Programme Specification

I. Programme Details

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

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

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.

III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

Learning Outcomes: Knowledge

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

- 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

Typical Assessment Methods

- Formative exercises
- Written coursework
- Primary source analyses
- At least one 5,000 word independent research essay

[1/3]
as well as the Regional Centres, and one-to-one supervision provided by the dissertation supervisor

- 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

- 10,000 word dissertation

Learning Outcomes: Intellectual (thinking) skills

1. 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;
2. 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;
3. Students should be able to think critically about the nature of the historical discipline, its methodology, historiography, and openness for interdisciplinary approaches;
4. 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

- 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.

Typical Assessment Methods

- 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

1. Effective writing and referencing skills, attention to detail and accuracy in presentation;
2. Effective oral presentation of seminar papers, articulation of ideas, and constructive participation in seminar discussions;
3. 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;
4. Ability to formulate research questions and design an independent research project, including the use of primary sources;
5. 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

- Acquisition of 1 through the writing of coursework essays, including long essays, and the dissertation;
- Acquisition of 2 through seminar presentations and discussions;

Typical Assessment Methods

- Assessment of 1 to 4 through independent research essay(s), coursework and the final dissertation
• Acquisition of 3 and 4 through collection of data for long essays and dissertations in relevant archives and libraries, and one-to-one supervision.

## Learning Outcomes: Transferable skills

1. Critical thinking;
2. Ability to communicate effectively in oral and written forms;
3. Information gathering skills from conventional and electronic sources;
4. Effective time-management, writing to word limits, and meeting deadlines.

<table>
<thead>
<tr>
<th>Typical Teaching Methods</th>
<th>Typical Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td>• Acquisition of 1 through coursework essays and seminar discussion;</td>
<td>• Assessment is again through written coursework and the dissertation, though some courses may also include oral presentations as an element of assessment.</td>
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<tr>
<td>• Acquisition of 2 through seminar presentations and discussions;</td>
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<tr>
<td>• Acquisition of 3 through extensive usage of national, local and specialist archives and libraries;</td>
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<tr>
<td>• Acquisition of 4 through the setting and monitoring of clear deadlines for the submission of written work.</td>
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## General statement on contact hours – undergraduate programmes

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.

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/](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. 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.

More information can be found on individual module pages.

## General statement on contact hours – postgraduate programmes

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.

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/](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.

At SOAS, most postgraduate modules have a one-hour lecture and a one-hour seminar every week, but this does vary.

More information can be found on individual module pages.
## MA History

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<th>Module Title</th>
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<tr>
<td>30</td>
<td>15 PHHC033</td>
<td>Debating Facts, Crafting Histories</td>
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<tr>
<td>30</td>
<td>from list A</td>
<td>from the list of Independent Research Essay in History (IREH) modules below</td>
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### Taught Component

#### List of modules (subject to availability)

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>15PHHC099</td>
<td>Dissertation in History</td>
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<tr>
<td>15PHHC093</td>
<td>Dissertation in History: Africa</td>
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</tr>
<tr>
<td>15PHHC094</td>
<td>Dissertation in History: East Asia</td>
<td>60</td>
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<tr>
<td>15PHHC095</td>
<td>Dissertation in History: Near and Middle East</td>
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<td>15PHHC096</td>
<td>Dissertation in History: South Asia</td>
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<tr>
<td>15PHHC097</td>
<td>Dissertation in History: South East Asia</td>
<td>60</td>
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**Independent Research Essay in History (IREH) - students must do AT LEAST one of these essays; each essay is tied to a specified List A course**

- **15PHHH051** Independent Research Essay in History 1
- **15PHHH052** Independent Research Essay in History 2
- **15PHHH053** Independent Research Essay in History 3

### List A:

**Comparative/Global**

- **15PHHH035** The Making of the Contemporary World
- **15PHHH023** Environmental History of Asia
- **15PHHH054** Colonial curricula: empire and education at SOAS and beyond

**Africa**

- **15PHHH028** Slavery in West Africa in the 19th and 20th Centuries
- **15PHHH029** Historical Perspectives on Gender in Africa
- **15PHHH003** Social and Cultural Transformations in Southern Africa Since 1945
- **15PHHH002** Colonial Conquest and Social Change in Southern Africa
- **15PHHH047** Warfare and the Military in pre-colonial Africa
- **15PHHH045** Warfare and the Military in Modern Africa
- **15PHHH041** Colonial and Christian Missions in Africa: Readings from the Archives

**Near and Middle East**

- **15PHHH039** The Early Development of Islam: Emerging Identities and Contending Views
- **15PHHH042** Iran and the Persianate World 1400 to 1800
- **15PHHH043** Iran and the Persianate World 1800 to 1979
- **15PHHH049** The End of Empire in the Middle East and the Balkans II
- **15PHHH034** Encountering the Other: the Middle East during the Crusading Period
- **15PHHH031** Modernity and the Transformation of the Middle East I
- **15PHHH032** Modernity and the Transformation of the Middle East II
- **15PHHH045** The Origin of Islam: Sources and Perspectives
- **15PHHH036** Outsiders in Medieval Middle Eastern Societies: Minorities, Social Outcasts and Foreigners
- **15PHMC038** Israel and the Palestinians
- **15PHMC228** Modern Trends in Islam
- **15PHMC378** Reading Classical Arabic Historians: Themes and Trends in Islamic Historiography

**South Asia**

- **15PHHH044** Islam in South Asia
- **15PHHH030** Gender, Law and the family in the history of modern South Asia
- **15PHHH041** Colonialism and Nationalism in South Asia
- **15PHHH033** The Body and the Making of Colonial Difference in British India

**East Asia**

- **15PHHH012** Japanese Modernity I
- **15PHHH014** Japanese Modernity II
- **15PHHH024** Knowledge and Power in Early Modern China
- **15PHHH022** Nationhood and Comparing Identities in Modern China
- **15PHHH032** The Making of Modern Korea, 1864-1953
- **15PHHH033** The Two Koreas since 1953

**South East Asia**

- **15PHHH040** Asian Armies and National Development
- **15PHHH038** Asian Wars: World War II and the End of Empire, 1942-1945
- **15PHHH011** Histories of Ethnicity and Conflict in South East Asia 1 - Making States and Building Nations
- **15PHHH012** Histories of Ethnicity and Conflict in South East Asia 2 - Non-National Perspectives

### List B:

**Methodology**

- **15PHHH050** Media Production Skills

**Africa**

- **15PHHH049** Religions and Development
- **15PHHC009** International politics of Africa
- **15PHHC005** Government and politics in Africa
- **15PHHC008** State & Society in Asia & Africa

**Near and Middle East**

- **15PHMC388** Medieval Arabic Thought (requires knowledge of Arabic)

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**Credits**

- **Level 7 Core Module**
- **Guided Option**
- **Open Option**