

## Programme Specification

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### French and History (2020-21)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	4
Accreditation details	None
Final award	Bachelor of Arts with Honours (BA (Hons))
Name of award	French and History
Interim Exit awards	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE)
FHEQ level of final award	Level 6
UCAS code	RV11
Programme code	4117
QAA Subject Benchmark or other external reference	History 2007
Programme Lead	Christopher Prior (cp8g12)

### Programme Overview

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#### Brief outline of the programme

Southampton's History department contains world experts in an enormous range of fields. From the Classical World to the present day, and from Britain and the rest of Europe to the Americas, Australasia, Asia and Africa, studying History at Southampton affords its undergraduates the chance to study topics about which they are already passionate, or to try something entirely new. Modern Languages at Southampton is consistently ranked amongst the very highest in the United Kingdom, and enables you to learn about and experience other cultures in an exciting variety of ways. Whilst a degree combination that includes a language already enhances your employment prospects our programme builds a broader range of study and communication skills that are vital for succeeding in the world of work. You will learn to absorb, analyse and assess a wide variety of viewpoints, and express arguments in oral and written form, and to think and work independently and in cooperation with others. You will learn how to do primary research yourself, applying a range of concepts and methods. All in all, then, studying History and Modern Languages at Southampton offers undergraduates the opportunity to learn in an engaging, supportive and highly successful research environment.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

### Learning and teaching

Students at Southampton learn in a variety of ways. Lectures introduce students to the outline of a topic and the debates within it. Small-group seminars offer students the chance to interact with academics and other students in collaborative discussions. Such discussions can help inform and shape the ways in which students then go about writing their essays. Feedback on performance is given through informal one-to-one discussions, such as those on offer during lecturers' office hours, and through oral and written feedback after submission of a piece of work.

### Assessment

History and Modern Languages use a range of assessment methods to ensure that students are able to demonstrate they have achieved intended learning outcomes. The most common means of assessment is an essay. Essays offer students the opportunity to demonstrate their use of skills in research and analysis to make their own arguments. Longer pieces of writing, allowing for a greater development of argument, become more common as an undergraduate progresses through his or her studies, and these allow students to formulate their own lines of enquiry, using primary material to create significant contributions to historical and cultural knowledge. Some exams are also taken, in order to assess students' ability to formulate clear, focused and engaging pieces of writing in test conditions. Oral presentations and examinations feature in some modules, particularly those in Modern Languages.

## Special Features of the programme

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Studying a language is an opportunity to open your mind to different peoples and cultures. The year abroad represents a key opportunity in this respect. As a Modern Languages student you will spend the third Part of the programme abroad in either a work placement, a British Council placement or at one of Southampton's partner universities. Whilst a degree combination that includes a language already enhances your employment prospects, our programme builds a broader range of study and communication skills that are vital for succeeding in the world of work. You will learn to absorb, analyse and assess a wide variety of viewpoints, express arguments in oral and written form, and to think and work independently and in cooperation with others. You will learn how to do primary research yourself, applying a range of concepts and methods.

**Please note:** As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

## Educational Aims of the Programme

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The aims of the programme are to:

- provide you with an understanding of the central theoretical and methodological issues involved in the study of History;
- develop your knowledge and understanding of selected periods of History, and of themes within these periods;
- enhance your ability to reflect on the nature of History: how it has developed over time, and its place in modern culture;
- develop your capacity to undertake independent research into aspects of History, using appropriate

sources and methodologies;

- enable you to develop your skills in written and oral communication, the use of primary source material, teamwork, and problem-solving;
- develop your ability to speak, read and write in the target language to a high level;
- enable you to develop analytical, research and personal skills relevant to a range of careers and professions, including those for which fluency in a foreign language is a key requirement;
- develop your awareness of cultural, social and political developments within the country of your chosen language.

## Programme Learning Outcomes

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### Knowledge and Understanding

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On successful completion of this programme you will have knowledge and understanding of:

- A1. the different ways in which the human past can be approached and constructed by historians;
- A2. the different ways in which images and interpretations of the human past are produced and consumed within our own and other societies;
- A3. the relationship between historical sources, evidence, argument and interpretation;
- A4. patterns of diversity in selected areas of History;
- A5. a number of chronological periods and geographical areas of the past;
- A6. research design, evaluation and application;
- A7. aspects of the cultures, linguistic contexts, history, politics, geography, social and economic structures of the countries studied;
- A8. the structures, registers and varieties of language, and of the methods required to analyse them;
- A9. significant, and sometime competing, methodologies, theories and issues relating to social and political studies, linguistic studies, and/or literary and cultural Studies within the context of the curriculum;
- A10. the interaction of language, text, image and socio-cultural context;
- A11. the culture and society of a particular country where you have spent your year abroad.

### Teaching and Learning Methods

In History:

- lectures, and lecture elements, will be used in tall three parts where required to provide you with a broad orientation to periods, debates and themes;
- tutor-led seminars will be used through the programme to facilitate in-depth discussion of key developments, themes and debates;
- student-led seminars will feature progressively in the programme, and particularly in your third year special subject, as students develop greater knowledge and authority and the mutual confidence that allows you to learn from one another;
- group activities, most notably on 'Reading Histories' will allow you to develop and share knowledge and understanding with your peers outside a seminar room setting;
- optional study visits take place on many modules throughout the programme, in order to deepen your understanding of the past and its representation through engagements with landscapes, buildings, exhibits and other material forms of evidence;
- advice and feedback hours and individual tutorials offer you the opportunity to develop your historical knowledge and understanding through one-to-one discussions with module tutors;
- 'Reading Histories' assists you in developing your own research project and building your confidence in

the key conceptual frameworks that will shape your final year dissertation;

- independent study is embedded in all stages of the programme, culminating in the final year dissertation, encouraging you to develop your own specialized expertise in particular events, debates and themes.

In French:

- French language study involves Southampton's unique seven Stages of development;

- you are allocated to the appropriate language Stage and supported in your progression through the Stages

- the seven language Stages are identified with clearly defined and progressive learning outcomes in terms of linguistic competence, knowledge and understanding of language form, and language learning strategies;

- language learning tasks aim to achieve communicative competence in its widest sense, including the traditional skills of speaking, listening, reading and writing and also intercultural and sociolinguistic competence;

- in 'content' modules, lectures and other tutor-led activities provide you with a broad orientation to the history, linguistics, politics and societies of the Francophone world;

- seminars will be used through the programme to facilitate in-depth student discussion of key developments, themes and debates;

- seminars are often student led with activities designed for you to develop knowledge, mutual confidence, and authority of some of the most pressing issues that France has confronted since the nineteenth century;

- study in a partner university or undertake a relevant work placement during the year abroad in France or another Francophone country;

- continue to receive academic and pastoral support from Southampton even when on the year abroad;

- during the year abroad you will complete an investigative project offering you the opportunity to engage with primary source materials such as archives or oral history interviews;

- office hours and individual tutorials offer you the opportunity to receive feedback on your work;

## Assessment Methods

In History:

- short commentaries of up to 1,000 words are used in first-part modules to assess and provide early feedback on critical analysis skills and your comprehension of primary sources and/or key conceptual terms;

- individual essays are used throughout the programme to assess your knowledge and understanding of key events, approaches, themes and debates;

- a documentary commentary ('gobbet') section of the exam for the second-part 15 credit options assesses your ability to evaluate primary sources and helps prepare you for the longer gobbet assignment in part 3;

- a documentary commentary ('gobbet') timed assignment in the third-part 'special subject' assesses your comprehension of historical context, particularly the circumstances in which such documents were produced and read or consumed;

- An assessed research presentation in part 4 will demonstrate your ability to communicate independent ideas to a critical audience;

- the final-part dissertation assesses your attainment of an authoritative grasp of a research topic, including an understanding of the relevant historiographical and theoretical literature, historical context, key developments and chronology;

- unseen examinations are used throughout the programme to test your understanding of key historical questions and debates and your grasp of the evidence required to resolve them.

In French, the range of assessment methods includes:

· examinations, whether written or oral, to test overall learning in conditions where time and support for linguistic performance are limited, as often in real life;

· coursework assessment provides formative and summative testing, which in the case of language units is measured against the intended learning outcomes of each Stage;

· 'content' modules use a broad range of assessments from individual essays to individual or group presentations that can involve developing awareness or marketing campaigns;

- fieldwork and the collection of empirical data are normally required to complete the investigative project during the year abroad.

Assessment tasks increase in complexity in line with progression, and are directly related to the learning outcomes of units. They usually integrate thinking skills with knowledge outcomes. For example, a class presentation and discussion on a specialist topic tests the ability to think through and organise material in preparation, and to think on your feet in discussion, as well as testing topic knowledge, interactive skills, strategic competence, and in some cases linguistic accuracy and fluency.

## **Subject Specific Intellectual and Research Skills**

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On successful completion of this programme you will be able to:

- B1. articulate and reflect on a body of historical knowledge;
- B2. interrogate and contextualise historical evidence;
- B3. grasp and apply historical terminology and method;
- B4. evaluate historical controversies and formulate your own independent views with respect to them;
- B5. structure a historical argument with appropriate evidential support;
- B6. develop a major historical research project, drawing upon appropriate primary source materials and the relevant historiographical and theoretical literature;
- B7. define, present and exemplify concepts;
- B8. select, synthesise and focus information from a range of sources in both English and your chosen foreign language;
- B9. grasp and evaluate conflicting positions and formulate independent views;
- B10. structure argument and provide empirical evidence to support it;
- B11. identify and analyse problems;
- B12. present and debate ideas, both orally and in writing, in an open-minded but rigorous way.

## **Teaching and Learning Methods**

History:

- lectures will provide you with instructive examples of how to engage with a body of historical knowledge, structure a historical argument, interrogate and contextualise historical evidence, deploy key historical terms, and evaluate historical controversies;
- individual study – for class preparation, assessed work and exam revision – will foster an understanding of how historians think and write ‘historically’: how they engage with a historical controversy, identify a source base, deploy theory where relevant and structure an argument in sympathy with the evidence;
- tutor-led seminars will provide you with an environment in which to discuss and debate your ideas and those of others;
- Advice and feedback hours and individual tutorials offer an occasion to discuss questions of method, resource, structure and argument one-to-one with your tutors.

French:

- the ability to work in breadth and depth and to develop a range of cognitive skills is ensured by coherently structured pathways through a broad programme;
- lectures will develop the skills of summarising and processing information, mentally and through note-taking;
- cognitive skills are developed in student-led classes – seminars, presentations, discussions, group

projects – from the outset of the programme. As you move into the later years, you will be required to take more responsibility for your classes and thus to develop and demonstrate the full range of cognitive skills in a public setting;

- you will develop cognitive skills through researching and writing essays throughout the programme;
- as you move into the third and fourth parts of the programme, you will experience more challenging learning tasks – involving personal research, in-depth study and analysis and the production of long complex texts – in the form of the year abroad Investigative Project in Part 3 and the option of a double-unit dissertation in the final part;
- depending on the assignment type, written, in-class and tutorial feedback is given to help you identify any gaps in your cognitive skills and to develop your skills effectively through content, style and presentation.

## Assessment Methods

History:

- short commentaries are used in first part modules, and again in the second-part 15 credit option module exam and the third-part ‘gobbets’ exercise, to assess your ability to interrogate and contextualize historical evidence
- essays are used throughout the curriculum to assess your ability to identify relevant source materials, engage with a body of historical knowledge, negotiate historical controversy, deploy historical terminology and structure an argument from evidence;
- the third-part dissertation tests your ability to develop and deliver a major project of individual historical research, informed by historiographical and, where relevant, theoretical debates, rooted in sound methodology and argued from the primary evidence;
- unseen examinations are used throughout the curriculum to assess your ability to articulate and reflect upon a body of historical knowledge, critically discuss historiographical debates and structure a historical argument in sympathy with the evidence.

Modern Languages:

- examinations, whether written or oral, test your overall thinking skills in conditions where time and support for reflection are limited, as often in real life;
- coursework assessment provides formative and summative testing against the intended learning outcomes of the unit concerned;
- assessment tasks are directly related to learning outcomes of units and usually integrate thinking skills with language knowledge outcomes. For example, a class presentation and discussion on a specialist topic tests your ability to think through and organise your material in preparation, and to think on your feet in discussion, as well as testing your topic knowledge, interactive skills, strategic competence, and in some cases your linguistic accuracy and fluency.

## Transferable and Generic Skills

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On successful completion of this programme you will be able to:

- C1. communicate ideas and arguments in a variety of written formats;
- C2. communicate ideas and arguments orally and in the context of formal presentations;
- C3. identify, select and draw upon a wide variety of useful and relevant materials in the development of a research project;
- C4. manage individual research projects to timely completion;
- C5. demonstrate interpersonal skills whilst working with others in the investigation of problems, and in the presentation of arguments and evidence;
- C6. demonstrate self-confidence and self-awareness both in collaborative activities and independent study;
- C7. identify and constructively reflect upon your own intellectual strengths and weaknesses.

- C8. communicate effectively and confidently in one foreign language, both orally and in writing, including being able to engage an audience in discussion and sustaining a long and complex piece of writing;
- C9. demonstrate intercultural competence;
- C10. communicate ideas and arguments in a variety of written formats;
- C11. communicate ideas and arguments orally and through formal presentations;
- C12. solve problems, sometimes in quite complicated situations;
- C13. demonstrate effective learning and research skills, including planning and organising your learning through self-management;
- C14. exercise independence and initiative;
- C15. work effectively alone and in collaboration with others to solve problems and/or carry out a task;
- C16. set and monitor goals, reflecting on your own learning, and learning from feedback.
- C17. take notes and keep records;
- C18. use libraries, archives, learning resources and the internet to access relevant information;
- C19. use ICT resources effectively in your written work and in presentations;
- C20. write in appropriate genres and to required conventions, including referencing and identification;
- C21. work to deadlines and manage your time effectively.

### **Teaching and Learning Methods**

#### History:

- at all stages of the curriculum, your skills in written communication will be enhanced through formal and informal feedback on written assessments, with guidance on essay writing built into part 1 modules and through Writing Workshops;
- your skills in oral communication will be developed through seminar discussions and non-assessed individual and group presentations throughout the curriculum;
- in tutorial meetings and Advice and Feedback hours, and through feedback, tutors will provide guidance about methods of research and project management;
- seminar discussions throughout the curriculum will provide an opportunity for you to enhance your interpersonal skills;
- through reflective exercises and more generally through one-to-one meetings with tutors and personal academic tutor, you will be encouraged to reflect upon your intellectual strengths and weaknesses.

#### French:

- each language Stage identifies specific linguistic and learning skills to be achieved, and these are cumulative in the sense that, for example, in Stage 5 you will be expected to demonstrate skills required at Stage 4;
- given the highly communicative and resource-based nature of language learning, you are guided to develop all of the key skills above in all of the Stages;
- the part 1 induction programme introduces you to learning strategies and methods, and also ensures that you sign up for training sessions in the use of ICT and for an introduction to the University Library. Study skills and writing workshops are available throughout the year on request;
- broadly speaking, the emphasis in Part 1 is on developing basic bibliographical and referencing skills, producing written work according to academic conventions, making individual and group presentations and developing an independent approach to learning. We also encourage you to develop good computer skills;
- in Part 2 the stress is on consolidating the groundwork laid down in Part 1 and on developing the kind of research skills and independent learning strategies which will prepare you to make the most of the social and cultural experiences of your Year Abroad and for producing the Investigative Project. This includes working with others on group tasks;
- you will spend Part 3 abroad, when the emphasis is on enhancing independence and initiative in studying a foreign language and culture, developing empirical research skills and producing a long project. The Modern Languages Year Abroad website offers students who are abroad the opportunity to

communicate with both staff at home and other students abroad;

- in the final part we stress advanced research skills, including the evaluation of the roles of primary and secondary sources, and developing the ability to develop a sustained argument in writing and to give academic oral presentations;
- written, in-class and tutorial feedback is given to help you to identify the strengths and weaknesses of your key skills, and you will have the opportunity to monitor and evaluate your own progress in key skills with your personal tutor.

## Assessment Methods

History:

- all forms of written assessment – commentaries, essays, exams and dissertations – will test your skills in written communication;
- your skills in oral communication will be assessed in individual and/or group presentations;
- your ability to design and investigate a discrete research project, and manage it to completion, will be tested in 2,000 word first- and second-part essays, in 3,000 and 4,000 word third-part essays, and the (optional) third-part dissertation.

French:

- key skills are tested as an integral part of the formal assessment of linguistic proficiency and of knowledge and understanding in your chosen units in French;
- the effectiveness of your communication, learning and research skills is tested through both assessed coursework and examinations, which variously involve writing of different kinds, group and individual projects, and oral presentations and other interactive tasks;
- your use of ICT implicitly contributes to your assessment since it is a necessary condition for presenting much of your work and for communicating with your tutors about your Investigative Project while you are abroad;
- the specialist skills of language learning are explicitly assessed through a wide range of tasks and activities.

## Programme Structure

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The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Where optional modules have been specified, the following is an indicative list of available optional modules, which are subject to change each academic year. Please note in some instances modules have limited spaces available.

### Part I

The first-part compulsory module in History is designed to introduce you to the periodization of the past and the continuities and changes across societies from the ancient world to the present day (HIST1151). The Cases and Contexts modules, meanwhile, are designed to immerse you in the critical study of particular ‘cases’ – historical episodes and themes which are sufficiently well-defined to allow you to link primary sources with historiographical debates, whilst also encouraging you to ‘read out’ from the particular to the larger questions of historical study. You should choose 2 Cases and Contexts modules in semester 2.

Exit Award: Certificate of Higher Education



### Part I Compulsory

Code	Module Title	ECTS	Type
LANG1017	Academic Skills for ML students	0	Compulsory
FREN9010	French Language Stage 4	15	Compulsory
HIST1151	World Histories: Contact, Conflict and Culture from Ancient to Modern	15	Compulsory

### Part I Optional

Code	Module Title	ECTS	Type
HIST1008	A Tudor Revolution in Government?	7.5	Optional
LING1003	Applications of Linguistics	7.5	Optional
HIST1084	Cities of the Dead: Death, Mourning and Remembrance in Victorian Britain	7.5	Optional
HIST1179	Death in the Ancient World	7.5	Optional
LING1001	Elements of Linguistics - Sound, Structure and Meaning	7.5	Optional
HIST1085	German Jews in Great Britain	7.5	Optional
HIST1076	God's Own Land: Exploring Pakistan's Origins and History	7.5	Optional
HIST1146	Joan of Arc: History behind the Myth	7.5	Optional
HIST1158	Liberté, Egalité, Beyoncé: Women's History in Modern Britain	7.5	Optional
FREN1017	Liberté, Egalité, Fraternité	7.5	Optional
FREN1001	Modern French Culture	7.5	Optional
HIST1170	Putin and the Politics of Post-Soviet Russia	7.5	Optional
LANG1004	Reading Culture	7.5	Optional

LANG1013	Reading the City	7.5	Optional
HIST1171	Reagan's America: Capitalism and Cold War	7.5	Optional
HIST1058	Russia in Revolution, 1905-1917	7.5	Optional
HIST1109	Terrorists, Tyrants and Technology: America's "War on Terror"	7.5	Optional
HIST1102	The End of the World: Apocalyptic Visions of History	7.5	Optional
HIST1119	The Long Summer? Edwardian Britain 1901-1914	7.5	Optional
FREN1016	The Making of Modern French	7.5	Optional
HIST1147	The Real Downton Abbey	7.5	Optional
HIST1177	Twentieth-Century China	7.5	Optional
HIST1125	When an empire falls: Culture and the British Empire, 1914-1960	7.5	Optional
ARCH1062	Wonderful things: World history in 40 objects	7.5	Optional

## Part II

In the second-part History option modules, you are encouraged to engage with larger historical theatres or longer periods of time, in order to enquire into broader patterns of continuity and change. The 15 credit mini-options provide you with a primary source focused investigation of a historical episode of theme. You should choose 1 x 30 credit module in one semester and 2 x 15 credit modules in the other semester.

Exit Award: Diploma of Higher Education

## Part II Compulsory

Code	Module Title	ECTS	Type
FREN9011	French Language Stage 5	15	Compulsory
LANG2010	Managing Research and Learning	0	Compulsory

## Part II Optional

<b>Code</b>	<b>Module Title</b>	<b>ECTS</b>	<b>Type</b>
HIST2109	Ancient Greeks at War	7.5	Optional
HIST2055	Ancient Rome: the First Metropolis	7.5	Optional
HUMA2016	Arabian Nights and Days: The World of the 1001 Nights	7.5	Optional
HIST2229	Aristocracy to Democracy	15	Optional
HIST2225	Besieged: Towns in War c.1250-c.1650	7.5	Optional
HIST2228	Chivalry, c. 1250-1500	15	Optional
FREN2021	Conflicts, Crisis and Identities in the Francophone Context	7.5	Optional
LING2004	Discourse Analysis	7.5	Optional
HIST2096	Evolution of US Counterterrorism	15	Optional
FREN2018	Exploring French Linguistics	7.5	Optional
ENGL2091	From Black and White to Colour: A Screen History of Race, Gender and Sexuality in Post-War Britain	7.5	Optional
LANG2002	Globalisation: Culture, Language and The Nation State	7.5	Optional
HUMA2013	How the Arts Work: a practical introduction to cultural economics	7.5	Optional
HUMA2007	Humanities University Ambassadors Scheme (Modern Languages)	7.5	Optional
FREN2007	Immigration, Race and Ethnicity in France	7.5	Optional
HIST2039	Imperialism and Nationalism in British India	15	Optional
HIST2106	In Hitler's Shadow: Eastern Europe 1918-1939	15	Optional

HIST2087	Islamism - from the 1980s to the present	15	Optional
HUMA2018	Landscapes of Conflict	7.5	Optional
LING2010	Language, Ideologies and Attitudes	7.5	Optional
LANG2005	Learning about Culture: Introduction to Ethnography	7.5	Optional
LING2009	Multilingualism	7.5	Optional
HIST2223	Myth and the Ancient World	7.5	Optional
HIST2216	Oil Burns The Hands: Power, Politics and Petroleum in Iraq, 1900-1958	15	Optional
HIST2059	Plague, Fire and Popish Plots: The Worlds of Charles II	15	Optional
FREN2008	Post-War French Thought	7.5	Optional
HIST2003	Power, Patronage and Politics in Early Modern England 1509-1660	15	Optional
LING2002	Psycholinguistics	7.5	Optional
HIST2222	Ragtime! The Making of Modern America	7.5	Optional
HIST2085	Rebels with a Cause: The Historical Origins of Christianity	15	Optional
HIST2100	Retail Therapy: A journey through the cultural history of shopping	7.5	Optional
HIST2227	Science on the Street: Science, Technology, Medicine, and the Urban Environment in Modern European Cities	7.5	Optional
HIST2103	Self-inflicted - Extreme Violence, Politics and Power	7.5	Optional
HIST2218	Sex, Death and Money: the United Kingdom in the 1960s	7.5	Optional
HIST2049	Sin and Society, 1100-1500	15	Optional
LING2008	Sound and Voice	7.5	Optional

LING2003	Syntax: Studying Language Structure	7.5	Optional
LING2007	Teaching English as a Foreign Language	7.5	Optional
HIST2215	The Age of Discovery? c.1350-c.1650	7.5	Optional
HIST2051	The British Atlantic World	15	Optional
LANG2009	The EU and European Identity	7.5	Optional
HIST2107	The Fall of Imperial Russia	15	Optional
HIST2076	The First British Empire: the beginnings of English dominance, 1050-1300	7.5	Optional
HIST2110	The Global Cold War	7.5	Optional
HUMA2008	The Life and Afterlife of the Vikings	7.5	Optional
HIST2108	The Making of Modern India	7.5	Optional
HIST2226	The Transatlantic Slave Trade and Abolition in West Africa	7.5	Optional
HIST2091	Underworlds: A cultural history of urban nightlife in the 19th and 20th centuries	7.5	Optional
LING2011	Variation and Change in English	7.5	Optional
GERM2006	Vienna and Berlin: Society, Politics and Culture from 1890 to the Present	7.5	Optional
HIST2074	Visual Culture and Politics: Art in German Society, 1850-1957	7.5	Optional
HIST2094	Wellington and the war against Napoleon	7.5	Optional
HIST2220	Witchcraft in England, 1542-1736	7.5	Optional

### Part III

Students will spend the Year Abroad in a country where the chosen language is spoken, either as:

- an English language assistant
- studying on a University course
- on an approved work placement

During the Year Abroad students are required to complete an Investigative Project (LANG3005). This is an independent study project (6,000 words) supervised by a member of staff and written in the target language.

### Part III Core

Code	Module Title	ECTS	Type
LANG3005	Year Abroad Research Project YARP	15	Core

### Part IV

The final-part special subjects encourage you to develop expert knowledge in a well-defined field and to undertake the sort of projects of original research, rooted in primary sources and informed by historiographical debates, which characterize professional practice in the historical profession. You should take both part 1 (30 credits in semester 1) and part 2 (30 credits in semester 2) of the same special subject (this applies to students who are not choosing to write a History dissertation (HIST3021) in semester 2).

If you are taking HIST3021 in semester two then the final-part comparative histories modules encourage you to consider a particular historical theme in a range of different chronological and geographical contexts. You will choose to study one of these 15 credit modules in semester 1 and they include topics such as: Ethics of War, Fascism and the Far Right, Sweet Charity, History on Television. The compulsory 15 credit 'Reading Histories' module in semester 1 will help you to shape your ideas for your dissertation into a feasible project. You will work closely with a group who are interested in similar historical period to critically engage with key literature and historiographical approaches.

Exit Award: Conferment of award/graduation

### Part IV Compulsory

AS A MODERN LANGUAGE STUDENT YOU ARE REQUIRED TO COMPLETE THE YEAR ABROAD IN YOUR YEAR PROJECT, YOU ARE THEN NOT REQUIRED TO TAKE A DISSERTATION IN YOUR FINAL YEAR, BUT YOU CAN CHOOSE TO DO SO.

Code	Module Title	ECTS	Type
FREN9013	French Language Stage 7	15	Compulsory
LANG3011	Seeing and being seen: Study Abroad re-entry	0	Compulsory
HIST3021	History Dissertation	15	Optional
LANG3003	Modern Languages Dissertation	15	Optional

#### Part IV Optional

<b>Code</b>	<b>Module Title</b>	<b>ECTS</b>	<b>Type</b>
HIST3245	A Short History of the Communication Network	7.5	Optional
HIST3243	A Short History of the Far Right	7.5	Optional
HIST3246	A Short History of the Homosexual	7.5	Optional
HIST3244	A Short History of the Populist Leader	7.5	Optional
LING3003	Advanced Syntax	7.5	Optional
LANG3008	Audiovisual Translation	7.5	Optional
HIST3251	China in the Cold War - Part 1 (The Chronology)	15	Optional
HIST3252	China in the Cold War - Part 2 (Themes)	15	Optional
HIST3075	Crime and Punishment in England c.1688-1840 part 1	15	Optional
HIST3076	Crime and Punishment in England c.1688-1840 part 2	15	Optional
HIST3227	Emperor Julian and the Last Pagans of Rome Part 1, Julian: hero and apostate	15	Optional
HIST3228	Emperor Julian and the Last Pagans of Rome Part 2, Julian: hero and apostate	15	Optional
LING3013	English as a Global Language	7.5	Optional
HIST3126	Fashioning the Tudor Court 1	15	Optional
HIST3127	Fashioning the Tudor Court 2	15	Optional
HIST3232	For the Many, not the Few: the History of the British Labour Party (part 1)	15	Optional
HIST3233	For the Many, not the Few: the history of the British Labour Party (part 2)	15	Optional

HIST3176	Forging the Raj: The East India Company and Britain's Asian World, part 1	15	Optional
HIST3177	Forging the Raj: The East India Company and Britain's Asian World, part 2	15	Optional
FREN3029	Fragmented France: Cultures and Identities in Transition	7.5	Optional
HIST3036	France under the Nazis, 1940-1944 (Part 1)	15	Optional
HIST3038	France under the Nazis, 1940-1944 (Part 2)	15	Optional
FREN3030	French Sociolinguistics: Challenges to Francophonie	7.5	Optional
HIST3247	Islands and Empires in the Ancient Aegean, Part 1: Ruling the Waves	15	Optional
HIST3248	Islands and Empires in the Ancient Aegean, Part 2: Island Societies	15	Optional
GERM3016	Language and the City	7.5	Optional
LING3005	Language Teaching Theory and Practice	7.5	Optional
LING3014	Language Testing and Assessment in Society	7.5	Optional
HIST3130	Medieval Love, Sex and Marriage: Part 1	15	Optional
HIST3131	Medieval Love, Sex and Marriage: Part 2	15	Optional
HIST3113	Modern Israel Part 1	15	Optional
HIST3114	Modern Israel Part 2	15	Optional
ARCH3039	More than Pyramids & Pharaohs? Ancient Egypt in Context	7.5	Optional
HIST3218	Nuclear War and Peace, Part I	15	Optional
HIST3219	Nuclear War and Peace, Part II	15	Optional
HIST3234	Political Culture in Modern Russia, part 1	15	Optional



HIST3235	Political Culture in Modern Russia, part 2	15	Optional
ARCH3017	Presenting the past: Museums and Heritage	7.5	Optional
LANG3006	Public Service Interpreting	7.5	Optional
HIST3216	Racism in the United States 1785-1915 Part 1	15	Optional
HIST3217	Racism in the United States 1785-1915 Part 2	15	Optional
ENGL3058	Radical England: From Shakespeare to Milton	7.5	Optional
HIST3242	Reading Histories	7.5	Optional
HIST3214	Revolutions in Modern Iran Part 1	15	Optional
HIST3215	Revolutions in Modern Iran Part 2	15	Optional
LING3001	Second Language Acquisition	7.5	Optional
FREN3028	Sex, Gender and Desire in French Literature and Culture	7.5	Optional
HIST3240	Society and Politics in Victorian Britain Part 1	15	Optional
HIST3241	Society and Politics in Victorian Britain Part 2	15	Optional
LING3015	Sociophonetic Project Module	7.5	Optional
HIST3107	The 1947 Partition of India and its Aftermath Part 1	15	Optional
HIST3108	The 1947 Partition of India and its Aftermath Part 2	15	Optional
ARCH3045	The Archaeology and Anthropology of Adornment	7.5	Optional
HIST3171	The Crisis of Austria-Hungary Part 1	15	Optional
HIST3166	The Crisis of Austria-Hungary Part 2	15	Optional
HIST3226	The Great Exhibition of 1851 Part 2: Legacy	15	Optional

HIST3225	The Great Exhibition of 1851 Part one: Art, Industry and the making of a Nation	15	Optional
HIST3060	The Holocaust 1	15	Optional
HIST3061	The Holocaust 2	15	Optional
HIST3069	The Vietnam War in American History and Memory part 1	15	Optional
HIST3070	The Vietnam War in American History and Memory, pt. 2	15	Optional
HIST3250	Towards Empire: England and the Sea, 1450-1650 (Part 1)	15	Optional
HIST3239	Towards Empire: England and the Sea, 1450-1650 (Part 2)	15	Optional
LANG3007	Translation: Theory and Practice	7.5	Optional
FREN3034	Travel Writing, Cultural Encounter, Identity in Post-War France	7.5	Optional
HIST3178	When the Lights Went Out: Britain in the 1970s, Part 1: 1970-1974	15	Optional
HIST3179	When the Lights Went Out: Britain in the 1970s, Part 2: 1974-1979	15	Optional
LING3006	Writing in a Second Language	7.5	Optional

## Progression Requirements

The programme follows the University's regulations for [\*Progression, Determination and Classification of Results : Undergraduate and Integrated Masters Programmes\*](#) and [\*Progression, Determination and Classification of Results: Postgraduate Master's Programmes\*](#) as set out in the University Calendar: <http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

## Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.

- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- personal academic tutors, made up from amongst the staff in History, who are able to offer advice on work, careers and other important matters, or connect you with trained professionals who can do likewise;
- open office hours, whereby all staff make themselves available for those seeking advice about their course, essays, and so on;
- talks and training on topics such as essay writing, preparing for your dissertation, and so on.

## Methods for evaluating the quality of teaching and learning

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You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme;
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feed back on your behalf;
- Serving as a student representative on Faculty Scrutiny Groups for programme validation;
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group;
- National Student Survey.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty;
- Programme validation, normally every five years;
- External examiners, who produce an annual report;
- A national Research Exercise Framework (our research activity contributes directly to the quality of your

learning experience);

- Institutional Review by the Quality Assurance Agency.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

## Career Opportunities

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Studying a joint honours incorporating Modern Languages and History at Southampton will help you to acquire the critical thinking and communication skills that are vital as you embark on your career, opening up an extremely wide variety of career options. Such invaluable transferable skills include the ability to weigh up evidence and arguments, to express your opinions coherently and concisely, to work independently, and to manage your time and workload effectively. These skills will demonstrate to employers that you are uniquely equipped to respond positively to the challenges and opportunities of tomorrow's workplace. Besides working in international development, translation and other language-related posts in the UK, Europe and beyond, our graduates have succeeded in careers as diverse as law; the media; IT; the Civil Service; advertising, film and television; business and finance; teaching; politics; numerous roles in the public sector and NGOs; publishing; teaching; museums, galleries and libraries – to name but a few.

## External Examiner(s) for the programme

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Name: Dr Uta Andrea Balbier - King's College London

Name: Dr Jenny Benham - University of Cardiff

Name: Dr James Corke-Webster - University of Durham

Name: Professor Janice Windebank - University of Sheffield

Name: Dr Michael P Cullinane - University of Roehampton

Name: Dr Sarah Richardson - University of Warwick

Name: Dr Caroline Dodds Pennock - University of Sheffield

Name: Dr Damien Gaucher - University of Exeter

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing

to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

## Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

### Additional Costs

Type	Details
Software Licenses	All software is provided
Hardware	It is advisable that students provide their own laptop or personal computer, although shared facilities are available across the University campus.
Computer discs or USB drives	Students are expected to provide their own portable data storage device.
Stationery	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc.). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.  Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Laboratory Equipment and Materials	All laboratory equipment and materials are provided.
Placements (including Study Abroad Programmes)	Students on placement programmes can expect to cover costs for health and travel insurance, accommodation and living expenses; travel costs; visa costs. This will vary depending on which country you are travelling to. Specific details on what additional costs there will be are detailed in the individual module profiles which can be found under the modules tab of the programmes details of your programme.
Printing and Photocopying Costs	Where possible, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: <a href="http://www.southampton.ac.uk/isolutions/students/printing/">http://www.southampton.ac.uk/isolutions/students/printing/</a>

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at [www.calendar.soton.ac.uk](http://www.calendar.soton.ac.uk).