



Job Description

Senior Postgraduate Teaching Assistant (SPGTA) **Grade: 6**

Department: HISTORY

Location: London

Reports to:

Module Convenor and PGTA Mentor

Context

UCL History is recruiting Postgraduate Teaching Assistants (PGTAs) for some of its undergraduate survey modules in 2024-25. Details of the available modules are provided below. Eligible candidates must be available throughout terms 1-3 next academic year and must be enrolled as PhD students throughout this time.

Main purpose of the job

The purpose of this job is to support teaching and learning in our modules, working with the module convenors to deliver small group teaching to students taking modules in the History Department.

Main duties of the post are tutorial class teaching, regular meetings with the module convenor, provision of feedback to students, provision of weekly office hours, attendance reporting, coursework assessment and examination marking.

This core teaching in the 2024/25 academic session will be delivered face to face in a classroom setting (though in-year changes may be necessary). SPGTAs are expected to be able to commit to be present on the Bloomsbury campus during the teaching terms.

Duties and responsibilities:

- Act as a main point of contact for tutorial class teaching for one or more courses;
- To design and prepare teaching material within the overall module framework, this will involve proactively planning delivery of teaching, generating material for tutorials and liaising with other members of the module team to share best practice and ensure consistency.
- The teaching of methods and skills and material that students found particularly challenging in lectures;
- Marking student assessments, generating and providing detailed feedback for students. Tailoring feedback as needed to ensure students clearly understand what is required of them;
- To monitor student progress, achievement and attendance returning data to the administrative office in a timely manner;
- To generate and deliver formative feedback directly to students (across a range of assessment types);
- To undertake a weekly office hour for student enquiries for each module taught;
- Assessment duties including marking formative coursework, draft essays and final essays;
- Participation in regular meetings with the module convenor to discuss arising issues and problems;
- Participate in the module delivery team assisting the module lead in the collection and review of module feedback;
- Involvement in ad hoc meetings organized by the module convenor, the PGTA mentor and Head of Department;
- To actively follow and promote UCL policies, including Equal Opportunities;
- To uphold confidentiality in regards to students records and marks;
- To engage with all training required to support the role.

SPGTA Opportunities in Department of History

The purpose of the SPGTA role is to support teaching and learning on our Survey modules detailed below, working with the academic module leads to deliver small-group teaching for students taking these. Survey modules are taught via weekly lectures and small group seminars of up to 15 students. Each SPGTA will be expected to teach one class per academic year.

The pay schedules for these assignments are featured in Appendix A. All terms and conditions of employment are as per the [UCL PGTA Code of Practice](#).

Please see below for details of the available modules and their convenors. We are looking to recruit candidates to teach modules which relate broadly to their research interests and in the case of HIST0901 India and the Early Modern World we will consider expressions of interest from candidates working on any aspect of early modern history. Similarly, expressions of interest in HIST0212 The Global Economy Since 1700 are welcome from candidates working on modern, global, or economic history more generally.

HIST0174 – British History, 1689-1860 (Dr Alka Raman)

The course is designed to provide an overview of British (not just English) history in its political, economic, social and intellectual dimensions. Though the main structural thrust will be provided by political and economic developments, emphasis will be laid on the importance of placing these developments in their full context. The topics covered will include: the significance of the Revolution Settlement of 1689-1701; the impact - politically, economically, and socially - of war, particularly during the 'long eighteenth century' (1689-1815); the changing role of the crown; the development of political parties; church and state; social structure and social mobility; the loss of the American colonies; agrarian change; the industrial revolution; urbanization; political and religious dissent; free trade and protection; Chartism and trade unions; Britain as an imperial power; the Victorian administrative state.

HIST0187 – Building the American Nation: The United States, 1789-1920 (Dr Robert Suits)

This course will offer an introduction to the key themes and events in nineteenth century American history. At the beginning of our period the United States was a fragile union of post-revolutionary states that had struggled to free themselves from British rule. At its end it the United States was a global power that had intervened decisively in the First World War and which saw itself as being in a unique position to shape the peace that followed. What drove this dramatic transformation, and what was the relationship between domestic nation-building and this rapid increase in American influence overseas? We will focus on the vigorous and often violent contests over slavery and capitalism, democracy, nationalism and imperialism that moulded the United States during this period. We will examine the rapid extension of the American settler population across the continent and the dispossession of native peoples, as well as the ongoing debates over who exactly comprised 'we the people,' as named by the U.S. Constitution. And, of course, central to this module will be the American Civil War (1861-1865), which cost the lives of more than 700,000 Americans and resulted in the emancipation of nearly four million enslaved African Americans. Still the bloodiest conflict in the history of the United States, the Civil War has shaped the modern United States to a greater degree than any other event since the Revolution. The course will introduce you to both primary and significant secondary works relating to this period and will aim to give you a sense of the tumultuous political, economic and social changes that remade American life between 1789 and 1920.

HIST0187 Age of Revolution: European History, 1815-1870 (Dr Simon Macdonald)

This module introduces students to a broad outline of political, socio-economic, cultural and intellectual developments in Europe between the end of the Napoleonic period and the Unifications of Italy and Germany. Our approach will be both comparative and transnational, emphasising trends that marked the experience of Europe as a whole. While the lectures offer a general survey of European history in the period, classes will investigate different aspects of political and social change, with particular focus on the European Revolutions of 1848, understood as a key experience of political modernity.

HIST0178 British History c.1850-1997 (convenor tbc)

This module provides an introduction to the political, economic, social and cultural history of Britain between 1850 and 1997. Britain's position in the world is a key theme of the module. In 1850, the British empire was expanding; from the mid-twentieth, decolonisation and its aftermath fundamentally shaped British society, culture and politics. The two world wars—both closely entwined with the history of the British empire—form key turning points in modern British history and significantly impacted Britain's place in the world as well as domestic politics and society.

In domestic politics, we examine the birth of mass democracy, the rise of working-class politics and the growth of women's suffrage campaigns, as well as the development of the welfare state and 'warfare state'. In economics, we explore both industrial revolution and recurrent ideas about British economic 'decline'. Britain has always been a 'four nations' country; the ethnic make-up of society also changed substantially across the period, with Irish, Jewish and new commonwealth migration. Ideas about race and its relationship to national identity changed significantly between 1850 and the late twentieth century, and are key topics for this module. Changes in race, class and gender are, thus, key themes in the module, alongside broader cultural trends such as demographic change, secularisation, the development of mass consumerism, and the decline of deference.

HIST0901 India and the Early Modern World (Dr Jagjeet Lally)

This course is about India from the early fifteenth to the late eighteenth centuries. This was a period of sometimes slow or subtle, occasionally cataclysmic, but often palpable transformation, and we shall examine the ways in which what people believed, where and how they lived, their relationship to the state and its power, and how they expressed themselves was changing. Certain aspects of these developments were unique or idiosyncratic, but others were linked to changes experienced in other places, like the upheavals associated with the Little Ice Age or the upsurge in radical preaching associated with the anticipation of the End Times. Connected as never before, thanks to the upsurge in mobility and thickening globalisation witnessed in these centuries, India and Indians shaped – perhaps as much as they were shaped by – developments in other parts of the world, from Europe and the Atlantic world to the Islamic lands and the Indian Ocean arena. By placing India's history in its global context throughout this course, we shall scrutinise the emerging notion of a 'global early modernity'.

HIST0205 History of Latin America, c.1830 – c.1930 (Dr Thom Rath)

This module looks at Latin America in the first century after independence. Its main stress is on Spanish America, but considers Brazil for comparative purposes. The continent will be studied as a whole, and specific countries will be examined too. No language requirement is set, and no prior knowledge of the subject is assumed. Students are encouraged to pursue their own interests. Topics include: liberalism and authoritarianism in Mexico; the character of the Mexican revolution; race and nation-building; environmental history; urbanisation; Argentine development in comparative perspective; slavery and abolition; the survival and demise of the Spanish colony in Cuba and Cuban radical traditions; US imperialism.

HIST0212 The Global Economy Since 1700 (convenor tbc)

This module introduces the history of global economic change from a long-term perspective drawing on the new economic history literature. It is divided into two broadly defined historical periods. The first term, covering the period of 1700-1914, starts with a series of lectures on concepts and debates in global economic history. Topics follow a chronological order as they introduce major turning points in the history of the economic change prior to 1914, including the rise of fiscal states, commercial expansion of the West, and financial and monetary transformations. The second half of the term mainly focuses on the history of industrialisation, economic growth and divergence from a global and comparative standpoint. The second term opens with an introductory lecture on the history of economic globalisation since 1870. In chronological order, weekly lectures explore the globalisation backlash between the two world wars, the post-war Bretton Woods consensus, and the new economic order since 1970. The first five weeks of the second term primarily feature the economic performance of the developed world; whereas the second half sheds light on the economic history of key developing regions and the political economy of late development. The module concludes with two lectures on global demographic trends and living standards from a long-term perspective. This module does not require any previous knowledge of economics, however, students are expected to engage in basic economic concepts..

HIST0164 Bronze Age States in the Ancient Middle East (Dr Yağmur Heffron)

Extending from the late third millennium to the end of the second millennium (24th-12th c.) B.C., this course offers a long-term perspective on the history of the regions today represented by the modern states of Iraq, Syria, and Turkey. The course takes a comparative approach to historical narratives, focusing especially on how the presence vs. absence of documentary archives, the disappearance and re-emergence of writing systems, and cross-cultural influences shape our understanding of the ancient past. How does high vs. low textual-historical visibility (i.e. the presence vs. absence of documents, or the availability of first- vs. second-hand written evidence) guide scholarly agendas, inform interpretations, generate habits of (over)compensation or disinterest? When and how do other strands of evidence from art, archaeology, and hard science become useful or meaningful for text-based studies? How are histories of textual disappearance and re-emergence constructed?

Emphasis will be on establishing counterpoints against traditional narratives centring on the political history of southern Mesopotamia, in a more holistic treatment of key Bronze Age developments by considering parallel or alternative trajectories in Syria and Anatolia.

Key themes for this course will be: Territorial states (formation, ideologies, administration); Trade (private enterprise vs. state regulation, long-distance networks, overland vs. maritime exchange); International relations (elite gift-giving, diplomacy, vassalage, alliances); Empire (political ethnicity and imperial strategies); and Critical approaches (theories of collapse, political fragmentation, chronological schemes, 'dark ages').

HIST0164 Bronze Age States in the Ancient Middle East (Prof. John Sabapathy)

Later medieval Europe was a period of attempted political union, multi-national institutions, charismatic leaders, transnational law, bureaucratic expansion, religious violence, ethnic minority conflict, economic volatility, and profound climate change. Déjà vu?

This survey looks at a range of European political projects and identities, focusing from the fall of crusader Jerusalem to Saladin in 1187 to the death of the great poet Dante Alighieri in 1321. In between, many institutions which we think of as typically 'modern' crystallized: 'the state', bureaucracies, universities, scientific reasoning, accounting, legal systems. Simultaneously so did many we think of as emblematically 'medieval': gothic art, friars, inquisitions. 'Europe' as a place was volatile. Turkey or Syria might be European, or not—but whether southern Spain or France were part of 'Europe' was also violently contested. Europeans were energetic crusading colonizers yet also terrified of military aggression on their eastern borders (by Mongols). A period of enormous economic, demographic and growth ended with increasingly volatile climate change and terrible famines. A hundred years of papal triumphalism closed with a pope accused of sodomy and demon worship. This was another 'age of extremes', to use Eric Hobsbawm's description of the twentieth century.

Between these extremes what did it mean to live in this religiously defined Europe – ‘Christendom’? How similar were social, political and religious patterns from Dublin to Damascus? How did Europeans cultivate ideas of union in practice, and with what effects? We will think about European identities, not only on Christendom’s terms, but also through the many cultures which interacted and sometimes conflicted with it: Byzantine, Mongol, Islamic, Jewish. You will use a wide range of political, religious, visual and literary sources to gain an understanding of one of the most creative, formative and interesting periods of European history.

HIST0154 The Hellenistic World From Alexander to the End of the Attalid Kingdom (Dr Julietta Steinhauer)

This course covers the period from Alexander to the formation of the Roman province of Asia in 129 B.C. It includes all areas of the Mediterranean and the Near East that were conquered by Alexander of Macedon (336-323 B.C.). These areas formed part of a cultural milieu of great variety and complexity, but one that was to some degree united by the presence of Greek ideas, Greek institutions and the Greek language. The course will cover the main outlines of the political history of the Hellenistic kingdoms, as well as their institutions, structures of power, economies, and cultural and religious systems. It will pay particular attention to major shifts and developments associated with the period: the changing nature of the polis, religious, artistic and intellectual developments, acculturation and cultural conflict, and the interaction between Rome and the East.

HIST0140 The History of Political Thought in the West (Dr Samuel Garrett Zeitlin)

This course traces the development of western political thought from its classical origins to its most important modern formulations, exploring the main European traditions of inquiry concerning the nature and status of political society, the state, law, citizenship, and relations of power. It extends from Greek antiquity to the early 20th century, and emphasis is placed on the writings of major thinkers and their contemporary historical contexts, including Plato, Aristotle, Cicero, Thomas Aquinas, Alfarabi, Niccolò Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft, Karl Marx, John Stuart Mill, Franz Fanon, Hannah Arendt, and John Rawls.

Applicants: How to apply

Please complete the following [MS Form](#) to submit your application.

All applications must be submitted no later than 17:00 on Wednesday 24 July 2024.

Person specification

| Criteria | Essential or Desirable |
|---|------------------------|
| Qualifications, experience and knowledge | |
| Educated to Masters degree level (or having equivalent experience), in a relevant field; | E |
| Working towards a relevant postgraduate degree (PhD) | E |
| High level of literacy and numeracy | E |
| Excellent working knowledge of MS Office software including Word, Excel, email, and the internet | E |
| Specialist skills appropriate to the course taught | E |
| Skills and abilities | |
| Ability to communicate clearly, both orally and in writing, with students, academic and support staff at all levels | E |
| Excellent organizational and time management skills | E |
| Proficiency with online teaching platforms, notably Moodle | E |
| Ability to deliver teaching both face to face and online | E |
| Ability to be flexible and to respond to changing priorities in a busy environment | E |
| Ability to work independently for short periods and as part of a team, recognising when advice / input needs to be sought | E |
| A high level of accuracy and a keen attention to detail | E |
| Ability to tutor and support year 1 and 2 UG students on the relevant modules | E |
| Personal attributes | |
| Excellent people skills and the ability to build good relationships with colleagues and external partners | E |
| An enthusiasm for teaching | E |

APPENDIX A

Pay for the SPGTA role

The following table outlines the 'pay formula' for the SPGTA teaching assignment. SPGTAs are appointed on Grade 6, spine point 22, which provides for an hourly rate (inclusive of London Weighting) of £18.18 per hour (this figure currently under annual pay review). Annual leave will be calculated as 18.72% of hours worked and will be paid automatically.

Survey module

| Activity | Description | Hours paid |
|-------------|--|----------------------------|
| Training | UCL Arena Gateway 1 Workshop* | 3 hours |
| | UCL Mandatory training sessions e.g. GDPR | Up to 3hrs |
| | Additional Departmental Training/Induction | 4 hours |
| Preparation | Preparation for tutorials/seminars | 2 hours per group per week |
| | Module administration (e.g., responding to emails, meetings with course tutor, attendance monitoring, Moodle maintenance and design - note: substantive Moodle design is the responsibility of the convenor) | 2 hours per week |
| Contact | Attending relevant lecture(s) | 1 hour per week |
| | Delivering face to face synchronous teaching (Tutorials / Seminars/ Discussion Groups) | 1 hour per week per group |
| | Office hour (includes providing essay feedback) | 1 hour per week |
| Assessment | Formative coursework | 15 mins per piece |
| | Summative coursework <3000 words (or equivalent) | 30 mins per piece |

*where not already completed.