FP003-30 History

23/24

Department
Warwick Foundation Studies
Level
Foundation
Module leader
Richenda Roberts
Credit value
30
Module duration
25 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

The module aims to support students on the Arts and Humanities course/pathway by developing their understanding of the key historiographical debates and theoretical approaches used in historical research and education.

Module web page

Module aims

It is geared to develop the students' familiarity with the necessary skills for success in History in higher education and will equip the students with the tools of analysis to interpret and critique existing historiographical debates and draw their own conclusions from the examination of primary sources. This module is taught in blocks through a combination of lectures and seminars. The module is split into 4 themed units.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

1. Outline Syllabus

The Pursuit of History: Themes in Global History since 1789.

Changes in Global history are driven by events, people and social phenomena. Many of these driving forces of societal transformation are linked in some sense or another, whether tenuously or from becoming early influencers of subsequent changes. Our goal on this module, "The Pursuit of History: Themes in Global History since 1789" is to introduce you to some of the more basic causes of human development, transformation and social upheaval. The study of history is motivated by people who want answers and explanations for today's world. Using a thematic approach, this module seeks to understand, research and expand our knowledge of the topics of War, Mass society, Social Activism and History Today by drawing upon a rich and diverse set of case studies, from the Haitian Revolution (1791-1804), to the Sepoy Mutiny (1857), and The Battle of Swansea (1969). Split into four themed units, this module introduces you to key historiographical debates, allows you to explore a number of issues that are still relevant today and to draw upon your own experiences and history to explore such social phenomena.

Learning outcomes

By the end of the module, students should be able to:

- 1. Analyse events and evaluate key historiographical debates existing on the topics explored in this module
- 2. Appraise and identify bias in the contexts to which research sources are created and received
- 3. Identify the arguments and evidence in texts and to determine their validity
- 4. Construct and support a well-reasoned argument with the effective use of appropriate examples.

Indicative reading list

C. A. Bayly, The Birth of the Modern World, 1780-1914: Global Connections and Comparisons, (Oxford: Blackwell, 2004)
C. A. Bayly, Remaking the Modern World, 1900-2015,: Global Connections and Comparisons, (Medford: Wiley, 2018)
Vijay Prashad, The Darker Nations: A People's History of the Third World, (New York: The New Press, 2008)
Ludmilla Jordanova, History in Practice, (London: Bloomsbury Academic, 2017)

Interdisciplinary

The course draws on wider political debates and international relations theory. The final unit, titled, "History Today," allows students to put the history they learn within a contemporary context.

International

Following an introduction, the module is structured into four themed units, including; Mass society, War, Social Activism and History Today. Each theme will include an in-depth analysis of case studies (for various areas of the globe, and including different intersectional groups). The last week of each unit is geared to allow the students to 'practice' or 'reflect' on the topic and theme by

answering a broad question, where they will be able to draw upon a historical case-study of their choice to support their argument. This allows students to draw on their own experiences, knowledge, backgrounds and interests to help them understand social phenomena.

Subject specific skills

To develop students use of analysis to interpret and critique existing historiographical debates and draw their own conclusions from the examination of primary sources.

Transferable skills

The pathway not only prepares students for undergraduate study in the UK, it also builds on a number of transferable skills that students will be able to draw upon beyond academic studies. The modules push students to work on their communication skills through presentation work, on their research and analysis skills in class and through assessment and on their ability to work within a team - which will be embedded in lecturers and seminars throughout the year.

Study

Study time

Type	Required
Lectures	25 sessions of 1 hour (8%)
Seminars	75 sessions of 1 hour (25%)
Private study	140 hours (47%)
Assessment	60 hours (20%)
Total	300 hours

Private study description

No private study requirements defined for this module.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A2

	Weighting	Study time
Critical Review	30%	20 hours

The critical review will require students to think critically about two articles assigned for the assignment. It will ask the students to not only summarise the articles and the core arguments, but to assess the strengths and weaknesses of the article, to compare the articles and assess them in view of the wider range of existing literature and the themes under debate.

	Weighting	Study time
Student-curated exhibition in video format	40%	20 hours

Students will be required to create a video version (equal to a duration of 5 minutes) of an online exhibition on a broad question, linked to a theme researched undertaken during their time on the course. They can choose a case study of their choice, and will need to use at least 5 archival documents to support their argument. The students will need to engage with Warwick's Modern Records Centre and Digital Humanities software, to create a video equivalent of an online exhibition. This is an individual task. They will receive an introductory lesson to the archives by Warwick Modern Records Centre and from the Digital Humanities department at Warwick, on setting up an online exhibition. This will be the final assessment, allowing students to showcase the knowledge they have gained over the last year.

	Weighting	Study time
Blog	30%	20 hours

Students will be given a broad question linked to a theme of the module. They will also be given a selection of secondary sources on this theme. As a group, they will be required to write a joint introduction and conclusion. Individually, the students each must take control of a section of the blog, where they will contribute toward the argument with their own case study. They will need to integrate both primary and secondary sources in support of their argument, and the wider argument of the group. Total word count not exceeding 1800 words.

Feedback on assessment

Written and oral (one-to-one) feedback/feedforward provided for all formative assessments linked to summative assessments. Verbal feedback provided as routine throughout teaching sessions and individually. Summative assessment feedback will be provided to students through Tabula.

Availability

Courses

This module is Core for:

- Year 1 of FIOE Warwick International Foundation Programme

This module is Core optional for:

- Year 1 of FIOE Warwick International Foundation Programme

This module is Core option list A for:

- FIOE Warwick International Foundation Programme
  - Year 1 of FP10 Warwick International Foundation Programme - Law
  - Year 1 of FP11 Warwick International Foundation Programme - Social Sciences