

BA PHILOSOPHY AND ENGLISH
For students entering Part 1 in 2003

UCAS code: VQ53

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking groups:
Faculty of Arts and Humanities
Date of specification: April 2005
Programme Director: Dr. A. Drewery
Programme Advisor: Dr. A. Nash
Board of Studies: Philosophy and English
Accreditation: Not appropriate

The University of Reading
The University of Reading
Philosophy and English
Programme length: 3 years

Summary of programme aims and learning outcomes

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 philosophical and literary texts, from a range of different periods, as well as perspectives on different methods of philosophical, logical and critical analysis. The course also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to the disciplines of Philosophy and English.

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. To allow students to study in depth some aspects of Philosophy in which they have greater interest and to develop students' aptitude for Philosophy, engender a sense of belonging to a community of inquiry, and encourage intellectual development. Also to prepare students, where appropriate, for possible postgraduate study and provide a supportive learning environment with full access to welfare, pastoral and careers support

The English part of the programme introduces students to debate about approaches to the study of literature through close study of selected texts from a number of different periods. Part 2 provides greater breadth of coverage in preparation for more specialised options and independent work in Part 3.

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.

From their studies in Philosophy and English students are also expected to gain skills such as: effective time-management; presenting a coherent talk delivered from notes, producing concise and accurate written reports; the ability to critically discuss particular issues and arguments; to engage in discussion of each other's responses as well as articulate the student's own views; the ability to handle abstract ideas and utilise problem-solving skills, to access and deploy relevant information resources and to translate subject-specific knowledge and skills to new environments.

Programme content

Part 1 (three terms) Certificate Level

In Part 1 students must acquire a minimum of 20, or a maximum of 60 credits from the Philosophy modules, and 60 credits from the English modules.

In Philosophy students choose from the following modules:

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP1MW	Mind & World	20	C
PP1VV	Values & Virtues	20	C
PP1MR	Metaphysics & Religion	20	C

In English students must take the following modules:

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) Intermediate Level

In Philosophy students must acquire a minimum of 60 credits from below (i.e. take at least 3 modules).

Two modules, PP2TK 'Theory of Knowledge' and PP2MP 'Moral Philosophy' are compulsory. In addition students should take at least one other module from the combined list of Core and Option modules. (Not every Option module will be available in every year.)

Compulsory Modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP2TK	Theory of Knowledge	20	I
PP2MP	Moral Philosophy	20	I

Core Modules

PP2EMP	Early Modern Philosophy	20	I
PP2LCT	Logic and Critical Thinking	20	I
PP2PA	Plato & Aristotle	20	I
PP2MIN	Philosophy of Mind	20	I

Option Modules

PP2LR	Language and Reality	20	I
PP2ANW	The Philosophy of Whitehead	20	I
PP2MPT	Modern Philosophical Texts	20	I
PP2AES	Aesthetics	20	I
PP2CPP	Contemporary Political Philosophy	20	I

In English (60 Credits)

Students choose three modules in Part 2, at least one in the Autumn and one in the Spring terms. At least one of the chosen modules must be an asterisked module. Not more than one module may be chosen from each group.

Autumn Term

Group A

EN2RTC	<i>Renaissance Texts & Cultures*</i>	20	I
EN2MC1	<i>Modernity and Cultural Crisis 1: (Poetry)</i>	20	I
EN2RR	<i>The Eighteenth-Century Restoration to Romantics</i>	20	I

<i>Group B</i>			
EN2CMN	<i>Chaucer and Medieval Narrative*</i>	20	I
EN2WW1	<i>Women's Writing and Feminist Theory 1</i>	20	I
EN2WAI	<i>Writing America 1</i>	20	I
<i>Group C</i>			
EN2RD	<i>Renaissance Drama*</i>	20	I
EN2NCN	<i>Nineteenth Century Novel</i>	20	I
EN2LCT	<i>Literary Criticism & Theory</i>	20	I
EN2OEL	<i>Introduction to Old English*</i>	20	I
 Spring Term			
<i>Group A</i>			
EN2ERE	<i>English Renaissance Epic*</i>	20	I
EN2MC2	<i>Modernity and Cultural Crisis 2</i>	20	I
EN2RD	<i>Romantics to Decadents</i>	20	I
<i>Group B</i>			
EN2LV	<i>Lyric Voices 1340 – 1650*</i>	20	I
EN2WW2	<i>Women's Writing and Feminist Theory 2</i>	20	I
EN2WA2	<i>Writing America 2</i>	20	I
<i>Group C</i>			
EN2SH	<i>Shakespeare*</i>	20	I
EN2MDR	<i>Modern Drama</i>	20	I
EN2FN	<i>Film Narrative</i>	20	I

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

In this Part of the programme up to 20 credits from either Philosophy or English can be taken *either* from modules available elsewhere in the University *or* from:

EN2CWA	Communications at Work	20	I
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Part 3 (three terms) Honours Level

Compulsory Module

<i>Mod Code</i>	<i>Module Title</i>	<i>Credit</i>	<i>Level</i>
PP3END	Joint Dissertation (20 credits in each Department)	40	H

In the Philosophy Department : (40 credits from the following optional modules)

Optional modules: (Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.)

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP3LAN	Philosophy of Language	20	H
PP3MBC	Metaphysics: Basic Concepts	20	H
PP3LWE	The Earlier Philosophy of Wittgenstein	20	H
PP3LWL	The Later Philosophy of Wittgenstein	20	H
PP3SNS	Schopenhauer, Nietzsche, Sartre	20	H
PP3RL1	Philosophy of Religion 1	20	H
PP3RL2	Philosophy of Religion 2	20	H
PP3FL	Further Logic	20	H
PP3LAW	Philosophy of Law	20	H
PP3CAP	Philosophy of Crime and Punishment	20	H
PP3NS	Philosophy of Natural Science	20	H
PP3SS	Philosophy of Social Science	20	H
PP3INE	International Ethics	20	H

PP3EIN	Ethical Intuitionism	20	H
PP3CMT	Contemporary Ethical Theory	20	H
PP3PIS	Personal Identity and the Self	20	H
PP3EAN	Ethics and Animals	20	H
PP3EE	Environmental Ethics	20	H

In English (40 Credits)

Students choose two modules, one in each term to make a total of 40 credits, from an approved list. (NB. Not all these options will necessarily be available every year. Admission to these modules will be at the discretion of the Programme Director.)

Optional modules

EN3AF	<i>American Fiction: Chopin to Carver</i>	20	H
EN3AL	<i>Arthurian Literature: Malory to T.H. White</i>	20	H
EN3AP	<i>American Poetry: Bishop to Dove</i>	20	H
EN3BH	<i>Book History: Clay Tablets to Computers</i>	20	H
EN3BIP	<i>Contemporary British and Irish Poetry</i>	20	H
EN3BY	<i>Byron and Byromania</i>	20	H
EN3BPD	<i>Post-War British Political Drama</i>	20	H
EN3CD	<i>Contemporary Drama</i>	20	H
EN3CF	<i>Contemporary Fiction</i>	20	H
EN3CL	<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 Collections</i>	20	H
EN3ETW	<i>Elizabethan Travel Writing</i>	20	H
EN3FI	<i>Fictions of India</i>	20	H
EN3GDN	<i>Gothic Dreams and Nightmares</i>	20	H
EN3HF	<i>Holocaust Fiction</i>	20	H
EN3HJ	<i>Henry James</i>	20	H
EN3HP	<i>Harold Pinter</i>	20	H
EN3HS	<i>Horrid (S)laughter on the Seventeenth-Century Stage</i>	20	H
EN3JA	<i>Jane Austen and The Courtship Novel</i>	20	H
EN3JAF	<i>Jewish American Fiction</i>	20	H
EN3LA	<i>Literature of Adultery</i>	20	H
EN3LEC	<i>The Roots of Romanticism: Later Eighteenth-Century Poetry</i>	20	H
EN3LTT	<i>Literature of 'The Troubles'</i>	20	H
EN3MAT	<i>Margaret Atwood</i>	20	H
EN3MDN	<i>Medieval Dream Narratives</i>	20	H
EN3MID	<i>Modern Irish Drama</i>	20	H
EN3MSF	<i>Modern Scottish Fiction: From Jean Brodie to Trainspotting</i>	20	H
EN3MPP	<i>Marvell, Poetry and Politics in the Mid-17th Century</i>	20	H
EN3NAW	<i>Writing the North American Wilderness</i>	20	H
EN3NMW	<i>The Novel in the Material World 1750-1914</i>	20	H
EN3OE2	<i>Old English 2</i>	20	H
EN3PBS	<i>Revolutionary Romantics: Shelley and his Successors</i>	20	H
EN3POL	<i>Nineteenth- and Twentieth-Century Political Fiction</i>	20	H
EN3PR	<i>The Pre-Raphaelites</i>	20	H
EN3PSY	<i>Psychoanalysis and Text</i>	20	H
EN3QU	<i>Queer Theory</i>	20	H
EN3RG	<i>The Roots of Gothic: 1580-1765</i>	20	H
EN3RWW	<i>Renaissance Women Writing 1575-1625</i>	20	H

EN3SBP	<i>Samuel Beckett's Plays</i>	20	H
EN3SC	<i>Savagery and Civility: Edmund Spenser and Ireland</i>	20	H
EN3SCI	<i>The Literature of Science</i>	20	H
EN3SF	<i>British Science Fiction</i>	20	H
EN3SG	<i>Shakespeare and Gender</i>	20	H
EN3SH	<i>Shakespeare and History</i>	20	H
EN3SP	<i>Shakespeare and his Contemporaries in Performance</i>	20	H
EN3SR	<i>Shakespeare and Romance</i>	20	H
EN3SLA	<i>Perspectives on Slavery</i>	20	H
EN3SV	<i>Spectacle and Violence on the Elizabethan Stage</i>	20	H
EN3TAL	<i>Text and Audience in the Late Romantic Period</i>	20	H
EN3TH	<i>Thomas Hardy</i>	20	H
EN3TTC	<i>From Troy to Camelot: Medieval Romance</i>	20	H
EN3VSN	<i>Victorian Sensation Novels</i>	20	H
EN3VW	<i>Virginia Woolf</i>	20	H
EN3WA	<i>Love and Death: the Films of Woody Allen</i>	20	H
EN3WCH	<i>Working-Class Heroes: From John Clare to John Lennon</i>	20	H
EN3WL	<i>Writing Lives</i>	20	H
EN3WOR	<i>Wordsworth 1795-1815</i>	20	H
EN3WP	<i>War Poetry: from the Crimean to World War 2</i>	20	H
EN3WWR	<i>Women's Writing of the Romantic Age</i>	20	H
EN3YJ	<i>Yeats and Joyce</i>	20	H

Progression requirements

- (a) To proceed from Part 1 to Part 2 a student should obtain 40% in one 20-credit Philosophy module, a minimum of 40% in each English module, and an overall average of 40% across all Part 1 modules taken in the examination.
- (b) To proceed from Part 2 to Part 3 a student should achieve not less than 30% in any module, and obtain an overall average of 40%.
- (c) In both cases a student should achieve not less than 30% in any modules 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(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

Summary of teaching and assessment

Teaching within the Philosophy programme combines lectures, small group seminars and essay supervisions, with appropriate visual aides and course materials being provided throughout. The final assessment for the majority of Philosophy modules in all Parts is by a combination of assessed coursework and unseen examination. See the Philosophy BA handbook for further details.

The final assessment for all English modules in all Parts 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

Assessment criteria for each of the Parts are given in the appropriate Departmental Handbook.

The University's honours classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
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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

Admission requirements

Entrants to the Joint Degree programme are normally required to have obtained:

UCAS Tariff: 300 points from three A levels, to include 100 points (Grade B) in either English Literature or English Literature and Language

AS 2 good AS grades are accepted as 1 supporting A level

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 applications are considered on their individual merits. Mature candidates will be usually 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.

Admissions tutors: Philip Stratton-Lake (Philosophy) and Carolyn Lyle (English)

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 Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Within the Philosophy and English Departments additional support is provided through individual essay tutorials, and through PARS and the personal tutor system.

Career prospects

Philosophy (like many other academic disciplines) is not a directly vocational subject such as law or medicine. But a training in Philosophy develops the ability to think clearly and reason logically, to expound and evaluate arguments, to organise ideas, to be aware of the logical and practical implications of our assertions, to be alert to alternative explanations and solutions, to reject facile assumptions and search for coherent principles of thought and action. The structured development of student's presentation skills and of the clarity and precision of their written work are also invaluable in any area of work. So, philosophical training is highly prized by employers in every area of business and professional life, where these vitally important general transferable skills are at a premium. We include among our former graduates those who have gone on to follow careers in business and management, social work, the probation service, the armed forces, the police, insurance, banking, librarianship, the Civil Service, journalism and accountancy.

In recent years students who have gained an English degree from the Department have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, and public relations. A Reading English degree provides graduates with a range

of communication and analytical skills that will serve them in good stead in the marketplace. A number of graduates each year go on to further academic study and research.

Opportunities for study abroad

There is no opportunity for study abroad during this Joint Programme.

Educational aims of the programme

The central aim of the **Philosophy** component is to cultivate the ability to do, and not just to read, Philosophy. It introduces students to terms and concepts essential for philosophical investigation, exposes them to the distinctive nature of philosophical inquiry, develops a basic understanding of some central philosophical problems, and introduces some major figures from the history of philosophy. A programme of study is provided which introduces progressive intellectual challenges at each new level and requires students to study in more depth some aspects of Philosophy in which they have a greater interest.

In English, the aim is to develop students' knowledge and understanding of a wide variety of literary texts, and to promote an informed and self-reflective awareness of procedures of critical analysis.

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

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none"> 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 special fields of English 7. The main areas of Philosophy and of the views of great figures in the history of Philosophy 8. Particular issues in Philosophy, and at the forefront of philosophical debate reflecting the research interests and professional activities of staff 	<p>Teaching/learning methods and strategies</p> <p>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. Part 1 offers a broad introduction to 1, 2, 3, 4, 5 and 7. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2, 4 and 7 through seminars, lectures, individual feedback and in Philosophy through tutorials. Part 3 introduces more specialized study, particularly in relation to 3, 5, 6 and 8, through a choice of seminar-based modules (and in Philosophy through additional tutorials) together with supervised, independent study leading to a dissertation.</p> <p><i>Assessment</i></p> <p>In Parts 1 and 2, knowledge and understanding of 1 – 5 and 7 are tested through a combination of essays and unseen written examinations. In Part 3, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation.</p>
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Skills and other attributes

<p>B. Intellectual skills :</p> <ol style="list-style-type: none"> 1. Capacity for independent analysis and research 2. Identification of problems and issues 3. The ability to read closely and critically 4. An ability to reflect on one's own positions 5. The ability to think clearly and reason logically 6. The capacity to critically evaluate arguments and to question assumptions of any given viewpoint 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1, 2, 3, 5 and 6) and essay feedback through tutorials (2, 3, 4, 5 and 6).</p> <p>Assessment</p> <p>1 – 3, 5 and 6 are assessed summatively in essays and unseen exams. 1- 6 are assessed formatively through seminar discussion and essay feedback and tutorials.</p>
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C. Practical skills:

1. The ability to criticize and formulate interpretations of texts
2. An ability to engage in critical argument using relevant theoretical approaches
3. An awareness of the rhetorical resources of the English language
4. Bibliographical and research skills
5. A knowledge of appropriate conventions in the presentation of written work
6. An ability to relate the study of English to cultural and social issues
7. An ability to criticize and formulate philosophical arguments

Teaching/learning methods and strategies

1 – 3, 6 and 7 are developed in seminars, essays and essay tutorials. 2, 4, 5 and 7 are developed through essays, essay feedback and dissertation guidance and supervision.

Assessment

All the subject specific practical skills are assessed through formative and summative essays. 1 – 3, 6 and 7 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
11. the opportunity to develop skills relating to career management

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). 11 is developed through the Careers Management Skills unit in Part 2.

Assessment

1 – 7 and 9 are 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. 11 is assessed summatively through exercises.

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.