

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Land of Liberty: History of the United States, 1815-2000
2	Module Code:	HIST20414
3	Credit Points:	20
4	Duration:	First half-year
5	School:	School of Arts and Humanities
6	Campus:	Clifton
7	Date:	September 2014

### 8 Pre, Post and Co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	HIST10111	Into the Past (pre-requisite for SH/JH History)
Pre	HIST10211	Medieval and Early Modern Worlds (pre-requisite for SH History)
Pre	HIST10311	Creating the Modern (pre-requisite for SH History)
Pre	HIST10412	World History (pre-requisite for SH/JH History)

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
2	Option	FT/PT		BA History
2	Option	FT/PT		BA Joint Honours Humanities
2	Option	FT/PT		BA Joint Honours Modern Languages

### 10 Overview and Aims

This module considers US History between 1815 and 2000. More specifically, it examines some of the major social, economic and political changes that took place during this period, and the forces which shaped those changes. We will explore

efforts to reform society and the attempts of excluded groups, such as Native Americans, women and African Americans, to claim greater rights. You will explore key historiographical debates and examine a range of primary sources, and will deepen your understanding of the forces which shaped American society and the experiences of Americans over almost two centuries of history.

## 11 **Module Content**

The Expanding Republic

The Market Revolution

The Age of Reform

Road to Civil War

Civil War

Reconstruction

The Jim Crow South

Progressivism

Second World War

Civil Rights Movement

Protest in 1960s

Conservatism

## 12 **Indicative Reading**

Chafe, William H. *The Unfinished Journey: America since World War II* (2007)

Foner, Eric, *Give Me Liberty! An American History* (2013)

Gilmore, Glenda. *Who Were the Progressives?* (2002)

Howe, Daniel, *What Hath God Wrought: The Transformation of America, 1815-1848* (2007)

McPherson, James M., *Battle Cry of Freedom: The Civil War Era* (1990)

Schulman, Bruce J., and Julian E. Zelizer, *Rightward Bound: Making America Conservative in the 1970s* (2008)

### 13 **Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

---

Knowledge and understanding. After studying this module you should be able to:

A1. Demonstrate a solid knowledge and understanding of the past and its interpretation, and of how societies and cultures perceive their own past and are influenced by it.

A3. Engage with and critically assess the historiographical development of core debates in history, and of the forces of historical change and the ways in which they are explained in historiographical debates.

A6. Develop and sustain historical arguments, formulating appropriate questions and utilizing evidence in the presentation and communication of these arguments.

A7. Read, analyse, and reflect critically upon historical texts and other source materials.

A8. Draw reasoned, informed conclusions about the past from incomplete, ambiguous and often contradictory evidence.

A9. Differentiate, comprehend and evaluate historical methods, theories, concepts, and critical skills in using evidence and testing the validity of statements and comprehend how these are applied to specific issues and topics.

---

Skills, qualities and attributes. After studying this module you should be able to:

B1. Assimilate material from a range of sources and use it to construct and sustain arguments orally, in written exercises of varying length and under timed conditions in examination.

B2. Demonstrate effective written, oral, visual and electronic communication skills.

B3. Demonstrate an increasing ability to apply problem solving skills through the use of contemporary historical evidence and secondary literature.

B5. Learn from and contribute to the learning experience of others through participation in group discussion and team work, recognising the value of working closely with others.

B6. Demonstrate some ability in the use of bibliographic and research skills in order to locate and evaluate sources of information, including online materials, reflecting an appreciation of the range of sources for historical study.

B7. Access and reflexively use IT to support your historical studies, including using IT for bibliographic and archive searches, data analysis, written/visual presentation of evidence and argument, and for electronic communication to and with others.

B9. Demonstrate increasing independence, resourcefulness, flexibility and confidence in the organisation and completion of your work, and in the expression of your ideas.

#### 14 **Teaching and Learning**

*Range of modes of direct contact*

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures

Seminars

Workshops

Total contact hours:

39

*Range of other learning methods*

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading and research tasks

Small group work

Independent study

Total non-contact hours:

161

#### 15 **Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
-----------------------	------------------	-------------	--------------------

1	100%	Examination	Unseen examination
---	------	-------------	--------------------

#### **Diagnostic/ formative assessment**

This indicates if there are any assessments that do not contribute directly to the final module mark

Participation and engagement in seminars and workshops on a group and individual basis
<p><b>Further information on assessment</b></p> <p>This section provides further information on the module's assessment where appropriate</p> <p>2 hour unseen examination</p>

<b>Document Management</b>		
16	Module Title:	
17	Module Code:	
18	Subject (JACS) Code	
19	Cost Centre	
20	School:	
21	Academic Team	
22	Campus	
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>
	Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date of approval:	