

**BA History with French  
For students entering Part 1 in 2009/0**

**UCAS code:**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Language and History
Faculty:	Arts and Humanities Faculty
Programme length:	3 years
Date of specification:	05/Jul/2011
Programme Director:	Dr Emily West
Programme Advisor:	Prof Joël Félix
Board of Studies:	History
Accreditation:	

**Summary of programme aims**

The degree in History with French offers insights into the richness and variety of human experience. Throughout this process of discovery, students encounter a wide range of subjects and approaches, while having the opportunity to pursue their own enthusiasms and to benefit from the research expertise and activities of staff. Within History, we aim to familiarise students with a broad chronological range, whilst providing them with the opportunity of specialisation in particular periods and topics of British, European and American history. The degree also aims to produce graduates who are competent communicators in spoken and written French and who are informed about French history and culture. Students are able to pursue their own interests through a dissertation. Subject-based and transferable skills are developed in a programme which encourages a scholarly, committed and enthusiastic engagement with the study of the past in association with a language programme.

**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.

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. Students of French will develop their abilities to communicate in the French language and to deal with intellectual problems effectively by locating information, assessing it critically, communicating independent points of view logically and clearly (both orally and in writing), and substantiating opinions with evidence.

**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 both Parts 2 and 3 students choose modules which account for 80 credits in History and 40 credits in French.

Part 1 introduces the disciplines. The History modules focus on historical causation and contextualisation and the use of sources in the discipline. The French modules explore French history and culture and develop students' language skills according to their level of ability on entry. In Part 2 History students focus upon periodisation and the development of their disciplinary skills and they also undertake a Themes and Issues in History module. In French, students' language abilities are developed and thematic aspects of French history and culture are explored. In Part 3 students pursue specifically defined modules in depth in historical studies, translation, and French culture. At this stage, they are expected to work more independently and the dissertation in History involves a substantial research effort.

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

**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

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

HS1DSH	Directed Study in History	20	4
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**Either**

Advanced French

Compulsory module

FR101	Advanced French Language	20	4
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**Or:**

Intermediate French

Compulsory module

FR102	Intermediate French Language	20	4
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*Optional Modules*

Students choose one or both of the 20 credit modules listed below

FR103	Contemporary France: History, Politics, Literature	20	4
FR104	French Cinema: Society, Culture and History	20	4

**Part 2 (three terms)***Compulsory modules*

FR201	French Language	20	5
HS2CMS	Career Management Skills	5	5
HS2TIH	Themes and Issues in History	20	5

In History (80 credits)

All students normally take the Themes and Issues in History module (20 credits), and two Period modules (one Early and one Modern) (20 credits each) with their co-requisite skills modules (10 credits each).

In French Studies (20 credits)

Optional module

Students must choose one optional module from a list available from the Department of French Studies in the relevant year.

**Part 3 (three terms)***Compulsory modules*

HS3HLD	Dissertation in History	40	6
FR303A	Advanced French Language Skills (Year 3)	20	6

In History (80 credits)

All students take the Dissertation in History module of 40 credits. In addition Students choose two optional 20-credit Topic modules, totalling 40 credits in all.

In French Studies Optional Module (20 credits)

Students must take one optional module from the list made available by the French Studies Programme in the relevant year.

### **Progression requirements**

To progress from part one to part two, students must: achieve an overall average of 40% over the 120 credits taken in Part 1, and obtain at least 40% in each compulsory module, and achieve a mark of at least 30% in modules representing a total of at least 100 credits.

To progress from part two to part three, students must: achieve an overall average of 40% over 120 credits taken in Part 2; and achieve a mark of at least 30% in individual modules representing a total of at least 100 credits.

### **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. Most modules are assessed by a mixture of coursework and timed examination. The Part 2 Skills modules are assessed through skills exercises while the Dissertation is assessed both as coursework and through oral presentation. At all levels, independent research is expected and encouraged. It is most apparent and significant in the preparation of the Dissertation, although individual supervisory support is also provided.

In French, classes will normally be conducted through a combination of lectures and seminar discussions. In Part 1, lectures to the entire year group will be accompanied by small-group teaching in seminars. All language teaching is based on work in groups of no more than 15 students. In French, Part 1 modules are assessed by a mixture of coursework and formal examination. Part 2 modules are assessed by coursework only. Part 3 modules are assessed exclusively by formal examination (Finals).

The conventions for assessment and classification are included in the Programme Handbooks, but it should be noted that Part 2 modules will count for 33% of final assessment, and Part 3 modules will count for 67% of final assessment.

### **Admission requirements**

UCAS Tariff: 340 points from three A levels only. History at Grade B. Total points exclude Key Skills and General Studies.

International Baccalaureate: 32 points, with History at grade 6 or Advanced GNVQ: 18 units at Distinction overall; or Scottish and Irish Highers: 5 Bs or equivalent thereof.

Those with non-standard qualifications will be considered on an individual basis.

Applicants who are not able to offer French at A or AS level but who have achieved a Grade A\* in GCSE French should apply for permission to take French Course B. On successful completion of Part 1 French B, students will be eligible to proceed to any appropriate degree course involving French.

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.

### **Admissions Tutor:**

### **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-session 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)

Handbooks are provided to students in the first year. They are also available on the internet: <http://www.reading.ac.uk/french/courses/courses.htm> and via the Humanities Blackboard site. The Department of French Studies has a departmental library containing a wide range of essential and secondary texts, and videos of French films and documentaries. The departmental newspaper room contains daily newspapers and weekly or monthly magazines. There is also a satellite TV enabling students to watch French programmes. The Department has a comprehensive website containing information and learning material. The website is regularly updated. The grammar course at Part 2 has all the Powerpoint information and supplementary grammar exercises available online in pdf format. French Career Management Skills at Part 2 has its own Blackboard site, containing computer-assessed and other learning activities. The Access Point for Individual Language Learning (APILL) contains a range of audio and audio-visual materials to promote self-study in languages, together with facilities for watching French television by satellite. The University Library is particularly well stocked with works relating to many different aspects of European History and French culture, and the Faculty possesses a video suite to support cinema studies. The Departmental Libraries contain a range of reference works which can be used by students and offer congenial study spaces. In History, students are supported and advised by the Director of Teaching and Learning. 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 French coordinate the programme.

### **Career prospects**

Graduates in History with French are trained in clear thinking, language skills, diligence, independence, and adaptability. Graduates may use their degree as a springboard for various areas of employment both in Britain and abroad. Jobs include accountancy, banking and commerce, law, publishing, museum work, teaching and social work. There are opportunities to enter the business world through management training schemes operated by national companies in retailing, marketing, sales, computing and, alternatively, to work for the public sector, in the civil service or local government. The degree will also equip graduates to go on to postgraduate study in either History or French, both at MA and PhD level.

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

Students have the opportunity to spend a period of study abroad (normally in Part 2) .

### **Programme Outcomes**

By the end of the programme, students are expected to be able to read and understand a variety of historical and literary texts from different periods and discuss their significance in their cultural contexts;  
express clearly-constructed, soundly based arguments about the works and topics studied, making effective use both of published studies and of their own independent judgement;  
understand native-spoken French within an educated environment and to communicate orally with fluency and accuracy;  
write accurately in French with an appropriate understanding of the implications of register and style;

## **Knowledge and Understanding**

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

1. Key approaches and methods of historical and political and/or literary and cultural analysis;
2. The broad sweep of post-classical history and its principal divisions;
3. A range of eras and cultures and more focussed

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

Acquisition of aspects 1 - 8 is by lecture, workshop, seminar, tutorial and/or interrupted lecture. Students are expected to undertake independent reading and research from sources indicated in module bibliographies (library,

- historical themes and issues;
4. The contextualization of forces, events, and individual experiences in the historical process;
  5. The nature and variety of historical sources as defined by period and culture;
  6. The nature of debate and dispute in historical writing and critical analysis;
  7. The French language;
  8. French and francophone history, politics and/or literature and culture;

internet), in order to gain fuller understanding of the topic and its context.

At Part 1 formal lectures impart crucial information and perspective which is reinforced and deepened by regular seminars. As the degree progresses, less use is made of the lecture form and students engage with historical problems and texts through the structured exploratory contexts of the seminar and the workshop. Class sizes become progressively smaller as greater emphasis is placed on student-centred learning.

The importance of both primary and secondary texts is registered throughout the degree, and is established at the outset particularly in the Approaches module, being reinforced in the Dissertation.

Development of the skills of reading, writing, listening and speaking French is by small-group learning and regular non-assessed coursework. The acquisition of French grammar is by Powerpoint lectures in at Part 1, supplemented by access on the internet to the lectures and other self-access material. In Part 2, grammar is learnt in small groups with regular non-assessed coursework.

#### *Assessment*

The assessment of knowledge is by a combination over the whole degree of seen and unseen examination, coursework essays, portfolios of work, oral examination, and dissertation .

### **Skills and other attributes**

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

1. Analyse and interpret historical, literary or cinematic works in their cultural, socio-economic and political contexts
2. Apply literary and historical concepts
3. Identify problems and issues and to conduct lucid arguments in support of a case, using evidence appropriately
4. Think critically and independently and be able to reflect on one's own positions and to challenge received conclusions
5. Accumulate and apply information in a structured manner and to be able to demonstrate the interrelationships between primary and secondary sources
6. Demonstrate and exercise independence of thought and sensitivity to cultural difference

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

Intellectual skills are developed through the teaching and learning programme outlined above. Each module involves discussion of the key issues, practise in applying key concepts both orally and in writing, analysis and interpretation of material and, where appropriate, individual feedback sessions on work produced. Through specific focus on topics, issues and texts in seminars, workshops and personal study, students are enabled to develop critical modes of enquiry about the selection and treatment of material. Through essay, project, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements. The Dissertation requires students to engage creatively and critically with primary sources and/or historical interpretative works.

#### *Assessment*

The variety of assessment methods employed places great emphasis on the learner's ability to demonstrate skills through the production of coherent written and oral responses to the tasks set. Throughout the programme skills are assessed through a combination of coursework essays and

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

1. speak, write, read and understand French at high or a near-native level of proficiency;
2. develop and carry out individual research programmes and strategies;
3. apply key methods and concepts of linguistic and literary and/or historical analysis;
4. make clearly-constructed written and oral presentations and to engage in critical argument using relevant evidence or theoretical approaches;
5. acquire bibliographical and research skills through the retrieval and selection of information from a variety of sources.

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

1. structure ideas and communicate them effectively orally and in writing;
2. manage time and work to deadlines;
3. participate effectively in groups;
4. work independently;
5. find information and use information technology;
6. be responsible and self-reliant;
7. assess the relevance and importance of the ideas of others;
8. Show sensitivity to cultural differences;
9. Make informed career plans.

examinations and all of the skills are relevant to the production of the dissertation.

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

All students receive initial guidance on how to identify, locate and use material available in the university and departmental libraries and elsewhere. Comprehensive bibliographies are provided at the outset of each course. Classes and tutorials are given to all students on the production of essays and literary, historical or linguistic concepts. Language classes are compulsory in every year, and much primary and secondary reading material is in French.

#### *Assessment*

Skills 1 and 4 assessed by orals and unseen written examinations. There is regular unassessed coursework. Skills 2-4 are assessed through a pattern of coursework essays, skills exercises, and examinations. Skill 5 is developed throughout the programme but is particularly relevant to the dissertation.

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

All modules require regular written and oral work, enabling the student to develop understanding and the need for effective and coherent expression (1). Skill 2 is learnt through the management of different deadlines for different modules within the programme and is a focus of initial one-to-one session under the PARS student development scheme. Skills 3 to 7 are developed from the outset in seminars or interrupted lecture. Skills 6 and 8 are especially developed during the year abroad, its importance being established during the preparatory session in year 2. IT skills are encouraged and developed by being an integral part of much teaching from year 1 onwards. Vocational awareness is promoted by the Careers Management Skills module.

#### *Assessment*

Effective communication of ideas is a major criterion for the assessment of students' work, including organisation of material, problem-solving skills, justified reasoning and logical arguments and fluency - clear introduction, clear presentation of argument and full conclusions. Written skills are examined at every stage both under timed conditions and in course work. Oral skills are examined the oral presentation for the Dissertation. Clearly notified penalties are imposed on students not adhering to deadlines or who plagiarise. Students are encouraged to use technology-enhanced language learning, but this skill is not formally assessed.

**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.**