

## **BA History and English**

**UCAS code: QV31**

Awarding Institution:  
Teaching Institution:  
Relevant QAA subject benchmarking group(s):  
Faculty of Arts and Humanities  
For students entering Part 1 in 2003  
Programme Director: Mr Roy Wolfe  
Programme Adviser: Dr Helen Parish, Dr Adam Smyth  
Board of Studies: History; English  
Accreditation: Not applicable

The University of Reading  
The University of Reading  
History and English  
Programme length: 3 years  
Date of specification: 18/09/2003

### **Summary of programme aims**

This is a multi-disciplinary programme which aims to provide students with subject specific knowledge and more general skills, including knowledge of a variety of different kinds of literary and historical texts, from a range of different periods, as well as perspectives on different methods of critical and interpretative analysis. The programme also aims to foster an independent approach to formulating problems and arguments, using the close reading, analytical skills and knowledge base that are fundamental to the disciplines of English and History.

### **Transferable skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to develop their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

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.

In English: On completion of this programme, students are expected to have developed a range of transferable skills including: fluency in writing and oral communication, the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, the ability to find and use relevant information resources, to manage their time effectively, and use basic word-processing and IT skills; the ability to work co-operatively with others.

### **Programme Content**

Each Part comprises 120 credits. In Part 1 students must take 60 credits worth of modules in the School of English and 40 credits of modules in History; the remaining credits can be made up from an optional module in History and/or from modules elsewhere in the University. In Parts 2 and 3 students must normally take a minimum of 60 credits in both Schools in each Part.

Part 1 introduces students to the disciplines through study of historical causation, contextualisation and the utilisation of both primary and secondary sources in History and, in English, through textual analysis, criticism, and genre. In Part 2 students are required to engage with a broad span of historical and literary topics which develop both their range of knowledge and their analytical/critical skills. Part 3 involves the study in depth of Topics or a Special Subject which require that students apply their analytical skills in focussed areas and undertake independent research, especially in the Dissertation.

*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)** *Credits Level*

**History**

*Compulsory modules*

HS1APH *Approaches to History* 20 C

HS1LMH *Landmarks in History* 20 C

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

HS1DSH *Directed Study in History* 20 C

**English**

*Compulsory modules*

EN1LL *Languages of Literature* 20 C

EN1RS *Revisioning Shakespeare* 20 C

EN1WKT *What Kind of Text is This?* 20 C

**Part 2 (three terms)** *Credits Level*

**History**

*Compulsory modules (60 credits)*

Two modules from different Periods with their corequisite skills modules, totalling 60 credits in all, must be taken from the following:

**Periods and Skill in Medieval History**

HS2PO1 *Byzantine Empire 324-1453* 20 I

HS2K01 *Skills in Byzantine Empire 324-143* 10 I

HS2P02 *Britain and Europe, c.550-c.750* 20 I

HS2K02 *Skills in Britain and Europe, c.550-750* 10 I

HS2P03 *The Medieval West 1050-1200* 20 I

HS2K03 *Skills in The Medieval West 1050-1200* 10

HS2P04 *England 1272-1485* 20 I

HS2K04 *Skills in England 1272-1485* 10 I

HS2P05 *Women in the Medieval and Renaissance Worlds:...* 20 I

HS2K05 *Skills in Women in Medieval & Renaissance Worlds* 10 I

HS2P06 *End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries* 20 I

HS2K06 *Skills in End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries* 20 I

**Period and Skills in Early Modern History:**

|        |  |    |   |
|--------|--|----|---|
| HS2P31 | <i>Europe 1450-1600: Government, Culture and Society</i>       | 20 | I |
| HS2K31 | <i>Skills in Europe 1450-1600</i>                              | 10 | I |
| HS2P32 | <i>Britain in Europe, 1500-1707</i>                            | 20 | I |
| HS2K32 | <i>Skills in Britain in Europe, 1500-1707</i>                  | 10 | I |
| HS2P33 | <i>First Industrial Nation: Industrial Growth in Britain</i>   | 20 | I |
| HS2K33 | <i>Skills in First Industrial Nation</i>                       | 10 | I |
| HS3P34 | <i>Change and Stability in Europe of the Old Regime</i>        | 20 | I |
| HS2K34 | <i>Skills in Change and Stability in Europe</i>                | 10 | I |
| HS2P35 | <i>British History 1640-c.1800</i>                             | 20 | I |
| HS2K35 | <i>Skills in British History 1640-c.1800</i>                   | 10 | I |
| HS2P36 | <i>The Making of Early Modern Britain, 1450-1640</i>           | 20 | I |
| HS2K36 | <i>Skills in The Making of Early Modern Britain, 1450-1640</i> | 10 | I |

**Periods and Skills in Modern History:**

|        |  |    |   |
|--------|--|----|---|
| HS2P61 | <i>Central Europe, 1740-1919</i>   | 20 | I |
| HS2K61 | <i>Skills in Central Europe, 1740-1919</i>                                       | 10 | I |
| HS2P62 | <i>Union and Disunion: The United States</i>                                     | 20 | I |
| HS2K62 | <i>Skills in Union and Disunion: The United States</i>                           | 10 | I |
| HS2P63 | <i>Themes in the Social History of Europe 1789-1914</i>                          | 20 | I |
| HS2K63 | <i>Skills in Themes in the Social History of Europe</i>                          | 10 | I |
| HS2P64 | <i>Questions of Labour History, 1800-1939</i>                                    | 20 | I |
| HS2K64 | <i>Skills in Questions of Labour History, 1800-1939</i>                          | 10 | I |
| HS2P65 | <i>Region, Nation and Global Power. The US 1865...</i>                           | 20 | I |
| HS2K65 | <i>Skills in Region, Nation and Global Power. U S, 1865</i>                      | 10 | I |
| HS2P66 | <i>Imperial Britain, 1815-1982</i>   | 20 | I |
| HS2K66 | <i>Skills in Imperial Britain, 1815-1982</i>                                     | 10 | I |
| HS2P67 | <i>A People and a Nation: A Social History of the US</i>                         | 20 | I |
| HS2K67 | <i>Skills in A People and a Nation: A Social History...</i>                      | 10 | I |
| HS2P68 | <i>Europe since 1870: The Fortunes of the Nation State</i>                       | 20 | I |
| HS2K68 | <i>Skills in Europe since 1870: Fortunes of the Nation State</i>                 | 10 | I |
| HS2P69 | <i>Modern British History: The Changing Role of the State</i>                    | 20 | I |
| HS2K69 | <i>Skills in Modern British History: The Changing Role</i>                       | 10 | I |
| HS2P70 | <i>American State &amp; Society &amp; the Wider World, 1890</i>                  | 20 | I |
| HS2K70 | <i>Skills in American State and Society</i>                                      | 10 | I |
| HS2P71 | <i>Women in Society: a comparison of Britain and America from 1850</i>           | 20 | I |
| HS2K71 | <i>Skills in Women in Society: a comparison of Britain and America from 1850</i> | 10 | I |
| HS2P72 | <i>The Development of Modern Britain: Town and Country Since 1800</i>            | 20 | I |
| HS2K72 | <i>Skills in The Development of Modern Britain: Town and Country Since 1800</i>  | 10 | I |
| HS2P73 | <i>The Poor and the Masses in Britain and France, 1789-1914</i>                  | 20 | I |
| HS2K73 | <i>Skills in The Poor and the Masses in Britain and France, 1789-1914</i>        | 10 | I |
| HS2P74 | <i>Changing Perspectives in Irish History, 1801-1973</i>                         | 20 | I |
| HS2K74 | <i>Skills in Changing Perspectives in Irish History, 1801-1973</i>               | 10 | I |

|        |  |    |   |
|--------|--|----|---|
| HS2P75 | <i>An Historical Approach to British Rural Sociology</i>           | 20 | I |
| HS2K75 | <i>Skills in An Historical Approach to British Rural Sociology</i> | 10 | I |

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

### **English**

Students choose three modules in Part 2, at least one in the Autumn and one in the Spring terms. One module must be chosen from each of Groups A, B and C.

#### ***Autumn Term***

##### *Group A*

|         |   |    |   |
|---------|---|----|---|
| EN2CMN  | <i>Chaucer and Medieval Narrative</i>   | 20 | I |
| EN2 RTC | <i>Renaissance Texts &amp; Cultures</i> | 20 | I |
| EN2RR   | <i>Restoration to Romantics</i>         | 20 | I |

##### *Group B*

|        |  |    |   |
|--------|--|----|---|
| EN2WW1 | <i>Women's Writing and Feminist Theory 1</i> | 20 | I |
| EN2MC1 | <i>Modernity and Cultural Crisis 1</i>       | 20 | I |
| EN2WAI | <i>Writing America 1</i>                     | 20 | I |

##### *Group C*

|        |  |    |   |
|--------|--|----|---|
| EN2SH1 | <i>Shakespeare A</i>                   | 20 | I |
| EN2NCN | <i>Nineteenth Century Novel</i>        | 20 | I |
| EN2LCT | <i>Literary Criticism &amp; Theory</i> | 20 | I |

#### ***Spring Term***

##### *Group A*

|        |                                 |    |   |
|--------|---------------------------------|----|---|
| EN2LV  | <i>Lyric Voices 1340 - 1650</i> | 20 | I |
| EN2ERE | <i>English Renaissance Epic</i> | 20 | I |
| EN2SH2 | <i>Shakespeare B</i>            | 20 | I |

##### *Group B*

|        |  |    |   |
|--------|--|----|---|
| EN2RD  | <i>Romantics to Decadents</i>          | 20 | I |
| EN2MC2 | <i>Modernity and Cultural Crisis 2</i> | 20 | I |
| EN2MDR | <i>Modern Drama</i>                    | 20 | I |

##### *Group C*

|        |  |    |   |
|--------|--|----|---|
| EN2WW2 | <i>Women's Writing and Feminist Theory 2</i> | 20 | I |
| EN2WA2 | <i>Writing America 2</i>                     | 20 | I |
| EN2FN  | <i>Film Narrative</i>                        | 20 | I |

Students may choose to replace one 20-credit Intermediate module *either* with a module or module totalling 20 credits from outside the programme, *or* with one of the following options:

|        |   |    |   |
|--------|---|----|---|
| EN2CWA | <i>Communications at Work</i>                         | 20 | I |
| TY2BH  | <i>Book History: Clay Tablets to Computer Screens</i> | 20 | I |

### **Part 3 (three terms)**

*Credits Level*

### **History**

#### *Compulsory module*

|        |                                |    |   |
|--------|--------------------------------|----|---|
| HS3HSD | <i>Dissertation in History</i> | 20 | H |
|--------|--------------------------------|----|---|

*In addition, students choose either two optional 20 credit Topic modules or a Special Subject consisting of two corequisite modules of 20 credits each, totalling 40 credits in all.*

## *Topics*

|        |   |    |    |
|--------|---|----|----|
| HS3T01 | The Vikings   | 20 | H  |
| HS3T02 | The Golden Age of Anglo-Saxon England   | 20 | H  |
| HS3T03 | Art & Society in France & Italy in High Middle Ages                               | 20 | H  |
| HS3T04 | German Imperial Age   | 20 | H  |
| HS3T05 | The Medieval Town   | 20 | H  |
| HS3T06 | Hundred Years War   | 20 | H  |
| HS3T07 | The Church in England in the Middle Ages  | 20 | H  |
| HS3T08 | The Reformation in Europe   | 20 | H  |
| HS3T09 | The Republic of Venice from Peace of Lodi...                                      | 20 | H  |
| HS3T10 | London, 1500-1700   | 20 | H  |
| HS3T11 | Culture and Politics in the Age of Walpole  | 20 | H  |
| HS3T12 | English Rural Society, 1793-1914  | 20 | H  |
| HS3T13 | The French Revolution   | 20 | H  |
| HS3T14 | 'Integrating America?': Immigrants in American Soc.                               | 20 | H  |
| HS3T15 | Britain and the American Colonies, 1607-1763                                      | 20 | H  |
| HS3T16 | Green and Pleasant Land: The English Countryside.                                 |    | 20 |
|        | H   |    |    |
| HS3T17 | Ideas and Society in Europe 1870-1945   | 20 | H  |
| HS3T18 | The 'New South': 1895-1940  | 20 | H  |
| HS3T19 | Women in Britain, 1919-1939   | 20 | H  |
| HS3T20 | Vichy France: Occupation, Collaboration and...                                    | 20 | H  |
| HS3T21 | The Nuremberg Trial and the Third Reich   | 20 | H  |
| HS3T22 | Hidden History: The Intelligence Service...                                       | 20 | H  |
| HS3T23 | Popular Protest and Political Change in America...                                | 20 | H  |
| HS3T24 | Modern American Utopias   | 20 | H  |
| HS3T25 | Medieval Magic & Origins of Witch-craze   | 20 | H  |
| HS3T26 | The English Nobility, 1500-1642   | 20 | H  |
| HS3T27 | Women & Politics in England 1485-1660   | 20 | H  |
| HS3T28 | De Gaulle's France, 1890-1970   | 20 | H  |
| HS3T29 | Labouring Women in the English Countryside, 1800-1870                             | 20 | H  |
| HS3T30 | Ireland and the English in the Middle Ages  | 20 | H  |
| HS3T31 | From Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945 | 20 | H  |
| HS3T33 | The Weaker Sex? Women in Britain, 1850-1914                                       | 20 | H  |
| HS3T34 | An Historical Approach to British Rural Sociology                                 | 20 | H  |
| HS3T35 | Religion, Society and Politics in France, 1789-1914                               | 20 | H  |
| TY2BH  | Book History: from clay tablets to computer screens                               | 20 | I  |
| IT207  | Italian History and Society since 1945: Conflict, Consumerism And Change          | 20 | I  |
| IT314  | The South since 1860: Images and Reality  | 20 | H  |
| FR207  | France in the Age of Revolutions, 1750-1870                                       | 20 | I  |
| FR209  | Five Wars and Three Republics: France 1870-1962                                   | 20 | I  |
| FR316  | The French Right since 1940   | 20 | H  |
| FR319  | Political Leaders and Groups in the French Revolution                             | 20 | H  |
| CL3RM  | Renaissance Medicine  | 20 | H  |

## Special subjects

A and B papers are co-requisites in all cases

### *Special Subjects (A & B)*

|        |  |    |    |
|--------|--|----|----|
| HS3S01 | Gregory of Tours and his World, A  | 20 | H  |
| HS3S51 | Gregory of Tours and his World, B  | 20 | H  |
| HS3S02 | The Crusader States in the Twelfth Century, A                                | 20 | H  |
| HS3S52 | The Crusader States in the Twelfth Century, B                                | 20 | H  |
| HS3S03 | The Reign of Richard II  | 20 | H  |
| HSES53 | The Reign of Richard II, A & B   | 20 | H  |
| HS3S04 | The English Peasantry, 1350-1450, A  | 20 | H  |
| HS3S54 | The English Peasantry, 1350-1450, B  | 20 | H  |
| HS3S05 | Rituals, Myths and Magic in Early Modern Europe, A                           | 20 | H  |
| HSES55 | Rituals, Myths and Magic in Early Modern Europe, B                           | 20 | H  |
| HS3S06 | Elizabeth's War with Spain, 1585-1604, A                                     | 20 | H  |
| HS3S56 | Elizabeth's War with Spain, 1585-1604, B                                     | 20 | H  |
| HS3S07 | Agriculture and Society in Early Modern England, A                           | 20 | H  |
| HS3S57 | Agriculture and Society in Early Modern England, B                           |    | 20 |
|        | H  |    |    |
| HS3S08 | 1688: Monarchy and Revolution in Britain, A                                  | 20 | H  |
| HS3S58 | 1688: Monarchy and Revolution in Britain, B                                  | 20 | H  |
| HS3S09 | The American Revolution, A   | 20 | H  |
| HS3S59 | The American Revolution, B   | 20 | H  |
| HS3S10 | The Unification of Italy, A  | 20 | H  |
| HS3S60 | The Unification of Italy, B  | 20 | H  |
| HS3S11 | Priests, Prelates and People: Religious Life in Nineteenth Century France, A | 20 | H  |
| HS3S61 | Priests, Prelates and People: Religious Life in Nineteenth Century France, B | 20 | H  |
| HS3S12 | Intellectual and Cultural Revolution in Europe, 1880-1930, A                 |    | 20 |
|        | H  |    |    |
| HS3S62 | Intellectual and Cultural Revolution in Europe, 1880-1930, B                 | 20 | H  |
| HS3S13 | Slavery and Slave Culture in the Antebellum USA, A                           |    | 20 |
|        | H  |    |    |
| HS3S63 | Slavery and Slave Culture in the Antebellum USA, B                           | 20 | H  |
| HS2S14 | Britain at War, 1939-1945, A   | 20 | H  |

|        |   |    |    |
|--------|---|----|----|
| HS3S64 | Britain at War, 1939-1945, B  | 20 | H  |
| HS3S15 | End of Empire: A Comparative Study of British<br>Colonization, 1945-64, A     | 20 | H  |
| HS3S65 | End of Empire: A Comparative Study of British<br>Colonization, 1945-64, B     | 20 | H  |
| HS3S16 | The New Deal: The USA and the Legacy of the Great<br>Depression, 1933-1946, A | 20 | H  |
| HS3S66 | The New Deal: The USA and the Legacy of the Great<br>Depression, 1933-1946, B | 20 | H  |
| HS3S17 | From Theory to Practice: International Communism<br>1902-43, A                | 20 | H  |
| HS3S67 | From Theory to Practice: International Communism<br>1902-43, B                | 20 | H  |
| HS3S18 | Sex and Society in Victorian Britain, A                                       | 20 | H  |
| HS S18 | Sex and Society in Victorian Britain, B                                       | 20 | H  |
| HS3S19 | The Countryside in English Culture, c.1750-1939, A                            |    | 20 |
| H      |   |    |    |
| HS3S69 | The Countryside in English Culture, c.1750-1939, B                            | 20 | H  |

### **English**

Students choose three optional 20 credit modules to make a total of 60 credits, from an approved list (NB. Not all these options will necessarily be available in any one year)

*Optional modules:*

|          |  |    |   |
|----------|--|----|---|
| EN3AAL   | <i>African American Literature</i>                                   | 20 | H |
| EN3AF    | <i>American Fiction: Chopin to Carver</i>                            | 20 | H |
| EN3AP    | <i>American Poetry: Bishop to Dove</i>                               | 20 | H |
| EN3CD    | <i>Contemporary Drama</i>  | 20 | H |
| EN3CF    | <i>Contemporary Fiction</i>  | 20 | H |
| EN3CL1/2 | <i>Children's Literature</i>   | 20 | H |
| EN3CWF   | <i>Canadian Women's Fiction</i>                                      | 20 | H |
| EN3DD    | <i>Decadence and Degeneration: Literature of the 1890s</i>           | 20 | H |
| EN3DF    | <i>Detective Fiction</i>   | 20 | H |
| EN3DIC   | <i>Dickens</i>   | 20 | H |
| EN3EMP   | <i>'For Profit and Delight': Early Modern Poetry<br/>Collections</i> | 20 | H |
| EN3ETW   | <i>Elizabethan Travel Writing</i>                                    | 20 | H |
| EN3FSS   | <i>Further Spenser Studies</i>                                       | 20 | H |
| EN3GG    | <i>Grotesque to Gothic: Body Text and Audience 1680-<br/>1800</i>    | 20 | H |
| EN3HJ    | <i>Henry James</i>   | 20 | H |
| EN3HP    | <i>Harold Pinter</i>   | 20 | H |
| EN3JA    | <i>Jane Austen and her Contemporaries</i>                            | 20 | H |
| EN3JAF   | <i>Jewish American Fiction</i>                                       | 20 | H |
| EN3LC1   | <i>Topics in Literary Theory and Criticism 1</i>                     | 20 | H |
| EN3LC2   | <i>Topics in Literary Theory and Criticism 2</i>                     | 20 | H |

|        |  |    |   |
|--------|--|----|---|
| EN3LP  | <i>Literature and Psychoanalysis</i>                               | 20 | H |
| EN3LTT | <i>Irish Literature of 'The Troubles'</i>                          | 20 | H |
| EN3MA  | <i>Margaret Atwood</i>   | 20 | H |
| EN3MDN | <i>Medieval Dream Narrative</i>                                    | 20 | H |
| EN3MID | <i>Modern Irish Drama</i>  | 20 | H |
| EN3MP  | <i>Modern Poetry: Larkin to Muldoon</i>                            | 20 | H |
| EN3MPP | <i>Marvell, Poetry and Politics in the Mid-Seventeenth Century</i> | 20 | H |
| EN3OEL | <i>Introduction to Old English Literature</i>                      | 20 | H |
| EN3OE2 | <i>Old English 2</i>   | 20 | H |
| EN3PCE | <i>Popular Culture in Early Modern England</i>                     | 20 | H |
| EN3PR  | <i>Pre-Raphaelitism</i>  | 20 | H |
| EN3RD  | <i>Renaissance Drama</i>   | 20 | H |
| EN3RWW | <i>Renaissance Women Writing</i>                                   | 20 | H |
| EN3SB  | <i>Samuel Beckett</i>  | 20 | H |
| EN3SF  | <i>British Science Fiction</i>                                     | 20 | H |
| EN3SHG | <i>Shakespeare and Gender</i>                                      | 20 | H |
| EN3SHH | <i>Shakespeare and History</i>                                     | 20 | H |
| EN3SHR | <i>Shakespeare and Romance</i>                                     | 20 | H |
| EN3SIR | <i>The American South: Image and Representation</i>                | 20 | H |
| EN3SJ  | <i>Samuel Johnson</i>  | 20 | H |
| EN3SN  | <i>The Sensation Novel</i>   | 20 | H |
| EN3TH  | <i>Thomas Hardy</i>  | 20 | H |
| EN3TTC | <i>From Troy to Camelot: Medieval Romance</i>                      | 20 | H |
| EN3TVL | <i>Television, Literature and Popular Culture</i>                  | 20 | H |
| EN3TVP | <i>Television Police Drama</i>                                     | 20 | H |
| EN3WOR | <i>Wordsworth</i>  | 20 | H |
| EN3WP  | <i>War Poetry: from the Crimean to World War 2</i>                 | 20 | H |
| EN3YJ  | <i>Yeats and Joyce</i>   | 20 | H |

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### Progression requirements

- (a) 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 40% in each English module. *NB, candidates who only take 20 credits in History may progress to a joint History degree so long as they achieve 40% in their History module.*
- (b) To proceed from Part 2 to Part 3 students should achieve an overall average of 40% in 120 credits taken in the examination.
- (c) In both cases 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 considered, 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

Teaching is through seminars, lectures and essay tutorials. In addition the Dissertation module is supported by workshops and individual supervisions.

Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination.



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 the Joint Degree programme are normally required to have obtained:

**A levels** 280 points in 3 A2s with 100 points in English Literature or English Language & Literature. An A2 in History is not required.

**AS 2** good AS grades are accepted as 1 supporting A2. History is not specifically required.

**Scottish Highers** ABBBB or above (A in English Literature)

**Irish Highers** at least ABBBB (A in English Literature)

**International Baccalaureate** 31 points with 6 or 7 for Higher level English Literature

**GCSE/O** English Language preferred: grade C or above.

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

*Mature applicants.* Applications from mature candidates are welcomed. Mature candidates will be expected to have a B at A level English Literature, or equivalent qualification. In other respects generous concessions may be made to reflect the value of other qualifications and experience. 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 A2 subjects, 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, Fax – 0118 931 6440 Email – [e.l.berry@reading.ac.uk](mailto:e.l.berry@reading.ac.uk), as well as by post.

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

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers, and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Learning Resource Centre with some 200 workstations. 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 the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

In the School of History, students are provided with handbooks which outline the programme, provide guidance on study skills, and contain information on staff, facilities and sources of specialised help within the University. They are also available on the internet at <http://www.reading.ac.uk:80/AcaDepts/lh/History/history.htm>. Additional support is given through orientation sessions on module choices and the Dissertation. Advice is also given by the

Programme Director. There is 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. There is also a School Library which provides quiet study space, a photocopier and networked computers.

Students in English receive Handbooks which give details of the programme, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialized help within the University, such as the Study Skills Advisor and the Counselling Service. The English programme is designed to give students extensive teaching support in Part 1 leading to more independent work in Part 3. Academic feedback and guidance is given through one-to-one essay tutorials, and academic and personal support is provided through the personal tutor system and PAR. Dissertation workshops prepare students for the Part 3 dissertation which is individually supervised. The Geoffrey Matthews Collection, housed in the School of English, provides books, xeroxed materials, cassettes and an extensive collection of videos for loan to students. A video-viewing suite is available within the Faculty. The Library is well-stocked with printed materials as well as electronic databases, such as the OED, the MLA Bibliography, and the DNB on CD ROM, and such on-line resources as JSTOR, and First Search. Specialist subject librarians are available to give students advice and guidance to library resources.

Liaison Officers for both History and English coordinate the programme.

### **Career prospects**

History and English graduates are trained in clear thinking, research skills, diligence, independence, adaptability and the ability to understand people and situations in the world at large. Past graduates have used their degree as a springboard for various areas of employment such as accountancy, banking and commerce, law, publishing, journalism, the media, public relations, information science, museum work, teaching and social work. Many also enter the business world through management training schemes operated by national companies in retailing, marketing, sales, computing, while others go into the civil service and local government. Graduates go on to postgraduate study in both at MA and PhD level, at Reading and elsewhere.

### **Opportunities for study abroad**

Students may, with permission, opt for a four-year degree programme which involves spending their third year abroad, at one of the European universities with which Reading has an exchange agreement. They would actively participate in academic courses abroad, experience the teaching and learning processes of another institution, learn or improve their knowledge of a European language, and enhance their curriculum vitae. Students opting for the 4-year degree take 120 credits in Year 3. Of this total, 40 credits of English studies (two courses undertaken at the host institution) and 40 credits of History studies (two courses undertaken at the host institution) will count towards degree classification. The remaining 40 credits are assigned for the experience and satisfactory completion of the year abroad, and are assessed on a Pass/Fail basis.

### **Educational aims of the programme**

#### **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. Literary texts in English from selected periods between the Middle Ages and the present day
2. A range of kinds of texts including fiction, poetry and drama
3. Methods of critical textual analysis
4. Ways in which social, cultural and historical issues relate to texts
5. A range of approaches in English studies
6. Selected specialised fields within English studies
7. The broad sweep of post-classical history and its principal divisions
8. A range of eras and cultures and more focussed historical themes and issues
9. The contextualisation of forces, events, and individual experiences in the historical process
10. The nature and variety of historical sources as defined by period and culture
11. The nature of debate and dispute in historical writing.

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

Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. In English, Part 1 modules offer a broad introduction to 1, 2, 3, 4 and 5, while in History they introduce students to 7, 10 and 11 in particular. In Part 2 modules the understanding and skills acquired at Part 1 are developed with particular emphasis in English on 1, 2 and 4 and in History on 7, 8, 9 and 11 through seminars, lectures and individual feedback. Part 3 modules introduce more specialized study, particularly in relation to 3, 5 6, 8, 10 and 11 through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.

#### *Assessment*

At Parts 1 and 2, knowledge and understanding of 1 – 11 are tested through a combination of essays and written examinations. At Part 3, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation (including oral presentation).

## *Skills and other attributes*

### **B. Intellectual skills :**

1. Capacity for independent analysis and research
2. Identification of problems and issues and the ability to formulate arguments based on evidence
3. The ability to read closely and critically and to be able to demonstrate the interrelationships between primary and secondary sources
4. An ability to reflect on one's own positions and to challenge received conclusions
5. Accumulate and apply information in a structured manner

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

Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1 - 5) and essay feedback through tutorials (2, 3 and 4).

#### **Assessment**

1 – 3 are assessed both formatively in coursework essays, and summatively in essays and unseen exams. 1- 5 are assessed formatively through seminar discussion and essay feedback and tutorials.

**C. Practical skills:**

1. To develop and carry out individual research programmes and strategies
2. The ability to criticize and formulate interpretations of texts
3. An ability to engage in critical argument using relevant evidence or theoretical approaches
4. Bibliographical and research skills
5. A knowledge of appropriate conventions in the presentation of written work
6. An awareness of the rhetorical resources of the English language
7. An ability to relate the study of English to cultural and social issues
8. The location and synthesis of large quantities of historical materials
9. The use of IT to access sources and information

**Teaching/learning methods and strategies**

1-5 are common to both disciplines and are developed in seminars, essays and essay tutorials. 4-5 are developed, in particular through dissertation guidance and supervision. 3 and 6 are specific to English and are developed in seminars, essays and essay tutorials. 8 and 9 relate to History and are developed through essays and seminar preparation in particular.

*Assessment*

All the subject specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in unseen examinations.

**D. Transferable skills:**

1. Fluency in written and oral communication
2. The ability to formulate and present arguments
3. Assessing the merits of competing approaches
4. The ability to translate subject-specific knowledge and skills into other environments
5. The ability to find and use relevant information resources
6. Time –management skills
7. A creative approach to problem-solving
8. Group and interpersonal skills
9. An ability to self-evaluate and self-reflect
10. Use of information technology, especially word-processing

**Teaching/learning methods and strategies**

Transferable skills are developed through seminar discussions(1, 2, 3, 4, 7 and 9), through seminar presentations, essay writing, tutorial feedback and unseen examinations (1 – 9). 4 and 7 particularly are developed through requiring students to draw on acquired knowledge and skills when analyzing new material in essays and unseen examinations. 5 and 10 are developed through use of the library and other sources of information, for seminar preparation, essay writing and research for the dissertation. We require that all summatively assessed essays are word-processed (10).

*Assessment*

1 – 7 and 9 are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, unseen examinations, and the dissertation. 9 is encouraged through essay feedback and essay tutorials. 8 is encouraged through seminars and in tutorials.

*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 expect 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 module and programme handbooks.