1. **Title of the module**

HIST5072 (HI5072) The American Revolution

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 6

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

30 Credits (15 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 (Hons) History, BA (Hons) History Joint Honours Programmes, BA (Hons) Military History, BA (Hons) American Studies

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

8.1 Demonstrate a systematic understanding of the American Revolution.

8.2 Apply methods and techniques to analyse and evaluate a wide variety of primary and secondary source materials relating to the history of American Revolution.

8.3 Critically evaluate, analyse, criticise and assess academic arguments.

8.4 Demonstrate the ability to plan and write a history essay and to organise it around a coherent argument.

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

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9.1 Effectively communicate complex concepts and ideas clearly and coherently..

9.2 Reflect on, and manage, their own learning. Plan their use of time, and identify appropriate directions for further study.

9.3 Draw on their own independent research skills in gathering and interpreting primary resources in producing a final year dissertation.

9.4 synthesize and deploy different types of historical information effectively, through in-depth analysis of primary and secondary material..

1. **A synopsis of the curriculum**

This source-based class challenges participants to consider the background, causes, and content of the American Revolution from both sides of the Atlantic Ocean from the Stamp Act debates to the establishing of the Federal Constitution. Students will be asked to digest primary documents from political speeches in the British Parliament, to American political pamphlets. Students will consider the character and place of the American Revolution within European and American economic, political, and cultural development. The course will examine the conditions under which American Revolution emerged; the part played by empire, and the distinctive combination of ideological and theological strands that produced a compelling challenge to British Parliamentary authority for the first time.

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

Bonwick, Colin., *The American Revolution*, (1991)

Brown, Richard D., *Major Problems in the Era of the American Revolution*, 1760-1791, (2000)

Cogliano, Francis D., *Revolutionary America, 1763-1815: A Political History*, (2009)

Greene, Jack P. and J. R. Pole (eds.), *Companion to the American Revolution*, (1991)

Middlekauff, Robert, *The Glorious Cause: The American Revolution,1763-1789*, (1982)

1. **Learning and teaching methods**

Total contact hours: 30

Total private study hours: 270

Total module study hours: 300

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

Essay 1 (3,000 words) – 30%

Essay 2 (3,000 words) – 30%

Class Test (one hour) – 20%

Seminar Participation & Presentation – 20%

13.2 Reassessment methods

100% Coursework (3,000 words)

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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Class Test | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation & Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

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. As a module focussed on the American Revolution (an international conflict including participants on both sides of the Atlantic) this module is particularly international in scope, and involves comparative work between Europe and America. This is evidenced by LOs 8.1 and 8.2 in particular.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/02/19 | Major | September 2019 | 1,7,8,9,12,13,14,17 | No |
|  |  |  |  |  |