



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## MA Social History

Course Code: MASHI

2021/22

## **Award & Title**

## **MA Social History (MASHI)**

### **Material Information Summary for 2021/22 Postgraduate Applicants**

Confirmed at APR/2021

#### **General Information**

<b>Award</b>	Master of Arts Social History
<b>Contained Awards</b>	Post Graduate Certificate Social History Post Graduate Diploma Social History
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification &amp; Credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England
<b>Course Lengths &amp; Standard Timescales</b>	Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none"><li>• 1 year (full time, campus based)</li><li>• 2 years (part time, campus based)</li></ul>
<b>Part Time Study</b>	PT students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study. PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
<b>Location(s) of Delivery</b>	City Campus, Leeds
<b>Entry Requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning">www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning</a> .  Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a>

## Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to: [Fees@leedsbeckett.ac.uk](mailto:Fees@leedsbeckett.ac.uk)

## Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

**Policies, Standards and Regulations** ([www.leedsbeckett.ac.uk/academicregulations](http://www.leedsbeckett.ac.uk/academicregulations))

There are no additional or non-standard regulations which relate to your course.

## Key Contacts

### Your Course Director

Dr Rachel Rich

[r.rich@leedsbeckett.ac.uk](mailto:r.rich@leedsbeckett.ac.uk)

### Your Academic Advisor

Dr Henry Irving

[henry.irving@leedsbeckett.ac.uk](mailto:henry.irving@leedsbeckett.ac.uk)

### Your Course Administrator

Lindsay Trelford

[L.Trelford@leedsbeckett.ac.uk](mailto:L.Trelford@leedsbeckett.ac.uk)

## Professional Accreditation or Recognition Associated with the Course

### Professional Body

N/A

### Accreditation/ Recognition Summary

N/A

## Course Overview

### Aims

The aims of the programme are to:

- a) Develop an understanding of contemporary approaches to the study of social history;
- b) Encourage critical engagement with theories, concepts, debates and interpretations in the field of social and cultural history;
- c) Develop knowledge of major themes and developments in social history since 1750;

- d) Support the evaluation and application of a range of current methods and methodologies for researching social history;
- e) Develop critical awareness of the variety of sources available, including archive sources and electronic sources and their appropriateness for specific types of historical study;
- f) Develop intellectual independence and undertake independent study.

### Course Learning Outcomes

At the end of the course, students will be able to:

1	possess a systematic understanding of a body of historical knowledge, and a critical awareness of historical trends, processes and events;
2	appreciate and utilise comparative approaches, frameworks, methods and historical interpretations which reflect a range of history specialisms;
3	identify and evaluate appropriate questions, sources and methods for historical investigation; primary sources include not only textual sources but also visual and material evidence; <sup>1</sup>
4	critically engage with and apply the theoretical underpinnings and intellectual standing of history as a discipline and, where appropriate, demonstrate knowledge of cross-disciplinary influences and approaches;
5	effectively articulate ideas and participate in discussions and construct cogent and persuasive arguments both orally and in written form, supported by appropriate critical vocabularies and confident handling of scholarly referencing;
6	demonstrate intellectual independence, self-direction, appropriate research techniques and originality in tackling and solving problems, and act independently in planning, designing and implementing research, particularly in a sustained dissertation project.

### Teaching and Learning Activities

#### Summary

Teaching and learning methods vary between modules in order to achieve the aims of the strategy summarised above. Modules consist of weekly classes combining small and whole group teaching and learning, and focus mainly on the acquisition of critical theoretical and practical skills, such as textual analysis and the use of sources. In each three-session students may undertake a variety of learning activities including document analysis workshops; seminar discussion based on close reading; presentations; tutor-led introductory lectures; debate and group work. Source and archive workshops and visits may also be held, drawing on the expertise of local studies librarians and archivists. For example, *European Cities* includes walking tours as part of its Teaching and Learning Strategies.

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<sup>1</sup> History is a discipline in which a very wide variety of sources might come into play; from written documents (printed and published or handwritten and private); to visual sources – paintings (landscapes, portraits, cityscapes, genre painting), political cartoons, adverts, sketches, postcards, photographs, maps; to databases (electronic) and archives (usually paper-based, but increasingly digital). Our programme aims to expose our students to the variety of source material and to train them in its evaluation, interpretation and other uses.

In the *Dissertation* the supervision of dissertations is undertaken by individual tutorial, but also includes group meetings to discuss research issues raised by tutors and students. The workshop element of this module allows students early in semester 2 to clarify ideas, benefit from staff expertise on methods and sources, and come to an understanding of the practicalities of independent research. It concludes with an informal presentation to student peers about the proposed dissertation project and a written proposal on which students receive feedback before embarking on their independent study. Teaching and learning methods, therefore, aim to enhance collaborative and group skills, as well as the abilities and initiative of the individual scholar.

The course team recognises that a significant part of learning takes place outside taught sessions, in study undertaken by students individually and in groups. Each week students are expected to undertake directed reading and to engage in directed tasks, such as book searches and primary source analysis. At the outset of the course students are made aware of the need to undertake appropriate reading in order to build up their knowledge in relevant fields of history, and to take responsibility for their own learning. This is essential if classes are to be primarily based on informed discussion and the acquisition of skills. The move to increasing levels of student independence is modified as the course progresses, with significant levels of support in *Researching Cultures*, in order to build up students' knowledge and confidence, and proportionately less in the *Dissertation*, when students are expected to demonstrate a substantial degree of personal initiative and decision-making.

### Your Modules

This information is correct for students progressing through the programme within standard timescales. Part time students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

### Level 7

<b>Semester 1 – modules delivered over 7 weeks</b>	<b>Core (Y/N)</b>
Researching Cultures (20 credits)	Y
Technology, Empire and Everyday Life after 1850 (20 credits)	Y
Dissertation Workshops 1 and 2 (0 credits - preparation for the Dissertation)	Y
<b>Semester 2 – modules delivered over 7 weeks</b>	<b>Core (Y/N)</b>
Real Men? British Masculinities, c.1850-2000 (20 credits)	Y
Debating Documents of Life in Twentieth Century History (20 credits)	Y
Dissertation Workshops 3 and 4 (0 credits - preparation for the Dissertation)	Y
<b>Semester 3/over the summer – modules delivered over 7 weeks</b>	<b>Core (Y/N)</b>
Fame, Hero-worship and Celebrity Culture c1950 – c1914 (20 credits)	Y

The Victorians in Italy (20 credits)	Y
Dissertation (60 credits)	Y

## Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

### Assessment

The majority of your assessments on this Course take the form of traditional academic essays. As this is a postgraduate course, it is essential that you develop your core academic skills through researching for and writing essays. These are skills which you will extend and deepen in the writing of your MA dissertation. These traditional academic skills are complemented by other forms of assessment which can include presentations, research posters, and other writing tasks.

### Workload

Your work for the MA Social History will be made up of a large number of hours of independent study outside the classroom. Classroom hours will support and guide your learning, with much of the content of classroom discussion coming from the reading you will be expected to do in preparation. There are no work placements on this course, but students wishing to look for relevant work experience are encouraged to do so, and will be supported by our careers advisor in looking for opportunities.

Overall Workload for the Course	Level 7
Teaching, Learning and Assessment	156 hours
Independent Study	1644 hours
Placement	-

## Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to [studentadvicehub@leedsbeckett.ac.uk](mailto:studentadvicehub@leedsbeckett.ac.uk).

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.