BA History and Philosophy   **UCAS code: VV15**
For students entering Part 1 in 2006

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

Summary of programme aims

The History element of the syllabus aims to familiarise 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. It also enables students to pursue their own interests through independent study and a substantial dissertation. Using a variety of approaches to the study of history, students will develop the ability to analyse change over time, to understand the nature of causal relationships, and to handle comparative, cross-cultural and abstract concepts. Additionally, students will refine the following subject-based 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 issues.

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 (Early Modern Philosophy, Dissertation) offer students an opportunity to focus on philosophers of a particular period, and a further bridge module in History and Philosophy of Science offers students to study History alongside Philosophy.

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 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. History also prompts an awareness of numeracy through chronology, periodisation, and basic quantification. The programme develops students'

familiarity with information technology in the production and presentation of their work and, in History, develops their skills in using computers for the location and retrieval of bibliographic and source material, accessing sophisticated databases and exploiting the internet.

Programme content

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

Joint honours History and Philosophy students must acquire a minimum of 40 credits and a maximum of 60 credits in Philosophy, and a minimum of 20 credits and a maximum of 60 credits in History. Other credits, to 120 in total, to be acquired from outside the Philosophy and History Departments.

Modules in History

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

The module below may only be taken if both the above modules are also studied:

HS1DSH	Directed Study in History	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 (60 credits)

Compulsory modules (60 credits)
Students must take two Period modules (one Early and one Modern) with their co-requisite skills modules, totalling 60 credits in all. 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.

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills (HS2CMS).

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.

Part 3 (three terms)	*Credits*	*Level*

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

Compulsory module
Either
PP3DIS   **Dissertation in Philosophy**   **40**   **H**
Or
HS3HLD   **Dissertation in History**   **40**   **H**

Optional modules
Students choose either two optional 20- credit Topic modules or a Special Subject consisting of two co-requisite modules of 20 credits each, totalling 40 credits in all.
A complete list of Topic and Special Subject options is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook.

No more than 20 credits may be taken at I level.

In Philosophy:
Students must acquire at least 40 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 one 20 credit History module.

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, at Part 1, teaching is by lectures and seminars. At Parts 2 and 3, it is principally by seminars. The Part 3 Dissertation is supervised in a series of tutorials with an individual supervisor. Part 1 modules are assessed by examinations while modules in Parts 2 and 3 are assessed by a mixture of coursework and timed examination. The Part 2 Skills modules are assessed through portfolios of skills while the Dissertation is assessed both as coursework and through oral presentation. Teaching within Philosophy combines lectures, small group seminars and supervisions, with appropriate visual aids and course materials being provided throughout.

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:

Grade C or better in Maths in GCSE; and achieved
UCAS Tariff: 3 A2 280pts. 3 A2 and 1 AS 300pts
International Baccalaureat: 30 to include 5 points in Maths
Irish Leaving Certificate: BBBCC in 5 Higher Level subjects
Two AS grades are accepted in place of one A-Level

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 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 378 8148
Email – e.l.berry@reading.ac.uk
Fax – 0118 378 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 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.

In the School of History, students are provided with handbooks which outline the programme, provide guidance on study skills, and contain information on staff, facilities and sources of specialised help within the University. They are also available on the internet: http://www.reading.ac.uk:80/AcaDepts/lh/History/history.htm. Additional support is given through orientation sessions on module choices, the Independent Study and the Dissertation. Advice is also given by the Liaison Officer. 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. There is also a School Library which provides quiet study space, a photocopier and networked computers.

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 History and Philosophy 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. In general, there is some evidence that IT firms appreciate the logical and analytic skills of the History 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 History component develops the student's knowledge of events, structures, and historical agents or actors and a critical awareness of the variety of ways in which the past has been interpreted in historical writing. The programme aims to provide a solid framework for exploring the broad sweep of post-classical history and the complex interplay between cause and effect in the historical process.

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 concept 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.

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

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
1. The broad sweep of post-classical history and its principal divisions; 2. A range of eras and cultures, within a degree structure flexible enough to allow breadth or specialisation; 3. The contextualisation of forces, events, and individual experiences in the historical process; 4. The nature and variety of historical sources as defined by period and culture; 5. The nature of debate and dispute in historical writing; 6. Key historical aspects of Philosophy; 7. An appreciation of philosophical ideas and approaches; 8. Awareness of philosophical terms and concepts; 9. Awareness of current research in the field and its direction.	Lectures are used throughout the programme but, especially, during Part 1. Supervisor-led small group discussions, and seminar groups with facilitators are employed in each Part. Particular emphasis is placed on independent study as the programme progresses. This is exemplified by the Dissertation in Part 3 of the degree. *Assessment* Assessment is by coursework, written examinations that are both seen and unseen, portfolios of work, seminar presentations, and an independently researched dissertation which is partly assessed by oral presentation..

Skills and other attributes

B. Intellectual skills – able to:	**Teaching/learning methods and strategies**
1. Critically read, comprehend and evaluate a large range of historical and philosophical texts; 2. Negotiate both primary and second 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. analyse the logical construction of arguments; 5. produce and defend positions in response to critical pressure; 6. Develop creative intelligence in independent research and interpretation.	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. Students' abilities to negotiate primary and secondary sources in History are developed, in particular, through supervised exercises in Periods and the Special Subject. *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:	**Teaching/learning methods and strategies**
1. Develop and carry out individual research programmes and strategies; 2. Locate and synthesise large quantities of material; 3. present a coherent talk delivered from notes; 4. produce concise and accurate written reports; 5. critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate their own; 6. utilise problem-solving skills.	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, the Skills in Periods modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. 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:	**Teaching/learning methods and strategies**
• manage time effectively and prioritise workloads; • communicate effectively with a wide range of individuals using a wide range of means; • 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.	The learning of IT is encouraged through web site searches, use of library resources, and the presentation of word processed documents. 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.