

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Reading the City
2	Module Code:	HIST31207
3	Credit Points:	20
4	Duration:	Half Year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2013

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	HIST20112	History: Theory, Method and Interpretation

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	HIST001	BA (H) History
		PT	HIST002	BA (H) History
		FT	HUMA004	BA (H) Communication & Society and History
		FT	HUMA012	BA (H) English and History
		FT	HUMA020	BA (H) European Studies and History
		FT	HUMA025	BA (H) Film & TV and History
		FT	HUMA029	BA (H) Global Studies and History
		FT	HUMA035	BA (H) History and International Relations
		FT	HUMA036	BA (H) History and Linguistics
		FT	HUMA037	BA (H) History and Media
		FT	HUMA038	BA (H) History and Philosophy
		FT	HUMA039	BA (H) History and Politics
		SW	MODL008	BA (H) French and History
		SW	MODL021	BA (H) German and History
		SW	MODL034	BA (H) Italian and History

SW	MODL052	BA (H) Spanish and History
FT	EURX003	European Exchange (Full Year)
FT	INTX003	International Exchange (Full Year)

## 10 Overview and aims

This module explores the built environment. It looks at statues, streets and squares as well as museums, monuments and memorials in a range of cities. How can these be 'read'? What do they mean and why are they there? How have they been used and misused? In what differing ways can urban environments be interpreted? How does a city's past relate to its present? Using a range of techniques, methods and theoretical frameworks a variety of urban landscapes will be evaluated and excavated.

## 11 Module content

The module will debate, analyse and evaluate the built environment by probing its demarcation, construction and deployment in the manifestation of power and identity. It will seek to interpret specific places and spaces using differing methodological approaches. We will examine in detail and in outline a broad range of regional, national and international case.

## 12 Indicative reading

- Burch, Stuart (2008) "An Unfolding Signifier: London's Baltic Exchange in Tallinn", *Journal of Baltic Studies*, Vol. 39 (4), pp. 451-473.
- Burch, Stuart (2008) "A Norwegian Grey Zone: Knut Rød, Victor Lind and 'The Crucial Year, 1942'", *Forum for Modern Language Studies*, Vol. 44 (2), pp. 155-172.
- Burch, Stuart (2011) "Narva: past, present and future", *Lennuk*, Vol. 3, No. 2, pp. 10-11.
- Burch, Stuart (c.2013) "'Reading the City': Cultural Mapping as Pedagogic Inquiry" in Garrett-Petts, Will (ed.) *Cultural Mapping as Cultural Inquiry* (forthcoming).
- Burch, Stuart & Ulf Zander (2008) "Preoccupied by the Past – The Case of Estonia's Museum of Occupations", *Scandia: Tidskrift för Historisk Forskning*, Vol. 74 (2), pp. 53-73.
- Smith, David J. & Stuart Burch (2012) "Enacting Identities in the EU–Russia Borderland: An Ethnography of Place and Public Monuments", *East European Politics & Societies*, May 2012, Vol. 26, No. 2, pp. 400-424.

## 13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- A1. Demonstrate a detailed comprehension of the past and its interpretation, and of how societies and cultures perceive their own past and are influenced by it.
- A2. Articulate a critical understanding of the complexity of reconstructing and interpreting the past, and of the problematic and varied nature of historical evidence.
- A4. Critically evaluate and analyse the histories of different countries, societies or

<p>cultures, and analyse historical processes through the assessment of continuity and change over extended time spans.</p> <p>A8. Draw reasoned, informed and independently generated conclusions about the past from incomplete, ambiguous and often contradictory evidence.</p> <p>A10. Plan, design and execute a rigorous programme of research; evaluate and utilise historical methodology and approaches to the collection, interpretation and analysis of primary source materials and the presentation of data; assess and critically evaluate both the data and the techniques; present a sustained and independently conceived and researched piece of historical writing</p>
<p>Skills, qualities and attributes. After studying this module you should be able to:</p>
<p>B2. Communicate information, ideas and conclusions in writing in a clear, lucid and structured way using a grammatically correct and precise prose that demonstrates command of a wide vocabulary.</p> <p>B3. Demonstrate advanced problem solving skills through the use of contemporary historical evidence and advanced secondary literature.</p> <p>B5. Successfully undertake demanding independent and self-directed study, and be flexible and adaptable.</p> <p>B6. Work effectively in collaboration with others to explore historical issues and arguments, recognise the value of working closely with others, and contribute to the learning community.</p> <p>B9. Demonstrate skills in time management, including the ability to work productively alone and in groups.</p> <p>Also: Reflect upon your own learning and achievements, articulate and manage the skills profile you have developed through your studies, recognise the transferability of acquired skills to employment after graduation, and plan for personal, educational and career development. Identify your developmental goals, plan the steps needed to achieve them and carry out the action planned.</p>

<p><b>14 Teaching and learning</b></p> <p><i>Range of modes of direct contact</i></p> <p>This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars</p>
<p>This will be equally balanced between lectures and group discussion. The former will provide factual knowledge about specific objects and issues. The latter will help develop critical reading skills and an ability to discuss complex issues within a group. Classroom debates will also provide an important means of formative assessment prior to the assessed presentation on a given topic. The confidence to discuss complex issues in both written and oral format will contribute to the goal of integrating transferrable skills and student employability into the curriculum.</p> <p>Total contact hours: 39</p>
<p><i>Range of other learning methods</i></p> <p>This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research</p>
<p>Students will be expected to develop their own research programme through reading and independent site visits. In addition it will be necessary to follow current news stories in order to relate contemporary events to the issues being addressed in the</p>

module.

Total non-contact hours:

161

**15 Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
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1	50%	Coursework	Essay
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2	50%	Coursework	Report
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**Diagnostic/formative assessment**

This indicates if there are any assessments that do not contribute directly to the final module mark

During seminar debates the students will take it in turns to initiate discussion based on the lecture and set reading. The content will provide good practice for the assessments. Feedback will be given orally during the session.

Formative group presentations – to link directly with Report preparation.

**Further information on assessment**

This section provides further information on the module's assessment where appropriate

The coursework consists of: one 2,000 word Essay; one 2,000 word Report.

**Document management**

16	Module Title:	Reading the City
17	Module Code:	HIST31207
18	Subject (JACS) Code	
19	Cost Centre	139
20	School:	AAH
21	Academic Team	HLI
22	Campus	2 (Clifton)
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>
		Institution   %
23a	Other UK Higher Education or Further Education Institution-	

	Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date this version was formally approved by SASQC/DAG:	