



## Programme Specification (Undergraduate)

Date amended: January 2019

FOR ENTRY YEAR: 2017/18

### 1. Programme title(s) and UCAS code(s):

BA Ancient History and History V110

BA Ancient History and History with a Year Abroad\*

\* Students may only enter this degree programmes by transferring at the end of year 1

\*Students may only enter these degree programmes by transferring at the end of year 1

### 2. Awarding body or institution:

University of Leicester

### 3. a) Mode of study:

Full-time or Part-time

### b) Type of study:

Campus-based

### 4. Registration periods:

The normal period of registration is three years

The maximum period of registration is five years

Part Time\*:

The normal period of registration is 4 years part-time

The maximum period of registration is 7 years part-time

Year Abroad:

The normal period of registration is 4 years full-time

The maximum period of registration is 6 years full-time

### 5. Typical entry requirements:

ABB at A-level; International Baccalaureate, pass diploma with 28-30 points

### 6. Accreditation of Prior Learning:

Direct entry to level 2 is possible, based on level 1 qualifications in a relevant subject or subjects, or equivalent qualifications or experience, and with the approval of the School of Archaeology & Ancient History.

### 7. Programme aims:

The programme aims to:

- provide a rigorous, coherent and attractive curriculum that draws on the research expertise and teaching strengths of the School of Archaeology and Ancient History, and of the School of History, Politics and International Relations

- provide a stimulating and challenging learning experience for all students
- develop students' knowledge and understanding of the full chronological and geographical range of their two complementary disciplines
- develop students' abilities to apply historical and archaeological theories, techniques, and concepts to analyse and explain specific periods and themes in Ancient History and later periods of History
- enable students to demonstrate a variety of approaches to understanding the past as used by historians of the ancient world (principally Greece and Rome, but not excluding other ancient cultures of the Mediterranean and western Asia) and of later periods of History
- enable students to develop and demonstrate a range of skills necessary for the study of Ancient History and later periods of History
- enable students to develop and demonstrate a range of transferable skills necessary for successful career development and a lifetime of effective independent learning.

In addition, the Year Abroad aims to:

- expand and broaden the curriculum through engagement with alternative academic traditions
- further deepen students' understanding of the specific periods and themes in Ancient History and History through study in a different academic context
- develop and enhance students' independence, confidence and global outlook
- reinforce the importance of internationalisation

#### 8. Reference points used to inform the programme specification:

- [QAA Benchmarking Statement for Classics and Ancient History \(2014\)](#)
- [QAA Benchmarking Statement for History \(2014\)](#)
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- [University of Leicester Learning Strategy](#)
- University of Leicester Employability Strategy
- University of Leicester Periodic Developmental Review Reports (March 2014)
- National Student Survey
- First Destinations Data
- Graduate Survey
- External Examiners' reports

#### 9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
<b>(i) Mastery of an appropriate body of knowledge</b>		
Demonstrate mastery of an appropriate body of historical knowledge.	Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.	Essays; short-answer, multiple choice and essay-based examinations; a dissertation; seminar presentations; posters; wikis; contributions to discussions; oral presentations; problem-based exercises.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(ii) Understanding and application of key concepts and techniques</b>		
Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical knowledge.	Lectures, tutorials, seminars, directed reading, independent research, fieldwork and practical classes, source-based language classes; team problem solving exercises	Essays, short-answer and essay-based examinations, a dissertation, seminar presentations, contributions to discussions, computer-based exercises, problem-based exercises
Demonstrate a variety of approaches to understanding, constructing and interpreting the past.	Tutorials, seminars, independent research, field work and practical classes, team problem solving exercises	
<b>(iii) Critical analysis of key issues</b>		
Compare and analyse the histories of different societies and cultures in the past	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Essays, short-answer and essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises.
Analyse historical processes through the assessment of continuity and change over extended time spans	Tutorials, seminars, directed reading, independent research, team problem solving exercises	
Reflect critically on the nature of ancient history and history as disciplines	Tutorials, seminars, directed reading, independent research, team problem solving exercises	
<b>(iv) Clear and concise presentation of material</b>		
Present historiographical problems and arguments in a variety of written and oral formats.	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises.	Writing tasks (including examinations), project work, seminar presentations, contributions to discussions.
<b>(v) Critical appraisal of evidence with appropriate insight</b>		
Develop and sustain historiographical arguments, formulating appropriate questions and utilising evidence	Lectures, tutorials, seminars, directed reading, independent research, team problem solving exercises	Essays, essay-based examinations, seminar presentations, independent research projects, contributions to discussions, problem-based exercises
Read, analyse, and reflect critically and contextually upon historical texts and other source materials	Tutorials, seminars, directed reading, independent research, computer-aided learning, computer practical classes, team problem solving exercises	
<b>(vi) Other discipline specific competencies</b>		
Design, research and present a sustained and independently conceived piece of historical writing	Independent research; individual supervisions	Independent research projects, dissertations

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
Demonstrate clarity, fluency and coherence in oral expression of historical issues	Seminars, tutorials, team problem-solving exercises.	Seminar presentations; contributions to discussions; summative and formative oral presentations.
Participate effectively in group discussions	Seminars, tutorials, team problem-solving exercises.	
<b>(ii) Written communication</b>		
Develop and sustain historiographical arguments in a variety of literary forms	Seminars, tutorials, team problem-solving exercises, independent research.	Essays, essay-based examinations, seminar presentations, independent research projects (including group projects), contributions to discussions
Demonstrate clarity, fluency and coherence in written expression of historical issues		
<b>(iii) Information technology</b>		
Use IT effectively to support historical studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence	Induction programme, computer practical classes, independent research	Essays, independent research projects, computer-based exercises, problem-based exercises; effective use of VLE.
<b>(iv) Numeracy</b>		
Analyse historical data using statistical and graphical techniques	Seminars, lectures, IT practical classes	Independent research projects, computer-based exercises, problem-based exercises
<b>(v) Team working</b>		
Be able to work collaboratively to explore historiographical issues and arguments and to recognise the value of working closely with others	Tutorials, seminars, team problem-solving projects and exercises.	Seminar presentations, contributions to discussions, contributions to team problem solving exercises, group project reports
<b>(vi) Problem solving</b>		
Address historiographical problems in depth using primary source materials and advanced secondary literature	Tutorials, seminars, team problem-solving projects and exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises
<b>(vii) Information handling</b>		
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving projects and exercises.	Essays, independent research projects, computer-based exercises, problem-based exercises

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<b>(viii) Skills for lifelong learning</b>		
Demonstrate intellectual independence through the setting of research tasks and the solving of historiographical problems. Reflect upon own learning and achievements and plan for personal, educational and career development.	All of the above, particularly independent research  Tutorials, career development programmes, resource based learning, personal development planning programme.	All of the above, particularly first year dedicated academic and transferable skills training; second year group project work; curriculum vitae; personal tutor meetings; the dissertation.

#### 10. Progression points:

This programme will follow the standard progression rules, as set out by Senate Regulation 5: regulations governing undergraduate programmes of study [Senate Regulation 5](#).

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course

#### 11. Scheme of Assessment

The programme complies with the standard scheme of award and classification set out in [Senate Regulation 5](#).

#### 12. Special features:

- The student learning experience is enhanced by a commitment to synergy between research and teaching.
- Students taking the programme have the option of a Year Abroad. The School participates in two exchange schemes: the first is based on a network of European universities (Erasmus scheme), the second involves links with Canadian and Australian Universities (Study Abroad Scheme).

#### 13. Indications of programme quality

The School of Archaeology & Ancient History's research is regularly classed as 'world-leading' or 'internationally excellent', placing us in the top half-dozen Ancient History and Archaeology departments in the UK. We deliver undergraduate and master's teaching to the highest standards with National Student Survey feedback indicating outstanding student satisfaction. The School of History, Politics and International Relations includes one of the largest groups of historians in the UK. It is rated excellent for teaching by TQA and its research is regularly classed as 'world-leading' and 'internationally excellent'.

Graduates of this degree programme take postgraduate taught courses and pursue research degrees at Leicester and many other universities. Many take Master's courses at Leicester or elsewhere; many have entered teaching or heritage careers; and many enter graduate employment soon after graduation.

#### 14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found [here](#).

## Appendix 1: Programme structure (programme regulations)

### BA ANCIENT HISTORY AND HISTORY

---

#### FIRST YEAR MODULES

##### SEMESTER 1

Core Modules		Credits
AH1009	Approaching Ancient Evidence (Roman)	10
AH1011	Introduction to Roman History	20
HS1001	Barbarism and Civilisation: Medieval and Early Modern Europe	20
		<b>Semester Total</b>
		<b>50</b>

##### SEMESTER 2

Core Modules		Credits
AH1008	Approaching Ancient Evidence (Greek)	10
AH1010	Introduction to Greek History	20
	40 credits of approved History options	
HS1012	Connections and Cultures in a Changing World, 1750 to the present	(20)
HS1013	Great Britain: The State We're In	(20)
AM1004	American History since 1877	(20)
HS1016	Europe 1861-1991: Emancipation and Subjugation	(20)
		<b>Semester Total</b>
		<b>70</b>

#### SECOND YEAR MODULES

##### SEMESTER 1

Core Modules		Credits
AH2012	Sources, Methods and Theory for Ancient History	(15)

##### Optional Modules

15 credits of approved Ancient History options AND  
30 credits of History modules

**NB: The History options listed are indicative of the range of subjects to be offered. Precise module choices may vary**

##### Ancient History

AH2022	Classical and Hellenistic Greek States	(15)
AH2023	The Roman Principate	(15)
AH2040	The Late Antique World	(15)
AR2046	Archaeology of the Roman Empire	(15)

### History.

Students should take ONE History Varieties module from the following *indicative* list:

HS2234	Race and Ethnicity	(15)
HS2237	All Bourgeois now? Class in History	(15)
HS2238	Global Cities	(15)
HS2239	Radical Histories	(15)

And ONE option from the following *indicative* list:

HS2301	Anglo-Saxon England to Alfred	(15)
HS2307	Madness, Monarchy and Politics in Georgian Britain	(15)
HS2318	Origins of a Global Economy	(15)
HS2348	Rise and Fall of the Soviet Union	(15)
HS2349	Stormtroopers, Arrow Cross and Iron Guard: Fascism and Genocide in Eastern Europe, 1938-1945	(15)
HS2353	Enter the Dragon: Modern Chinese History, 1839-1989	(15)
AM2016	Americas Plural: Latin America and the United States	(15)
HS2331	Modern Ireland, 1939-1975	(15)
HS2365	Fears and Fantasies: Criminality and Deviance in the Modern World	(15)
HS2366	Culture and Society in Italy, 1400-1750	(15)

**Semester  
Total**                    **60**

### SEMESTER 2

**Credits**

#### Optional Modules

30 credits of Ancient History options AND EITHER 30 credits of History options <b>OR</b> HS 2500*.	30 30
---	----------

#### Ancient History

AH2027	The Latin World: Ancient, Medieval and Modern	(15)
AH2037	The Ancient Near East	(15)
AH2038	Roman Social History and the Roman Family	(15)
AH2044	Greek History in 40 Lives	(15)
AR2033	Celts, Britons & Barbarians: Iron Age Europe in context	(15)
AR2043	The Medieval Mediterranean World	(15)

#### History

HS2500	The Historian's Craft	(30)
--------	-----------------------	------

Students taking 30 credits of HS options should take ONE History Varieties module from the following *indicative* list:

HS2231	Gender History	(15)
HS2232	Religious History	(15)
HS2236	Histories of Violence	(15)
HS2240	Histories of Medicine	(15)

And ONE option from the following *indicative* list:

HS2027	The Latin World: Ancient, Medieval and Modern	(15)
HS2302	Blood, Position and Power: The Nobility of Later Mediaeval England, 1066-1485	(15)
HS2311	Domestic Revolutions: Women, Men and the Family in American History	(15)
HS2314	Imperialism and Decolonisation	(15)
HS2329	A World Connected: Welfare, Economy and Government since 1945	(15)
HS2346	Slavery, the Civil War and Reconstruction in the United States	(15)
HS2358	Class Struggle and the Industrial Revolution	(15)
HS2360	History in the Classroom	(15)
HS2362	Living with Dictatorship	(15)
HS2802	Heritage Field Project	(15)
HS2399	Revolutionary England	(15)
HS2328	Jack-the-Ripper: Crime, Popular Culture and Policing in Victorian Times	(15)

**Semester  
Total**                    **60**

**Note:** \*Students intending to choose a dissertation in History in Year 3 must take HS2500 The Historian's Craft in semester 2, and passing this is a prerequisite for continuing to Year 3.

### THIRD YEAR MODULES

## A. For students taking a dissertation in Ancient History

Students must take AH 3056 and AH3057 and may take *EITHER*

A History Special Subject from the list below (HS 37XX) **AND** two option modules from the list of those available in Ancient History and History (at least one of which must be in Ancient History) **OR** Five option modules in Ancient History and History (three in semester 1, two in semester 2).

All students must have at least 45 credits in each discipline, including at least 15 credits of taught options.

### YEAR LONG MODULES

#### History Special Subjects:



HS3773	Beauty, Sex & Science: Whose Body is it Anyway c.1550-2015?	(45)
HS3774	Cultures of Struggle and Liberation: Twentieth Century Southern Africa	(45)
HS3775	A Sea of Conflict? Christian Muslim Encounters c.1100-c.1300	(45)
HS3776	How Soon is Now? A Social History of Urban England, 1945-1985	(45)
HS3765	The French Revolution 1789-1804	(45)
HS3766	Ideals of Womanhood in 19th Century America	(45)
HS3767	From Gin Lane to Westminster: Culture, Politics and Society in Eighteenth-Century Britain	(45)
HS3768	The British Antislavery Movement, 1787-1833	(45)
HS3769	The Holocaust: Genocide in Europe	(45)
HS3770	The Cause: The Women's Suffrage Movement in Britain, c.1897-1918	(45)
HS3771	After Hitler: Society, Culture and The Politics of The Nazi Past in The Two Germanies, 1945-1990	(45)

### SEMESTER 1

Core Modules		Credits
AH3056	Dissertation (Ancient History) I	(15)
<b>Optional Modules</b>		
	<b>Ancient History</b>	30/45
AH3060	Households and Domesticity in the Roman World	(15)
AH3062	Greek and Roman Art	(15)
AH3079	Textiles, Dress and Identity in the Roman World	(15)
AR3012	Early Christian Europe	(15)
	<b>History</b>	
HS3620	What Difference Did the War Make? British Society and the Great War, 1900-1939	(15)
HS3634	The USA and the Vietnam War	(15)
HS3646	Fourteenth-Century Crisis in England? Politics and Society 1297-1413	(15)
HS3662	Crime and Punishment in African-American History	(15)
HS3677	Sport and the British	(15)
HS3678	Food, Diet and Health in Early Modern Europe	(15)
HS3693	Making Nazis: Propaganda and Persuasion in the Third Reich, 1933-1945	(15)
HS3699	From Empire to Nation: Modern South Asia, c.1857-1947	(15)
	<b>Semester Total</b>	<b>60</b>

### SEMESTER 2

Core Modules	Credits
--------------	---------

AH3057	Dissertation (Ancient History) II	(30)
<b>Optional Modules</b>		
<b>Ancient History</b>		
AH3001	The Greek World after Alexander	(15)
AH3020	North Africa in Late Antiquity	(15)
AH3080	The Roman Labyrinth: Crete Under the Emperors	(15)
AH3081	Fall of the Roman Republic	(15)
AR3054	Warfare and Violence in Antiquity	(15)
AR3070	Archaeology/Ancient History in Education	(15)
<b>History</b>		
HS3608	Theatres of Conflict: Ireland in the Nineteenth Century	(15)
HS3614	The Imperial Economy: Britain and the Wider World 1815-1914	(15)
HS3627	The Civil Rights Movement, 1945-1968	(15)
HS3688	The Golden Age of Anglo-Saxon Northumbria	(15)
HS3691	Indigenous Peoples of the Americas, c.1350-1650	(15)
HS3696	The Medieval Natural World	(15)
HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	(15)
HS3697	Cities and the Making of Modern South Asia, c. 1750-1950	(15)
		<b>Semester Total</b>
		<b>60</b>

## B. For students taking a dissertation in History

Students must take HS3510 and five option modules in Ancient History and History (three in semester 1, two in semester 2).

All students must have at least 45 credits in each discipline, including at least 15 credits of taught options.

### YEAR LONG MODULES

#### History Dissertation

HS3510	History Dissertation	45
--------	----------------------	----

### SEMESTER 1

		<b>Credits</b>
<b>Optional Modules</b>		<b>45</b>
<b>Ancient History</b>		
AH3060	Households and Domesticity in the Roman World	(15)
AH3062	Greek and Roman Art	(15)
AH3079	Textiles, Dress and Identity in the Roman World	(15)
AR3012	Early Christian Europe	(15)

		<b>Credits</b>
<b>History</b>		
HS3620	What Difference Did the War Make? British Society and the Great War, 1900-1939	(15)
HS3634	The USA and the Vietnam War	(15)
HS3646	Fourteenth-Century Crisis in England? Politics and Society 1297-1413	(15)
HS3662	Crime and Punishment in African-American History	(15)
HS3677	Sport and the British	(15)
HS3678	Food, Diet and Health in Early Modern Europe	(15)
HS3693	Making Nazis: Propaganda and Persuasion in the Third Reich, 1933-1945	(15)
HS3699	From Empire to Nation: Modern South Asia, c.1857-1947	(15)
		<b>Semester Total</b>
		<b>45</b>
<b>SEMESTER 2</b>		
		<b>Credits</b>
<b>Optional Modules</b>		<b>30</b>
<b>Ancient History</b>		
AH3001	The Greek World after Alexander	(15)
AH3020	North Africa in Late Antiquity	(15)
AH3080	The Roman Labyrinth: Crete Under the Emperors	(15)
AH3081	Fall of the Roman Republic	(15)
AR3054	Warfare and Violence in Antiquity	(15)
AR3070	Archaeology/Ancient History in Education	(15)
<b>History</b>		
HS3608	Theatres of Conflict: Ireland in the Nineteenth Century	(15)
HS3614	The Imperial Economy: Britain and the Wider World 1815-1914	(15)
HS3627	The Civil Rights Movement, 1945-1968	(15)
HS3688	The Golden Age of Anglo-Saxon Northumbria	(15)
HS3691	Indigenous Peoples of the Americas, c.1350-1650	(15)
HS3696	The Medieval Natural World	(15)
HS3689	When Two Dragons Fight: China and Japan at War in the Twentieth Century	(15)
HS3697	Cities and the Making of Modern South Asia, c. 1750-1950	(15)
		<b>Semester Total</b>
		<b>30</b>

---

**BA ANCIENT HISTORY AND HISTORY WITH A YEAR ABROAD**

---

The above four-year degree is also available. Students may only enter the four-year variant of the relevant three-year programme on the recommendation of the exchange programme coordinators and by transferring at the end of the first year. Transfer is conditional on successful completion of first-year modules. The programme structure is as

for first, second and final year modules for the three-year programme (above). The third year is spent abroad at an approved partner institution.'

### **FIRST, SECOND AND FOURTH YEAR MODULES**

The regulations for first, second and final year modules are as for the three-year programme (above).

### **THIRD YEAR MODULES**

Year abroad spent in the European Union (Erasmus Programme): in this year students join an approved partner university in the European Union. An equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. This normally includes a language module. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

Year abroad spent in North America or Australia (Study Abroad Programme): in this year students join the partner university at Calgary (Canada) or Adelaide (Australia); an equivalent range of courses to 120 Leicester credits is approved and followed and assessed by the host department. The programme is assessed as a Four Year Programme with a year out, with the year abroad treated as the 'year out'. The year out does not count towards the final classification, but a student must pass all modules taken during the year abroad to proceed to the final year of the programme. The second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

### **Appendix 2: Module specifications**

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Programme specification appendix 3										
Skills matrix: BA Ancient History & History V110										
Date amended: 2019										
Programme learning outcomes	AH1008–9 Language tools: Greek/ Latin	AH1010–11 Introduction to Greek/ Roman history	HS Core Level 1 modules	HS Varieties & Special Subject modules	AH2012 Sources & methods	AH options level 2	HS options level 2	Dissertation	AH options level 3	HS options level 3
<b>(a) Discipline specific knowledge and competencies</b>										
<b>(vi) Other discipline specific competencies</b>										
Design, research and present a sustained and independently conceived piece of ancient historical and/or historical writing								X	X	X
<b>(b) Transferable skills</b>										
<b>(i) Oral communication</b>										
Demonstrate clarity, fluency and coherence in oral expression of ancient historical/historical issues	X	X			X	X	X	X	X	X
Participate effectively in group discussions	X	X	X	X	X	X	X	X	X	X
<b>(ii) Written communication</b>										
Develop and sustain ancient historical/historical arguments in a variety of literary forms	X	X	X	X	X	X	X	X	X	X
Demonstrate clarity, fluency and coherence in written expression of ancient historical/historical issues	X	X	X	X	X	X	X	X	X	X
<b>(iii) Information technology</b>										
Use IT to effectively support historical studies, including using IT for bibliographic and archive searches at national and local level, data analysis and written/visual presentation of evidence	X	X	X	X	X	X	X	X	X	X
<b>(iv) Numeracy</b>										
Analyse ancient historical/historical data using statistical and graphical techniques	X		X		X		X	X		

<b>(v) Team working</b>										
Be able to work collaboratively jointly to explore ancient historical/historical issues and arguments and to recognise the value of working closely with others	X	X	X		X	X	X		X	X
<b>(vi) Problem solving</b>										
Address ancient historical/historiographical problems in depth using contemporary text and material sources and advanced secondary literature	X	X	X	X	X	X	X	X	X	X
<b>(vii) Information handling</b>										
Gather and deploy evidence and data to find, retrieve, sort and exchange new information	X	X	X	X	X	X	X	X	X	X
<b>(viii) Skills for lifelong learning</b>										
Demonstrate intellectual independence through the setting of research tasks and the solving of ancient historical/historical problems					X	X	X	X	X	X
Reflect upon own learning and achievements and plan for personal, education and career development					X	X	X	X	X	X