1. **Programme Title(s) and UCAS code(s):**
   BA English and History VQ13
   BA English and History with a Year Abroad*

   *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

4. **b) Type of study:** Ignite blended learning

   **Registration periods:**
   - The normal period of registration is three years
   - The maximum period of registration is five years

   **Year Abroad variant:**
   - The normal period of registration is four years
   - The maximum period of registration is six years

5. **Typical entry requirements:**
   - 320 points from 3 A2 levels (example ABB). English and History are each required at A2 level. General Studies accepted as one of the three A2 levels. International Baccalaureate: Pass with 32 points, including 6 in Higher Level English. European Baccalaureate: pass with 70 % overall, including 8 in English.

6. **Accreditation of Prior Learning:**
   Accreditation of prior learning may be considered for entry into the second year of the course if the student has completed a first year on another English or English related course at university; has completed modules with content comparable to the first year in topic and level; and has passed at a high level (normally a 2:1 average overall). This is dependent on places being available on the programme.

7. **Programme aims:**
   The programme aims to:
   - to enable students to explore their interest in History and English language and literature and to provide a syllabus with range, intellectual progression and opportunities for independent study;
   - to foster students’ independent thinking and judgement;
   - to provide an attractive curriculum that draws on the research expertise and teaching strengths of the Department of English and the School of History;
   - to develop students’ skills in close reading and literary and historical analysis;
   - to develop students’ ability to carry out independent research;
• to develop students’ ability to communicate clearly and effectively;
• to deliver learning opportunities through lectures, seminars, workshops and individual supervision;
• to enable students to develop and demonstrate a range of skills necessary for the study of History and English at undergraduate and postgraduate level;
• to enable students to develop transferable skills necessary for successful career development and effective independent learning;
• to encourage original thought through the study of English and History as complementary investigations of text and context;
• [For those on the Year Abroad] To enable students to develop and broaden their learning experience in English and History by studying at a non-UK, European University;
• [For those on the Year Abroad] To enable students to develop their linguistic abilities, by attending lecturers and classes and completing assessments in the native languages of a non-UK, European University;
• [For those on the Year Abroad] To enable students to enrich their all-round educational and personal development by studying at a non-UK, European University.

8. Reference points used to inform the programme specification:
   • The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
   • QAA Benchmark statement for English
   • QAA Benchmarking statement for History
   • University Learning Strategy
   • University Assessment Strategy
   • University of Leicester Employability Strategy
   • University of Leicester Periodic Developmental Review (2012)
   • First Destination Survey
   • National Student Survey
   • Graduate Survey
   • Student-Staff Committee student surveys and committee discussion reported in minutes
   • External Examiners’ Reports
   • Annual Development Review
   • United Nations Education for Sustainable Development Goals
<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Teaching and Learning Methods</th>
<th>How Demonstrated?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(a) Discipline specific knowledge and competencies</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(i) Mastery of an appropriate body of knowledge</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate mastery of an appropriate body of historical, literary, critical and linguistic knowledge and practice.</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, resource-based learning.</td>
<td>Essays, essay-based examinations, dissertations, seminar presentations, contributions to discussions, problem-based exercises.</td>
</tr>
<tr>
<td><em>(ii) Understanding and application of key concepts and techniques</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of a range of approaches, issues and concepts in both History and English Language and Literature.</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research.</td>
<td>Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, computer-based exercises and problem-based exercises.</td>
</tr>
<tr>
<td><em>(iii) Critical analysis of key issues</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of the history of literature and the historical differences between texts. Reflect critically on the natures of history and of English Literature as disciplines. Analyse historical processes through the assessment of continuity and change over a variety of time spans, places and settlements.</td>
<td>Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research.</td>
<td>Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, statistical graphical and computer-aided analysis.</td>
</tr>
<tr>
<td><em>(iv) Clear and concise presentation of material</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present historical and literary problems and arguments in a variety of written and oral formats.</td>
<td>Tutorials, seminars, directed reading, independent research, team problem solving exercises.</td>
<td>Writing tasks, seminar presentations, contributions to discussions.</td>
</tr>
<tr>
<td><em>(v) Critical appraisal of evidence with appropriate insight</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence. Marshall appropriate evidence in close reading, interpretation and contextualization. Use evidence effectively in the construction of arguments.</td>
<td>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.</td>
<td>Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion.</td>
</tr>
<tr>
<td><em>(vi) Other discipline specific competencies</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate imagination, sensibility and linguistic fluency.</td>
<td>Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.</td>
<td>Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion.</td>
</tr>
<tr>
<td>Intended Learning Outcomes</td>
<td>Teaching and Learning Methods</td>
<td>How Demonstrated?</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>(b) Transferable skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Oral communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To present arguments in a</td>
<td>Seminars, workshops, group</td>
<td>Oral presentations.</td>
</tr>
<tr>
<td>range of registers and to</td>
<td>projects.</td>
<td></td>
</tr>
<tr>
<td>audiences with different</td>
<td>Language classes.</td>
<td>Oral presentations during the year abroad.</td>
</tr>
<tr>
<td>needs.</td>
<td></td>
<td></td>
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<tr>
<td>[Year Abroad programme]</td>
<td></td>
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<tr>
<td>To develop the ability to</td>
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<tr>
<td>communicate orally in the</td>
<td></td>
<td></td>
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<tr>
<td>language of the country of</td>
<td></td>
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<tr>
<td>the European partner</td>
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<tr>
<td>institution during the</td>
<td></td>
<td></td>
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<tr>
<td>year abroad.</td>
<td></td>
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<tr>
<td>(ii) Written communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To present written</td>
<td>Lectures, seminars, workshops,</td>
<td>Essays, essay-based examinations, dissertation, group projects.</td>
</tr>
<tr>
<td>arguments of varying</td>
<td>supervisions.</td>
<td>Essays and essay-based examinations, during the year abroad.</td>
</tr>
<tr>
<td>lengths and levels of</td>
<td>Language classes.</td>
<td></td>
</tr>
<tr>
<td>formality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Year Abroad programme]</td>
<td></td>
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<tr>
<td>To develop the ability to</td>
<td></td>
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<tr>
<td>write in the language of</td>
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<tr>
<td>the country of the</td>
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<tr>
<td>European partner</td>
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<tr>
<td>institution during the</td>
<td></td>
<td></td>
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<tr>
<td>year abroad.</td>
<td></td>
<td></td>
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<tr>
<td>(iii) Information technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use IT to effectively</td>
<td>Induction programme, computer</td>
<td>Essays, independent research projects.</td>
</tr>
<tr>
<td>support their studies,</td>
<td>practical classes, independent</td>
<td></td>
</tr>
<tr>
<td>including using IT for</td>
<td>research.</td>
<td></td>
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<tr>
<td>bibliographic and archive</td>
<td></td>
<td></td>
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<tr>
<td>searches, data analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and written/visual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentation of evidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider the uses of</td>
<td>Seminars, group projects,</td>
<td>Group projects, problem-based exercises, independent research projects.</td>
</tr>
<tr>
<td>numerical data in</td>
<td>lectures, tutorials and</td>
<td></td>
</tr>
<tr>
<td>historical analysis</td>
<td>numeracy classes, skills</td>
<td></td>
</tr>
<tr>
<td>Solve problems collaboratively</td>
<td>workshops.</td>
<td></td>
</tr>
<tr>
<td>Reflect on the value and</td>
<td>Group work for projects,</td>
<td>Group projects and presentations, problem-based exercises, seminar contributions</td>
</tr>
<tr>
<td>challenges of group</td>
<td>workshops.</td>
<td></td>
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<tr>
<td>working</td>
<td></td>
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<tr>
<td>(v) Team working</td>
<td></td>
<td></td>
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<tr>
<td>Solve literary critical,</td>
<td>Seminars, lectures,</td>
<td>Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion.</td>
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<tr>
<td>literary theoretical,</td>
<td>supervisions, workshops,</td>
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<tr>
<td>literary historical and</td>
<td>directed reading, written</td>
<td></td>
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<tr>
<td>linguistic problems.</td>
<td>assignments, independent</td>
<td></td>
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<tr>
<td>Address historical problems</td>
<td>research.</td>
<td></td>
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<tr>
<td>using contemporary sources</td>
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<tr>
<td>and advanced secondary</td>
<td></td>
<td></td>
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<tr>
<td>literature.</td>
<td></td>
<td></td>
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<tr>
<td>(vi) Problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gather and deploy evidence</td>
<td>Tutorials, seminars, directed</td>
<td>Essays, independent research projects, computer-based exercises, problem-based exercises.</td>
</tr>
<tr>
<td>and data to find, retrieve,</td>
<td>reading, independent research,</td>
<td></td>
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<tr>
<td>sort and exchange new</td>
<td>computer practical classes,</td>
<td></td>
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<tr>
<td>information.</td>
<td>team problem solving</td>
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<tr>
<td></td>
<td>exercises.</td>
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<tr>
<td>Intended Learning Outcomes</td>
<td>Teaching and Learning Methods</td>
<td>How Demonstrated?</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>(viii) Skills for lifelong learning</td>
<td>Tutorials, career development programmes, resource based learning, personal development planning programme.</td>
<td>Portfolio, curriculum vitae, self-evaluation exercises</td>
</tr>
<tr>
<td>Demonstrate intellectual independence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on your own and others learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage the time and resources available to you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. **Progression points:**

In order to proceed to the second year of the course, a student must obtain 60 credit-units for three core modules of English and 60 credit-units for two core modules of History and one History option. Subject to the achievement of an overall average of 40%, modules may be passed at a level sufficient for the award of credit (marks between 35% to 39%). This means that students with a credit-weighted average of less than 40% overall will be deemed to have failed all modules in which a mark of less than 40% has been obtained; students with a credit-weighted average of 40% or more overall will be deemed to have failed all modules in which a mark of less than 35% has been obtained.

In order to proceed to the third year of the course a student must obtain 60 credit-units for three core modules of English and 60 credit-units for History, to include the core module Perceiving the Past. Students must either take The Historian’s Craft module if they plan to complete a History dissertation in the third year, or two approved History option modules, or one approved History option and one Variety module, if they plan to complete an English dissertation in the third year. The requirements for obtaining the credit-units for each of the six double-modules taken in English and History are the same as in the first year.

In accordance with Senate Regulation 5: Regulations governing undergraduate programmes of study, in cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

For HS coded modules, certain modules include qualifying elements which students have to pass in order to obtain credits for the module. Please refer to individual module specification forms for further information.

Degree classification is based upon modules totalling 240 credits (360 credits for the four-year variant of this degree programme) successfully accumulated from second and third year modules, in accordance with the requirements for the regulations of the degree.

For students on the Year Abroad programme in order to proceed to the fourth year of the course students must pass their year abroad. The year abroad does not otherwise count towards the final classification of the degree.

Students on the four-year variant of this degree programme must have no more than 30 credits outstanding before entering their third year (year abroad).
Students on the four-year variant of this degree programme must have no more than 30 credits of year two modules outstanding before entering their final year. A student who does not achieve the threshold level will normally be required to transfer to the three-year variant of this programme, but will be considered by a progression board on a case-by-case basis prior to entering the final year of their studies.

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

11. Scheme of Assessment

This programme follows the standard scheme of award and classification set out in Senate Regulation 5.

12. Indications of programme quality

According to a recent edition of the Times Good University Guide, the School of English falls within the top 10 English departments in England. We have consistently excellent results in the National Student Survey with ratings of 90% or over since the survey began in 2005.

In a recent Periodic Developmental Review, the panel’s report on the School was extremely positive: ‘Throughout discussions with both staff and students the Panel noted a very collegial and student-centered approach to all the School’s activities. The Panel particularly noted a culture of embedding the assurance of quality and standards into all areas of the School. The enhancement of the student experience was also actively encouraged and fostered. The Panel were impressed with the knowledge of the Chairs of the School’s committees and their engagement with managing and enhancing the learning opportunities of students across the provision. The Panel also praised the leadership of the Head of School who actively and knowledgeably oversaw the School’s activity. The Panel had confidence in the management of quality assurance and quality enhancement processes in place within the School to assure the quality of the learning opportunities available to students and to comply with both the QAA codes of Practice and the University Codes of Practice.’

13. External Examiners

The details of the English External Examiner(s) for this programme and the most recent External Examiners’ reports can be found here

The details of the History External Examiner(s) for this programme and the most recent External Examiners’ reports can be found here
Appendix 1: Programme structure

BA ENGLISH AND HISTORY

FIRST YEAR MODULES

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Modules</td>
<td></td>
</tr>
<tr>
<td>EN1020 The Novel Around the World</td>
<td>30</td>
</tr>
<tr>
<td>HS1002 The Shock of the Modern</td>
<td>15</td>
</tr>
<tr>
<td>HS1001 Barbarism and Civilisation: Medieval and Early Modern Europe</td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Modules</td>
<td></td>
</tr>
<tr>
<td>EN1050 Renaissance Drama: Shakespeare and his Contemporaries</td>
<td>30</td>
</tr>
</tbody>
</table>

**Optional Modules**

30 credits of approved History Optional Modules

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1012 Global History: Connections and Cultures in a Changing World 1750 to the present</td>
</tr>
<tr>
<td>HS1013 Great Britain: The State We’re In</td>
</tr>
<tr>
<td>AM1004 US History since 1877</td>
</tr>
<tr>
<td>HS1016 Europe 1861-1991: Emancipation and Subjugation</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
</tr>
</tbody>
</table>

* Students will need to take a non-credit bearing induction course to teach study skills, etc. These are to be embedded within our new Induction programmes.

SECOND YEAR MODULES

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must choose 30 credits of English approved modules and 30 credits of History approved modules – to include HS2401*.</td>
<td></td>
</tr>
<tr>
<td>EN2010 Chaucer and Medieval Culture</td>
<td>30</td>
</tr>
<tr>
<td>EN2320 Renaissance Literature</td>
<td>30</td>
</tr>
<tr>
<td>HS2401 Perceiving the Past*</td>
<td>15</td>
</tr>
<tr>
<td>HS2232 Religious History</td>
<td>15</td>
</tr>
<tr>
<td>HS2237 All Bourgeois Now? Class in History, 1700-2000</td>
<td>15</td>
</tr>
<tr>
<td>HS2238 Global Cities</td>
<td>15</td>
</tr>
<tr>
<td>HS2307 Madness, Monarchy and Politics in Georgian Britain</td>
<td>15</td>
</tr>
<tr>
<td>AM2016 Americas Plural: Latin America and the United States</td>
<td>15</td>
</tr>
<tr>
<td>HS2328 Jack the Ripper: Crime, Popular Culture and Policing in Victorian Times</td>
<td>15</td>
</tr>
<tr>
<td>HS2353 Enter the Dragon: Modern Chinese History, 1839–1989</td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must choose 30 credits of English approved modules and 30 credits of History approved modules.</td>
<td></td>
</tr>
</tbody>
</table>

**Students intending to follow Route A (English Dissertation) in year 3 must select one**
credit History module from each of List A and List B

Students intending to follow Route B (History Dissertation) in year 3 must select HS2500.

<table>
<thead>
<tr>
<th>List A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EN2040 Sin and Redemption in Medieval Literature</td>
<td>15</td>
</tr>
<tr>
<td>EN2050 Love Wars: Gender, Writing and Society, 1660-1789 A</td>
<td>15</td>
</tr>
<tr>
<td>EN2350 Love Wars: Gender, Writing and Society, 1660-1789 B</td>
<td>30</td>
</tr>
<tr>
<td>EN2060 Concepts in Criticism</td>
<td>15</td>
</tr>
<tr>
<td>EN2360 Concepts in Criticism</td>
<td>30</td>
</tr>
<tr>
<td>HS2500 Becoming the Historical Researcher</td>
<td>30</td>
</tr>
<tr>
<td>HS2027 The Latin World: Ancient, Medieval and Modern</td>
<td>15</td>
</tr>
<tr>
<td>HS2311 Domestic Revolutions: Women, Men and the Family in American History</td>
<td>15</td>
</tr>
<tr>
<td>HS2329 A World Connected: Welfare, Economy and Government since 1945</td>
<td>15</td>
</tr>
<tr>
<td>HS2359 From Beer to Fraternity</td>
<td>15</td>
</tr>
<tr>
<td>HS2360 History in the Classroom</td>
<td>15</td>
</tr>
<tr>
<td>HS2802 Heritage Field Project</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HS2234 Race and Ethnicity</td>
<td>15</td>
</tr>
<tr>
<td>HS2236 Histories of Violence</td>
<td>15</td>
</tr>
</tbody>
</table>

**Semester Total** 60
THIRD OR FINAL YEAR

Students must take EITHER Route A in both semesters OR Route B in both semesters.

ROUTE A (English Dissertation route)

| SEMESTER 1 |
| Select 60 credits, to include EN3010 Dissertation (30 credits) |
| Credits |
| EN3010 English Dissertation | 30 |
| HS3662 Crime and Punishment in African-American History | 15 |
| HS3634 The USA and the Vietnam War | 15 |
| HS3646 Fourteenth Century Crisis in England? Politics & Society 1297-1413 | 15 |
| HS3694 Diasporas and Migrations in the Modern World | 15 |
| HS3699 From Empire to Nation: Modern South Asia, c.1857-1947 | 15 |
| HS3808 Gender, Crime and Deviance in Eighteenth Century Britain | 15 |
| HS3809 On Europe's Edge: Empires and Nations in Central and Eastern Europe, 1848-1918 | 15 |
| **Semester Total** | **60** |

| List A |
| Select 30 credits of English and 30 credits of History modules |
| Credits |
| EN3030 Modern Literature | 15 |
| EN3040 Postcolonial Literature | 15 |
| EN3340 Rewriting Britain | 30 |

| List B |
| History options may be subject to change from year to year |
| Credits |
| HS3614 The Imperial Economy: Britain and the Wider World 1815-1914 | 15 |
| HS3620 What Difference Did the War Make? | 15 |
| HS3680 Women in American Society from Civil War to First World War | 15 |
| HS3681 Clothing and Fashion in Historical Perspective: Case Studies of Modern European Fashion in Transnational Context | 15 |
| HS3689 When Two Dragons Fight: China and Japan at War in the Twentieth Century | 15 |
| HS3691 Indigenous Peoples of the Americas, pre-1600 | 15 |
| HS3696 Medieval Natural World | 15 |
| HS3810 Abolitionists: Antislavery Activism in Britain and America, 1787-1865 | 15 |
| **Semester Total** | **60** |
# ROUTE B (History Dissertation route)

## SEMESTER 1

Select 60 credits

*Your selection must include the History Dissertation, one English option from List A and one English option from List B*

<table>
<thead>
<tr>
<th>Credits</th>
<th>List A</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>HS3510 History Dissertation</td>
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**Semester Total** 60

## SEMESTER 2

Select 60 credits, to include the History Dissertation and one of either EN3040 or EN3340.

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**Semester Total**: 60
Appendix 2: Module specifications
See module specification database http://www.le.ac.uk/sas/courses/documentation

Guided Independent Learning

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students’ independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists. Further scaffolding for independent study may be provided, where appropriate, by seminar tutors in advance of seminars, by Autonomous Learning Groups, by dissertation supervisors and by personal tutors, who will advise on your academic development across your programme of study. Additionally, students are expected to make use of feedback on their assessments to develop their approach to their studies, and encouraged to discuss their work with their peers outside as well as in seminars.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester’s modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

Appendix 3: Skills matrix
See the relevant Skills Matrices for each of the respective Single Honours degree programmes.