

MODULE SPECIFICATION FORM

Module Title: Introducing Historical Research	Level: 4	Credit Value: 20
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Module code: HUM406	Cost Centre: GAHN	JACS3 code: V321
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Trimester(s) in which to be offered: 1	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: July 2014 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic Department: Creative Industries	Module Leader: Dr Kathryn Ellis
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core for History and Optional for all other programmes
Scheduled learning & teaching hours: 60	
Independent study hours: 140	
Placement hours: 0	

Programme(s) in which to be offered: BA (Hons) History BA (Hons) English & History BA (Hons) History & Creative Writing	Pre-requisites per programme (between levels): None
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Module Aims:

This module aims to:

- Raise questions about the nature and purpose of history in contemporary and past society
- Introduce students to the type of analytical and critical skills and techniques needed to research and communicate a range of historical themes and questions

Intended Learning Outcomes:

At the end of this module, students will be able to:

1. Discuss the nature of history and explain the value and purpose of historical study (KS1)
2. Illustrate the way in which topography and physical evidence can be incorporated into historical study (KS3)
3. Access and explore the principal types of source material that can be used to investigate families, communities and settlements in the past (KS4, KS6)
4. Apply essential research skills and approaches (KS4, KS5, KS6, KS10)
5. Present historical findings in an effective and appropriate manner (KS1)

Key skills (KS) for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

Assessment one is a fieldwork report focussed on the value of physical evidence. This will be based on a specific location eg. Holt, Ruabon, Chester.

Assessment two is a documentary-based case study. Students engage with a range of primary sources such as the census, trade directories and maps and construct narratives based on their analysis of this evidence.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1.	1, 2, 5	Report	50%		2000
2.	3, 4, 5	Case Study	50%		2000

Learning and Teaching Strategies:

Lectures will be used to introduce students to main themes, but in the main this will be a practical module. Fieldwork and visits will form an integral part of the module providing students with a first-hand experience of physical evidence. Record office visits and workshops will provide further research insights with a focus on resources in documentary and electronic form. Student participation will be encouraged through seminars, tutorials and group workshops based on the study of primary source material.

Indicative Syllabus outline:

- The nature and value of History
- The role of the Historian; the evaluation and communication of evidence
- The 'raw materials' of History
- Physical evidence; the landscape as a historical 'document'
- Assessing documentary sources; County Record Offices visits and on-line resources
- Reconstructing Past Settlements and Communities through primary sources
- Addressing issues of local demography, social and economic development and cultural change through a range of primary sources including, parish registers, census enumerators' books, commercial directories, maps and official enquiry reports
- Problems and Possibilities of Presenting the Evidence
- Methods of communication; from the academic monograph to popular history

Bibliography:

Essential reading

Drake, M. & Finnegan, R., *Sources and Methods for Family and Community Historians: A Handbook*, vol.4 (Cambridge: Cambridge U.P. and Open Univ., 1997)

Tosh, J., *The Pursuit of History*, 4th edition (Oxford: Routledge, 2009)

Indicative reading

Carr, E.H., *What is History*, revised edition (Basingstoke: Palgrave Macmillan, 2002,)

Claus, P. & J. Marriott, *History: An Introduction to Theory, Method and Practice* (Oxford: Routledge, 2012)

Hoskins, W.G., *The Making of the English Landscape*, new edition (London: Little Toller Books, 2013)

Jordanova, Ludmilla, *History in Practice*, 2nd ed (London: Bloomsbury Academic, 2006)

Marwick, A., *The New Nature of History: Knowledge, Evidence, Language* (Basingstoke: Palgrave Macmillan, 2001)

Journals

The Local Historian

Exploring Local History

Electronic Resources

Institute of Historical Research: <http://www.history.ac.uk/>