

Programme specification

SOAS, University of London

The following information forms the programme specification at SOAS, University of London. It gives definitive information relating to a programme of study and is written for a public audience, particularly prospective and current students. It is also used for other purposes such as initial programme approval, and is therefore produced at the start of the programme development process. Once approved, it forms the base-line information for all statements relating to the programme and is updated as approved amendments are made.

CORE INFORMATION

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|---------------------------------|-------------|
| Programme title | BA English |
| Final award | BA Honours |
| Intermediate awards | NA |
| Mode of attendance | full time |
| UCAS code | Q300 BA/Eng |
| Professional body accreditation | NA |
| Date specification created | 16/2/2013 |

WHY CHOOSE THIS PROGRAMME?

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| Why study at SOAS? | SOAS is unique as the only higher education institution in the UK specialising in the study of Africa, Asia and the Middle East. The School also has the largest concentration of specialist faculty concerned with the study of these areas at any university in the world. SOAS is consistently ranked among the top higher education institutions in the UK and the world and it also offers a friendly, vibrant environment for students in a diverse and close-knit community. |
| What is special about this programme? | English is a global language, but it exists in a world in which most people speak at least one other language. How can we understand and study English from a truly global perspective? The BA degree is designed to provide students with knowledge and key analytic, critical thinking and communication skills to prepare them to work in today’s globalising world of English. You will study literature in English and in translation to reflect on the relationship between writing in English and in Asian and African languages and on global networks and flows. You will gain an understanding of cultural, social, linguistic and cognitive aspects of English language use in a global context, and of the dynamics of multilingualism and multimodal language use in intercultural communication. |

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| Who would it suit? | This proposed degree has a wide variety of potential job sectors it might lead to, most likely including journalism, advertising/marketing/communications, publishing/creative writing, and education. The cross-cultural aspects involved would likely increase the number going into international education and international charity/NGO/social enterprise areas as well. The degree would also prepare students aiming to study for further degrees in English, postcolonial literature, comparative literature, world literature.. |
| Programme structure | The programme consists of compulsory modules on key thematic concerns but with the flexibility to choose courses on either language, linguistics, literature or a combination of them. Students will also be able to combine English with an Asian or African language and/or region and take courses on cinema, development, migration, diaspora, etc... The first year consists of three compulsory modules: Introduction to World Englishes, Global Shakespeare, and Ways of Reading (on textual criticism and literary criticism more in general); the fourth unit can be a language course or an introductory course on the culture of Asia/Africa. The core module in the second year follows the global trajectory of the novel; other course options include a further course on World Englishes, Intercultural communication, History and fiction, courses on Asian and African literatures (both in English and in translation), and options in Linguistics, cinema, media, society, or another language unit. In the final year students will write an Independent Study Project, which will include training sessions on literary theory and writing and research skills; they will have a choice of advanced literature courses on postcolonial literature, transnational literature, and a special author; on the Linguistics side, they may choose Psychology of Multilingualism and/or Development Communication; they also have the option of taking another "regional" literature, cinema, or media course, another language unit or an open option. |
| Assessment summary | In the first year courses will be assessed by a combination of short essays and final exam; starting from the second year, exams will give way to longer essays that develop and test writing, research, and analytical skills. Some linguistics courses |

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| | include a group project component, and classroom participation is also encouraged and assessed. |
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ENTRY REQUIREMENTS

SOAS has general minimum entrance requirements for registration for an undergraduate degree and these can be viewed at (<http://www.soas.ac.uk/admissions/ug/entryreq/>)

A Levels: AAB

IB: 36 (6/6/6)

English Language or English Literature A level or IB equivalent required

BTEC: DDM

Access to HE: Minimum of 30 Level 3 Credits at Distinction

Scottish Highers: AAABB

Scottish Advanced Highers: AAB

Irish LC: 340 points from 5 Higher level subjects at grade C1 or above

Advanced Placement: 4 4 5 (Two semesters - UCAS Group A) plus US HSGD with GPA 3.0

Euro Bacc: 80%

French Bacc: 14/20

German Abitur: 2.0

Italy DES: 80/100

Austria Mat: 2.0

Polish Mat: 75%

PROGRAMME AIMS

What will this programme give the student an opportunity to achieve?

- The programme will allow students to cultivate their awareness and understanding of the diversity of the English language and of English- and other literatures in today's globalised and multilingual world, the historical processes that have produced this diversity and continue to unfold, and the importance of historical context in understanding past and present.
 - The programme will allow the student to gain an understanding of the complex mediations involved in textual production, circulation/ performance and consumption, and in the historical study of genres.
 - The programme will allow the student to develop their skills in using a variety of theories and methods to approach languages and texts, including those that foreground gender, race, and the transnational, and to develop original analyses and arguments, in both oral and written form.

PROGRAMME LEARNING OUTCOMES

What will the student learn?

Knowledge

- knowledge of literature and language to include a substantial number of authors and texts from different periods of literary history (e.g. Shakespeare, the 18c, 19c and 20c novel), and a broad knowledge of the history and development of the English language from a global perspective;

- knowledge and understanding of the distinctive character of texts written in the principal literary genres, fiction, poetry and drama, and of other kinds of writing and communication; and critical skills in the close reading, description, analysis, or production of texts or discourses
- experience of the range of literatures in English and of their relationship with literatures in Asian and/or African languages, with a particular emphasis on diasporas.
- knowledge of linguistic, literary, cultural and socio-historical contexts in which literature is written and read
- knowledge of the relationship between literature and other media including film, or other forms of cultural production (optional film courses)
- knowledge of useful and precise critical terminology and, where appropriate, linguistic and stylistic terminology
- awareness of the range and variety of approaches to literary study,
- awareness of how literature and language produce and reflect cultural change and difference
- awareness of the dynamics of intercultural communication and multilingualism

Intellectual (thinking) skills

- Students will learn to appreciate the specificity and complexity of literary texts, and the multiple possible approaches to critical analysis and interpretation
- Students will develop an ability to understand and assess concepts, theories and arguments and to specify their strengths, weaknesses, and the limits of their applicability.
- Students will learn how to recognize and read critically texts from a variety of historical and cultural contexts,
- Students will learn how to engage with the appropriate critical and theoretical methods in order to produce convincing arguments

Subject-based practical skills

- Students will develop an ability to read and analyze a variety of texts and other sources, including academic writing, ranging across a variety of historical periods and regional, transnational, and socio-cultural contexts.
- Students will learn how to design and execute a substantial, multi-stage research project, including preliminary formulation, research questions, choice of primary material/data, and critical analysis

Transferable skills

Students will develop the ability to:

- work independently
- manage their own learning
- think independently, analytically and critically
- plan and prioritise work to meet deadlines
- production of clear, coherent and well organised pieces of academic writing
- formulate, plan, and execute projects

PROGRAMME STRUCTURE AND REQUIREMENTS FOR GAINING AN AWARD

How will the student's study be structured? How will they achieve an award?

Structure, duration and requirements for gaining an award

SOAS has standard requirements relating to the structure and duration of undergraduate programmes and for the award and classification of these programmes.

Details can be found at <http://www.soas.ac.uk/registry/degreeregulations/>

Programme structure diagram

Below is a structure diagram for this programme.

| Level | Year of study | Course code | Course title | Credit | Status | Notes |
|-------|---------------|----------------|---|--------|------------|--|
| 4 | 1 | to be assigned | English in the Global World | 30 | compulsory | |
| 4 | 1 | to be assigned | Ways of Reading | 30 | compulsory | |
| 4 | 1 | to be assigned | Global Shakespeare | 30 | compulsory | |
| 4 | 1 | to be assigned | Either a language unit or an Introductory course (List A) or an open option at the introductory level | 30 | optional | |
| 5 | 2 | to be assigned | The novel and its others | 30 | compulsory | |
| 5 | 2 | to be assigned | Two units from among: Intercultural communication (0.5 unit), Issues in World Englishes (1 unit), History in African and Caribbean literature – 155901013 (renamed as Fictions of History (1 unit); one or two regional literature courses (List B) | 60 | compulsory | |
| 5 | 2 | | Another course from the list above or another regional literature course (List B), another Linguistics course (List C), a cinema, media and society course (List D), another language unit or an open option | 30 | optional | students who want to take Psychology of Multilingualism (0.5 unit) in Year 3 must take Psychology of Language (152900082, 0.5 unit). |
| 6 | 3 | to be assigned | Dissertation in English in the global world | 30 | compulsory | |
| 6 | 3 | to be assigned | Two units from: Empire and the Postcolonial: Race, Genders, Sexualities (0.5 unit), Southern | 60 | compulsory | |

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| | | | Spaces (0.5), A special author (0.5), Psychology of Multilingualism (0.5 unit), Development Communication (0.5 unit, 151010044) A regional literature course (List B) | | | |
| 6 | 3 | to be assigned | another unit from the list above at the appropriate level, another area literature course (List B), a Linguistics course (List C), a cinema, media and society course (List D), another language unit, or an open option | 30 | optional | Introductory level courses are not available |

LIST A Introductory courses

- [Culture in Africa](#) - 155900838 (1 Unit)
- [Language in Africa](#) – 155900867 (1 Unit)
- Chinese 103: History and Culture of China – 155901001 (1 Unit)
- [Aspects of Japanese Culture 1](#) - 155901199 (0.5 Unit, Term 1)
- [Aspects of Japanese Culture 2](#) - 155901200 (0.5 Unit, Term 2)
- Culture and Society in Twentieth Century Korea- 155900809 (1 Unit)
- [Introduction to Arabic Culture](#) - 155901205 (1 Unit)
- [Introduction to Israeli Culture](#) - 155900947 (1 Unit)
- [South Asian Culture](#) - 155900812 (1 Unit)
- [Introduction to South East Asia](#) - 155901320 (0.5 Unit, Term 1)

LIST B regional literature courses

- [Literatures of the Near and Middle East](#) - 155900991 (1 Unit)
- [Contemporary African literature](#) – 155900839 (1 Unit)
- Narrative and poetic strategies in contemporary African literature – 155900946 (1 Unit)
- South Asian Literature in English – 155900927 (1 unit)
- [War, Revolution and Independence in South East Asian Literatures in Translation](#) - 155901316 (0.5 Unit) - Term 1
- Nation and Nationalism in Middle Eastern fiction (in Translation) – 155901380 (1 unit)
- [The City and the Countryside in South East Asian Literatures](#) – 155901326 (0.5 Unit)
- Persian Poetry in Translation – 155901277 (1 unit)
- [Survey of Pre-Modern Japanese Literature in Translation](#) - 155901213 (0.5 Unit) - Term 1
- [Survey of Modern Japanese Literature in Translation](#) - 155901214 (0.5 Unit)
- Literary Traditions and Culture of Korea – 155901389 (0.5 Unit, Term 1)
- Trajectories of Modernity in 20th Century Korean Literature – 155901390 (0.5 Unit, Term 2)

LIST C Linguistics courses

- [Introduction to Phonology](#) - 152900070 (1 Unit, introductory course)
- [Meaning and Interpretation](#) - 152900100 (0.5 Unit) - Term 1
- General Linguistics

- [Language, Society and Communication](#)
- [Language, Society and Communication](#) - 152900083 (0.5 Unit) - Term 1
- [Morphology](#) - 152900036 (0.5 Unit) - Term 1
- [Psychology of Language](#) - 152900082 (0.5 Unit) - Term 2
- [Phonetics](#) - 152900094 (0.5 Unit) - Term 1)
- [Topics in Lexical Semantics](#) - 152900065 (0.5 Unit) - Term 2
- [Historical Linguistics](#) - 152900037 (0.5 Unit) - Term 1
- [Linguistic Typology](#) - 152900044 (0.5 Unit) - Term 1 - Not Running 2012/2013
- [Extended Essay in Linguistics \(A\)](#) - 152900097 (0.5 Unit) - Term 1
- [Extended Essay in Linguistics \(B\)](#) - 152900098 (0.5 Unit) - Term 2

LIST D Cinema, media, society and migration courses:

- Cinema and Society in South Asia (1 unit)
- Film and Society in the Middle East (BA version, 1 unit)
- [Japanese Cinema: A Critical Survey](#) - 155901181 (1 Unit)
- Representations and transformations: South African drama and film (1 unit)
- Modern Chinese Film and Theatre (1 unit, version without Chinese requirement)
- Modern Film from Taiwan and the Chinese Diaspora (BA version, 1 unit)
- South East Asia on Film (0.5 unit)
- Thailand on Screen post '97 (0.5 unit)
- Sex and the City in South East Asian Film (0.5 unit)
- Indonesia on Screen (0.5 unit)
- Anthropology and Film (1 unit, Anthropology Department)
- [Black urban studies](#) – 151230001 (0.5 Unit, Term 1)
- [Britain and slavery](#) – 151230005 (0.5 Unit)
- African and Asian Cultures in the Diaspora - 151802052 (0.5 Unit, Term 1) Anthropology
- The Anthropology of African and Asian Communities in British Society - 15 180 2035 (0.5 Unit, Term 2) Anthropology
- The Muslim World: Unity in Diversity – 155901258 (1 Unit)
- Perspectives on African experience – 155900933 (1 Unit)
- [Pop and Politics in East Asia](#) - 155800077 (0.5 Unit, Term 1)
- New Media and Society – 151802070 (0.5 Unit, Term 2)
- [Introduction to Pan-Africanism](#) – 151230002 (0.5 Unit, Term 1)
- [Perspectives on African experience](#) – 155900933 (1 Unit)
- [African Philosophy](#) – 155901397 (0.5 Unit)
- [Situating China I: China and Other World Views Before 'Westernization'](#) - 158000152 (0.5 Unit, Term 1)
- [Situating China II: Missionaries and Misfits in the British Construction of China](#) - 158000153 (0.5 Unit, Term 2)
- [Issues in Post-war Japanese Society 1](#) - 155901329 (0.5 Unit) - Term 1
- [Issues in Post-war Japanese Society 2](#) - 155901330 (0.5 Unit) - Term 2
- Imagining Pakistan: culture, politics, gender – 155901391 (1 Unit)
- Society, Culture and Politics in Nepal – 155901305 (1 Unit)
- Modern Bengal: the Evolution of Bengali Culture & Society from 1690 to the Present – 155901271 (1 unit)
- [Cultural History of Tibet](#) - 155901327 (1 Unit)
- History and Culture of Korea to the late 19th Century – 155901263 (1 Unit)
- [Sages Through the Ages: Confucius and Laozi](#) - 158000133

The availability of optional/elective courses may vary in a given academic session due to factors such as staff absence and student numbers. For an up to date list of courses running in a given academic session please refer to the degree structures as listed on the SOAS website for the degree programmes taught by each Department.

TEACHING, LEARNING AND ASSESSMENT

What methods will be used to achieve the learning outcomes?

Knowledge

- Students gain a grounding in the historical and global study of the English language, in textual criticism and theoretical approaches to literary texts and genres, and in the relationship between the English canon and global literature/performance in the introductory courses in year 1.
- Students gain in-depth knowledge of literature from different periods of literary history (e.g. Shakespeare, the 18c, 19c and 20c novel) in their Year 2 and Year 3 courses.
- Students will learn critical and practical approaches to the study of multilingualism and of World Englishes in their Year 2 and 3 courses, and will be tested through essays, exams, presentations and project work.
- Their knowledge and understanding of the distinctive character of texts written in the principal literary genres, fiction, poetry and drama, and critical skills in the close reading, description, analysis, or production of texts or discourses will be tested in progressively longer essays, which will take more and more the place of examinations in Years 2 and 3, culminating in a extended piece of independent work in Year 3.
- The students' knowledge of useful and precise critical terminology and, where appropriate, linguistic and stylistic terminology,, and their awareness of the range and variety of approaches to literary study will be tested in classroom discussion, essays, exams, and project work.
- awareness of how literature and language produce and reflect cultural change and difference
- awareness of the dynamics of intercultural communication and multilingualism

Intellectual (thinking) skills

- Training in the appreciation of the specificity and complexity of literary texts, and of the multiple possible approaches to critical analysis and interpretation will be imparted in the Year 1 course Ways of Reading, and in the genre-, theme- and region- specific courses in Years 2 and 3.
- The students' ability to understand and assess concepts, theories and arguments and to specify their strengths, weaknesses, and the limits of their applicability will be tested in classroom discussions, presentations and project work (especially in Linguistics courses), through essays and exam questions, and finally in their ISP.
- Training in the ability to recognize and read critically texts from a variety of historical and cultural contexts will be acquired through the regional and transnational courses, and will be tested through relevant essay and exam questions.
- The ability to engage with the appropriate critical and theoretical methods in order to produce convincing arguments will be tested through increasingly longer essays and in project work and ISP.

Subject-based practical skills

- The ability to read and analyze a variety of texts and other sources, including academic writing, ranging across a number of regions, genres, and historical periods will be developed in all literary courses throughout the programme, and will be tested through classroom discussions, and coursework and exam essays.
- The ability to design and execute a substantial, multi-stage research project, including preliminary formulation, research questions, selection of primary material/data, and formulation of hypotheses/arguments will be fostered particularly through project work for the advanced sociolinguistics courses and the ISP training.

Transferable skills

The ability to:

- work independently

- manage their own learning
- think independently, analytically and critically
- plan and prioritise work to meet deadlines
- production of clear, coherent and well organised pieces of academic writing
- formulate, plan, and execute projects

will be fostered throughout the programme in guidance and feedback to coursework, and in group and individual discussion with peers and with course tutors, and with the supervisor for the ISP.

REFERENCE POINTS

What has been the basis for the design of this programme?

- QAA benchmark statement for English
- Curricula of the Universities of Sussex, Warwick

QUALITY ASSURANCE AND ENHANCEMENT

SOAS has internal procedures to assure the quality of provision to be offered to students and to enhance the quality in the light of experience following delivery, taking into account the input of external experts and students. The procedures are set out in the School's Quality Assurance Handbook and can be viewed at (<http://www.soas.ac.uk/add/qualityassurance/quality-assurance-handbook/>).

SOAS is also subject to periodic external review from bodies such as the Quality Assurance Agency for Higher Education and relevant professional and statutory regulatory bodies.

The procedures described in the Quality Assurance Handbook are in place to provide a high quality student experience for those choosing to study at SOAS, and student input and evaluation of their experiences is greatly valued. Students make an input to the ongoing development of their programmes, and the environment in which they operate, in a number of ways, including:

- formal student evaluation as part of the annual programme review;
- student representation on School committees at various levels (through the Students' Union) where many relevant issues are discussed;

FURTHER INFORMATION

Add in links to other relevant information, both internal and external, including:

- [SOAS Vision and Strategy Statement](#);
- [Undergraduate](#) and [Postgraduate](#) Handbooks;
- [Quality Assurance Handbook](#);
- [UCAS website](#);
- [QAA website](#);