

BA History and Philosophy
For students entering Part 1 in 2015/6

UCAS code: VV15

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	History and Philosophy
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	30/Jan/2017
Programme Director:	Prof Patrick Major
Programme Advisor:	Dr Nat Hansen Mrs Deborah King
Board of Studies:	History
Accreditation:	

Summary of programme aims

The History element of the syllabus 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. We aim to familiarise students with a broad chronological range, whilst providing them with the opportunity of specialisation in particular periods and areas of British, European, American, Russian, Middle Eastern, South Asian and African history. It also enables students to pursue their own interests through independent study and 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.

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. 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 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.

Programme content

Students must take 120 credits in each Part. History Part 1 introduces students to the discipline through study of historical causation, contextualisation and the utilisation of both primary and secondary sources. In Part 2 students normally take 60 credits in History and 60 in Philosophy. In Part Three students choose either a History or Philosophy Dissertation, then take a further 40 credits in each subject. In History students are required to engage with a broad span of historical periods which develop both their range of knowledge and their analytical/critical skills, and to carry out independent work in historiography and applied historical skills. Part 3 involves the study in depth of topics which require that students apply their analytical skills in focussed areas and undertake independent research, especially in the Dissertation.

Part 1 (three terms)

Compulsory modules

HS1RSO Research Skills and Opportunities in History	20	4
HS1JH1 Journeys through History 1: Power and People	20	4

HS1JH2 Journeys through History 2: Culture and Concept	20	4
PP1RA Reason and Argument	20	4

In Philosophy

Students must choose a minimum of one 20-credit modules and a maximum of two 20-credit modules from the list below

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

In History

Students must take 60 credits: These can be chosen from the list of Option modules or students may wish to replace one or two Option modules with one of more of the core modules My Career: Working it Out, Public History: Its Uses and Abuses, and/or Historical Approaches and My Dissertation

HS2HAD Historical Approaches and My Dissertation is recommended if taking a History Dissertation. A list of Option modules can be obtained from the Department of History.

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 modules include Philosophy of Mind, Logic and modules in the history of Philosophy.

Part 3 (three terms)

Compulsory modules

Students must choose a 40-credit dissertation module in either History or Philosophy

HS3HLD Dissertation in History	40	6
Or		
PP3DIS Dissertation in Philosophy	40	6

In History

Optional modules

Students choose two optional 20- credit Option modules, totalling 40 credits. A list of modules is available from the Department of History.

In Philosophy

Students must acquire 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.

Progression requirements

To progress from part one to part two, students must achieve:

- (i) an overall average of 40% over the 120 credits taken in Part 1, and
- (ii) obtain at least 40% in each compulsory module, and
- (iii) achieve a mark of at least 30% in modules representing a total of at least 100 credits.

To gain a threshold performance at Part 2 to progress to Part 3, 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.

Summary of Teaching and Assessment

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

In History

All Parts are assessed by a mixture of coursework and timed examination. At all levels, independent research is expected and encouraged. It is most apparent and significant in the preparation of the Dissertation at Parts 2 and 3, although individual supervisory support is also provided.

At Part 1, teaching in the core modules Journeys through History 1 & 2, and Research Skills and Opportunities in History, is by large group lectures augmented by seminars; assessment is by written assignment only, not timed examination.

At Part 2 teaching is by a mixture of lectures and seminars. The Part 2 core modules Historical Approaches/My Dissertation and Public History/My Career are assessed by written assignment only. Options are assessed by a mixture of written assignment and timed examination.

At Part 3 teaching is predominantly by seminar. Special Subjects involve close document readings and are assessed by timed examination and written assignment. Options are taught by lectures and seminars and assessed by a mixture of written assignment and timed examination. Two optional Part 3 modules, History Education and Discovering Archives and Collections, are assessed by a mixture of performance on a 10-day placement, written coursework and oral presentation. The Dissertation involves supervised independent research, and includes an element of oral presentation.

Teaching within Philosophy combines lectures, small group seminars and supervisions, with appropriate visual aids and course materials being provided throughout.

For the University-wide framework for honours 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:

Part 2: one-third

Part 3: two-thirds.

Admission requirements

A levels: AAB -ABB from three A levels including a B in History/Ancient History.

IB: 35-32points overall including 5 in History at higher level.

Those not offering A level or IB qualifications are advised to contact the Admissions Office as to the acceptability of their qualifications. For those whose education has not been undertaken in English, the IELTS requirement is 7.0, with no language component under 6.0.

Admissions Tutor: Dr Rachel Foxley

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

In the Department of History, students are assigned Personal Tutors, and have online study tips via Blackboard, as well as the Studying History at Reading Handbook, which provides most of this information in one handy booklet. The Department also runs a Facebook and Twitter page which will give updates on forthcoming events. Additional support is given through orientation sessions on module choices, and Dissertation advice. There is full written feedback on assessed 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 History Resource Room which provides quiet study space and a photocopier.

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 History and Philosophy coordinate the programme.

Career learning

Students are trained in clear thinking, research skills, diligence, independence, adaptability and the ability to understand people and situations in the world at large. As such, they are eagerly sought after by employers. In addition they are given specific vocational training and orientation through the Part 2 My Career: Working It Out module, and the third year optional modules, History Education and Discovering Archives and Collections.

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. In general, there is some evidence that IT firms appreciate the logical and analytic skills of the History 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 may have the opportunity to study abroad at an institution with which the University has a valid exchange agreement. These currently exist for North America, Europe and Australia.

Study abroad normally takes place at Part 2. Students will pursue a slightly modified version of the home programme, and bring back work from their host institution which will count towards their degree. Students wishing to study abroad will require the consent of the Departmental study abroad coordinator form both departments in order to participate. Full details of potential destinations can be found on both the Erasmus and Study Abroad websites.

Placement opportunities

The Discovering Archives and Collections module and the History Education module at Part 3 give students the opportunity to experience a professional placement in either archive work or teaching, which also encourages engagement with forward-thinking career planning.

During your time at Reading you will also have the opportunity to develop non-vocational skills, gain new work experiences, and further boost your employability through a diverse range of other placement opportunities. The University's Careers, Placement and Experience Centre (CPEC) provides all Reading students with information about a wide range of placement opportunities (<http://www.reading.ac.uk/careers/placements/>), including the Summer Enterprise Experience & Discovery internship scheme (<http://www.reading.ac.uk/careers/placements/seed/>), the Community Service Volunteering scheme (tutoring in local schools; <http://www.reading.ac.uk/studentrecruitment/StudentTutoring/sr-studenttutoringinschools.aspx>), the Student Tutoring Scheme (work experience in local schools; http://www.reading.ac.uk/internal/urop/urop_home.aspx), and the Undergraduate Research Opportunities Programme (UROP; http://www.reading.ac.uk/internal/urop/urop_home.aspx).

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. The broad sweep of post-classical history and its principal periodisations;
2. A range of eras and cultures, within a degree structure flexible enough to allow breadth or specialisation;
3. The contextualisation of forces, events, and individual experiences in the historical process;
4. The nature and variety of historical sources as defined by period and culture;
5. The nature of debate and dispute in historical writing;
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.

Teaching/learning methods and strategies

Part 1 introduces students to ideas about periodisation, while Part 2 introduces students to different international contexts. Students learn to compare and contrast. At Part 1 formal lectures impart crucial information and perspective. As the degree progresses, less use is made of the lecture format and students engage with historical problems and texts in seminars and workshops. Class sizes become progressively smaller as greater emphasis is placed on student-centered learning. Some formative assessment will be expected via the Virtual Learning Environment.

Assessment

Students' knowledge and understanding are tested through a combination of unseen examinations, a variety of coursework assignments, including essays, projects and the Dissertation. Understanding and initiative are also assessed in the oral presentation associated with the Dissertation.

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 second 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. analyse the logical construction of arguments;
5. produce and defend positions in response to critical pressure;
6. 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, Skills exercises, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements. Students' abilities to negotiate primary and secondary sources in History are developed, in particular, through the Part 2 Option modules.

Assessment

Coursework; written unseen 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;
3. present a coherent talk delivered from notes;
4. produce concise and accurate written reports;
5. critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate their own;

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. The Part 2 Public History and My Career co-requisite modules also foster employability, as do the optional Part 3 modules, History Education and Discovering Archives and Collections. Feedback on an

6. utilise problem-solving skills.

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. 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. IT skills, e.g. word processing, e-mail and the internet.

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. 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.