

BA (Hons) History

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: BA (Hons) History; BA (Hons) History with Pathways in Anthropology, Global History, Military History, Politics or Public History

Name of Interim Exit Award(s):

Certificate of Higher Education in History

Diploma of Higher Education in History

Duration of Programme: 3 years full-time or 4-5 years part-time

UCAS Code(s): V101

HECoS Code(s): (100302) History

QAA Benchmark Group: History

FHEQ Level of Award: Level 6

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: November 2020

Home Department: History

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview: BA History

History - the study, analysis and understanding of the past - is as important today as it has ever been and, as a humanities discipline, it continues to make vital contributions to how we comprehend and interact with the world around us. It is a relevant, dynamic, fascinating and important field of study which, at Goldsmiths, is approached in creative, innovative and exciting ways. Understanding past societies fosters emotional intelligence and allows us to appreciate the diversity and adaptability of human life. Understanding our pasts can help us to shape our futures and, crucially, help us shape those futures intelligently, insightfully, fairly, and with compassion. History is here and now as well as being there and then.

Why study BA History at Goldsmiths?

- We are exciting and challenging: our innovative interdisciplinary approaches to the subject encourage our students to approach and explore the past thematically rather than chronologically and we venture into issues, areas and topics that are often overlooked.
 - We are global: our international body of staff research and deliver modules covering a wide geographical range including Asia, Africa, the Americas, the British Isles, Eastern and Western Europe, and the Middle East.
 - We excel in what we do: our academic staff are nationally and internationally recognized award-winning experts in their fields, they are at the forefront of research excellence and research-led teaching.
 - We put you first: our students are always our top priority and our staff are excellent educators who foster independent and progressive thinking in challenging but supportive environments.
 - We broaden minds: history stimulates critical and analytical thinking and, at Goldsmiths, we also encourage creative and imaginative thinking that takes our students beyond the traditional boundaries of the subject.
- We think about your future; alongside intellectual and personal development we equip our students with the skills and experience they need to progress into a rewarding career. This might be through our History in Practice work-placement module or through other career-orientated opportunities and forms of assessment.

Programme overview: BA History with Anthropology Pathway

BA History with Anthropology Pathway offers a challenging and critical synthesis of two humanities disciplines which promote understanding of human life, culture, and society in the past and present. Jointly delivered by the Departments of History and Anthropology, the programme stimulates and enables explorations and analyses of contemporary social, cultural and anthropological issues with a view to historically contextualising those issues. We foreground the relevance and importance of historical understanding for comprehending and analysing the complex present-day world that surrounds us.

Why study BA History with Anthropology Pathway at Goldsmiths?

- History - the study, analysis, and understanding of the past - is as important today as it has ever been, and it continues to make vital contributions to how we comprehend and interact with the world around us. It is a relevant, dynamic, fascinating and important field of study which, at Goldsmiths, is approached in creative, innovative and exciting ways.
- Anthropology – the study, analysis, and understanding of contemporary societal and cultural issues – continues to make valuable insights into the complex and global world we live in. From basic anthropological concepts, such as kinship, ritual, world

systems, and development, to investigating anthropology in relation to history, politics, religion, philosophy and psychology.

Programme overview: BA History with Global History Pathway

History at Goldsmiths is global. It explores the multidirectional travel of people, practices, resources and ideas across boundaries (local, regional, national, continental, oceanic) and the changes occurring along the way. It explores questions of power, domination, and asymmetry, as well as responses to global processes from the people worst affected by them. Our themes include: world history; migration; empire, decolonisation and race; subaltern histories; the global south; postcolonialism; and, history in transnational perspective. Studying Global History involves applying knowledge and understanding from these themes to contemporary issues such as the UK's changing place in the world, colonial/postcolonial relationships, and complex histories of race and racism around the world. You will develop your skills in multidisciplinary approaches and engage with a range of historical methods/ideas.

Why study BA History with Global Pathway at Goldsmiths?

- You will learn about histories of culture, ideas, politics and power - beyond boundaries and borders
- You will be taught by a multi-national community of scholars whose expertise means that history can be understood globally.
- You will understand how countries operate within global frameworks, both in the past and now, and how empires of the past continue to affect societies and politics today.

Programme overview: BA History with Military History Pathway

The BA History with Military History Pathway engages with the newest military history research, addressing conflict, communities and identities to take military history beyond 'great men, great horses, great battles'. Our military history places armed forces in broad contexts, examining how they are influenced by the societies from which they are drawn, and how they have influenced those societies. Central to this is an understanding of the politics of the military, analysing the causes for which people fight and the interplay between national identities and the military. Gender, (homo)sexuality, race, non-combatants and 'home fronts' all figure here. National armies are still part of our approach to military history, but so too are those labelled 'freedom fighters' by some or 'terrorists' by others. Consequently, our military history analyses militaries in a broad sense, including those who took part in revolutions through arms, and those who resisted occupations and conquest by military means.

Why study military history at Goldsmiths?

- You can still study aspects of national armies, world wars and major battles.
- But our cutting-edge approach to the discipline also means expanding the way you think about militaries and make links between military history and politics, society, gender, race and culture.

Programme overview: BA History with Politics Pathway

An innovative and interdisciplinary exploration of the ways that social, cultural, and political institutions, decisions, and events have shaped, and continue to shape, societies and nations across the world. Rather than focusing on chronology or strictly demarcated historical periods, combining history and politics encourages and facilitates explorations and analyses of key issues, controversies, themes, and debates.

Why study BA History with Politics Pathway at Goldsmiths?

- History - the study, analysis and understanding of the past - is as important today as it has ever been. Understanding past societies fosters emotional intelligence and allows us to appreciate the diversity and adaptability of human life. Understanding our pasts can help us to shape our futures and, crucially, help us shape those futures intelligently, insightfully, fairly, and with compassion.
- Politics - innovative approaches peel back the formal veneer of political parties and institutions to reveal the major ideological, economic, social, and cultural conflicts which must be investigated in depth if we are to have any comprehensive understanding of our world. We cross boundaries between the traditional and the more radical understandings of political phenomena. Politics is much more than simply what happens in parliaments, it pervades the whole of society, domestically and internationally.

Programme overview: BA History with Public History Pathway

The past physically surrounds us: in landscapes, in places, and in people. History too is all around us: in museums, in galleries, in archives, in buildings and even in the streets. People's innate curiosity about the past is driving ever-expanding history and heritage industries. These industries rely upon those skilled in historical research and analysis, and also need people who understand the nature of the past in a modern post-colonializing world. This dynamic, innovative, and career-orientated pathway will develop the skills you need to creatively utilise your discoveries in a range of public history and heritage contexts.

Why study BA History with Public History at Goldsmiths?

- You learn the skills and methodologies of the historian, the relevance of historical awareness, and the importance of public history, while also gaining knowledge and understanding of the history and heritage sectors.

- You gain hands-on experience in archives, museums, galleries, and heritage organisations through a work-placement module and, in your final year, you create and deliver a real-world public history project derived from original historical research.
- You graduate with a comprehensive portfolio of valuable and transferable knowledge and skills in public history and heritage, thus widening your career opportunities.

Programme entry requirements

At Goldsmiths we offer innovative and challenging degrees in history, as well as a stimulating environment amongst a diverse and exciting community of students. Many of our students have achieved very high A-level grades, and that is reflected in our standard A-level offer. Above all, though, we are looking for potential students who can demonstrate the range of skills, talents and interests necessary for this work, either through traditional A-levels or otherwise. We believe that all able students of whatever age and background who have the ability should have the chance to study at Goldsmiths, and we actively encourage applications from students with a wide range of relevant qualifications, especially the access diploma.

We accept the following qualifications:

A-level: BBB

BTEC: DDM

International Baccalaureate: 33 points overall with Three HL subjects at 655

Access: Pass with 45 Level 3 credits including 30 Distinctions and a number of merits/passes in subject-specific modules

Scottish qualifications: BBBBC (Higher) or BBC (Advanced Higher)

European Baccalaureate: 75%, preferably including History

Irish Leaving Certificate: H2 H2 H2 H2

Given the range of students that the programme is designed to attract, applicants may be asked to attend an interview, where the following criteria are evaluated:

- reasons for applying to study this particular degree
- reasons for applying to Goldsmiths
- background knowledge/expectations of the discipline(s)
- intellectual potential and analytic skills
- ability to express ideas verbally and engage in debate
- motivation to complete the programme

Performance at interview can alter the usual criteria for entry on a case-by-case basis.

Aims of the programme

The aims of this programme are informed and guided by: the Quality Assurance Agency's Subject Benchmark Statement for History (2019); the Goldsmiths Institutional Strategy (2018-23); the Goldsmiths Learning, Teaching and Assessment Strategy (2017-21); and the Learning, Teaching and Assessment Strategies within the Department of History.

The programme is intended to foster and inculcate the following skills and qualities:

- The ability to ask and answer cogent and focused questions about the past and to pursue these questions through structured enquiry, selecting and interrogating an appropriate range of materials, including primary and historiographical sources of evidence;
- The ability to understand how people have existed, acted and thought in different contexts in the past and to appreciate the otherness of the past and its unfamiliar structures, cultures and belief systems;
- The ability to understand and appreciate the influence that the past has upon the present;
- The ability to analyse primary sources, both critically and empathetically, while addressing questions of genre, content, perspective and purpose. Primary sources include textual, visual, material, emotional, spatial, topographical, and oral sources;
- The appreciation of the complexity and diversity of situations, events and mentalities in the past and an understanding that this is central to the character of history as an anti-reductionist subject fostering intellectual maturity;
- An awareness of the range of viewpoints and the range of problems involved in the interpretation of complex, ambiguous, conflicting, and often incomplete material;
- The awareness of the limitations of knowledge and the need for the ability to critically analyse broader historical claims in public life so as to guard against the dangers of simplistic explanations;
- Basic critical skills including a recognition that statements are not all of equal validity, that there are ways of testing them, and that historians operate by rules of evidence which, though themselves subject to critical evaluation, are also a component of intellectual integrity and maturity;
- Intellectual independence and reflexivity including the ability to formulate appropriate questions and to provide answers to them using valid and relevant evidence and argument; bibliographic skills; and the ability to gather, sift, select, organise and synthesise large quantities of evidence;
- Marshalling of argument, in written and oral form, that has structure, is sustained, responsive, relevant and concise, is expressed clearly and lucidly, and which can be amended in the light of evidence and argument.

What you will be expected to achieve

A typical candidate, who completes 120 credits (normally after one year of study, in situations in which a student cannot complete the BA) to complete the Certificate of Higher Education in History will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate knowledge and understanding of some historical periods and societies within some geographical regions.	All level 4 modules
A2	Demonstrate knowledge and understanding of some cultural and social groups, with some knowledge of contrasting political, intellectual and religious traditions, differing mental worlds and contrasting material conditions.	All level 4 modules
A3	Demonstrate some knowledge and understanding of methodological concerns including the collection and analysis of evidence, the use of oral, literary and visual sources.	All level 4 modules
A4	Demonstrate some knowledge and understanding of the significance of history in shaping societies and institutions, and its current role and applications.	All level 4 modules
A5	Demonstrate some knowledge and understanding of key social theories and how they can be applied to specific interpretive contexts.	All level 4 modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Assess a limited range of forms of evidence, including written, oral and visual sources.	All level 4 modules

Code	Learning outcome	Taught by the following module(s)
B2	Evaluate a range of materials on historical issues.	All level 4 modules
B3	Formulate coherent interpretations and arguments.	All level 4 modules
B4	Express views coherently through reasoned accounts in both oral and written forms.	All level 4 modules
B5	Evaluate alternative views.	All level 4 modules
B6	Understand theoretical approaches to history.	All level 4 modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Understand why and how historical change takes place.	All level 4 modules
C2	Evaluate information concerning past and present societies and cultures.	All level 4 modules
C3	Understand and critically evaluate historical arguments and explanations.	All level 4 modules
C4	Assess the relative value of some materials.	All level 4 modules
C5	Identify important issues raised by primary evidence and secondary accounts.	All level 4 modules
C6	Interpret textual, visual, and oral evidence.	All level 4 modules
C7	Undertake bibliographic searches and use a specified referencing system.	All level 4 modules
C8	Compare theoretical ideas and make reasoned judgments about their strengths and weaknesses.	All level 4 modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate basic skills in evaluating evidence, bibliographic searching, systematic reading, critical assessment of	All level 4 modules

Code	Learning outcome	Taught by the following module(s)
	primary and secondary sources, and critical use of internet resources	
D2	Demonstrate basic computing skills and familiarity with information technology	All level 4 modules
D3	Approach and organize complex material	All level 4 modules
D4	Critically approach evidence	All level 4 modules
D5	Express ideas coherently in both written and oral form	All level 4 modules
D6	Formulate arguments which are clearly expressed	All level 4 modules
D7	Understand and appreciate alternative perspectives	All level 4 modules
D8	Time manage and take responsibility to meet deadlines	All level 4 modules
D9	Cultivate intellectual curiosity, while being sensitive to alternative perspectives	All level 4 modules
D10	Work in a team and appreciating the productive nature of joint work	All level 4 modules
D11	Be a self-reflective learner who is aware of personal strengths and areas of improvement	All level 4 modules

A typical candidate, who completes 240 credits (normally after two years of study, in situations in which a student cannot complete the BA) to complete the Diploma of Higher Education in History will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate knowledge and understanding of a range of historical periods and societies within several geographical regions.	All level 4 modules and level 5 modules
A2	Demonstrate knowledge and understanding of a range of cultural and social groups, with knowledge and consideration of contrasting political, intellectual and religious traditions, differing mental worlds and contrasting material conditions.	All level 4 modules and level 5 modules

Code	Learning outcome	Taught by the following module(s)
A3	Demonstrate knowledge and understanding of methodological concerns including the collection and analysis of evidence, the use of oral, literary and visual sources.	All level 4 modules and level 5 modules
A4	Demonstrate knowledge and understanding of the significance of history in shaping societies and institutions, and its current role and applications.	All level 4 modules and level 5 modules
A5	Demonstrate knowledge and understanding of key social theories and how they can be applied to specific interpretive contexts.	All level 4 modules and level 5 modules

For students on pathways only:

A6	Demonstrate knowledge and understanding of specific subject matter forming part of a subject pathway	Level 5 and 6 modules designated as part of the relevant pathway
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Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Assess and deploy a range of forms of evidence, including written, oral and visual sources	All level 4 modules and level 5 modules
B2	Evaluate a wide range of materials on historical issues	All level 4 modules and level 5 modules
B3	Formulate coherent and persuasive interpretations and arguments	All level 4 modules and level 5 modules
B4	Express views logically and coherently through reasoned accounts in both oral and written forms	All level 4 modules and level 5 modules
B5	Critically evaluate and position alternative views	All level 4 modules and level 5 modules
B6	Understand and apply theoretical approaches to history	All level 4 modules and level 5 modules
B7	Frame a problem, hypothesis or specific subject matter	All level 4 modules and level 5 modules

Code	Learning outcome	Taught by the following module(s)
B8	Establish the detail and context for any general assumption	All level 4 modules and level 5 modules
B9	Understand and evaluate the products of academic scholarship, i.e. secondary source texts	All level 4 modules and level 5 modules

For students on pathways only:

B10	Understand and critically evaluate specific approaches which form part of a subject pathway	Level 5 and 6 modules designated as part of the relevant pathway
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Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Understand why and how historical change takes place.	All level 4 modules and level 5 modules
C2	Evaluate and assimilate information concerning past and present societies and cultures.	All level 4 modules and level 5 modules
C3	Understand, critically evaluate, and apply historical arguments and explanations.	All level 4 modules and level 5 modules
C4	Assess the relative value of a range of material.	All level 4 modules and level 5 modules
C5	Identify and respond to important issues raised by primary evidence and secondary accounts.	All level 4 modules and level 5 modules
C6	Interpret a range of textual, visual, and oral evidence.	All level 4 modules and level 5 modules
C7	Undertake complex bibliographic searches and consistently and accurately employ a specified referencing system.	All level 4 modules and level 5 modules
C8	Compare multiple theoretical ideas and make reasoned judgments about their strengths and weaknesses.	All level 4 modules and level 5 modules

For students on pathways only:

C9	Critically evaluate source material and approaches which are relevant to the subject pathway	Level 5 and 6 modules designated as part of the relevant pathway
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Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate advanced skills in evaluating evidence, bibliographic searching, systematic reading, critical assessment of primary and secondary sources, and critical use of internet resources.	All level 4 modules and level 5 modules
D2	Demonstrate advanced computing skills and agility with information technology	All level 4 modules and level 5 modules
D3	Approach, organize complex material.	All level 4 modules and level 5 modules
D4	Analyse evidence and assimilate critically and independently	All level 4 modules and level 5 modules
D5	Express complex ideas clearly and coherently in both written and oral form.	All level 4 modules and level 5 modules
D6	Formulate arguments which are clearly and logically expressed.	All level 4 modules and level 5 modules
D7	Understand and be non-judgmental and sensitive to alternative perspectives.	All level 4 modules and level 5 modules
D8	Time manage and take responsibility to meet deadlines.	All level 4 modules and level 5 modules
D9	Think critically and cultivate intellectual curiosity, while being sensitive to alternative perspectives.	All level 4 modules and level 5 modules
D10	Work in a team, being aware of group dynamics, and appreciating the productive nature of joint work.	All level 4 modules and level 5 modules
D11	Be a self-reflective learner who is aware of personal strengths and areas of improvement.	All level 4 modules and level 5 modules
D12	Work independently under close supervision.	All level 4 modules and level 5 modules

At the end of the three-year programme, a typical candidate who completes all 360 credits to complete the BA (Hons) History programme and pathways will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a broad knowledge and understanding of a wide range of historical periods and societies across a range of geographical regions	All modules at all levels
A2	Demonstrate a broad knowledge and understanding of a wide range of cultural and social groups, with a knowledge and consideration of contrasting political, intellectual and religious traditions, differing mental worlds and contrasting material conditions.	All modules at all levels
A3	Demonstrate a broad knowledge and understanding of a range of methodological concerns including the collection and analysis of evidence, the use of oral, literary and visual sources	All modules at all levels
A4	Demonstrate a broad knowledge and understanding of the significance and relevance of history in shaping societies and institutions, and its current role and applications	All modules at all levels
A5	Demonstrate a broad knowledge and understanding of a wide range of social and cultural theories and how they can be applied to specific interpretive contexts	All modules at all levels

For students on pathways only:

A5	Demonstrate a broad knowledge and understanding of how the specific pathway is relevant to the wider discipline of history	All modules at all levels
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Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Assess and deploy a wide range of forms of evidence, including written, oral and visual sources	All modules at all levels
B2	Assimilate and evaluate a wide range of materials on complex historical issues	All modules at all levels
B3	Formulate coherent, persuasive and sustained interpretations and arguments	All modules at all levels
B4	Express views logically and coherently through lucid, thorough, sustained and reasoned accounts in both oral and written forms	All modules at all levels
B5	Assimilate and evaluate a range of alternative, and possibly conflicting, views	All modules at all levels
B6	Understand and apply a wide range of theoretical approaches to history	All modules at all levels
B7	Frame and resolve complex problems, hypotheses or specific subject matter	All modules at all levels
B8	Establish and explain the detail and context for any general assumption	All modules at all levels
B9	Understand, evaluate and critically utilize the products of academic scholarship, i.e. secondary source texts	All modules at all levels

For students on pathways only:

B10	Understand and critically evaluate in relation to the wider discipline of history specific approaches which form part of a subject pathway	All modules at all levels
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Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Understand and be able to explain why and how historical change takes place across a range of circumstances	All modules at all levels

Code	Learning outcome	Taught by the following module(s)
C2	Evaluate, assimilate and deploy information concerning past and present societies and cultures	All modules at all levels
C3	Understand, critically evaluate, and apply historical arguments and explanations with independence of mind	All modules at all levels
C4	Assess the relative value of a range of complex material	All modules at all levels
C5	Identify and respond to important issues raised by primary evidence and secondary accounts	All modules at all levels
C6	Interpret and utilise a wide a range of textual, visual, and oral evidence	All modules at all levels
C7	Plan and undertake independent research using complex bibliographic searches and consistently and accurately employing a specified referencing system	All modules at all levels
C8	Present independent research findings through lucid, thorough and reasoned accounts in both oral and written forms	All modules at all levels
C9	Compare and contrast a wide range of theoretical ideas and make reasoned judgments about their strengths and weaknesses	All modules at all levels

For students on pathways only:

C9	Critically evaluate in relation to the wider discipline of history source material and approaches which are relevant to the subject pathway	All modules at all levels
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Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate advanced skills in identifying, collecting and evaluating evidence, bibliographic searching, systematic reading, critical assessment	All modules at all levels

Code	Learning outcome	Taught by the following module(s)
	of primary and secondary sources, and critical and sophisticated use of internet resources.	
D2	Demonstrate advanced and sophisticated computing skills and agility with information technology.	All modules at all levels
D3	Assimilate large quantities of complex material.	All modules at all levels
D4	Critically and independently identify, collect and analyse a range of primary and secondary evidence.	All modules at all levels
D5	Express complex ideas clearly, coherently and sophisticatedly in both written and oral form.	All modules at all levels
D6	Formulate complex and multifaceted arguments which are clearly and logically structured and expressed.	All modules at all levels
D7	Display emotional intelligence to be non-judgmental and sensitive to alternative perspectives.	All modules at all levels
D8	Time manage and take responsibility to meet deadlines.	All modules at all levels
D9	Think critically and cultivate intellectual curiosity, while being sensitive to alternative perspectives.	All modules at all levels
D10	Work in a team, being aware of group dynamics, and appreciating the productive nature of joint work.	All modules at all levels
D11	Be a highly self-reflective and self-directed learner who is aware of personal strengths and areas of improvement.	All modules at all levels
D12	Work independently, with initiative and with minimal supervision.	All modules at all levels

How you will learn

The programme relies upon a broad range of teaching and learning methods that reflect the different types of learning outcomes required and recognises individual differences in routes to learning. In addition to learning in formal settings, students are required to engage in a

complementary range of supported and independent learning activities that lead to the synthesis of academic knowledge, skills and competencies.

The programme is cumulative and progressive with knowledge and skills building on previous years and growing year on year. Basic skills and competencies are delivered in the first year (level 4) which sets the broad agenda for the programme as a whole. In the second year (level 5) the modules contain increasingly challenging and demanding material which provides the foundations for the significant independent scholarly work required and undertaken in the final year (level 6).

All modules have a minimum of two hours of learning and teaching contact-time per week. This may be in the form of lectures and seminars or other forms of contact time such as extended seminars, workshops, field trips and film screenings. The purposes and outcomes of learning and teaching contact-time differ according to the nature of that contact-time.

Lectures introduce subject specific skills and understandings and provide the basis for discussions, activities, group work, and debates. The main aim of lectures is to introduce or explore key writers, theories, debates, themes and concepts in a structured and succinct way. They enable and facilitate the acquisition of knowledge, they stimulate critical and independent thinking, and they often challenge preconceptions and/or bring new insights.

Seminars linked to lectures provide a space for further exploration of the lecture topics and materials and they reinforce the knowledge gained from the lectures and from independent reading and studying. Seminar activities can include structured or informal discussions, question and answer sessions, group work, presentations, and discussions of case studies or other practical examples. Students are set weekly activities (such as reading and research) and these form the basis of the seminar activity. Seminars also involve field-trips and site visits to relevant places including museums, galleries, archives, and sites of historical interest.

Contact time may also be in the form of extended seminars or workshops and, generally speaking, these tend to combine the activities and learning outcomes of the lecture and seminar into one longer interactive session. Likewise with field trips, where the objective is to introduce and extend knowledge and understanding through site-specific interactions and activities.

In addition to lectures, seminars, and other structured learning and teaching methods, lecturers and tutors also make themselves available for tutorials either during their Consultation and Feedback hours or by appointment. These provide opportunities to ask questions about modules and their content, to receive support and guidance on independent work, and to receive feedback on submitted work.

Independent study is an essential and crucial aspect of the acquisition of knowledge and understanding at university. This includes reading before and after lectures and seminars, engagement with the Virtual Learning Environment (VLE) and the production of seminar assignments, formative work (assignments which are not marked, but which are formally handed in and which receive written feedback), and summative work (assignments which are marked - discussed more fully in the next section on assessment). Structured guided reading and other preparatory materials (for example, films and documentaries) are major components within the teaching and learning process. Detailed bibliographical guidance is given for all modules, including web-based material, and this is mainly delivered through the VLE.

A wide array of transferable skills is acquired throughout the programme. All modules foster skills in effective reading, critical analysis and evaluation, assessment of arguments, ideas, and evidence, independent thinking and working, academic writing within a specified word-limit, group-working and collaboration, designing and delivering presentations, and creating a wide variety of outputs and materials. Students learn how to effectively manage their time and their timetable, to meet deadlines, to sensibly and pragmatically schedule time and activities, and to present themselves with self-assurance and confidence. Information and resource management skills are developed and honed as part of wider research processes and a wide range of library and IT skills are also delivered.

How you will be assessed

A module outline is provided for each module in which the aims, content, and learning outcomes for the module are specified, and the particular method(s) of assessment are explained in detail. The method(s) of assessment is, in each case, chosen on the basis that it is the most appropriate for the particular module based on the learning outcomes.

A wide and innovative variety of different methods are used to assess learning, these include essays, reviews, source analyses, blogs, videos, walks, presentations, exams and dissertations. Assessments, both formative and summative, support students to achieve the programme's learning outcomes and the learning outcomes for each module (provided in the student handbook and in each module specification). Some modules are examined by portfolios of course work, or by a combination of course work and examinations. Others are examined by long essays or dissertations on a topic approved with the tutor. Assessments vary in length according to the type of assessment and/or level of module. Assessment methods usually evaluate learning outcomes from across skill-sets.

Assessment also supports student progression across the programme, as assessments in the first year aim to measure a set of baseline skills and competencies which are enhanced, deepened and broadened in subsequent years. Students are required to complete formative

assignments which are not part of the examination for the module, but which enable them to develop their knowledge and skill under the guidance of tutors, and are devised as preparation for the summative assessments. Lecturers and tutors return assessments and provide useful and constructive feedback in a timely manner so as to ensure that students learn from the feedback and have the opportunity to improve subsequent work.

Assessments require students to write and/or to speak and a portion of the mark for any assessment reflects the ability to communicate clearly and within a word or time limit. Assessments also require the develop of skills in planning and organisation, researching, retrieving and selecting information from a variety of sources, working effectively with others, independently identifying issues or problems for further study or as targets for intervention, and managing deadlines. While not all of these transferable skills are explicitly assessed, they are all fostered, develop and practiced throughout the programme.

There are particular marking criteria for different types of assessment and these are made available to students via the VLE. These include, for example, criteria for written work, for primary-source analyses, for in-class participation, for blogging, for presentations, and for professional practice exercises.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. Work of outstanding overall quality. It will demonstrate an extremely effective application of knowledge, understandings and skills specified in the module learning outcomes. The work will contain evidence of a highly developed and systematic understanding of the subject, of an ability to engage with complex ideas and to develop distinctively original arguments and perspectives.</p> <p>At minimum, an exceptional first class piece of work needs to answer the question or address the issue concerned with a highly original, critical argument or go well beyond the standard expectations of the assignment, be exceptionally well-written (or, for verbal material, exceptionally conveyed) and well-constructed, and, crucially, show evidence of significant independent reading and thinking at an extraordinarily high standard. At the upper levels of the exceptional first class mark, the work may be publishable or</p>

Mark	Descriptor	Specific Marking Criteria
		<p>have achieved a quality on par with the highest quality professional work.</p> <p>Work assigned a high First Class mark is likely to:</p> <ul style="list-style-type: none"> • address the topic in an explicit manner, demonstrating a breadth and depth of substantive knowledge that is exceptional and informed by the highest level of scholarship; • have an exceptional, sophisticated, and original line of argument achieving the highest level of compelling, coherent and concise argument attainable within the level of study; • give wide-ranging and appropriate evidence to support claims, with exceptional integration of a full range of appropriate principles, theories, evidence and techniques; • have a logical, clear and well-defined structure, which is elegantly expressed, and which may suggest a level of publishable work.
70-79%	1st: First (Excellent)	<p>Represents the overall achievement of the appropriate learning outcomes to an excellent level. Work of excellent overall quality. I will demonstrate an excellent application of knowledge understandings and skills specified in the module learning outcomes. The work will contain evidence of a broad and systematic understanding of the subject together with the ability to engage wit complex ideas and develop original perspectives in a fluent and clear manner.</p> <p>At minimum, a first class piece of work needs to answer the question with an excellent level of understanding or to go beyond the standard expectation of the assignment, be well-constructed, and, crucially, show evidence of independent reading and thinking, with arguments that are often original, innovative or insightful. The particularly important qualities are those concerned with structure, argument and evidence.</p> <p>Work assigned a First Class mark is likely to:</p>

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • address the topic in an explicit manner, demonstrating a depth of substantive knowledge that is comprehensive, accurate, and relevant, with an awareness of advanced scholarship; • have an excellent or original line of argument, which is easily followed and is coherent, concise and frequently compelling; • give wide-ranging and appropriate evidence to support claims, with excellent integration of a significant range of appropriate principles, theories, evidence and techniques; • have a logical, clear and well-defined structure, and be clearly and concisely written (or spoken, for presentations).
60-69%	2.1: Upper Second (Very good)	<p>Represents the overall achievement of the appropriate learning outcomes to a very good level. Work that overall achieves a high standard and that demonstrates the effective application of knowledge, understandings and skills specified in the module learning outcomes. The work will have achieved its goals and will demonstrate a significant degree of originality and ambition with a very good level of analytical precision, very sound preparation and an awareness of different critical perspectives.</p> <p>At minimum, an upper second class piece of work needs to answer the question or address the issue concerned, be clearly written (or spoken), and show signs that the student has read beyond the basic source material. A high upper second will in addition be likely to have a clearer structure, a stronger line of argument, and draw on a broader range of material.</p> <p>Work awarded an upper second mark is likely to:</p> <ul style="list-style-type: none"> • Address the topic or answer question, demonstrating a breadth and depth of substantive knowledge that is comprehensive and accurate. • Have a good quality line of argument, demonstrating some good insight into the material.

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • Support claims by reference to relevant literature, presenting relationships between statements that are generally easy to follow, with a good integration of a range of appropriate principles, theories, evidence and techniques. • Have a logical structure and be reasonably clearly written (or presented) throughout.
50-59%	2.2: Lower Second (Good)	<p>Represents the overall achievement of the appropriate learning outcomes to a good level. Work of an overall good standard. It will demonstrate an overall effective application of knowledge, understandings and skills specified in the module learning outcomes. It will show some originality and ambition together with evidence of background reading and comprehension of the topic. The analytical dimension will not be fully developed and the reading may be limited to a few texts only.</p> <p>At minimum, a lower second class piece of work needs to demonstrate that the student has a fair knowledge of the basic material relating to the question or issue concerned. Higher marks within this category will be awarded according to how accurately the material is handled, the relevance of the material that is presented, and the clarity of the writing (or speaking). Thus a good lower second is likely to reproduce, with reasonable accuracy, material that is relevant to the essay topic or question and to structure that material clearly. It is principally distinguished from an upper second by not going beyond what was presented in lectures or what is available in recommended reading, or it contains minor errors and omissions.</p> <p>Work awarded a lower second class mark is likely to:</p> <ul style="list-style-type: none"> • Present relevant material, but perhaps without using it to address the question or issue in a precise way, demonstrating an adequate breadth and depth of substantive knowledge but with only a few errors or omissions. • Have an adequate line of argument, which may be weak at points, with an adequate understanding of a

Mark	Descriptor	Specific Marking Criteria
		<p>range of appropriate principles, theories, evidence and techniques, perhaps presenting relationships between statements that are sometimes difficult to recognise, but demonstrating some ability to engage with the material.</p> <ul style="list-style-type: none"> • Tend to make claims with some, but not sufficient, supporting evidence or a repetition of, rather than a critical engagement with, more limited sources • Have a structure, but one that is rather vague and/or illogical, with some errors in spelling and grammar (or less confidently presented, with gaps or repetition, for presentations).
40-49%	3rd: Third (Pass)	<p>Represents the overall achievement of the appropriate learning outcomes to a threshold level. Work of an overall satisfactory standard although little originality and/or ambition is demonstrated. The work is mainly descriptive and refers to only a limited range of ideas/examples. Although the work lacks a fluent argument, it exhibits some critical awareness of the topic.</p> <p>At minimum, a third class piece of work needs to contain some relevant material. Typically, this means providing a clear indication that the appropriate lectures have been attended, and/or some recommended reading has been read. However, the reproduction of this material is either scanty or inaccurate. A high third is likely to reproduce this material with fewer inaccuracies, but still lack structure, argument and evidential support.</p> <p>Work awarded a third class mark is likely to:</p> <ul style="list-style-type: none"> • Address the topic or question by reproducing material that is only partly relevant, demonstrating an incomplete breadth and depth of substantive knowledge, with some errors or omissions. • Have an inadequate line of argument, perhaps failing to link concepts or presenting relationships between statements that are difficult to recognise, with a limited or underdeveloped critical engagement with the material.

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • Make poor use of evidence to support most claims, with a limited attention paid to the quality, range and appropriateness of sources used, or vaguely informed opinion-led work which lacks an evidence base. • Have an unclear, limited or illogical structure or framework with limited coherence and clarity, and which may also suffer from infelicities of style and grammar or be sloppily presented (either in written or spoken form, as appropriate to the assignment).
25-39%	Fail	<p>Represents an overall failure to achieve the appropriate learning outcomes. Work of poor quality that demonstrates little or no originality and ambition and contains significant flaws in terms of content, structure or language. Marks in this band might be awarded to an answer that contains some indication that the student can recall having heard or read something relevant to the question.</p> <p>Work given a fail mark is likely to:</p> <ul style="list-style-type: none"> • Fail to address the topic or answer the question, with little relevant knowledge which is minimal in its breadth and depth, with major errors or omissions. • Lack a line of argument, demonstrating confusion, incoherence and a lack critical engagement. • Fail to use evidence to support claims that are made and fail repeatedly to relate statements to each other. • Lack a structure or framework and poorly written and presented.
10-24%	Bad fail	<p>Represents a valid attempt but a significant overall failure to achieve the appropriate learning outcomes. Work of very poor quality that demonstrates little or no originality and ambition and is extremely weak in content, language and structure. Marks in this band might be awarded to an answer that shows that the student has attended the relevant module, even if there is little in the answer that is of direct relevance to the question.</p> <p>Work given a bad fail mark is likely to:</p>

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> Fail to address the topic or answer the question, demonstrating mainly ignorance of the subject matter by presenting information of minimal or no relevance, with little or no awareness of appropriate principles, theories, evidence and techniques. Lack a line of argument, perhaps presenting a string of irrelevant observations with minimal to no engagement with appropriate materials. Completely fail to use any evidence to support claims that are made, perhaps drawing on ill-informed opinion. Lack a structure or framework, poorly written and presented.
1-9%	Very bad fail	Represents a submission that does not in any way attempt to address the topic, or question, or the specified learning outcomes and, as such, is deemed to be a non-valid attempt and will require resubmission
0%	Non submission or plagiarised	Represents either the failure to submit an assessment (ABS) or a mark assigned for a plagiarised assessment

How the programme is structured (BA History)

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 credits, 120 credits at each level.

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules, the 'option' being which module(s) they choose from the relevant list(s). Options may change and module lists will be made available annually at an appropriate point in the academic cycle. A student admitted to BA History without a pathway is free to switch to a pathway at the end of Year 1.

Academic year of study 1

Students take Global Connections and Historical Controversies, both of which run for 20 weeks across the autumn and spring terms, and Reading and Writing History and Historical Perspectives which each run for 10 weeks in the autumn term. In the spring term, students select two 10-week option modules of their choice from a list approved annually by the Department of History.

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT	30	4	Compulsory	1 & 2
Historical Controversies	HT	30	4	Compulsory	1 & 2
Reading and Writing History	HT	15	4	Compulsory	1
Historical Perspectives	HT	15	4	Compulsory	1
Two 15-credit optional modules chosen from a list approved annually by the Department of History	Various	30	4	Optional	2

Academic year of study 2

Students have a free choice of modules from a list approved annually by the Department of History. Some modules, worth 30 credits, run for 20 weeks across the autumn and spring terms and other modules, worth 15 credits, run for 10 weeks, some running in the autumn term and others in the spring term.

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to a value of 120 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies' module taken in another Goldsmiths department and up to 30 credits can be a University of London intercollegiate Group II module.	Various	120	5	Optional	1-2

Academic year of study 3

Students choose a Special Subject module, worth 60 credits, that includes a dissertation and runs for 20 weeks across the autumn and spring term. They also have a free choice of modules to the value of 60 credits which can include 30-credit or 15-credit modules.

Module Title	Module Code	Credits	Level	Module Status	Term
Special Subject module (including dissertation) chosen from a list approved annually by the Department	Various	60	6	Compulsory	1 & 2

Module Title	Module Code	Credits	Level	Module Status	Term
of History or from a list of University of London intercollegiate Group III Special Subject modules.					
Modules to a value of 60 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies' module taken in another Goldsmiths department	Various	60	6	Optional	Varies

Study Abroad

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More information on studying abroad can be found at <https://www.gold.ac.uk/students/go-abroad/study-abroad/>

How the programme is structured (BA History with Anthropology Pathway)

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 credits, 120 credits at each level,

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules, the 'option' being which module(s) they choose from the relevant list(s). Options may change and module lists will be made available annually at an appropriate point in the academic cycle.

Academic year of study 1

In the Department of History, students take Reading and Writing History and Historical Perspectives which each run for 10 weeks in the autumn term. They take EITHER Global Connections OR Historical Controversies, both of which run for 20 weeks across the autumn and spring terms. In the spring term, students select one 10-week option module of their choice from a list approved annually by the Department of History. In the Department of Anthropology, students take Introduction to Social Anthropology which runs for 20 weeks across the autumn and spring terms. They also take Anthropological Methods which runs for 10 weeks in the spring term.

Module Title	Module Code	Credits	Level	Module Status	Term
Reading and Writing History	HT	15	4	Compulsory	1
Historical Perspectives	HT	15	4	Compulsory	1
EITHER: Global Connections OR: Historical Controversies	HT	30	4	Compulsory	1 & 2
One 15-credit optional modules chosen from a list approved annually by the Department of History	Various	15	4	Optional	q
Introduction to Social Anthropology	AN51001A	30	4	Compulsory	1 & 2
Anthropological Methods	AN51003A	15	4	Compulsory	2

Academic year of study 2

Students have a free choice of 90 credits from a list approved annually by the Department of History. Some modules, worth 30 credits, run for 20 weeks across the autumn and spring terms and other modules, worth 15 credits, run for 10 weeks, some running in the autumn term and others in the spring term. Students take 30 credits from four 15 credit modules in the Department of Anthropology.

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to a value of 90 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies' module taken in another Goldsmiths department and up to 30 credits can be a University of London intercollegiate Group II module.	Various	90	5	Optional	1 & 2
30 credits from the following in Department of Anthropology: <ul style="list-style-type: none"> • Anthropology and the Visual 1 (15 credits) • Anthropology of Religion (15 credits) • Anthropology and Political Economy (15 credits) • Ethnography of a selected region (15 credits) 	Various	30	5	Optional	1 & 2

Academic year of study 3

In Year 3, students have the option to take more History-orientated or more Anthropology-orientated approaches, depending on whether they choose a History Special Subject (with dissertation) or a linked History-Anthropology dissertation. Students take 30 credits in the Department of Anthropology, 15 credits of which are Anthropological Approaches to History and 15 are from a list published annually by the Department of Anthropology. Students then choose EITHER: a 60 credit History Special Subject (including a dissertation), and 30 credits from a list published annually by the Department of History, with the further option that 15 of these credits can be taken from a list published annually by the Department of Anthropology; OR: a 30 credit linking dissertation supervised jointly by the departs of History and Anthropology, and 60 credits from a list published annually by the Department of History, with the further option that 15 of these credits can be taken from a list published annually by the Department of Anthropology.

Module Title	Module Code	Credits	Level	Module Status	Term
Anthropological Approaches to History	AN53005C	15	6	Compulsory	1
15 credits chosen from a list to be published annually by the Department of Anthropology	Various	15	6	Optional	Varies
EITHER:					
60 credit special subject module (including a 30 credit dissertation) from a list published annually by the Department of History which can be EITHER within the Department of History at Goldsmiths OR a University of London Intercollegiate Group III Special Subject module.	HT	60	6	Optional	Varies
30 credits from a list published annually by the Department of History, with the further option that 15 of these credits can be taken from a list published annually by the Department of Anthropology.	Various	30	6	Optional	Varies
OR:					
A 30 credit linking dissertation supervised jointly by the departments of History and Anthropology.	HT	30	6	Optional	1 & 2
60 credits from a list published annually by the Department of History, with the further option that 15 of these credits can be taken from a list published annually by the Department of Anthropology. Within this option, if a History Special Subject module is chosen, it will be the 30 credit exam-	HT	60	6	Optional	Varies

Module Title	Module Code	Credits	Level	Module Status	Term
only element of the module and will not include a dissertation.					

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How the programme is structured (BA History with Global History Pathway)

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 credits, 120 credits at each level,

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules, the 'option' being which module(s) they choose from the relevant list(s). Options may change and module lists will be made available annually at an appropriate point in the academic cycle.

Academic year of study 1

Students take Global Connections and Historical Controversies, both of which run for 20 weeks across the autumn and spring terms, and Reading and Writing History and Historical Perspectives which each run for 10 weeks in the autumn term, In the spring term, students select two 10-week option modules of their choice from a list approved annually by the Department of History. These will include modules which relate to global history, and those will be specifically recommended to students on the global history pathway, but none are designated as compulsory, so as to allow students to exploit their chosen pathway and others, making flexibility at the end of Year 1 an option for all.

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT	30	4	Compulsory	1 & 2
Historical Controversies	HT	30	4	Compulsory	1 & 2
Reading and Writing History	HT	15	4	Compulsory	1
Historical Perspectives	HT	15	4	Compulsory	1
Two 15-credit optional modules chosen from a list approved annually by the Department of History	Various	30	4	Optional	2

Academic year of study 2

Students have a structured choice of modules from a list approved annually by the Department of History. Some modules, worth 30 credits, run for 20 weeks across the autumn and spring terms and other modules, worth 15 credits, run for 10 weeks, some running in the autumn term and others in the spring term.

Module Title	Module Code	Credits	Level	Module Status	Term
30 credits from the following modules: <ul style="list-style-type: none"> • A History of Resistance in the Middle East (30 credits) • Modern Revolutions in Comparative Perspective (30 credits) • The Central Powers in the First World War, 1914-18 (30 credits) • Empires in Comparative Perspective: Imperium Romanum to Pax Americana (30 credits) • Minorities in East-Central Europe: Coexistence, Integration and 	Various	30	5	Optional	1 & 2

Module Title	Module Code	Credits	Level	Module Status	Term
<p>Annihilation, c.1870-1950 (30 credits)</p> <ul style="list-style-type: none"> • Modern South Asia: Body, Society, Empire and Nation c.1600-1947 (30 credits) • Black and British: A Long and Varied History (30 credits) • The Past on the Move: Migrations and Diasporas of South-East Europe from Late Antiquity until the Modern Era (4th-20th C.) (30 credits) • Health, Healing and Illness in Africa (30 credits) • Mediterranean Encounters: Venice and the Ottoman Empire, 1453-1797 (30 credits) • Utopian Visions: The Soviet Experience Through the Arts (30 credits) • EITHER The USA in the Era of the Vietnam War, 1954-75 (30 credits) OR The Vietnam War and US Presidential Politics, 1954-75 (15 credits) • EITHER Bodies and Drugs: A Global History of Medicine (30 credits) OR Global History of Medicine (15 credits) • History of Asian Medicine: From 					

Module Title	Module Code	Credits	Level	Module Status	Term
Manuscripts to YouTube (15 credits) <ul style="list-style-type: none"> • Early Modern European Philosophy (15 credits) • Imagining Africa: Ideology, Identity and Text in Africa and the Diaspora (15 credits) • Latin American Revolutions 1945-1990 (15 credits) • Global History of Buddhism (15 credits) • Black British Activism and Citizenship in Transnational Perspective (15 credits) 					
90 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies' module taken in another Goldsmiths department and up to 30 credits can be a University of London intercollegiate Group II module.	Various	90	5	Optional	1 & 2

Academic year of study 3

Students choose a Special Subject module, worth 60 credits, that includes a dissertation and runs for 20 weeks across the autumn and spring term. They also have a free choice of modules to the value of 60 credits which can include 30-credit or 15-credit modules.

Module Title	Module Code	Credits	Level	Module Status	Term
A 60 credit special subject module (including a 30 credit	Various	60	6	Compulsory	1 & 2

Module Title	Module Code	Credits	Level	Module Status	Term
dissertation), which must be EITHER: <ul style="list-style-type: none"> • Sex and the African City • OR Mughals, Munshi and Mistresses: Society and Rule in Early Colonial India • OR Healing, Magic and Mindfulness on the Silk Roads • OR a University of London Intercollegiate Group III Special Subject module designated by the Department of History as 'global history' in a list published annually. 					
Modules to a value of 60 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies' module taken in another Goldsmiths department	Various	60	6	Optional	Varies

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How the programme is structured (BA History with Military History Pathway)

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 credits, 120 credits at each level,

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules, the 'option' being which module(s) they choose from the relevant list(s). Options may change and module lists will be made available annually at an appropriate point in the academic cycle.

Academic year of study 1

Students take Global Connections and Historical Controversies, both of which run for 20 weeks across the autumn and spring terms, and Reading and Writing History and Historical Perspectives which each run for 10 weeks in the autumn term, In the spring term, students select two 10-week option modules of their choice from a list approved annually by the Department of History. These will include modules which relate to military history, and those will be specifically recommended to students on the military history pathway, but none are designated as compulsory, so as to allow students to exploit their chosen pathway and others, making flexibility at the end of Year 1 an option for all.

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT	30	4	Compulsory	1 & 2
Historical Controversies	HT	30	4	Compulsory	1 & 2
Reading and Writing History	HT	15	4	Compulsory	1
Historical Perspectives	HT	15	4	Compulsory	1
Two 15-credit optional modules chosen from a list approved annually by the Department of History	Various	30	4	Optional	2

Academic year of study 2

Students have a structured choice of modules from a list approved annually by the Department of History. Some modules, worth 30 credits, run for 20 weeks across the autumn and spring terms and other modules, worth 15 credits, run for 10 weeks, some running in the autumn term and others in the spring term.

Module Title	Module Code	Credits	Level	Module Status	Term
<p>30 credits from the following modules:</p> <ul style="list-style-type: none"> • The Central Powers in the First World War, 1914-18 (30 credits) • A History of Resistance in the Middle East (30 credits) • Modern Revolutions in Comparative Perspective (30 credits) • EITHER The USA in the Era of the Vietnam War, 1954-75 (30 credits) OR The Vietnam War and US Presidential Politics, 1954-75 (15 credits) • Yugoslavia: History and Disintegration (30 credits) • The Spanish Civil War, Politics, the Military and Culture (15 credits) • Latin American Revolutions 1945-1990 (15 credits) • Nationalism and Unionism in Ireland, 1798-1998 (15 credits) 	Various	30	5	Optional	1 & 2

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to a value of 90 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies' module taken in another Goldsmiths department and up to 30 credits can be a University of London intercollegiate Group II module.	Various	90	5	Optional	1 & 2

Academic year of study 3

Students choose a Special Subject module, worth 60 credits, that includes a dissertation and runs for 20 weeks across the autumn and spring term. They also have a free choice of modules to the value of 60 credits which can include 30-credit or 15-credit modules.

Module Title	Module Code	Credits	Level	Module Status	Term
A 60 credit special subject module (including a 30 credit dissertation), which must be EITHER: <ul style="list-style-type: none"> Ireland's First World War OR a University of London Intercollegiate Group III Special Subject module designated by the Department of History as 'military history' in a list published annually. 	Various	60	6	Optional	1 & 2
Modules to a value of 60 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies'	Various	60	6	Optional	Varies

Module Title	Module Code	Credits	Level	Module Status	Term
module taken in another Goldsmiths department					

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How the programme is structured (BA History with Politics Pathway)

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 credits, 120 credits at each level,

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules, the 'option' being which module(s) they choose from the relevant list(s). Options may change and module lists will be made available annually at an appropriate point in the academic cycle.

Academic year of study 1

Students take Global Connections and Historical Controversies, both of which run for 20 weeks across the autumn and spring terms, and Reading and Writing History and Historical Perspectives which each run for 10 weeks in the autumn term, In the spring term, students select two 10-week option modules of their choice from a list approved annually by the Department of History. These will include modules which relate to politics (specifically political history), and those will be specifically recommended to students on the politics pathway, but none are designated as compulsory, so as to allow students to exploit their chosen pathway and others, making flexibility at the end of Year 1 an option for all.

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT	30	4	Compulsory	1 & 2
Historical Controversies	HT	30	4	Compulsory	1 & 2
Reading and Writing History	HT	15	4	Compulsory	1
Historical Perspectives	HT	15	4	Compulsory	1
Two 15-credit optional modules chosen from a list approved annually by the Department of History	Various	30	4	Optional	2

Academic year of study 2

Students take 75 credits of modules from a list published annually by the Department of History and 45 credits of modules from a list published annually by the Department of Politics and International Relations. Some modules, worth 30 credits, run for 20 weeks across the autumn and spring terms and other modules, worth 15 credits, run for 10 weeks, some running in the autumn term and others in the spring term.

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to a value of 75 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies' module taken in another Goldsmiths department and up to 30 credits can be a University of London intercollegiate Group II module.	Various	75	5	Optional	1 & 2
Modules to a value of 45 credits from a list approved annually by the Department of Politics and International Relations.	Various	45	5	Optional	1 & 2

Academic year of study 3

Students choose a Special Subject module, worth 60 credits, that includes a dissertation and runs for 20 weeks across the autumn and spring term. They also choose 45 credits of

modules from a list published annually by the Department of Politics and International Relations, and a further 15 credits of modules from a list published annually by the Department of History.

Module Title	Module Code	Credits	Level	Module Status	Term
Special Subject module (including dissertation) chosen from a list approved annually by the Department of History or from a list of University of London intercollegiate Group III Special Subject modules.	Various	60	6	Compulsory	1 & 2
Modules to a value of 45 credits from a list approved annually by the Department of Politics and International Relations.	Various	45	6	Optional	Varies
Modules to a value of 15 credits from a list approved annually by the Department of History.	Various	15	6	Optional	Varies

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More information on studying abroad can be found at <https://www.gold.ac.uk/students/go-abroad/study-abroad/>

How the programme is structured (BA History with Public History Pathway)

The programme can be undertaken full-time (three years across three levels) or part-time (four to six years across three levels). All students take 360 credits, 120 credits at each level,

In the tables below, where a module is listed as 'optional' it is compulsory for students to take a module or modules, the 'option' being which module(s) they choose from the relevant list(s). Options may change and module lists will be made available annually at an appropriate point in the academic cycle.

Academic year of study 1

Students take Global Connections and Historical Controversies, both of which run for 20 weeks across the autumn and spring terms, and Reading and Writing History and Historical Perspectives which each run for 10 weeks in the autumn term, In the spring term, students select two 10-week option modules of their choice from a list approved annually by the Department of History. These will include modules which relate to public history, and those will be specifically recommended to students on the public history pathway, but none are designated as compulsory, so as to allow students to exploit their chosen pathway and others, making flexibility at the end of Year 1 an option for all.

Module Title	Module Code	Credits	Level	Module Status	Term
Global Connections	HT	30	4	Compulsory	1 & 2
Historical Controversies	HT	30	4	Compulsory	1 & 2
Reading and Writing History	HT	15	4	Compulsory	1
Historical Perspectives	HT	15	4	Compulsory	1
Two 15-credit optional modules chosen from a list approved annually by the Department of History	Various	30	4	Optional	2

Academic year of study 2

Students have a free choice of modules from a list approved annually by the Department of History. Some modules, worth 30 credits, run for 20 weeks across the autumn and spring terms and other modules, worth 15 credits, run for 10 weeks, some running in the autumn term and others in the spring term.

Module Title	Module Code	Credits	Level	Module Status	Term
<p>EITHER:</p> <ul style="list-style-type: none"> History in Practice (30 credits) <p>OR:</p> <ul style="list-style-type: none"> Making Black British History (15 credits) AND Public History Placement (15 credits) 	HT	30	5	Compulsory	1 & 2
<p>Modules to a value of 90 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies' module taken in another Goldsmiths department and up to 30 credits can be a University of London intercollegiate Group II module.</p>	Various	90	5	Optional	1 & 2

Academic year of study 3

Students choose a 30 credit special subject module (this means the 'exam only' element of the module and excludes the 30 credit dissertation) and the 30 credit Public History Project. Both run for 20 weeks across the autumn and spring term. They also have a free choice of modules to the value of 60 credits which can include 30-credit or 15-credit modules.

Module Title	Module Code	Credits	Level	Module Status	Term
<p>Special Subject module (excluding dissertation) chosen from a list approved annually by the Department of History or from a list of University of London intercollegiate Group III Special Subject modules.</p>	Various	30	6	Compulsory	1 & 2
Public History Project	HT	30	6	Compulsory	1 & 2

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to a value of 60 credits from a list approved annually by the Department of History. Up to 30 credits can be a 'related studies' module taken in another Goldsmiths department	Various	60	6	Optional	1 & 2

Study Abroad

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Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic

study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

Equipping graduates with the flexibility, skills and confidence needed to achieve their ambitions and ensuring that all students have clear opportunities to develop within, and beyond, their curriculum through, for example, work placements and overseas study are central components in the Goldsmiths Strategic Plan and the Learning, Teaching and Assessment Strategy. The BA History programme puts graduates in a strong position, as it provides them with knowledge and understanding as well as the cognitive, professional and transferable skills that employers seek.

History is generally considered to be a very transferable degree and the Department of History at Goldsmiths has an excellent pedigree in providing careers-orientated opportunities for students. Alongside several well established BA programmes, the department also runs several internationally renowned MA programmes, including MA Queer History and MA Black British History. Through these programmes the department establishes and fosters a range of partnerships with some of the leading historical and cultural organisations in London and beyond, including English Heritage, Historic England, Historic Royal Palaces, the Black Cultural Archives, and the George Padmore Institute.

Students on the BA History programme can choose to undertake the Department of History's work placement module, History in Practice (or the Public History Placement). Placement opportunities on this module include, St Paul's Cathedral, the Jewish Museum, the Cinema Museum, the National Maritime Museum, the London Metropolitan Archives, the Bishopsgate Institute, the Museum of London Docklands, and the Wellcome Library and Archive. The module runs for two terms and, in the first term, students prepare for their placement through a series of classes and workshops on public history, museum studies, and working in archives and libraries. Students also choose their placement partner and visit them during the first term to identify and plan the activities they will be undertaking during their placement. Students write a short application outlining their choice of placement partners and, in most instances, there will be an informal assessment meeting with the partner to ascertain a good match with the student. Students are asked to provide first and second choices to ensure they undertake a placement they are happy with, at a placement partner that suits their interests and the interests of the partner organisation. The placement itself takes place in the second term of the module and consists of one day per week at the placement partner. Students continue to be supported throughout by the module convenor and, at the end of the module, as are assessed on the work they have undertaken with the placement organisation.

In addition to the resources provided by the programme and by both departments, Goldsmiths' Careers Services offer significant support as you pursue your career, with

general support in such areas as preparing a CV and interview skills, as well as bespoke events that work in partnership with your degree programme.

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

- Year 1 = Level 4
- Year 2 = Level 5
- Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree
- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

Progression

Full-time students are required to have passed modules to a minimum of 90 credits before proceeding to the next year. Part-time students must normally pass new modules to a minimum value of 45 credits before proceeding to the next year.

In addition, some programmes may specify particular modules which must be passed, irrespective of the minimum requirements, before proceeding to the next year.

Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at that level is 45% or above and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).

At an individual level (and in addition to the examining system), the quality of student learning is evaluated and improved through coursework, coursework feedback and tutorials. In addition, student learning is evaluated by students via online module evaluation forms which are linked to each module VLE. The students are asked to complete these just after reading week in each teaching term (this means that 2 evaluations are done for 30 credit modules). These evaluations provide both qualitative and quantitative feedback on student preparation and participation as well as on lectures, seminars, reading lists, learning resources, coursework, and coursework feedback. The earlier survey for 30 credit modules

is especially useful in highlighting issues of concern relatively early in the academic year, so that appropriate responses could be made in a timely fashion. The results of these evaluations are formally discussed with staff at Learning and Teaching Committee meetings, and suggestions for improvement are considered and followed through.

The overall degree programme for student learning is formally monitored at minuted staff / student fora meetings, held in the Autumn and Spring terms, including student representatives from each cohort and relevant staff. The Department has Department level Student Representatives who are appointed in conjunction with the Students' Union. The Reps actively try to solicit feedback from students through informal and formal mechanisms, such as via batch emails and announcements in class, as well as informal conversations and group discussions. Reps communicate actively and regularly throughout the year with the Department (Head of Department, Department Business Manager, UG Coordinator) and issues can be raised at any point during the year.

The results of the annual National Student Survey (NSS) of year 3 students are considered by the Learning and Teaching Committee as well as by the Department Management Team, through which specific recommendations to address identified areas of concern arising from the NSS surveys are discussed and implemented.

Students are also encouraged through our personal tutorial system to bring their concerns to Reps and to use the course evaluation forms to respond to module-specific concerns. Students' own assessment of the quality of their own work is encouraged through self-evaluation templates submitted with each piece of assessed written coursework. Apart from the membership of UG/PG fora, Reps also sit on the Departmental Learning and Teaching Committee and the Departmental Board.