Module Title	Historical Sources and Methods: Skills in History
Level	4
Semester	1
Ref No:	
Credit Value	20 CAT Points
Student Study hours	60 Student Contact Hours 140 Student managed learning hours: including 10 hours of VLE related activity and preparation –with a focus on reading & considering extracts from original materials.
Pre-requisite learning	None
Co-requisites	None
Excluded combinations	None
Module Coordinator [Name + e mail address]	Caitríona Beaumont beaumoca@lsbu.ac.uk
Parent Division	Social Sciences
Parent Course	BA History
JACS Code	
Description [100 words max]	This module will enable students to develop their own personal research skills e-portfolio by giving them supervised practice at note-taking, referencing, group-work, participation in class debate, research and production of an extensive bibliography for their independent research project. Students will be introduced to the range of sources available to them as historians including secondary sources, archival sources and digital sources. Students will be required to include a variety of source material in their assessed project. A number of visits will be made to key libraries and archives including the London Metropolitan Archive and the Women's Library @ LSE.
Aims	The module aims to provide students with: • the key skills required when undertaking historical research at university level • the opportunity to develop their skills as independent historical researchers • the ability to impart their findings in a meaningful and coherent manner • an awareness of the wide diversity of historical sources available to them during the course of their degree • an awareness of ethical considerations in historical research
Learning outcomes	On successful completion of the module students will have: **Knowledge and Understanding:** • gained a knowledge and understanding of the advantages and disadvantages of different source material and the benefits of using a range of diverse sources in historical research • gained an understanding how historical sources can inform past and current policy debates and develop an understanding of how change happens **Intellectual Skills:** • the ability to review, synthesise and evaluate evidence and information for presentation in a variety of forms including how to identify issues for historical enquiry • the ability to assess and evaluate continuity and change throughout the historical period chosen for the independent project **Practical Skills:**

	• Developed their skills of note-taking, referencing, writing and the production 5 of an extensive bibliography for their independent research project • Learnt how to locate and identify a rich and diverse range of historical sources **Transferable Skills:** • Demonstrated the skills of self-discipline, self-direction, independence of mind and initiative • The ability to organise, structure and express oral and written argument and debate including key aspects of coherence, clarity and fluency of expression
Employability	Students taking this module will develop a number of key skills currently required by employers of graduates. These include: oral and written skills, problem solving, planning and organisation, teamwork, decision-making, drive, digital literacy, initiative and project management skills.
Teaching & Learning Pattern	The module will be taught in a four hourly weekly slot made up of lectures, workshops, group work and trips to libraries/archives.
Indicative content	• An introduction to 'doing history': how to frame a question for historical enquiry • Understanding the importance of identifying change, continuity, context and conflict when exploring the past • Note-taking, referencing and location of secondary sources • How to create an e-portfolio: Confirmation of research project topics and workshop on the creation of student e-portfolios • Primary Sources: what represents a primary source? Learning how to identify and locate primary sources • How to construct a history research project? Workshop for students on the format, content and viability of their chosen research topics • Archive Visit: The Women's Library@LSE • Primary Sources: Whose history is being told? How to ensure the inclusion of diverse and marginal life experiences through primary sources • Archive Visit: LGBT archives @ London Metropolitan Archives • Archive Visit: Black Cultural Archives @Brixton • Archive Visit: Oral History Collection @ British Library • Thinking about ethics in historical research
Assessment method (Please give details – of components, weightings, sequence of components, final component)	**Formative Assessment:** Each student will be required to write a number of short blogs, uploaded on the module moodle site, detailing progress throughout the Semester on their independent research project. The blogs will be reviewed during the weekly workshops with feedback from tutors and fellow students. **CW1:** Independent research project presented as an e-portfolio (100 %) to be submitted at the end of the module. (2000 words).
Indicative Reading	**CORE READING:** A. Brundage, *Going to the Sources: A Guide to Historical Research and Writing* (2013) L. Butler & A. Gorst, *Modern British History: a guide to study and research* (1997) L. Faire & S. Gunn (eds), *Research Methods for History* (2016) G. Griffin & M. Hayler (eds), *Research Methods for Reading Digital Data in the Digital Humanities* (2016) R. Perks (ed), *The Oral History Reader* (2015) **OPTIONAL READING:** D. Bates, *Historical Research Using British Newspapers* (2016)

	D. Beddoe, *Discovering Women's History: A Practical Guide to Researching the Lives of Women since 1800* (1998) A. Brooks, *The Right Side of History: 100 Years of LGBTQ Activism* (2015) M. Cook, *Queer Domesticities: Homosexuality and Home Life in Twentieth Century London* (2014) D. Dabydeen, J. Gilmore & C. Jones (eds), *The Oxford Companion to Black British History* (2007) P. Gilroy & S. Hall, *Black Britain: A Photographic History* (2011) D. Riley, *Am I that Name? Feminism and the category of women in history (*1998) J. Scott, *Gender and the Politics of History* (1988) W. Storey, *Writing History: a guide for students* (2015) W. Webster, *Imagining Home: Gender, Race and National Identity, 1945-1964* (1998)
Other Learning Resources	**Module VLE**: The moodle site presents a more visual dynamic and interactive point of contact and dissemination for the module. The site details the structure of the module, functions as a document repository and contains links to online (including audio-visual) learning materials for example to newspapers, organisations, digital archives, reports etc. Box of Broadcasts www.JSTOR.org Relevant academic journals A wide range of online sources and digital resources will be used to teach this module including: Black Cultural Archive http://bcaheritage.org.uk London Metropolitan Archives https://www.cityoflondon.gov.uk/things-to-do/london-metropolitan-archives/Pages/default.aspx Women's Library @LSE http://digital.library.lse.ac.uk/collections/thewomenslibrary Oral History Collection @British Library http://www.bl.uk/collection-guides/oral-history British Library http://www.bl.uk National Archives http://www.nationalarchives.gov.uk Twitter and wordpress sites for a range of individuals and organisations utilising digital sources for historical research.