

Programme Specification

I. Programme Details

Programme title	History History & Intensive Language (any available)	
Final award (<i>exit awards will be made as outlined in the Taught Degree Regulations</i>)	UG – FHEQ level 6	PGT – FHEQ level 7
	BA <input type="checkbox"/>	MA <input checked="" type="checkbox"/>
	BSc <input type="checkbox"/>	MSc <input type="checkbox"/>
	LLB <input type="checkbox"/>	MRes <input type="checkbox"/>
	LLM <input type="checkbox"/>	
	Other ... <input type="checkbox"/> If other, please specify FHEQ level: ...	
Mode of delivery	Distance-learning <input type="checkbox"/>	On-campus <input checked="" type="checkbox"/>
Professional body accreditation (<i>if applicable</i>)	n/a	
Academic year this specification was created	2018-2019	
Dates of any subsequent amendments		

II. Programme Aims: What will the programme allow you to achieve?

<ol style="list-style-type: none"> 1. An advanced understanding of the historical sciences and its various methodologies and approaches in general, and specialist knowledge of Asian and African history in particular; 2. Practical research and writing skills, developed through the study of primary and secondary sources related to Asian and African history; 3. The critical, conceptual, and analytical skills required for historical research as well as for positions of responsibility in all other professions; 4. In the two-year pathway, the student will also be provided with a near proficient ability in a language.
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III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge	
<ol style="list-style-type: none"> 1. Factual knowledge about the histories of Asian and African societies, the ways they interacted with each other and other regions of the world, and the major historical forces that shaped our contemporary world; 2. Familiarity with a variety of different approaches to historical research and current scholarly debates, and, on that basis, the ability to formulate a valuable research question; 3. How to locate materials and use research resources (particularly research library catalogues, archival hand lists, and digital resources), assess data and evidence critically from manuscripts, printed, and digital sources, and solve problems of conflicting sources and conflicting interpretations; 4. Language skills appropriate to chosen region and field of study (recommended). 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> • Acquisition of 1 to 3 through active participation in taught courses, which have a strong emphasis on reading and seminar discussions, participation in the research seminars offered by the History Department 	<ul style="list-style-type: none"> • Formative exercises • Written coursework • Primary source analyses • At least one 5,000 word independent research essay

<p>as well as the Regional Centres, and one-to-one supervision provided by the dissertation supervisor</p> <ul style="list-style-type: none"> Acquisition of 5 through the option of study of an African or Asian language, for those not already in command of the language(s) required for the study of the region of their interest 	<ul style="list-style-type: none"> 10,000 word dissertation
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Learning Outcomes: Intellectual (thinking) skills	
<ol style="list-style-type: none"> Students should be able to synthesize different kinds of information, become precise and cautious in their assessment of evidence and understand what the different types of historical sources can and cannot tell us; Students should question interpretations, however authoritative, maintain an open-minded attitude to interpretations that challenge older interpretations, and analyse and reassess evidence and research questions for themselves; Students should be able to think critically about the nature of the historical discipline, its methodology, historiography, and openness for interdisciplinary approaches; Students should be able to reflect about the potential of historical research on non-Western societies and civilizations for the advancement of the historical discipline and human civilization in general. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> Acquisition of 1 and 2 is fostered in all courses offered in the programme, in that all courses will introduce information that will need to be assessed critically and will demonstrate how conflicting interpretations arise from the same information; Acquisition of 3 and 4 is fostered in all courses offered in the programme, but in particular in the optional Research Methods course and through the option to participate in a large variety of research seminars and open lectures across the School and at other Colleges of the University of London. 	<ul style="list-style-type: none"> Formative exercises Written coursework Primary source analyses At least one 5,000 word independent research essay 10,000 word dissertation
Learning Outcomes: Subject-based practical skills	
<ol style="list-style-type: none"> Effective writing and referencing skills, attention to detail and accuracy in presentation; Effective oral presentation of seminar papers, articulation of ideas, and constructive participation in seminar discussions; Ability to retrieve, sift and select information from a variety of sources, including relevant professional databases, effective note-taking, record keeping and planning of projects; Ability to formulate research questions and design an independent research project, including the use of primary sources; In the two year Intensive Language pathway, to acquire/develop skills in a language to Effective Operational Proficiency level, i.e., being able to communicate in written and spoken medium in a contemporary language. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> Acquisition of 1 through the writing of coursework essays, including long essays, and the dissertation; Acquisition of 2 through seminar presentations and discussions; 	<ul style="list-style-type: none"> Assessment of 1 to 4 through independent research essay(s), coursework and the final dissertation

<ul style="list-style-type: none"> Acquisition of 3 and 4 through collection of data for long essays and dissertations in relevant archives and libraries, and one-to-one supervision. 	
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Learning Outcomes: Transferable skills	
<ol style="list-style-type: none"> Critical thinking; Ability to communicate effectively in oral and written forms; Information gathering skills from conventional and electronic sources; Effective time-management, writing to word limits, and meeting deadlines. 	
Typical Teaching Methods	Typical Assessment Methods
<ul style="list-style-type: none"> Acquisition of 1 through coursework essays and seminar discussion; Acquisition of 2 through seminar presentations and discussions; Acquisition of 3 through extensive usage of national, local and specialist archives and libraries; Acquisition of 4 through the setting and monitoring of clear deadlines for the submission of written work. 	<ul style="list-style-type: none"> Assessment is again through written coursework and the dissertation, though some courses may also include oral presentations as an element of assessment.

General statement on contact hours – undergraduate programmes
<p>All full-time undergraduate programmes consist of 120 credits per year, in modules of 30 or 15 credits. They are taught over 10 or 20 weeks. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see https://www.soas.ac.uk/admissions/ug/teaching/). Also included are class time, which may include lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.</p> <p>In the Department of [...], most undergraduate modules have a [...] -hour lecture every week. Some, but not all, also have a [...] -hour seminar every week/every [...] weeks.</p> <p>More information can be found on individual module pages.</p>

General statement on contact hours – postgraduate programmes
<p>Masters programmes (with the exception of two-year full-time MAs) consist of 180 credits, made up of taught modules of 30 or 15 credits, taught over 10 or 20 weeks, and a dissertation of 60 credits. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see https://www.soas.ac.uk/admissions/ug/teaching/) such as reading and research, preparing coursework, revising for examinations and so on. Also included is class time, for example lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules.</p> <p>At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.</p> <p>More information can be found on individual module pages.</p>

Instructions				
<i>Grey: The field is pre-populated.</i>				
<i>Blue: Please select content from the drop-down menu.</i>				
<i>No shading: Please fill in manually.</i>				
<i>For the taught components, modules should either be 15 or 30 credits.</i>				
<i>For a one-year PGT programme, 180 credits must be allocated. (For information on two-year PGT programmes, please contact the QA Team.)</i>				
MA History & Intensive Language				
	Dissertation			
credits	60			
module code	15PHIC999			
module title	Dissertation in History			
FHEQ	level 7			
status	core module			
	Taught Component	Taught Component	Taught Component	Taught Component
credits	60	30	30	45
module code		15PHIC033		
module title	Language option	Debating Past, Crafting Histories	From List A	Study Abroad Summer School
FHEQ	level 7	level 7	level 7	level 7
status	language component	discipline: compulsory module	discipline: guided option	Language component
	Taught Component	Taught Component	Taught Component	
credits	30	30	30	
module code				
module title	Language component	From List & B	Open Options	
FHEQ	level 7	level 7	level 7	
status	language component	discipline: guided option	open option	
Please list all modules (subdivided into lists if necessary) that will be available to students on this programme.				
Module availability in any given academic year will be communicated via the website.				
Code	Title		Credits	
Dissertation module				
15PHIC999	Dissertation in History		60	
LIST A:				
15PHIH056	The Afghanistan Wars, 1979 to the Present		15	
15PHIH054	Colonial curricula: empire and education at SOAS and beyond		15	
15PHIH041	* Community, Religion and Conflict in South Asian History		15	
15PHIH039	Early Development of Islam: Emerging Identities and Contending View		15	
15PHIH031	Empire and Reform in the Modern Middle East, 1789-1914		15	
15PHIH049	Empire, Law, and Citizenship in the Middle East and the Balkans		15	
15PHIH024	Gender and Empire in Early Modern China		15	
15PJKH046	Gender and Society in Contemporary Japan (PG)		15	
15PHIH029	Historical Perspectives on Gender in Africa, Asia & the Middle East		15	
15PJKH039	History of Korea to the late 19th Century (PG)		15	
15PHIH051	Independent Research Essay in History		15	
15PNMC038	Israel and the Palestinians		15	
15PNMC228	Modern Trends in Islam		30	
15PHIH032	Nationalism and Revolution in the Modern Middle East, 1914-1953		15	
15PHIH022	Nationhood and Competing Identities in Modern China		15	
15PHIH003	Race, Segregation, and Apartheid in Twentieth-century South Africa		15	
15PNMC378	Reading Classical Arabic Historians: Themes and Trends in Islamic Historiography		30	
15PHIH028	Slavery in West Africa in the 19th and 20th Centuries		15	
15PJKH043	State and Society in Traditional Korea (PG)		15	
15PJKH032	The Making of Modern Korea, 1864-1953		15	
15PJKH033	The Two Koreas since 1953		15	
LIST B:				
15PSAH020	Sanskrit Language 1A (PG)		15	
15PSAH021	Sanskrit Language 1B (PG)		15	
15PNMC404	Introductory Akkadian Grammar (MA)		15	
15PNMCxxx	Akkadian: the Language of Gilgamesh (MA)			
15PSRH036	The Great Tradition of Taoism		15	
15PARC034	The Indian Temple		30	
15PSRC173	The Origins and Development of Yoga in Ancient India			

Please add additional boxes as needed to achieve a credit total of 120 for the taught components.