



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	History in the Public Space				
Module Code	UPHPL4-30-3	Level	3	Version	1.1
Owning Faculty	ACE	Field	History		
Contributes towards	Awards up to BA (Honours)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	20 September 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> - Identify the links between practising History in the Public Space and debates around Public History - Appraise the opportunities and constraints presented to practitioners of History in the Public Space - Analyse and critique the production and consumption of History in the Public Space - Reflect upon the experience of working in occupations related to History - Identify and reflect upon issues of ethics and academic rigour in the practise of History in the Public Space. - Discuss their experience of exploring the relationship between academic History and the broader culture on the basis of their own experience - Communicate the above through a piece of original research which integrates their experience within the existing literature. <p>These Learning Outcomes are assessed in all three elements, i.e. A1-3.</p>
Syllabus Outline	<p>Students will be expected to participate in a placement equivalent of 20 days work experience. This may operate as a block, or as one day per week depending upon the requirements of the placement organisation. Placement as a block enables students to carry out the work outside of the teaching timetable (e.g.during vacations) whilst a one day per week placement allows students to take other modules without interference. The exact timing of the placement will be decided before allocation to students so that they are fully aware of commitment requirements.</p> <p>As there is no expectation that students will be paid for their work, placements will</p>

	<p>normally take place in the Bristol area. Placement organisations will be made aware that any additional travel should be covered at their own expense.</p> <p>Placements will take place in environments such as local record offices (eg the Bristol Record Office), museums (eg Bristol City Museum and Art Gallery, Empire and Commonwealth Museum, and the new Museum of Bristol), community History projects (eg England's Past for Everyone), tourism (eg researching, producing and market testing a history-themed guided tour or other similar activity), and other History-related initiatives (eg Victoria County History).</p> <p>Prior to the placement commencing, a 'work plan' is negotiated between the placement organisation, the module leader and the student. This will identify the specific role which the student will be expected to carry out. Whilst this may involve some general small administrative tasks, the majority of the work experience will require the student to be actively engaged in a creative process related in some way to the provision of History to the general public (eg assisting with educational activities with schools, outreach liaison, consumer research).</p>
<p>Contact Hours/Scheduled Hours</p>	<p>As a placement module this is impossible to quantify on a week-by-week basis. Each of the c. 20 days' placement is calculated as 6-8 hours, depending on the nature of the activity. This is supplemented by regular (at least monthly) 2-hour module group meetings, individual placement group meetings, and one-to-one tutorials.</p>
<p>Teaching and Learning Methods</p>	<p>There will be an initial meeting between students and the module teaching team at the end of Level 2, to identify subjects and placements, and to allow some work – which may include placements – to be undertaken over the Summer Vacation. A full-day meeting will take place at the beginning of the Level 3 year to check on progress, allow for reflection, to revise conclusions drawn from the 'Representations of the past in the public sphere' module and to plan the year's work. Regular meetings (a minimum of three) between the student and module tutor(s) will take place throughout the year: these may take place in the workplace, as appropriate.</p>
<p>Reading Strategy*</p>	<p>There are no set texts for this module. Theoretical and conceptual support will be provided by selections from the reading set for the 'Representations of the past in the public sphere' module, and the reading strategy outlined for that module applies here. In addition, given that the focus of the placements will normally be the Bristol region, the excellent resources of such local resources as the Bristol Central Library will be appropriate and accessible.</p>
<p>Indicative Reading List</p>	<p>See comments above.</p> <p>The following list, taken from 'Representations of the past in the public sphere', reflects the nature of the literature which students will use to support their practical work, where appropriate:</p> <p>Hilda Kean, Paul Martin & Sally J Morgan (eds), <i>Seeing History: Public History in Britain Now</i> (London 2000)</p> <p>Susan Porter Benson, Stephen Brier & Roy Rosenzweig (eds), <i>Presenting the Past Essays on History and the Public</i> (Philadelphia 1986)</p> <p>Peter J. Fowler, <i>The Past in Contemporary Society: Then, Now</i> (London 1992)</p> <p>Gerald Strauss, 'The Dilemma of Popular History', <i>Past and Present</i>, 132 (1991), pp. 130-149</p> <p>Tim Barringer and Tom Flynn (eds), <i>Colonialism and the Object: Empire, Material Culture and the Museum</i> (London 1998)</p> <p>Tony Bennett, <i>The Birth of the Museum: History, Theory, Politics</i> (London 1995)</p> <p>David Boswell & Jessica Evans (eds), <i>Representing the Nation, a Reader: Histories, Heritage, Museums</i> (London 1999)</p>

	<p>Dolores Hayden, <i>The Power of Place: Urban Landscapes as Public History</i> (London 1995)</p> <p>Robert Hewison, <i>The Heritage Industry: Britain in a Climate of Decline</i> (London 1987)</p> <p>Barbara Kirshenblatt-Gimblett, <i>Destination Culture: Tourism, Museums, and Heritage</i> (Berkeley 1998)</p> <p>David Lowenthal, <i>The Past is a Foreign Country</i> (Cambridge 1985)</p> <p>David Lowenthal, <i>The Heritage Crusade and the Spoils of History</i> (Cambridge 1998)</p> <p>Robert Lumley (ed), <i>The Museum Time-Machine: Putting Cultures on Display</i> (London 1988)</p> <p>Kevin Moore, <i>Museums and Popular Culture</i> (Leicester 1997)</p>
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Part 3: Assessment		
Assessment Strategy	The assessment is designed to allow students' progress to be assessed throughout the module – by means of the logbook (A1) – and the students' reflections after the completion of the placement are assessed through the other elements. These, A2 & A3, allow students to demonstrate their ability to communicate through both written and verbal/visual media.	
Identify final assessment component and element	Report (Component A:3)	
% weighting between components A and B (Standard modules only)	A: 100%	B: 0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Logbook	20%	
2. Presentation*	20%	
3. 5,000 word Report	60%	
* This will normally be a 30-minute presentation to at least two tutors and the group, but may take other forms (eg walking tour)		
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Logbook	20%

<p>2. Presentation*</p> <p>3. 5,000 word Report</p> <p>* This will normally be a 30-minute presentation to tutors, but may take other forms (eg walking tour)</p>	<p>20%</p> <p>60%</p>
<p>Component B Description of each element</p>	<p>Element weighting (as % of component)</p>
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	