3** Analyse and deploy evidence to answer meaningful research questions, using appropriate scholarly resources and showing awareness of the ethical issues inherent in historical research.

**MO4** Develop ideas through to defined outcomes.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/3D488B45-AB0A-14AE-CCA4-B7E8E7C110ED.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/3D488B45-AB0A-14AE-CCA4-B7E8E7C110ED.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** The reflective seminar report is designed to allow students' progress to be supported throughout the module, with feedback that feeds into the research essay. The RSR supports students to develop as effective learners by

structuring and incentivising engagement and critical reflection on both taught sessions and their independent learning, with students required to reflect on weekly readings and the discussion of materials in class.

For the research essay, students will select and interpret evidence and construct a critically situated argument synthesising primary and secondary material. This will develop students' research and critical analytical skills, building on learning in semester 1, and in preparation for level 5.

**Assessment tasks:****Portfolio (First Sit)**

Description: Reflective seminar report (continuous weekly assessment with in-class feedback)

Research essay (3,000 words)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: Reflective seminar report (The resit for the RSR will consist of a set of reflections on seminar materials across the term.)

Research essay (3,000 words)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

History [Frenchay] BA (Hons) 2025-26