

## **Rationale for History in Practice Module**

*History in Practice* (HiP) is designed as a successor to the *Making History* module. We recognize that *Making History* had its virtues, and some limits, and we have sought to take its best elements, not least its intent, into this new module. It is born in part of the School's curriculum review and of the skills enhanced QMUL teaching agenda that comes with the new fees environment this academic year. But above all it is a module designed to prepare our first years to embark on their degree course. Many if not most of our first years remain underprepared to study history on arrival and need a module, which enables them to start thinking like undergraduate historians in practical and intellectual ways. Hence HiP remains just that, a practical introduction to studying history. It also remains an opportunity to encourage students to prepare themselves to write the essays required by their other modules. But in contrast to *Making History*, HiP has a more substantial grounding in history, historiography and method. It does not seek to replace *The Methods of History* module, although there will of course be some overlap. Instead, HiP offers a Level 4 preliminary introduction to whatever that module becomes in its new Level 5 guise.

Consequently HiP is structured around four central questions. They are:

**What is History?**  
**Who makes History?**  
**What forces shape History?**  
**Why study History?**

These are questions that all undergraduate historians ought to be exposed to and to think about critically and constructively from the early stages of their career. Students will attend weekly seminars (there are no lectures for this module) where they will discuss assigned readings and complete exercises that will teach them research and writing skills. As a credited module (unlike *Making History*) students will complete four assessments and gain 15 credits for this module that will count towards their final degree.

Extracted from a document prepared by Dr. Jo Cohen, School of History, QMUL, 2012