

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 416Z0038 | | |
| Unit Name: | BRITISH INDIA, 1757-1947 (INBOUND STUDENT MOBILITY - SEPT ENTRY) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 6 | Credits: | 15 |
| | | ECTS: | 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | The course focuses on the history of India incl. Ceylon and Burma between 1757 and 1947 and the role the countries played as a part of the British Empire. |
| Indicative Content: | The course surveys the history of India under British rule. While the topics are presented in a mainly chronological order, the analysis of events and developments is informed by the concept of "new imperial history" and explores thus not only the way how Britain "shaped" India, but also how developments in the colony fed back to the metropolis. Topics covered include the EIC in Bengal, the mutiny and its representation, political participation and political thinking in India, the impact of the world wars and India's economic development, and decolonization. |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | demonstrate a in-depth knowledge of key aspects of the history of India, based on the study of sources and scholarly publications |
| Learning Outcome 2: | critically evaluate and present in comprehensive and professional writing a question related to one of these key aspects |
| Learning Outcome 3: | |
| Learning Outcome 4: | |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|--------------------------------------------------------------------------------------------------------------|------------|-----------|---------------|------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| | Coursework | 100 | | Communicate effectively using a range of media |
| Method of Assessment | | | | |
| 1 | Essay | | | |
| Description | | | | |
| An essay of 3000 words, to be selected from a list suggested by the course leader and shown in the handbook. | | | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

| LEARNING RESOURCES | |
|-----------------------------------|--|
| Special ICTS Requirements: | |
| Additional Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|---------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 415Z0034 | | |
| Unit Name: | FROM MANCHURIA TO HIROSHIMA (INBOUND STUDENT MOBILITY - SEPT ENTRY) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 5 | Credits: | 15 |
| | | ECTS: | 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | This unit will provide a social, political and military history of the Pacific War, with a focus on events in Asia and the Pacific, from the rise of Japanese expansionism to the apex of the conquests at the end of 1942. |
| Indicative Content: | The Japanese invasion of Manchuria; the Rape of Nanking; the fall of Singapore and the conquest of Burma; the threat to India and Empire; the experience of Japanese occupation; Pearl Harbor; Australia and the Philippines. |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | analyse a variety of different primary and secondary source material, including contemporary and historical media representations of the Pacific war. |
| Learning Outcome 2: | assess the extent to which the Second World War was an Asian - rather than just European - conflict. |
| Learning Outcome 3: | describe the complexity of Pacific War historiography and the variety of ways in which the conflict has been understood and interpreted. |
| Learning Outcome 4: | analyse the problematic cultural and political legacy(s) of the Pacific War. |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------|------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| | Coursework | 100 | | Communicate effectively using a range of media |
| | Method of Assessment | | | |
| 1 | Essay | | | |
| | Description | | | |
| | Assessed coursework takes the form of an academic essay of c. 3,500 words. In it, students will be asked to produce a critical review of a media representation (film or television programme) of the Pacific War. Students will be able to select a media representation of their own choice, but the course leader will provide help and guidance. | | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

| LEARNING RESOURCES | |
|-----------------------------------|--|
| Special ICTS Requirements: | |
| Additional Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|------------------------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 415Z0041 | | |
| Unit Name: | FROM REVOLT TO REVOLUTION: IMPERIAL RUSSIA (INBOUND STUDENT MOBILITY - SEPT ENTRY) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 5 | Credits: | 15 |
| | | ECTS: | 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | This unit studies Imperial Russian History from the Decembrist Uprising in 1825 to the end of C19 th. |
| Indicative Content: | The nature of Autocracy, its strengths and weaknesses, the Decembrist revolt, the development of political opposition and continuing state repression, the reforms of the mid C19th, including the emancipation of the serfs, the role of the state in economic modernisation. |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | critically evaluate the events and key themes in C19th Imperial Russian history |
| Learning Outcome 2: | write a well-organised, clear and substantiated argument |
| Learning Outcome 3: | |
| Learning Outcome 4: | |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|-----------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| | Coursework | 100 | | Communicate effectively using a range of media Find, evaluate, synthesise and use information |
| Method of Assessment | | | | |
| 1 | Portfolio | | | |
| | Description | 1. A 1,000-word analysis of a secondary source used for the essay. 2. A 3,000-word essay. The portfolio will be submitted as a single assignment and will achieve a single mark. | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

| LEARNING RESOURCES | |
|-----------------------------------|--|
| Special ICTS Requirements: | |
| Additional Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|------------------------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 416Z0055 | | |
| Unit Name: | HOLOCAUST: THE DESTRUCTION OF EUROPEAN JEWRY (INBOUND STUDENT MOBILITY - SEPT ENTR | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 6 | Credits: | 15 |
| | | ECTS: | 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | The unit studies the Nazi persecution of the Jews between 1933 and 1941. It examines the decision-making process that led to genocide, the links with the murder of the handicapped and the response of ordinary Germans to persecution. The unit studies the origins of the Holocaust, aiming to enhance students' understanding of the historical debates and to improve their study and communication skills. It begins with a brief overview of European anti-semitism before the twentieth century and with an outline of the main historiographical debates over the genesis of the Holocaust, focusing in particular on whether it was planned well in advance. The unit then provides a chronological survey of the development of Nazi anti-Jewish policies up to 1941. Students also examine the regime's persecution of other 'racially undesirable' groups, the gypsies and the disabled, investigating whether the murder of the disabled should be seen as a 'model' for a future Final Solution, and the attitude of ordinary Germans to the persecution of the Jews. |
| Indicative Content: | |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | critically examine aspects of the development of the Nazi persecution of the Jews between 1933 and 1941 |
| Learning Outcome 2: | describe and critically evaluate the complex historical debates that surround the origins of the Final Solution |
| Learning Outcome 3: | identify key primary sources and use them appropriately in a written assignment |
| Learning Outcome 4: | |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|------------|----------------------------------------------------------------------------------------------------------------------------|-----------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| 1 | Coursework | 100 | | Communicate effectively using a range of media Analyse real world situations critically Find, evaluate, synthesise and use information |
| | Method of Assessment | | | |
| | Essay | | | |
| | Description | | | |
| | An essay of 3,500 words in which students select a topic from a provided list and use appropriate primary source evidence. | | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

| LEARNING RESOURCES | |
|-----------------------------------|--|
| Special ICTS Requirements: | |
| Additional Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|-------------------------------------------------------------------------------------|--------------------|------------------|
| Unit Code: | 416Z0045 | | |
| Unit Name: | PROHIBITION TO THE SWINGING SIXTIES (INBOUND STUDENT MOBILITY/UNIWIDE - SEPT ENTRY) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 6 | Credits: 15 | ECTS: 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | This unit offers an in-depth exploration of the social and cultural history of twentieth-century USA, especially 1918-1941, based around in-depth analysis of primary sources. |
| Indicative Content: | This unit provides opportunities to study the history and culture of Twentieth Century USA (c. 1918-1941) whilst developing familiarity with methodological debates and the ability to use contemporary source materials. It will cover: - Progressive movement - Racism, the KKK, immigration - Prohibition and Crime - Rise of Urban America - Harlem Renaissance and the Jazz Era - Great Depression/New Deal. |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | recount and evaluate key aspects of the cultural and social history of twentieth-century USA, especially from 1918-1941 |
| Learning Outcome 2: | engage critically with selected primary source materials, assessing their suitability for a specific topic and using them appropriately |
| Learning Outcome 3: | |
| Learning Outcome 4: | |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------|------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| | Coursework | 100 | | Find, evaluate, synthesise and use information |
| Method of Assessment | | | | |
| Portfolio | | | | |
| Description | | | | |
| 1 | The portfolio will consist of two pieces of linked coursework exploring a topic of the student's choice (from a list provided by the course leader): 1. An exercise in Primary Source Analysis (1,500 words) 2. An Essay (2,500 words). Item number 1 will invite students to engage critically with a selection of primary source material. Students will analyse the usefulness of the sources and produce a 1,500 word written review. This will lead into item number 2, a formal academic essay. This essay will make use of the critical source analysis undertaken as part of item 1 whilst also ensuring that students draw in appropriate secondary source material in order to produce a detailed and coherent argument in response to a question designed by the course leader. Assessment criteria will be in line with departmental policy. The portfolio will be submitted as a single assignment and will achieve a single mark. | | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|----------------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 415Z0063 | | |
| Unit Name: | SLAVERY AND CIVIL WAR IN AMERICA, 1619-1877 (STUDENT MOBILITY -SEPT ENTRY) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 5 | Credits: | 15 |
| | | ECTS: | 7.5 |

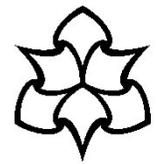
| UNIT DESCRIPTION | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | This unit studies the phenomenon of race slavery within continental North America, from its origins in the seventeenth century, through to its role in triggering sectional conflict in the early 19th century. The curriculum is broadly chronological, initially charting the fate of the enslaved from the establishment and maturation of plantation slavery in North America through to the widening ideological rift over slavery's future within the US. Within that chronological framework, it will also focus on specific themes such as ideologies of race and dominance; the economics and culture of slavery; the gendered experience of both enslaved and free Americans and growing sectional divisions within the Union. |
| Indicative Content: | |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | demonstrate an appreciation of the debates associated with the history of slavery and sectional conflict in the North America up to c.1850, and the ability to cope with the often ambiguous and contradictory nature of the historical record |
| Learning Outcome 2: | engage with the enduring phenomenon of unfree labour systems through the medium of American slavery as a historical case study |
| Learning Outcome 3: | Find, critically evaluate and synthesise information in an extended piece of written text drawing on both primary and secondary evidence |
| Learning Outcome 4: | display clarity, accuracy and fluency in written expression appropriate to Level Five and demonstrated through their performance in coursework |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|--------------------------------------------------------|-----------------------------|-----------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| 1 | Coursework | 100 | 40 | Communicate effectively using a range of media Find, evaluate, synthesise and use information Work within social, environmental and community contexts Engage with stakeholder/interdisciplinary perspectives Analyse real world situations critically Demonstrate professionalism and ethical awareness |
| | Method of Assessment | | | |
| | Essay | | | |
| Description | | | | |
| An essay (up to 3000 words not including bibliography) | | | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



Manchester
Metropolitan
University

| UNIT DETAILS | | | |
|--------------------|-----------------------------------------------------------------------|--------------------|------------------|
| Unit Code: | 416Z0049 | | |
| Unit Name: | THE CRUSADES, c.1095 - c.1200 (INBOUND STUDENT MOBILITY - SEPT ENTRY) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 6 | Credits: 15 | ECTS: 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | <p>This Year 3 unit explores the origins and growth of the crusading movement and the concomitant rise and success of the Levantine Jihad.</p> <p>Building on a rich and ever evolving theology of just and righteous warfare, Pope Urban II gave a rousing sermon in 1095 which launched what is now called the First Crusade. After nine centuries the First Crusade remains one of the pivotal experiences of European and Mediterranean civilisation. An expedition that was both a holy war and a pilgrimage to Jerusalem, it captured the imagination of the western European aristocracy, populace and the Roman Church as no other ideal could. Throughout the course of the twelfth century, an innumerable range of people journeyed to, and settled in Syria and Palestine with the main aim of protecting the sacred shrines of Christianity from the 'infidel'. Faith, pilgrimage and the sacrality of Jerusalem were key aspects of the ideology of the crusading movement, as were notions of Holy and Just Wars.</p> |
| Indicative Content: | <p>Indeed, there was a complex array of factors motivating people to participate in crusades, and power politics and the desire for land and wealth played their part. Not only kings and emperors led crusades and journeyed to the Holy Land. Seemingly 'marginalised' groups such as women, children and the poor went on crusade in vast, unknowable numbers. Muslims, Jews, and Eastern and Western Christians found themselves in closer contact with each other. The result was a movement that was at the very centre of the medieval world, that not only touched the lives of the ancestors of everyone of European descent, but that also saw a number of diverse worlds and communities interacting with each other and forming new and fascinating types of relationships that throw a great deal of light on the modern day relations between eastern and western societies.</p> |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | examine critically inter-faith conflict and co-existence in the Levant during the twelfth century. |
| Learning Outcome 2: | synthesize and integrate diverse historiographies, so as to be able to distinguish the main themes within them. |
| Learning Outcome 3: | read and reflect critically upon primary texts to deepen an understanding of the crusading and medieval jihadist movements. |
| Learning Outcome 4: | use appropriate scholarly apparatuses to support written work on inter-faith conflict and co-existence in the Levant during the twelfth century. |
| Learning Outcome 5: | analyse the ways in which the history of the crusading/jihadist movements could be employed to illuminate and explain the modern so-called 'clash of civilisations'. |

| ASSESSMENT | | | | |
|--------------------|-----------------------------|-----------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| 1 | Coursework | 100 | | Analyse real world situations critically Engage with stakeholder/interdisciplinary perspectives Demonstrate professionalism and ethical awareness Manage own professional development reflectively Find, evaluate, synthesise and use information Use systems and scenario thinking |
| | Method of Assessment | | | |
| | Essay | | | |
| | Description | | | |
| 1 2,000-word essay | | | | |

LEARNING ACTIVITIES

Breakdown of 150 hours of student learning activity

Summative Assessment: 25

Directed Study: 25

Student-centred: 50

Mandatory Requirements:

LEARNING RESOURCES

Special ICTS Requirements:

Additional Requirements:

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



UNIT DETAILS

| | | | |
|--------------------|-------------------------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 416Z0042 | | |
| Unit Name: | THE RISE AND FALL OF THE SOVIET UNION, 1917-1991 (INBOUND STUDENT MOBILITY - SEPT E | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 6 | Credits: | 15 |
| | | ECTS: | 7.5 |

UNIT DESCRIPTION

| | |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | This unit examines the Bolshevik Revolution, the creation and development of soviet socialism. |
| Indicative Content: | This unit examines the Bolshevik Revolution, the creation and development of the soviet state, the USSR as a revolutionary society, the debates and power struggles in thde 1920s, Stalin and Stalinism. |

LEARNING OUTCOMES

On successful completion of this Unit, the student will be able to:

- Learning Outcome 1:** demonstrate an in-depth knowledge of aspects of Soviet history
- Learning Outcome 2:** find, evaluate, synthesise and use information
- Learning Outcome 3:**
- Learning Outcome 4:**
- Learning Outcome 5:**

ASSESSMENT

| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------|--------------------------------------------------------------------------------------------|
| | Coursework | 100 | | Find, evaluate, synthesise and use information Analyse real world situations critically |
| | Method of Assessment | | | |
| 1 | Portfolio | | | |
| | Description | | | |
| | 1. A 1,000-word analysis of a primary source used for the essay. 2. A 3,000-word essay. The portfolio will be submitted as a single assignment and will achieve a single mark. | | | |

LEARNING ACTIVITIES

Breakdown of 150 hours of student learning activity

| | |
|--------------------------------|----|
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

LEARNING RESOURCES

Special ICTS Requirements:

Additional Requirements:

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|----------------------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 415Z0054 | | |
| Unit Name: | THE STRUGGLE FOR MASTERY: MEDIEVAL BRITAIN (INBOUND STUDENT MOBILITY - SEPT ENT) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 5 | Credits: | 15 |
| | | ECTS: | 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | This module examines the struggle for power between England and her neighbours in the high medieval period, and looks at how this conflict shaped politics, culture and society in medieval Britain. |
| Indicative Content: | The Conquest of England in 1066; the death of Malcolm Canmore; English views of the Celts; the Irish Conquest of 1169; the rise of Gwynedd; intermarriage in Wales and Ireland; Henry II and the Lord Rhys; ; the writings of Gerald of Wales; border warfare; the Church and the reform of the Celtic churches; the Castles of Edward I; the role of religion; the role and treatment of women |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | research a topic effectively using a range of primary and secondary materials |
| Learning Outcome 2: | apply their research by analysing the accuracy of its portrayal in an historical novel |
| Learning Outcome 3: | critically analyse the impact of historiography on historical interpretations |
| Learning Outcome 4: | analyse other forms of primary and secondary evidence appropriate to the medieval period. |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|-----------------------------|---------------------------------------|-----------|---------------|------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| | Coursework | 100 | | Find, evaluate, synthesise and use information |
| Method of Assessment | | | | |
| 1 | Review | | | |
| Description | | | | |
| | One 4000 word historical novel review | | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

| LEARNING RESOURCES | |
|-----------------------------------|--|
| Special ICTS Requirements: | |
| Additional Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|---------------------------------------------------------------|-----------------|-----|
| Unit Code: | 416Z0051 | | |
| Unit Name: | THE WARS OF THE ROSES (INBOUND STUDENT MOBILITY - SEPT ENTRY) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 6 | Credits: | 15 |
| | | ECTS: | 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | This course examines the political, dynastic and military history of fifteenth century England during the period when the houses of Lancaster and York fought for the English throne |
| Indicative Content: | The reign of Henry VI and the Lancastrian Regime; Yorkist Rebellions; the role of the Kingmaker; Women and the Wars of the Roses; the First Reign of Edward IV; Margaret of Anjou and the European Dimension; the Second Reign of Edward IV; Battles of the Wars of the Roses |

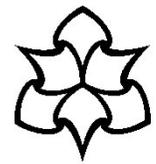
| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | outline the methodological and interpretative difficulties of examining medieval history |
| Learning Outcome 2: | read, and reflect critically upon, historical texts of various kinds relating to fifteenth-century English history |
| Learning Outcome 3: | research independently, locating and using relevant books, journals, images and web-sites to gather and analyse information |
| Learning Outcome 4: | write clearly, accurately and analytically, using appropriate scholarly apparatus in coursework assignments |
| Learning Outcome 5: | exhibit a critical awareness of the uses to which the outcomes of historical events at the end of the fifteenth century have on modern views of this period. |

| ASSESSMENT | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|---------------|------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| | Coursework | 100 | | Find, evaluate, synthesise and use information |
| Method of Assessment | | | | |
| 1 | Portfolio | | | |
| Description | | | | |
| A portfolio consisting of one 3000 word essay and one 1000 word annotated bibliography related to it. The portfolio will be submitted as a single assignment and will achieve a single mark | | | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

| LEARNING RESOURCES | |
|-----------------------------------|--|
| Special ICTS Requirements: | |
| Additional Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



Manchester
Metropolitan
University

| UNIT DETAILS | | | |
|--------------------|-------------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 416Z0060 | | |
| Unit Name: | THE WORLD OF GRAECO-ROMAN EGYPT (INBOUND STUDENT MOBILITY - SEPT ENTRY) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 6 | Credits: | 15 |
| | | ECTS: | 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | <p>This is a research-led unit on the social, cultural and political history of Egypt under Roman rule. Students will engage with a wide array of themes central to Ancient History, through the study of Egypt: urbanism, gender, multi-culturalism, empire</p> <p>This unit is intended to meet the demand voiced by MMU students for ancient history modules at level 6. It will offer an in-depth exploration of the social, cultural and political history of Roman Egypt, complementing the ancient history elements offered as part of The Rise of Persecuting Society (1st Year), Empires in World History (2nd Year); Introduction to Ancient History unit (1st year), Rome: from Republic to Empire (2nd Year), `Culture, Community and Conflict in Classical Greece (2nd year) as well as working alongside Ben Edward's Romans and Barbarians (3rd Year) and Jason Crowley's `Warrior Societies: War and Combat in Classical Greece (3rd year). Together, these courses offer MMU students extensive coverage of the ancient history of three key Mediterranean societies: Greece, Rome and Egypt.</p> |
| Indicative Content: | <p>Egypt's history of great pyramids, temples and pharaohs lived on in its culture and politics into the Roman period. By the time Augustus annexed Egypt onto Rome's territories in 31BC, its population was more culturally and ethnically diverse than ever before. Egypt's unique sources provide a window through which we can observe social, economic, political and cultural processes up to the Coptic and monastic Christian communities of the 3rd-5th centuries AD. Students will study a range of these (translated) papyri, visual, monumental and literary evidence for everyday life and interaction between social groups and the Roman State. Through Roman Egypt they will explore central themes in ancient history: Orientalism, urbanisation, social status, mobility, cultural interaction, sex and sexuality, economy, religion, magic and medicine, gender, the body, Christianity and monasticism. Students will engage with documentary, literary, archaeological, monumental and visual source material from Egypt and will touch on the related disciplines of papyrology and Egyptology. The unit will incorporate study visits to the Egypt collection at Manchester Museum, Oxford Road, and the papyrus collection at John Rylands Library, Deansgate -- where the unit leader will arrange tours and talks from colleagues working with the material at those sites.</p> |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | Engage critically with the key themes and methodological approaches in ancient history, through the specific case study of Roman Egypt |
| Learning Outcome 2: | Engage critically with ancient documentary, papyrological, literary, archaeological, monumental/visual ancient sources from Egypt, and scholarly interpretations of it |
| Learning Outcome 3: | Evaluate and assess critically, scholarly interpretations of Roman Egypt's history |
| Learning Outcome 4: | Communicate ideas and interpretations effectively in academic styles and in different media |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| 1 | Coursework | 100 | | Analyse real world situations critically Manage own professional development reflectively Apply teamwork and leadership skills Communicate effectively using a range of media |
| | Method of Assessment | | | |
| | Source Analysis | | | |
| | Description | | | |
| Source analysis in the form of a poster which presents a critical analysis of a particular source, and its interpretation and use in understanding a key issue in the history of Roman Egypt. This will test learning outcomes 1, 2 and 4. | | | | |

LEARNING ACTIVITIES

Breakdown of 150 hours of student learning activity

Summative Assessment: 25

Directed Study: 25

Student-centred: 50

Mandatory Requirements:

LEARNING RESOURCES

Special ICTS Requirements:

Alston, R. (1995) *Soldier and Society in Roman Egypt*. London and New York: Routledge
Bagnall, R.S. (1995) *Reading Papyri, Writing Ancient History*. London and New York: Routledge
Bagnall, R.S. (ed.) (2007) *Egypt in the Byzantine World 300-700*. Cambridge: CUP
Bowman, A.E. *Egypt After the Pharaohs*
Frankfurter, D. (1998) *Religion in Roman Egypt*. Princeton: Princeton University Press
Parsons, P. (2007) *City of the Sharp-nosed Fish: Greek Lives in Roman Egypt*. London: Weidenfield and Nicolson
Rowlandson, J. (1996) *Landowners and Tenants in Roman Egypt, the Social Relations of Agriculture in the Oxyrhynchite Nome*. Oxford: Clarendon Press
Rowlandson, J. (1998) *Women in Graeco-Roman Egypt*. Cambridge: CUP
Bagnall, R. S. and R. Cribiore 2006., *Women's Letters from Ancient Egypt 300 BC - AD 800*, Ann Arbor: Michigan University Press
Holleran, C. and Pudsey, A. (eds.). 2011. *Demography and Society in the Greek and Roman Worlds. New Insights and Approaches*. Cambridge: CUP
Hübner, S. and Ratzan, D. eds... 2009. *Growing Up Fatherless in Antiquity*. Cambridge: CUP
Adams, C. E. P. 2007. *Land Transport in Roman Egypt: A Study of Economics and Administration in a Roman Province*. Oxford: OUP
Alston, R. 2001. *The City in Roman and Byzantine Egypt*. London: Routledge
Ruffini, G. 2008., *Social Networks in Byzantine Egypt*. Cambridge: CUP
Montserrat, D. 1996. *Sex and Society in Graeco-Roman Egypt*. London: Kegan Paul.
Scheidel, W. 2001. *Death on the Nile. Disease and Demography in Roman Egypt* Leiden: Brill
Vuolanto, V. 2015. *Children and Asceticism in Late Antiquity. Continuity, Family Dynamics and the Rise of Christianity*. Ashgate.
Kasher, A. 1985. *The Jews in Hellenistic and Roman Egypt: The struggle for Equal Rights* Tübingen

Additional Requirements:

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|-------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 415Z0038 | | |
| Unit Name: | TWENTIETH CENTURY BRITAIN (INBOUND STUDENT MOBILITY - SEPT ENTRY) | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 5 | Credits: | 15 |
| | | ECTS: | 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | This unit examines the key features of British society, culture and politics during the twentieth century |
| Indicative Content: | This unit aims to give students a detailed understanding of key themes in British culture, society and politics throughout the twentieth century. In particular it examines: the position of Britain at the beginning of the twentieth century; the British economy; the nature and development of political parties; the changing role of women. |

| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | evaluate the key social, political and economic developments of twentieth century Britain |
| Learning Outcome 2: | employ key historiographical concepts to analyse the history of twentieth century Britain |
| Learning Outcome 3: | |
| Learning Outcome 4: | |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------|-----------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| | Coursework | 100 | | |
| | Method of Assessment | | | |
| 1 | Portfolio | | | |
| | Description | | | |
| | This 3,000 word essay will address a major historiographical debate as well as using secondary and primary sources. It will be accompanied by a 1,000 word bibliography on the essay topic. The portfolio will be submitted as a single assignment and will achieve a single mark | | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

| LEARNING RESOURCES | |
|-----------------------------------|--|
| Special ICTS Requirements: | |
| Additional Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



| UNIT DETAILS | | | |
|--------------------|----------------------------------------------------------------------------------|-----------------|-----|
| Unit Code: | 416Z0065 | | |
| Unit Name: | WARS WITHOUT END: CIVIL WARS AND REVOLUTIONS IN THE C20TH (STUDENT MOBILITY -SEP | | |
| Department: | History & Economic History | | |
| Faculty: | Faculty Of Arts & Humanities | | |
| Level: | 6 | Credits: | 15 |
| | | ECTS: | 7.5 |

| UNIT DESCRIPTION | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | A content-driven, methodology unit that delivers the teaching of comparative history methodology within the framework of the study of civil wars and revolutions in 20th century history Content will consist of chronologically-ordered case studies, with a broad scope addressing different geographical areas, and events related to the phenomena of civil war and revolution through 20th Century history. The syllabus will be flexible to allow for the future incorporation of new advancements in the area, but indicative content might include the Mexican revolution, Ireland 1916, the Russian, and Spanish civil wars, and the Weimar revolution. With a particular focus on the connections between civil war and revolution, the course will provide students with the opportunity to explore the possibilities of comparative history for a better and more nuanced understanding of the past. The unit will allow for the identification of similarities, differences and transnational connections among different events and nations. |
| Indicative Content: | |

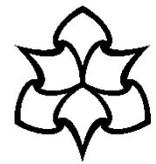
| LEARNING OUTCOMES | |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| On successful completion of this Unit, the student will be able to: | |
| Learning Outcome 1: | analyse developments and events in the first half of the 20th C. in order to assess the complexity and implications of civil and revolutionary conflicts |
| Learning Outcome 2: | compare historical events and developments, being able to identify similarities as well as national differences |
| Learning Outcome 3: | display clarity, accuracy and fluency in written expression and demonstrated through their performance in coursework assignment |
| Learning Outcome 4: | analyse primary and secondary source material, and adequately using it to provide coherent, logical and evidenced-based answers to set questions |
| Learning Outcome 5: | |

| ASSESSMENT | | | | |
|-----------------------------|------------------------------|-----------|---------------|-----------------------------------------|
| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
| | Coursework | 100 | | |
| Method of Assessment | | | | |
| 1 | Essay | | | |
| Description | | | | |
| | 4,000 word comparative essay | | | |

| LEARNING ACTIVITIES | |
|-----------------------------------------------------|----|
| Breakdown of 150 hours of student learning activity | |
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |

| LEARNING RESOURCES | |
|-----------------------------------|--|
| Special ICTS Requirements: | |
| Additional Requirements: | |

UNIT SPECIFICATION FOR EXCHANGE AND STUDY ABROAD



Manchester
Metropolitan
University

UNIT DETAILS

| | |
|--------------------|-------------------------------------------------------------------------------|
| Unit Code: | 415Z0043 |
| Unit Name: | WOMEN IN POWER IN EARLY MODERN EUROPE (INBOUND STUDENT MOBILITY - SEPT ENTRY) |
| Department: | History & Economic History |
| Faculty: | Faculty Of Arts & Humanities |
| Level: | 5 |
| Credits: | 15 |
| ECTS: | 7.5 |

UNIT DESCRIPTION

| | |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brief Summary: | The unit focuses on the government and society of female rulers in early modern Europe. It analyses the development of relationship between gender and social, political, and cultural aspects of history. This is the first part. This unit examines in detail women who filled the highest roles in governance and society in early modern Europe, focusing in this first part on queenship and political power in the sixteenth century. Particular emphasis is placed on the relationship between gender and power in early modern Europe, and on contemporary conceptualisations of political culture and patronage. Weekly topics include the varieties of queenship roles: regnant, consort, regent, mother; and those who wielded power in unofficial ways: mistresses and favourites. Other topics include portraiture and propaganda, the importance of marriage and motherhood, and mythologies about powerful women created after their deaths. Subjects cover a wide range: Margaret of Anjou, Anne Boleyn, Diane de Poitiers, Mary of Guise, Catherine de Medici, Elizabeth I, Mary Queen of Scots, and Bess of Hardwick,. The unit makes use of some of the most recent scholarship in this area, and sets up pre-cursors to women's studies in the modern period. |
| Indicative Content: | |

LEARNING OUTCOMES

On successful completion of this Unit, the student will be able to:

| | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcome 1: | actively acquire in-depth knowledge of women's roles in politics and society, and how these were related to family, religion, and culture. |
| Learning Outcome 2: | critically assess the varieties of gendered experience across Europe in terms of both geographical and chronological spread |
| Learning Outcome 3: | evaluate the potential historical significance of individual choices and relate these to wider historical forces |
| Learning Outcome 4: | express his or herself intelligently and professionally in writing, using appropriate scholarly apparatus |
| Learning Outcome 5: | |

ASSESSMENT

| Element | Type | Weighting | Min Pass Mark | Employability & Sustainability Outcomes |
|---------|-------------------------------------------------|-----------|---------------|--------------------------------------------------------------------------------------------|
| | Coursework | 100 | | Analyse real world situations critically Find, evaluate, synthesise and use information |
| | Method of Assessment | | | |
| 1 | Essay | | | |
| | Description | | | |
| | Essay from a list of given titles (4000 words). | | | |

LEARNING ACTIVITIES

Breakdown of 150 hours of student learning activity

| | |
|--------------------------------|----|
| Summative Assessment: | 25 |
| Directed Study: | 25 |
| Student-centred: | 50 |
| Mandatory Requirements: | |