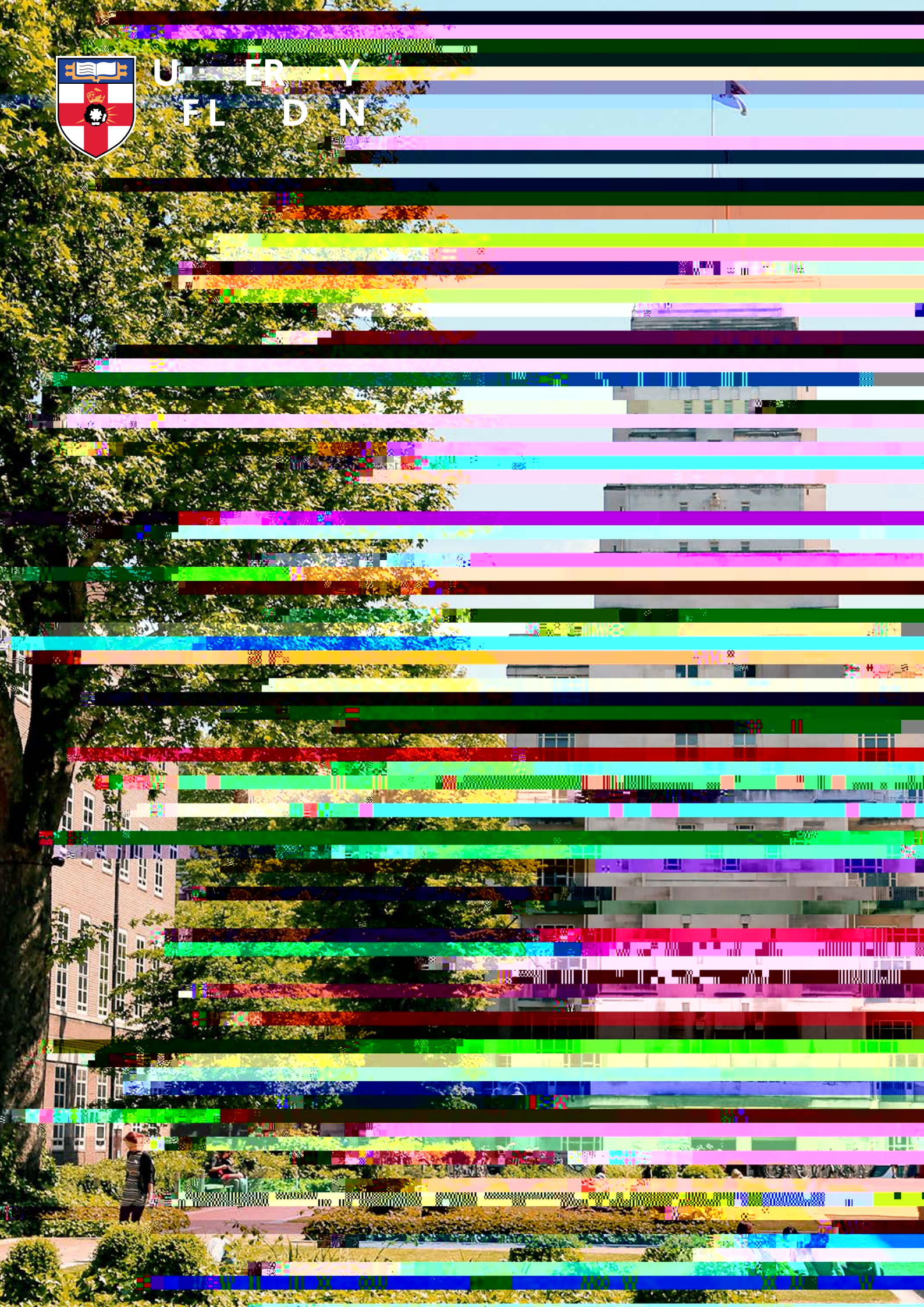




UNIVERSITY
FLANDRES



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Programme withdrawal

Notice of the programme's closure has been given and the final intake of new students joined the programme in 2021–2022. Final assessments will take place in 2027; after this point it will not be possible to take or retake an assessment for the History programme.

Changes to the History regulations

No significant changes have been made to the History regulations for 2024–2025.

1 Structure of the programme

Qualification

1.1

The following named qualification is awarded under the History programme:

- Bachelor of Arts in History

Qualification structure

1.2

The degree consists of 12 modules divided into three Stages which correspond to FHEQ levels as follows:

- **Stage 1 (FHEQ Level 4, 120 credits)** – 120 credits taken from the Foundation and Gateway modules;
- **Stage 2 (FHEQ Level 5, 120 credits)** – 120 credits consisting of three Group A modules and one Group B module;
- **Stage 3 (FHEQ Level 6, 120 credits)** – 120 credits consisting of a combination from Group B, Group D and Group E modules.

Changing your choice of module

1.4

If you wish to change your choice of module you must make the request by 30 November in the year that you registered for the module. Additional fees are payable if the request is approved.

Use the [Student Portal](#) to contact us.

Code of conduct

1.5

During virtual seminars and during all other online contributions, you must observe the code of conduct for online behaviour.

The code of conduct for online behaviour is given on the University [website](#).

2 Programme withdrawal

2.1

It is no longer possible to register for the History programme.

3 Registration

Effective date of registration

3.1

Your effective date of registration will be 1 September in the year that you initially registered. This allows you to sit your first examinations in the following May.

Stage	Group	Assessment element 1	Assessment element 2	Assessment element 3
	Group B	One three-hour unseen written examination (80%)	One 3,000-word essay (10%) (Best of two submissions)	Seminar contributions (10%)
Stage 3	Group B	One three-hour unseen written examination (80%)	One 3,000-word essay (10%) (Best of two submissions)	Seminar contributions (10%)
	Group D	One dissertation of up to 10,000-words (100%)	N/A	N/A
	Group E	One three-hour unseen written examination (80%)	One 3,000-word essay (10%) (Best of two submissions)	Seminar contributions (10%)

5.2

For all modules, excluding the Group D modules, the marks achieved for the written examination and coursework elements will be weighted on an 80:10:10 basis to calculate the overall mark.

Assessment element – essay

Essay extension requests must be submitted by email to DLHistory-Admin@rhul.ac.uk before the essay deadline and include an explanation of the reasons for the extension request and supporting evidence as applicable.

5.3

You must submit one essay and you may choose to submit a maximum of two essays for applicable modules.

5.4

If you submit two essays, the mark from the highest scoring essay will count when calculating the overall mark for the module.

5.5

The essay/s should be submitted in the same year that you take the examination for the module.

5.6

If you attempt the examination but do not submit an essay this will count as an attempt and you will receive a mark of zero for this assessment element.

Instructions and deadlines for submission of the essays can be found on the VLE. You will lose marks if you do not keep to these rules.

Penalty for missing a deadline

5.7

You must keep to the deadlines stated on the VLE. If you are late in submitting an essay or your dissertation we will reduce the mark you receive, which is used for progression and classification, as follows:

- Essays or dissertations received up to and including 24-hours after the deadline will have 10 marks deducted.
- Essays or dissertations received over 24-hours late will not be marked and will be assigned a mark of zero.

Penalty for exceeding the word limit

The word limit **includes** quotations and footnotes but **does not include** your student name and number, your essay title, module name, preliminary pages, bibliography or appendices.

5.8

You must keep to the word limit specified in the table above ([regulation 5.1](#)) for essays and dissertations. If you exceed the word limit, we will reduce the mark you receive as follows:

Excess number of words over the word limit	Percentage (u)7.2 (m)36()Tj!
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Date of assessments

5.11

Written assessments take place in May each year.

See also the rules for taking written examinations in the [General Regulations](#).
See the website for the [list of examination centres](#).

6 Number of attempts (eguvxoin)5guvxoi01 Tf5c 0 0.78 1.53h001pan AMCI

8.1

To achieve a pass in the written examination, dissertation or essay for a module, you must get 40% or above in the assessment concerned. If you fail and subsequently pass an examination or dissertation at re-entry you will not receive a mark greater than 40% for that module.

8.2

To achieve a pass for the forum posts and contributions, you must submit each post as set out in the [Assessment Criteria](#) and to a standard that satisfies the Programme Director. Each post will be considered on a Pass/Fail basis. Posts that do not meet the expectations set out in the Assessment Criteria will receive a mark of zero. There are a total of 10 percentage marks available for this assessment element.

8.3

A final average mark will be calculated from the marks obtained in Stage 2 (Level 5) and Stage 3 (Level 6), weighted in the ratio 1:2. Marks obtained in Stage 1 (Level 4) will not contribute towards the final average. In addition, accreditation of prior learning and results of 'allowed' will not count towards the final classification.

8.4

Degree classification will be determined by the following scale:

Final average	Classification
70% or above	First Class Honours
60% - 69%	Second Class Honours (Upper Division)
50% - 59%	Second Class Honours (Lower Division)
40% - 49%	Third Class Honours
35% - 39%	Pass without Honours (Exit award only)

8.5

Your degree

Appendix A – Structure of the programme

BA History

Stage 1 (Level 4)

In order

Up to two Group B modules (each worth 30 credits) (minimum of 0, maximum of 2)

The Crusades and the eastern Mediterranean 1095-1291 [HI3012-05]

Experience, culture and identity: women's lives in England 1688-c.1850 [HI3013-05]

Ethnicity, identity and citizenship in modern British life [HI3014-05]

Modern political ideas [HI3015-05]

Up to one Group D module (each worth 30 credits) (minimum of 0, maximum of 1) where if you take a Group D module you must also take the corresponding subject Group E module

Blasphemy, irreligion and the English Enlightenment 1650-1720 [HI3016-03] (Dissertation)

Martin Luther King and the Civil Rights Movement in the USA [HI3018-03] (Dissertation)

Politics and society in Palestine from c.1900 to 1948 [HI3019-03] (Dissertation)

The clash of powers and cultures: Sino-American relations during the Cold War [HI3020-03] (Dissertation)

Between one and three Group E modules (each worth 30 credits) (minimum of 1, maximum of 3)

Blasphemy, irreligion and the English Enlightenment 1650-1720 [HI3016-05]

Martin Luther King and the Civil Rights Movement in the USA [HI3018-05]

Politics and society in Palestine from c.1900 to 1948 [HI3019-05]

The clash of powers and cultures: Sino-American relations during the Cold War [HI3020-05]



Assessment: one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Experience, culture and identity: women's lives in England 1688-c.1850 [HI3013-05] (30 credits)

This module examines the mental and material world of English women in a period of rapid social, economic and cultural transformation. It exploits the wealth of secondary literature which has appeared on the subject in recent years, and evaluates the dominant interpretations of continuity and change in women's history. Attention focuses on the diversity of roles women played, the changing scope of female experience, and the different languages available to articulate that experience. Topics covered include: Love and Marriage, Sexuality, Masculinity, Divorce, Motherhood, Work, Consumerism, Material Culture, Print, Polite Culture, Feminism, Politics and Religion. Students will be encouraged to engage critically with the categories, modes of explanation and chronology of recent women's history.

Assessment: one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

systematic rejection of all revealed religion in the later 17th century. Attention focuses upon arguments that set out to destroy the authority of the priesthood and to reject the authenticity of the Bible, as well as their accounts of 'other religions' like Islam and Judaism which were used to criticise Christianity.

Assessment [HI3016-03] (Group D module): one dissertation of up to 10,000 words (100%).

Assessment [HI3016-05] (Group E module): one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Martin Luther King and the Civil Rights Movement in the USA (Dissertation) [HI3018-03] (30 credits)

Martin Luther King and the Civil Rights Movement in the USA (Examination and coursework) [HI3018-05] (30 credits)

"Martin didn't make the movement, the movement made Martin", noted veteran civil rights activist Ella Baker. Baker's perceptive comment goes to the very heart of contemporary historiographical debates. On the one hand, scholars have increasingly viewed the mass black movement for civil rights in the United States between the 1940s and 1970s as a grassroots phenomenon that was rooted in local communities and based upon local leadership and local needs. On the other hand, scholars still emphasise the vital national leadership role played by Martin Luther King, in the black struggle, particularly from the 1955 Montgomery Bus Boycott to King's assassination at Memphis, Tennessee, in 1968. This unit looks at both strands of this scholarship and seeks to assess the dynamics of the movement at both local and national levels, and examine the tensions that often existed between them, by using a wide range of written, spoken and visual sources.

Assessment [HI3018-03] (Group D module): one dissertation of up to 10,000 words (90%).

Assessment [HI3018-05] (Group E module): one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Politics and society in Palestine from c.1900 to 1948 (Dissertation) [HI3019-03] (30 credits)

Politics and society in Palestine from c.1900 to 1948 (Examination and coursework) [HI3019-05] (30 credits)

This module looks at the interaction of politics and society in Palestine from the late Ottoman period until the establishment of the state of Israel. What was the impact of the politics of the West upon society in Palestine in the late Ottoman period? How did different social and religious groups react? What were the different interpretations of Zionism? What can we learn from the documents about them? Another theme we examine from study of the texts is the struggle of the British to control the situation and build a state in Palestine. How did the Arabs respond? We look at the forms of modern organisation and ideology they used and the problems of Arab identity and nationalism at both the local and regional level. Texts written by both Arab and Jewish women are examined to compare their role in political and social developments.

The changes generated by the World Wars are a further theme, and include the debate on the impact of terrorism, as well as the effect of the growing involvement of America.

Assessment [HI3019-03] (Group D): one dissertation of up to 10,000 words (100%).

Assessment [HI3019-05] (Group E): one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

The clash of powers and cultures: Sino-American relations during the Cold War (Dissertation) [HI3020-03] (30 credits)

**The clash of powers and cultures: Sino-American relations during the Cold War
(Examination and coursework) [HI3020-05] (30 credits)**

This module examines the ups and downs in Sino-American relations during the Cold War. It looks at how and why communist China and the United States were transformed from hostile enemies in the 1950s and early 1960s into tacit allies by the late 1970s. Events to be covered include their direct and indirect confrontations over Korea, Taiwan, and Vietnam; the role of the Soviet Union in their changing relationship; and their divergent policies towards such issues as Third World revolutions, nuclear weapons, and international trade. At a thematic level, the module will consider how ideology, personalities, domestic considerations, cultural stereotypes, and alliance politics influenced their respective policies and the dynamics of their interactions. Students are expected to approach the subject not only from the American perspective but also from the Chinese one, by expl

Appendix C – Assessment criteria (written coursework essays)

85%+ High First Class

- Demonstrates deep understanding and near comprehensive knowledge of the subject, and shows significant originality in interpretation or analysis of the question.
- Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show significant innovation in its organisational form.
- Shows overwhelming evidence of in-depth reading, with clear indications of substantial independent reading beyond limits of reading lists and exceptionally intensive, detailed and critical reading of recommended texts.
- Is excellently presented, with referencing and bibliography of standard of publishable journal article in subject area.
- Has an incisive and fluent style, with no or very minor errors of spelling, punctuation or grammar.
- Where appropriate, a high first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.
- A high first class coursework essay will usually be worthy of retention for future reference in research or teaching.

72–75–78–82% First Class

- Demonstrates deep understanding and detailed knowledge of the subject, and may show some originality in interpretation or analysis of the question.
- Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show some innovation in its organisational form.
- Shows significant evidence of in-depth reading, with clear indications of either independent reading beyond limits of reading lists or intensive, detailed and critical reading of prescribed readings.
- Is excellently presented, with referencing and bibliography close to standard of publishable journal article in subject area.
- Has an incisive and fluent style, with no significant errors of spelling, punctuation or grammar.
- Where appropriate, a first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.

62–65–68% Upper Second Class

- Demonstrates a clear understanding and wide-ranging knowledge of the subject, with a direct focus on question.
- Has a coherent structure, demonstrating good critical synthesis of secondary materials.
- Shows clear evidence of in-depth reading, with substantial coverage of recommended texts.
- Is well presented, with detailed referencing in an acceptable style and a properly formatted bibliography.

- Where appropriate, a marginal pass will demonstrate a bare familiarity with appropriate analysis of quantitative or qualitative information; there will, however, be substantial errors in the process of analysis.

32 35–38% Marginal Fail

- Demonstrates no understanding of the subject, and fails to address the question in any meaningful way. Information supplied is largely erroneous or has little or no relevance to the question.
- Has an inadequate structure, with no sense of a logical argument.
- Shows no evidence of further reading.
- Is poorly presented, with no referencing of sources and an inadequate or absent bibliography.
-

Appendix D – Assessment criteria

92–95–98% Outstanding First Class

Structure and focus

- Work which engages incisively with the question set, and shows a discerning appreciation of its wider implications.
- Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and innovation in its organisational form. Argued with impeccable consistency.
- Precisely selected factual evidence is deployed in order to support the writer's argument, using a vigorous sense of relevance and an appropriate economy of expression.
- Descriptive material and factual evidence will be deployed in order to support and develop the writer's argument, with a vigorous sense of relevance and appropriate economy of expression.

Quality of argument and expression

- The writing will be outstandingly eloquent and accurate. There will be a compelling range of vocabulary and linguistic idioms.
- Complete conceptual command of the historical (and, where appropriate, historiographical) issues at stake. There will be no errors of spelling and grammar.
- Exceptionally original in ideas and approach, and developing notably independent lines of thought. Fully confident and articulate intellectual independence, grounded in a penetrating consideration of available evidence.
- Ability to move between generalisation and detailed discussion, and to synthesise as well as particularise to a notably illuminating effect.
- Ability to evaluate the nature and status of information at their disposal, and where necessary identify contradiction and achieve a pronounced resolution.

Range of knowledge

- Overwhelming evidence of in-depth reading, with additional clear indications of substantial independent reading beyond limits of reading lists, and exceptionally intensive, detailed and critical reading of recommended texts.
- Deep and comprehensive understanding of the subject, and outstanding originality in interpretation and analysis of the question.
- Exceptionally clear sense of the nature and complexity of historical development.
- Exceptionally informed and secure understanding of the historical period and periods under discussion.

82–85–88% Strong First Class

Structure and focus

- Engages closely with the question set, and shows a mature appreciation of its wider implications.
- The structure of the answer will facilitate a lucid and convincing development of the writer's argument.

Range of knowledge

- Broad knowledge of the subject, including contemporary sources, historiography and secondary literature.
- Demonstrate a clear sense of the nature and complexity of historical development.
- Ability to move between generalisation and detailed discussion, and will be able to synthesise as well as particularise.
- The answer will demonstrate an informed and secure understanding of the historical period or periods under discussion.

72% Marginal First Class

Structure and focus

- Engages with the question set, and shows an appreciation of its wider implications.
- The structure of the answer will facilitate a coherent development of the writer's argument.
- Descriptive material and factual evidence will be appropriately deployed in order to support and develop the writer's argument.

Quality of argument and expression

Quality of argument and expression

- The writing will be clear and generally accurate, and will demonstrate an appreciation of the technical and advanced vocabulary used by historians.
- The answer will deploy other historians' ideas and seek to move beyond them. The answer will also show an appreciation of the extent to which historical explanations are contested.
- Although the answer might not demonstrate real originality, the writer will present ideas with a degree of intellectual independence, and will demonstrate the ability to reflect on the past and its interpretation.

Range of knowledge

- Knowledge is extensive, but might be uneven. Demonstrated knowledge will include reference to relevant contemporary and historiographical sources. The range of reading implied by the answer will be considerable.
- The answer will demonstrate a sense of the nature of historical development.
- The writer will show an ability to move between generalisation and detailed discussion, although there may be a tendency towards either an over-generalised or an over-particularised response.
- Writers will reflect on nature and status of information at their disposal, and will seek to use it critically.
- The answer will demonstrate a secure understanding of the historical period or periods under discussion.



Appendix E – Assessment criteria (forum posts and contributions)

Students registered on all modules (excluding the Group D modules) must complete an additional coursework element consisting of forum posts and interactions, which together are worth 10% of the overall module mark.

Forum Posts

Mark

Criteria