



## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2027/28

Date created: 25/08/2021

Last amended: 17/12/2025

Version no. 1

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### 1. Programme title(s) and code(s):

BA English and History

BA English and History with a Year Abroad<sup>^</sup>

Notes

<sup>^</sup> Students may only enter this programme by approved transfer at the end of Year 1

#### a) [HECOS Code](#)

| HECOS Code | %   |
|------------|-----|
| 100320     | 75% |
| 100302     | 25% |

#### b) UCAS Code (where required)

VQ13

### 2. Awarding body or institution:

University of Leicester

#### 3. a) Mode of study

Full-time

#### b) Type of study

Campus-based

### 4. Registration periods:

#### BA English and History

The normal period of registration is 3 years

The maximum period of registration 5 years

#### BA English and History with a Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

### 5. Typical entry requirements

ABB at A-level including English.

A-level History preferred but not essential.

General Studies accepted as one of the three A2 levels.

International Baccalaureate: Pass

Diploma with 30 points, including 6 in Higher Level 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 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;

## **8. Reference points used to inform the programme specification**

- QAA Benchmark Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy \[Login required\]](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

## **9. Programme Outcomes**

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

**a) Discipline specific knowledge and competencies**

i) Mastery of an appropriate body of knowledge

| Intended Learning Outcomes                                                                                          | Teaching and Learning Methods                                                                   | How Demonstrated?                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate mastery of an appropriate body of historical, literary, critical and linguistic knowledge and practice. | Lectures, tutorials, seminars, directed reading, independent research, resource-based learning. | Essays, essay-based examinations, dissertations, seminar presentations, contributions to discussions, problem-based exercises. |

ii) Understanding and application of key concepts and techniques

| Intended Learning Outcomes                                                                                                   | Teaching and Learning Methods                                                                                                                               | How Demonstrated?                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate understanding of a range of approaches, issues and concepts in both History and English Language and Literature. | Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, computer-based exercises and problem-based exercises. |

iii) Critical analysis of key issues

| Intended Learning Outcomes                                                                                                         | Teaching and Learning Methods                                                                                                                               | How Demonstrated?                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate understanding of the history of literature and the historical differences between texts.                               | Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, statistical graphical and computer-aided analysis. |
| Reflect critically on the natures of history and of English Literature as disciplines.                                             | Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, statistical graphical and computer-aided analysis. |
| Analyse historical processes through the assessment of continuity and change over a variety of time spans, places and settlements. | Lectures, tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises and independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion, statistical graphical and computer-aided analysis. |

iv) Clear and concise presentation of material

| Intended Learning Outcomes                                                                       | Teaching and Learning Methods                                                                | How Demonstrated?                                                   |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Present historical and literary problems and arguments in a variety of written and oral formats. | Tutorials, seminars, directed reading, independent research, team problem solving exercises. | Writing tasks, seminar presentations, contributions to discussions. |

v) Critical appraisal of evidence with appropriate insight

| Intended Learning Outcomes                                                                                                        | Teaching and Learning Methods                                                                             | How Demonstrated?                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Demonstrate understanding of the complexity of reconstructing the past, the problematic and varied nature of historical evidence. | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |
| Marshal appropriate evidence in close reading, interpretation and contextualization.                                              | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |
| Use evidence effectively in the construction of arguments.                                                                        | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |

vi) Other discipline specific competencies

| Intended Learning Outcomes                                   | Teaching and Learning Methods                                                                             | How Demonstrated?                                                                                          |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Demonstrate imagination, sensibility and linguistic fluency. | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |

**b) Transferable skills**

i) Oral communication

| Intended Learning Outcomes                                                          | Teaching and Learning Methods        | How Demonstrated?   |
|-------------------------------------------------------------------------------------|--------------------------------------|---------------------|
| To present arguments in a range of registers and to audiences with different needs. | Seminars, workshops, group projects. | Oral presentations. |

ii) Written communication

| Intended Learning Outcomes                                               | Teaching and Learning Methods                | How Demonstrated?                                               |
|--------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------|
| To present written arguments of varying lengths and levels of formality. | Lectures, seminars, workshops, supervisions. | Essays, essay-based examinations, dissertation, group projects. |

iii) Information technology

| Intended Learning Outcomes                                                                                                                                         | Teaching and Learning Methods                                          | How Demonstrated?                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------|
| Use IT to effectively support their studies, including using IT for bibliographic and archive searches, data analysis and written/visual presentation of evidence. | Induction programme, computer practical classes, independent research. | Essays, independent research projects. |

iv) Numeracy

| Intended Learning Outcomes                                 | Teaching and Learning Methods                                                         | How Demonstrated?                                                      |
|------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Consider the uses of numerical data in historical analysis | Seminars, group projects, lectures, tutorials and numeracy classes, skills workshops. | Group projects, problem-based exercises, independent research projects |

v) Team working

| Intended Learning Outcomes                           | Teaching and Learning Methods      | How Demonstrated?                                                                |
|------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------|
| Solve problems collaboratively                       | Group work for projects, workshops | Group projects and presentations, problem-based exercises, seminar contributions |
| Reflect on the value and challenges of group working | Group work for projects, workshops | Group projects and presentations, problem-based exercises, seminar contributions |

vi) Problem solving

| Intended Learning Outcomes                                                                  | Teaching and Learning Methods                                                                             | How Demonstrated?                                                                                          |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Solve literary critical, literary theoretical, literary historical and linguistic problems. | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |
| Address historical problems using contemporary sources and advanced secondary literature.   | Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research. | Essays, essay-based examinations, dissertation, seminar presentations, group projects, seminar discussion. |

vii) Information handling

| Intended Learning Outcomes                                                                | Teaching and Learning Methods                                                                                            | How Demonstrated?                                                                         |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Gather and deploy evidence and data to find, retrieve, sort and exchange new information. | Tutorials, seminars, directed reading, independent research, computer practical classes, team problem solving exercises. | Essays, independent research projects, computer-based exercises, problem-based exercises. |

viii) Skills for lifelong learning

| Intended Learning Outcomes                      | Teaching and Learning Methods                                                                               | How Demonstrated?                                       |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Demonstrate intellectual independence.          | Tutorials, career development programmes, resource based learning, personal development planning programme. | Portfolio, curriculum vitae, self-evaluation exercises. |
| Reflect on your own and others learning.        | Tutorials, career development programmes, resource based learning, personal development planning programme. | Portfolio, curriculum vitae, self-evaluation exercises. |
| Manage the time and resources available to you. | Tutorials, career development programmes, resource based learning, personal development planning programme. | Portfolio, curriculum vitae, self-evaluation exercises. |

## 10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of Senate Regulation 5 governing undergraduate programmes relevant to the year of entry.

Students must take the Becoming the Historical Researcher module if they plan to complete a History dissertation in the third year. Students intending to complete the EN3010 Dissertation in English in the final year should not select the Becoming the Historical Researcher module.

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.

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

## 11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

## 12. Special features

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>.

### 12a. Research-inspired Education

**Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:**

| RiE Quadrant | Narrative                                                                                                                                                                                                                                                                                                  |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | Students in English receive a thorough grounding in knowledge, skills, and methods including critical thinking, reading long and short texts, close analysis, and problem solving. From the first semester onwards, these skills and knowledge are overtly applied to their career paths after university. |

|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Research-briefed</b><br>Bringing staff research content into the curriculum.                       | Research-briefed: Core modules introduce students to major genres of English writing (poetry, novels, drama) and critical discussions, establishing a firm basis for development. Skills-based modules develop professional and academic attributes, inviting reflection on their application to a future career opportunity.                                                                                                                                                                   |
| <b>Research-based</b><br>Framed enquiry for exploring existing knowledge.                             | Research-based: Students are introduced to recent theoretical debates which have influenced the study of English, such as reading and authorship, gender and sexuality, identity and selfhood, class and race, empire and nation. Students identify, compare, and evaluate key theoretical concepts, and consider their applicability to texts of different genres and historical periods.                                                                                                      |
| <b>Research-oriented</b><br>Students critique published research content and process.                 | Research-oriented: Our suite of 30-credit modules in historical periods of literature allow students to work with published specialists, analysing research and learning practical skills such as using archives and rare books. Students choose 15-credit Year 3 options designed around staff research specialisms, studied in small-group seminars and debating cutting-edge new work.                                                                                                       |
| <b>Research-apprenticed</b><br>Experiencing the research process and methods; building new knowledge. | Research-apprenticed: the programme culminates in a Dissertation module, where students design a substantial independent research project in English or History, supported by a supervisor with a research specialism in an allied area. They receive training in: a) Ideas and research b) Planning and analysing c) Writing and editing. Students present their findings through a presentation and a long dissertation in English, or a public history exercise and Dissertation in History. |

**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

Visits to Archives and Special Collections are arranged to give students guided, hands-on experience of working with the university's extensive collections of rare books and manuscripts. Special talks and events such as the Centre for Victorian Studies Annual Lecture are publicised to students.

Our annual free literary festival, Literary Leicester, takes place on campus. All students are given programmes in class and are actively encouraged to attend events and talks and participate in workshops.

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

All teaching staff participate in peer review of teaching or a mentor's review on a regular basis, as well as in peer review of marking. The School Pedagogy Forum enables colleagues to learn about new pedagogical projects and research. English Boards of Studies and away days regularly focus

on teaching and learning, informed by scholarship, enabling staff to discuss how best to implement guidance from Education Services in a subject-specific way. Bespoke training is run on specific issues where staff need more support in new and emerging areas, such as AI and Assessment. Workshops offered by national bodies e.g. University English/ the English Association are advertised and staff are encouraged to attend.

### **12b. Work-related learning**

The workload of all students on this programme includes the opportunity to engage with *at least* 100 hours of employer informed, work-related learning activity. Further information regarding work-related learning is available [online](#).

### **13. External Examiner(s) reports**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required]

**Programme Specification (Undergraduate)****FOR ENTRY YEAR: 2027/28**

Date created: 25/08/2021

Last amended: 17/12/2025

Version no. 1

**Appendix 1: Programme structure (programme regulations)**

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

**Updates to the programme**

| Academic year affected | Module                                                                            | Update                        |
|------------------------|-----------------------------------------------------------------------------------|-------------------------------|
| 2026/27                | HS1001 Medieval and Early Modern Europe: People, Power, Faith, and Culture        | Core module removed           |
| 2026/27                | HS1002 The Shock of the Modern                                                    | Core module removed           |
| 2026/27                | HS1013 Modern Britain: c. 1700-present                                            | Changed from optional to core |
| 2026/27                | HS1017 With Liberty and Justice for All? US History since 1776                    | New optional module           |
| 2026/27                | HS1012 Global History: Connections and Cultures in a Changing World, 1750-Present | Changed from optional to core |
| 2027/28                | HS2401 Perceiving the Past                                                        | Core module removed           |
| 2027/28                | HS2XXX The Shock of the Modern                                                    | Core module added             |
| 2027/28                | HS2XXX Medieval and Early Modern Europe: People, Power, Faith, and Culture        | Core module added             |

**BA English and History****Level 4/Year 1      2027/28****Credit breakdown**

| Status | Year long | Semester 1 | Semester 2 |
|--------|-----------|------------|------------|
| Core   | n/a       | 30 credits | 60 credits |

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Optional | n/a       | 30 credits | n/a        |

120 credits in total

#### Core modules

| Delivery period | Code   | Title                                                                        | Credits    |
|-----------------|--------|------------------------------------------------------------------------------|------------|
| Sem 1           | EN1070 | Writing Matters                                                              | 15 credits |
| Sem 1           | HS1000 | Making History                                                               | 15 credits |
| Sem 2           | EN1050 | Renaissance Drama: Shakespeare and his Contemporaries                        | 30 credits |
| Sem 2           | HS1012 | Global History: Connections and Cultures in a Changing World, c.1750-Present | 15 credits |
| Sem 2           | HS1013 | Modern Britain: c.1700-Present                                               | 15 credits |

#### Option modules

| Delivery period | Code   | Title                                                   | Credits    |
|-----------------|--------|---------------------------------------------------------|------------|
| Semester 1      | EN1030 | Film and Literature                                     | 15 credits |
| Semester 1      | EN1060 | Feminist Fiction                                        | 15 credits |
| Semester 1      | HS1016 | Europe 1861-1991: Emancipation and Subjugation          | 15 credits |
| Semester 1      | HS1017 | With Liberty and Justice for All? US History since 1776 | 15 credits |

#### Notes

In semester 1, students must choose 1 15-credit English option module and 1 15-credit History option module. This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

**Level 5/Year 2      2028/29**

## Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | 60 credits | n/a        |
| Optional | n/a       | n/a        | 60 credits |

120 credits in total

## Core modules

| Delivery period | Code   | Title                                                               | Credits    |
|-----------------|--------|---------------------------------------------------------------------|------------|
| Sem 1           | EN2060 | Critical Perspectives 1                                             | 15 credits |
| Sem 1           | HS2XXX | The Shock of the Modern                                             | 30 credits |
| Sem 1           | HS2XXX | Medieval and Early Modern Europe: People, Power, Faith, and Culture | 15 credits |

## Option modules

| Delivery period | Code   | Title                                         | Credits    |
|-----------------|--------|-----------------------------------------------|------------|
| Semester 2      | EN2080 | Advanced Creative Writing Skills              | 15 credits |
| Semester 2      | EN2192 | Global Voices and the Publishing Industry     | 15 credits |
| Semester 2      | EN2025 | Arts Journalism                               | 15 credits |
| Semester 2      | EN2196 | English and Education                         | 15 credits |
| Semester 2      | EN2290 | Your Career and Other Stories                 | 15 credits |
| Semester 2      | EN2330 | Modern Literature from Conrad to Orwell       | 30 credits |
| Semester 2      | EN2340 | Contemporary Literature From 1945 – Now       | 30 credits |
| Semester 2      | HS2502 | Becoming the Historical Researcher            | 15 credits |
| Semester 2      | HS2027 | The Latin World. Ancient, Medieval and Modern | 15 credits |

| Delivery period | Code   | Title                                                                     | Credits    |
|-----------------|--------|---------------------------------------------------------------------------|------------|
| Semester 2      | HS2238 | Global Cities                                                             | 15 credits |
| Semester 2      | HS2328 | Jack-the-Ripper: Crime, Popular Culture and Policing in Victorian Times   | 15 credits |
| Semester 2      | HS2348 | Rise and Fall of the Soviet Union                                         | 15 credits |
| Semester 2      | HS2360 | History in the Classroom                                                  | 15 credits |
| Semester 2      | HS2802 | Working with History: The Heritage Field Project                          | 15 credits |
| Semester 2      | HS2803 | World's End: Historical Perspectives on Contemporary Environmental Crises | 15 credits |

### Notes

In Semester 2, students must choose 1 15-credit History approved option module, 1 30-credit English option module, and 1 15-credit English option module. Students intending to follow the History Dissertation in year 3 must select HS2502. Students intending to complete the EN3010 Dissertation in English in year 3 should not select HS2502. This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

### Level 6/Year Final 2029-30

Route A: English Dissertation

Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | 15 credits | 30 credits |
| Optional | n/a       | 45 credits | 30 credits |

120 credits in total

## Core modules

| Delivery period | Code   | Title                   | Credits    |
|-----------------|--------|-------------------------|------------|
| Semester 1 & 2  | EN3010 | Dissertation in English | 45 credits |

## Notes

In Semester One, in addition to EN3010 Dissertation in English, students must take 1 15-credit English module and 30 credits of History approved option modules. In Semester Two students must take the Dissertation and 30 credits of History approved option modules. For the year long History modules, 15 credits are taken in each semester.

## Option modules:

| Delivery period | Code   | Title                                                                                             | Credits    |
|-----------------|--------|---------------------------------------------------------------------------------------------------|------------|
| Semester 1      | EN3060 | Science Fiction: Exploring Space and Time                                                         | 15 credits |
| Semester 1      | EN3209 | The Living and the Dead in Nineteenth- Century Literature and Culture                             | 15 credits |
| Semester 1      | HA3489 | Watching the Detectives: Crime on the Page and Screen                                             | 15 credits |
| Semester 1      | EN3174 | Writing Prose Fiction                                                                             | 15 credits |
| Year long       | HS3771 | After Hitler: Society, Culture and The Politics of The Nazi Party in The Two Germanies, 1945-1990 | 30 credits |
| Year long       | HS3774 | Cultures of Struggle and Liberation: Twentieth-Century Southern Africa                            | 30 credits |
| Year long       | HS3777 | The Presidency of Franklin D. Roosevelt                                                           | 30 credits |
| Semester 2      | HS3614 | Britain's Imperial Economy: Power, Wealth and Colonialism 1830-1939                               | 15 credits |
| Semester 1      | HS3677 | Sport and the British                                                                             | 15 credits |
| Semester 1      | HS3681 | You are what you wear? Clothing, fashion and belonging in the modern world                        | 15 credits |
| Semester 1      | HS3699 | The Making of a Nation: India and the British Empire, 1857-1947                                   | 15 credits |
| Semester 2      | HS3627 | The Civil Rights Movement, 1945-1968                                                              | 15 credits |
| Semester 2      | HS3653 | The Death Penalty and its Abolition: A Global History                                             | 15 credits |
| Semester 1      | HS3682 | Daring to be Free: The Women's Movement in Britain, 1850s-1970s                                   | 15 credits |

| Delivery period | Code   | Title                                        | Credits    |
|-----------------|--------|----------------------------------------------|------------|
| Semester 1      | HS3694 | Diasporas and Migrations in the Modern World | 15 credits |

## Route B: History Dissertation

### Credit breakdown

| Status   | Year long | Semester 1 | Semester 2 |
|----------|-----------|------------|------------|
| Core     | n/a       | 15 credits | 30 credits |
| Optional | n/a       | 45 credits | 30 credits |

120 credits in total

### Core modules

| Delivery period | Code   | Title        | Credits    |
|-----------------|--------|--------------|------------|
| Sem 1           | HS3505 | Dissertation | 15 credits |
| Sem 2           | HS3506 | Dissertation | 30 credits |

### Notes

In Semester One students must choose 1 30-credit English option module and 1 15-credit History option module. In Semester Two students must choose 2 15-credit English option modules.

### Option modules:

| Delivery period | Code   | Title                                                                      | Credits    |
|-----------------|--------|----------------------------------------------------------------------------|------------|
| Semester 1      | EN3320 | Renaissance Literature from <i>Utopia</i> to <i>Paradise Lost</i>          | 30 credits |
| Semester 1      | EN3328 | Victorians: from <i>Oliver Twist</i> to <i>The Picture of Dorian Gray</i>  | 30 credits |
| Semester 1      | HS3677 | Sport and the British                                                      | 15 credits |
| Semester 1      | HS3681 | You are what you wear? Clothing, fashion and belonging in the modern world | 15 credits |
| Semester 1      | HS3694 | Diasporas and Migrations in the Modern World                               | 15 credits |
| Semester 1      | HS3699 | The Making of a Nation: India and the British Empire, 1857-1947            | 15 credits |

|            |        |                                                                   |            |
|------------|--------|-------------------------------------------------------------------|------------|
| Semester 2 | EN3021 | Literatures of Protest: Reading and Political Action              | 15 credits |
| Semester 2 | EN3027 | The Latin World: Ancient, Medieval and Modern                     | 15 credits |
| Semester 2 | EN3130 | The Other in American Fiction and Film                            | 15 credits |
| Semester 2 | EN3144 | The Thatcher Factor: The 1980s in Literature                      | 15 credits |
| Semester 2 | EN3158 | Jane Austen: Novels, Contexts, Adaptations                        | 15 credits |
| Semester 2 | EN3194 | Tragedy                                                           | 15 credits |
| Semester 2 | EN3204 | Writing for Laughs                                                | 15 credits |
| Semester 2 | EN3200 | Twenty-First Century Global Literature                            | 15 credits |
| Semester 2 | EN3078 | Love and Death: The Novel in Nineteenth-Century Russia and France | 15 credits |
| Semester 2 | NT3200 | Sustainability Enterprise Partnership Project                     | 15 credits |
| Semester 1 | HS3682 | Daring to be Free: The Women's Movement, 1850s to 1970s           | 15 credits |

### Notes

The list of option modules is indicative only, and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules. Students who took HS2027 must not select EN3027.

## Appendix 2: Module specifications

See undergraduate [module specification database](#) [Login required] (Note - modules are organized by year of delivery).