

Programme Title: 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 (Hons) History and Comparative Literature
Name of Interim Award(s)	
Duration of Study / Period of Registration	Three years
QM Programme Code / UCAS Code(s)	VQ12
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	8 May 2012
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

### Programme Outline

You will divide your time equally between the two subjects. 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 and American 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.

### Aims of the Programme

- To provide a coherent, innovative and intellectually challenging programme that promotes the study of history, literature and culture.
- To develop advanced skills of literary and cultural analysis, with attention to genre, period, form and style.
- To introduce students to, and encourage them to employ, a range of methodological approaches.
- To enable students to develop independent critical thinking and judgment and to undertake both practical group projects and

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independent research tasks.

- To develop a range of skills necessary to the effective communication of ideas and argument
- To expose students to political, cultural, religious, social and economic themes as appropriate drawn from the School's strength's in British, European and North American History;
- To equip students with the generic and transferable skills as defined in the School of History Benchmarks including self-direction, independence of mind, the 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?

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#### Academic Content:

A 1	Will provide students with an understanding of major political, cultural and social systems in Britain, Europe and North America.
A 2	Will provide students with an awareness of continuity and change over an extended time-span.
A 3	Ability to analyse a literary or cultural text with sophistication
A 4	Will provide students with ability to identify the literary, historical and cultural contexts that inform the production and reception of an individual literary or cultural product
A 5	Will provide students with a robust and detailed knowledge of at least one historical period and its primary sources.
A 6	Will demonstrate the need to identify continuity and change and provide students with an ability to analyse elements of continuity and change.
A 7	Will provide awareness of historiographic argument.
A 8	Will provide an understanding of the significance of different historiographical approaches.

#### Disciplinary Skills - able to:

B 1	Demonstrate familiarity with relevant bibliographic skills and, including accurate citation of sources and consistent use of scholarly conventions. In addition to be able to follow such conventions consistently and accurately in all written work.
B 2	Demonstrate research skills, including the gathering of relevant research materials. In addition, be able to demonstrate an awareness of this research within the wider discipline and evaluate the significance of research.
B 3	Communicate effectively, both orally and in written assignments and have developed a mature writing style and clear and effective style of oral presentation.
B 4	Present ideas and arguments confidently.
B 5	Demonstrate the ability to work independently and to manage time effectively and carry projects through to a successful conclusion.
B 6	Present written work clearly and effectively, drawing on information technology as appropriate and be confident in evaluating IT sources of information and be effective in using IT for presentation purposes.

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B 7	make theoretically informed connections between texts of different periods, literatures, and cultures
B 8	demonstrate knowledge of the place of literature in relation to the other arts and to popular culture

Attributes:	
C 1	To acquire a robust and detailed knowledge of at least one other historical period and its primary sources.
C 2	To appreciate the need to identify continuity and change and an ability to analyse elements of continuity and change.
C 3	To show awareness of the significance of historical research within the wider discipline and evaluated the significance of research.
C 4	To develop a mature writing style and a clear and effective style of oral presentation.
C 5	To present written work clearly and effectively, drawing on information technology as appropriate.
C 6	To develop confidence in presenting arguments and ideas.
C 7	To have gained the confidence to evaluate IT sources of information and been effective in using IT for presentation purposes.

### How Will You Learn?

The programme is taught in accordance with the Schools' Teaching, Learning and Assessment Strategies. 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 and film studies;
- 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 of film 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
- The provision of key visual material

- 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 - 15,000 words)
- Commentaries
- Gobbet work
- Project work
- Book reviews
- Literature reviews

### How is the Programme Structured?

#### Requirements

Students must take a minimum of 135 credits in Comparative Literature modules and 180 credits in History modules over the period of their studies.

#### Structure

##### Year 1 – Level 4

Students select modules with a cumulative value of 120 credits from a range of thematic and skills based modules at level 4 consisting of the following:

- 15 Credits compulsory module Introduction to Literature: Texts and Contexts
- 15 Credits compulsory module Introduction to Comparison
- 15 Credits compulsory module The Scene of Teaching
- 15 Credits compulsory skills and 'reflective' module HST4602 History in Practice
- 30 credits compulsory module 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 COM-/ SML- coded level 4 modules with the guidance of the students' SLLF Adviser
- 15 Credits optional module to be chosen from HST- coded level 4 modules with the guidance of the students' History Adviser

#### Progression Requirements to Year 2

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

##### Year 2 – Level 5

- 15 Credits compulsory module The Scene of Reading
- 15 Credits compulsory Historiographical module (title to be confirmed)
- Minimum 15 Credits/ Maximum 75 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 the list provided by the department of Comparative Literature at level 5 subject to space available.
- Minimum 45 / Maximum 75 Credits optional modules to be chosen from HST-coded modules at level 5. Students are able to choose from a wide range of modules offered by the School, and other History Departments within the University (Group 1 or Group 2 modules as defined by the University of London School of History).
- Mimimum 0 / Maximum 30 Credits optional modules to be chosen from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences subject to space available on modules, and with the

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guidance of the students' adviser. The modules may be at level 4, 5 or 6.

### Progression Requirements to Final Year

To successfully progress to the Final Year students must pass a minimum of 180 credits from their first and second years.

### Final Year – Level 6

EITHER 60 Credits History Research Dissertation OR 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 personal adviser in the School.

15 Credits compulsory module The Scene of Writing

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

Minimum 0 Credits / Maximum 30 Credits optional module to be chosen from the list provided by the department of Comparative Literature at level 6.

Minimum 0 credits / maximum 15 credits optional module to be chosen all modules offered in the School of Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences subject to space available on modules with the guidance of the students' adviser. These modules may be at level 5 or 6.

Students may not take modules at level 4 in final year.

### Requirements for Award

Students must pass a minimum of 270 credits.

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Students must pass a minimum of 270 credits including the core modules.

## Academic Year of Study 1

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

## What Are the Entry Requirements?

### A-levels

Tariff/Grades Requirement: 340 points from three A-levels with an A in History and an A in another relevant subject. No lower than B in any A-level. Excluded subjects: General Studies and Critical Thinking.

### Additional information

Applicants whose first language is not English must obtain a grade B in GCSE English Language or equivalent, or will be required to take IELTS and achieve grade 7 overall with grade 7 in writing.

Equivalent overseas qualifications are welcomed.

## How Do We Listen 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.

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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.

### Academic Support

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 of History 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 and the School of Language, Linguistics and Film collaborate with the College's Thinking Writing team and Language learning unit to support students in the development of their writing skills. The School of Languages, Linguistics and Film runs a Writing Support Centre which offers weekly workshops to any students who would like to develop their academic writing further. Additional support is regularly provided by professional writers working in the College as Royal Literary Fund Fellows.

### Programme-specific Rules and Facts

### 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

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- 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.

Comparative Literature graduates are likely to be attracted to fields like the media and PR, where a broad interest in culture will provide an invaluable background. Writing skills are useful in journalism, advertising, marketing and a range of other high-profile professions. You could also go into professions such as law (by taking the one year conversion course) or teaching, education, publishing and broadcast media. The skills that students on these programmes acquire are highly transferable to the professional market place.

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 a 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;

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, SLLF

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**Person responsible for management of programme**

R Goerner

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

4 May 2012

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

8 May 2012