

**BA History and Sociology**  
**For students entering Part 1 in 2005**

**UCAS code: LV31**

Awarding Institution:  
Teaching Institution:  
Relevant QAA subject benchmarking group(s):  
Faculty of Arts and Humanities  
Date of specification: July 2005  
Programme Director:  
Programme Adviser:  
Board of Studies:  
Accreditation:

The University of Reading  
The University of Reading  
History and Sociology  
Programme length: 3 years

Mr Roy Wolfe

History and Sociology  
not applicable

**Summary of programme aims**

This is a cross-disciplinary programme which aims to provide students with subject-specific knowledge of both History and Sociology. The degree familiarises students with an extremely broad chronological range, whilst providing them with the opportunity of specialisation in particular periods and topics of British, European and American history. A variety of approaches to the study of history are explored which, together with a training in sociological theories and techniques, provides a perspective of different methods of analysis in the humanities and social sciences. The programme will refine the following skills: the collection and synthesis of large quantities of information; the critical evaluation of primary and secondary sources; the making of well-crafted and substantial judgements, and engagement in debate on historical and sociological issues. Also, it aims to foster an independent approach to formulating problems and arguments, using the systematic research and analytical skills that are fundamental to both disciplines.

**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. In following this programme, students will have had the opportunity to develop their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

In addition, students will develop a range of intellectual skills including the ability to synthesise, analyse and evaluate information and ideas; the ability to formulate independent arguments and to appraise and improve their own performance; and the ability to translate subject-specific knowledge and skills to new environments.

**Programme content**

Each Part of the degree programme comprises 120 credits. At Part 1 students are required to take 40 credits in the History School, and at least 40 credits in the Sociology Department; the remaining credits may be made up from optional Certificate-level History or Sociology modules and/or from modules available elsewhere in the University. In Parts 2 and 3, students must normally take 60 credits in both History and Sociology in each Part.

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

**Part 1 (three terms) Certificate level**

*Credits Level*

Combined History and Politics students must acquire a minimum of 40 credits in History and 40 credits in Sociology. Other credits to be acquired from modules listed in the Faculty Part 1 Handbook.

**In History**

**Compulsory modules**

HS1APH	Approaches to History	20	C
HS1LMH	Landmarks in History	20	C

*Optional module which may only be taken if the compulsory modules are also studied*

HS1DSH	Directed Study in History	20	C
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### **In Sociology**

#### **Part 1 (two terms)**

*Credits    Level*

#### *Compulsory modules*

SO1INT	Introduction to Sociology (Autumn)	20	C
SO1BRI	British Society (Spring)	20	C

#### *Optional module:*

SO1CSI	Contemporary Social Issues	20	C
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#### **Part 2 (three terms) Intermediate level**

*Credits    Level*

### **In History (60 credits)**

#### *Compulsory modules*

Two modules from different Periods and their corequisite skills modules must be taken from the following:

#### **Periods and Skill in Medieval History**

HS2P04	England 1272-1485	20	I
HS2K04	Skills in England 1272-1485	10	I
HS2P05	Women in the Medieval and Renaissance Worlds:...	20	I
HS2K05	Skills in Women in Medieval & Renaissance Worlds	10	I
HS2P06	End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	20	I
HS2K06	Skills in End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries	10	I
HS2P07	New Medieval Period	20	I
HS2K07	Skills in New Medieval Period	10	I

#### **Period and Skills in Early Modern History:**

HS2P31	Europe 1450-1600: Government, Culture and Society	20	I
HS2K31	Skills in Europe 1450-1600	10	I
HS2P32	Britain in Europe, 1500-1707	20	I
HS2K32	Skills in Britain in Europe, 1500-1707	10	I
HS2P34	Change and Stability in Europe of the Old Regime	20	I
HS2K34	Skills in Change and Stability in Europe	10	I
HS2P35	British History 1640-c.1800	20	I
HS2K35	Skills in British History 1640-c.1800	10	I
HS2P36	The Making of Early Modern Britain, 1450-1640	20	I
HS2K36	Skills in The Making of Early Modern Britain, 1450-1640	10	I
HS2P37	The politics of religion: Britain c. 1529-1689	20	I
HS2K37	Skills in The politics of religion: Britain c. 1529-1689	10	I

#### **Periods and Skills in Modern History:**

HS2P61	Central Europe, 1740-1919	20	I
HS2K61	Skills in Central Europe, 1740-1919	10	I
HS2P63	Themes in the Social History of Europe 1789-1914	20	I
HS2K63	Skills in Themes in the Social History of Europe	10	I
HS2P64	Socialists, Radicals & Trade Unionists – The Making & Development of the British Labour Party, 1880-1945	20	I
HS2K64	Skills in Socialists, Radicals & Trade Unionists – The Making & Development of the British Labour Party, 1880-1945	10	I
HS2P65	Region, Nation and and Global Power. The US 1865...	20	I
HS2K65	Skills in Region, Nation and Global Power. U S, 1865	10	I
HS2P66	Imperial Britain, 1815-1982	20	I
HS2K66	Skills in Imperial Britain, 1815-1982	10	I

HS2P67	A People and a Nation: A Social History of the US	20	I
HS2K67	Skills in A People and a Nation: A Social History...	10	I
HS2P69	Modern British History: The Changing Role of the State	20	I
HS2K69	Skills in Modern British History: The Changing Role	10	I
HS2P70	American State & Society & the Wider World, 1890	20	I
HS2K70	Skills in American State and Society	10	I
HS2P72	The Development of Modern Britain: Town and Country Since 1800	20	I
HS2K72	Skills in The Development of Modern Britain: Town and Country Since 1800	10	I
HS2P73	The Poor and the Masses in Britain and France, 1789-1914	20	I
HS2K73	Skills in The Poor and the Masses in Britain and France, 1789-1914	10	I
HS2P74	Changing Perspectives in Irish History, 1801-1973	20	I
HS2K74	Skills in Changing Perspectives in Irish History, 1801-1973	10	I
HS2P75	An Historical Approach to British Rural Sociology	20	I
HS2K75	Skills in An Historical Approach to British Rural Sociology	10	I
HS2P76	Birth Control, the history of an idea from Malthus to Marie Stopes	20	I
HS2K76	Skills in Birth Control, the history of an idea from Malthus to Marie Stopes	10	I
HS2P77	New American Period	20	I
HS2K77	Skills in New American Topic	10	I

### **In Sociology**

#### *Compulsory modules*

SO2THE	Theory 1: The Classical Tradition	20	I
SO2STS	Study of Sociology	10	I
<i>And three of the following four modules:</i>			
SO2CUL	Sociology of Culture	10	I
SO2POL	Political Sociology	10	I
SO2ECO	Economic Sociology	10	I
SO2STR	Social Stratification	10	I

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

### **Part 3 (three terms) Honours level**

*Credits Level*

A dissertation of 40 credits is compulsory and may be taken in either History or Sociology. In addition students must choose modules totalling 40 credits in both History and Sociology.

#### **Compulsory**

##### **Either**

HS3HLD	Dissertation in History	40	H
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##### **Or**

SO3DIS	Dissertation in Sociology	40	H
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### **In History (40 credits)**

*Students choose either two optional 20 credit Topic modules or a Special Subject consisting of two corequisite modules of 20 credits each, totalling 40 credits in all.*

#### *Topics*

HS3T02	The Golden Age of Anglo-Saxon England	20	H
HS3T06	Hundred Years War	20	H
HS3T08	The Reformation in Europe	20	H
HS3T09	The Republic of Venice from c.1454-1571	20	H
HS3T10	London, 1500-1700	20	H
HS3T11	Culture and Politics in the Age of Walpole	20	H
HS3T13	The French Revolution	20	H

HS3T14	'Integrating America?': Immigrants in American Soc.	20	H
HS3T16	The English Countryside, Culture and Environment since the Industrial Revolution	20	H
HS3T18	The 'New South': 1895-1940	20	H
HS3T19	Women in Britain, 1918-1939	20	H
HS3T20	Vichy France: Occupation, Collaboration and...	20	H
HS3T21	The Nuremberg Trial and the Third Reich	20	H
HS3T22	Hidden History: The Intelligence Service...	20	H
HS3T23	Popular Protest and Political Change in America...	20	H
HS3T25	Medieval Magic & Origins of Witch-craze	20	H
HS3T26	The English Nobility, 1500-1642	20	H
HS3T28	De Gaulle's France, 1890-1970	20	H
HS3T30	Ireland and the English in the Middle Ages	20	H
HS3T31	From Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945	20	H
HS3T32	Sex in Victorian Society	20	H
HS3T34	An Historical Approach to British Rural Sociology	20	H
HS3T35	Religion, Society and Politics in France, 1789-1914	20	H
HS3T36	Lenin, Stalin, and the Bolshevik Revolution	20	H
HS3T37	The American Revolution	20	H
HS3T38	Culture, Print & Literacy in Early Modern Britain	20	H
HS3T39	Witches, Heretics & Social Outcasts: Europe and its Outsiders c.1250-1550	20	H
HS3T40	Representing the Holocaust	20	H
HS3T41	Science and Society in Victorian Britain	20	H
HS3T42	New Medieval Topic	20	I
TY2BH	Book History: from clay tablets to computer screens	20	I
IT207	Italian History and Society since 1945: Conflict, Consumerism And Change	20	I
IT314	The South since 1860: Images and Reality	20	H
FR207	France in the Age of Revolutions, 1750-1870	20	I
FR209	Five Wars and Three Republics: France 1870-1962	20	I
FR316	The French Right since 1940	20	H
FR319	Political Leaders and Groups in the French Revolution	20	H
CL3RM	Renaissance Medicine	20	H
AR3S2	Environment and Landscape in Historic Periods	20	H
AR3T1	Burial Archaeology	20	H
AR3T3	Museum Studies	20	H
AR3M1	The Archaeology of Early Anglo-Saxon England	20	H
AR3M2	Later Anglo-Saxon England	20	H
AR3M3	Twelfth-century England – expansion or contraction	20	H
AR3M4	Crisis? What crisis? England in the later middle ages	20	H

### Special subjects

A and B papers are co-requisites in all cases

#### *Special Subjects (A & B)*

HS3S04	The English Peasantry, 1350-1450, A	20	H
HS3S54	The English Peasantry, 1350-1450, B	20	H
HS3S05	Rituals, Myths and Magic in Early Modern Europe, A	20	H
HS3S55	Rituals, Myths and Magic in Early Modern Europe, B	20	H
HS3S06	Elizabeth's War with Spain, 1585-1604, A	20	H
HS3S56	Elizabeth's War with Spain, 1585-1604, B	20	H
HS3S08	1688: Monarchy and Revolution in Britain, A	20	H
HS3S58	1688: Monarchy and Revolution in Britain, B	20	H
HS3S10	The Unification of Italy, A	20	H
HS3S60	The Unification of Italy, B	20	H

HS3S11	Religion & Society in Modern France, 1789-1914 A	20	H
HS3S61	Religion & Society in Modern France, 1789-1914 B	20	H
HS3S13	Slavery and Slave Culture in the Antebellum USA, A	20	H
HS3S63	Slavery and Slave Culture in the Antebellum USA, B	20	H
HS2S14	Britain at War, 1939-1945, A	20	H
HS3S64	Britain at War, 1939-1945, B	20	H
HS3S15	End of Empire: A Comparative Study of British Decolonization, 1945-64, A	20	H
HS3S65	End of Empire: A Comparative Study of British Decolonization, 1945-64, B	20	H
HS3S16	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, A	20	H
HS3S66	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, B	20	H
HS3S17	From Theory to Practice: International Communism 1902-43, A	20	H
HS3S67	From Theory to Practice: International Communism 1902-43, B	20	H
HS3S18	Sex and Society in Victorian Britain, A	20	H
HS3S68	Sex and Society in Victorian Britain, B	20	H
HS3S19	The Countryside in English Culture, c.1750-1939, A	20	H
HS3S69	The Countryside in English Culture, c.1750-1939, B	20	H
HS3S20	Northern Ireland, 1921-1973, Policing and the State, A	20	H
HS3S70	Northern Ireland, 1921-1973, Policing and the State, B	20	H
HS3S21	The Interregnum in Britain & Ireland, 1640-1660, A	20	H
HS3S71	The Interregnum in Britain & Ireland, 1640-1660, B	20	H
HS3S22	Victorian Lives, A	20	H
HS3S72	Victorian Lives, B	20	H
HS3S23	Cults & Miracles: the Powers of Sanctity, 1066-1215, A	20	H
HS3S73	Cults & Miracles: the Powers of Sanctity, 1066-1215, B	20	H
HS3S24	De Gaulle's France, 1890-1970, A	20	H
HS3S74	De Gaulle's France, 1890-1970, B	20	H

### **In Sociology**

Modules summing to a total of 40 credits must be taken. Two of these modules will consist of regular 10-credit options from a list to be provided by the department; the third will be a 20-credit advanced seminar. The topic of the advanced seminar will be selected from the list as well; taught as a seminar, it will be worth 20 credits instead of 10.

### **Progression requirements**

- (a) To proceed from Part 1 to Part 2 students should achieve an overall average of 40% in 120 credits taken in the examination, and at least 40% in 20 credits of History and in 20 credits of Sociology. *NB, candidates who only take 20 credits in History may progress to a joint History degree so long as they achieve 40% in their History module.*
- (b) To proceed from Part 2 to Part 3 students should achieve an overall average of 40% in 120 credits taken in the examination.
- (c) In both cases they should achieve not less than 30% in any module except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

### **Summary of teaching and assessment**

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

A previous qualification in either History or Sociology is not required. Entrants to the Degree programme are normally required to have obtained:

**UCAS Tariff:** 260 points from 3 subjects at A2 or 280 points from 3 subjects at A2 and 1 AS Level.

**Scottish Highers** ABBBB or above (A in English Literature)

**Irish Highers** at least ABBBB (A in English Literature)

**International Baccalaureate** 31 points with 6 or 7 for Higher level English Literature

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

*Mature applicants.* Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example two or more A levels or an Access course, but each case is assessed on its individual merits. We recommend that you contact an admissions tutor as soon as possible to discuss your individual circumstances.

*International applicants.* Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Applicants wishing to make any inquiries should contact the Admissions Secretary who will pass your query to an appropriate Admissions Tutor. The current Admissions Secretary is Mrs Elizabeth Berry who can be contacted by:

Telephone – 0118 931 8148

Email – [e.l.berry@reading.ac.uk](mailto:e.l.berry@reading.ac.uk)

Fax – 0118 931 6440

As well as by post.

### **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 Learning Resource Centre with some 200 workstations. 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 of both History and Sociology receive Handbooks 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 specialised help within the University, such as the Study Skills Advisor and the Counselling Service. The History programme is designed to give students extensive teaching support in Part 1 leading to more independent work in Part 3. The Sociology programme lays increasing emphasis on options and course work over the three years. There is full written feedback on essay work. Each module teacher gives personal guidance and feedback and sends termly reports on progress to Personal Tutors for discussion with students. In History a School Library which provides quiet study space, a photocopier and networked computers.

Liaison Officers for both History and Sociology coordinate the programme.

### **Career prospects**

A Reading degree in History and Sociology provides graduates with a range of communication and analytical skills that stand them in good stead in the market place. In recent years students have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, and public relations. A sizeable minority follow careers in accountancy, banking or commerce, and the civil service; others have pursued interests in law. A number of graduates each year go on to further academic study and research. The degree can also prepare graduates for work in social science research units such as the Institute for Public Policy Research, the Policy Studies Institute, or Chatham House.

**Opportunities for study abroad**

Students have the opportunity to spend a period of study abroad (normally in Part 2) as part of the Socrates scheme, or in conjunction with the American Studies programme's exchange. While such exchanges may involve some additional financial expenditures and some adjustments to coursework at Reading, we believe that they offer an excellent opportunity to broaden educational and life experience.

**Educational aims of the programme**

The aims of this joint degree programme are both intellectual and practical. The History component develops the student's knowledge of events, structures, and historical agents or actors, a sophisticated and sensitive understanding of the complex interplay between cause and effect in the historical process, and a critical awareness of the variety of ways in which the past has been interpreted in historical writing. The Sociology component of the degree places equal emphasis on developing the capacity of critical thought, analysis and problem-solving, asking questions and deconstructing others' arguments. Students also learn a variety of explanatory schemata and their application in understanding them in social life. The programme also imparts technical skills, including statistical methods, computer-related analysis, and use of Information Technology. Generally, students are expected to have developed the ability to express themselves clearly and concisely in both written and spoken contexts.

## Programme Outcomes

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. The broad sweep of post-classical history and its principal divisions;</li><li>2. A range of eras and cultures, within a degree structure flexible enough to allow breadth or specialisation;</li><li>3. The contextualisation of forces, events, and individual experiences in the historical process;</li><li>4. The nature and variety of historical sources as defined by period and culture;</li><li>5. The nature of debate and dispute in historical writing;</li><li>6. Fundamental sociological concepts of social action, inequality, structure, and practice;</li><li>7. General, fundamental information on broad social trends across space and time;</li><li>8. More focused and in-depth specialization on empirical data, theoretical models, and intellectual histories of sub-areas of sociology and the study of social life</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Part 1 modules offer a broad introduction to items 1-5. In Part 2, the understanding and skills acquired at Part 1 are developed with particular emphasis on 1, 2 and 4 through seminars, lectures and individual feedback. Part 3 introduces more specialized study, particularly in relation to 2, 4, and 5 through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.</p> <p>In Sociology, both general and specialized knowledge and skills are imparted in a variety of forms, from lecture-oriented introductory modules to more interactive lectures for intermediate modules to intensive advanced seminars in Part III.</p> <p><i>Assessment</i></p> <p>In History, courses are assessed through a combination of coursework and both seen and unseen examinations. Feedback is provided on assessed work. The Dissertation is supervised and is also assessed in a viva voce examination.</p> <p>In Sociology, learning is assessed through a combination of examinations and coursework (oral presentations and essays, memos) and projects (including the dissertation). These evaluate absorption of empirical data as well as the capacity to synthesise theoretically and provide explanations</p>
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### *Skills and other attributes*

#### **B. Intellectual skills :**

1. Structure, analyse and solve problems;
2. Think laterally and explore alternative solutions;
3. Comprehend the evolving state of knowledge in the degree subject areas.
4. To organize arguments through the use of logic and empirical data;
4. To apply concepts and procedures of rigorous data collection and analysis
5. Negotiate both primary and second sources and be able to demonstrate how they inter-relate;
6. Develop creative intelligence in independent research and interpretation;
7. To think in terms of cause-effect relations, variables and theories.

#### **Teaching/learning methods and strategies**

Subject knowledge and substantive problems are conveyed and illustrated in lectures and smaller groups. Essays and project work provide related opportunities for problem solving. Lectures supported by essays and discussions provide the basis of ensuring the accumulating knowledge base becomes comprehensible. Through essay, project, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements.

Theory and methods are at the heart of the discipline of Sociology. All Sociology modules, therefore, involve deconstruction and application of a wide range of theoretical frameworks, training students to analyse and apply different types of data relevant to sociological issues.

#### *Assessment*

Skills are assessed through examination questions, essays, project work and problem sets. The Dissertation represents both the evaluation of personal research and creative interpretation.

**C. Practical skills:** able to

1. Develop and carry out individual research programmes and strategies;
2. Locate and synthesise large quantities of material;
3. Collect and critically evaluate the major literature on a topic;
4. Obtain data, to use them, and to assess the empirical work of others that use economic data;
5. Engage in critical argument using relevant theoretical approaches;
7. Design a research project, from setting a research question, to implementing it with data collection and analysis techniques;
8. Write coherent arguments;
9. Engage in group discussion and debate;
10. Evaluate policies, social trends, and other social data

**Teaching/learning methods and strategies**

Practical issues are illustrated in lectures and classes, and reinforced by essays and project work. The tasks required of students involve library and computerised searches to collect references and data, and to use them to complete practical tasks within set deadlines. The Skills in Periods modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. Seminars encourage group work and discussion. Feedback on an individual basis combined with the University's personal tutor system encourages constructive self-criticism.

*Assessment*

Assessment is through essays and project work and a Dissertation that contains an element of oral assessment. In Sociology, students are formally assessed in research and analysis techniques by means of the coursework required by the Methods modules. Some modules include group projects to encourage teamwork and memoranda to encourage precise analysis and critical commentary of readings or issues at hand.

**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 find and use relevant information resources;
5. Time-management skills;
6. A creative approach to problem-solving;
7. Group and interpersonal skills;
8. An ability to self-evaluate and self-reflect;
9. Use of information technology, especially word-processing;
10. Analysis of data;
12. Numeracy.

**Teaching/learning methods and strategies**

The skills are developed through seminar discussions, seminar presentations, essay writing, tutorial feedback and unseen examinations. 4 and 6 particularly are developed through requiring students to draw on acquired knowledge and skills when analyzing new material in essays and unseen examinations. Sociology modules pay special attention to collaborative work on group projects (7), the presentation and appraisal of arguments, and the analysis of both qualitative and quantitative data (10-11).

*Assessment*

All the itemized skills are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, unseen examinations, and the dissertation.

*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 expect 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 module and programme handbooks.