

Programme Title: BA History and Comparative Literature



## Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	BA History and Comparative Literature
Name of Interim Award(s)	
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	VQ12
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	n/a
Date Programme Specification Approved	26 Mar 2014
Responsible School / Institute	School of Languages, Linguistics & Film

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

School of History

Institution(s) other than Queen Mary that will provide some teaching for the programme

n/a

### Programme Outline

Comparative Literature makes connections between literary texts of different times, places and traditions and between literature and film, music, the visual arts and popular culture, while History complements the study of literature enabling you to gain an understanding of the intellectual, political and social context in which literature is conceived. The History programme covers all the main themes in medieval, modern and contemporary history, ranging from British to European, American, Asian and African topics. Advanced module options in the second and final years permit you to concentrate on the areas of literature and history that interest you most. You will divide your time equally between the two subjects, and you will be able to focus on the intersection of both in a research project in your third year.

### Aims of the Programme

1. To provide a coherent, innovative and intellectually challenging programme which promotes the study of literature from around the world, and provides a thorough grounding in key aspects at least one of three broad historical periods: medieval, early modern and modern, to a broad constituency of well-qualified students.
2. To offer students a knowledge and appreciation of a comparative contextual approach to the production and reception of literary and non-literary texts and discourse via the cross-cultural and transnational exploration of themes, movements and

periods.

3. To offer the opportunity to study European, Latin American and other literatures in translation for those without the language skills to study these in their original languages, but to encourage the reading of literatures in their original language where possible.

4. To familiarize students with essential critical and theoretical methodologies for the study of literature and culture generally, and for the examination of questions of form, genre, literary history, authorship and reception in particular.

5. To problematize the acts of reading and writing so that students can reflect critically upon textual production and reception both in history and in their own practice.

6. To expose students to political, cultural, religious, social and economic themes as appropriate drawn from the School's strengths in British, European and North American History

7 To encourage engagement with a wide variety of critical and theoretical modes of inquiry, enabling students to develop advanced skills of literary and cultural analysis, with attention to genre, period, form and style.

8. To enable students to develop independent critical thinking and judgment and to undertake independent research tasks.

9. To develop a range of skills necessary to the effective communication of ideas and arguments.

10. To develop a range of subject-specific and transferable skills appropriate to a wide range of subsequent careers; in particular, to develop graduates' capacity for further learning; to prepare them for further study or research; to equip them to meet international, national, regional or local needs.

### What Will You Be Expected to Achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas below. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

#### Academic Content:

A 1	Ability to identify the literary, historical and cultural contexts which inform the production and reception of an individual literary or cultural product.
A 2	Develop sensitivity to and awareness of the similarities and dissimilarities between other cultures, societies and literatures, and their own, and an attitude of curiosity and openness towards other cultures.
A 3	Ability to make theoretically informed connections between texts of different periods, literatures and cultures.
A 4	Gain knowledge of the place of literature in relation to the other arts and to popular culture.
A 5	Ability to identify the nature of politics, including a range of principles, concepts and terminologies associated with the study of political ideas, institutions and behaviour.
A 6	Ability to demonstrate a knowledge of historical and contemporary political phenomena, including political texts, issues and problems within the field of study.
A 7	Ability to demonstrate an understanding of major political, cultural and social systems and different historical periods, and a robust and detailed knowledge of at least one historical period and its primary sources.
A 8	Ability to demonstrate an awareness of historiographic argument, and an understanding of the significance of different historiographical approaches.

#### Disciplinary Skills - able to:

B 1	analyse a literary or cultural text with sophistication.
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B 2	construct cogent and sophisticated critical essays with evidence of independent study and initiative.
B 3	formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations.
B 4	bring critical skills to bear on the analysis of texts and other cultural products. In addition, to compare the effectiveness of different critical techniques.
B 5	demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.

Attributes:	
C 1	Demonstrate effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.
C 2	Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively.
C 3	Demonstrate the independent learning ability required for continuing professional development.

### How Will You Learn?

The programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the Schools of Languages, Linguistics and Film and of History. Teaching will be led by research-oriented staff. These strategies aim to:

Foster a sense of community amongst students and staff in the pursuit of teaching and learning;  
Promote the relationship between staff research, teaching and student learning;  
Expose students to a diverse set of approaches to the study of their subject area;  
Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;  
Inspire intellectual independence in students;  
Employ a variety of assessment methods;  
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, including a variety of group work;  
Small group tutorials;  
Workshops;  
Lab work using multi-media resources;  
Writing intensive courses;  
Field trips;  
Independent work by students, including research, presentations and peer review;  
Individual supervision of projects and dissertations;  
Individual and group feedback on written work.

### How Will You Be Assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of each module. Examinations may take the form of essay questions, analysis or exercises. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews, practical exercises, gobbet work, diaries of your own research, poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used.

## How is the Programme Structured?

### Requirements

Students must take a minimum of 150 credits in French modules and 180 credits in History modules, in addition to the Year Abroad module in French over the period of their studies. The Year Abroad is worth 120 credits and is a compulsory and integral part of the degree programme. Exceptionally the School can exempt students from the Year Abroad. These students will submit a change of programme form to change their degree to a 3-year degree. The programme requirements for the 3 year variant are exactly the same as for the 4 year programme but without the Year Abroad requirements.

### Structure

#### Year 1 – Level 4

15 Credits compulsory skills and 'reflective' module HST4602 History in Practice  
30 Credits EITHER HST4308 Unravelling Britain: 1800 to present OR HST4309 Europe in a Global Context: 1800 to the present  
15 Credits Optional module to be chosen from HST-coded level 4 modules with the guidance of the student's History Adviser  
15 credits Introduction to Literature: Texts and Contexts (compulsory module)  
15 credits Introduction to Comparison (compulsory module)  
15 credits The Scene of Teaching (compulsory module)  
15 credits Understanding Culture (compulsory module)

#### Progression Requirements to Year 2

Students must pass a minimum of 90 credits to successfully progress from Year 1 to Year 2.

#### Year 2 – Level 5

Minimum 60 Credits / Maximum 90 Credits optional modules to be chosen from HST-coded modules at level 5 or 6 with the guidance of the students' History Adviser. In their second year, students will be encouraged to take the historiographically reflective module 'History Workshop' (HST5607) as preparation for their final year Special Subjects.

15 credits The Scene of Reading (compulsory module)

Minimum 15 credits/ Maximum 45 credits optional modules at level 5 to be chosen from COM- / SML-coded modules

Minimum 0 Credits / Maximum 30 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the students' adviser. These modules may be at levels 5 or 6 with the guidance of the students' adviser.

#### Progression Requirements to Final Year

To successfully progress to the Final Year students must pass a minimum of 180 credits from Year 1 and Year 2

#### Final Year – Level 6

60 credits History Special Subject (either offered by the School of History or by another college within the University). The Special Subject requires extensive use of primary sources. All module choices are made with the guidance of the student's History adviser.

15 credits The Scene of Writing (compulsory module)

Minimum 30 credits / Maximum 45 Credits optional modules to be chosen from COM-/SML- coded modules at level 6.

Minimum 0 credits / maximum 15 credits optional modules to be chosen from all level 5 and 6 modules offered in the Faculty of Humanities and Social Sciences, subject to space available on modules with the guidance of the students' adviser.

Final year students may not take level 4 modules.

#### Requirements for Award

Students must pass a minimum of 270 credits including any final year core module, but not including the Year Abroad Assessment (if applicable).

### Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

### 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 Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes 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.

Each school/institute 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 the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

### Academic Support

All students beginning 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, 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 each School who works with academic staff to assist students in need of support.

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Where appropriate, students will be advised to make use of relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling. A dedicated post of History E-Learning Manager supports students in their use of online learning environments used on all modules.

The Schools recognise how closely writing is linked to thinking; and how important writing skills are both in the academic and professional worlds, and collaborate with the College's Thinking Writing team which supports students in the development of their writing skills. The College also offers a range of services to support you in your learning and help you develop academically and professionally. These include: Academic Study Workshops, Academic English and Study Skills Support and One-to-One Tutorials working with you on your written assignments.

### 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

Graduates from Queen Mary's School of Languages, Linguistics and Film go on to work in a wide variety of careers. Some apply their degree knowledge directly, entering careers such as education and the arts, whilst others transfer skills gained during study into areas such as public relations. 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;

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-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;  
-communication skills, as students are challenged to express themselves both in speech and writing;  
-presentations skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions;

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**

Jill Evans, Head of Administration

**Person responsible for management of programme**

Prof D J Adger, Head of School

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

February 2014

**Date Programme Specification approved by Taught Programmes Board**

26 Mar 2014