

**BA History of Art and Philosophy  
For students entering Part 1 in 2006**

**UCAS code:**

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	History of Art, Architecture and Design, and Philosophy
Faculty of Arts and Humanities	Programme length: 3 years
Date of specification: July 2007	
Programme Director: Dr S Malvern	
Programme Adviser: Dr J.M. Preston	
Board of Studies: History of Art and Architecture and Philosophy	
Accreditation: Not Applicable	

**Summary of programme aims**

The History of Art element aims to provide a framework for examining changing categories of art, architecture and visual artefacts in different places and times. It will develop advanced skills in analysing visual culture and embed the examination of its production and reception within distinct cultural and social contexts. It will foster a critical understanding of the relationship between contemporary conceptions of art, architecture, visual artefacts and culture, and those held elsewhere in other periods, promoting a conception of history of art as a dynamic discipline encompassing divergent, sometimes conflicting, approaches and views.

The Philosophy part of the programme aims to give students an understanding of central philosophical principles, concepts, problems, texts and figures, and to provide a programme of study which introduces progressive intellectual challenges and consolidates previous experience at each new level. Students will be allowed to study in depth some aspects of Philosophy in which they have greater interest and alongside developing their aptitude for Philosophy, they will be encouraged to identify with a community of inquiry and their intellectual development will prepare them, where appropriate, for possible postgraduate study

Two bridge modules (Aesthetics, Dissertation) offer students an opportunity to focus on philosophical concepts of the visual arts.

The programme provides a supportive learning environment with full access to welfare, pastoral and careers support.

**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, numeracy, problem-solving, team working and use of information technology.

History of Art and Philosophy are disciplines that lend themselves to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Students are encouraged to defend and to challenge established positions through the collection, collation and analysis of substantial quantities of material, the rigour of argument, and effective communication and presentation. In the History of Art and Architecture programme, students will develop advanced skills in visual analysis, learning how to recognize visual sources and communicate their qualities in oral and written forms. They will be able to articulate and substantiate independent points of view, based on evaluating evidence and using reasoned

arguments. They will learn how to organize their own work schedule, to become self-motivating and to take independent initiatives to develop their studies. They will understand ways of improving learning and performance, by identifying personal strengths and weaknesses, be skilled at time management, and have developed strategies for working within a team and alongside their peers. The programme will include opportunities to develop skills at making oral presentations, to use visual sources in support of an argument and to deploy IT, with a particular emphasis on visual images.

### Programme content

The following profile states which modules must be taken (the compulsory part), together with lists of modules in any Part from which students must make a selection (the option modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part.

*Admission to optional modules will be at the discretion of the Programme Director.*

### Part 1 (three terms) Credits    Level

Joint honours History of Art and Philosophy students must acquire a minimum of 40 credits and a maximum of 60 credits in History of Art, and a minimum of 40 credits and a maximum of 60 credits in Philosophy. Other credits, to 120 in total, to be acquired from modules listed in the Faculty Part 1 Handbook.

#### *Compulsory module in History of Art (20 credits)*

HA1AB	<i>History of Art and Architecture Workshop</i>	20	C
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#### *Optional modules in History of Art*

*At least 20 credits to be made up from the following:*

HA1AA	<i>Art's Histories: a survey</i>	20	C
HA1AC	<i>Makers and making: artist, architects and their practices</i>	20	C

### Modules in Philosophy

Mod Code	Module Title		
PP1MW	Mind & World	20	C
PP1VV	Values & Virtues	20	C
PP1MR	Metaphysics & Religion	20	C

### Part 2 (three terms) Credits    Level

In History of Art:

*Compulsory modules* **45 credits**

HA2ST	<i>Study Trip abroad</i>	20	I
HA2DD	<i>Distance and difference: perspectives on art, architecture and visual culture</i>	20	I
HA2CMS	<i>Career Management Skills</i>	5	I

*Optional module:*

**20 credits**

A complete list of options is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook.

## **In Philosophy (60 credits)**

### *Compulsory modules*

PP2MP	Moral Philosophy	20	I
PP2TK	Theory of Knowledge	20	I

Students must also acquire at least 20 credits from the list of options in Philosophy available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA Programme Handbook. Part 2 optional modules include Philosophy of Mind, Logic and modules in the history of Philosophy. PS2N45 (History and Philosophy of Science) is also a permissible option.

In addition to the 120 Part 2 credits 5 are taken up by Career Management Skills.

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

*Credits Level*

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

### *Compulsory module*

#### *Either*

HA3DI	Dissertation in History of Art	40	H
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#### *Or*

PP3DIS	Dissertation in Philosophy	40	H
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In History of Art (40 credits):

### *Optional modules:*

**40 credits**

A complete list of options is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook.

## **In Philosophy:**

Students must acquire at least 60 credits from the list of options in Philosophy available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA Programme Handbook. A wide variety of part 3 options will be available each year, reflecting the research interests of teaching staff.

## **Progression requirements**

To progress from Part 1 to Part 2, students must achieve each of the following:

- (a) an overall average of at least 40% across the 120 credits in Part 1;
- (b) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1;
- (c) an average of at least 40% in the Philosophy modules taken;
- (d) a mark of at least 40% in individual Philosophy modules amounting to not less than 40 credits in Part 1;
- (e) a mark of at least 40% in 40 credits in History of Art.

To progress from Part 2 to Part 3, students must achieve each of the following:

- (a) an overall average of at least 40% across the 120 credits in Part 2;
- (b) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in

Part 2;

(c) an average of at least 40% in the Philosophy modules taken;

(d) a mark of at least 40% in individual Philosophy modules amounting to not less than 40 credits in Part 2.

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

In History of Art and Architecture, teaching is delivered by a mixture of lectures, seminars, and essay tutorials. Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework (including seminar performance) increasing as the degree progresses. Teaching within Philosophy combines lectures, small group seminars and supervisions, with appropriate visual aids and course materials being provided throughout. The dissertation in Part 3 comprises a piece of work based on supervised independent study supported by workshops and is assessed entirely by coursework.

The conventions for classification are included in the Programme Handbooks but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

UCAS Tariff: 3 A levels 260pts. 3 A levels and 1 AS level 280pts, including at least one grade B at Advanced level.

International Baccalaureat: 31pts

Irish Leaving Certificate: BBBB

Scottish Highers 280pts

GNVQ 280pts

GCSE/O level Modern foreign language recommended

All applicants are considered on their individual merits and the School/Department may vary these requirements if it sees fit.

*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 tutor Dr Simon Lee in History of Art.

### **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 the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

Within the providing departments, additional support is provided through subject-specific reading rooms containing essential course texts, reference works, some current periodicals and photocopying facilities. There is also a slide library containing 84,000 slides from all periods of art and architecture history which students will consult as part of their studies. It includes resources in video tapes and computers. First hand study of works of art is provided through particular classes taught in museums, art galleries or on architectural visits and by a period of study at a centre abroad, as well as through the department's own collections mainly of drawings. Each student is assigned a Course Adviser, normally their personal tutor, to advise on their choice of modules within the programme, supported by comprehensive Programme Handbooks issued to each student individually which include extensive advice on study skills. Within Philosophy, information and guidance is offered through the Part 1 Handbook, and the B.A. Course Handbook (covering Parts 2 and 3). There is also a Part 1 co-ordinator and an Honours Course co-ordinator who can be consulted on module choices within each part of the programme.

Liaison officers for both Philosophy and History of Art coordinate the programme.

### **Career prospects**

Over the years students who have followed this programme have gone into jobs in both the public and private sectors. In the public sector, jobs include academic and academic related jobs (e.g. lectureships, administrative posts on research boards), and the civil service. In the private sector, recent jobs include working for computer firms and large finance and insurance companies. A number of specialised careers are also open to Philosophy and History of Art graduates, such as jobs in museums, auction houses, and increasingly the heritage and leisure industries. Their visual skills also make them attractive to the advertising industry. In general, there is some evidence that IT firms appreciate the logical and analytic skills of the History of Art and Philosophy graduate. Furthermore, a survey by the Royal Institute of Philosophy found that graduates with British Philosophy degrees consider their degree course to have been very relevant to their jobs, and report a very high level of job satisfaction

### **Opportunities for study abroad or for placements**

There are no opportunities for study abroad during this degree programme.

### **Educational aims of the programme**

The central objective of the Philosophy component is to cultivate the ability to do, and not just to read, Philosophy. It introduces students to terms and concepts essential for philosophical investigation, exposes them to the distinctive nature of philosophical inquiry, develops a basic understanding of some central philosophical problems, and introduces some major figures from the history of philosophy. A programme of study is provided which introduces progressive intellectual challenges at each new level and requires students to study in more depth some aspects of Philosophy in which they have a greater interest.

The History of Art component aims to promote a critical understanding of the visual art, artistic and architectural practices, and aesthetic traditions of Western society. It will relate the production and reception of works of art to specific aspects of the culture and society in which they were produced. It will foster a critical understanding of the relationship between contemporary conceptions of art and architecture and those of the past. It aims to stimulate the student's academic and personal development and to extend and deepen their range of intellectual skills and abilities.

### **Programme Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities and other attributes in the following areas:

#### ***Knowledge and Understanding***

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. a broad range of Western art and architecture from the Middle Ages to the present day and in comparison to selected cultures in other times and places.</li> <li>2. A range of historical eras and cultures and specialist knowledge of certain chosen periods of art history.</li> <li>3. The nature of debate and dispute in historical writing and key issues and current priorities in art and architectural history including conflicting interpretations and specific methods of analysis germane to history of art and architecture.</li> <li>4. The nature and variety of historical sources as defined by period and culture and methods of interpreting visual artefacts and comprehending their functions and meaning.</li> <li>5. Technical language of the subjects.</li> <li>6. Key historical aspects of Philosophy;</li> <li>7. An appreciation of philosophical ideas and approaches;</li> <li>8. Awareness of philosophical terms and concepts;</li> <li>9. Awareness of current research in the field and its direction.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Basic knowledge is provided through formal lectures in Part 1, supported by set tasks for practising the elementary analysis of written texts and visual artefacts. Feedback is initially through tutorials, seminars and through formative coursework. Specialist knowledge and deeper understanding is fostered in the guided selection of period options at Part 2, where the teaching is seminar and discussion based. Feedback is provided through written responses to seminar participation and in formative assessed work. In later parts of the programme, and beginning at Part 2, students will take increasing responsibility for their own learning, fostered through the guided selection of increasingly specialised options and independent study, including a dissertation. Feedback is provided through tutorials and written reports on seminar presentations.</p> <p><i>Assessment</i></p> <p>Most knowledge is tested through a combination of coursework and unseen formal examinations. A dissertation and oral presentation also contribute.</p>
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## *Skills and other attributes*

### **B. Intellectual skills – able to:**

1. Critically read, comprehend and evaluate a large range of historical and philosophical texts;
2. Negotiate both primary and secondary sources and be able to demonstrate how they inter-relate;
3. Synthesise information from a range of sources providing a coherent overview of positions in logical space;
4. transfer appropriate skills and methods from one topic within the subject to another.
5. analyse visual artifacts and use them as documents
6. plan, organise and write a coherent argument.
7. analyse the logical construction of arguments;
8. produce and defend positions in response to critical pressure;
9. Develop creative intelligence in independent research and interpretation.

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

As above, plus: self-directed learning facilitated through the use of research-based teaching materials and methods, and logical exercises. Through essay, portfolio, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements. In the History of Art component, such skills are additionally fostered through opportunities to study visual artefacts at first hand including in the compulsory module involving study abroad. The ability to transfer knowledge from one area of the programme to another is evidence of high level performance. The ability to organise and structure arguments is emphasised throughout but particularly in compulsory modules and through modules in independent study and the dissertation.

#### *Assessment*

Coursework; written unseen and seen exams; seminar presentations. Plus discussion in supervisor-led small groups and seminars. Logical exercises will also be evaluated in the Logic & Critical Thinking module.

### **C. Practical skills – able to:**

1. Develop and carry out individual research programmes and strategies;
2. Locate and synthesise large quantities of material, including visual sources;
3. memorise and be able to recall key features of different visual resources.
4. present a coherent talk delivered from notes;
5. produce concise and accurate written reports;
6. critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate their own;
7. utilise problem-solving skills.

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

These are developed through the deployment of seminar classes and essay assignments. Oral presentation also constitutes a percentage of the assessment of the dissertation. In History of Art, assessed tasks test the student's ability to find and select appropriate visual evidence for analysis and comparison. Such skills are additionally fostered in Part 2 where greater emphasis is placed on increasingly complex and sophisticated analyses, including the ability to recall and use visual and other data from often disparate and widely separated sources and locations. Feedback on an individual basis combined with the University's personal tutor system encourages constructive self-criticism.

#### *Assessment*

Coursework; written unseen exams; seminar presentations; the dissertation.

**D. Transferable skills – able to:**

- manage time effectively and prioritise workloads;
- communicate effectively with a wide range of individuals using a wide range of means;
- work as part of a team
- evaluate his/her own performance, and recognise the steps required for improvement;
- Utilise problem-solving skills in a variety of theoretical and more practical situations;
- IT skills, e.g. word processing, e-mail and the internet.
- plan their career.

**Teaching/learning methods and strategies**

The learning of IT is encouraged through web site searches, use of library resources, and the presentation of word processed documents. Team Work is a key skill in the compulsory module *Study Trip Abroad*. Career planning is emphasised in Part 2. Oral presentations are required at several points in the programme. Good time management is essential to organising a timetable to complete essays and project work.

*Assessment*

Assessment is through the production of essays and project work, written unseen examinations and, in Philosophy, seminar presentations.

**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.**