



UNIVERSITY OF
LEICESTER

Study Abroad

Modules in History

2022/23 Academic Year



MODULE NAME: Women and Gender in Medieval and Modern Britain

MODULE CODE: HS2231

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

On completion of this module, successful students will be able to:

- Compare and contrast key factors affecting gender in two contexts- Evaluate the changing historiography and approaches to gender history- Deploy a range of written skills to discuss issues relating to the module- Demonstrate an ability to critically evaluate primary and secondary source materials to support an organised argument

COORDINATOR: Eliza Riedi

TEACHING AND LEARNING METHODS:

Lectures, seminars, workshops.

Students will be given the opportunity to submit a formative assignment for feedback

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

2 Essays of 2,250 words (50% each)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Reading and note-taking from primary sources and secondary works as preparation for seminars - 40 hours

Developing bibliography, conducting preliminary research for essay, and writing essay plans - 10 hours

Researching (both primary and secondary sources) and writing essays - 60 hours

Consulting assessment guidelines and other resources on blackboard - 2 hours Engagement with tutor in

emails and office hours for essay planning and feedback - 3 hours

MODULE NAME: A World Connected: Welfare, Economy and Government since 1945

MODULE CODE: HS2329

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

By the end of this module successful students will be able to:

- Evaluate, assess, comment on and analyse key topics, issues and themes in the history of the world economy since 1945.
- Analyse quantitative evidence from key datasets using relevant concepts and models.
- Construct extended written arguments and analyses supported by relevant historical evidence.

COORDINATOR: Bernard Attard

TEACHING AND LEARNING METHODS:

Lectures, workshops, tutorials, individual student consultations, and guided independent study.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Data Analysis Report (2,000 words) (50%)

Essay (2,500 words) (50%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Preparation for tutorials: 45 hours

Reviewing notes and follow up reading after lectures: 12 hours

Preparation for and writing two assignments: 45 hours

Engagement with tutor in emails and office hours: 3 hours

Development of essay writing, reading, quantitative and communication skills using resources provided by the Library, Student Learning Development and English Language Teaching Unit: 10 hours

MODULE NAME: The History of Alcohol in North America, 1650-1950

MODULE CODE: HS2359

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

On completion of this module, successful students will be able to:

- Evaluate the changing role of drinking, drinking places, and anti-alcohol sentiment in shaping American society, culture and politics
- Explain how attitudes towards drinking and drinking practices can contribute to the construction of racial, class and gender identities
- Evaluate ideas about drinking in terms of their cultural and historical specificity
- Analyse specific types of primary sources about alcohol
- Evaluate key historiographical works in the history of alcohol in North America

COORDINATOR: Deborah Toner

TEACHING AND LEARNING METHODS:

Lectures; historiography-focused seminars; primary sources-focused seminars; consultation workshops and office hours.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay and portfolio

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Reading and note-taking from primary sources and secondary works as preparation for seminars - 40 hours

Developing bibliography, conducting preliminary research for essay and essay plan - 8 hours

Researching and writing essay - 30 hours

Preparation of portfolio - 32 hours.

Consulting assessment guidelines and other resources on blackboard - 2 hours

Engagement with tutor in emails and office hours for essay planning and feedback - 3 hours

MODULE NAME: Living with Dictatorship: European Societies, 1918-1941

MODULE CODE: HS2362

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

On completion of this module successful students will be able to:

- Demonstrate detailed comparative knowledge of the interwar social, political and cultural histories of Germany, Italy, Spain and the USSR
- Analyse key themes in the history of interwar Europe
- Demonstrate an awareness of key historiographical debates
- Demonstrate critical analysis and effective writing.
- Critically evaluate primary and secondary materials pertinent to the subject.

COORDINATOR: Paul Moore

TEACHING AND LEARNING METHODS:

One-hour lectures, and one-hour seminars with student presentations. For the presentations, students will be asked to give short (max. ten minutes) presentations on a pre-arranged suitable subject. In seminars students will be expected to make substantial contributions based on their preparation reading for class. They will read, analyse, and reflect critically upon historical texts and other source materials.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Two essays

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Reading and note-taking from primary sources and secondary works as preparation for seminars - 50 hours

Reading and note taking from secondary works as preparation for lectures - 12 hours

Writing essay - 50 hours

Engagement with tutor in emails and tutorials for essay planning and feedback - 3 hours"

MODULE NAME: The Golden Age of Anglo-Saxon Northumbria

MODULE CODE: HS3688

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

Understand and discuss the history of the Anglo-Saxon kingdom of Northumbria and its wider context before c. 8700 AD.

Handle and critically assess the primary evidence for the Kingdom of Northumbria.

Develop complex arguments using primary sources.

Construct extended written arguments supported by relevant historical evidence.

Demonstrate enhanced analytical, oral and written skills.

COORDINATOR: Joanna Story

TEACHING AND LEARNING METHODS:

Lectures, seminars, documents workshops, guided independent study.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Assignment A Primary Source Commentary

Assignment B Essay

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Seminar and workshop preparation: 80 hours; essay preparation: 35 hours

MODULE NAME: Gender, Crime and Deviance in Eighteenth Century Britain

MODULE CODE: HS3808

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

Demonstrate a comprehensive understanding of the history and historiographies of gender, crime and deviance in eighteenth century Britain.

Discuss critically a range of secondary historiographical debates related to the topic.

Draw connections between a range of secondary historiographical debates related to the topic.

Draw connections between a range of different primary source materials, and historiographical debated and theoretical concepts.

Identify and interpret a variety of primary sources relating to gender, crime and deviance in eighteenth century Britain.

Effectively formulate and present their own analysis and arguments clearly and concisely in both written and oral form.

COORDINATOR: Angela Muir

TEACHING AND LEARNING METHODS:

Lectures, seminars and workshops

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Source analysis, research essay, thematic exercise, critical discussion

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Background reading for and review of lectures, c. 20 hours.

Reading and reflection in preparation for seminars, c 40 hours.

Preparatory reading, planning and writing assignments - c 50-55 hours.

Engagement with tutor in emails and office hours for assignment planning and reflection on feedback - c. 3 hours.

MODULE NAME: Class Struggle and the Industrial Revolution

MODULE CODE: HS2211

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

The module will develop the key skills as set out in the University's Learning and teaching strategy. All written work will be word-processed. Written communication will be taught and assessed to a high level. Oral communication will be encouraged by the presentation of papers as well as through informal discussion. Most of your 'learning outcomes', as with any intellectual exercise, will be achieved largely on your own, in independent study. Seminars will be sounding boards for what has been learnt away from the tutor or the class. By the end of the module you will understand something of English political thought and one of the major ideas of history - the making of the classes.

COORDINATOR: Robert Colls

TEACHING AND LEARNING METHODS:

One hour lecture per week followed by one hour discussion.

PRE-REQUISITES:

TOTAL MODULE HOURS:

ASSESSMENT METHODS:

Essays, Essay examination

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

MODULE NAME: Madness, Monarchy and Politics in Georgian Britain

MODULE CODE: HS2307

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

By the end of the module, successful students will be able to:-

- Analyse some central features of the self-understanding implied in conceptions of mind, monarch and parliamentary politics in Georgian Britain,
- Demonstrate and explain the historical concepts of mind and madness in the Georgian era
- Demonstrate the ability to read independently and deeply with an awareness of historical context

COORDINATOR: Ian Harris

TEACHING AND LEARNING METHODS:

Lectures, seminars, workshops

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Assignment A Essay (2,000 words) (50%)

Assignment B Essay (2,000 words) (50%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Background reading for and review of lectures, c. 20 hours

Reading and reflection in preparation for seminars, c. 40 hours

Preparatory reading, planning and writing two assignments - c. 50-55 hours

Engagement with tutor in emails and office hours for assignment planning and reflection on feedback - c. 3 hours.

MODULE NAME: Domestic Revolutions: Women, Men and the Family in American History

MODULE CODE: HS2311

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

COORDINATOR: Elizabeth Clapp

TEACHING AND LEARNING METHODS:

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

MODULE NAME: Britain's Imperial Economy: Power, Wealth and Colonialism, 1830-1914

MODULE CODE: HS3614

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

On completion of this module, successful students will be able to demonstrate:

-Analyse and evaluate key concepts, theories, and historiographical debates about the relationship between Britain's social, economic and imperial expansion between 1815 and 1914.

- Analyse and assess the connections between between Britain's social, economic and imperial expansion between 1815 and 1914

- Construct extended written arguments and analyses supported by relevant historical evidence.

COORDINATOR: Bernard Attard

TEACHING AND LEARNING METHODS:

Lectures, seminars, individual student consultation and guided independent study

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

- Assignment A - Historiographical critique (2,000 words) (40%)

- Assignment B - Essay (3,000 words) (60%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Preparation for tutorials: 45 hours

Reviewing notes and follow up reading after lectures: 12 hours

Preparation for and writing two assignments: 45 hours

Engagement with tutor in emails and office hours: 3 hours

Development of essay writing, reading, quantitative and communication skills using resources provided by the Library, Student Learning Development and English Language Teaching Unit: 10 hours

MODULE NAME: What Difference Did the War Make? British Society and the Great War, 1900-1939

MODULE CODE: HS3620

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

On successful completion of this module, students should be able to:

- Analyse the social history of Britain from c1900-1939
- Explain the different interpretations of the impact of the Great War on British society
- Understand why the war had a different impact on different social groups
- Appreciate how different kinds of historical evidence can be used to understand the impact of the war
- Construct and develop extended historical arguments in written and oral form, supported by relevant historical evidence

COORDINATOR: Sally Horrocks

TEACHING AND LEARNING METHODS:

Lectures, Seminars, Demonstrations, Fieldwork

Students will be given the opportunity to complete a formative assignment for feedback

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

- Assignment A- Essay (2,500 words) (50%)
- Assignment B- Essay (2,500 words) (50%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Reading and note taking from primary and secondary sources in preparation for seminars 40 hours

Preparation for oral presentation for seminars- 10 hours

Preparation for and writing formative assessment- 8 hours

Engagement with tutor for feedback on formative assessment and essay planning 2 hours

Reading, note-taking and writing for essay- 60 hours

MODULE NAME: Indigenous Peoples of the Americas, c1350-1650

MODULE CODE: HS3691

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

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

- Explain the cultural, social, economic and political dynamics of at least two Indigenous societies in North, Central and South America
- Evaluate the different approaches that historians, archaeologists, anthropologists and other scholars have used to study Indigenous societies in the Americas
- Apply a non-Eurocentric framework to examine Indigenous societies before and/or during colonisation
- Analyse documentary, visual, and/or material primary sources
- Identify patterns and differences within large-scale historical processes

COORDINATOR: Deborah Toner

TEACHING AND LEARNING METHODS:

Lectures; historiography-focused seminars; skills-focused seminars; consultation workshops and office hours

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay and portfolio

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Reading and note-taking from primary sources and secondary works as preparation for seminars - 40 hours

Developing bibliography, conducting preliminary research for assignments - 10 hours.

Researching and writing assignments - 60 hours.

Consulting assessment guidelines and other resources on blackboard - 2 hours.

Engagement with tutor in emails and office hours for assignment planning and feedback - 3 hours

MODULE NAME: From Empire to Nation: Modern South Asia, c.1857-1947

MODULE CODE: HS3699

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

By the completion of this module, successful students will be able to:

- Analyse and assess the principal economic, political and cultural processes that shaped modern South Asia from 1857 to 1947
- Critically evaluate primary and secondary materials pertinent to the subject.
- Construct extended written arguments and analyses supported by relevant historical evidence.

COORDINATOR: Prashant Kidambi

TEACHING AND LEARNING METHODS:

Lectures, seminars, individual student consultation and guided independent study

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

- Assignment A - Essay (2500 words) (50%)
- Assignment B - Essay (2500 words) (50%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Reading and reflection in preparation for seminars, c. 60 hours

Preparatory reading, planning and writing two assignments - c. 50-55 hours

Engagement with tutor in emails and office hours for assignment planning and reflection on feedback - c. 3 hours.

MODULE NAME: Abolitionists: Antislavery Activism in Britain and America, 1787-1865

MODULE CODE: HS3810

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: History

INTENDED LEARNING OUTCOMES:

Assess the formation and contribution of leading abolitionists

Contextualise the abolitionist movement, explaining its relationship to empire, revolution, capitalism, religion, race, and social change

Analyse and deploy key texts in different genres: speeches, tracts, memoirs, letters etc

Explain and assess rival interpretations of the abolitionists as these have evolved from the 19th century to the present

COORDINATOR: John Coffey

TEACHING AND LEARNING METHODS:

Lectures, Seminars, Oral Presentations

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Assignment A: Essay 2,500 words

Assignment B: Essay 2,500 words

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Background reading for and review of lectures, c. 20 hours. Reading and reflection in preparation for seminars, c. 40 hours. Preparatory reading, planning and writing two assignments - c 50-55 hours.

Engagement with tutor in emails and office hours for assignment planning and reflection on feedback - c. 5 hours.