

Due to the ongoing impact of the global pandemic we have had to evaluate all of our courses to ensure that we adhere to Government guidelines to protect the health and wellbeing of our staff and students. This means that as we work through these changes the format, delivery methods and assessments for the modules below are subject to change. Students will be informed directly regarding the delivery and assessment methods for their programmes in 2020/21 and beyond and the final versions of the module specifications will be updated in due course.

AM1004 US History since 1877

Academic Year: 2020/1
Module Level: Year 1
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Synchronous Lectures	
Synchronous Small Group Teaching	10
Synchronous Practical Classes/ Workshops/Professional Placements	
Synchronous Other	
Asynchronous Lectures/Presentations	14
Asynchronous Other	
Guided Independent Study	126
Total Module Hours	150

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Assignment A: written assignment (1,500 words)	50				
003	Assignment B: written assignment (1,500 words)	50				

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

001 Assignment A - written assignment (1,500 words) 50%
 002 Assignment B - written assignment (1,500 words) 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 - 60 hours
 Preparation for assignments - 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: 2020/1
Module Level: Year 1
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Synchronous Lectures	
Synchronous Small Group Teaching	10
Synchronous Practical Classes/ Workshops/Professional Placements	2
Synchronous Other	
Asynchronous Lectures/Presentations	10
Asynchronous Other	12
Guided Independent Study	116
Total Module Hours	150

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Assignment A Critical Review (500 words)	30	35			
002	Assignment B Essay (1,500 words)	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

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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

AM2010 American Literary Figures from the Settler to the Hipster

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Synchronous Lectures	
Synchronous Small Group Teaching	10
Synchronous Practical Classes/ Workshops/Professional Placements	4
Synchronous Other	
Asynchronous Lectures/Presentations	10
Asynchronous Other	
Guided Independent Study	126
Total Module Hours	150

Period: Semester 2
Occurrence: A
Coordinator: Zalfa Feghali
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Portfolio (2,500 words)	100				

Intended Learning Outcomes

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

- Identify a range of recognisable literary figures in North American literature
- Analyse literary texts in relation to these literary figure
- Connect the figures discussed in this module to those encountered in previous literature modules
- Critically consider the complexity of periodisation and challenges to generic categorisation
- Develop their own arguments through formatively and summatively assessed work

Teaching and Learning Methods

This module is delivered through weekly two-hour workshops which will allow students to build on and hone skills acquired from taking either foundational skills modules AM1002 or EN1010. In workshops, students collaboratively consider the historical and cultural contexts for the texts under discussion as well as having the opportunity to focus closely on the literary and cinematic 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 and cultural studies. Students will have the opportunity to deliver a short informal presentation on a text of their choice once over the course of the semester. This 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 final 2,500-word portfolio. 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 workshop.

Assessment Methods

Portfolio (2,500 words) (100%)

Pre-Requisites

AM1002 or EN1010

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 - 40 hours
 Developing essay question and preliminary research - 5 hours
 Researching and writing essay - 30 hours
 Consulting assessment guidelines and other resources on blackboard - 2 hours
 Engagement with tutor in emails and office hours for essay planning and feedback - 3 hours

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

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Synchronous Lectures	
Synchronous Small Group Teaching	10
Synchronous Practical Classes/ Workshops/Professional Placements	
Synchronous Other	
Asynchronous Lectures/Presentations	20
Asynchronous Other	2
Guided Independent Study	118
Total Module Hours	150

Period: Semester 2
Occurrence: A
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 (2,500 words) Final	50				
002	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 States
- 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

AM2211 The City

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: History
Credits: 30

Student Workload (hours)

Synchronous Lectures	
Synchronous Small Group Teaching	10
Synchronous Practical Classes/ Workshops/Professional Placements	
Synchronous Other	
Asynchronous Lectures/Presentations	10
Asynchronous Other	10
Guided Independent Study	270
Total Module Hours	300

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay (3,000 words)	60				
002	Poster	40				

Intended Learning Outcomes

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

- Demonstrate an advanced understanding of key interpretations, representations, and issues pertaining to the American City
- Reflect upon, and make links between, a variety of perspectives and disciplinary approaches to the City develop and demonstrate written communication skills
- Demonstrate clarity and precision in visual communication

Teaching and Learning Methods

Lectures, Seminars, Screenings, Directed reading, Independent guided study

Assessment Methods

- Essay (3000 words) (60%)
- Poster (40%)

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 - 90 hours
- Researching and creating poster - 60 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

AM3021 Literatures of Protest: Reading and Political Action

Academic Year: 2020/1
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Synchronous Lectures
 Synchronous Small Group Teaching 14
 Synchronous Practical Classes/
 Workshops/Professional Placements
 Synchronous Other
 Asynchronous Lectures/Presentations
 Asynchronous Other 10
 Guided Independent Study 126
 Total Module Hours 150

Period: Semester 2
Occurrence: A
Coordinator: Zalfa Feghali
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay (3,000 words)	100				

Intended Learning Outcomes

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

- Discuss a range of protest texts in North America
- Consider how literature can function as protest
- Explore and evaluate the changing contexts and interpretations of protest in North America
- Understand and respond to current debates in protest literature, reader studies, and theories of reading
- Developed their own arguments through formatively and summatively assessed work

Teaching and Learning Methods

This module is taught through two-hour weekly seminars, and students will engage with literary and cultural texts through set reading and structured tasks as well as by preparing self-generated weekly seminar questions in the form of mini presentations to discuss in each session. Each session will focus on one or two specific themes through which to analyse the literary and cultural material. In preparation for the essay, students will have the opportunity to submit a detailed essay plan or page-long draft for formative feedback from the tutor and from peers.

Assessment Methods

Essay, 3000 words (100%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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AM3021 Literatures of Protest: Reading and Political Action

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 students' 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 Groups, by dissertation supervisors and by personal tutors, who will advise on your academic development across your programme 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 for 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 mid term).

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 semester's modules: 20%

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

AM3039 Modern Monsters: Contemporary American Texts

Academic Year: 2020/1
Module Level: Year 3
Scheme: UG
Department: History
Credits: 15

Student Workload (hours)

Synchronous Lectures	
Synchronous Small Group Teaching	10
Synchronous Practical Classes/ Workshops/Professional Placements	2
Synchronous Other	
Asynchronous Lectures/Presentations	10
Asynchronous Other	21
Guided Independent Study	107
Total Module Hours	150

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay (3,000 words)	100				

Intended Learning Outcomes

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

- Define the key elements of texts depicting the 'Other'
- Identify and compare the principle written/cinematic strategies of the texts on the module
- Plan an essay in response to a set question
- Contribute to a discussion of the texts and topics of the module
- Analyse work by two writers/directors on the module in response to a set question

Teaching and Learning Methods

Seminars
 Film screenings introduced by tutor
 Feedback on essay plan from tutor
 Directed reading
 Independent research

Assessment Methods

Essay (3000 words) (100%)

Pre-Requisites
Co-Requisites
Excluded Combinations

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AM3039 Modern Monsters: Contemporary American Texts

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 students' 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 Groups, by dissertation supervisors and by personal tutors, who will advise on your academic development across your programme 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.

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Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

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 semester's modules: 20%

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