

Liverpool John Moores University

Title: MODERN HISTORY: RESEARCH PROPOSITION AND DEVELOPMENT
Status: Definitive
Code: **7000HIST** (114605)
Version Start Date: 01-08-2011

Owning School/Faculty: Humanities and Social Science
Teaching School/Faculty: Humanities and Social Science

Team	Leader
Mike Benbough-Jackson	Y

Academic Level: FHEQ7 **Credit Value:** 60.00 **Total Delivered Hours:** 40.00
Total Learning Hours: 600 **Private Study:** 560

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Seminar	20.000
Tutorial	20.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Historiographical review essay and presentation	25.0	
Presentation	AS3	Evaluating primary sources seminar paper and presentation	25.0	
Reflection	AS2	Reflective research diary	25.0	
Report	AS4	Research project/Dissertation Plan	25.0	

Aims

1. To engage in independent and critical thinking, and to develop and engage with theoretical concepts in relation to a range of primary and secondary sources;
2. to develop a knowledge of recent advances within the field and situate the

proposed work accordingly;

3. to develop and deploy strategies for identifying and accessing relevant research resources;

4. to develop methodologies appropriate to specific research tasks within the field of modern history;

5. to develop the ability to present and defend arguments and interpretations in an appropriate and scholarly manner, whether through oral presentation or in written work;

6. to define an appropriate area of research, map out appropriate methodologies, theoretical frameworks and resources and to modify an outline research project through discussion, reflection and feedback.

Learning Outcomes

After completing the module the student should be able to:

- 1 display mastery of relevant theoretical and other secondary materials;
- 2 conduct research in areas related to their research project;
- 3 make informed decisions when identifying and accessing research resources;
- 4 demonstrate expertise in assessing research resources;
- 5 design appropriate research methodologies;
- 6 communicate their definition of an appropriate area of research.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay	1	2	6
Presentation	1	2	6
research diary	2	3	4
Project plan	3	4	5

Outline Syllabus

Component 1: Historiography.

Students will examine a number of approaches to modern history which may be integrated in their own research, and consider the ways in which various approaches have explicitly or implicitly influenced writing in their field. Through attendance at seminars dedicated to each of these approaches, students will work towards a historiographical review essay, which will consider the secondary material which delineates their field. The historiographical review essay is to be delivered orally but also assessed in written form.

Component 2: Identifying and analysing primary sources.

This component integrates guidance on the acquisition of primary source materials with a consideration of the ways in which these materials can be interrogated. A series of lectures, seminars and tutorials on locating and recording source materials will include: the use of archives, libraries and on-line resources; note-taking techniques; time-management and the organisation and presentation of information and the ethics of historical research; the opportunities and problems presented by a range of primary sources (including texts, images, quantitative data and oral history). Students will keep a reflective research diary and present a seminar paper on the analysis of primary sources in their field which will also be assessed in written form.

Component 3: Project Planning:

Students will undertake reading and research intended to:

1. delimit the area of their research project;
2. identify and define an appropriate body of sources and a methodology for researching them;
3. evaluate and define a theoretical framework in which their research can be situated;
4. Identify problematic issues on which they may need further guidance.

Learning Activities

Lectures, seminars, one-to-one tutorials, written work, oral presentation

References

Course Material	Book
Author	Barber, S. ed.
Publishing Year	2008
Title	History beyond the text
Subtitle	A student's guide to approaching alternative sources
Edition	
Publisher	London: Routledge
ISBN	

Course Material	Book
Author	Berger, S., Feldner, H. and Passmore, K. eds
Publishing Year	2003
Title	Writing history
Subtitle	Theory and practice
Edition	
Publisher	London: Hodder Arnold
ISBN	

Course Material	Book
Author	Berry, R.

Publishing Year	2004
Title	The research project
Subtitle	How to write it
Edition	5th ed
Publisher	London: Routledge
ISBN	

Course Material	Book
Author	Baxter, L., Hughes, C. and Tight, M.
Publishing Year	2006
Title	How to research
Subtitle	
Edition	3rd ed
Publisher	Maidenhead: Open University Press
ISBN	

Course Material	Book
Author	Burke, P.
Publishing Year	2001
Title	Eyewitnessing
Subtitle	The uses of images as historical evidence
Edition	
Publisher	London: Reaktion
ISBN	

Course Material	Book
Author	Dobson, M. and Ziemann, B. eds
Publishing Year	2008
Title	Reading primary sources
Subtitle	The interpretation of texts from nineteenth and twentieth century history
Edition	
Publisher	London: Routledge
ISBN	

Course Material	Book
Author	Dunaway, D. K. ed.
Publishing Year	1997
Title	Oral history
Subtitle	An interdisciplinary anthology
Edition	2nd ed
Publisher	London: Sage
ISBN	

Course Material	Book
Author	Feinstien, C. H.
Publishing Year	2002

Title	Making history count
Subtitle	A primer in quantitative methods for historians
Edition	
Publisher	Cambridge: Cambridge University Press
ISBN	

Course Material	Book
Author	Presnell, J.L.
Publishing Year	2007
Title	The information-literate historian
Subtitle	A guide to research for history students
Edition	
Publisher	Oxford: Oxford University Press
ISBN	

Notes

This module addresses the range of skills and concepts necessary to the field of Modern History. It introduces research methods and skills essential to work at postgraduate level, including information retrieval, contextualisation and organisation; engages with theory at an advanced level; identifies questions central to research in Modern History in terms of identifying the object of study and evaluating work in a specific area; and develops learning processes which enable independent reflections on research. Alongside these subject specialist skills, the module fosters aptitudes which can be applied to many other careers, such as the ability to digest and communicate complex information.