

Programme Title: BA in Intellectual History



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA in Intellectual History
Name of interim award(s):	
Duration of study / period of registration:	Three years
QMUL programme code / UCAS code(s):	
QAA Benchmark Group:	V300
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	10 May 2018
Responsible School / Institute:	School of History

Schools / Institutes which will also be involved in teaching part of the programme:

Institution(s) other than QMUL that will provide some teaching for the programme:

Programme outline

Study how historical events shaped, and were shaped by, new ideas and influential thinkers. Our BA in Intellectual History provides students with the exciting opportunity to study the history of ideas at Queen Mary, home to leading intellectual historians such as Quentin Skinner, Gareth Stedman Jones and Georgios Varouxakis. In the first year of study you will be provided an introduction into the practice of intellectual history, with a concentrated module on the Foundations of Modern Thought. This will cover key figures in the history of political thought and philosophy, from the Middle Ages through to the 20th-century. By analysing these individuals and their works in the context of their time you will cultivate a broad chronology of the development of modern thought. You will then have the opportunity to completely personalise your degree with the guidance of one of our historians. You can choose from a wide range of modules covering political, philosophical and scientific ideas, from the Chartists and Suffragettes to Darwin to 20th-century totalitarianism. In addition you will have access to the full range of social, political and cultural history modules offered by our internationally renowned experts. This will allow you to develop yourself into whatever sort of intellectual historian you wish to be. What ideas informed the leaders of revolutionary movements, be they in France or Mexico? How did nations which professed Christianity justify extreme violence? What was the basis for Imperialism across the globe? How did women challenge the established views of their rights and roles within their societies?

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You can choose to take this degree with a year abroad, immersing yourself in a different culture and society.

Aims of the programme

The programme - Intellectual History as delivered by the School of History at Queen Mary, University of London aims:

- to provide students with a thorough grounding in key aspects of intellectual history;
- to equip students to understand the unique problems of dealing with the challenges of intellectual history;
- to introduce students to, and encourage them to employ, a range of methodological approaches;
- to expose students to political, cultural, religious, social and economic themes as appropriate drawn primarily from the School's strengths in British, European, North American, Islamic and Global history;
- to encourage and support students to design their own coherent pathways of study drawing from units offered both within the School of History and by other Schools within the University;
- to equip students with the generic and transferable skills as defined in the History Benchmarks including self direction, independence of mind, ability to gather, organise and deploy evidence, data and information, structure, coherence, clarity and fluency of both oral and written expression, intellectual integrity.

What will you be expected to achieve?

Please refer to learning outcomes.

QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

Academic Content:

A 1	To demonstrate understanding of major political, cultural, social and economic systems and different historical periods around the world.
A 2	To develop an awareness of continuity and change over an extended time-span.
A 3	To show awareness of historiographic argument.

Disciplinary Skills - able to:

B 1	To demonstrate familiarity with bibliographic skills relevant to historical studies, including accurate citation of sources and consistent use of scholarly conventions.
B 2	To demonstrate research skills including the gathering together of relevant research materials.
B 3	To show evidence of effective communication skills, both orally and in written assignments, participate in group discussions.

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B4	To understand the significance of different historiographical approaches.
B5	To demonstrate the ability to work independently and to manage time effectively.

Attributes:	
C1	To acquire a robust and detailed knowledge of intellectual history and its primary sources.
C2	To appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change.
C3	To show awareness of the significance of historical research within the wider discipline and evaluated the significance of research.
C4	To develop a mature writing style and a clear and effective style of oral presentation.
C5	To present written work clearly and effectively, drawing on information technology as appropriate.
C6	To develop confidence in presenting arguments and ideas.
C7	To have gained the confidence to evaluate ICT sources of information and been effective in using ICT for presentation purposes.

QMUL Model Learning Outcomes - Level 4:	
D1	(Multi/Inter-Disciplinarity) Identify and demonstrate the perspectives or problem solving techniques of different disciplines
D2	(Multi/Inter-Disciplinarity) Demonstrate connections between different theoretical perspectives within your discipline
D3	

QMUL Model Learning Outcomes - Level 5:	
E1	(Multi/Inter-Disciplinarity) Evaluate perspectives from different disciplines
E2	(Multi/Inter-Disciplinarity) Demonstrate how discipline specific problem solving techniques or approaches may be generated
E3	

QMUL Model Learning Outcomes - Level 6:	
F1	(Multi-/inter-disciplinarity) Apply a critically analytical approach to an appropriate range of multi-disciplinary research

F 2	(Multi-/inter-disciplinarity) Model a holistic approach to knowledge which draws on a range of appropriate dis
F 3	

QMUL Model Learning Outcomes - Level 7:	
G 1	
G 2	
G 3	

How will you learn?

The programme is taught in accordance with the School's Teaching, Learning and Assessment Strategy. The broad aims of this strategy are:

- to foster a sense of community amongst students and staff in the pursuit of teaching and learning history;
- to promote the relationship between staff research, teaching and student learning;
- to provide a flexible curriculum, supported by the intercollegiate system of the University of London which maximizes students' choice;
- to expose students to a diverse set of approaches to the study of history and to a number of specialisms including interdisciplinary collaboration;
- to encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- to inspire intellectual independence in students;
- to employ a variety of assessment methods and emphasize progression;
- to prepare graduates for training and/or employment, or further academic study, through the acquisition of transferable skills;

Teaching takes a number of forms:

- Lectures
- Seminars
- Field Trips
- Individual supervision of projects and dissertations
- Individual feedback on written work including examinations

Learning is supported by:

- Coherently designed and effectively delivered modules
- Detailed bibliographies, providing guided reading for each module
- The provision of key materials, in libraries, in specified books or module packs
- Appropriate assessment exercises with each module
- Encouraging active participation by students in seminar discussions
- Encouraging students to reflect on historical methods through dedicated modules
- Review of individual student progress in conjunction with advisers

How will you be assessed?

Assessment is varied and takes a number of forms within the programme, closely related to the desired learning outcomes of each module within the programme.

Forms of assessment include:

- Essays (from 2,000 to 5,000 words as appropriate)
- Unseen examinations
- Dissertations (10,000 words)
- Gobbet work
- Project work

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- Translation and editing exercises
- Book reviews
- Literature reviews
- Log books

Copies of the full Teaching and Learning Strategy including specific practices relating to teaching, learning and assessment can be obtained from the School of History.

How is the programme structured?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

Year 1

Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4, including a compulsory skills and reflection module 'History in Practice' (15 credits), and the thematic compulsory module HST4603 The Foundations of Modern Thought: Introduction to Intellectual History (15 credits), with the guidance of their personal advisor in the School.

Compulsory modules (30 credits) from:

HST4602 History in Practice (15 credits) - compulsory QMM module

HST4603 The Foundations of Modern Thought: Introduction to Intellectual History (15 credits) - compulsory thematic module

PLUS 90 credits of level 4 HST modules.

In certain circumstances students may take up to 30 credits from another School.

Year 2

Students take modules with a cumulative value of 120 credits, with a minimum of 90 credits at level 5 in History, with the guidance of their personal adviser in the School. Students can take up to a maximum of 30 credits at level 4, or level 6. Students are able to choose from a wide range of modules offered by the School, cognate Schools within the College and other History Departments within the University (Group 1 or Group 2 modules as defined by the University of London School of History). The flexibility of the system enables students to design their own coherent pathway of study in accordance with their developing intellectual interests. Students must take a minimum of 10 credits of QMUL Model modules, either within the School of History, or in another School/Institute at QMUL.

Year 3

Students take modules to the value of 120 credits with a minimum of 90 credits at level 6 in History.

60 credits must come from a Special Subject, either as a combination of a 30 credit Queen Mary School of History Special Subject and 30 credits from HST6700 History Research Dissertation, or as a 60 credit Special Subject, which includes a dissertation, offered by another college within the University of London. The Special Subject requires extensive use of primary sources.

Final year students are not permitted to take level 4 modules.

Students must take a minimum of 10 credits of QMUL Model modules, either within the School of History, or in another School/Institute at QMUL.

All module choices are made with the guidance of the student's personal adviser in the School.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
History in Practice	HST4602	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> Yes
The Foundations of Modern Thought: Introduction to Intellectual History	HST4603	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> Yes
Level 4 HST modules	HST4***	90	4	Elective	1	Semester 1 or 2	<input type="checkbox"/> Yes

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
90 credits of level 5 HST modules.		90	5	Elective	2	Semester 1 or 2	<input type="checkbox"/>
30 credits of level 4, 5 or 6 modules, or UoL intercollegiate modules.		30		Elective	2	Semester 1 or 2	<input type="checkbox"/>

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
History Research Dissertation (HST6700) + History Special Subject, or UoL intercollegiate special subject		60	6	Compulsory	3	Semesters 1 & 2	<input type="checkbox"/>
30 credits of level 6 HST modules		30	6	Elective	3	Semester 1 or 2	<input type="checkbox"/>
30 credits of level 5 or 6 modules		30		Elective	3	Semester 1 or 2	<input type="checkbox"/>

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

How will the quality of the programme be managed and enhanced?

Overall administrative responsibility and QMUL accountability for the programme rests with History. The Programme Convenor will be responsible for the academic content and quality of the programme and any changes to the curriculum, ensuring consistent quality of teaching across the programme.

The History undergraduate office is responsible for the overall administrative delivery of the programme, including any issues relating to registration, complaints, pastoral care, appeals, and award for the programme.

The overall management and enhancement of the programme lies with the Department of History's undergraduate Teaching and Learning Committee chaired by the Director of Taught Programmes.

How do we listen to and act on your feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year. The school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

The School operates an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

What academic support is available?

All students beginning to study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser in each School with whom regular meetings are scheduled. Advisers are the designated members of staff with whom students can raise issues and problems and from whom they can seek advice and guidance.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress. There is a dedicated Student Experience Manager in the School who works with academic staff to assist students in need of support.

Both the Student Experience Manager and all advisers are able to refer students, where appropriate to the relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Learning Manager supports students in their use of online learning environments used on all modules. The School of History collaborates with the College's Thinking Writing team and Language Learning unit to support students in the development of their writing skills. Additional support is regularly provided by professional writers working in the College as Royal Literary Fund Fellows.

Programme-specific rules and facts

None

Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

History has a reputation as a serious and respected discipline, which develops an understanding of the modern world and valuable research, analytical and communication skills, making history graduates very attractive to employers. Queen Mary History graduates often find employment in areas such as business, education, finance, government and the media. Others continue their studies at postgraduate level, or pursue more directly related careers as academic historians, librarians, archivists or history teachers. Graduates have found work for organisations as diverse as BP, BBC, Mansion House Consulting and Investec.

Graduates of the programme can expect to have developed:

communication skills, as students are challenged to express themselves in both speech and writing;

presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;

reading skills, using a range of approaches to tackle different kinds of texts;

analytical abilities, as students respond to and assess their underlying agendas and meanings;

writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays);

research skills, locating, sifting and interpreting a range of sources (from printed books to electronic journals);

time management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments;

team-working skills, as students participate with peers in seminars and group research presentations;

Every year the School sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Specification Approval

Person completing Programme Specification:

Emma Yates

Person responsible for management of programme:

Julian Jackson

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

10 May 2018

Date Programme Specification approved by Taught Programmes Board:

10 May 2018