



**School of Arts, Media and Education**

Yes, we can!  
Barack Obama

An Iron Curtain has descended across Europe  
Winston Churchill

To read too many books is harmful  
Mao Zedong

Things can only get better  
New Labour Manifesto

## **MODERN AND CONTEMPORARY HISTORY PROGRAMME**

**LEADING TO THE AWARDS:  
BA (Hons), Full- and Part-Time**

**PROGRAMME HANDBOOK 2009-10**

*War is much too serious a matter to entrust to military men*

Georges Clemenceau

*How can you expect to govern a country that has 246 kinds of cheese?*

Charles de Gaulle

All we have to fear is fear itself

Franklin D Roosevelt

The lady's not for turning

Margaret Thatcher

And so, my fellow Americans, ask not what your country can do for you: ask what you can do for your country

John F Kennedy

I do not see why men should not be as cruel as nature

Adolf Hitler

What is our task? To make Britain a country fit for heroes to live in

David Lloyd George

It's the economy, stupid

Bill Clinton

*Death is the solution to all problems – no man, no problem*

Joseph Stalin

<b>1</b>	<b>WELCOME TO NEW AND CONTINUING STUDENTS .....</b>	<b>4</b>
<b>2</b>	<b>KEY AIMS .....</b>	<b>4</b>
<b>3</b>	<b>THE PROGRAMME, YEAR BY YEAR.....</b>	<b>5</b>
3.1	FIXING THE FRAME.....	6
<b>4</b>	<b>MODULES, TERMS AND SEMESTERS.....</b>	<b>6</b>
4.1	CORE AND STANDARD MODULES .....	7
4.2	OPEN STUDY MODULES.....	7
<b>5</b>	<b>MODULES IN MODERN AND CONTEMPORARY HISTORY, YEAR BY YEAR .....</b>	<b>7</b>
<b>6</b>	<b>TEACHING AND LEARNING.....</b>	<b>18</b>
6.1	RANGE OF APPROACHES.....	18
6.2	THE INTERNET AND MODERN AND CONTEMPORARY HISTORY .....	19
6.3	CITATION ADVICE.....	20
<b>7</b>	<b>ASSESSMENT .....</b>	<b>20</b>
7.1	SUBMISSION .....	21
7.2	MITIGATING CIRCUMSTANCES .....	21
7.3	ATTENDANCE.....	21
7.4	PLAGIARISM.....	21
<b>8</b>	<b>HELP AND SUPPORT .....</b>	<b>22</b>
8.1	INDUCTION.....	22
8.2	SELF-SUPPORT AND PERSONAL DEVELOPMENT PLANNING.....	22
8.3	ADMINISTRATIVE SUPPORT.....	22
8.4	DISABILITY ISSUES.....	23
<b>9</b>	<b>THE MODERN AND CONTEMPORARY HISTORY TEAM .....</b>	<b>23</b>
9.1	PERSONAL TUTORS .....	24

<b>10</b>	<b>STUDENTS AND COURSE MANAGEMENT .....</b>	<b>24</b>
<b>11</b>	<b>HEALTH AND SAFETY, WELFARE AND DISCIPLINE .....</b>	<b>25</b>
	<b>APPENDIX 1: PROGRAMME SPECIFICATION .....</b>	<b>26</b>
	<b>APPENDIX 2: CURRICULUM OUTCOMES MAP.....</b>	<b>31</b>
	<b>APPENDIX 3: CURRICULUM SKILLS MAP.....</b>	<b>33</b>
	<b>APPENDIX 4: ASSESSMENT SUMMARY TABLE.....</b>	<b>34</b>

## 1 WELCOME TO NEW AND CONTINUING STUDENTS

Welcome to the BA (Hons) in Modern and Contemporary History. We hope you enjoy your time at the University of Bolton and enjoy studying Modern and Contemporary History. You should look at this Handbook whenever you want to know or check something to do with your programme. Please note that other important information is available in the Arts, Media and Education School Handbook, (located at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame) ), and at the University of Bolton Web Site ([www.bolton.ac.uk](http://www.bolton.ac.uk)). If you have doubts or queries, please don't hesitate to contact your personal tutor or the Programme Leader. Please also let us know if you think there are issues that aren't adequately covered in this Handbook, and we'll try and sort things out.

Dave Sheen, Programme Leader

## 2 KEY AIMS

- To give an understanding of the political, social and cultural history of the United States, Europe and Britain between the end of the nineteenth and the beginning of the twenty first century.
- To provide detailed knowledge of specialist topics within this field.
- To develop problem-solving abilities in relation to history and associated social science subjects.
- To move towards an understanding of why different approaches are used by different historians.
- To provide insights into the linked processes of political, social and cultural change.
- To nurture skills that provide preparation for a wide range of occupations and further academic work.
- To encourage the development of independent learning.
- To improve reasoning and interpretive skills.
- To develop informational abilities, particularly in relation to electronic media.
- To generate increasingly articulate skills in small-group situations.

Some of these skills are directly related to the study of history. Others are related to general intellectual, academic and personal development. Knowledge and skills from both these categories are invaluable when you leave university.

Many people think history is about the past. It is. But it is also about the present. History is a problem-based subject. It develops analytical skills that can be used in a wide variety of contexts. Because it is problem-based, history provides excellent preparation for many careers. A degree in history is a gateway to further academic work in the arts, social sciences, humanities and law. It will help you if you want to become a teacher, administrator, or work in the media. With law, history has been the first degree of two-thirds of twentieth century British Cabinet ministers.

At Bolton, Modern and Contemporary History focuses on the period between the mid-nineteenth and early twenty first centuries. It concentrates on the United States, Europe and Britain. The programme helps you understand political, social, cultural and economic change. It raises questions about problems in the past and in the present. What is globalization and when did it begin? Why did the affluent west become increasingly affluent, and when did this process

begin? Why has late twentieth century Africa been plunged ever more deeply into poverty, disease and over-dependence on foreign aid? When did that process begin? Why was the twentieth century the bloodiest in human history? How can we explain the rise (and fall) of Nazism and Stalinism? Why did Hitler and the Nazis want to exterminate the Jews?

**Modern and Contemporary History addresses these and other overwhelmingly important questions. Studying the Modern and Contemporary History Programme provides you with knowledge and information to help you start thinking about these issues for yourself. That ability – thinking about questions for yourself – gives you skills that you will be able to use in many other areas of your life. History, including modern and contemporary history, is a personal but intensely practical subject.**

### **3 THE PROGRAMME, YEAR BY YEAR**

What do you study? How are the years organized? What is a module?

#### **Level 1 (HE4): year 1: getting started**

During your first year, you study the mid- and late nineteenth century and follow courses that you give you an overview of twentieth century history. You learn basic historical skills. You also learn how historians think, pose questions, do research and write books and articles. You learn about the raw materials of history and how evidence is selected and converted into interpretation. You learn how and why historians so frequently *disagree* with one another. You learn about the politics of history and about the connections between how historians think and make judgements and the values that they hold.

You also learn how to find and use material on the internet. You write essays and give short seminar papers. During this first year, and in years two and three, you get a lot of help from your tutors and from your personal tutor. We try to make sure you have the same personal tutor in each of your three years.

#### **Level 2 (HE5): year 2: methods and debates**

In your second year, you begin to look in detail at twentieth century America, Europe and Britain. Your modules become more specialized. Survey lectures are still important but now you look at shorter periods of time, in greater depth. You learn more about historical method and the 'varieties of history'. You learn about the different concerns of political, social, economic and cultural historians. You are also introduced to the idea of multidisciplinary history. This term is used to describe the way in which historians draw on methods and ideas from other disciplines to get a better understanding of the past.

You learn more in detail about historical debates: the origins of the First World War, the reasons for the emergence of the 'German Question' in the twentieth century and the changing role of the presidency in the USA. In year one, you spent a lot of time learning about *what* happened. In year two, you look in greater detail at *why* things happened in the way they did. You write longer essays and give longer seminar papers. As the tempo increases, you continue to be helped by your tutors to meet new challenges.

#### **Level 3 (HE6): Year 3: becoming an independent learner**

During the summer of your second year, you begin work on your dissertation. The dissertation lies at the heart of your third year work. It is a long essay – up to ten thousand words, excluding footnotes and a bibliography – and it carries twice as many marks as other modules. In year two, you get help in choosing a topic for your dissertation and there is a seminar in which you

can try out and develop ideas, compare notes with other students and read draft chapters. Meanwhile, in your other modules, you study twentieth century American, European and British history in greater depth and detail.

**In year one, you spent a lot of time working out what happened and getting a general overview of your period through survey lectures. In year two, this continued but you also learnt more about method, historical debates and the 'varieties of history'. In year three, you concentrate on shorter periods of time and more complex historical controversies. You also begin to make judgements of your own within the context of what historians have written about controversial topics. You give more time to specialized themes in American, European and British history, rather than doing survey courses on all three areas of study. In your third year you take the plunge. You become an independent learner. But you won't be alone. You will get advice from your supervisor and from your personal tutor when you come up against major problems.**

### **3.1 Fixing the frame**

During your three years on the programme you also take courses that frame your work on American, European and British history. They focus on sources and source problems and the analysis of film and images as a way of finding out about modern and contemporary history. They also concentrate on the history of ideas, urban history and war, peace and technology in the bloodiest century the world has ever seen. These modules give you valuable background material and make connections between what you are learning about America, Europe and Britain. Framing modules feed in ideas that help you get a clearer understanding of other courses. They give you an overview of the ideas and concepts that interdisciplinary historians use when they explore the past. These modules make it easier for you to make comparisons between cultures.

## **4 MODULES, TERMS AND SEMESTERS**

A module is the basic unit of study. Each module lasts for 15 weeks, or 45 hours, including an examination week. You take six units in three years. That makes a total of 18 modules, including your dissertation, which counts for two modules. Each module lasts for a semester. There are two semesters in a year. This means that you take three modules every semester. The first semester begins in October and ends in late January. The second semester begins in February and ends in late May. Each year is also divided into three terms. The first begins in October. Then there is a break for Christmas. The second terms begins in the early New Year and ends around Easter. The summer term begins in mid-April and ends in early June. If you want to check out the dates for each year on your programme, go to [www.bolton.ac.uk/students](http://www.bolton.ac.uk/students)

**There are three kinds of module – core, standard and open study. Core modules are compulsory. Standard modules are optional. Open study modules, which you can do in years two and three, are for students who want to do a long piece of work, or its equivalent, based on a single core or standard module, or drawing on ideas from two neighbouring modules.**

#### 4.1 Core and standard modules

Core modules are important. They deal with the ideas that lie at the heart of everything you learn. In year one, your cores are 'The French Revolution: Impact and Legacy' and 'Reading Texts: Images and Words'. In year two, your cores are 'Historians and the First World War' and 'Methods of Historical Investigation'. In year three there is only one core, 'Researching and Writing A History Dissertation'. Try to make connections between cores and options, and between options and cores. There are strong links between the modules in each of your years.

#### 4.2 Open study modules

Open study modules are available in years two and three. An open study is either a 5,000 word essay in year two and a 7,000 word essay in year three, or an equivalent piece of work. You discuss a proposed subject with your tutor. You write a two-page outline. Then you and your tutor evaluate the proposal in detail. If you agree that the project is a good one, you start working on it. You have regular meetings with your tutor to discuss progress and problems. Open study modules are very useful for part-time students whose work or domestic responsibilities limit the amount of time they can spend on campus.

**If you are a part-time student and have work and-or domestic responsibilities, choosing modules can be more difficult than for full-timers. When you have decided which days are likely to cause the largest number of problems, book yourself in for an hour with your personal tutor and firm up your programme.**

### 5 MODULES IN MODERN AND CONTEMPORARY HISTORY, YEAR BY YEAR

#### Level 1 (HE4): Year 1

Code	Title	Description	Credits	Click Link to full module specification
HIS1234	Reading Historical Texts: Images and Words	This core module provides you with an introduction to source problems in contemporary history.	20	<a href="#">CSF</a>

All historians have problems with evidence. This core module provides you with an introduction to this fundamental fact. It examines the kinds of material used by contemporary historians. It focuses on words and images and how the balance between the two has changed during the twentieth century. Taught by a specialist in film and media studies, it also includes five lectures by a historian. Key themes include analysis of visual and printed source material in relation to the Russian Revolution, the Great Depression, the Second World War, the Suez crisis and decolonization. You look at each of these key events in different ways and begin to understand some of the problems historians encounter when they deal with twentieth century evidence.

Code	Title	Description	Credits	Click Link to full module
------	-------	-------------	---------	---------------------------

				specification
HIS1226	The French Revolution: Legacy and Impact	This core module introduces you to the events of the French Revolution and examines its enduring influence throughout the nineteenth and on into the twentieth century.	20	<a href="#">CSF</a>

The French Revolution lies at the heart of an understanding of modern and contemporary history. This core module outlines events in France and Europe between 1789 and 1915. It looks at later events in the nineteenth and twentieth centuries that demonstrated the continuing impact and legacy of events in revolutionary France. The module takes you into the turmoil of French society in 1830, 1848 and 1870. In the twentieth century, it looks at the Russian Revolutions of 1905 and 1917 and the Chinese Revolution. Post-war liberation movements in Africa and Asia are also examined. The module ends with a session on the sudden and cataclysmic collapse of the Soviet Union. The course introduces you to key relationships between political theory and political action. It also looks at changing meanings of 'revolution'.

Code	Title	Description	Credits	Click Link to full module specification
HIS1233	1848: The Year of Revolutions	This is a survey and interpretation of events in the year of European revolutions and their impact on political developments in the later nineteenth and early twentieth centuries.	20	<a href="#">CSF</a>

Several of the themes discussed in the core module on the French Revolution are examined in greater detail in this module on the 'year of revolutions'. Focusing on the events of 1848, the course compares experiences and events in different parts of Europe and asks why, despite the threat of Chartism, Britain, but not famine-afflicted Ireland, retained a high degree of stability. The module examines the 'year of revolutions' as a melting-pot of ideas, ideals and utopias. Would the world, as Karl Marx predicted in his *Communist Manifesto*, published in 1848, turn to socialism and then to 'classless' communism? Would the idea and reality of monarchy be finally undermined? Did 1848 witness the emergence of modern nationalism? Here, again, relationships between political theory and political action are brought to the surface. This theme will be studied in greater depth in years two and three.

Code	Title	Description	Credits	Click Link to full module specification
------	-------	-------------	---------	---

HIS1230	Unification and Collapse: The German Question 1848-1918	This survey module traces the course of German history between the formation of the nation state and defeat at the end of the First World War.	20	<a href="#">CSF</a>
---------	---	--	----	---------------------

The 'German Question' dogged Europe between 1870 and 1945, and beyond. This module asks whether the German state, which came into being in 1870, was too geographically and economically 'big' for the continent in which it was located. In years two and three, you will be looking in detail at the rise of Hitler and Nazism, the Second World War and the Holocaust. This course provides you with a survey of the development of politics, culture and society from the creation of the German state, shaped by Prussian values, and the humiliation of defeat at the end of the First World War. It looks at the rise and supremacy of Bismarck, the policies of Kaiser Wilhelm and the origins and impact of the Great War. Finally, the module considers the instability of the German state in 1918.

Code	Title	Description	Credits	Click Link to full module specification
HIS1231	Industrialization to Total War: Britain 1870-1945	This is a survey course which introduces you to the history of Britain between the late nineteenth century and the end of the Second World War.	20	<a href="#">CSF</a>

Britain was the first industrial nation. From the mid-eighteenth century onwards, it dominated world production and world trade. The population spiralled, fuelling the growth of massive cities. London, the 'heart of the empire', developed into a colossus. This module traces changes in society, economy and culture in Britain between the 1870s and 1945. It confronts the issues of class, power and imperialism and also looks at the creation of a mature working-class political presence between the 1870s and the end of the First World War. The course focuses on the Great Depression of the 1930s, and provides an outline narrative of the Second World War. Would a victorious but bankrupt Britain find a new identity after 1945? Would it develop into an economically successful post-imperial state. These themes are developed in years two and three.

Code	Title	Description	Credits	Click Link to full module specification
HIS1232	Pax Americana: The Rise of American Power in the Twentieth Century	This module provides you with an overview of the emergence of the United States as the most powerful nation in the world in the	20	<a href="#">CSF</a>

		twentieth century.		
--	--	--------------------	--	--

The twentieth century is the ‘American century’. This module provides a survey of the fortunes of a nation that experienced a traumatic Civil War in the 1860s but which, forty years later, had developed into the most powerful state in the world. It would hold this position for the next hundred years, a period that witnessed a catastrophic world Depression, two world wars and a cliff-hanging and potentially catastrophic Cold War with the Soviet Union. The module tells you about these developments within the context of successive presidencies, stretching from Teddy Roosevelt, through Franklin Delano Roosevelt and Harry Truman, to John F. Kennedy, Richard Nixon and the Bush dynasty. This course prepares you for more detailed thematic courses on American history in years two and three.

Code	Title	Description	Credits	Click Link to full module specification
HIS1235	Writing War in the Twentieth Century	This module examines how warfare was depicted by key politicians and military figures during a century of recurring international conflict and civil war.	20	<a href="#">CSF</a>

This module is closely linked to ‘Reading Historical Texts’ in year one and ‘Peace and War in the Modern World’ in year two. The course focuses on the First World War, the Second World War and the Chinese Civil War. The emphasis is on how major political participants ‘rewrote’ the conflicts in which they played a dominant role. You meet and read Woodrow Wilson, Winston Churchill and Mao Zedong. You compare their accounts of war with historians’ interpretations. This module raises important questions about the relationship between memory, biography, fiction and history.

## Level 2 (HE5): Year 2

Code	Title	Description	Credits	Click Link to full module specification
HIS 2515	History, Historians and the First World War	This core module examines debates surrounding the origins, outbreak, course and repercussions of the First World War. It also uses this subject-matter to look at the ‘varieties’ of history that developed during the twentieth century.	20	<a href="#">CSF</a>

This core module focuses on a series of earth-shattering events that triggered successive waves of historical debate – the origins, outbreak, course and impact of the First World War. You will be given an outline of the events. You will look at major debates over key problems connected with cause, responsibility and outcome. The module also provides you with an introduction to the different kinds of historians who have become involved in these debates.

This also throws light on the development of the historical profession in the twentieth century. Links will be made with the year one core course, '1848: The Year of Revolutions' and 'Writing Warfare'. The module also fits in with 'Peace and War in the Modern World' in year two. It prepares you for deeper consideration of interdisciplinary history in your final year.

Code	Title	Description	Credits	Click Link to full module specification
HIS2519	Methods of Historical Investigation	This core module introduces you to the styles of history and types of sources you will need as you begin to select a topic for your dissertation.	20	<a href="#">CSF</a>

This core module builds on the year one courses, 'Reading Historical Texts' and 'Writing Warfare'. It is also linked to 'Researching and Writing a History Dissertation' in year three. The course introduces you to key national, regional and local archives, deepens your knowledge of internet search engines and helps you to find your way round the National Register of Archives, the new *Oxford Dictionary of National Biography*, the National Archives, Hansard online and the British Library Integrated Catalogue. There are sessions on how to read and interpret a wide range of primary sources, develop your own historical style and write pithy and suggestive conclusions. The module also helps you to improve the referencing and bibliographical skills that you began to master in year one.

Code	Title	Description	Credits	Click Link to full module specification
HIS2521	Film as History: History as Film	This module introduces you to the historical analysis of images within the context of twentieth century cinema.	20	<a href="#">CSF</a>

This module is closely linked to 'Reading Historical Texts' in year one. It introduces you to film in twentieth century culture and the ways in which historians use visual material to gain a clearer understanding of the past. The course runs from early Soviet and interwar British documentary, Hollywood features centring on Roosevelt's New Deal, to the impact of the Reagan years on the American film industry in the 1980s. The module provides you with an understanding of shifting 'ways of seeing' through viewings of documentaries, newsreels, propaganda films and major and minor features. It explains why visual analysis should be as natural and rewarding as reading and interpreting documents and books. No prior knowledge of film or media studies is assumed.

Code	Title	Description	Credits	Click Link to full module specification
HIS2524	Peace and War in	This module examines a	20	<a href="#">CSF</a>

	the Modern World	century of conflict within the context of international relations and technological change.		
--	------------------	---	--	--

You have been introduced, in a general way, to the theme of conflict during a uniquely bloody century in the year one module, 'Writing War in the Twentieth Century'. This course deepens your knowledge of a crucial area. It introduces you to developments in diplomacy, international relations and war. The module approaches these themes through three 'prisms' – the role played by negotiation in preventing war, the extent to which armed conflict solved or failed to solve international problems and the role of technology in changing the nature of war. You learn about the aims and achievements of twentieth century peace movements and the impact of 'rules of war'. The module provides you with an insight into the Cold War, the development of national nuclear programmes and the idea of deterrence.

Code	Title	Description	Credits	Click Link to full module specification
HIS2523	Germany 1918-1945: Republic to Dictatorship	This module covers the political, social and cultural development of Germany between the two world wars.	20	<a href="#">CSF</a>

This is one of three modules – on Germany, Britain and the United States – which builds on and deepens key aspects of your survey courses in year one. It examines Germany's descent from 'republic to dictatorship' and probes political, social, economic and cultural aspects of the collapse of the Weimar regime during the 1920s and its replacement by Nazism. You are introduced to these themes in a chronological framework. You learn about major debates, such as the connection between economic depression and the rise of an authoritarian political order, Hitler's war aims and the timing of the decisions that led to the adoption of the Holocaust as national policy. The module takes you into monumentally significant and destructive events in German, European and world history and ends with Hitler's suicide in a bunker in a devastated Berlin.

Code	Title	Description	Credits	Click Link to full module specification
HIS2522	Constitutional Limitations: America in the Twentieth Century	This module uses a case-study approach to deepen your knowledge of twentieth century American history.	20	<a href="#">CSF</a>

Closely linked to the first year course, 'Pax Americana', this module focuses on the changing nature of the constitution and politics and policy-making in twentieth century America. It is divided into three sections, and organized around case-studies concerned with foreign policy, domestic policy and 'constitutional limitations'. These allow you to dig deeper into the political culture of the United States and gain a clearer understanding of the changing roles of the President, Congress, the Supreme Court and the individual states in a federal system of government. Key themes include prohibition and the New Deal, the 'red scare' at the height of the Cold War, the civil rights movement and the making of an 'imperial presidency'. You also

look at the 'secret power' of the FBI and the CIA. The module focuses on tensions between theory and practice in twentieth century American politics.

Code	Title	Description	Credits	Click Link to full module specification
HIS2520	Political and Social Change in Britain, 1945-2000	This module examines British history, and the debates associated with it, between the end of the Second World War and the premiership of Tony Blair.	20	<a href="#">CSF</a>

This module deepens and extends the narrative and analysis contained in 'Industrialization to Total War' in year one. In the immediate post-war era, Britain was a victorious but bankrupt nation, torn apart by political strife between Labour and Conservative, and confused by the loss of unprecedented imperial power and prestige. You learn about the stresses and strains of an under-performing economy, and a heavy defence commitment which became even heavier following the decision to go atomic and nuclear. Later sections of the course focus on the arrival of the so-called 'permissive society', the development of multiculturalism and narrowing differences between Labour and Conservative. At the end of the module, you learn about the Thatcher and Blair years. For your assessments, you focus on a sub-period and the main debates associated with it.

Code	Title	Description	Credits	Click Link to full module specification
HIS 2526	A Post-Imperial City: London in the Twentieth Century	This module examines the growth, government and diversity of London in the twentieth century.	20	<a href="#">CSF</a>

This module focuses on the 'London phenomenon'. Beginning with a summary of developments in the late nineteenth century, it covers population, occupational structure and the complexities of government between the creation of the London County Council in 1888 and 2000. The continuing independence of the boroughs is emphasized. So, also, are heated debates about how London should be governed. The module concentrates on changing perceptions of the role of the capital in the country at large and transformations in its post-war social and economic role and status. Emphasis is placed on the blitz, reconstruction, social conservatism during the 1950s and 'liberation' in the swinging sixties. The module examines the shift from an imperial to post-imperial set of values and the ways in which London gradually adapted to the demands of tourism and heritage.

Code	Title	Description	Credits	Click Link to full module specification
HIS2525	Open study.	In this module you write a paper of 5,000 words, or its equivalent, based on a single or two neighbouring modules.	20	<a href="#">CSF</a>

For this module you select a topic and discuss it in a preliminary form with your tutor. Then you write a two-page outline, with a bibliography. Following discussion, you produce a final synopsis of what you want to do. You keep in close contact with your tutor, start your research and writing, and hand in a draft for comment. The word count excludes citations and a bibliography. Close attention is paid to the development of a coherent argument, presentation and the connections between your topic and the existing historical literature. Other forms of assessment, including textual analysis of linked primary sources or a mini-project involving oral historical research, can also be considered. There may be other routes that you can follow for your open study. Please discuss these carefully with your tutor, and read the special Open Study Handbook.

### Level 3 (HE6): Year 3

Code	Title	Description	Credits	Click Link to full module specification
HIS3100	Researching and Writing a History Dissertation	This core seminar is a tutor-led forum in which you can discuss problems associated with the preparation and writing of your third year dissertation.	40	<a href="#">CSF</a>

This module connects up with 'Methods of Historical Investigation' in year two. It provides you with an opportunity to learn more about sources and interpretation. By now you will have selected and started work on your dissertation topic. You will be working with a supervisor who has specialist knowledge in your area. The dissertation seminar provides you with additional advice and support. It enables you to try out draft chapters and compare notes with fellow-students. You also discuss source difficulties and further improve your citation and bibliographical practice and internet search skills. This is a double module. When you have finished it and presented a satisfactory dissertation, you get 40 credits.

Code	Title	Description	Credits	Click Link to full module specification
HIS3031	Twentieth Century Political Economy	This module analyses relationships between economic stability and instability and dominant schools of economic thought in the twentieth century.	20	<a href="#">CSF</a>

This module focuses on the history of ideas – the shaping of modern economic theory in capitalist societies and the extent to which different bodies of thought encouraged stability and prosperity in an unpredictable world. The course reaches back to Adam Smith and Karl Marx. But the central focus is on the twentieth century. You learn about economic thinking during the Great Depression and Roosevelt's New Deal. This introduces an account of the economic and financial world-view of one of the greatest and most influential thinkers of the twentieth century,

John Maynard Keynes. You learn about similarities and dissimilarities between the period of the Great Depression and the credit crunch during the first decade of the twenty first century. Is instability inevitable? Is it built into the system? No prior knowledge of economics is assumed.

Code	Title	Description	Credits	Click Link to full module specification
HIS3014	Depictions of the City since 1870	This urban and cultural history module examines and compares London, Paris, Berlin and New York between 1870 and the present.	20	<a href="#">CSF</a>

This module focuses on four 'world' cities – London, Paris, New York and Berlin – between the late nineteenth and early twenty first centuries. It concentrates on the ways in which contemporaries depicted these centres. The course considers the population growth-path of each of the cities and examines the perceptions of social investigators, journalists, artists, novelists and poets. It asks why so many cultural critics in the nineteenth and twentieth centuries idealized the countryside at the expense of towns. Students can select a city and consult a wide range of pre-circulated sources, internet sites and other material to write an extended essay on the representation of urban life. The module also attempts to define the main characteristics of social and cultural history. There are clear links with 'Post-Imperial London' in year two.

Code	Title	Description	Credits	Click Link to full module specification
HIS3029	America and South-East Asia, 1950-1975	This module describes how the United States became ever more deeply involved in south-east Asia, and gives a detailed account of the origins and course of the Vietnam War.	20	<a href="#">CSF</a>

This module develops themes raised in 'Constitutional Limitations' in year two. It describes the collapse of French colonial power in south-east Asia in the aftermath of the Second World War and how the United States gradually came to fill the power-vacuum. The course covers the Korean War, secret and bloody conflicts in Laos and Cambodia and the origins, outbreak and course of the Vietnam War. It deals with the Tet Offensive, the development of the anti-war movement in the United States and Europe and Richard Nixon's historic meeting with Mao Zedong. Key documents and speeches are given a high profile. So, also, are major feature films that fill out the social and cultural context.

Code	Title	Description	Credits	Click Link to full module specification
HIS3033	Twentieth Century	This module chronicles and	20	<a href="#">CSF</a>

	Black America	analyses the political, social and economic fortunes of Black America in the twentieth century.		
--	---------------	---	--	--

The module begins by analysing the origins of the struggle for Black equality in the early twentieth century. It explains the ways in which the federal government and the individual states reinforced racial prejudice and probes the infamous Jim Crow laws. Taking the Civil Rights Acts of 1964 and 1965 as key turning-points, the course explains differences between radical and extremist wings of the movement. The origins of Black separatism and the formation and fate of the Black Panthers are also discussed. The module analyses the growth of middle-class Black America and ends with a survey of the position at the beginning of the new millennium. Major points are reinforced through critical viewings of key feature films. Key documents are also used to deepen your knowledge of this tumultuous era. The module is closely linked to 'America and South-East Asia, 1950-1975'.

Code	Title	Description	Credits	Click Link to full module specification
HIS3032	Entente Cordiale ? Anglo-French Relations 1904-44	This module looks at the ambivalent relationship between Britain and France in the first half of the twentieth century.	20	<a href="#">CSF</a>

Britain and France have a long history of mutual hostility and suspicion, the memory of which clouds relations down to the present. This module looks in detail at the ups-and-downs of the Entente Cordiale, which was negotiated in 1904. It links this theme to larger developments in international relations, diplomacy and warfare in the twentieth century. Key themes include differing attitudes towards the Treaty of Versailles, the rise of Hitler and the Nazi reoccupation of the Rhineland. The course focuses in detail on appeasement and the relationship between the two countries immediately before the outbreak of war. A final session is devoted to Churchill, Vichy, De Gaulle and the Free French. You are provided with a wide selection of primary sources that take you to the very heart of diplomatic and political decision-making.

Code	Title	Description	Credits	Click Link to full module specification
HIS3030	Stability Denied ? Europe, 1945-1990	This module provides a detailed chronological and thematic account of events and historical debates in this period.	20	<a href="#">CSF</a>

This module evaluates the impact of the Second World War on politics, society and culture in western and key parts of eastern and central Europe between 1945 and the near-present. It begins with an analysis of the apparent solution to the 'German Question' that you learnt about in years one and two. The course explores the origins and outcomes of the Cold War and provides an analysis of the sudden collapse of the Soviet Union and the Soviet empire thirty years later. It probes hesitant and then more confident moves towards the idea and reality of an

integrated Europe. At the same time, the module confronts the ‘dark side of progress’ – the sudden and bloody eruption of hatred and large-scale loss of life in ex-Yugoslavia.

Code	Title	Description	Credits	Click Link to full module specification
HIS3008	Britain Between the Wars	This module provides a detailed thematic account of key developments and historical debates in Britain between 1918 and 1940.	20	<a href="#">CSF</a>

This module concentrates on mass political consciousness, voting patterns, the state of the parties and political leadership. Lloyd George and Ramsay Macdonald are placed under the microscope and so also is Baldwin’s role as a modernizer for the Conservatives. The course focuses on the Depression and looks at differences in the regional incidence of unemployment, government policies in relation to the dole and the ‘special areas’. It examines the relative ‘affluence’ of the midlands and south-east. It probes pacifism in the inter-war years and the connections between popular demands that there must be ‘no more war’ and political commitment to appeasement. Each of these themes is examined in the light of continuing historical debates.

Code	Title	Description	Credits	Click Link to full module specification
HIS3020	Leisure in Britain 1918-39	This module provides a detailed account of changes in patterns of leisure in interwar Britain and the historical debates associated with them.	20	<a href="#">CSF</a>

This module has close links with ‘Britain Between the Wars’. It examines numerous, socially revolutionary changes in leisure in inter-war Britain. It compares an explosion in the range of non-work activities at this time with non-work opportunities in the Edwardian era and places strong emphasis on the role played by commercialization. The course raises the question of whether we should locate the origins of the ‘leisure society’ of the early twenty first century in the 1920s and 1930s. It looks at changing attitudes to authority and in the ways in which leisure innovations – for example, rapidly increasing interest in dance music and jazz – were condemned as ‘immoral’ by the upper and upper-middle classes. Case-studies focus on the cinema, football and holidays. Major themes will be developed through visits to museums and archives.

Code	Title	Description	Credits	Click Link to full module specification
HIS3011	Health and the State in Britain since 1945	This module examines the development of attitudes and policies towards health and health care in Britain	20	<a href="#">CSF</a>

		between 1945 and 2000.		
--	--	------------------------	--	--

This module looks at the politics of health in Britain between the end of the Second World War and the beginning of the twenty first century. It starts with a survey of historical debates concerned with the establishment of the National Health Service. Discussion of the ‘future of the NHS’ features heavily throughout. But attention is also given to the economic implications of an ageing population, the relationship between scientific and technical change and medical treatment and the origins of community care. The module ends with a discussion of the impact of the Thatcher and Blair reforms, the changing role of the GP and hospital and primary care trusts. The course assesses the ways in which the politics of health affected larger political and administrative processes.

Code	Title	Description	Credits	Click Link to full module specification
HIS3034	Open Study	This open study module gives you an opportunity to write a 7,000 word essay, or its equivalent, related to a single or two linked third year modules.	20	<a href="#">CSF</a>

This module involves close consultation with your tutor. You select a theme, cut it down to size, do a preliminary evidence search and agree on a provisional question. You then write a two-page outline. Following discussion with your tutor, you revise your outline and begin researching and writing. Regular tutorial contact is essential. Major emphasis is placed on citation and bibliographical practice. Your tutor reads a draft and you decide with him or her how to make revisions for the submission. You can write up to 7,000 words, excluding references and a bibliography. It is also possible to work on detailed textual analysis of a selection of linked primary sources, a key historiographical debate or an oral-historical mini-project. There are other routes through your Open Study module. Please discuss these with your tutor and read the special Open Study Handbook.

## 6 TEACHING AND LEARNING

### 6.1 Range of approaches

The Modern and Contemporary History programme uses a wide range of teaching and learning methods. The following list cannot be definitive but it will give you an idea of what to expect during your three years on the programme.

- **Lectures** are a traditional form of teaching. Your lectures in Modern and Contemporary History are held in small teaching-rooms, rather than lecture theatres. Lecturers talk for 45 minutes. You comment as the argument unfolds and-or ask questions at the end.
- **Seminars** are informal small-group meetings. You discuss key points from lectures, look at primary and secondary sources or give a paper. In year one your papers will be short. But they get longer in years two and three. Some but not all seminar papers are assessed.

- **Group activities** are usually organized around a particular problem-solving task. The group summarizes its findings via report-back. This activity helps you to increase your confidence as a leader and as a member of a group.
- **Workshops** are usually tutor-led. They cover essay writing, citation practice, primary and secondary source analysis and advice on revision techniques.
- **Viewing discussions** help you to assess and interpret key films and television programmes.
- **Visits** to major archives in the north-west, London and elsewhere, and to heritage and industrial archaeology sites and museums deepen and enrich your knowledge of modern and contemporary history.
- **Feedback** sessions focus on completed work. They give you an idea of where you've been going wrong (and right!). Feedback usually takes place on a one-to-one basis.
- **Library and internet** activities improve your source-finding skills and hence also your essays and seminar papers.
- **Internet site searches** help you to get the most out of Library resources and improve written and seminar work. They also encourage the development of independent learning.
- **Power-point sessions** provide you with an opportunity to learn about and use this form of communication. Teaching during these sessions can be student-led. Please note that power-point presentations are not compulsory.
- **Tutorials** are used to discuss essay plans and problems and other issues connected with the programme as a whole.
- **Personal Development Planning** helps you to record and reflect upon your progress. It helps you to keep a record of your own feelings and thoughts about the programme and your time at Bolton.
- **Blended Learning** involves mixing 'traditional' approaches with Virtual Learning Environments (VLEs), blogs and wikis.

## 6.2 The Internet and Modern and Contemporary History

**It is not possible to study modern and contemporary history, or any other kind of history, without making the most of the internet. In each of your three years, you will learn about key search engines and sites and blended learning. When you arrive, you will get a copy of 'Electronic History Journals on the Internet at the University at Bolton', prepared by Gina Hunter, your History Librarian. Keep it by you and bring it to all teaching and learning sessions. See, also, for more general electronic advice [www.bolton.ac.uk](http://www.bolton.ac.uk).**

There are other ways in which the internet can help.

- Beginning in 2009-10, Modern and Contemporary historians at Bolton will be encouraged to use Facebook to talk to one another about key aspects of the programme.
- Tutors will put additional course work and background material up on WebCT. In addition, the individual handbooks that accompany modules will be available on WebCT.

- You can also use the internet to improve your study skills. See [www.bolton.ac.uk/bissto/](http://www.bolton.ac.uk/bissto/)

### 6.3 Citation advice

**Accurate and consistent citation is probably more important in history than any other subject. This is because historians work with an unpredictable mix of primary and secondary sources. Each of these presents different problems. We have produced a guide, 'How to Cite in Modern and Contemporary History', which will be available on WebCT. The conventions that it suggests have been agreed by all tutors on the programme. It covers most forms of secondary and a selection of primary sources, including newspapers, magazines, selected archive material, films and television features.**

## 7 ASSESSMENT

- **Unseen examinations** are normally used in combination with other forms of assessment. The longest exam you will take lasts for two and half hours.
- **Takeaway examinations** allow you to access books and articles. You take the exam paper away and deliver your answers by an agreed date.
- **Coursework analysis** of primary source material makes sure you have a good understanding of the ideas and language used by contemporaries in the period you're studying.
- **Coursework analysis** of key secondary sources checks out your knowledge of major authors in a particular field.
- **Coursework analysis** of fictional, poetic or statistical material sharpens your understanding of cultural history. You usually do this kind of assessment in your final year.
- **Coursework comment** on a film or television item sharpens your understanding of the role that images play in reflecting and creating historical 'ways of seeing'.
- **Coursework source searches**, using the internet, printed documentation or both, improve essay-writing skills and confidence level when undertaking independent research.
- **Coursework group activities** test your problem-solving skills and improve your leadership abilities.
- **Coursework seminar papers** check your ability to summarize and express your own views in a small group situation. As you go through the programme, this form of assessment is more frequently used.

**Seminar papers are usually linked to coursework essays. This ensures that, when there are several different assessments attached to the same module, you won't find yourself working on too many different problems at the same time.**

- **Coursework essays.** These are the most frequent form of assessment on all history courses, including the Modern and Contemporary History programme at Bolton. You choose your essay title from the module handbook and hand in the finished piece of work by an agreed date.

- We try to make sure the demands that are made are fair in terms of the difficulty of each year and in terms of what individual tutors require for their modules.
- No essay in year one will be longer than 1,500 words.
- No essay in year two will be longer than 2,500 words.
- No essay in year three will be longer than 3,500 words.
- The dissertation in year three will not be longer than 10,000 words, excluding citations and bibliographies.
- No single module will carry more than three assessment items.
- If there are three assessments, at least one item will have a weighting of less than 30 per cent.
- When they are used, seminar papers will usually be linked to essay questions.

All deadlines are listed in the handbooks attached to each of the modules. When there are two items, the first will usually be handed in by the seventh week, and the second by the end of the examination week. If there is a third item, this will usually be more flexibly placed.

### 7.1 Submission

Please ensure that you follow the procedure outlined in the AME School Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame) Key priorities are to log in your work, complete a covering sheet at the AME Office, get a receipt and keep at least one hard copy of each piece of work on your PC. It's a good idea to keep another copy on a memory stick.

### 7.2 Mitigating circumstances

**Please note that, unless you put in a mitigating circumstances form in good time, and this is accepted, a late assessment will be failed. This will adversely affect your performance on a module and possibly, also, on the programme as a whole. If you are having problems with an assessment deadline, please talk to your tutor and-or your personal tutor at the earliest possible opportunity. He or she may be able to give you advice and/or make sure that you follow the procedure to ensure that you have made a correct application for mitigating circumstances. *Individual tutors cannot make a decision about mitigating circumstances.* Please refer to the AME School Handbook for further information on this topic, which spells out what you have to do if illness or other factors beyond your control seem likely to affect your assessment performance. The Handbook also explains what you have to do to appeal against the decision of an examination or assessment board. See [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame)**

### 7.3 Attendance

You should aim for 100 per cent attendance, and always be present for 80 per cent of classes on a module. If you think you are going to have problems on a particular day of the week, please contact your module tutor and your personal tutor at the earliest possible opportunity.

### 7.4 Plagiarism

**As far as historians are concerned, plagiarism is easily defined. It means knowingly presenting other people's material in an attempt to persuade the reader that you wrote the material yourself. 'People' include professional historians, other students or providers of information on the internet. If have doubts about a particular piece of work, please talk to your tutor or personal tutor and also have a close look at the AME Handbook. If you are uncertain about whether an essay that you have written is too heavily reliant on other peoples' work, please talk to your tutor or personal tutor. To make absolutely certain that you haven't been over-reliant on other people's work, you should submit a finished essay to TurnitinUK at [www.submit.ac.uk](http://www.submit.ac.uk).**

## **8 HELP AND SUPPORT**

### **8.1 Induction and personal tutors**

The induction period at Bolton can help to reduce stress later on in the programme. During induction we tell you about the course and the tutorial system. We also explain how the School of Arts, Media and Education works and who you should contact if you have a problem or query. We tell you about the roles and responsibilities of key personnel, about the Library and about how the modular system works. It's worth taking induction seriously. It can save a lot of time and anxiety.

Your time on the programme should be as stress-free as possible. If you have a problem you should immediately contact your personal tutor. The names of all the lecturers and tutors who work on the programme are listed below, complete with pen-portraits and e-mail addresses. If you need advice urgently, you should contact Dave Sheen or Martin Jarvis. Their full details are listed at the end of this section.

**You will meet your personal tutor during induction. We try to make sure you have the same tutor throughout the programme. Personal tutors advise on making module choices in each semester and sorting out problems that you may be having with essay writing or seminars. Your tutor can also tell you about other sources of help and information on campus. You should try and see your personal tutor at least three times a term. Keep in touch by e-mail. This is very important for part-time students who work full-time or combine academic study with demanding domestic responsibilities. Use the Bolton webmail to let your personal tutor know when you can get in to discuss how you're getting on. A full list of tutors and their e-mail addresses can be found in section 9 below.**

### **8.2 Self-support and personal development planning**

As we have seen, your Personal Development Plan helps you to keep your own personal, private electronic diary. You chart your progress in terms of knowledge, skills and experience. Your PDP also helps you keep track of your feelings about the programme – its strengths and weaknesses. You can set your own targets, talk to and compare your experiences with other students and keep a list of tasks, priorities and problems to discuss with lecturers and your personal tutor. The more effectively you keep track of your annual progress, the more likely you are to do well and feel confident about the programme as a whole.

### **8.3 Administrative support**

Your first port-of-call for administrative and course-related queries is the AME Office on Floor T4 in the Eagle Tower. Simply go in and ask. The Office is open from nine till five between Monday

and Friday. T4 is where most of your classes are held and where tutors' offices are located. T4 is the place to go for advice and support.

#### 8.4 Disability issues

Students with a disability, learning difficulties or specific needs, should see their personal tutor at the earliest possible opportunity. You should also refer to the AME Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame)

**We can help you and you can help us by keeping everyone informed about where you live and how you can be contacted. Please make sure you let the AME Office know about all changes of address and phone numbers. Please remember we need to have landline and mobile numbers and e-mail addresses. This is very important. Details about how to get yourself on to University e-mail are described in the AME Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame)**

### 9 THE MODERN AND CONTEMPORARY HISTORY TEAM

Dr Gerry Bryant (BSc, MA, PhD) teaches military and diplomatic history and international relations. He has published widely and has won the Moncado Prize for a contribution to the *Journal of Military History*. He has also written entries for the new *Oxford Dictionary of National Biography* and has two chapters forthcoming in a collaborative history of the Seven Years' War. In addition, Gerry is writing a book on military strategy in early British India. You can contact him on [G.Bryant@bolton.ac.uk](mailto:G.Bryant@bolton.ac.uk)

Mike Fuller (BA, PhD) is a philosopher with a wide knowledge of the history of ideas, and particularly political economy. Mike has written several books and articles. His most recent book is *Echoes of Utopia: Studies in the Legacy of Marx* (Aldershot, 2000), which is closely related to his third year course on 'Political Economy in the Twentieth Century'. Mike has wide teaching experience at the University of North Staffordshire, Manchester Metropolitan University, the University of Manchester and the Workers' Educational Association. You can contact him on [mf6@bolton.ac.uk](mailto:mf6@bolton.ac.uk)

Martin Hall (BA, MA) specializes in film and media studies and has a keen interest in the possibilities of combining psychoanalytical and historical approaches to the analysis of film. He is particularly interested in the cinema of Tarkovsky, Godard and British directors of the 1940s. Martin has had hands-on experience of the world of film, and has worked at Cornerhouse, Manchester's leading repertory cinema and contemporary art gallery. You can contact him on [mj4@bolton.ac.uk](mailto:mj4@bolton.ac.uk)

Dr Martin J. Jervis (BA, PhD) has wide-ranging teaching experience at the University of Manchester, Manchester Metropolitan University, the University of Central Lancashire and Lancaster University. At Bolton he teaches twentieth century American and European history. He is currently working on an article on the origins of the influential Sage Foundation in early twentieth century America. Together with other lecturers in the north-west, Martin co-founded the adult education project, History Inc. Martin can be contacted at [mj6@bolton.ac.uk](mailto:mj6@bolton.ac.uk)

Professor Bill Luckin (MA, MSc) began his professional life as a journalist. He taught and researched at London, Cambridge and Sussex. He is Research Professor in Urban History at

Bolton and an Associate at the Centre for the History of Science, Technology and Medicine at the University of Manchester. Bill is currently writing a history of road traffic accidents in twentieth century Britain and is interested in the way in which drink driving came to be seen as a criminal as well immoral form of behaviour. Bill can be contacted on [bl3@bolton.ac.uk](mailto:bl3@bolton.ac.uk)

Dave Sheen (BA) has taught at every level of education from primary school to university. He is a Bolton graduate and lectures on modern and contemporary British and European history. Dave is an A level examiner. His research interests lie in the history of twentieth century Manchester and the history of modern and contemporary Germany. Dave has just published a co-authored article with Bill Luckin on road traffic accidents in Manchester during the Second World War. He can be contacted at [djs2@bolton.ac.uk](mailto:djs2@bolton.ac.uk)

Bob Snape (BA, MPhil, PhD) began his career as a librarian. His thesis depicted the Victorian library as a leisure as well as an educational institution. Bob has published widely on that theme and other aspects of leisure between the 1850s and the outbreak of the Second World War. In collaboration with the Bolton Museum and Archive Service, Bob convenes an annual conference on 'Recording Leisure Lives'. In addition to his historical interests, he teaches on the Leisure and Sports programme at Bolton. Bob can be contacted at [rs8@bolton.ac.uk](mailto:rs8@bolton.ac.uk)

## 9.1 Personal tutors

These are the history lecturers you should contact in the first instance if you have an urgent problem.

Key Personnel				
Name	Position	Location	Tel	Email
Dave Sheen	Programme Leader and Personal Tutor	T4-074	01204-903238	<a href="mailto:djs2@bolton.ac.uk">djs2@bolton.ac.uk</a>
Martin Jervis	Personal Tutor	T4-074	01204-903238	<a href="mailto:mj6@bolton.ac.uk">mj6@bolton.ac.uk</a>

You must use your Bolton rather than home-based e-mail. This is to reduce the possibility of breach of confidentiality.

## 10 STUDENTS AND COURSE MANAGEMENT

You can have a say on day-to-day and long-term policy issues. Please tell us what you think about the programme and how it might be improved. We want you to play a part in ensuring that problems and suggestions for improvement are brought to the attention of the AME Board of Studies. The History Programme Committee meets twice a term. We are always looking for student representatives from every year, particularly part-timers who have less opportunity than full-timers to make their views known on an informal basis through day-to-day contact with tutors. Working on the Modern and Contemporary Programme Committee – and the Board of Studies in AME, which also has student representatives – has another advantage. It increases your committee skills. This will help you when you leave university.

The University has committed itself to having student representation on the Board of Governors, the Academic Board and its sub-committees, and course and programme committees.

## **11 HEALTH AND SAFETY, WELFARE AND DISCIPLINE**

Please see the AME School Handbook and [www.bolton.ac.uk](http://www.bolton.ac.uk) for information about health and safety, including first aid and emergency procedures, and discipline.

## APPENDIX 1: PROGRAMME SPECIFICATION

1. Qualification <b>BA (Hons)</b>	2. Programme Title <b>Modern and Contemporary History</b>	3. UCAS Code <b>V100</b>	4. Programme Type <b>Modular, Single, Joint</b>
<p><b>5. Main Purposes and Distinctive Features of the Programme</b></p> <p>The Modern and Contemporary History programme offers a comparative approach to the histories of America, Europe and Britain between the later nineteenth and the beginning of the twenty first century. It places strong emphasis on evidential problems and involves students in increasingly demanding analysis of primary source material as the course progresses. Particular attention is given to the analysis and changing technologies associated with visual images, and historical film and media studies play a major role in the programme. In addition, the course pays close attention to interdisciplinary methodologies: the diversification of the historical community into sub-disciplines in the twentieth century and theoretical frameworks derived from peace and war studies, literature, urban history and media studies. Modules on America, Europe and Britain are supported and underpinned by transnational courses devoted to these latter themes. The single most important aim – or end-point – of the programme is to prepare students to become fully independent learners.</p> <p style="text-align: center;"><b>KEY AIMS</b></p> <ul style="list-style-type: none"> <li><b>To communicate an understanding of the political, social and cultural history of the United States, Europe and Britain between the end of the nineteenth and the beginning of the twenty first century.</b></li> <li><b>To provide a coherent map of knowledge of this field.</b></li> <li><b>To offer modules on specialized aspects of the three culture areas in year three.</b></li> <li><b>To develop problem-solving abilities in relation to history and associated social science subjects.</b></li> <li><b>To provide an understanding of why different approaches are used by different historians.</b></li> <li><b>To generate insight into the linked processes of political, social and cultural change</b></li> <li><b>To develop skills to prepare students for a wide range of occupations and further academic work.</b></li> <li><b>To develop reasoning and interpretive skills.</b></li> <li><b>To improve informational abilities, particularly in relation to electronic media.</b></li> <li><b>To nurture confidence and articulacy in small-group situations.</b></li> <li><b>To encourage the development of independent learning and problem-solving.</b></li> </ul>			

6. What a graduate should know and be able to do on completion of the programme

**Knowledge and understanding in the context of the subject(s)**

1. Demonstrate an informed understanding of the development of American, European and British history between the late nineteenth and early twenty first centuries.
2. Display a more detailed knowledge of one of these culture areas.
3. Demonstrate an in-depth understanding of selected specialist topics.
4. Understand the relevance of interdisciplinary methods to modern and contemporary history.
5. Demonstrate an awareness of the centrality of visual evidence to the study of the recent past.

**Cognitive skills in the context of the subject(s)**

1. Have an ability to interpret texts within a wide variety of contexts.
2. Possess an understanding of major and historically relevant theoretical perspectives.
3. Display conceptual insight into interdisciplinary thinking.
4. Be able to formulate meaningful hypotheses in relation to modern and contemporary historical problems.

**Subject-specific practical/professional skills**

1. Possess archival, evidence-selecting and evidence-organizing skills.
2. Display an ability to present clear and concise arguments in verbal and written form.
3. Demonstrate a capability to defend a specific historical position in a seminar situation.
4. Reveal qualities of an independent historical learner.
5. Display a good working knowledge of electronic sources of information.
6. Demonstrate reliable and competent citation and bibliographical skills.

**Other skills (e.g. key/transferable) developed in subject or other contexts**

1. Possess an ability to communicate with confidence.
2. Demonstrate a clear and concise writing style.
3. Display an ability to compress information into short verbal or written reports.
4. Feel at ease in relation both to a Virtual Learning Environment (VLE), particularly WebCT, VLE, blended learning and electronic search engines and sites.

7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Analytic thinking and reasoning	Clear and concise writing.	Ability to work in a group.	Development of reflective attitude to learning.
Interpretative skills.	Articulacy.	Developing self-confidence.	Increasing ability to

			relate history-oriented skills to occupational plans.
Conceptual understanding.	Research and archive skills	Growth of independent learning skills.	Develop understanding of the relevance of the study of history to contemporary problems and policies.
Ability to formulate an argument.	Ability to search and select information.	Competent time-budgeting.	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units (3 Years full-time; 4½-5 years part-time). Honours Degree = 360 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 240 and 120 credits respectively. All Honours degrees must include the study of 120 credits at Level HE6.

Part II *Students take 4 (Minor), 6 (Joint), 8 (Major) 10 (Single) Modules*

	<b>Core Modules</b> 40 credits	<b>Options ( 20 credits each)</b>	
HE6 Honours Modules	Researching and Writing A History Dissertation (Credits obtained on successful presentation of the dissertation.)	<ul style="list-style-type: none"> <li>• Twentieth Century Political Economy</li> <li>• Depictions of the City since 1870</li> <li>• Twentieth Century Black America</li> <li>• America and South-East Asia 1950-1975</li> <li>• Stability Denied: Europe 1945-1990</li> <li>• Entente Cordiale: Anglo-French Relations, 1904-1944</li> <li>• Britain Between the Wars</li> <li>• Health and the State in Britain since 1945</li> <li>• Leisure in Britain 1919-1945</li> <li>• Open Study</li> </ul>	
HE5 Honours Modules	History, Historians and the First World War Methods of Historical Investigation	<ul style="list-style-type: none"> <li>• Film as History: History as Film</li> <li>• Towards a Post-Imperial City ? London in the Twentieth Century</li> </ul>	

		<ul style="list-style-type: none"> <li>• Peace and War in the Modern World</li> <li>• Constitutional Limitations: America in the Twentieth Century</li> <li>• Germany 1918-1945: Republic to Dictatorship</li> <li>• Political and Social Change in Britain, 1945-2000</li> <li>• Open Study</li> </ul>	
Part I (Level HE4) <i>Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules</i>			
Part-time students must complete all core courses at all levels: five modules in all.	<p>The French Revolution: Impact and Legacy</p> <p>Reading Historical Texts: Images and Words</p>	<ul style="list-style-type: none"> <li>• Pax Americana: The Rise of American Power in the Twentieth Century</li> <li>• 1848: The Year of European Revolutions</li> <li>• Unification and Collapse: The German Question, 1848-1918</li> <li>• Industrialization to Total War: Britain, 1870-1945</li> <li>• Writing War in the Twentieth Century</li> </ul>	
9. Learning, Teaching and Assessment Strategy	10. Other Information ( <i>including compliance with relevant University policies</i> )		
<p><u>Learning and Teaching Methods</u></p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Group Activities</li> <li>• Workshops</li> <li>• Viewing Discussions</li> <li>• Feedback Sessions</li> <li>• Library and Internet Searches</li> <li>• PowerPoint Presentations</li> <li>• Tutorials</li> <li>• Visits</li> <li>• PDP</li> </ul> <p><u>Assessment Methods</u></p> <ul style="list-style-type: none"> <li>• Unseen Examinations</li> <li>• Seen and Takeaway Examinations</li> <li>• Tests</li> <li>• Analysis of Primary Sources</li> <li>• Analysis of Secondary Sources</li> <li>• Comment on Cinematic and Televisual Material</li> </ul>	<p><u>Date programme first offered</u></p> <p>The course was first offered to full-timers in 1974 and to part-timers in 1975.</p> <p><u>Admissions Criteria</u></p> <p>Two GCE A/AS level passes (180 points), including at least two A2 passes, or Advanced Vocational Certificate of Education (AVCE) double award with 180 points, or Edexcel/BTEC National Diploma/Certificate with grades equivalent to 180 points. The BTEC National Award (six units) should be combined with GCE AS/A level or AVCE qualifications, or a Pass in a relevant Access to HE course.</p> <p>Other equivalent qualifications, such as Scottish Higher passes, Irish Leaving Certificate, and the International/European Baccalaureate. Applicants who are under 21 will also normally require five GCSE grade A-C passes, including English.</p> <p><u>Non Standard Entry</u></p> <p>In some cases mature students will be considered without these qualifications on the basis of relevant life and-or work experience that can be demonstrated through a personal</p>		

- Source Searches
- Group Activities
- Seminar Papers
- Essays

#### Assessment Classification System

The pass mark for individual assignments is 40 per cent. One element at 35 per cent or over may be permitted in the event of an overall module mark being above 40 per cent. (This is in line with University regulations.)

At Level 1, assessment is on a pass-fail basis, with no classifications recorded.

Degrees are awarded on the basis of results at Level HE 5 and HE 6. A result is calculated in the following way: the four highest HE5 modules count for 30 per cent and the remaining six HE6 modules for 70 per cent.

Bands are as follows:

First 70-100

2:1 60-69

2:2 50-59

3 40-49

F 0-39

Close scrutiny is given to all students whose final overall result falls two per cent short of a classification boundary. A student may be raised to the higher classification if there is good evidence for so doing.

statement and-or at an interview. Students can apply for Accredited Prior Learning (APL), which will need to be supported by documentary evidence. In the first instance, this can be discussed with the Programme Leader.

#### Indicators of Quality and Standards

The external examiner moderates all assessed work. Internal evaluation is undertaken on an annual basis through a course monitoring process. This review is based on staff and student perceptions of the year's work. These in turn are externally scrutinized at School and University level. In addition, the Programme Committee reviews progress on the basis of:

- Student questionnaires
- External examiner reports
- National subject benchmarks
- Peer observation of teaching

**APPENDIX 2: CURRICULUM OUTCOMES MAP**

<b>Curriculum Outcomes Map: 1</b>							
Outcome / Module	HIS1226	HIS1230	HIS1231	HIS1232	HIS1233	HIS1234	HIS1235
K1	✓				✓	✓	
K2	✓	✓	✓	✓	✓		✓
K3							
K4			✓			✓	✓
K5		✓		✓	✓	✓	
S1	✓	✓	✓	✓	✓		✓
S2		✓	✓	✓	✓	✓	
S3	✓						
S4						✓	
S5	✓	✓	✓	✓	✓	✓	✓
S6	✓	✓	✓	✓	✓		✓
C1			✓				
C2						✓	✓
C3							
C4					✓		
O1	✓	✓	✓		✓	✓	✓
O2	✓	✓	✓		✓	✓	✓
O3							
O4		✓	✓			✓	✓

<b>Curriculum Outcomes Map: 2</b>							
Outcome / Module	HIS2515	HIS2519	HIS2520	HIS2521	HIS2522	HIS2523	HIS2524
K1	✓			✓			✓
K2		✓	✓		✓	✓	
K3	✓						
K4		✓	✓	✓			✓
K5	✓	✓		✓	✓		
S1	✓	✓				✓	✓
S2			✓	✓	✓	✓	✓
S3	✓		✓				
S4		✓					
S5	✓	✓	✓	✓	✓	✓	✓
S6	✓	✓	✓	✓	✓	✓	✓
C1	✓		✓		✓	✓	
C2		✓		✓			
C3							✓
C4		✓					
O1						✓	✓
O2		✓		✓	✓	✓	
O3					✓	✓	

O4	✓	✓	✓	✓	✓	✓	
----	---	---	---	---	---	---	--

**Curriculum Outcomes Map: 3**

Outcome / Module	HIS2525	HIS2526	HIS3008	HIS3011	HIS3014	HIS3020	HIS3029
K1		✓			✓		
K2	✓		✓	✓		✓	✓
K3	✓	✓	✓	✓	✓	✓	✓
K4				✓	✓		
K5					✓		✓
S1		✓	✓		✓		✓
S2	✓						
S3							✓
S4	✓	✓	✓	✓	✓	✓	
S5	✓	✓		✓	✓	✓	✓
S6	✓	✓		✓	✓	✓	✓
C1	✓						✓
C2					✓	✓	
C3	✓		✓		✓	✓	
C4			✓				✓
O1				✓			✓
O2		✓					✓
O3	✓	✓	✓	✓		✓	
O4	✓	✓	✓	✓	✓		

Outcome / Module	HIS3030	HIS3031	HIS3032	HIS3033	HIS3034	HIS3100
K1		✓	✓			
K2	✓			✓		
K3	✓	✓	✓	✓	✓	✓
K4	✓					
K5				✓		
S1	✓		✓		✓	✓
S2	✓	✓	✓		✓	✓
S3		✓	✓	✓	✓	
S4	✓		✓	✓		✓
S5	✓	✓		✓		✓
C1	✓		✓	✓	✓	✓
C2		✓				✓
C3	✓	✓		✓	✓	✓
C4	✓		✓	✓		
O1	✓	✓	✓	✓		✓
O2	✓	✓	✓	✓	✓	✓
O3	✓			✓		✓
O4	✓				✓	✓

### APPENDIX 3: CURRICULUM SKILLS MAP

Curriculum Skills Map							
Modules LEVEL HE4	Learning to Learn	Communi cation	Group- work/ Working with others	Problem- solving and Planning	Self Manage ment	Use of ICT	Numeracy
HIS1226	✓	✓					
HIS1230	✓	✓	✓	✓			
HIS1231	✓	✓	✓	✓		✓	
HIS1232	✓	✓					
HIS1233	✓	✓					
HIS 1234	✓	✓	✓	✓		✓	
HIS 1235	✓	✓				✓	
<b>Level HE5</b>							
HIS2515		✓			✓		
HIS2519		✓	✓	✓	✓	✓	✓
HIS2520		✓					
HIS2521		✓	✓				
HIS2522		✓					
HIS2523		✓	✓				
HIS2524		✓					
HIS2525		✓			✓	✓	
HIS2526		✓		✓		✓	✓
<b>Level HE6</b>							
HIS3008		✓		✓	✓	✓	✓
HIS3011		✓		✓	✓	✓	✓
HIS3014		✓	✓	✓	✓	✓	✓
HIS3020		✓		✓	✓		
HIS 3029		✓		✓	✓		
HIS 3030		✓		✓	✓		
HIS 3031		✓		✓	✓		✓
HIS 3032		✓		✓	✓		
HIS3033		✓		✓	✓		
HIS 3034		✓		✓	✓	✓	
HIS 3100		✓	✓	✓	✓	✓	✓

#### APPENDIX 4: ASSESSMENT SUMMARY TABLE

	Examination/Seen/Test	Essay/Open Study/Dissertation	Comment on sources	Seminar Paper	Search Exercise
HIS1226		1,500 words.	Unseen test	Essay related	
HIS1230		Two at 1,500 words			
HIS1231		1,500 words		Group presentation	Portfolio record.
HIS1232		1,500 words.	Unseen analysis		
HIS1233		1,500 words	Unseen analysis	Synopsis of essay	
HIS1234	Timed essay. 1,500 words	1,500 words.			Group activity.
HIS1235		1,500 words		Essay related.	Essay related

<b>Level HE5</b>	Examination/Seen/Test	Essay/Open Study/Dissertation	Comment on sources	Seminar Paper	Search Exercise
HIS2515		Two at 2,500 words each			
HIS2519		2,500 words	1,500 words		Report back
HIS2520	Unseen. Two hours	2,500 words	Film-based		
HIS2521		Two at 2,500 words		Film-related.	
HIS2522	Unseen. Two hours	2,500 words			
HIS2523	Unseen. Two hours	2,500 words			Report back
HIS2524		Two at 2,500 words			
HIS2525		5,000 words (or equivalent alternative assessments.)			
HIS2526		2,500 words	1,500 words		Report back

<b>Level HE6</b>	<b>Examination/Seen/Test</b>	<b>Essay/Open Study/Dissertation</b>	<b>Comment on sources</b>	<b>Seminar Paper</b>	<b>Search Exercise</b>
HIS3008		3,500 words	2,000 words		Essay related
HIS3011		3,500 words	2,000 words		Essay related
HIS3014		3,500 words	2,000 words		Essay related
HIS3020	Unseen. Two and a half hours	3,500 words			
HIS3029	Unseen. Two hours	3,500 words		Essay related	
HIS3030	Unseen. Two hours	3,500 words		Essay related	
HIS3031	Take-away test	3,500 words			
HIS3032		Two at 3,000 words			
HIS3033	Unseen. Two hours			Essay related	
HIS3034		7,000 words (or equivalent alternative assessments.)			
HIS3100		10,000 words			