

AM1001 Freedom Written in Blood: United States History, 1776-1877

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|-----------------------|---------|------------------------------------|------------|
| Academic Year: | 2018/9 | Student Workload (hours) | |
| Module Level: | Year 1 | Lectures | 20 |
| Scheme: | UG | Seminars | 8 |
| Department: | History | Practical Classes & Workshops | 2 |
| Credits: | 15 | Tutorials | |
| | | Fieldwork | |
| | | Project Supervision | |
| | | Guided Independent Study | 120 |
| | | Demonstration | |
| | | Supervised time in studio/workshop | |
| | | Work Based Learning | |
| | | Placement | |
| | | Year Abroad | |
| | | Total Module Hours | 150 |

| | |
|---------------------|-----------------------|
| Period: | Semester 1 |
| Occurrence: | E |
| Coordinator: | James Campbell |
| Mark Scheme: | UG Module Mark Scheme |

| No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
|-----|----------------------------------|----------|-----------|------------|-------------|-------------|
| 004 | Written Assignment (1,000 words) | 40 | | | | |
| 005 | Written Assignment (1,500 words) | 60 | | | | |

Intended Learning Outcomes

- On successful completion of the module, students should be able to:
- Analyse key historical issues in the history of the United States from 1776-1877
 - Evaluate a range of primary and secondary sources
 - Develop research skills in history
 - Construct written arguments supported by relevant historical evidence.

Teaching and Learning Methods

- 20 x lectures
- 8 x seminars
- 2 x office hours

Assessment Methods

- Written assignment (1,000 words) (40%)
- Written assignment (1,500 words) (60%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

- Reading and note-taking from primary sources and secondary works as preparation for seminars - 28 hours
- Researching and writing essays - 72 hours
- Self-reflection on taught sessions - 15 hours
- Self-reflection on assessment feedback - 2 hours
- Engagement with tutor in emails and materials on Blackboard - 3 hours

AM1002 Classic US Texts

Academic Year: 2018/9
Module Level: Year 1
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

| | |
|------------------------------------|------------|
| Lectures | 10 |
| Seminars | 10 |
| Practical Classes & Workshops | 2 |
| Tutorials | |
| Fieldwork | |
| Project Supervision | |
| Guided Independent Study | 128 |
| Demonstration | |
| Supervised time in studio/workshop | |
| Work Based Learning | |
| Placement | |
| Year Abroad | |
| Total Module Hours | 150 |

Period: Semester 1
Occurrence: E
Coordinator: Nick Everett
Mark Scheme: UG Module Mark Scheme

| No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
|-----|---------------------------------------|----------|-----------|------------|-------------|-------------|
| 004 | Passage Analysis (qualifying element) | 40 | 35 | | | |
| 005 | Essay (qualifying element) (Final) | 60 | 35 | | | |

Intended Learning Outcomes

- On successful completion of the module, students should be able to:
- Identify and analyse significant generic and stylistic features of literary texts
 - Identify and analyse significant themes and techniques of nineteenth-century American literature
 - mount a developed argument about a theme or issue in a nineteenth-century work or works

Teaching and Learning Methods

The module will be delivered through lectures and seminars. Lectures will provide students with important information about the primary texts and stimulus for thought and discussion about them. Students will be encouraged to express their views about the texts, and engage in discussion, in all seminars. Students may be asked to prepare and deliver short presentations about the primary texts in seminars. There will be a skills lecture in which detailed advice will be given on how to prepare for and write passage analyses and literature essays. Skills of passage analysis and essays will also be discussed in seminars.

Assessment Methods

- Passage Analysis (500 words) (30%)
- Essay (1500 words) (70%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:
 Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in Autonomous Learning Groups; preparing presentations): 75 hours
 Research, reading and writing your assessments: 53 hours

AM1004 American History since 1877

Academic Year: 2018/9
Module Level: Year 1
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

| | |
|------------------------------------|------------|
| Lectures | 14 |
| Seminars | 8 |
| Practical Classes & Workshops | 2 |
| Tutorials | |
| Fieldwork | |
| Project Supervision | |
| Guided Independent Study | 126 |
| Demonstration | |
| Supervised time in studio/workshop | |
| Work Based Learning | |
| Placement | |
| Year Abroad | |
| Total Module Hours | 150 |

Period: Semester 2
Occurrence: E
Coordinator: Andrew Johnstone
Mark Scheme: UG Module Mark Scheme

| No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
|-----|---|----------|-----------|------------|-------------|-------------|
| 005 | Assignment A - Essay (2,000 words) (qualifying element) | 50 | 35 | | | |
| 006 | Assignment B - Essay (2,00 words) (Final) | 50 | 35 | | | |

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- analyse the main events and themes of American history from the end of the Reconstruction era to the present;
- demonstrate an informed understanding of different perspectives on key historical events and themes;
- coherently articulate interpretations of modern American history;
- demonstrate developed written communication skills

Teaching and Learning Methods

Lectures, Seminars, Directed reading, Independent guided study

Assessment Methods

Lectures, Seminars, Directed reading, Independent guided study

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for tutorials - 60 hours

Revision for exam - 60 hours

Consulting assessment guidelines and other resources on blackboard - 3 hours

Engagement with tutor in emails and office hours for essay planning and feedback - 3 hours

AM1005 Modern American Writing

Academic Year: 2018/9
Module Level: Year 1
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

| | |
|------------------------------------|------------|
| Lectures | 10 |
| Seminars | 10 |
| Practical Classes & Workshops | 2 |
| Tutorials | |
| Fieldwork | |
| Project Supervision | |
| Guided Independent Study | 128 |
| Demonstration | |
| Supervised time in studio/workshop | |
| Work Based Learning | |
| Placement | |
| Year Abroad | |
| Total Module Hours | 150 |

Period: Semester 2
Occurrence: E
Coordinator: Sarah Graham
Mark Scheme: UG Module Mark Scheme

| No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
|-----|---|----------|-----------|------------|-------------|-------------|
| 004 | Collaborative (group work) Critical Review (qualifying element) | 40 | 35 | | | |
| 005 | Essay (qualifying element) (Final) | 60 | 35 | | | |

Intended Learning Outcomes

- On successful completion of the module, students should be able to:
- Assess and review an academic article or book chapter on a topic relevant to the module
 - Contribute to discussion of the writers on the module
 - Analyse work by a writer on the module in response to a set question
 - Apply the Centre's guidelines on the presentation of work

Teaching and Learning Methods

Lectures
 Seminars
 Study Skills Session
 Directed Reading
 Independent Research

Assessment Methods

- Critical Review (500 words) (30%)
- Essay (1500 words) (70%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

The way you divide your time will depend on your own working patterns. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:
 Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in Autonomous Learning Groups; preparing presentations): 72 hours
 Research, reading and writing your assessments: 56 hours

AM1104 US History since 1877

Academic Year: 2018/9
Module Level: Year 1
Scheme: UG
Department: History
Credits: 30

Student Workload (hours)

| | |
|------------------------------------|------------|
| Lectures | 20 |
| Seminars | 8 |
| Practical Classes & Workshops | 2 |
| Tutorials | |
| Fieldwork | |
| Project Supervision | |
| Guided Independent Study | 270 |
| Demonstration | |
| Supervised time in studio/workshop | |
| Work Based Learning | |
| Placement | |
| Year Abroad | |
| Total Module Hours | 300 |

Period: Semester 2
Occurrence: E
Coordinator: Andrew Johnstone
Mark Scheme: UG Module Mark Scheme

| No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
|-----|---|----------|-----------|------------|-------------|-------------|
| 001 | Assignment A Essay (1,500 words) (qualifying element) | 50 | 35 | | | |
| 002 | Exam (qualifying element) Final | 50 | 35 | 2 | | |

Intended Learning Outcomes

On completion of this module, successful students will be able to:

- Analyse the main events and themes of American history from the end of the Reconstruction era to the present
- Demonstrate an informed understanding of different perspectives on key historical events and themes
- Coherently articulate interpretations of modern American history
- Demonstrate developed written communication skills

Teaching and Learning Methods

Lectures, Seminars, Directed reading, Independent guided study

Assessment Methods

- Exam (50%)
- Essay (1,500 words) (50%)
- Re-assessment of exam (50%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for tutorials - 100 hours
 Researching and writing essay - 80 hours
 Revision for exam - 80 hours
 Consulting assessment guidelines and other resources on blackboard - 5 hours
 Engagement with tutor in emails and office hours for essay planning and feedback - 5 hours

AM2013 Ethnicity and Diversity in American Literature, 1950-2000

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

| | |
|------------------------------------|------------|
| Lectures | 10 |
| Seminars | 10 |
| Practical Classes & Workshops | 2 |
| Tutorials | |
| Fieldwork | |
| Project Supervision | |
| Guided Independent Study | 128 |
| Demonstration | |
| Supervised time in studio/workshop | |
| Work Based Learning | |
| Placement | |
| Year Abroad | |
| Total Module Hours | 150 |

Period: Semester 1
Occurrence: E
Coordinator: Catherine Morley
Mark Scheme: UG Module Mark Scheme

| No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
|-----|------------------------------|----------|-----------|------------|-------------|-------------|
| 004 | Passage Analysis 2,000 words | 40 | | | | |
| 005 | Essay 3,000 words (Final) | 60 | | | | |

Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Identify aspects and definitions of ethnicity and diversity in American cultural contexts
- Analyse American literary texts in relation to these concepts
- Relate their findings and understanding of these texts and concepts to those encountered on previous literature modules
- Critically consider the complexity of analysing and discussing texts in relation to ethnicity and diversity
- Develop their own arguments through formative and summatively assessed work

Teaching and Learning Methods

This module is delivered through one weekly lecture and one weekly seminar. It is a literature focused module, which will allow students to build upon the skills acquired in their first year literature modules. In seminars, students will collaboratively consider the cultural and the historical contexts for the terms and the texts under discussion in a given week. We will relate our discussion of various concepts (hybridity, diversity, multiculturalism, etc.) to specific texts. Students are required to work on a range of literary texts selected from a variety of literary periods and forms within North American literary contexts. Each student will give a 5 minute presentation on a text of their choice once over the course of the semester. This assessment will offer students practice in clearly formulating and presenting an argument and students will receive formative feedback on their presentation from the tutor, as well as peer feedback. This formative feedback will help them prepare for their passage analysis and final essay. Students will have the chance to discuss their writing style, critical approach and argument in detail with their tutor each week, either during dedicated module office hours or during the weekly seminar and/or Study Skills lecture sessions.

Assessment Methods

- Passage Analysis 1,000 words (40%)
- Essay 1,500 words (60%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 76 hours

Research, reading and writing your assessments: 52 hours.

AM2014 Ethnicity and Diversity in American Life, from Emancipation to the Present

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

| | |
|------------------------------------|------------|
| Lectures | 20 |
| Seminars | 7 |
| Practical Classes & Workshops | 5 |
| Tutorials | |
| Fieldwork | |
| Project Supervision | |
| Guided Independent Study | 118 |
| Demonstration | |
| Supervised time in studio/workshop | |
| Work Based Learning | |
| Placement | |
| Year Abroad | |
| Total Module Hours | 150 |

Period: Semester 2
Occurrence: E
Coordinator: George Lewis
Mark Scheme: UG Module Mark Scheme

| No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
|-----|-------------------------|----------|-----------|------------|-------------|-------------|
| 005 | Essay (Final) | 60 | | | | |
| 006 | Group Oral Presentation | 40 | | | | |

Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Demonstrate an understanding of the key themes and events in the history of ethnic groups in the post Emancipation United State
- Demonstrate familiarity with, and an understanding of, the construction of ethnic identities in American life
- Show an awareness of the historiography of ethnic history and recognise that the subject is one of ongoing historical debate
- Articulate historical issues, arguments and debates over aspects of ethnicity in depth
- Develop oral presentation skills in a small group environment

Teaching and Learning Methods

20 x lectures (whole group)
 7 x seminars (small groups)
 2 x office hours
 3 x essay workshops (1 x whole group in usual lecture slot; 1 x whole group in usual workshop slot; 1 x drop in session in my office) all in last week of teaching, i.e. week 11
 The alternative reassessment for this module will be a 2500 word essay based on the topic of the Group Oral Presentation.

Assessment Methods

- Group Oral Presentation (50%)
- Essay (2,500 words) (50%)
- Re-assessment of group oral presentation (50%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

Reviewing lecture notes, reading and preparation for seminars: 28 hours;
 Group meetings in preparation for oral presentation, 10 hours;
 Research and reading for assignments, 40 hours
 Reflection on feedback, preparation and writing of assignments, 40 hours

AM3022 Autobiography and American Literature

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

| | |
|------------------------------------|------------|
| Lectures | |
| Seminars | 20 |
| Practical Classes & Workshops | |
| Tutorials | |
| Fieldwork | |
| Project Supervision | 1 |
| Guided Independent Study | 179 |
| Demonstration | |
| Supervised time in studio/workshop | |
| Work Based Learning | |
| Placement | |
| Year Abroad | |
| Total Module Hours | 200 |

Period: Semester 2
Occurrence: E
Coordinator: Nick Everett
Mark Scheme: UG Module Mark Scheme

| No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
|-----|------------------------|----------|-----------|------------|-------------|-------------|
| 005 | Assignment 1 | 80 | | | | |
| 006 | Assignment 2 (Final) | 20 | | | | |

Intended Learning Outcomes

By the end of the module students will have situated a variety of American autobiographical works in their literary, cultural and historical contexts; demonstrated competence in basic skills of written first-person narrative; explored issues of autobiography, particularly of representing individual selves and lives, both creatively and analytically

Teaching and Learning Methods

Written communication, problem solving, information handling, information technology, skills for lifelong learning

Assessment Methods

Final mark will either be essay 80%, creative portfolio 20% or creative portfolio 80%, essay 20%, whichever yields the higher mark.

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

AM3024 Modern American Poetry

Academic Year: 2018/9
Module Level: Year 3
Scheme: UG
Department: History
Credits: 20

Student Workload (hours)

| | |
|------------------------------------|------------|
| Lectures | |
| Seminars | 22 |
| Practical Classes & Workshops | |
| Tutorials | |
| Fieldwork | |
| Project Supervision | 1 |
| Guided Independent Study | 177 |
| Demonstration | |
| Supervised time in studio/workshop | |
| Work Based Learning | |
| Placement | |
| Year Abroad | |
| Total Module Hours | 200 |

Period: Semester 1
Occurrence: E
Coordinator: Nick Everett
Mark Scheme: UG Module Mark Scheme

| No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
|-----|------------------------|----------|-----------|------------|-------------|-------------|
| 007 | Assignment 1 | 80 | | | | |
| 008 | Assignment 2 (Final) | 20 | | | | |

Intended Learning Outcomes

By the end of the course students will have greater understanding and appreciation of American poetry of the twentieth century, particularly its forms and genres and its relation to tradition. They will also have practical experience of poetic composition in a variety of forms.

Teaching and Learning Methods

The course will be taught in seminars and workshops in which students will present their own poetic exercises and discuss issues in modern and contemporary poetry.

Assessment Methods

Assessment will be an essay of 2,000 words and a portfolio of poems each in a form covered by the course. Final mark will be either essay 80%, poems 20% or poems 80%, essay 20%, whichever yields the higher mark.

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities