BA History and English   **UCAS code: QV31**
For students entering Part 1 in 2007

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group(s):   History and English
Faculty of Arts and Humanities   Programme length: 3 years
Date of specification: August 2007
Programme Director: Mr Roy Wolfe
Programme Adviser: Dr Helen Parish, Dr Adam Smyth
Board of Studies: History; English
Accreditation: Not applicable

Summary of programme aims
This is a multi-disciplinary programme which aims to provide students with subject specific
knowledge and more general skills, including knowledge of a variety of different kinds of literary
and historical texts, from a range of different periods, as well as perspectives on different methods
of critical and interpretative analysis.   The programme also aims to foster an independent approach
to formulating problems and arguments, using the close reading, analytical skills and knowledge
base that are fundamental to the disciplines of English and History.

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 develop their
skills relating to career management, communication (both written and oral), information
handling, numeracy, problem-solving, team working and use of information technology.

History is a discipline which lends itself to critical judgement and problem-solving, both through
personal engagement with issues and through dialogue and group discussion. Also integral is the
collection, collation and analysis of substantial quantities of material and its communication and
presentation. History also prompts an awareness of numeracy through chronology, periodisation,
and basic quantification. In addition, the development of powerful tools of research, analysis and
presentation associated with information technology is reflected in several ways, such as in the
location and retrieval of bibliographic and source material, the production and presentation of
student work, and, where appropriate, the use of more sophisticated databases and exploitation of
the internet.

In English: On completion of this programme, students are expected to have developed a range of
transferable skills including: fluency in writing and oral communication, the ability to formulate
and evaluate their own arguments and those of others, to translate subject-specific knowledge and
skills to new environments, the ability to find and use relevant information resources, to manage
their time effectively, and use basic word-processing and IT skills; the ability to work co-
operatively with others.

Programme Content
Each Part comprises 120 credits. In Part 1 students must take 60 credits worth of modules in the
School of English and 40 credits of modules in History; the remaining credits can be made up

from an optional module in History and/or from modules elsewhere in the University. In Parts 2 and 3 students must normally take a minimum of 60 credits in both Schools in each Part.

Part 1 introduces students to the disciplines through study of historical causation, contextualisation and the utilisation of both primary and secondary sources in History and, in English, through textual analysis, criticism, and genre. In Part 2 students are required to engage with a broad span of historical and literary topics which develop both their range of knowledge and their analytical/critical skills. Part 3 involves the study in depth of Topics or a Special Subject which require that students apply their analytical skills in focussed areas and undertake independent research, especially in the Dissertation.

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) Credits Level

History
Compulsory modules

		Credits	Level
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

English
Compulsory modules

		Credits	Level
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

History
Compulsory modules (60 credits)
Two modules from different Periods with their corequisite skills modules, totalling 60 credits in all, must be taken from the following:

Periods and Skill in Medieval History

HS2PO1	Byzantine Empire 324-1453	20	I
HSKK01	Skills in Byzantine Empire 324-143	10	I
HS2P03	The Medieval West 1050-1200	20	I
HS2K03	Skills in The Medieval West 1050-1200	10	I
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

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

Periods and Skills in Modern History:

HS2P61	Central Europe, 1740-1919	20	I
HS2K61	Skills in Central Europe, 1740-1919	10	I
HS2P62	Union and Disunion: The United States	20	I
HS2K62	Skills in Union and Disunion: The United States	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	Questions of Labour History, 1800-1939	20	I
HS2K64	Skills in Questions of Labour History, 1800-1939	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
HS2P68	Europe since 1870: The Fortunes of the Nation State	20	I
HS2K68	Skills in Europe since 1870: Fortunes of the Nation State	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
HS2P71	Women in Society: a comparison of Britain and America from 1850	20	I
HS2K71	Skills in Women in Society: a comparison of Britain and America from 1850	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

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

English

Students choose three modules in Part 2, at least one in the Autumn and one in the Spring terms. One module must be chosen from each of Groups A, B and C.

Autumn Term

Group A

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

Group B

EN2CMN	*Chaucer and Medieval Narrative**	20	I
EN2WW1	*Women's Writing and Feminist Theory 1*	20	I
EN2WAI	*Writing America 1*	20	I

Group C

EN2RD	*Renaissance Drama**	20	I
EN2NCN	*Nineteenth Century Novel*	20	I
EN2LCT	*Literary Criticism & Theory*	20	I
EN2OEL	*Introduction to Old English**	20	I

Spring Term

Group A

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

Group B

EN2LV	*Lyric Voices 1340 – 1650**	20	I
EN2WW2	*Women's Writing and Feminist Theory 2*	20	I
EN2WA2	*Writing America 2*	20	I

Group C

EN2SH	*Shakespeare**	20	I
EN2MDR	*Modern Drama*	20	I
EN2FN	*Film Narrative*	20	I

Students may choose to replace one 20-credit Intermediate module *either* with a module or module totalling 20 credits from outside the programme, *or* with one of the following options:

EN2CWA	*Communications at Work*	20	I
TY2BH	*Book History: Clay Tablets to Computer Screens*	20	I

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

History

Compulsory module

HS3HSD	*Dissertation in History*	20	H

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

Topics

HS3T02	The Golden Age of Anglo-Saxon England	20	H

HS3TO3	Art & Society in France & Italy in High Middle Ages	20	H
HS3T04	German Imperial Age	20	H
HS3T05	The Medieval Town	20	H
HS3T06	Hundred Years War	20	H
HS3T08	The Reformation in Europe	20	H
HS3T09	The Republic of Venice from Peace of Lodi...	20	H
HS3T10	London, 1500-1700	20	H
HS3T11	Culture and Politics in the Age of Walpole	20	H
HS3T12	English Rural Society, 1793-1914	20	H
HS3T13	The French Revolution	20	H
HS3T14	'Integrating America?': Immigrants in American Soc.	20	H
HS3T15	Britain and the American Colonies, 1607-1763	20	H
HS3T16	The English Countrysid, Culture and Environment since the Industrial Revolution	20	H
HS3T17	Ideas and Society in Europe 1870-1945	20	H
HS3T18	The `New South': 1875-1940	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 & Society in Victorian Britain	20	H
HS3T33	The Weaker Sex? Women in Britain, 1850-1914	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	I
HST337	The American Revolution	20	I
HST338	Culture, Print & Literacy in Early Modern Britain	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

Optional modules – Special subjects

Students must take 40 credits in a Special subject. A and B papers are co-requisites in all cases

Special Subjects (A & B)

HS3S02	The Crusader States in the Twelfth Century, A	20	H
HS3S52	The Crusader States in the Twelfth Century, B	20	H
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
HSES55	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	Interregnum in Britain & Ireland, 1640-1660, A	20	H
HS3S71	Interregnum in Britain & Ireland, 1640-1660, B	20	H

English

Students choose three optional 20 credit modules to make a total of 60 credits, from an approved list (NB. Not all these options will necessarily be available in any one year)

Options

EN3AF	*American Fiction: Chopin to Carver*	20	H
EN3AL	*Arthurian Literature: Malory to T.H. White*	20	H
EN3AP	*American Poetry: Bishop to Dove*	20	H
EN3BH	*Book History: Clay Tablets to Computers*	20	H
EN3BIP	*Contemporary British and Irish Poetry*	20	H
EN3BY	*Byron and Byromania*	20	H
EN3BPD	*Post-War British Political Drama*	20	H
EN3CD	*Contemporary Drama*	20	H
EN3CF	*Contemporary Fiction*	20	H
EN3CL	*Children's Literature*	20	H
EN3CWF	*Canadian Women's Fiction*	20	H
EN3DD	*Decadence and Degeneration: Literature of the 1890s*	20	H
EN3DF	*Detective Fiction*	20	H
EN3DIC	*Dickens*	20	H
EN3EMP	*'For Profit and Delight': Early Modern Poetry Collections*	20	H
EN3ETW	*Elizabethan Travel Writing*	20	H
EN3FI	*Fictions of India*	20	H
EN3GDN	*Gothic Dreams and Nightmares*	20	H
EN3HF	*Holocaust Fiction*	20	H
EN3HJ	*Henry James*	20	H
EN3HP	*Harold Pinter*	20	H
EN3HS	*Horrid (S)laughter on the Seventeenth-Century Stage*	20	H
EN3JA	*Jane Austen and The Courtship Novel*	20	H
EN3JAF	*Jewish American Fiction*	20	H
EN3LA	*Literature of Adultery*	20	H
EN3LEC	*The Roots of Romanticism: Later Eighteenth-Century Poetry*	20	H
EN3LTT	*Literature of 'The Troubles'*	20	H
EN3MAT	*Margaret Atwood*	20	H
EN3MDN	*Medieval Dream Narratives*	20	H
EN3MID	*Modern Irish Drama*	20	H
EN3MSF	*Modern Scottish Fiction: Form Jean Brodie to Trainspotting*	20	H
EN3MPP	*Marvell, Poetry and Politics in the Mid-17th Century*	20	H
EN3NAW	*Writing the North American Wilderness*	20	H
EN3NMW	*The Novel in the Material World 1750-1914*	20	H
EN3OE2	*Old English 2*	20	H

EN3PBS	*Revolutionary Romantics: Shelley and his Successors*	20	H
EN3POL	*Nineteenth- and Twentieth-Century Political Fiction*	20	H
EN3PR	*The Pre-Raphaelites*	20	H
EN3PSY	*Psychoanalysis and Text*	20	H
EN3QU	*Queer Theory*	20	H
EN3RG	*The Roots of Gothic: 1580-1765*	20	H
EN3RWW	*Renaissance Women Writing 1575-1625*	20	H
EN3SBP	*Samuel Beckett's Plays*	20	H
EN3SC	*Savagery and Civility: Edmund Spenser and Ireland*	20	H
EN3SCI	*The Literature of Science*	20	H
EN3SF	*British Science Fiction*	20	H
EN3SG	*Shakespeare and Gender*	20	H
EN3SH	*Shakespeare and History*	20	H
EN3SP	*Shakespeare and his Contemporaries in Performance*	20	H
EN3SR	*Shakespeare and Romance*	20	H
EN3SLA	*Perspectives on Slavery*	20	H
EN3SV	*Spectacle and Violence on the Elizabethan Stage*	20	H
EN3TAL	*Text and Audience in the Late Romantic Period*	20	H
EN3TH	*Thomas Hardy*	20	H
EN3TTC	*From Troy to Camelot: Medieval Romance*	20	H
EN3VSN	*Victorian Sensation Novels*	20	H
EN3VW	*Virginia Woolf*	20	H
EN3WA	*Love and Death: the Films of Woody Allen*	20	H
EN3WCH	*Working-Class Heroes: From John Clare to John Lennon*	20	H
EN3WL	*Writing Lives*	20	H
EN3WOR	*Wordsworth 1795-1815*	20	H
EN3WP	*War Poetry: from the Crimean to World War 2*	20	H
EN3WWR	*Women's Writing of the Romantic Age*	20	H
EN3YJ	*Yeats and Joyce*	20	H

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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 40% in each English module. *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 considered, 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 and individual supervisions.

Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination.

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 the Joint Degree programme are normally required to have obtained:
A levels 280 points in 3 A2s with 100 points in English Literature or English Language & Literature. An A2 in History is not required.
AS 2 good AS grades are accepted as 1 supporting A2. History is not specifically required.
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.

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

Mature applicants. Applications from mature candidates are welcomed. Mature candidates will be expected to have a B at A level English Literature, or equivalent qualification. In other respects generous concessions may be made to reflect the value of other qualifications and experience. 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 A2 subjects, 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
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 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 at http://www.reading.ac.uk:80/AcaDepts/lh/History/history.htm. Additional support is given through orientation sessions on module choices and the Dissertation. Advice is also given by the Programme Director. 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.

Students in English 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 specialized help within the University, such as the Study Skills Advisor and the Counselling Service. The English programme is designed to give students extensive teaching support in Part 1 leading to 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 personal tutor system and PAR. Dissertation workshops prepare students for the Part 3 dissertation which is individually supervised. The Geoffrey Matthews Collection, housed in the School of English, provides books, xeroxed materials, cassettes and an extensive collection of videos for loan to students. A video-viewing suite is available within the Faculty. The Library is well-stocked with printed materials as well as electronic databases, such as 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.

Liaison Officers for both History and English coordinate the programme.

Career prospects
History and English graduates are trained in clear thinking, research skills, diligence, independence, adaptability and the ability to understand people and situations in the world at large. Past graduates have used their degree as a springboard for various areas of employment such as accountancy, banking and commerce, law, publishing, journalism, the media, public relations, information science, museum work, teaching and social work. Many also enter the business world through management training schemes operated by national companies in retailing, marketing, sales, computing, while others go into the civil service and local government. Graduates go on to postgraduate study in both at MA and PhD level, at Reading and elsewhere.

Opportunities for study abroad
Students may, with permission, opt for a four-year degree programme which involves spending their third year abroad, at one of the European universities with which Reading has an exchange agreement. They would actively participate in academic courses abroad, experience the teaching and learning processes of another institution, learn or improve their knowledge of a European language, and enhance their curriculum vitae. Students opting for the 4-year degree take 120 credits in Year 3. Of this total, 40 credits of English studies (two courses undertaken at the host institution) and 40 credits of History studies (two courses undertaken at the host institution) will count towards degree classification. The remaining 40 credits are assigned for the experience and satisfactory completion of the year abroad, and are assessed on a Pass/Fail basis.

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.

In English, the aim is to develop students' knowledge and understanding of a wide variety of literary texts, and to promote an informed and self-reflective awareness of procedures of critical analysis.

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

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Literary texts in English from selected periods between the Middle Ages and the present day 2. A range of kinds of texts including fiction, poetry and drama 3. Methods of critical textual analysis 4. Ways in which social, cultural and historical issues relate to texts 5. A range of approaches in English studies 6. Selected specialised fields within English studies 7. The broad sweep of post-classical history and its principal divisions 8. A range of eras and cultures and more focussed historical themes and issues 9. The contextualisation of forces, events, and individual experiences in the historical process 10. The nature and variety of historical sources as defined by period and culture 11. The nature of debate and dispute in historical writing.	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. In English, Part 1 modules offer a broad introduction to 1, 2, 3, 4 and 5, while in History they introduce students to 7, 10 and 11 in particular. In Part 2 modules the understanding and skills acquired at Part 1 are developed with particular emphasis in English on 1, 2 and 4 and in History on 7, 8, 9 and 11 through seminars, lectures and individual feedback. Part 3 modules introduce more specialized study, particularly in relation to 3, 5 6, 8, 10 and 11 through a choice of seminar-based modules together with supervised, independent study leading to a dissertation. *Assessment* At Parts 1 and 2, knowledge and understanding of 1 – 11are tested through a combination of essays and written examinations. At Part 3, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation (including oral presentation).

Skills and other attributes

B. Intellectual skills :

1. Capacity for independent analysis and research
2. Identification of problems and issues and the ability to formulate arguments based on evidence
3. The ability to read closely and critically and to be able to demonstrate the interrelationships between primary and secondary sources
4. An ability to reflect on one's own positions and to challenge received conclusions
5. Accumulate and apply information in a structured manner

Teaching/learning methods and strategies

Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1 - 5) and essay feedback through tutorials (2, 3 and 4).

Assessment
1 – 3 are assessed both formatively in coursework essays, and summatively in essays and unseen exams.   1- 5 are assessed formatively through seminar discussion and essay feedback and tutorials.

C. Practical skills:

1. To develop and carry out individual research programmes and strategies
2. The ability to criticize and formulate interpretations of texts
3. An ability to engage in critical argument using relevant evidence or theoretical approaches
4. Bibliographical and research skills
5. A knowledge of appropriate conventions in the presentation of written work
6. An awareness of the rhetorical resources of the English language
7. An ability to relate the study of English to cultural and social issues
8. The location and synthesis of large quantities of historical materials
9. The use of IT to access sources and information

Teaching/learning methods and strategies

1-5 are common to both disciplines and are developed in seminars, essays and essay tutorials. 4-5 are developed, in particular through dissertation guidance and supervision. 3 and 6 are specific to English and are developed in seminars, essays and essay tutorials. 8 and 9 relate to History and are developed through essays and seminar preparation in particular.
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Assessment

All the subject specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in unseen examinations.

D. Transferable skills:	**Teaching/learning methods and strategies**
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	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.