1. KentVision Code and title of the module

HIST3007 Race & Rights: America in the World

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts and Humanities, School of History

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

30 Credits (15 ECTS)

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

Autumn and Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: BA History and History Joint-Honours; BA Military History; & BA Ancient, Medieval and Modern History

Also available as an elective module

Available to Short Term Credit students at the discretion of the school.

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

* 1. Demonstrate the ability to deploy different historical methodologies and approaches in the context of the colonial, national and modern periods of American history.
	2. Understand how domestic and international factors interacted in the evolution of American history.
	3. Identify, explore, and evaluate the significance of key concepts in US history, with a particular emphasis on citizenship rights, the evolution of race and racial conflicts and their many dimensions, and the reasons for and development of American relations with a wider world.
	4. Demonstrate skills in interpreting texts and other source materials, particularly in relation to race, warfare, imperialism, political revolution, and slavery.
	5. Demonstrate an ability to communicate complex ideas in a variety of ways, making good use of relevant library resources to marshal an argument based on primary and secondary evidence.
	6. Acquire an informed basis from which to analyse contemporary issues in U.S. domestic and foreign policy.

## 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 amongst historians. Students 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, and organisation and analysis of material.
	3. Communicate 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 IT skills.
	5. Present information creatively and accessibly.

## A synopsis of the curriculum

This module surveys the history of the United States, from its colonial beginnings to the present. The module challenges students to take in the development of a country four centuries in the making: a restless history of conflict that would, in time, alter the shape and direction of the modern world. The module takes up this history by focusing on a connected set of historical themes: the contested nature and conflicts over individual rights and freedoms; the power of race as a force in the history of the republic; and the emergence of the United States as a superpower on the world’s stage. By examining American history through these themes, students will develop an understanding of the problems, the contradictions, the influence and the promise of a republic of ideas that continues to cast a long shadow over the world today.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 260

Contact Hours: 40

Total: 300

## Assessment methods

* 1. Main assessment methods

Written Assignment 1 Plan (250 words) – 5%

Written Assignment 1 (1,500 words) – 25%

Short Exercise (750 words or equivalent) – 15%

Written Assignment 2 (1,500 words) – 25%

## Group Thematic Project – 30%

* 1. Reassessment methods

100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |  |
| 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** |

**Module learning outcomes against assessment methods:**

| **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment 1 Plan | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Short Exercise  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Group Thematic Project  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## 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**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs  |
| --- | --- | --- | --- | --- |
| 19/12/2022 | New | 2023/24 | N/A | No |
|  |  |  |  |  |