1. **Title of the module**

HIST3900 (HI390): The Emergence of America: From European Settlement to 1880

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA in History, all single- and joint-honours programmes.

BA in War Studies.

BA in American Studies.

Available as a wild module. Available to Short Term Credit students at the discretion of the school.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate the ability to deploy different historical methodologies and approaches in the context of the colonial, national and pre-industrial periods of American history.

8.2 Demonstrate skills in interpreting texts and other source materials, particularly in relation to race, warfare, imperialism, political revolution, and slavery.

8.3 Identify, explore, and evaluate the significance of key conceptualisations in US history such as ‘Manifest Destiny’, ‘the Market Revolution’, and ‘Jeffersonian democracy’, and ‘emancipation’.

8.4 Demonstrate essay writing and oral presentation skills, and how to make good use of the relevant library resources and to illustrate their argument using a range of primary sources in US history.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Consider critically relevant intellectual concepts as well as differences of opinion and interpretation both amongst historians, and they will also be encouraged to develop their ability to identify and solve problems

9.2 Work both independently and within groups. Students will engage in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.

9.3 Engage in group work, in which they will be encouraged to interact effectively with others and to work co-operatively to enhance one another’s learning.

9.4 Communicate complex concepts effectively through written work. They will acquire the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.

9.5 Demonstrate their communication skills and skills with IT.

9.6 Present information creatively and accessibly.

1. **A synopsis of the curriculum**

The module will focus primarily on the period from the 18th century onwards but will begin with an outline treatment of the British colonies in North America from initial European settlement. Interactions between Native American, African, African-American and European populations will be emphasised in the colonial period. Thereafter the module examines the first anti-colonial revolution in modern history and the creation of a new nation and concludes with the reconstitution of the nation after a bloody civil war and on the eve of large-scale industrialisation.

Themes include the causes and consequences of the Revolution, the new political system, the development of mass democracy, economic development and territorial expansion into the West, reform movements, sectional conflict between North and South, slavery, the Civil War and the re-establishment of a national order during Reconstruction.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

• COUNTRYMAN, E. (1986) The Americans. New York. Farrar.

• GRANT & HOLDEN REID (eds.) (2000). The American Civil War: Explorations and Reconsiderations. London. Longman.

• HOFFMAN & GJERDE (eds.) (2011) Major Problems in American History. Vol. I. Boston. Wadsworth.

• JONES, M. (1998) The Limits of Liberty. Oxford. Oxford University Press.

• KOLCHIN, P. (1995) American Slavery, 1619-1877. London. Penguin.

• NOBLES, G. (1998) American Frontiers. New York. Hill and Wang

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 130

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

**This module has two assessment patterns**

Assessment Pattern 1 – Autumn Term

*Two essays 4,000 words 80%*

*Seminar participation 20%*

Assessment Pattern 2 – Spring Term

*Two essays 3,000 words 40%*

*Seminar participation 10%*

*Examination 50%*

13.2 Reassessment methods

This module will be reassessed by 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| **PATTERN 1** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 (2,000 words) | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Essay 2 (2,000 words) | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  | **X** |
| **PATTERN 2** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 (1,500 words) | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Essay 2 (1,500 words) | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  | **X** |
| Examination |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
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Revised FSO Jan 2018