

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Past sense: perceiving history beyond the text
2	Module Code:	HIST20313
3	Credit Points:	20
4	Duration:	First 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	HIST10111	Into the Past (pre-requisite for SH/JH History)
Pre	HIST10412	World History (pre-requisite for SH/JH History)

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 seeks to broaden the students' appreciation of history by going beyond conventional textual evidence and written accounts to consider alternative "traces of vanished events".¹ Its educational aim is to draw attention to the history that surrounds us in our daily lives – in the places we live, the media we consume, the collective events we observe, and the destinations we visit. This underlines the extent to which the past suffuses the present. It is, therefore, a mistake to restrict history to the academic sphere of books. The module is innovative on account of the fact that the "traces" under scrutiny will not be determined by chronological, disciplinary or geographical constraints. Instead, the eclectic array of case studies will be determined according to their associations with each of the five senses, namely sight, hearing, smell, taste, touch. Each "past sense" is used to explore the myriad ways in which history is perceived, passed on and politicized in the present.

¹ Becker, Carl (1932) "Everyman his own historian", annual address delivered to the American Historical Association at Minneapolis, December 29, 1931, *American Historical Review*, 37(2), pp. 221-236 (p. 221).

11 Module content

The module's point of departure will be the standard "written documents" of history (Becker 1932: 221). These shall be demonstrated to vary enormously in terms of authorship and audience as well as medium and message. This will open the way to alternative sources of history in terms of both form and function. Each resulting case study will raise issues concerning authenticity, interpretation and preservation. The cases are to be arranged thematically across one or more of the five senses. Thus *sight*, for example, will be split into various categories, e.g. static pictures (fine art, comics, photography) and moving images (film, documentary, drama). *Hearing* incorporates music, soundscapes and oral history. *Touch* addresses tangible traces of the past in the form of museum objects and collections as well as corporeal customs and traditions. Finally, *place* – in the form of commemorative anniversaries, re-enactments and heritage sites – will be used to draw all the senses together. This will be exemplified by a specially arranged fieldtrip to see the Five Senses decorative scheme in the Pillar Chamber of Bolsover Castle, now owned and managed by [English Heritage](#).¹

¹ Raylor, Timothy (1999) "Pleasure Reconciled to Virtue": William Cavendish, Ben Jonson, and the Decorative Scheme of Bolsover Castle", *Renaissance Quarterly*, 52(2), Summer, pp. 402-439.

12 Indicative reading

Barber, Sarah & Peniston-Bird, Corinna (eds) *History beyond the text: a student's guide to approaching alternative sources* (London, Routledge, 2008).

Connerton, Paul, *How Societies Remember* (Cambridge, Cambridge University Press, 1989).

Graham, Brian J. & Howard, Peter (eds), *The Ashgate research companion to heritage and identity* (Aldershot, Ashgate, 2008).

Hicks, Dan & Beaudry, Mary C. (eds), *The Oxford handbook of material culture studies* (Oxford, Oxford University Press, 2010).

Jay, Martin (ed.), "In the Realm of the Senses: An Introduction" (introduction to a special issue on history and the senses), *American Historical Review*, April, Vol. 116, Issue 2, (2011), pp. 307-315.

Macdonald, Sharon (ed.), *A companion to museum studies* (Oxford, Blackwell, 2006).

Olick, Jeffrey K., Vinitzky-Seroussi, Vered & Levy, Daniel (eds), *The collective memory reader* (Oxford, Oxford University Press, 2011).

Tilley, Christopher et al (eds) *Handbook of material culture* (London, Sage, 2009).

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 solid knowledge and understanding of the past and its interpretation, and of how societies and cultures perceive their own past and are influenced by it.

A2. Demonstrate awareness of the complexity of reconstructing and interpreting the past, the problematic and varied nature of historical evidence.

A5. Demonstrate a critical awareness and understanding of the nature of history as a discipline, and its connections with related disciplines, and recognise its relevance in the contemporary world.

A6. Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence in the presentation and communication of these arguments.

A7. Read, analyse, and reflect critically upon historical texts and other source materials.

A8. Draw reasoned, informed conclusions about the past from incomplete, ambiguous and often contradictory evidence.

Skills, qualities and attributes. After studying this module you should be able to:

B1. Assimilate material from a range of sources and use it to construct and sustain arguments orally and under timed conditions in examination.

B2. Demonstrate effective written, oral, visual and electronic communication skills.

B3. Demonstrate an increasing ability to apply problem solving skills through the use of contemporary historical evidence and secondary literature.

B6. Demonstrate some ability in the use of bibliographic and research skills in order to locate and evaluate sources of information, including online materials, reflecting an appreciation of the range of sources for historical study.

B10. Reflect upon your own learning and achievements, recognise the transferability of acquired skills to employment, and plan for personal, educational and career development.

14 Teaching and learning

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module,

e.g. lectures, seminars	
A lecture and linked seminar each week. One compulsory field trip to see the Five Senses decorative scheme in the Pillar Chamber of Bolsover Castle.	
Total contact hours:	39
<i>Range of other learning methods</i> This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research	
Directed learning in preparation for each lecture and seminar.	
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>
1	100%	Class Test	2 Hour Class Test
Diagnostic/formative assessment This indicates if there are any assessments that do not contribute directly to the final module mark			
Further information on assessment This section provides further information on the module's assessment where appropriate			

Document management			
16	Module Title:	Past sense: perceiving history beyond the text	
17	Module Code:	HIST20313	
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>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	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	
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24	Date this version was formally approved by SASQC/DAG:											