

Programme Title: MA European Jewish History



## Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	MA in European Jewish History
Name of Interim Award(s)	
Duration of Study / Period of Registration	1 year (full-time) or 2 years (part time)
QM Programme Code / UCAS Code(s)	V1Q7, V1Q8
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	
Date Programme Specification Approved	17 Feb 2014
Responsible School / Institute	School of History

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

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

### Programme Outline

The Leo Baeck Institute MA trains scholars towards undertaking independent research on Jewish history, culture and thought in Europe. It provides a strong grounding in approaches and theories which have influenced the ways in which scholars understand Jewish history. Simultaneously, the MA introduces students to a wide range of sources available for European Jewish studies. Particular attention will be paid to the Jewish response to modernity and problems around the definition and issues of assimilation and identity. The role of antisemitism and the origins of the Holocaust are central, as is Jewish intellectual history, focusing on the ideas of eminent Jewish thinkers about the place of Jews and Judaism in pre-modern and modern society.

### Aims of the Programme

The new MA will train scholars towards independent research on Jewish history, culture and thought in Europe. It will provide a strong grounding in approaches and theories which have influenced the ways in which scholars understand Jewish history in a European and global context. Simultaneously, the MA will introduce students to a wide range of sources available for the study of European Jewish culture.

The MA is designed to run alongside the existing History MA degrees at Queen Mary, and will draw substantially on the main

History MA core course, to which LBI staff will contribute in turn. The options for this MA will be available as options on other QM MA courses.

### What Will You Be Expected to Achieve?

We explore the history and culture of European Jews from the Middle Ages to the present, investigating issues such as the question of emancipation, the quest for equal rights, Jewish identities, the role of antisemitism, and Jewish intellectual history.

It is our firm conviction that studying the history of the Jews is a litmus test for the functioning of states in general: when, why and how does democracy fail? How governments, polities and cultures cope with minorities is one of the pressing questions of the 21st century.

The programme offers a dynamic forum to reflect critically on contemporary public debates about cultural diversity, race, religion, gender and power.

#### Academic Content:

A 1	A broad understanding of the history of Jews, and the Jewish-non-Jewish relations, in modern Europe and beyond
A 2	Specialised knowledge of the ways in which European Jewish history has been researched and written over the last century
A 3	A deeper understanding of controversies and methodological debates in international historiography regarding the history of the Emancipation of the Jews in Modern Europe.

#### Disciplinary Skills - able to:

B 1	An ability to write coherently and clearly about key historical topics in a way which is informed by current historical scholarship
B 2	Mastery of appropriate practical skills, such as compiling bibliographies, using footnote references and, where appropriate, handling relevant visual and quantitative sources
B 3	An ability to identify relevant sources, both primary and secondary, to analyse them and to formulate sustained arguments based upon them

#### Attributes:

C 1	Development of independent research skills.
C 2	Advanced writing skills.
C 3	Ability to analyse and articulate sophisticated scholarly arguments.

## How Will You Learn?

### a) Teaching

Teaching will normally be provided in weekly seminars which will be 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. 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. In addition there will be guided visits to libraries and other archives. 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.

## How Will You Be Assessed?

### Assessment

Course options are assessed by written essays of 4000 words. Students will be able to formulate their own essay topics in consultation with the course leader (essay topics must be formally approved by week 10 of each semester). The course leader will also provide guidance on planning and development of essays in one-to-one sessions during the second part of the semester. There will be a compulsory 15,000 word dissertation. The dissertation supervisor will be allocated in the light of the student's outline topic proposal, which is formulated during the Spring Semester in consultation with the adviser (with input as needed from option course teachers). 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.

Written reports on both essays and dissertations will be provided by first and second markers. All written work will be returned to students individually by the course leader or the supervisor in feedback sessions. In order to provide written and oral feedback in good time, essays will be returned, with a grade banding and written reports, before the numerical grade has been formally approved by the external examiner (the grades will be added once the externals have completed their work). There will be no examinations.

## How is the Programme Structured?

Students take two compulsory core courses and two one-semester options, and write a dissertation. They also take a compulsory (non-assessed) research methods course. It is possible for students to choose an option course from another Master's programme within the college, subject to the approval of the programme organiser.

Full-time students will normally take the department's MA core course, 'History: Approaches, Methods, Challenges' and the LBI MA core course 'Modern Jewish History and Culture' the first semester, followed by two options during the second semester.

Students would normally select courses from within the departments of History and German. In principle students will also be able to take an option from the wider Faculty of Arts at Queen Mary and relevant courses offered throughout the University of London colleges, as long as this enhances their understanding of Jewish history and culture.

Part-time students will normally take the LBI MA core course 'Modern Jewish History and Culture', and one other option in their first year. They will normally begin work on their dissertation in the first year of study, but will register for the dissertation, and the department's MA core course, 'History: Approaches, Methods, Challenges and a second option from the LBI MA, in their second year.

## Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Modern Jewish History and Culture	HST7402	30	7	Compulsory	1	Semester 1
Christians and Jews in Europe	HST7403	30	7	Elective	1	Semester 2
Antisemitism and the Holocaust	HST7405	30	7	Elective	1	Semester 2
Overcoming Nazism	HST7303	30	7	Elective	1	Semester 1

### What Are the Entry Requirements?

Normally an upper second honours degree with History or other humanities subject, together with two supportive academic references. A recognised equivalent from an accredited overseas institution or equivalent professional qualification is also accepted.

Applicants may be required to be interviewed and/or provide examples of written work. Applications from mature and 'non-traditional' students are welcomed and will be treated sympathetically.

### How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute 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 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.

All schools/institutes 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 the NSS and module evaluations.

### Academic Support

#### b) Learning

Learning will be supported by

- An academic adviser, allocated to each student at the beginning of the session, who advises on personal, practical and academic issues
- Detailed course descriptions explaining the aims, methods and structure of the course, essential reading and suggestions for independent research
- One-to-one advice on essay topics, followed by written and oral feedback on assessed work
- Supervision of the dissertation may include discussion of methodology, sources, the scope of appropriate reading and research, the conduct and structure of the argument, the revision of submitted drafts and bibliographical procedures. Supervision will be

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provided in an initial, individual planning meeting, followed by a minimum of at least three one-to-one meetings.

- Library resources, including the resources of the Leo Baeck Institute, the College Library, Senate House Library, the British Library, as well as other specialised London libraries and archives introduced through the research methods course.

## Programme-specific Rules and Facts

## Specific 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

### Career Implications

The MA will provide a grounding in research methodologies and practices for students intending to pursue doctoral work; an enhanced understanding of Jewish history appropriate for students wishing to follow teaching careers; and improved competence in transferable skills valued in the market place, including researching and locating sources, analysis of complex arguments, openness to a variety of viewpoints, oral and written presentation of arguments and information, and effective time-management. The programme will equip students with excellent employee skills of a sort consonant with a good arts degree at masters level from a good department in a good university. The international contacts of the Leo Baeck Institute to potential employers might also prove useful to some students.

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## Programme Specification Approval

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Person completing Programme Specification

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**Person responsible for management of programme**

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

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

17 Feb 2014