

BA Philosophy and Classical Studies
For students entering Part 1 in 2014/5

UCAS code: QV85

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Philosophy, Classics
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	18/Sep/2014
Programme Director:	Dr Severin Schroeder
Programme Advisor:	Prof Barbara Goff
Board of Studies:	Philosophy
Accreditation:	

Summary of programme aims

Both Departments share the aims and objectives laid down for the Reading graduate in the University's Strategy for Teaching and Learning. The Philosophy part of the programme specifically aims to provide a grounding in the subject, enabling students to examine critically fundamental beliefs about truth and reality, right and wrong, to comprehend concepts essential for philosophical investigation, to develop an understanding of central philosophical problems, texts and figures, to develop an aptitude and enthusiasm for the subject, to engender a sense of belonging to a community of enquiry, and to prepare where appropriate for postgraduate study. Two bridge modules (Ancient Philosophy, Dissertation) offer students an opportunity to study and engage with classical philosophers.

The Classics part of the programme aims to provide a thorough degree level education in Classical Studies. The syllabus aims to familiarise students with the literature, art, philosophy and history of Greek and Roman cultures and their reception and use in modern culture, whilst providing them with the opportunity to study more thematic topics in depth. The programme also provides for the development of the specific interests of students through independent study and specifically the dissertation

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 career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

Classical Studies 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. Students will be skilled at visual analysis, learning how to describe evidence from visual sources in oral and written forms. It develops 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.

Programme content

The programme which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the selected modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of credits in each module is shown in column after its title, and the credit requirements in Philosophy and Classical Studies are indicated for each Part.

Part 1 (three terms)

Compulsory modules

PP1RA	Reason and Argument	20	4
CL1SO	Ancient Song	20	4
CL1TR	Texts, Readers, and Writers	20	4

Apart from the compulsory PP1RA module, students must acquire a minimum of 20, or a maximum of 40 credits, from the Philosophy modules below.

In Philosophy:

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

In Classics:

Students can choose up to 40 credits from the modules below, from modules in Greek and Latin, or from modules offered university-wide.

Code	Title	Credits	Level
CL1CA	The Civilization of Fifth-Century Athens	20	4
CL1CB	Rome in the Augustan Age	20	4

Part 2 (three terms)

In Philosophy:

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, Logic and modules in the history of Philosophy.

In Classics:

Students will take at least two core modules (40 credits) and a further 20 credits from among either core or optional modules.

Core modules (minimum of 40 credits)

CL2AE	Ancient Epic	20	5
CL2DR	Ancient Drama	20	5

Optional modules: (not all optional modules are available in any one year). A complete list of options is available from the Classics office, and a list of current options can be found in the Classics BA Programme Handbook. Part 2 modules normally include options in classical Literature, History, Art, Culture and Reception. Students may also take cross-listed Museum Studies modules. Students may take IWLP Modern Greek in place of one level 5 module.

Part 3 (three terms)

Compulsory modules

A dissertation of 40 credits is compulsory and may be taken in either Classics or Philosophy. Either

PP3DIS	Dissertation in Philosophy	40	6
Or			
CL3DP	Preparation for Dissertation in Classics	10	6
And either			
CL3DN	Dissertation in Classics	30	6
Or			
CL3INP	Independent Third Year Project	30	6

Admission to CL3INP is at the discretion of the Programme Director

Optional modules

In Philosophy:

Students must acquire at least 40 credits from the list of options in Philosophy available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA

Programme Handbook. A wide variety of part 3 options will be available each year, reflecting the research interests of teaching staff.

In Classics:

40 credits from the following optional modules:

Optional modules: A complete list of optional modules is available from the Classics office, and a list of current options can be found in the Classics BA Programme Handbook. Part 3 modules normally include a range of cross-disciplinary options. Students may also take cross-listed Museum Studies modules.

Students may take IWLP Modern Greek in place of one level 6 module.

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) obtain marks of at least 40% in PP1RA and 20 more credits from PP1 modules
- (iv) obtain a weighted average of at least 40% across the PP1 modules taken
- (v) a mark of at least 40% in CL1TR and at least 40% in CL1SO at Part 1.

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/exa-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

Teaching within the Philosophy and Classics programme combines lectures, small group seminars and essay supervisions, with appropriate visual aids and course materials being provided throughout. The final assessment for almost all Philosophy and Classical Studies modules in all Parts (bar the Dissertation in Part 3) is by a combination of assessed coursework and unseen examination.

Weighted Finals:

To reflect the notion of progression through the programme, Part 3 examinations will have a greater impact on a student's Final Degree Classification, with Part 2 examinations contributing 33% of the Final grade and Part 3 examinations contributing 67%. The conventions for classification are included in the Programme Handbook.

Admission requirements

No previous study of Philosophy or of Classical Studies is required for admission.

Entrants to this programme are normally required to have obtained:

Grade C or better in Maths and English at GCSE

UCAS Tariff: ABB

International Baccalaureate: complete diploma with a minimum score of 6,6,5 in at least three Higher Level subjects.

Advanced GNVQ: either B in one A-Level plus GNVQ (Advanced) in twelve modules passed with distinction, or GNVQ (Advanced) Distinction plus pass in four additional modules

Scottish Highers: BBBB or above

Irish Leaving Certificate: at least BBBBB in five higher-level subjects

All applicants are considered on their individual merits and the Departments may vary these requirements if they see fit.

Mature Students: Applications from mature students 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 2 or more A levels or an Access course, but each case is assessed on its relative merits. We recommend you contact an admissions tutor as soon as possible to discuss your individual circumstances.

International Students: 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.

Admissions Tutor: Prof D. Owens

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-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, 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 both Departments, information and guidance is offered through the Philosophy Handbook. Each Department also has a Part 1 co-ordinator and an Honours Course co-ordinator who can be consulted on module choices within each part of the programme. Finally, each Department has a Part-time Programme co-ordinator who is available to assist with all issues relating to the Part-time course.

Departmental Handbooks are available on the internet. The Departmental Libraries contain a range of reference works which can be used by students and offer congenial study spaces. 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. The Department of Classics is the curator of the well-known Ure Museum of Greek Archaeology.

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, teaching, 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, as well as media and publishing. In general, there is some evidence that IT firms appreciate the logical and analytic skills of the 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.

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.

Students may spend a period of study abroad in the Fall Semester of Part 2 at the University of Calgary's Department of Greek and Latin (applications need to be made in the Spring term of Year 1). The Classics Department also has an ERASMUS link with the university of Crete. Students are also encouraged to apply to the British School at Athens, where they may take a module for credit, and the British School at Rome. CL2PL is the placement module Work Placement for Classicists and Ancient Historians. It gives students the opportunity to gain experience in a graduate level employment position. Students find their own placements (that is part of the exercise), but they are guided and supported in this by the Department.

Placement opportunities

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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:

1. key historical aspects of Philosophy
2. an appreciation of philosophical ideas and approaches
3. awareness of philosophical terms and concepts
4. current research in the field and its direction.
5. the literature, thought, art and religion of antiquity,

Teaching/learning methods and strategies

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

Assessment

Guidance on student progress is given by feedback on coursework essays and seminar presentations; while the module grade is determined by the results

6. a diverse range of primary materials.
7. a range of problems of interpretation and evaluation of primary materials,
8. a range of techniques and methodologies,
9. the reception of Graeco-Roman culture in the West

of written unseen exams.

Skills and other attributes

B. Intellectual skills - *able to*:

1. critically read, comprehend and evaluate a large range of texts
2. synthesise information from a range of sources, providing a coherent overview of positions in logical space
3. analyse the logical construction of arguments
4. produce and defend positions in response to critical pressure
5. engage in analytical and evaluative thinking about texts, sources, arguments and interpretations, independently estimating their relevance to the issue in question, discriminating between opposing theories, and forming judgements on the basis of evidence and argument.

C. Practical skills - *able to*:

1. present a coherent talk delivered from notes
2. produce concise and accurate written reports
3. critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate their own.
4. utilise problem-solving skills
5. gather, organise and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence,
6. develop the capacity for critical judgement in the light of evidence and argument,
7. select and apply appropriate methodologies in assessing the meaning and significance of evidence or data,
8. have effective bibliographical and library research skills.

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. evaluate his/her own performance, and recognise the steps required for improvement.
4. utilise problem-solving skills in a variety of theoretical and more practical situations.
5. use some IT skills, e.g. word processing and e-mail
6. deploy a range of IT resources effectively,
7. present material in a written form, with discrimination and lucidity in the use of language, professional referencing, and clear layout

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.

Assessment

Guidance on student progress is given by feedback on coursework essays and seminar presentations, plus discussion in supervisor-led small groups and seminars. Logical exercises will also be evaluated in the Introductory Logic module. The module grade is determined by the results of written unseen exams.

Teaching/learning methods and strategies

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

Assessment

Guidance on student progress is given by feedback on coursework essays and seminar presentations; while the module grade is determined by the results of written unseen exams, or assessed coursework where relevant.

Teaching/learning methods and strategies

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

Assessment

Coursework; written unseen exams; 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.