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Refer to guidance notes for completion of each section of the specification.

<b>Module Code:</b>	HUM460
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<b>Module Title:</b>	<b>Historical Frontiers: from Hadrian's Wall to the US-Mexican Border</b>
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<b>Level:</b>	4	<b>Credit Value:</b>	10
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<b>Cost Centre(s):</b>	GAHN	<b>JACS3 code:</b>	V200
		<b>HECoS code:</b>	100302

<b>Faculty</b>	FAST	<b>Module Leader:</b>	Kath Ellis
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Scheduled learning and teaching hours	18 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>18 hrs</b>
Placement / work based learning	
Guided independent study	82 hrs
<b>Module duration (total hours)</b>	<b>100 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
Standalone module aligned to BA (Hons) Social & Cultural History for QA and assessment purposes	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
N/A

**Office use only**

Initial approval: 28/11/2019

Version no:1

With effect from: 01/01/2020

Date and details of revision:

Version no:

### Module Aims

This short course aims to:

- Introduce students to the social, cultural and political significance of frontiers and borders
- introduce students to the practical exploration and investigation of historical and archaeological sources
- create a platform for progression to more advanced historical study

### Module Learning Outcomes - at the end of this module, students will be able to

1	Explain the purpose and importance of specific borders and frontiers
2	Assess the impact of borders and frontiers on social, cultural and political relationships
3	Identify the principal sources available for the study of frontiers and borders
4	Present historical findings in an effective and appropriate manner

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
<b>CORE ATTRIBUTES</b>	
Engaged	N/A
Creative	N/A
Enterprising	N/A
Ethical	N/A
<b>KEY ATTITUDES</b>	
Commitment	N/A
Curiosity	I / A
Resilient	N/A
Confidence	I / A
Adaptability	I / A
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	N/A
Organisation	I / A
Leadership and team working	I / A
Critical thinking	I / A
Emotional intelligence	N/A
Communication	I / A

## Derogations

None

## Assessment:

Indicative Assessment Tasks:

*Guidance: please ensure you add indicative word count and durations within the narrative body of this section*

The student will be assessed through a portfolio

The portfolio will document the activities undertaken during the course. These will include exercises on written sources and analysis of visual and documentary evidence.

The portfolio will also consider contemporary reports of the positive and negative aspects of frontiers and borders

Approximate Word Count 2000

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Portfolio	100

## Learning and Teaching Strategies:

The course will be delivered through tutor-led active learning sessions. These will be a combination of short lectures and workshops to encourage analysis of source material.

Tutorial sessions will be held to assist students in the presentation and completion of the portfolio.

## Syllabus outline:

- Locating frontiers, boundaries and linear barriers in time and place
- Hadrian's Wall and Roman frontiers in Britain
- Offa's Dyke and Wat's Dyke: Dark Age frontier works in the Welsh Marches
- The Great Wall of China: a defended frontier in Asia
- The Berlin Wall and the US-Mexican Border Fence: modern solutions to an age-old challenge?

## Indicative Bibliography:

### Essential reading

Marshall T, *Divided - Why We're Living in An Age of Walls*, Elliott & Thompson, 2018

**Other indicative reading**

Bapty I, Ray K, Offa's Dyke: *Landscape and Hegemony in Eighth Century Britain*, Wingatherer Press, 2016

Breeze DJ, Dobson B, *Hadrian's Wall* 4th Rev Ed, Penguin, 2000

Hertle, H.H, *The Berlin Wall: Biography of a Monument*, CH Links 2003

Sherwood TJ (Maj US Army), *Building the Wall: The Efficacy of a US Mexico Border Fence*, 2008

Storr J, *King Arthur's Wars – The Anglo-Saxon Conquest of England*, Helion & Co, 2016

Waldron A, *The Great Wall of China from History to Myth*, Cambridge, 1990

Wood M, *In Search of the Dark Ages*, BBC Books, 2006

**Web Sites:**

[www.hadrianswallquest.co.uk](http://www.hadrianswallquest.co.uk)

[www.wallcap.ncl.ac.uk](http://www.wallcap.ncl.ac.uk)

[https://www.dur.ac.uk/resources/archaeology/pdfs/research/Vol\\_1\\_Resource\\_Assessment.pdf](https://www.dur.ac.uk/resources/archaeology/pdfs/research/Vol_1_Resource_Assessment.pdf)

[www.offasdyke.org.uk](http://www.offasdyke.org.uk)

[www.offaswatsdyke.wordpress.com](http://www.offaswatsdyke.wordpress.com)

[www.cpat.org.uk/offas-dyke](http://www.cpat.org.uk/offas-dyke)