

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

Academic Year:	2019/0	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	Assignment A Written Assignment (1,500 words) (qualifying element)	50	35			
005	Assignment B Written Assignment (1,500 words) (qualifying element) Final	50	35			

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.
- Reflect on and articulate motivations, strengths and experience of developing one or more transferable skills. [How assessed: written assignments].

Teaching and Learning Methods

20 x lectures
 8 x seminars
 2 x office hours

- The module will provide explicit guidance on how to identify personal motivations, strengths and development areas, how to develop transferable skills, and how to record skills and experience in a basic CV. This will be delivered through a combination of course materials, appropriately contextualised instruction and experiential learning opportunities (e.g. a group work activity or challenge).

Assessment Methods

- Written assignment (1,500 words) (50%)
- Written assignment (1,500 words) (50%)

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

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

Guided Independent Study: Indicative Activities

Reading and note-taking from primary sources and secondary works as preparation for seminars - 24 hours

Researching and writing assignments - 70 hours

Self-reflection on taught sessions - 8 hours

Self-reflection on assessment feedback - 1 hour

Engagement with tutor in emails and materials on Blackboard - 2 hours

On-line materials to support completion of portfolio - 5 hours.

Experiential learning opportunity to support development of one or more transferable skills - 10 hours

AM1002 Classic US Texts

Academic Year: 2019/0
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	Assignment A Passage Analysis (qualifying element)	30	35			
005	Assignment B Essay 1,500 words (qualifying element) (Final)	70	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
- Demonstrate academic integrity in submitted work through appropriate use of academic citation and referencing conventions in the discipline (for example in directly quoting or paraphrasing the work of others). [How assessed: essay].

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.

- In this module the importance and role of demonstrating academic integrity in academic work will be explained. Furthermore, this module upholds the university's regulations on academic misconduct by clearly explaining to all students what constitutes plagiarism, collusion and other unfair advantages in assessment (including clear definitions and examples) and by providing a familiarity with the penalties for academic misconduct.

The module will provide explicit guidance on how to demonstrate academic integrity, how to acknowledge the work of others appropriately and avoid plagiarism and collusion, including explicit training in how to reference any relevant type of existing work. This will be delivered through a combination of course materials, appropriately contextualised instruction and experiential learning opportunities, and the compulsory completion by each student of an on-line tutorial on avoiding plagiarism, which will be recorded.

Assessment Methods

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

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

AM1002 Classic US Texts

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

In addition to the above activities, students will also be expected to complete an on-line tutorial on avoiding plagiarism and will have opportunities for experiential learning about plagiarism in academic writing.

AM1004 US History since 1877

Academic Year: 2019/0
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:
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
005	Exam	100	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 100%

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

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: 2019/0
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	Assignment A Critical Review (qualifying element)	30	35			
005	Assignment B Essay 1,500 words(qualifying element) (Final)	70	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

-

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: 2019/0
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:
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

Essay (1,500 words) (50%), Exam (50%)

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

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:	2019/0	Student Workload (hours)
Module Level:	Year 2	Lectures 10
Scheme:	UG	Seminars 10
Department:	History	Practical Classes & Workshops 2
Credits:	15	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:	Zalfa Feghali
Mark Scheme:	UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
004	Assignment A Passage Analysis 1,000 words	40				
005	Assignment B Essay 1,500 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

-

AM2013 Ethnicity and Diversity in American Literature, 1950-2000

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: 2019/0 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
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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	Assignment A Essay 2,500 words (Final)	50				
006	Assignment B Group Oral Presentation (Re-Assessed by Essay)	50				

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

-

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: 2019/0
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

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

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
001	Assignment A	20				
002	Assignment B Final	80				

Intended Learning Outcomes

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

- Explore significant issues of autobiography, particularly of representing individual selves and lives, both creatively and analytically.
- Demonstrate competence in basic skills of first person narrative.
- Mount a developed argument about a significant aspect of autobiography in at least two American autobiographical works.

Teaching and Learning Methods

The module will be taught in ten two hour seminar/workshops in which tutor and students will discuss important themes and issues in a selection of American autobiographical works, and also read and discuss the short creative pieces written by the students themselves. The tutor will in addition provide individual supervisions on students portfolios of creative pieces in advance of their submission for assessment.

Assessment Methods

Portfolio of Creative pieces (1500 - 2000 words)
 Essay 1,500 words

Pre-Requisites
Co-Requisites
Excluded Combinations

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AM3022 Autobiography and American Literature

Guided Independent Study: Indicative Activities

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on student's independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists. Further scaffolding for independent study may be provided, where appropriate, by seminar tutors in advance of seminars. By Autonomous Learning of study. Additionally, students are expected to make use of feedback on their assessments to develop their approach to their studies, and encouraged to discuss their work with their peers outside as well as in seminars.

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 up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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 ALGs; preparing presentations); 60%
Research, reading and writing your assessments: 40% (more if you have an assessment due in midterm).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities;
Reading, researching, planning and writing your assessments: 80%
Reading ahead for next semesters modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

AM3024 Modern American Poetry

Academic Year: 2019/0
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

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

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
001	Assignment A	20				
002	Assignment B Final	80				

Intended Learning Outcomes

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

- Demonstrate a working understanding, both as writers and readers, of the basic English forms and metres (especially iambic)
- Possess insight into the significance, function and development of form and metre in modern and contemporary poetry in English.
- Practically and critically appreciate the relations between formal and thematic aspects of poetry.
- Demonstrate developed written skills, particularly in poetry.

Teaching and Learning Methods

The module will be taught in ten two hour seminars/workshops in which tutor and students will discuss the use of form and metre in select examples of modern and contemporary poetry, and also read and discuss the weekly exercises in poetic form and metre written by the students. The tutor will also provide individual supervisions on students portfolios of poetic exercises in advance of their submission for assessment.

Assessment Methods

Portfolio of Poetic Exercises (8 Poems)
 Essay (1500 words)

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

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AM3024 Modern American Poetry

Guided Independent Study: Indicative Activities

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on student's independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists. Further scaffolding for independent study may be provided, where appropriate, by seminar tutors in advance of seminars. By Autonomous Learning of study. Additionally, students are expected to make use of feedback on their assessments to develop their approach to their studies, and encouraged to discuss their work with their peers outside as well as in seminars.

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 up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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 ALGs; preparing presentations); 60%
Research, reading and writing your assessments: 40% (more if you have an assessment due in midterm).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities;
Reading, researching, planning and writing your assessments: 80%
Reading ahead for next semesters modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.