

BA History

UCAS code: V100

Awarding institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group: History
Faculty of Arts and Humanities
For students entering Part 1 in 2003
Programme Director: Mr Roy Wolfe
Programme Adviser: Mr Roy Wolfe
Board of Studies: History
Accreditation: not applicable

Programme length: 3 years
Date of profile: July 2003

<http://www.rdg.ac.uk:80/AcaDepts/lh/History/history.htm>

Summary of programme aims

The single subject degree in History 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 topics of British, European and American history. It also enables students to pursue their own interests through an 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.

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 enhance 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 judgment 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.

Programme content

Students must take 120 credits in each Part. In Part 2, students have a choice of Periods within the categories of medieval, early modern and modern history. At Part 3, students will have a choice of Topics and Specials.

Part 1 introduces students to the discipline through study of historical causation, contextualisation and the utilisation of both primary and secondary sources in History. In Part

2 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 and 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

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
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Students must make up the remaining number of credits from modules chosen from the Part 1 module catalogue.

Part 2 (three terms)

Students must take 120 credits of which at least 100 must be at I level.

Compulsory modules

HS2IND	Independent Study	10	I
HS2DHE	Directed Historiographical Essay	20	I

(Students may replace the Directed Historiographical Essay with a 20 credit module offered elsewhere in the University).

Optional modules

Periods

Students must take **three** Period modules with the co-requisite skill module from **each of the three groups**, (Medieval, Early Modern, and Modern), totalling 90 credits.

Periods and Skill in Medieval History

HS2PO1	Byzantine Empire 324-1453	20	I
HSKK01	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	I
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	<i>Skills in End of the Middle Ages? England in the mid-fourteenth to mid-sixteenth centuries</i>	10	I
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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 & Society & 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 credits are taken up by Career Management Skills.

Part 3 (three terms)

Students must take 120 credits of which at least 100 must be at H level.

Compulsory module

HS3HLD	Long Dissertation	40	
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Optional modules- Topics

Students must take two 20 credit Topic modules from the following list. One 20 credit module may be replaced by a 20 credit module offered elsewhere in the University.

HS3T01	The Vikings	20	H
HS3T02	The Golden Age of Anglo-Saxon England	20	H
HS3TO3	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
AR3S2	Environment and Landscape in Historic Periods	20	H
AR3T1	Burial Archaeology	20	H
AR3T3	Museum Studies	20	H
AR3M1	The Archaeology of Early Anglo-Saxon England	20	H
AR3M2	Later Anglo-Saxon England	20	H
AR3M3	Twelfth-century England – expansion or contraction	20	H
AR3M4	Crisis? What crisis? England in the later middle ages	20	H

Optional modules – Special subjects

Students must take 40 credits in a Special subject. 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 Colonization, 1945-64, A	20	H
HS3S65	End of Empire: A Comparative Study of British Colonization, 1945-64, B	20	H
HS3S16	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, A	20	H
HS3S66	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, B	20	H
HS3S17	From Theory to Practice: International Communism 1902-43, A	20	H
HS3S67	From Theory to Practice: International Communism 1902-43, B	20	H
HS3S18	Sex and Society in Victorian Britain, A	20	H
HS3S68	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

Progression Requirements

To proceed from Part 1 to Part 2, students must:

- (a) obtain an average of 40% across 120 credits taken in Part 1
- (b) obtain at least 40% over both compulsory modules in History
- (c) achieve not less than 30% in any module except that marks of less than 30% in a total of 20 credits may be condoned provided that the candidate has pursued the course for the module with reasonable diligence and has not been absent from the examination without reasonable cause.

To proceed to Part 3, it is sufficient to have obtained an overall average of at least 40% over 120 credits. Clause (iii) above also applies.

The degree is designed in end-stopped stages relating to the qualifications of Certificate, Diploma, and Honours Degree according to the National Qualifications Framework. Each stage is discrete yet developmental. Part 1 provides a general introduction to the discipline and methodology of history through the Approaches module, and to periodisation and causation in history through the Landmarks module. This foundation is reinforced and extended in Part 2 through students' engagement with three different Periods and by means of the work required for the Historiographical Essay and Independent Study. At Part 3, students' historical skills are refined to a high level of sophistication through the Long Dissertation and the Special Subject in particular, and their historical knowledge is extended through the Topics which also allow students to themes and issues in depth.

Summary of teaching and assessment

At Part 1, teaching is by large group lectures reinforced by seminars of c. 15 students, and for those taking the Directed Study, individual supervision is provided. At Parts 2 and 3, it is principally by seminars, of around 25 students in Periods, 15 in Topics, and 8 in Special Subjects. At all levels, independent research is expected and encouraged. It is most apparent and significant in the preparation of the Independent Study, Directed Historiographical Essay and the Long Dissertation, although individual supervisory support is also provided.

All parts are assessed by a mixture of coursework and timed examination. The Part 2 Independent Study, Skills in Periods modules and the Directed Historiographical Essay are based solely on coursework, while the Long Dissertation includes a substantial element of oral presentation.

Assessment criteria for each of the Levels are given in the School Handbook but it should be noted that Part 2 modules will count for 33% of the final assessment and Part 3 modules for 67% of the final assessment.

Admission requirements

Entrants to this programme are normally required to have obtained:

260 points from 3 A levels, or 280 points from 3 A levels plus one AS level (History not required); or International Baccalaureat: 29 points preferably with History Grade 5 or 6; or Advanced GNVQ: 12 units at Distinction and a Grade C or higher at A Level or 18 units at Distinction; or Scottish and Irish Highers: 4 Bs or equivalent thereof.

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

Admissions secretary: Mrs Elizabeth Berry, e.l.berry@reading.ac.uk, tel 0118 913148

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 one million volumes, subscribes to around 4,000 periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning ([S@IL](#)) computer-based teaching and learning facilities. There are language laboratory facilities both for those students combining history with a language, and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

In the School, 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. Additional support is given through orientation sessions on module choices, the Independent Study and the Long Dissertation. Advice is also given by the Director of Teaching and Learning. 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. The PAR scheme also assists in helping students assess their development. There is also a School Library which provides quiet study space, a photocopier and networked computers.

Career prospects

History graduates 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 a second year Career Management Scheme run by the School in conjunction with the Careers Advisory Service. Past graduates have used their degree as a springboard for various areas of employment such as accountancy, banking and commerce, law, publishing, 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. Several graduates also go on to postgraduate study in History, both at MA and PhD level, at Reading and elsewhere.

Opportunities for study abroad

Students in the School of History have the opportunity to spend a period of study abroad (normally in Part 2) as part of the Socrates scheme, or in conjunction with the American Studies programme's exchange.

Educational aims of the programme

The programme aims to provide a thorough degree-level education in History which develops the student's knowledge of events, structures, and historical agents or actors, a sophisticated and sensitive understanding of the complex interplay between cause and effect in the historical process, and a critical awareness of the variety of ways in which the past has been interpreted in historical writing.

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. the broad sweep of post-classical history and its principal divisions
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

Teaching/learning methods and strategies

. Part 1 incorporates topics and texts from all eras. At Parts 2 and 3 single subject students must take one Period from each of the medieval, early modern and modern groups, but opportunities exist for geographical specialisation.

At Part 1 formal lectures impart crucial information and perspective, which is reinforced and deepened by regular seminars. As the degree progresses, less use is made of the lecture form and students engage with historical problems and texts through the structured exploratory contexts of the seminar and the workshop. Class sizes become progressively smaller as greater emphasis is placed on student-centred learning. The importance of both primary and secondary texts is registered throughout the degree, and is established at the outset particularly in the Approaches module, being reinforced not only in the Directed Historiographical Essay but also in the Long Dissertation.

Assessment

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

Skills and other attributes

B. Intellectual skills - able to:

1. accumulate and apply information and perspective in a structured manner
2. identify and appreciate the forces which generate historical change
3. analyse and solve historical problems, and formulate arguments based on evidence
4. develop a critical and nuanced appreciation of issues, and challenge received conclusions
5. negotiate both primary and secondary sources in history, and demonstrate how they inter-relate
6. develop creative intelligence in independent research and interpretation

Teaching/learning methods and strategies

Through specific focus on topics, issues and texts in seminars, workshops and personal study, students are enabled to develop critical modes of enquiry about the selection and treatment of material. Through essay, project, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgments. The Directed Historiographical Essay focuses students on methodological issues in historical writing, while the Long Dissertation requires them to engage creatively and critically with primary sources and/or historical interpretative works.

Assessment

Essay and project work tests all aspects of intellectual skills, while examinations assess the ability to marshal information and arguments under given time constraints, and according to a variety of conventions, involving open book, seen and unseen papers. The Independent study and Long Dissertation represent the evaluation of personal research and creative interpretation.

C. Practical skills – able to:

1. develop and carry out individual research programmes and strategies
2. locate and synthesise large quantities of material
3. prepare bibliographies and references according to the conventions of the discipline
4. use IT to access sources and information relating to the subject
5. engage in group discussion and debate on historical issues
6. develop a critical self-awareness as a working historian

Teaching/learning methods and strategies

All of the practical skills are present in each Part, and are developed through essay and project work as well as through seminars and workshops. The Skills in Periods modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. Feedback on an individual basis combined with the University's personal tutor system encourages constructive self-criticism.

Assessment

The Special Subject papers test the ability to cope with and interpret large quantities of material. Independent Research skills are assessed in Part 1 through the optional Directed Study, in Part 2 with the Independent Study and ultimately in the Part 3 Long Dissertation. The portfolio required for the Skills in Periods reveals the diverse range of practical skills acquired as appropriate to the module.

D. Transferable skills – able to:

1. present findings and arguments in a cogent and coherent manner, both orally and in writing
2. use IT for word-processing and information retrieval
3. use library resources to optimum effect
4. operate effectively in a group
5. show a competence in numeracy within the parameters of the subject
6. assess aptitudes in preparation for a career
7. work to deadlines

Teaching and learning strategies and methods

The use of IT is encouraged throughout the degree especially in the Landmarks module at Part 1, and in the Skills in Periods. Seminars develop oral skills and group work. Essay work develops writing skills, library research and the keeping of deadlines. The Careers module at Part 2 introduces students to vocational issues. A basic appreciation of numeracy is developed through an awareness of chronology, cataloguing systems and estimation, with certain modules taking this skill further as appropriate to their subject matter.

Assessment

Written skills are examined at every stage both under timed conditions and in course work. Oral skills are examined in the presentation associated with the Long Dissertation. The Independent Study requires students to demonstrate competence in at least two of the skills outlined in the University Strategy in addition to written presentation skills.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonable 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 study module guide and programme handbook.