

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	History in Practice		
Module Code	UPHAVR-30-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	History
Department	Arts and Cultural Industries		
Contributes towards	BA (Hons) History (compulsory) BA(Hons) English and History (option) BA (Hons) Liberal Arts		
Module type:	Project		
Pre-requisites	UPHPK4-30-1 Sources for Courses: History and Evidence		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>This module is a practice-based introduction to research skills, methodological approaches, and ways of writing History. Most of the practical work is focused on the development of an individually-conceived, designed, researched and written independent project. This serves as preparation for the dissertation module at Level 3 (UPHPKC-30-3 Applied Historical Research) and builds on research skills developed at Level 1 in UPHPK4-30-1 Sources for Courses: History and Evidence. It also requires students to reflect on the skills they have as historians and their application in contexts and employment beyond the university. In addressing Public History, this module serves as a pre-requisite for the placement module at level 3 (History in the Public Space, UPHPL4-30-3), and supports students wishing to undertake the placement year.</p> <p>Teaching and Learning Methods</p> <p><i>Structure and Contact Time</i> The module is divided into 3 blocks, covering discipline specific practice, professional practice and public history, and successful project management. Students will receive 3 hours contact time composed of a one-hour lecture relating to the current block, and a two hour workshop. Each workshop will include exercises to develop themes introduced in the lecture, and time to work on their individual projects with tutorial support. Normal scheduled classes do not take place during assessment weeks, but tutors may schedule one-to-one or small group sessions in addition to the contact hours indicated.</p> <p><i>Independent Learning</i> In a normal week students can expect to spend on average two hours engaged in essential reading. One hour should be spent in organising and reviewing material to enable effective seminar engagement. Three further hours should be spent working on individual research projects. Independent learning time for the module is</p>

composed of 6 hours per week.

Reading strategy

There will be a weekly assigned reading available through the Library or via Blackboard related to the preceding lecture. This will form the basis of class discussions in the first workshop hour. Students will need to undertake additional reading and primary research as part of their independent learning to inform their individual research projects.

Syllabus Outline

Block 1: The Houses of History

Block one introduces students to historiography and the use of different approaches and arguments in shaping historical research. Concepts and themes will include: empiricism and historical imagination; history as progress; history from below; gender history; the cultural turn; post-colonialism, and memory.

Block 2: Public History and Professional Practice

The second block considers history beyond academic study, introducing students to concepts and practice relating to public history, and professional practice more broadly, explicitly addressing employment possibilities and the skills needed to succeed in any career. The majority of lectures will be delivered by external practitioners, divided into two sections: one considering public history (in print and broadcast media for example), and history and museums; and the other delivered by colleagues in Careers, addressing employability and the world of work.

Block 3: Completing the Project

The final block will concentrate on practical skills needed to successfully complete their individual research projects. This will include: training in open access software and web publication; consolidating and structuring analysis; persuasive writing; and best practice in academic writing.

Part 3: Assessment

Assessment Strategy

Component A

1. Project Outline and Annotated Bibliography (2000 words)
Students are required to provide a brief (c. 500 word) outline of their proposed research project, detailing key research questions. The annotated bibliography (c. 1500 words excluding bibliographic references) must introduce key secondary texts and primary sources, situating both in a historiographical framework and relating them to their own investigation.
2. Collaborative Proposal (2000 words plus oral presentation – a pitch of c. 5 minutes)
Students are required to consider how they would direct their research project into a collaborative partnership project outside of the university. Students will prepare a written proposal aimed at a hypothetical partner organisation, and include a CV and personal statement detailing their suitability and skills relevant to the partnership project. The project proposal will be summarised and pitched in class.
3. Final Project (5000 words)
Students will write up and present their individual research project as a web publication. Students will be assessed on the quality of research, historiographical engagement and written argument.

The assessed coursework is designed to test the students' discipline specific skills and their ability to apply these skills away from academic work. The assessment strategy is designed to measure:

- critical engagement with historical debates and identification of significant differences in historical focus and in the selection and interpretation of evidence (A1, A3)
- the student's ability to select, analyse and interpret relevant primary and secondary material (A1, A3)
- the ability to identify the uses of historical research and its effective dissemination in the public domain (A2)
- the ability to reflect on and articulate their individual skills in an employment context (A2)
- the ability to present ideas in clear prose and observe appropriate academic standards (footnotes, bibliographies) (A1, A2, A3)
- the ability to communicate ideas clearly and concisely in oral presentations (A2)

Feedback for these assessments will be sent first to students electronically. All students will be required to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.

Identify final timetabled piece of assessment (component and element)		Component A3																											
% weighting between components A and B (Standard modules only)		A: 100%	B:																										
First Sit																													
Component A Description of each element		Element weighting (as % of component)																											
1. Project Outline and Annotated Bibliography (2000 words)		20%																											
2. Collaborative Proposal (2000 words) plus oral presentation – a pitch of c. 5 minutes		20%																											
3. Final Project (5000 words)		60%																											
Resit (further attendance at taught classes is not required)																													
Component A Description of each element		Element weighting (as % of component)																											
1. Project Outline and Annotated Bibliography (2000 words)		20%																											
2. Collaborative Proposal (2000 words) plus oral presentation – a pitch of c. 5 minutes		20%																											
3. Final Project (5000 words)		60%																											
Part 4: Teaching and Learning Methods																													
Learning Outcomes	On successful completion of this module students will be able to: <ul style="list-style-type: none"> • Demonstrate critical engagement with historical debates and identify significant differences in historical focus and in the selection and interpretation of evidence (A1 and A3) • Reflect on and articulate the uses of history in the public domain (A2) • Reflect on and articulate their individual skills and their utility in a range of contexts and employment beyond the university (A2) • Demonstrate the ability to select, critical assess, and interpret primary and secondary material relevant to their projects (A1 and A3) • Communicate their research clearly and concisely in both oral and written forms, and across different media platforms (A1, A2 and A3) 																												
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="3">Number of credits for this module</td> <td>30</td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table>				Key Information Set - Module data										Number of credits for this module			30		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
Key Information Set - Module data																													
Number of credits for this module			30																										
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																									
300	72	228	0	300																									
Contact Hours	<table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table>				Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300															
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																									
300	72	228	0	300																									
The table below indicates as a percentage the total assessment of the module which constitutes a;																													

Total Assessment	<p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="628 367 1323 600"> <tr> <td colspan="4">Total assessment of the module:</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4">Written exam assessment percentage</td> <td></td> </tr> <tr> <td colspan="4">Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td colspan="4">Practical exam assessment percentage</td> <td></td> </tr> <tr> <td colspan="4"></td> <td>100%</td> </tr> </table>	Total assessment of the module:										Written exam assessment percentage					Coursework assessment percentage				100%	Practical exam assessment percentage									100%
Total assessment of the module:																															
Written exam assessment percentage																															
Coursework assessment percentage				100%																											
Practical exam assessment percentage																															
				100%																											
Reading List	<p>Indicative Reading List</p> <ul style="list-style-type: none"> • Burke, P. (ed.) <i>New Perspectives on Historical Writing</i> (Blackwell, Polity Press, 1991, 2nd edn., 2001). • Cannadine, D. (ed.) <i>What is History Now?</i> (Palgrave Macmillan 2002) • Tosh, J. <i>Historians on History</i> (2nd ed. Routledge 2009) • Tosh, J. <i>The Pursuit of History</i> (6th ed. Routledge 2015) • De Groot, J. (2009), <i>Consuming History: Historians and Heritage in Contemporary Popular Culture</i> (Routledge). • Jordanova, L. J. (2006), <i>History in Practice</i> (Hodder Arnold, 2nd ed.) <p>Individual journal articles and chapters will be provided via Blackboard/library e-subscriptions</p>																														

FOR OFFICE USE ONLY

First CAP Approval Date	1 February 2017 link to RIA			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	2	<i>Link to RIA</i>