1. KentVision Code and title of the module

HIST8001 “Conflict, Race and American Empires”: Major Themes in American History

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

Arts and Humanities: School of History

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

Level 7

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

30 credits

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

Autumn

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

None

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

Compulsory to the following courses:

None

Optional to the following courses:

MA in Modern History

Also available as an elective module

## The intended subject specific learning outcomes.

**On successfully completing the module students will be able to:**

8.1 Identify the sub-fields that animate American History as a discipline, critically analysing classic texts and understanding the methodological choices that underpin different approaches.

8.2 Situate their own research within broader themes in American History, moving beyond a chronological approach to history.

8.3 Produce work that situates their arguments within traditions and themes in American History.

8.4 Develop a broad understanding of the historical forces that shaped the development of the United States, from its origins to the modern day.

8.5 Interact with key historiographical debates and consider themselves and their research within those debates

8.6 Deploy advanced techniques of analysis and enquiry to understand the evolution of American History.

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

9.1 Critically assess the field of American History, considering the strengths and weaknesses of primary sources and core secondary texts.

9.2 Communicate their own ideas clearly and coherently, assisted by peer and teacher feedback.

9.3 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study, encouraged by the teacher.

9.4 Produce word-processed assignments that are of a high scholarly standard in terms of presentation and professionalism.

9.5 Research issues independently and productively.

## A synopsis of the curriculum

Drawing out some of the key themes in American history, the module will challenge students to move beyond a chronological reading of history to consider cross-cutting themes which have influenced the development of the American republic, from within and without. The emphasis of the module will focus on building a historiographical understanding of American history: the key interpretations which have guided the field. Students will read both foundational texts and cutting-edge work, in order to better understand the central debates which have made U.S. history one of the most vital in the profession. Core themes will range from the study race and slavery, the development of capitalism, populism, ideas about American exceptionalism, the importance of gender analysis, and the environment. Students will be assessed on their understanding of this literature through a linked set of assignments (both written and oral).

## 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: 276 hours

Contact Hours: 24 hours

Total: 300 hours

## Assessment methods

13.1 Main assessment methods

Essay (4,000 words) – 50%

Historiographical essay (1,000 words) – 20%

*Viva voce* oral examination (30 mins) – 30%

13.2 Reassessment methods

100% coursework: Essay (5,000 words) – 100%

## 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 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminars | **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Historiographical review | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Viva voce* | **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

The module will consider the United States in detail, providing a nuanced and refined view of the country and its rich history. It will also consider how the United States has extended its power and footprint beyond its shores. Where possible, scholarly networks will be used to involve digital involvement from colleagues and scholars overseas to enhance the student experience.

**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 PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 14/12/2021 | New | September 2022 |  | No |
|  |  |  |  |  |