

Programme Title: MA in History



## Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MA in History MA in History (American History) MA in History (Cultural History) MA in History (Medieval and Renaissance History) MA in History (Middle Eastern Studies)
Name of Interim Award(s)	PGDip, PGCert
Duration of Study / Period of Registration	1 calendar year (full time) or 2 calendar years (part time)
QM Programme Code / UCAS Code(s)	V1Q5, V1Q6
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	Queen Mary University of London
Date Programme Specification Approved	26 Feb 2014
Responsible School / Institute	School of History

Schools which will also be involved in teaching part of the programme

School of Politics and International Relations

School of Languages, Linguistics & Film

School of English & Drama

School of Law

Institution(s) other than Queen Mary that will provide some teaching for the programme

### Programme Outline

The MA in History is taught by world-renowned academics in a vibrant, collaborative atmosphere. The degree is wide ranging and can be tailored to suit a wide range of interests. The programme is particularly strong in the areas of Cultural, Medieval and Renaissance, American and Middle Eastern history. The varied range of modules covers everything from the history of emotions to modern British history. Allowing students to pursue different areas of interest, the following intellectual pathways are offered:

## Programme Title: MA in History

MA in History (American History)  
MA in History (Cultural History)  
MA in History (Medieval and Renaissance History)  
MA in History (Middle Eastern Studies)

### Aims of the Programme

The programme aims to provide a flexible by intellectually coherent and rigorous course of study in History from the Middle Ages to the present day. Specifically it aims:

- To introduce students, in the core course, to the main themes and approaches in twentieth-century historiography, from the Annales school to the present
- To introduce students, through the different pathways, to thematically and topically focused areas of history
- To encourage the transfer of approaches and concepts from the core course to the other areas of history they study
- To enable students to select optional core modules which provide specialist training relevant to study within particular historical periods
- To enhance advanced analytical and critical thinking
- To stimulate students to develop critical approaches to a number of areas of history
- To develop comparative perspectives on their work
- To provide a methodological and conceptual framework for more specialised research in the dissertation

### What Will You Be Expected to Achieve?

In completing the programme, students will be able to demonstrate:

Academic Content:	
A 1	A broad understanding of the ways in which history has been researched and written over the last century
A 2	An ability to write coherently and clearly about key historical topics in a way which is informed by current historical scholarship
A 3	Specialised knowledge of different historical periods and topics
A 4	(Pathway American History) A detailed knowledge of the political history of the United States
A 5	(Pathway American History) A deeper understanding of the trans-Atlantic connections that continued to bind Britain and the United States together following the War of Independence
A 6	(Pathway American History) An enhanced appreciation that historical concepts (such as democracy or liberalism) have changing and contested meanings
A 7	(Cultural History) Developing familiarity with the traditions of cultural history and central debates within the field
A 8	(Cultural History) Understand the contribution of other disciplines - anthropology, literary theory, gender studies, art history - to the development of cultural history
A 9	(Cultural History) Appreciate the range of sources available for cultural historical work
A 10	(Medieval and Renaissance History) to gain a deeper understanding of the cultural history of the Middle Ages and the Renaissance
A 11	(Medieval and Renaissance History) Ability to analyze identity formation at an individual and collective level during the Middle Ages and the Renaissance
A 12	(Medieval and Renaissance History) Understanding the challenges involved in exploring individual and institutional experiences of a pre-modern society

## Programme Title: MA in History

A 13	(Middle Eastern Studies) Understanding the complex and diverse historical processes, including Western Imperialism and the Cold War, that have shaped the Middle East in the 20th century
A 14	(Middle Eastern Studies) Appreciating the nature of national and international conflicts in the Middle East
A 15	(Middle Eastern Studies) Development of Middle east-Western relations and the changing balance of economic and military power

Disciplinary Skills - able to:	
B 1	Evaluate the use of different methodologies relying on various types of primary material
B 2	Assess the challenge posed by recent historiographical developments in historiography
B 3	Research and write a dissertation based on primary sources and a historiographical awareness in such a way as to make a contribution to historical understanding

Attributes:	
C 1	Mastery of a substantive historiography from a comparative perspective
C 2	Ability to confidently interrogate and make use of a wide range of historical sources
C 3	Ability to approach contemporary debates through the lens of historical study

## How Will You Learn?

### ● Teaching:

Teaching will normally be provided in weekly seminars, which will be led by staff members with original research qualifications and interests in the area. Seminars will be based on specified set texts, which may include primary and secondary materials, and which will usually be provided within a course pack or online via QMplus. Students will be encouraged to discuss key issues, including theoretical approaches and interpretative procedures, and to assume an active role in shaping the direction and scope of the discussion. Participation will also be encouraged through seminar presentations, and by the creation of a supportive, attentive, and considerate environment conducive to the exchange of ideas. Seminars will be supplemented by consultations with advisers, with option course leaders, and with dissertation supervisors, which will include opportunities for one-to-one discussions of course content and plans for written work. Students will be expected to engage in private study in preparation for the seminars and in the production of essays and the dissertation. Each course is supported by a detailed reading list a substantial part of which will be available online via QMplus.

The dissertation supervisor will be allocated in the light of the student's outline topic proposal, which is formulated during the Spring Semester in consultation with the adviser (with input as needed from option course teachers). The supervisor will have expertise in the area of the student's proposed topic, and will help the student refine and develop his or her plans. Supervision may include discussion of methodology, research resources, the scope of appropriate reading, the conduct and structure of the argument, the quality of submitted drafts and bibliographical procedures. Supervision will be provided in an initial, individual planning meeting, followed by a minimum of three one-to-one meetings.

### ● Learning:

Learning will be supported by

-An academic adviser, allocated to each student at the beginning of the session, who advises on personal, practical and academic issues, including written work, goals and progress, and the dissertation topic proposal.

-Detailed course descriptions explaining the aims, methods and structure of the course, essential reading and suggestions for

## Programme Title: MA in History

independent research

- One-to-one advice on essay topics, followed by written and oral feedback on assessed work
- Supervision of the dissertation through an initial, individual planning meeting, followed by a series of one-to-one meetings as well as the possibility of communication via email.
- Library resources, including the resources of the College Library, the University of London Senate House Library, the British Library, as well as other specialist London libraries and archives introduced through the research methods course. Students have access to the holdings of all other London college libraries.
- The intellectual environment of the Department; students will be able to participate in the Department's Graduate Seminar, and in events organised by the Graduate School in the Social Sciences and Humanities and by the Institute for Historical Research.

### How Will You Be Assessed?

Core and optional modules are assessed by written essays of 4000 words. Students will be able to formulate their own essay topics in consultation with the course leader (essay topics must be formally approved by week 10 of each semester). The course leader will also provide guidance on planning and development of essays in one-to-one sessions during the second part of the semester. The 15000-word dissertation will be supervised individually by a member of staff, selected by the student and in agreement with course leader. Students will be able to formulate their own dissertation topics in consultation with the course leader and the individual supervisor. Feedback on all written work (both essays and dissertations) will be provided by first and second markers and made available online via QMplus. In addition, students can get further oral feedback and guidance individually by the course leader.

There will be no examinations.

### How is the Programme Structured?

Students take a compulsory core course and three one-semester options from existing Master's programmes within the Department, and write a dissertation. They also take a compulsory (non-assessed) research methods course. It is possible for students to opt for an option course from another Master's programme within the college, subject to the approval of the course convenor. Part-time students will normally take the research methods course, the core course, and one other option in their first year. They will normally begin work on their dissertation in the first year of study, but will register for the dissertation, and two other options courses, in the second year.

From 2014-15, four new pathways have been introduced:

- MA in History with pathway in American History
- MA in History with pathway in Cultural History
- MA in History with pathway in Medieval and Renaissance History
- MA in History with pathway in Middle Eastern Studies

Students choosing a pathway will take the MA History core module, and at least two options within the pathway area, as well as writing their dissertation within the pathway area.

The options in American History could include, but are not limited to:

- HST7607 Cultural History: Europe and America
- HST7306 The American Presidency
- HST7331 Consumer Cultures: The United States from the 1760s to the 1960s
- HST7313 The US - UK Special Relationship
- HST7317 Hollywood and the Second World War
- HST7334 Unfinished Revolution: Democracy in Britain and America, 1828-1928

The options in Cultural History could include, but are not limited to:

- HST7202 Women and Gender in Georgian England
- HST7329 Modern Girls?
- HST7330 Selfhood and Enlightenment in the Long Eighteenth Century
- HST7607 Cultural History: Europe and America

## Programme Title: MA in History

- HST7406 The Holocaust and Beyond
- HST7331 Consumer Cultures: The United States from the 1760s to the 1960s
- HST7327 Islam in Medieval and Early Modern Iberia
- HST7402 Modern Jewish History and Culture
- HST7405 Anti-Semitism and the Holocaust
- HST7333 Church and Clergy in late Medieval London (c.1350-1540)
- HST7335 Culture and Identity in Renaissance Italy

The options in Medieval and Renaissance History could include, but are not limited to:

- HST7607 Cultural History: Europe and America
- HST 7502 Saladin, Richard the Lionheart and the Third Crusade
- HST7327 Islam in Medieval and Early Modern Iberia
- HST7403 Christians and Jews in Europe: Perceptions and Encounters 1100-1600
- HST 7504 The Mamluks

The options in Middle Eastern Studies could include, but are not limited to:

- ESH7103 Romantic Worldview: The Orient and Others
- HST7300 Britain in the Middle East, 1900-1960
- HST7326 Islam is the Solution? The History of Modern Islamism
- HST7327 Islam in Medieval and Early Modern Iberia
- HST7502 Saladin, Richard the Lionheart and the Third Crusade
- HST7504 The Mamluks: Politics, society, religion
- LAW6057 Cultural Diversity and Law
- POLM043 International Relations of the Middle East

## Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
History: Approaches, Methods and Challenges	HST7000	30	7	Core	1	Semester 1
History in Action	HST7608		7	Compulsory	1	Semesters 1 & 2

## What Are the Entry Requirements?

A first or upper second class honours degree in History or another relevant Humanities-related subject, together with two supportive academic references. A recognised equivalent from an accredited overseas institution or an equivalent professional qualification is also accepted.

The language requirement for students whose first language is not English is a 7.0 IELTS score or equivalent.

## How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

## Academic Support

- **Induction:** Students will be inducted by the course leader at the beginning of the academic year, in addition to a general induction by key staff in the School of History responsible for the various components of the MA, including the Director of MA Programmes, the Student Experience Manager, and the E-Learning Manager, as well staff not specific to the School, including Advice and Counselling Services, Language Centre, Careers, and Library Services.
- **Advisors:** Students will be assigned to an advisor at induction (usually the course leader). At the beginning of each semester students will meet the advisor to discuss practical and academic issues, to set goals etc. Other meetings will be arranged to discuss essay and or dissertation plans and, at the end of the semester, to review progress. In addition advisers will keep a specified MA Office Hour each week, at which they will be available to discuss issues with advisees or course members.
- **Course Teachers:** All MA teachers will provide support, not only within the classes, but in one-to-one advice sessions to discuss progress and essay plans, or to provide feedback on presentations or assessed work.
- **Dissertation Supervisors:** Students will write their dissertation with the close support of a designated dissertation supervisor, who will provide guidance and advice through regular meetings over the summer months and via emails.

## Programme-specific Rules and Facts

N/A

## Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Programme Title: MA in History

## Links With Employers, Placement Opportunities and Transferable Skills

Students on the MA in History will take the non-assessed module History in Action (HST7608), which provides PG training in the basic skills required of historians in compliance with the QMUL graduate attributes. Topics covered include essay writing, presentation, managing research, visual sources, oral history, digital resources, publishing history and journalism, exhibiting history, history and policy, and broadcasting history. The module will thus enable MA students, as far as is possible, to make the most of their degrees both within and outside academia.

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## Programme Specification Approval

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**Person completing Programme Specification**

Kim A. Wagner

**Person responsible for management of programme**

Kim A. Wagner

**Date Programme Specification produced/amended  
by School Learning and Teaching Committee**

30 January 2014

**Date Programme Specification approved by  
Taught Programmes Board**

26 Feb 2014