1. **Title of the module**

HIST3910 (HI391): The Rise of the United States since 1880

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

Arts and Humanities

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 course(s) of study to which the module contributes**

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

BA in Military History.

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 pursue different kinds of history and bring them together in the context of U.S. history in its industrial and international phases.

8.2 Understand how domestic and international factors interacted in the evolution of U.S. history in the 20th century.

8.3 Hone their ability to critically assess primary and secondary source materials, and to use evidence in support of arguments.

8.4 Identify, explore, and evaluate the significance of key conceptualisations in US history such as ‘McCarthyism’, ‘isolationism’ , ‘red peril’, ‘neo-conservatism’, and ‘War on Terror’.

8.5 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.

8.6 Acquire an informed basis from which to analyse contemporary issues in U.S. domestic and foreign policy.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   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
   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.
   3. 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.
   4. Demonstrate communication skills and skills with IT.
   5. Present information creatively and accessibly.
2. **A synopsis of the curriculum**

The module is an introduction to the major themes, events and debates in U.S. history from

1880 until the present day. It will consider this period of domestic and international upheaval

and trace key themes and ideas, including the connections between domestic and

international developments, the evolution of the U.S. presidency, industrialization and

reform, U.S. imperialism and isolationism, the growth of the national security state in the

Cold War, post-war conformity versus 1960s radicalism as well as conservative politics in the 1970s and 1980s.

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

Brogan, Hugh. *The Penguin History of the United States of America* (London:

Penguin Books, 1990).

Herring, George C. *From Colony to Superpower: U.S. Foreign Relations since 1776*

(New York, NY: Oxford University Press, 2008).

Iriye, Akira. *The Cambridge History of American Foreign Relations, Vol. III: The*

*Globalizing of America* (Cambridge, UK: Cambridge University Press, 1993).

Norton, Mary Beth, David W. Blight, et al. *A People and a Nation: A History of the*

*United States* (Boston, MA: Houghton Mifflin, 1999).

Paterson, Thomas G., Garry Clifford, Shane J. Maddock, Deborah Kisatsky and

Kenneth J. Hagan. *American Foreign Relations, Vol. II: A History Since 1965*

(Boston, MA: Houghton Mifflin, 2006).

Rosenberg, Emily S. S*preading the American Dream: American Economic and*

*Cultural Expansion, 1890-1945* (New York, NY: Hill & Wang, 1982).

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

One essay (2,000 words) (40%)

Source analysis exercise (2,000 words) (40%)

Seminar participation (20%)

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 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay (2,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Source analysis (2,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  | **X** |

1. **Inclusive module design**

The Division 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.

**DIVISIONAL 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 20/01/2021 | Major | 2021/22 | 8,10-14 | No |
|  |  |  |  |  |