

Programme Title: MA in Urban History and Culture



Programme Specification

Awarding Body/Institution	University of London
Teaching Institution	University of London Institute in Paris, Queen Mary University of London
Name of Final Award and Programme Title	Master of Arts (MA) Urban History and Culture
Name of Interim Award(s)	
Duration of Study / Period of Registration	One calendar year (FT) or Two calendar years (PT)
QM Programme Code / UCAS Code(s)	
QAA Benchmark Group	History
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	
Responsible School / Institute	ULIP

Schools which will also be involved in teaching part of the programme

School of Geography

School of English & Drama

School of History

Institution(s) other than Queen Mary that will provide some teaching for the programme

ULIP

Programme Outline

This is a unique opportunity to study the social, political, cultural and economic development of the modern city from historical perspectives and through comparative experience of two of the great urban laboratories of the Western world, Paris and London. Students will explore the development of urban topography and planning through site visits and analysis, using a primarily bifocal approach to the growth of city living and management, and how that has shaped the fabric of the world. With faculty expertise drawn from three Schools in the Faculty of the Humanities and Social Science and ULIP, as well as its split-site delivery, the programme enables students to develop both their empirical understanding of Paris and London and their methodological approaches to what distinguishes and what connects these two cities, while expanding these comparative insights towards a broader engagement with urban history and the challenges cities face today. Students can chose between a full year in Paris with workshops in London, or term 1 in Paris and terms 2 and 3 in London.

Aims of the Programme

To provide students with:

- a foundation from which to understand the history and culture of the city, broadly speaking from the Renaissance to the present;
- a knowledge of advanced scholarship in the history and culture of the cities of Paris and London (especially from the early modern period to the present) to a level appropriate for an MA;
- an awareness of and acquaintance with the variety of disciplinary fields through which the history and culture of the modern city can be understood, ranging from social, political, cultural and urban history through literature, music, art, architecture and cinema;
- an ability to integrate traditional scholarly skills with first-hand engagement with the material traces of the past in the city;
- a methodological and conceptual framework for more specialized research in the dissertation.

What Will You Be Expected to Achieve?

You will be expected to achieve an advanced level of knowledge and understanding of scholarship in urban history and related fields focusing on the dynamic transformations of political, social and cultural life in the cities of Paris and London.

Academic Content:

A 1	knowledge and understanding of the transformations of Paris and London since the Renaissance
A 2	knowledge and understanding of how urban spaces and cultures are socially produced, imagined, represented and challenged in diverse ways
A 3	knowledge and understanding of how cities can be interpreted through a range of mediums including the material form of the cities, art practices, and literature
A 4	Knowledge and understanding of the interplay between national and transnational dynamics in urban evolution

Disciplinary Skills - able to:

B 1	form critical approaches to, and evaluate, relevant research at the forefront of the field, with confident command of interdisciplinary perspectives on social and cultural change
B 2	plan, design and execute a piece of advanced level research or enquiry, including conception and development drawing on analytical and interpretive skills
B 3	draw confidently and critically on a range of different sources, including the built environment, to elaborate sophisticated and original analyses of the processes and politics of urban transformation, particularly in Paris and London

Attributes:

C 1	a capacity to read critically across a range of disciplines
C 2	advanced and adaptable written skills
C 3	advanced oral and presentation communication skills

C 4	Inter-cultural understanding and an ability to assess the contours of cultural difference
C 5	ability to identify relevant sources of information from a range of possible sources (the built environment, archives, secondary literature, data-bases and first-hand testimony).

How Will You Learn?

This programme is taught by members of faculty from ULIP, and the Schools of History, Geography and English and Drama in weekly seminars led by staff members with original research qualifications and interests in the area. Seminars will be based on specified set texts, which may include primary and secondary materials, and which will where appropriate be provided through the ULIP electronic learning platform and/or QM+. These seminars will be small-group format and students will be encouraged to discuss key issues, including theoretical approaches and interpretative procedures, and to assume an active role in shaping the direction and scope of the discussion. Participation will also be encouraged through seminar presentations, and by the creation of a supportive, attentive, and considerate environment conducive to the exchange of ideas. Seminars will be supplemented by consultations with advisers, with option course leaders, and with dissertation supervisors, which will include opportunities for one-to-one discussions of course content and plans for written work. Students will be expected to engage in private study in preparation for the seminars and in the production of essays and the dissertation. Each course is supported by a detailed reading list.

These seminars will be supported by other teaching methods, including site visits and workshops.

The dissertation supervisor will be allocated in the light of a topic proposal which the student will submit in the course of the Autumn term after consultation with an academic adviser. The supervisor will have expertise in the area of the student's proposed topic, and will help the student refine and develop his or her plans through the Spring term. Supervision may include discussion of methodology, research resources, the scope of appropriate reading, the conduct and structure of the argument, the quality of submitted drafts and bibliographical procedures. Supervision will be provided in an initial, individual planning meeting, followed by a minimum of three one-to-one meetings. All students will participate in a Dissertation Day at the beginning in the exam term which will be attended by the majority of the academic staff (ULIP and QMUL) with whom they have worked. Staff and fellow students will respond to short oral presentations in a collaborative and supportive format to help refine the work in progress towards the dissertation.

Learning will be supported by the allocation of an academic adviser at the beginning of the session, who advises on personal, practical and academic issues, including written work, goals and progress, and the dissertation topic proposal.

Students will also be provided with

- detailed course descriptions explaining the aims, methods and structure of the course, essential reading and suggestions for writing assignments
- appropriate assessment exercises for each module
- one-to-one meetings to prepare essay topics and research
- individual feedback on written work
- provision of key materials through the libraries of ULIP and QMUL
- access to a large range of online resources and assistance in using public libraries and archives in Paris and London
- research methods training

Throughout the programme students will have access to an exceptional range of learning resources. Paris and London both have an outstanding range of research centres and libraries, including the Mile End Library, the ULIP library, the University of London Senate House Library, the British Library, the Bibliothèque nationale de France, the Sciences Po library and the Bibliothèque historique de la ville de Paris, as well as other specialist libraries and archives introduced through the research design and methods course.

They are also actively encouraged to engage with the intellectual environment of the Departments in which they will work and ULIP by participating in graduate seminars, attending events organized by the ULIP and by the Graduate School in the Social Sciences and Humanities as well as relevant other relevant Institutes.

How Will You Be Assessed?

Assessment will take a number of forms within the programme. Forms of assessment include:

- 15,000 word dissertation

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- dissertation proposal to be presented at Dissertation Day
- extended essays (usually of 5,000 words). The exact focus of the essay will often be determined by the student's own module-related interests in consultation with a module instructor or an academic adviser
- short site visit essays (usually 1500 words)

Formative feedback on drafts of assessed essays will be provided in one-to-one meetings. Essay plans may also be discussed in a coursework workshops. There will be no examinations.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The programme is made up of 180 credits (45 credits in semester 1 and 75 credits in semester 2) and is structured around a set of required and optional modules. Students may complete all of these modules in Paris, with short study visits to London, or may choose to spend semester 2 in London and complete some modules on the Mile End Campus. Students must declare their intention to spend semester 2 in London at the beginning of the session. All students will complete a 15 000 word dissertation (60 credits, core), based either in Paris or London, and take two compulsory and required modules taught at ULIP: Encountering the City: Historical Enquiry in Action (30 credits) and Interpreting the City: Cultural Constructions and their Material Effects (15 credits). If they remain in Paris for term 2, they take Research Design and methods (ULIP, 15 credits) and two out of the optional modules: Paris and the Nineteenth Century (30 credits), Exiles and Outsiders (30 credits), Paris on Film (30 credits), Centrality and the City (30 credits). If they choose to study on the Mile End Campus they take one required module Research Design and methods (QMUL, 15 credits) and two optional modules from those offered by various Schools.

Part time students will normally complete Encountering the City: Historical Enquiry in Action (30 credits) in first year of their study along with one optional module. In their second year they will register for the core dissertation module and Interpreting the City: Cultural Constructions and their Material Effects (15 credits) in term 1 and Research Design and methods (ULIP, 15 credits) or Research Design and methods (QMUL, 15 credits) and one other option module in semester 2.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation module		60	7	Core	1	Semesters 1-3
Encountering the City: Historical Enquiry in Action		30	7	Compulsory	1	Semester 1
Interpreting the City: Cultural Constructions and their Material Effects		15	7	Compulsory	1	Semester 1
Suitable electives in various Schools		60	7	Elective	1	Semester 2
Research Design and Methods (ULIP)		15	7	Elective	1	Semester 2
Research Design and Methods (QMUL)		15	7	Elective	1	Semester 2

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Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Encountering the City: Historical Enquiry in Action		30	7	Compulsory	1	Semester 1
Suitable elective from various Schools		30	7	Elective	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dissertation module		60	7	Core	2	Semesters 1-3
Interpreting the City: Cultural Constructions and their Material Effects		15	7	Compulsory	2	Semester 1
Research Design and methods (ULIP)		15	7	Elective	2	Semester 2
Research Design and methods (QMUL)		15	7	Elective	2	Semester 2
Suitable elective from various Schools		30	7	Elective	2	Semester 2

What Are the Entry Requirements?

A first or upper second class honours degree in a relevant Humanities-related subject, together with two supportive academic references. A recognised equivalent from an accredited overseas institution or an equivalent professional qualification is also accepted.

The language requirement for students whose first language is not English is a 7.0 IELTS score (minimum writing 6.5)

How Do We Listen and Act on Your Feedback?

The ULIP Staff-Student Liaison Committee provides a formal means of communication and discussion between the Institute and its students. The committee consists of student representatives from each year in the institute together with appropriate representation from staff within the institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Students registered on the programme will also have representation on the relevant Staff-Student Liaison Committee on the Queen Mary Campus. These committees meet regularly throughout the year. Both ULIP and each school of QMUL operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and

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amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys. The institute and All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of module evaluations.

Academic Support

- Induction: Students will be inducted by the course leader from ULIP and from the School of History at the beginning of the academic year, in addition to a general induction by key staff from the course responsible for the various components of it, including the Director of MA Programmes and the E-Learning Manager, as well staff not specific to the School, including Student and Academic Services and Library Services.

- Advisors: Students will be assigned to an advisor at induction (usually a course leader). At the beginning of each semester students will meet the advisor to discuss practical and academic issues, to set goals etc. Other meetings will be arranged to discuss essay and or dissertation plans and, at the end of the semester, to review progress. In addition advisers will keep a specified MA Office Hour each week, at which they will be available to discuss issues with advisees or course members.

- Course Teachers: All MA teachers will provide support, not only within the classes, but in one-to-one advice sessions to discuss progress and essay plans, or to provide feedback on presentations or assessed work.

- Dissertation Supervisors: Students will write their dissertation with the close support of a designated dissertation supervisor, who will provide guidance and advice through regular meetings over the summer months and via emails.

Programme-specific Rules and Facts

Requirements to pass a module as well as Progression and Award regulations are governed by QMUL Academic Regulations.

Specific Support for Disabled Students

ULIP works closely with Queen Mary in providing support for disabled students. Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas: • Finding out if you have a specific learning difficulty like dyslexia

- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The programme provides a deep understanding of the history and contemporary organisation of two capital cities as well as developing a range of advanced analytical and research skills. This knowledge and experience will have transferable value in the

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labour market.

Graduates would be especially well equipped to pursue careers in the field of metropolitan arts and cultural sectors (cultural programming, museum curatorial work, educational outreach, media). It is also envisaged that the research experience in the programme would provide a suitable basis for undertaking PhD research and, therefore, as a stepping stone to an academic career.

Graduate skills and qualities

In terms of transferable knowledge and skills, an MA Urban History and Culture graduate will:

- have a detailed, interdisciplinary knowledge of urban history
- be familiar with how urban spaces and cultures are socially produced, imagined, represented and challenged in diverse way
- be able to understand how cities can be interpreted through a range of mediums including the built environment, art practices, and literature
- have an advanced level of understanding of the ways meaning and politics of spaces in diverse cities can be analysed
- be familiar with, and work confidently and critically with a range of different sources and materials for studying processes of urban cultural change
- have a range of advanced level research skills including: project design, project planning, project management, and analytical and interpretive skills
- be a confident oral and written academic communicator
- be a confident independent learner, thinker and worker
- be able to work in a group situation, showing empathy and sensitivity for the views of others, but with the ability to interact confidently and persuasively

Programme Specification Approval

Person completing Programme Specification

Anna-Louise Milne

Person responsible for management of programme

Tim Gore

**Date Programme Specification produced/amended
by School Learning and Teaching Committee**

**Date Programme Specification approved by
Taught Programmes Board**