

BA History of Art and Philosophy
For students entering Part 1 in 2013/4

UCAS code: VV35

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	History of Art, Architecture and Design, and Philosophy
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	16/May/2014
Programme Director:	Dr Paul Davies
Programme Advisor:	Dr Severin Schroeder
Board of Studies:	History of Art and Architecture
Accreditation:	

Summary of programme aims

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

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

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

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

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. 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 of Art and Philosophy are disciplines that lend themselves to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion.

Students are encouraged to defend and to challenge established positions through the collection, collation and analysis of substantial quantities of material, the rigour of argument, and effective communication and presentation. In the History of Art and Architecture programme, students will develop advanced skills in visual analysis, learning how to recognize visual sources and communicate their qualities in oral and written forms. They will be able to articulate and substantiate independent points of view, based on evaluating evidence and using reasoned arguments. They will learn how to organize their own work schedule, to become self-motivating and to take independent initiatives to develop their studies. They will understand ways of improving learning and performance, by identifying personal strengths and weaknesses, be skilled at time management, and have developed strategies for working within a team and alongside their peers. The programme will include opportunities to develop skills at making oral presentations, to use visual sources in support of an argument and to deploy IT, with a particular emphasis on visual images.

Programme content

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

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP1RA	Reason and Argument	20	4

Optional modules in History of Art

At least 40 credits to be made up from the following:

HA1AA	Art's Histories: a survey	20	4
HA1AB	History of Art and Architecture Workshop	20	4
HA1AC	Makers and making: artist, architects and their practices	20	4
HA1AT	Contemporary Art Theory	20	4

Optional modules in Philosophy

At least 40 credits to be made up from the following:

PP1MW	Mind & World	20	4
PP1VV	Values & Virtues	20	4
PP1HN	Human Nature	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

Optional module in History of Art: 20 credits

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

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

Students must acquire 60 credits from the list of options in Philosophy available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA Programme Handbook. Part 2 optional modules include Philosophy of Mind, Introductory Logic, and modules in the history of Philosophy.

Part 3 (three terms)

Compulsory modules

Either

HA3DI	Dissertation in History of Art	40	6
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Or

PP3DIS	Dissertation in Philosophy	40	6
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A dissertation of 40 credits is compulsory and may be taken in either History of Art or Philosophy. In addition students must choose modules totalling 80 credits: 40 History of Art and 40 in Philosophy.

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Progression requirements

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

- (i) an overall average of at least 40% across the 120 credits in Part 1;
- (ii) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1;
- (iii) an average of at least 40% in the Philosophy modules taken;
- (iv) a mark of at least 40% in individual Philosophy modules amounting to not less than 40 credits in Part 1;
- (v) a mark of at least 40% in 40 credits in History of Art.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance

Assessment and classification

The University's honours classification scheme is:

Mark	interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/internal/exams/Policies/extra-class.aspx>.

The weighting of the Parts/Years in the calculation of the degree classification is

Three-year programmes

Part 2 one-third

Part 3 two-thirds

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

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

Admission requirements

Entrants to this programme are normally required to have obtained:

ABB from three A Level subjects.

International Baccalaureat: 6, 5, 5 from three higher level subjects

GCSE/O level Modern foreign language recommended

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

Mature applicants. Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example two or more A levels or an Access course, but each case is assessed on its individual merits. We recommend that you contact an admissions tutor as soon as possible to discuss your individual circumstances.

International applicants. Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Applicants wishing to make any inquiries should contact the admissions tutor Dr Simon Lee in History of Art.

Admissions Tutor: Dr Simon Lee in History of Art. 0118 378 8890, s.lee@reading.ac.uk

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 Careers, Placement and Experience Centre (CPEC), 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, academic issues (eg problems with module selection) and exam related queries. 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

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

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

Career learning

Career prospects

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

Opportunities for study abroad

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement.

HA2ST Study Trip Abroad module lasts between 7-10 days and normally takes place at either the end of the autumn or spring terms of Year 2. A major artistic centre abroad is chosen and students visit museums, galleries, churches, and architectural sites according to a programme devised and organised by staff. Works of art and architecture are studied at first-hand in staff-led tours and prescribed independent visits. This module aims to give students the opportunity to study art and architecture in situ, because first-hand experience of works of art is an essential part of history of art as a discipline. The course aims to promote awareness of the qualities of art and architecture that slides and illustrations cannot convey - size, space, texture, interrelationship of parts, lighting and environment etc.

There are opportunities for Single and Joint Honours Philosophy students to undertake academic placements for credit in Part 3. Students will work with module convenors to identify issues from particular modules which can

be well-studied in the workplace and to identify appropriate hosts for the placement (for instance, work with an MP, an NGO, a health authority, police, legal firm, voluntary sector, etc.). Students are then responsible for securing their own placement. Assessed work will take the form of a report on the placement and on the outcomes of the study. Students undertaking an academic placement will benefit both intellectually (from applying their studies to issues in the workplace and thus illuminating the connections between their degree and the world beyond the University) and from a career perspective (gaining relevant and valuable work experience).

Students have the opportunity to study abroad for a term (in either term of Part 2 or the Autumn term of Part 3) either within Europe via the ERASMUS programme, or at one of the University of Reading's non-European partner institutions. They will require the consent of the departmental study abroad coordinator in order to participate, permission to study abroad being at the discretion of the department. Full details of potential destinations can be found on the ERASMUS & Study Abroad website.

Placement opportunities

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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:

1. a broad range of Western art and architecture from the Middle Ages to the present day and in comparison to selected cultures in other times and places.
2. A range of historical eras and cultures and specialist knowledge of certain chosen periods of art history.
3. The nature of debate and dispute in historical writing and key issues and current priorities in art and architectural history including conflicting interpretations and specific methods of analysis germane to history of art and architecture.

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,

4. The nature and variety of historical sources as defined by period and culture and methods of interpreting visual artefacts and comprehending their functions and meaning.
5. Technical language of the subjects.
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.

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.

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

Teaching/learning methods and strategies

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

Assessment

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

C. Practical skills - *able to:*

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

Teaching/learning methods and strategies

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

Assessment

Coursework; written unseen exams; seminar

presentations; the dissertation.

D. Transferable skills - able to:

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

Teaching/learning methods and strategies

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

Assessment

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

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.