

**BA Classical Studies with English
For students entering Part 1 in 2005**

UCAS code: Q8Q3

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):
Faculty of Arts and Humanities
Date of specification: Sept 2006
Programme Director: Barbara Goff
Programme Adviser: Stephen Thomson
Board of Studies: Classics and English
Accreditation: University of Reading

The University of Reading
The University of Reading
Classics & Ancient History; English
Programme length: 3 years

Summary of programme aims

This multi-disciplinary programme aims to provide a thorough degree level education in Classical Studies and English. The syllabus aims to familiarise students with the literature, art, philosophy and history of Greek and Roman cultures and their reception and use in modern culture, whilst extending students' knowledge of a variety of kinds of English texts, and perspectives on different methods of critical analysis. The programme also provides for the development of the specific interests of students through independent study and specifically the dissertation. Students will expand the range, depth and sophistication of their knowledge of Classical Studies and English through the structured progression of Parts 1,2, and 3 of the programme.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

On completion of the programme, students are also expected to have acquired a range of intellectual skills including the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, to find and use relevant information resources, to manage their time effectively, and to work independently as well as co-operatively.

Programme content

Each Part of the degree programme comprises 120 credits. In Part 1, students must take a minimum of 40 credits in Classical Studies and 60 credits in English; the remaining 20 credits may come either from a Classical Studies option or from a module or modules available elsewhere in the University. Part 1 in Classical Studies introduces students to the study of Graeco-Roman culture, with a particular emphasis upon the development of the study of primary sources and source criticism. In English, students engage with fundamental debates about the study of literature through close analysis of selected texts from different periods. In Parts 2 and 3 students must normally take 80 credits in Classical Studies and 40 credits in the School of English each year. The English strand of the programme offers increased breadth of coverage, focusing on a variety of individual periods, topics and/or generic traditions, while Classical Studies develops students' knowledge of ancient literature and an awareness of the role of the classics in the shaping of modern Western culture.

Not all optional modules will be available in any one year. Admission to optional modules is at the discretion of the Programme Director.

Part 1 (three terms) *Credits* *Level*

In Classical Studies

Compulsory modules

CL1CA	Greek and Roman Civilisations: Fifth Century Athens	20	C
CL1CB	Greek and Roman Civilisations: Rome in the Augustan Age	20	C

Optional modules

CL1G M	Greek Myths	20	C
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In English

Compulsory modules

EN1LL	Languages of Literature	20	C
EN1RS	Revisioning Shakespeare	20	C
EN1WKT	What Kind of Text is This?	20	C

Part 2 (three terms) *Credits* *Level*

In Classical Studies (80 Credits)

Students will take at least two core modules (40 credits) and a further 40 credits from among **either** core **or** optional modules.

Core modules (minimum of 40 credits):

CL2AE1	Ancient Epic I	20	I
CL2GD	Greek Drama	20	I
CL2LP	Roman Love Poetry	20	I

Optional modules (not all are offered in any one year):

CL2XA	Greece and Egypt	20	I
CL2AM	Greek and Roman Medicine	20	I
CL2AS	Greek and Roman Sculpture	20	I
CL2RL	Greek and Roman Religions	20	I
CL2CM	Classical Mythology	20	I
CL2GH	Greek History	20	I
CL2RR	Roman Republic	20	I
CL2RE	Roman Empire	20	I
CL2GL	Greek Lyric Poetry	20	I
CL2PS	Plato	20	I
CL2EP	Early Greek Philosophy	20	I
CL2LC	Roman Life Cycle	20	I
CL2ML	Introduction to Modern Greek Literature	20	I
CL2AP	Greek and Roman Painting	20	I
CL2GR	Greek Religion	20	I
CL2UA	Uses and Abuses of Classics	20	I
CL2RP	Roman Epic	20	I
CL1L1	Latin 1	20	C
CL2L2	Latin 2	20	I
CL2L3	Latin 3	20	C
CL1G1	Ancient Greek 1	20	I
CL2G2	Ancient Greek 2	20	I
CL2G3	Ancient Greek 3	20	I

Students may take IWLP Modern Greek in place of one I level module.

In English (40 credits)

Students choose two modules in Part 2, one in each term. At least one of these modules must be an asterisked module.

Autumn Term

Group A

EN2RTC	<i>Renaissance Texts & Cultures*</i>	20	I
EN2MC1	<i>Modernity and Cultural Crisis 1: (Poetry)</i>	20	I
EN2RR	<i>The Eighteenth-Century Restoration to Romantics*</i>	20	I

Group B

EN2CMN	<i>Chaucer and Medieval Narrative*</i>	20	I
EN2NCN	<i>Nineteenth Century Novel</i>	20	I
EN2WA1	<i>Writing America 1</i>	20	I

Group C

EN2RDR	<i>Renaissance Drama*</i>	20	I
EN2WW1	<i>Women's Writing and Feminist Theory 1</i>	20	I
EN2LCT	<i>Literary Criticism & Theory</i>	20	I
EN2OEL	<i>Introduction to Old English*</i>	20	I

Spring Term

Group A

EN2ERE	<i>English Renaissance Epic*</i>	20	I
EN2MC2	<i>Modernity and Cultural Crisis 2</i>	20	I
EN2RD	<i>Romantics to Decadents</i>	20	I

Group B

EN2LV	<i>Lyric Voices 1340 – 1650*</i>	20	I
EN2MDR	<i>Modern Drama</i>	20	I
EN2WA2	<i>Writing America 2</i>	20	I
EN2CAW	<i>Communications at Work</i>	20	I

Group C

EN2SH	<i>Shakespeare*</i>	20	I
EN2WW2	<i>Women's Writing and Feminist Theory 2</i>	20	I
EN2FN	<i>Film Narrative</i>	20	I

Of the 120 credits in Part 2, 5 are taken up by Careers Management Skills.

Students may choose to replace one 20-credit intermediate module from English or Classics with a module or modules totalling 20 credits from outside the programme.

Part 3 (three terms)

Credits Level

In Classical Studies (80 credits)

Compulsory module

CL3DS	Dissertation	40	H
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Optional modules:

Mod Code	Module Title		
CL3AB	Ancient Biography	20	H
CL3GB	The Greek Bible	20	H
CL3CN	Conversion of the Roman Empire	20	H
CL3GD	Gender in Classical Antiquity	20	H
CL3RL	Roman Religions	20	H
CL3AD	Greek Art and Drama	20	H
CL3LL	Litigation and Life in the Graeco-Roman World	20	H
CL3NC	New Comedy	20	H
CL3HO	Odes of Horace	20	H
CL3OA	Oedipus and Antigone in the 20 th Century	20	H
CL3PW	Peloponnesian War	20	H
CL3PP	Pornography and Power in the Graeco-Roman World	20	H
CL3RM	Renaissance Medicine	20	H
CL3XC	Rome On Film	20	H
CL3ST	Special Topics in Greek Drama	20	H
CL3TC	Tourism, Classics and National Identity	20	H
CL3UA	Uses and Abuses of Antiquity	20	H
CL3BG	Ancient Greek for Class Stud and Anc Hist	20	H
CL3LA	Later Latin Authors	20	H
CL3AN	The Ancient Novel	20	H
CL3XB	Introduction to Greek Political Thought	20	H
CL3CE	Classics and Empire	20	H
CL3SS	Roman Satire and Saturnalia	20	H
CL1L1	Latin 1	20	C
CL2L2	Latin 2	20	I
CL2L3	Latin 3	20	I
CL3L4	Latin 4	20	H
CL3L5	Latin 5	20	H
CL1G1	Ancient Greek 1	20	C
CL2G2	Ancient Greek 2	20	I
CL2G3	Ancient Greek 3	20	I
CL3G4	Ancient Greek 4	20	H
CL3G5	Ancient Greek 5	20	H

Students may take IWLP Modern Greek in place of one H level module.

In English

Students choose two optional 20-credit modules, one in each term, to make a total of 40 credits, from an approved list

EN3AF	<i>American Fiction: Chopin to Carver</i>	20	H
EN3AL	<i>Arthurian Literature: Malory to T.H. White</i>	20	H
EN3AP	<i>American Poetry: Bishop to Dove</i>	20	H
EN3BJL	<i>British-Jewish Literature</i>	20	H
EN3BPD	<i>Post-War British Political Drama</i>	20	H
EN3CAM	<i>Classic American Writers</i>	20	H
EN3CC	<i>The Craft of Courtship in Tudor and Early-Stuart England</i>	20	H
EN3CD	<i>Contemporary Drama</i>	20	H
EN3CE	<i>Colonial Explorations</i>	20	H
EN3CF	<i>Contemporary American Fiction</i>	20	H
EN3CL	<i>Children's Literature</i>	20	H

EN3CWF	<i>Canadian Women's Fiction</i>	20	H
EN3DL	<i>Darwin's Legacies</i>	20	H
EN3DD	<i>Decadence and Degeneration: Literature of the 1890s</i>	20	H
EN3DF	<i>Detective Fiction</i>	20	H
EN3DIC	<i>Dickens</i>	20	H
EN3DOC	<i>Docudrama</i>	20	H
EN3ETW	<i>Elizabethan Travel Writing</i>	20	H
EN3FI	<i>Fictions of India</i>	20	H
EN3HF	<i>Holocaust Fiction</i>	20	H
EN3HJ	<i>Henry James</i>	20	H
EN3HT	<i>Holocaust Testimony</i>	20	H
EN3JA	<i>Jane Austen and the Courtship Novel</i>	20	H
EN3JAF	<i>Jewish American Fiction</i>	20	H
EN3LA	<i>Literature of Adultery</i>	20	H
EN3LEC	<i>The Roots of Romanticism: Later Eighteenth-Century Poetry</i>	20	H
EN3MAD	<i>Modern American Drama</i>	20	H
EN3MAT	<i>Margaret Atwood</i>	20	H
EN3MDN	<i>Medieval Dream Narratives</i>	20	H
EN3MSF	<i>Modern Scottish Fiction: from Jean Brodie to Trainspotting</i>	20	H
EN3MP	<i>Modernism and Politics</i>	20	H
EN3MPP	<i>Marvell, Poetry and Politics in the Mid-17th Century</i>	20	H
EN3NAF	<i>Nineteenth-Century American Fiction: Realism to Naturalism</i>	20	H
EN3NAW	<i>Writing the North American Wilderness</i>	20	H
EN3NIM	<i>Novels of Immigration and Black British Fiction</i>	20	H
EN3NMW	<i>The Novel in the Material World</i>	20	H
EN3OE2	<i>Old English 2</i>	20	H
EN3PBS	<i>Revolutionary Romantics: Shelley and his Successors</i>	20	H
EN3PL	<i>Packaging Literature</i>	20	H
EN3POL	<i>Nineteenth- and Twentieth-Century Political Fiction</i>	20	H
EN3PR	<i>The Pre-Raphaelites</i>	20	H
EN3PSY	<i>Psychoanalysis and Text</i>	20	H
EN3QU	<i>Queer Theory</i>	20	H
EN3RG	<i>The Roots of Gothic: 1580-1765</i>	20	H
EN3RWW	<i>Renaissance Women Writing</i>	20	H
EN3SB	<i>Samuel Beckett</i>	20	H
EN3SCI	<i>The Literature of Science</i>	20	H
EN3SF	<i>British Science Fiction</i>	20	H
EN3SG	<i>Shakespeare and Gender</i>	20	H
EN3SHF	<i>Shakespeare on Film</i>	20	H
EN3SLA	<i>Perspectives on Slavery</i>	20	H
EN3SP	<i>Shakespeare and his Contemporaries in Performance</i>	20	H
EN3SR	<i>Shakespeare and Romance</i>	20	H
EN3TH	<i>Thomas Hardy</i>	20	H
EN3TM	<i>Thomas Middleton</i>	20	H
EN3TTC	<i>From Troy to Camelot: Medieval Romance</i>	20	H
EN3VEC	<i>Victorian and Edwardian Children's Fantasy</i>	20	H
EN3VSN	<i>Victorian Sensation Novels</i>	20	H
EN3VW	<i>Virginia Woolf and Bloomsbury</i>	20	H
EN3WP	<i>War Poetry: from the Crimean to World War 2</i>	20	H
EN3YJ	<i>Yeats and Joyce</i>	20	H

Progression requirements

To proceed from Part 1 to Part 2, a Joint Honours student must (i) obtain an average of 40% across all Part 1 modules; (ii) achieve an average of 40% over the compulsory modules in

Classical Studies and a minimum of 40 in each English module; and (iii) achieve a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To proceed from Part 2 to Part 3, students must obtain (i) an overall average of 40% over 120 credits taken in Part 2; (ii) an average of 40% across English Part 2 modules; (iii) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2.

Summary of teaching and assessment

Teaching is through seminars, lectures and essay tutorials. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination. The Dissertation module is supported by workshops and individual supervision.

Conventions for degree classification are included in the Programme Handbook, but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%..

Admission requirements

No previous experience of Classical Studies is required for admission. Entrants to this programme are normally required to have obtained:

UCAS Tariff: 280 points including 100 points in English Literature *or* English Language and Literature

GNVQ (Adv.): B in A-level plus Distinction in GNVQ: 12 modules of GNVQ (Adv) + pass four additional modules

Scottish Highers: BBBB

Irish Leaving Certificate: BBBBC

International Baccalaureate: 30 points with at least 6 for Higher level English literature

GCSE/O: English Language preferred, grade C or above

Mature candidates will usually be expected to have a B (100 points) in A-level English, or equivalent qualification, but consideration is also given to applicants with other qualifications and experience.

Admissions Tutor: Dr. Stephen Oakley

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers, and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Students receive Handbooks from both Classical Studies and English which give details of the programme, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialized help within the University, such as the Study Skills Advisor and the Counselling Service. Both components of the programme are designed to support students throughout their degree course while encouraging more independent work in Part 3. Academic feedback and guidance is given through one-to-one essay tutorials, and academic and personal support is provided through the tutor system and the University's Personal and Academic Record (PAR) scheme. Dissertation workshops prepare students for the Part 3 dissertation which is individually supervised. The Department of Classics is the Curator of the Ure Museum of Greek Archaeology. The Geoffrey Matthews Collection, housed in the School of

English, has a collection of books, xeroxed materials, cassettes and videos for loan to students, and a video-viewing suite is available within the Faculty. The Library's electronic databases include the OED, the MLA Bibliography, and the DNB on CD ROM, and such on-line resources as JSTOR and First Search. Specialist subject librarians are available to give students advice and guidance to library resources.

Career prospects

Graduates from this joint degree programme have found that their course has been a good basis for careers in management, administration, the civil service, commerce, law, publishing, librarianship and teaching. A number of graduates have also gone on to further academic study and research. More generally, the degree provides students with a wide range of communication and analytical skills that will serve them in good stead in the marketplace.

Opportunities for study abroad

Through the department of Classics, two students in year 2 can study for the Fall Semester at the University of Calgary's Department of Greek and Roman Studies. Applications to take part in the exchange need to be made in the Spring term of Year 1. The Department also has an ERASMUS link with the University of Crete.

Educational aims of the programme

The programme aims to develop students' knowledge and understanding of a wide range of works of Classical literature, art and philosophy and English texts. It also aims to promote an informed and self-reflective awareness of procedures of critical and cultural analysis, and, by exposing students to a variety of learning experiences, to equip them with broad transferable skills of potential value to future employers.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. Literary texts in English from selected periods between the Middle Ages and the present day2. A range of kinds of texts including fiction, poetry and drama3. Methods of critical textual analysis4. Ways in which social, cultural and historical issues relate to texts5. A range of approaches in English studies6. Selected special fields of English7. Ancient literature8. A diverse range of ancient evidence.9. A range of problems of interpretation and evaluation of ancient evidence.10. The reception of Graeco-Roman culture in the West.	<p>Teaching/learning methods and strategies</p> <p>Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, language classes and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Part 1 offers a broad introduction to 1, 2, 3, 4, 5, 7 and 8. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2, 4, 7, 8, 9, and 10 through seminars, lectures and individual feedback. Part 3 introduces more specialized study, particularly in relation to 3, 5, 6, through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.</p> <p><i>Assessment</i></p> <p>In Parts 1 and 2, knowledge and understanding of 1 – 5 and 7-10 are tested through a combination of essays and unseen written examinations. In Part 3, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation.</p>
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Skills and other attributes

<p>B. Intellectual skills :</p> <ol style="list-style-type: none">1. Capacity for independent analysis and research2. Identification of problems and issues3. The ability to read closely and critically4. An ability to reflect on one's own positions	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1, 2, 3) and essay feedback through tutorials (2, 3 and 4).</p> <p>Assessment</p> <p>1 – 3 are assessed both formatively in coursework essays, and summatively in essays, unseen exams and the joint dissertation. 1- 4 are assessed formatively through seminar discussion and essay feedback and tutorials.</p>
<p>C. Practical skills:</p> <p>In Classical Studies</p> <ol style="list-style-type: none">1. The ability to gather, organize and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence.2. The ability to develop the capacity for critical judgement in the light of evidence and argument.3. The ability to select and apply appropriate methodologies in assessing the meaning and significance of evidence or data.4. The ability to use effective bibliographical and library based research tools effectively. <p>In English</p> <ol style="list-style-type: none">1. The ability to criticize and formulate interpretations of texts2. An ability to engage in critical argument using relevant theoretical approaches3. An awareness of the rhetorical resources of the English language4. Bibliographical and research skills5. A knowledge of appropriate conventions in the presentation of written work6. An ability to relate the study of English to cultural and social issues	<p>Teaching/learning methods and strategies</p> <p>These skills are developed through the deployment of language classes, seminar classes and essay assignments.</p> <p><i>Assessment</i></p> <p>These skills are assessed through coursework and examinations</p> <p>1 – 3 and 6 are developed in seminars, essays and essay tutorials. 4 and 5 are developed through essays, essay feedback and dissertation guidance and supervision.</p> <p><i>Assessment</i></p> <p>All the subject specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in unseen examinations.</p>

D. Transferable skills:

1. Fluency in written and oral communication
2. The ability to formulate and present arguments
3. Assessing the merits of competing approaches
4. The ability to translate subject-specific knowledge and skills into other environments
5. The ability to find and use relevant information resources
6. Time –management skills
7. A creative approach to problem-solving
8. Group and interpersonal skills
9. An ability to self-evaluate and self-reflect
10. Use of information technology, especially word-processing

Teaching/learning methods and strategies

Transferable skills are developed through seminar discussions(1, 2, 3, 4, 7 and 9), through seminar presentations, essay writing, tutorial feedback and unseen examinations (1 – 9). 4 and 7 particularly are developed through requiring students to draw on acquired knowledge and skills when analyzing new material in essays and unseen examinations. 5 and 10 are developed through use of the library and other sources of information, for seminar preparation, essay writing and research for the dissertation. We require that all summatively assessed essays are word-processed (10).

Assessment

1 – 7 and 9 are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, unseen examinations, and the dissertation. 9 is encouraged through essay feedback and essay tutorials. 8 is encouraged through seminars and in tutorials.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.