

## Debating and Doing History

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Debating & Doing History						
<b>Stage of Principal Programme</b>			1	<b>Semester</b>	1	<b>Duration.</b> <i>(Weeks F/T)</i>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	M	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
• Independent reading					✓	57			
• Research and preparation of assessments					✓	40			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	45
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in History or closely cognate area
Tutor	A minimum level 9 qualification in History or closely cognate area
	<b>Staff - Learner Ratio X:Y</b>
	1:45
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	100%	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b> On completion of this module a learner will be able to:	<b>Related MIPLO #</b>
1. Identify, classify, and critically evaluate historical sources.	1, 2, 5
2. Demonstrate an awareness of historical fields, approaches, and periods.	1, 2, 4

3. Critically engage with and articulate major historical debates in both written work and in-class discussion.	<b>3, 4, 8</b>
4. Work collaboratively with peers through in-class work and group assignments.	<b>5, 6</b>

### 7.3 Indicative Module Content, Organisation and Structure

This module is designed to develop the practical and critical skills needed to work successfully in history. By the end of the module learners should have assembled an essential toolkit of skills along with the confidence to start using these tools themselves. They should have an understanding of some of the issues involved in studying history as an academic discipline, and a greater awareness of the approaches and methods used by historians.

This module is organised around three thematic blocks. In weeks 1-2 learners are introduced to history and sources, learning to differentiate between primary and secondary material. The first main thematic block (lectures 3-5) introduces learners to periods of history and the types of sources associated with them. Lectures 6-8 introduce learners to the range of methods and approaches used by historians, developing core analytical and methodological skills. Lectures 9-11 encourage learners to think problematically about history by providing case-studies of major historical debates.

1. What is history?
2. Sources
3. Historical fields/periods (medieval)
4. Historical fields/periods (early modern)
5. Historical fields/periods (the modern age)
6. Methods & approaches
7. Methods & approaches
8. Methods & approaches
9. Historical Debates
10. Historical Debates
11. Historical Debates
12. Conclusions: why study history?

Four tutorials over the course of the module will facilitate group discussion and embed the material covered in lectures through practical in-class activities. Tutorials will be organised around the module assessments as follows:

1. Creating a source list
2. Source analysis
3. Group assignment: preparation of interview for Carlow College historian
4. Historical debates: in their groups learners will devise and present a mini debate on one of topics covered in lectures

### 7.4 Work-based learning and practice-placement *(if applicable)*

N/A

### 7.5 Specific module resources required *(if applicable)*

N/A

## 7.6 Application of programme teaching, learning and assessment strategies to this module

### **Teaching and Learning Strategy**

This module will be delivered via a combination of lectures and tutorials. In lectures learners will be engaged through a combination of lecturer-led presentations which will focus on the weekly theme, with opportunities for learner engagement through the use of in-class activities such as quizzes. Lecture content will primarily be displayed via a slideshow, which will be included on the module Moodle page for each relevant week (alongside weekly and further reading). Where applicable learners will be directed to useful online databases, websites, and content.

Tutorials offer learners the opportunity to develop and deepen their understanding of the module content and gain hands-on experience of analyzing primary and secondary sources. Each tutorial provides the formative basis for the module assessments. A range of group activities will foster collaborative learning and encourage learners to verbally articulate critical and analytical approaches.

### **Continuous Assessment**

This module employs a range of assessment types, specifically shorter formative assessments which will facilitate early and consistent feedback to learners. These are as follows:

1. **Short source analysis** (individual)  
*Learners will be given a choice of short primary sources and asked to analyse one. Learners will be guided in this analysis through targeted questions provided by the module coordinator. Learners will be expected to create a correctly referenced source list to accompany the analysis.*
2. **Historian interview**, with a focus on the historian's approach and methods (group & individual)  
*In their groups, learners will interview a historian at Carlow College on their publications and career to-date, and create a transcript of same. Individually, learners will create a short analysis of one publication written by the relevant historian.*
3. **Critique** of one historical debate (individual)  
*Learners will be asked to write a short critique of one of the historical debates focused on in class. Learners will be provided with core secondary reading for these debates and are expected to analyse the different approaches to them.*

## 7.7 Summative Assessment Strategy for this module

<b>MIMLOs</b>	<b>Technique(s)</b>	<b>Weighting</b>
<b>1, 2, 3, 4</b>	<b>Source Analysis.</b> Using the questions provided create a short analysis of one of the listed primary sources. Consider the context of the source and provide a critique and evaluation of its importance. You must also compile a list of relevant primary and secondary sources.	<b>30%</b>
<b>2, 4</b>	<b>Historian Interview.</b> As a group, compile a questionnaire and interview a historian. The transcript of the interview should be uploaded to the VLE. Individually, write an analysis of the reading provided by the historian you interviewed.	<b>30%</b>
<b>2, 3</b>	<b>Debate Critique.</b> Produce a correctly referenced critique of one of the debates covered in this module.	<b>30%</b>
	<b>Attendance</b>	<b>10%</b>

## 7.8 Sample Assessment Materials

### **Group Project: Interview a Historian**

Drawing on your knowledge of historical eras, topics, and themes, compile a questionnaire which can be used to interview a historian. The aim is to get a full picture of research interests and expertise along with views on the discipline of history and advice for learners. Carry out the interview sharing tasks of asking questions and recording answers within the group. Produce an accurate transcript for upload to the Moodle page.

### Marking Criteria

- Teamwork and organisation (25%)
- Completeness and originality of the questions (25%)
- Conduct of the interview (25%)
- Accuracy of written transcript (25%)

### Debate Critique:

Following on from your debates in class, choose one debate to critique. Your answer should address the in-class debates as well as scholarship in the field. It should be fully referenced and uploaded to Turnitin. You may choose from one of the following debates:

1. 'The Quest for the historical Jesus has failed and has no future'
2. 'Germany started World War I so the war guilt clause in the Treaty of Versailles was fair'
3. 'The Boston College Belfast Project oral history tapes should have been kept closed until the interviewees were dead'.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### Indicative Core Reading:

1. American History Association, *Standards of Professional Conduct* (Updated 2017) <https://www.historians.org/>
2. Black, J. and D. MacRaild, *Studying History* (Basingstoke: Palgrave, 2000)
3. Burrow, John, *A History of Histories* (London: Penguin, 2009)
4. Hughes-Warrington, M., *Fifty Key Thinkers on History* (Abington, 2014)
5. Loughran, Tracey, (ed) *A Practical Guide to Studying History: skills and approaches* (London: Bloomsbury Academic, 2017)
6. Mabbett, W., *Writing History Essays. A learner's guide* (Basingstoke: Palgrave, 2000)

### Indicative Other Resources:

7. Institute of Historical Research, University of London: *Interviews with Historians: [Interviews - Making History](#)*
8. Arnold, J.H., *History: A Very Short Introduction* (Oxford: OUP, 2000)
9. Claus, Peter and John Marriott, *History: An Introduction to Theory, Method, and Practice* (London: Routledge, 2012)
10. Green, Anna and Kathleen Troup, *The Houses of History: A Critical Reader in History and Theory* (Manchester: Manchester University Press, 2016)
11. Kelleher Storey, William, *Writing History: a guide for learners* (Oxford: OUP, 2015)
12. Mabbett, W., *Writing History Essays. A learner's guide* (Basingstoke: Palgrave, 2000)