

## COURSE SPECIFICATION DOCUMENT

<b>Academic School/Department:</b>	Social Sciences and Humanities
<b>Programme:</b>	International History
<b>Level:</b>	6
<b>Course Title:</b>	Senior Seminar in History 1
<b>Course Code:</b>	HST 6296
<b>Student Engagement Hours:</b>	120
Seminar / Tutorials:	25
Supervision:	20
Independent / Guided Learning:	75
<b>Semester:</b>	Fall, Spring
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

The Senior Seminar 1 course for International History majors is the first part of a two-semester sequence taken in the Senior year. Students produce a research proposal, a literature review and a substantial draft that feeds directly into Senior Seminar 2 which culminates in a dissertation 8,000 to 10,000 words in length. Students are guided through the various stages of proposal and dissertation writing, and draft work is supervised regularly in a process of continuous feedback.

### **Prerequisites:**

HST 5210 Of Myths and Monsters - A History of History

### **Aims and Objectives:**

- To help students develop research strategies focusing upon the development of critical thinking and reading skills, the clear articulation of a thesis/argument, and the selection of appropriate historiographical frameworks
- To help students identify a viable research project, generate a literature review, and write draft chapters that contribute to the final dissertation submission
- To provide a background for eventual careers in fields which require articulate, clear-thinking individuals with a grasp of international history
- To foster the acquisition, development and consolidation of a variety of historical and transferable skills through the study of particular themes in international history
- To promote critical engagement with a wide range of primary and secondary historical sources, and the development of both a succinct writing style and the ability to present complex arguments orally

**Programme Outcomes:**

International History: A6(ii); A6(iv); B6(iii); B6(iv); C6(i); C6(ii); C6(iv); D6(i); D6(ii); D6(iv)

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

**Learning Outcomes:**

- Students should demonstrate the ability to design a research question, describe the aims of the research and conduct research using evidence, data and information from a range of primary and secondary sources.
- Students should demonstrate the ability to write a proposal and a draft section/chapter of their paper that sets out an argument and integrates a systematic understanding of specific historiographical frameworks relevant to their topic.
- Students should demonstrate the ability to critically appraisal several sources in a literature review.
- Students should complete a draft section/chapter which critically engages with the sources discussed and demonstrate an understanding of the key historiographical debates as they are relevant to the topic.
- Students should take responsibility for their own learning, demonstrating an ability to work independently, meet strict deadlines and use feedback effectively
- Students should complete assigned work with a degree of clarity, contextualisation, critical thinking, and reflexive normative understanding appropriate for a 6000-level course.

**Indicative Content:**

- Designing a research proposal
- Conducting a Literature Review
- Drawing up an Outline
- Formulating a thesis
- Producing a Rough Draft
- Engaging with questions of historiography

**Assessment:**

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

**Teaching Methodology:**

Course meetings consist of a few interactive group discussions, but weekly meetings primarily revolve around individual tutorial supervision. The course is student-centered, and students are responsible for time and research self-management as well as for their own engagement with their project. Student work is assessed through a variety of ways using both formative and summative approaches. Feedback is intended to help improve student approach to learning and achieve better results.

