

**BA History of Art and History**  
**For students entering Part 1 in 2009/0**

**UCAS code: VV13**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	History of Art, Architecture and Design, and History
Faculty:	Arts and Humanities Faculty
Programme length:	3 years
Date of specification:	14/Apr/2011
Programme Director:	Dr Paul Davies
Programme Advisor:	Dr Emily West
Board of Studies:	History of Art and Architecture
Accreditation:	

**Summary of programme aims**

The History of Art element of the degree 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 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 effective and substantial judgements, and engagement in debate on historical issues.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

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.

History is a discipline that 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, students utilise powerful tools of research, analysis, and presentation associated with information technology through the location and retrieval of bibliographic and source material, the production and presentation of written work and, where appropriate, the use of more sophisticated databases and exploitation of the internet.

**Programme content**

Each Part comprises 120 credits. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University. In Parts 2 and 3 students normally take a minimum of 60 credits in both subjects in each Part, although up to 20 credits in the History of Art can be taken from modules available elsewhere in the University.

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)

#### Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HS1APH	Approaches to History	20	4
HS1LMH	Landmarks in History	20	4
HA1AB	History of Art and Architecture Workshop	20	4

Optional modules in History of Art:

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

HA1AA	Art Histories: a survey	20	4
HA1AC	Makers and making: artist, architects and their practices	20	4

In History

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

HS1DSH	Directed Study in History	20	4
--------	---------------------------	----	---

### Part 2 (three terms)

#### Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HA2ST	Study Trip Abroad	20	5
HA2DD	Distance and difference: perspectives on art, architecture and visual	20	5
HA2CMS	Career Management Skills	5	5

In History of Art:

*Optional module:*

20 credits from the following:

HA2AP	Art and Power in fifteenth-century Italy	20	5
HA2AA	Altars, Aristocrats and Guillotines. Aspects of Baroque, Rococo and Neo-Classical art and architecture	20	5
HA2HH	Heroes and Hero Worship	20	5
HA2MA	Modernity and modernism: twentieth century art and architecture	20	5

Students may replace the equivalent of 20 credits with a 20 credit module in another department, by arrangement.

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

In History:

Compulsory modules (60 credits)

Students must take two Period group modules (one Early and one Modern) (20 credits each) with their co-requisite skills modules (10 credits each). A complete list of options is available from the BA Programme Coordinator.

### Part 3 (three terms)

#### Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HA3HDI	History of Art/History Joint Dissertation	40	6

In History of Art

### *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 History:

#### *Optional modules (40 credits)*

Students choose two optional 20-credit Topic modules, totalling 40 credits in all.

A complete list of Topic modules is available from the Department of History.

### **Progression requirements**

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 40 credits of History of Art. 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.

To proceed from Part 2 to Part 3 students should achieve an overall average of 40% in 120 credits taken in the examination. 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**

At Part 1, teaching is by lectures and seminars. For those taking the Directed Study in History, individual supervision is provided. Assessment is by a mixture of coursework and timed examination. At Part 2 teaching is by lecture, seminar and tutorial and for Part 3 by seminar. Assessment is by a mixture of coursework, portfolios of work, and timed examination. Course work is normally weighted 20%; the details are given in module descriptions. The dissertation is supervised in a series of tutorials with an individual supervisor and is assessed as coursework and through oral presentation.

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 A2 280pts, 3 A2 and 1 AS 300pts, including at least one grade B at A2.

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 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 931 8148

Email - e.l.berry@reading.ac.uk

Fax - 0118 931 6440

As well as by post.

**Admissions Tutor:** Dr Simon Lee (Department of History of Art and Architecture)

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

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. In the History Department, students are supported and advised by the Degree Course Tutor. There is also 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. Liaison Officers for both History and History of Art coordinate the programme.

### **Career prospects**

A number of specialised careers are open to History 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 addition the skills which History and History of Art graduates acquire, such as analytical abilities, problem solving, research skills, independence and adaptability, mean they are sought after for jobs in a wide range of fields, including publishing, teaching, social work, accountancy, personnel, banking and commerce, retailing, marketing, IT, civil service and local government. A number of students go on to post-graduate study in either History or History of Art, at MA and also at PhD level, both at Reading and elsewhere.

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

Students in History and the History of Art have the opportunity to spend a period of study abroad during Part 2 as part of the Socrates scheme.

### **Programme Outcomes**

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

The broad sweep of post-classical history and its principal divisions.

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.

A range of historical eras and cultures and specialist knowledge of certain chosen periods of art history.

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.

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.

Technical language of the subjects.

Teaching/learning methods and strategies

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.

### **Knowledge and Understanding**

#### **A. Knowledge and understanding of:**

1. The broad sweep of post-classical history and its principal divisions.
2. 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.
3. A range of historical eras and cultures and specialist knowledge of certain chosen periods of art history.
4. 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.
5. 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.
6. Technical language of the subjects.

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

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.&lt;

#### *Assessment*

Most knowledge is tested through a combination of coursework and unseen formal examinations. A dissertation and oral presentation also contribute.

### **Skills and other attributes**

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

1. Structure, analyse and solve problems.
2. analyse and interpret written documents and visual artefacts and be able to demonstrate how primary and secondary sources interrelate.
3. use documentary and visual resources as evidence.
4. plan, organise and write a coherent argument.
5. transfer appropriate skills and methods from one topic within the subject to another.
6. plan, organise and conduct an independent enquiry.

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

How to analyse and interpret written documents and visual artefacts is constantly exemplified in formal lectures and is explored in seminars from the start of Part 1. Lectures and seminars will also demonstrate how to use different types of evidence in the construction of arguments and students will develop advanced skills in this through seminar presentations and coursework tasks. 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.

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

1. Develop and carry out individual research programmes and strategies.
2. identify, locate and record historical documents and visual sources.
3. memorise and be able to recall key features of different historical records and visual resources.
4. identify appropriate resources including the internet for the study of historical aspects and works of art.
5. Engage in group discussion and debate.

### **D. Transferable skills - *able to:***

1. use IT (word processing, and the internet)
2. evaluate evidence and use reasoned arguments.
3. describe evidence from visual sources in oral and written forms
4. give oral presentations
5. work as part of a team
6. use of library and archival sources
7. manage their time
8. plan their career.

### *Assessment*

1-4 are constantly assessed in all parts of the programme including coursework and unseen examinations which also include compulsory questions analysing visual artefacts. 5 and 6 are particularly assessed in compulsory modules in independent study and the dissertation.

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

Identifying and interpreting historical records and visual artefacts and sources is taught from Part 1. This is a particular feature of the Approaches module in History, and 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. 3 and 4 are taught throughout the course but particularly emphasised in the independent study tasks in Part 2 and dissertation in Part 3. 5 is featured throughout the programme.

### *Assessment*

1-4 are assessed in all coursework, including an oral presentation related to the dissertation, and by written examinations and 4 is assessed in independent study tasks.

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

The use of IT is embedded throughout the programme. 2 and 3 are essential to success in all parts of the programme. 4 and 5 are increasingly emphasised in Part 2 and play a key role in Part 3, and 5 is a key skill in the compulsory module Study Trip Abroad. Career planning is emphasised in Part 2. Library and internet skills are required in the independent study module in Part 2 and the dissertation in level 3. Time management is essential for the effective completion of the programme.

### *Assessment*

2 and 3 are assessed throughout in coursework and examinations. 4 is assessed in Part 3 and 6 in Part 2 and 3. The other skills are not assessed directly but their effective use will enhance performance in later modules.

**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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**