

Revised undergraduate programme specification

School of Oriental and African Studies

The following information forms the programme specification at the School of Oriental and African Studies, 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

| | |
|------------------------------------|-------------------|
| Programme title | BA History of Art |
| Final award | BA |
| Intermediate awards | None |
| Mode of attendance | Full time |
| UCAS code | V350 |
| Professional body accreditation | None |
| Date specification created/updated | Oct 2015 |

WHY CHOOSE THIS PROGRAMME?

(This information will be used for marketing purposes as summary information about the programme for prospective students. It should be written accordingly, using brief, headline statements and bullet points. The first section is standard text for all programme specifications and should therefore not be amended: subsequent sections should be completed by individual authors.)

| | |
|---------------------------------------|---|
| 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? | We have already the only BA in the history of art offered anywhere in Europe that deals entirely with the art of Asia and Africa. It offers a unique opportunity to study art from a non-Eurocentric perspective. We now propose to distinguish our archaeological component and to divide it out into a separate degree, |

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| | leaving this History of Art BA. Please note that this degree is already offered and in on the books, but does not meet proper standards as it overlaps fully with the BA History of Art and/or Archaeology |
| Who would it suit? | The course is a well-rounded humanities BA, but can lead specifically to museum or gallery work, the international art market, or positions in art administration. |
| Programme structure | <p>Lecture/seminar courses are taken. In the first year, an introduction to the art history and archaeology of Asia and Africa is given. This is shared with the BA History of Art and Archaeology. In years 2 & 3 students who wish to transfer into the BA History of Art may select any units taught within the Department <i>but not more than 3.5 units</i> (made up of full or half unit courses) from those listed as Archaeology (please see Programme specifications for the BA History of Art and Archaeology for this list. Taking 4 units or above (made up of full or half units) will automatically transfer them into that BA degree. Additionally, students must take the ISP (core) in History of Art.</p> <p>PLEASE NOTE: we are in the process of renumbering our BA courses such that the number will indicate if any given course in Art History stream, or Archaeology stream.</p> |
| Assessment summary | Courses are examined by essay(s) and examination. Generally, two essays are required for a full unit, with a total of 30% of the marks, and one examination with 70% with half-units pro rata. |

ENTRY REQUIREMENTS.

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

The Entry Requirement is AAB at A-Level, or equivalent. In some cases, relevant other experience in the arts and archaeology of Asia and Africa can be taken into account when making an award.

PROGRAMME AIMS

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

(Programme aims are broad statements of intent which should reflect the School's purpose in offering the programme of study. They are overall, synoptic statements which should be presented as bullet points (there should not normally be more than three or four of them). They should be written in language which is accessible to a lay audience (the use of jargon should be avoided, and any acronyms should be explained).)

- To acquire a general knowledge of history of Asian and African art, and detailed knowledge of selected parts.
- To develop critical thinking and further ability to express ideas in discussion, and in extended prose writing
- To hone skills of visual analysis and the ability to discuss material objects in the languages of art history
- To think cross-regionally, and to consider the movement of material objects in and between cultures

PROGRAMME LEARNING OUTCOMES

What will the student learn?

(Learning outcomes are statements of what a student is expected to know/understand/do by the end of the programme. They are set at a level appropriate to the award, and authors might find it helpful to refer to the QAA Framework for Higher Education Qualifications

*(<http://www.qaa.ac.uk/academicinfrastructure/fheq/default.asp>) for further information on levels of awards. Learning outcomes are related to teaching, learning and assessment methods described later in the programme specification, and to the curriculum, but are expressed as general statements of learning under four headings: **Knowledge:** normally subject-based, describing the factual/conceptual base of the field of study and the level of complexity to be achieved.*

***Intellectual (thinking) skills:** might encompass independent research, analysis, synthesis, evaluation of concepts, problem solving, interpretation of statistical data, critical literature review, resource discovery (electronic and print) etc.*

***Subject-based practical skills:** these will be discipline specific, for example performance skills, design and creative skills, IT skills for data processing etc.*

***Transferable skills:** broader skills for life, which might include problem solving, oral and written communication, accessing and exploitation of electronic information resources, teamwork or other skills particularly relevant to specific subsequent employment.*

Again, bullet points should be used and three or four learning outcomes in each section would be appropriate. Please keep in mind the student audience and use language which is fit for purpose. It is also helpful to focus on aspects which might make the programme distinctive or even unique. Where a programme has a number of pathways, it is useful to identify any learning outcomes that are specific to each pathway.)

Knowledge

- To acquire knowledge of those aspects of the history of art that have been chosen for study
- To appraise Asian or African materials within the context of the discipline of

the art history

- To set the art history of the chosen region within the historical and social settings of the period
- To understand the capacity of materials to offer transregional insights

Intellectual (thinking) skills

- To analyse visual materials and make meaningful statements about them
- To consider the discipline/s of the history of art and its role in understanding materials from Asia and/or Africa
- To think critically about the existing corpus of writing relating to relevant materials
- To conduct original research and to frame findings in a critical way
- To listen to oral argument, absorb it, and participate in constructive debate

Subject-based practical skills

- To analyse materials, and gain the ability to speak and write about visual data
- To understand the discipline of the history of art and its bearing on the material culture of Asia and/or Africa

Transferable skills

- Furthering critical analysis and the language to frame discussing, especially as relating to visual materials
- To use and so expand the visual memory.
- To further skills in reading and investigating, and expression of these in essay writing, including, where relevant, under pressure of time restraint

PROGRAMME STRUCTURE AND REQUIREMENTS FOR GAINING AN AWARD

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

(The initial statement below is standard text regarding SOAS requirements relating to the structure and duration of programmes and requirements for gaining an award and should not be amended. Individual authors should then complete the programme structure diagram with information relevant to this programme.)

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/degreetregulations/file60378.pdf>

Programme structure diagram

Below is a structure diagram for this programme.

(To be completed by individuals completing the template. It is intended that the structure grid should provide a clear picture of the course units to be taken as the student progresses through the programme. The "status" column should indicate whether the course is "core", "compulsory" etc. The final column provides an opportunity for authors to add any further relevant information which might relate to options, prerequisites, pathways etc.)

| Level | Year | Course Code | Course Title | Credit | Status | Notes |
|---|------|-------------|---|----------------|------------|--|
| First year cores | | | | | | |
| BA | 1 | TBA | Theory in Art History and Archaeology | 0.5 | Core | New |
| BA | 1 | TBA | Great Works | 0.5 | Compulsory | New |
| BA | 1 | | Perspectives & Themes - art and archaeology of Africa | 0.5 | Compulsory | PREVIOUS NAME--Intro. to the art and archaeology of Africa |
| BA | 1 | | Perspectives & Themes -art and archaeology of the Near & Middle East | 0.5 | Compulsory | PREVIOUS NAME-Intro. to the art and archaeology of the Near & Middle East |
| BA | 1 | | Perspectives & Themes -art and archaeology of South and South-East Asia | 0.5 | Compulsory | PREVIOUS NAME-Intro. to the art and archaeology of South and South-East Asia |
| BA | 1 | | Perspectives & Themes -art and archaeology of East Asia | 0.5 | Compulsory | PREVIOUS NAME-Intro. to the art and archaeology of East Asia |
| BA | 1 | | OPEN OPTION | 1.0 equivalent | | |
| In years two, three (and four) students on this degree may take any of the courses below | | | | | | |
| BA | 2/3 | 154900148 | Arts of the Buddha in Southeast Asia | 0.5 | optional | BA |

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|----|-----|-----------|---|-----|----------|----|
| BA | 2 | 151900031 | Art & Archaeology on an Approved Topic | 0.5 | optional | BA |
| BA | 2 | 154900123 | Selected Sites in Asian and African Art and Archaeology | 1 | optional | BA |
| BA | 2/3 | 154900105 | African Art I: Context and Representation | 1 | optional | |
| BA | 2/3 | 154900124 | African Art II: West Africa & the Atlantic World; History, Historiography and the Visual Arts | 1 | optional | |
| BA | 2/3 | 154900166 | Africans in the Americas: Identities and Representation | 0.5 | optional | |
| BA | 2/3 | 154900165 | Architecture of Tibet & the Himalayas | 0.5 | optional | |
| BA | 2/3 | 154900140 | Art and Culture in Imperial China | 0.5 | optional | |
| BA | 2/3 | 154900138 | Art and Material Culture of the Islamic World: 7th to 14th Centuries | 1 | optional | |
| BA | 2/3 | 154900148 | Arts of the Buddha in Southeast Asia | 0.5 | optional | |
| BA | 2/3 | 154900164 | Arts of Tibet | 0.5 | optional | |
| BA | 2/3 | 154900158 | Buddhist optionalArts of Korea | 0.5 | optional | |
| BA | 2/3 | 154900167 | Chinese Art and Modernity | 1 | optional | |

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|----|-----|-----------|---|-----|----------|--|
| BA | 2/3 | 154900149 | Contemporary Arts in Southeast Asia | 0.5 | optional | |
| BA | 2/3 | 154900150 | Contemporary Korean Arts in East Asia | 0.5 | optional | |
| BA | 2/3 | 154900162 | Hindu Art in Medieval India | 0.5 | optional | |
| BA | 2/3 | 154900145 | Island Arts of South East Asia | 0.5 | optional | |
| BA | 2/3 | 154900110 | Japanese Art | 1 | optional | |
| BA | 2/3 | 154900134 | Mosaics, Manuscripts, and Wall Painting in Islamic Art | 1 | optional | |
| BA | 2/3 | 154900153 | Temple, City and Empire in South India 1300-1800 | 0.5 | optional | |
| BA | 2/3 | 154900157 | Paintings of Korea | 0.5 | optional | |
| BA | 2/3 | 154900109 | The Decorative Arts of Islam | 1 | optional | |
| BA | 2/3 | 154900161 | Traditional Art and Modern South Asia | 0.5 | optional | |
| BA | 2/3 | 154900143 | Art and Archaeology of Ancient China | 0.5 | optional | |
| BA | 2/3 | 154900142 | Archaeology of Early Imperial China | 0.5 | optional | |
| BA | 2/3 | 154900152 | Royal Arts of Korea | 0.5 | optional | |
| BA | 2/3 | 154900132 | African Art III: Art and Architecture of North Eastern Africa | 1 | optional | |
| BA | 2/3 | 154900108 | Sources of Islamic Art and Architecture | 1 | optional | |

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|--|--------------|-----------|---|---------|----------|--|
| BA | 2/3 | 154900107 | Islamic Architecture | 1 | optional | |
| BA | 2/3 | 154900146 | Angkor and Khmer Art in Southeast Asia | 0.5 | optional | |
| BA | 2/3 | 154900147 | Art and Ritual in Buddhist South Asia | 0.5 | optional | |
| BA | 3 (or final) | | Independent Study Project in History of Art | 1 | core | |
| NB: under existing rules, SOAS students may also take courses at the UCL Institute of Archaeology, at the rate of one per year, to a maximum of two | | | | | | |
| BA | 2/3 | n/a | UCL courses | 2 (max) | optional | |

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?

(Provide details of the teaching, learning and assessment methods to be used, cross-referenced to the learning outcomes given above (listing under the same four headings might be helpful). Audience awareness is again important in relation to language used. The following examples might provide general guidance:

Knowledge: *subject knowledge is often developed through lectures and seminars, supplemented by directed study of texts/journal articles and by assignment or project work. Assessment is generally through unseen written examinations, but most assessment methods will require some demonstration of subject knowledge and understanding.*

Intellectual (thinking) skills: *skills such as analysis, synthesis, evaluation and application are often practised and demonstrated through active learning processes involving assignments or projects, and group learning activities (seminars/tutorials, workshops, fieldtrips etc). Assessment might utilise written examinations or problem-based exercises. Independent project work or research dissertations might be used to demonstrate subject-specific intellectual skills.*

Subject-based practical skills: *this will vary from discipline to discipline, but will generally require development through opportunities to practise the activity in an appropriate learning context (for example in a laboratory, studio or work placement). Workbooks/practice manuals might also be provided. Assessment of competence in exercising a practical skill must involve demonstration of it.*

Transferable skills: *skills that are readily transferable to employment and related contexts such as communication, teamwork etc can be developed through naturally arising opportunities within the curriculum or through work placements. Written communication will be enhanced through essay/dissertation writing or writing up projects. Oral communication can be developed in presentations and group work. Team working skills may be demonstrated and assessed through collaborative projects.)*

Knowledge

- Students are required to attend all classes, study extensively on their own and prepare non-assessed work, and sit examinations
- Tests of knowledge acquisition is via essay writing, and in-class tests based on visual materials

- All courses have dedicated BLE site for learning and revision of visual materials

Intellectual (thinking) skills

- Courses introduce information that will need to be assessed critically and will demonstrate how conflicting interpretations arise from the same information
- Weekly practice at presenting seminars, discussing each others' and the tutor's ideas
- Frequent discussion of visual materials in the language or the history of art and archaeology

Subject-based practical skills

- Listening to lectures
- Sitting examinations
- Engagement with prescribed readings and also further investigation of data through independent research
- Seminar discussions
- In-class tests, and writing of essays (with specified length and so specified deadlines)

Transferable skills

- Through essay, seminar participation and investigation of materials in libraries, museums and other (eg virtual) resources
- Through discussions, tests, and writing

REFERENCE POINTS

- SOAS's institutional mission statement and any institutional policies on the development of general skills in fields such as communication, information technology, team working and career management;
- subject benchmark statement for Art & Archaeology
- current research or other advanced scholarship carried out by academic staff;
- qualification descriptors used in the national qualifications framework;
- relevant European and international reference points.

QUALITY ASSURANCE AND ENHANCEMENT

(The following text is standard information common to all programme specifications and should not be amended by individuals completing the template except where indicated.)

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;
- *Authors to add any further methods which are particularly relevant to this programme.*

FURTHER INFORMATION

(The following text is standard information common to all programme specifications and should not be amended by individuals completing the template except where indicated.)

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

- [SOAS Vision and Strategy Statement](#);
- [Undergraduate](#) and [Postgraduate](#) Handbooks;
- Departmental handbooks?;
- [Quality Assurance Handbook](#);
- Separate regs link?;
- [UCAS website](#);
- [QAA website](#);
- *Authors to add any further links which are particularly relevant to this programme.*