



Liverpool Hope University  
Faculty of Arts and Humanities

**Engaging with History:  
Skills, Sources and Collections**

**MA HISTORY:  
HISM033**

**Sample**

**Course Leader:  
Dr Stephen Kelly**

## 30 Credits

### Course Synopsis

This semester-long module comprises two interrelated components: (a) essential research and writing skills applicable for postgraduate study and (b) engagement with aspects of public history through visits to local and regional exhibitions, galleries, heritage sites and museums.

Firstly, during the first four weeks of Semester One the course focuses on the skills and methods required for postgraduate study in history. It addresses key bibliographical and historiographical issues, ranging from the practical to the theoretical. Particular attention will be paid to research skills and resources including effective use of library, archive and web resources, as well as the handling and use of secondary and primary evidence, and their application in written form.

Secondly, in partnership with National Museums Liverpool (NML), during the second part of Semester One students will engage with aspects of public history through visits to historical institutions and organisations.<sup>1</sup> For example, students will be asked to combine theoretical and practical approaches in the analysis of the work of exhibitions, galleries, heritage sites and museums. In this way, students will gain first hand insights into the function and purpose of a variety of institutions and organisations working in the contemporary public history sphere.

### Course Aims

This course aims to provide students with:

- an effective understanding of the bibliographic and other research skills and methods for postgraduate work in the subject;
- a critical and informed appreciation of the role and relevance of historiography;
- a critical understanding of the availability and use of secondary and primary evidence;
- an in-depth understanding of ways in which history is presented and communicated to public audiences beyond the academic community;
- knowledge of the different functions and purposes of various historical institutions and organisations in a wider public context.

### Learning Outcomes

By the end of the course, students will be able to:

- demonstrate a clear and critical awareness of the appropriate use of historiography;
- demonstrate effective communication skills, particularly in written form, for postgraduate study;

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<sup>1</sup> For further information in relation to Liverpool Hope University's partnership with NML see <http://www.liverpoolmuseums.org.uk/about/partnerships/liverpool-hope-university-partnership.aspx>.

- demonstrate in-depth understanding of the function and purpose of a variety of institutions and organisations working in the public history sphere;
- critically evaluate the significance of aspects of this work in wider social, political and cultural contexts through engagement with the theoretical literature on public history and memory;
- demonstrate a nuanced awareness of the selective nature of historical discourses in different social, political and cultural contexts, and the methods used to communicate them.

## Module Outline

(Room?)

### Part One: In class activities

**Session One** – 9 Oct. 2017, 4-7pm: (Dr Kelly)

**Title:** *Introduction and course orientation*

- Skills audit: What am I doing and how am I doing it?
  - Bibliographical Skills
  - Referencing etc.
  - Literature Search
- Resources available
- Ideas for MA History Seminar
- Postgraduate Staff-student Liaison Committee representative

**Reading:** selected extracts from E. H Carr's, *What is history* (London, 1964)

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**Session Two** – 15. Oct. 2017, 4-7pm: (Dr Canning (tbc))

**Title:** *Researching History: Archives and Methodologies*

- Methodologies in history writing
- Researching archives and primary sources
- Accessing and assessing secondary sources
- Schools of history and historiography

**Reading:** tbc

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**Week Three** – 21 Oct. 2017, 4-7pm: (Dr Tiernan)<sup>2</sup>

**Title:** *Engaging with History & Digital Resources*

- How do we use Digital Resources?
- A run through the various available Digital Resources
- How to reference Digital Resources

**Reading:** tbc

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<sup>2</sup> Please note that this session will be held in a computer lab (venue tbc).

**Session Four** – 28 Oct. 2017, 4-7pm: (Prof. Christopher Williams)

**Title:** *Ethics and researching*

- Why are ethical issues important?
- Examples of ethical issues – interviews etc.
- Ethics and your dissertation
- Signing off on your Ethical Declaration forms

**Reading:** tbc

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**Part-Two: Exhibitions, galleries, heritage sites and museums visits**

**Session Five** – 6 Nov. 2017, 4-6pm: (speaker: tbc)

**Title:** *Class-room activities: visiting exhibitions, galleries, heritage sites and museums*

- Understanding the theoretical literature in advance of visiting exhibitions, galleries, heritage sites and museums

**Reading:**

- Tbc
  - Tbc
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**Session Six** – Week commencing 13 Nov. 2017, time and time tbc, pm: (Dr Evans)<sup>3</sup>

**Title:** *Sudley House, Liverpool*

- Students will visit Sudley House (Victorian Merchant's House) see <http://www.liverpoolmuseums.org.uk/sudley/>
  - Students will gain a hands on experience of Victorian life and socio-economic conditions of the period.
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**Session Seven** – Week commencing 20 Nov. 2017, date and time **tbc**, pm: (Dr Appleby)

**Title:** *National Museums Liverpool (NML): International Slavery Museum*

- Students will visit NML see <http://www.liverpoolmuseums.org.uk/ism/>
  - Students will have the opportunity to learn about the pivotal role played by the city of Liverpool and her citizens in the global slave trade.
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**Session Eight** – Week commencing 27 Nov. 2017, date and time **tbc**, pm: (Dr Tiernan)

**Title:** *Liverpool Anglican Cathedral*

- Students will visit Liverpool Anglican Cathedral see <http://www.liverpoolcathedral.org.uk/>
  - Students will explore the history of women in Liverpool as presented through this building. The Lady Chapel includes a selection of portrait windows dedicated to noble women and women who impacted on the social history of Liverpool, including Kitty Wilkinson and Agnes Jones. Also a number of female artists were among those commissioned to construct art work for the cathedral including Tracey Emin and Elizabeth Frink.
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**Session Nine** – Week commencing 4 Dec. 2017, date and time **tbc**, pm: (Dr Pogson)

**Title:** *Liverpool Record Office*

- Students will visit the Liverpool Record Office see <https://liverpool.gov.uk/libraries/archives-family-history/>
  - Students will access and evaluate the Liverpool Records Office which holds: Council minutes; School, hospital and workhouse records; Range of business archives; Maps, plans, photographs and architectural drawings; Street directories; Local newspapers; Census records; and some important collections of personal papers, e.g. the Stanley family, earls of Derby, including the papers of the 14<sup>th</sup> earl (three times Prime Minister and longest-serving Conservative leader) and the 15<sup>th</sup> earl (Foreign Secretary).
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## Assessments

There are three assessments for this module:

- (1) Please write a **Historiographical Essay** (3,000 words), on a subject or theme of your choice, to be agreed in discussion with tutors<sup>4</sup> (40%).
- (2) **Reflective Journal** (2,000 words). Please keep a reflective journal recording your thoughts and experiences of the institutions and organisations, exhibition and events you visit throughout this course (20%).
- (3) **Critical Evaluation Exercise** (3,000 words). Critically evaluate either an exhibition, study day or other event you have attended during this course in the light of trends in the theoretical literature on public history (40%).

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### Assignment One: Sample Questions for Historiographical Essay

*Essay topics are to be determined by individual students – this is merely a guide on how to frame your question.*

**Example A:** In what ways do [historian/s of type A] and [historian/s of type B] disagree over the causes and consequences of [event C]

**Example B:** How significant has new evidence that has emerged on [topic A] been in re-shaping historical approaches to the subject?

**Example C:** To what extent do you agree with [historian A's] analysis of [topic B]?

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### **Submission deadline**

- (1) Historiographical Essay – **tbc** (via Turnitin)
- (2) Reflective Journal – **tbc** (via Turnitin)
- (3) Critical Evaluation Exercise – **tbc** (via Turnitin)

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<sup>4</sup> Essay questions need to be finalised with Dr Stephen Kelly no later than 14 Nov. 2016.

### **General Bibliography: Skills for Postgraduate History**

- M. Bentley, *Cultural History* (Cambridge, 2004)
- E. H. Carr, *What is history (Modern Historiography: An Introduction)* (London, 1999)
- P. Burke, *History and Social Theory* (Cambridge, 1999)
- R. Evans, *In Defence of History* (London, 1997)
- K. Jenkins, *Rethinking History* (London, 1991)
- L. Jordanova, *History in Practice* (London, 2000)
- J. Tosh, *The Pursuit of History* (London, 2002)

### **General Bibliography: Public History**

- Belchem, John ed., *Liverpool 800: Culture, Character & History* (Liverpool University Press, 2006.)
- Bodnar, John. *Remaking America: Public Memory, Commemoration and Patriotism in the Twentieth Century* (Princeton University Press, 1991.)
- Burke, Peter. *History and Social Theory* (Cambridge University Press, 1999.)
- Fussell, Paul. *The Great War and Modern Memory* (Oxford University Press, 2000.)
- Hems, Alison & Marion Blockley eds., *Heritage Interpretation* (Routledge, 2005.)
- Hill, Kate. *Culture and Class in English Public Museums, 1850-1914* (Ashgate, 2005.)
- Liddington, Jill. 'What Is Public History? Publics and Their Pasts, Meanings and Practices,' *Oral History*, Vol. 30, No. 1 (Spring, 2002), pp. 83-93.
- Oldfield, J.R. *Chords of Freedom: Commemoration, Ritual and British Transatlantic Slavery* (Manchester University Press, 2007.)
- Preziosi, Donald ed., *Grasping the World: The Idea of the Museum* (Ashgate, 2005.)
- Till, Karen. *The New Berlin: Memory, Politics and Place* (University of Minnesota Press, 2005.)

### **Useful Journals**



Current and past issues of the following journals should also be consulted, alongside others available electronically through the library:

*English Historical Review*  
*Irish Historical Studies*  
*German History*  
*Contemporary History*  
*Contemporary European History*  
*Holocaust and Genocide Studies*  
*The Journal of Modern History*  
*The Historical Journal*  
*Central European History*

### **Useful Websites**

North West Film Archive: [www.nwfa.mmu.ac.uk](http://www.nwfa.mmu.ac.uk)

Imperial War Museum North: [www.north.iwm.org.uk](http://www.north.iwm.org.uk)

Historic Society of Lancashire and Cheshire: [www.hslc.org.uk](http://www.hslc.org.uk)

National Museums Liverpool: [www.liverpoolmuseums.org](http://www.liverpoolmuseums.org)

Fact: [www.fact.co.uk](http://www.fact.co.uk)

The Historical Association: [www.history.org.uk](http://www.history.org.uk)

The National Archives of the United Kingdom: <http://www.nationalarchives.gov.uk/>

The National Trust: [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)

Working Class Movement Library Manchester: [www.wcml.org.uk](http://www.wcml.org.uk)

People's History Museum, Manchester: [www.wcml.org.uk](http://www.wcml.org.uk)

[Further bibliographical information in relation to specific topics will be provided by individual tutors]