

LTC12D126 (15/5/13)

LEARNING & TEACHING SERVICE

FULL COURSE (route) PROPOSAL

(taught programmes only)

for NEW COURSES & MAJOR COURSE AMENDMENTS
(NEW ACADEMIC MODEL)

Please refer to the course proposal Procedure and Guidance CP-2012 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)
American History
School(s) of study & Faculty
AMS, HUM
Proposer & proposer's school
AMS
Proposed course start date <i>note 1</i>
2014- 15

Prior approvals <i>note 2</i>	required?	received?
Prior LTC approval		
Prior Council approval		
External consultation <i>note 3</i>		
Independent external academic comment		
External examiner comment		
PSRB consultation/ input		
Other external consultation/ input (please list)		

This form is in 3 parts. Please complete all 3 parts:

- Part 1** **Summary and Rationale**
Part 2 **Business Case**
Part 3 **Academic Case including Programme Specification**

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One			
S1	a	SCHOOL(S) OF STUDY	AMS
	b	FACULTY or FACULTIES	HUM
	c	JOINT PROGRAMME? (ie owned/taught by more than one School)	YES
			NO
	d	NAME/S OF COURSE DIRECTOR/S (one from each School for Joint Programmes)	MM/RF
S2 <i>note S2a</i>	a	COURSE TITLE	AMERICAN HISTORY
<i>note S2b</i>	b	COURSE CODE	V230
<i>note S2c & S2d</i>	c	AWARD	BA
	d	EXIT AWARD(S) AND TITLE(S)	
	e	FULL/PART-TIME (please specify)	FT
	f	AVAILABLE FROM:	2014-15
S3 <i>note S3a</i>	a	PROFESSIONAL AWARD (if any)	N/A
	<i>note S3b</i>	b	ACCREDITING/VALIDATING BODY (if relevant)
Date when accreditation/validation may take place			N/A
S4 <i>note S4</i>	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	X
		Integrated Masters	
		Masters	
		Other postgraduate (please specify)	
S5 <i>note S5a</i>	a	DURATION (years or months)	4 YEARS
<i>note S5b</i>	b	MODE OF ATTENDANCE (full-time, part-time, distance, other)	FT
S6 <i>note S6</i>	PLACEMENT(S)/WORK-BASED LEARNING REQUIRED	YES	
		NO	X
S7 <i>note S7</i>	RELEVANT SUBJECT BENCHMARK STATEMENT(S)	Follow link to QAA history bench mark statements:-	

		http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/history07.pdf
S8 <i>note</i> S8	ENTRY REQUIREMENTS	ABB
S9	CAREER POSSIBILITIES	<p>On completion students will be able to demonstrate critical thinking, communication skills, master textual analysis, and possess team-working and research skills. These abilities are highly valued in a number of career sectors, with potential roles and industries including:</p> <ul style="list-style-type: none"> • Consultancy • Media and creative industries • Museums/galleries • Arts administration • Marketing, market research, advertising, public relations • Civil Service • Education • New media industries • Journalism and publishing • Research • Charities
S10	JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case	
S11	UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case	
S12 <i>note</i> S12	FURTHER INFORMATION	
S13	COURSE HIGHLIGHTS (for publication)	
<i>note</i> S13	<p>This four-year degree course allows you to focus your studies on the history of the United States and its people, its emergence as a world superpower and its influence on global culture. It tracks the American story from the Revolution through the years of slavery and Civil War, the settlement of the West, and the development of modern society. Students will have the opportunity to find out everything from Native American history to the world of enslaved communities in the Old South, the struggles of black Civil Rights activists to the crucial decisions of the Presidents - who, by the atomic age of the Cold War, held the fate of humanity in their hands. By the end of your degree, you will know the American story in depth – but you will also have a keen understanding of how much of the modern world in which we live today has been shaped by this young nation, and how the history of the United States has been intimately connected with that of the rest of the globe.</p> <p>The Course Structure</p> <p>In your first year you take foundation modules that take you through America's past to the present day and introduce you to the major themes in US history – from the</p>	

	<p>meaning of 'freedom' and 'liberty' and 'democracy' to the importance of, for example, the flag or the idea of the frontier. In addition, a year-long module, Reading Cultures, gives you the critical and writing skills essential for success on this course.</p> <p>In the second year, you have a wide range of more specialist options offering the opportunity to look at, for example, the Cold War and American foreign interventions, the 1960s and the Vietnam War, Native American history, slavery and the Civil Rights movement, and to consider the significance of gender, race, or class in America's past. There is also a range of interdisciplinary options, allowing you, should you wish, to choose from thematic American Studies modules on, for example, urban culture, music, film, and so on.</p> <p>You spend you third year studying at an American or Canadian university, or, if you choose, at an institution in Australia, New Zealand, or Hong Kong.</p> <p>In your final year, you write a research dissertation on a topic of your choice, guided by your UEA supervisor. You also have a range of final-year classes to choose from – these could include a year-long documents-based 'special subject' – topics in the past have included the Cold War, slavery, Native American history, and the Civil Rights movement. You also have a choice of advanced history modules taking an in-depth look at major topics on – for example – the Supreme Court or the CIA, or gender in America. You can also choose from a range of interdisciplinary modules on subjects such as violence, the American city, land and culture, popular music, or crisis and culture in the 21st century.</p> <p>The Year Abroad Your third year is spent in the United States, Canada or Australia. We currently have exchanges with approximately 40 North American universities including institutions in California, Miami, Vancouver, Philadelphia, Washington DC and New York State. You will be asked to decide which one you would most like to attend, though not all students can be assigned to their first-choice university. While in North America, you will be required to write a dissertation on a topic agreed with the year abroad coordinator, besides taking courses alongside North American students. As the year abroad is a requirement of the course, those qualifying will continue to be eligible for local education authority support.</p>
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S14	RATIONALE FOR PROPOSAL
<i>note S14</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>This course, American History, replaces two existing courses V2L2 American History with Politics and V238 American History and Modern History.</p> <p>There are two main reasons for proposing this change.</p> <ol style="list-style-type: none"> 1. Market for American history degrees. The existing courses only partly tap the market for American history students because they imply a requirement to take specialist modules in political science or modern European history. The proposed new course will offer a more clearly-defined path for undergraduates seeking to study this subject. 2. Better-targeted delivery of teaching. Instead of requiring students to learn about political concerns and broader contexts from modules constituting parts of other

	courses in other schools (HIS and PSI), the new course will allow AMS to embed those issues in modules designed for this purpose.
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UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 2 BUSINESS CASE

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)	
BC1.1	How does the proposal fit with the University's Corporate Plan?		
<i>note</i> <i>BC1.1</i>	<p>1. AMS has recently appointed four new lecturers in American history, in addition to the four who were already in post. The new course is the other half of a School strategy for augmenting history provision and managing the staff-student ratio.</p> <p>2. Tariff. In the past, the previous incarnations of the American history BA (V2L2 and V238) tapped a niche market, largely of students with A-level scores in the region of BCC-ABB. The new course will be placed in a similar market to the existing T700 American Studies degree and will draw on applicants with minimum ABB scores and also high AAA-AAB grades.</p> <p>3. It is anticipated that the new course structure – with improved coherence and modules designed to build in progression - will support student learning so as to ensure a high level of attainment.</p> <p>4. We will use the opportunity of bringing more of the teaching within AMS to build in more provision for employability skills training, to a greater degree and with greater coordination than has been possible in the case of V2L2 or V238.</p>		
BC1.2	Proposed Recruitment Strategy		
<i>note</i> <i>BC1.2</i>	As per current activities: visit and open days; UCAS listings; prospectus; website		
BC1.3	Is the proposal commercially sensitive?	YES	
		NO	X
<i>note</i> <i>BC1.3</i>	If yes, what are the reasons?		
	N/A		

BC2 <i>note</i> <i>BC2</i>	MARKET RESEARCH	Consult with Market Research team
BC2.1	What other and type of institution offers identical and/or similar courses in the UK?	

	Manchester Metropolitan; Essex; Leicester; Sussex; Nottingham	
BC2.2	Are there any likely international competitors? (Please give brief details)	
	No	
BC2.3	What is the annual number of applicants currently applying nationally for similar courses?	UCAS figures quoted in the BAAS report, <i>American Studies in the UK, 2000-2010</i> (2012), pp. 10-11, show applications to American Studies courses in the UK in 2011 at 2884; the figure for broad History applications is around 50k per year
BC2.4	What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • employers (public services, private sector, the professions etc) 	
	AMS has recruited well onto its current History programmes; this proposal not only consolidates that established market (~20 students per year) but seeks to open the course to students less inclined to opt for a 'Studies' programme	
BC2.5	Can current and projected demand be met from existing provision?	
	Nationally:	Yes
	Regionally:	Yes
BC2.6	Where is/what are the competitive advantage(s) for UEA?	
	This course will benefit from the extremely strong reputation of the School of American Studies at UEA. The reputation of AMS has been growing consistently over past years, both in terms of research attainment and teaching and learning. The School now commands around one quarter of the market in American Studies applications nationally.	

BC3 <i>note BC3</i>	MARKET DEMAND AND RECRUITMENT	Consult with the Careers Centre
BC3.1	What graduate career opportunities may be available?	
	<ul style="list-style-type: none"> • Consultancy • Media and creative industries • Museums/galleries • Arts administration • Marketing, market research, advertising, public relations • Civil Service • Education • New media industries • Journalism and publishing • Research • Charities 	

BC3.2	Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?
	<p>Professor Brian Ward, Professor in American Studies, Northumbria University:</p> <p>“Thanks for giving me the opportunity to take a look at your exciting proposal for a new BA in American History to replace your current offerings in American History and Politics and American History and Modern History. Although there wasn't any information at BC2.3 and 2.4 on national competition or evidence of demand [this has subsequently been supplied], we all know that the appeal of American-themed modules across the Humanities and Social Sciences has never been stronger and this move to consolidate your offerings in an attractive way seems to make a lot of sense. ...I think the proposal is well-conceived and there should be a strong constituency of students eager to take this Course.”</p> <p>Dr Marina Moskowitz, Reader in American History, University of Glasgow:</p> <p>“I've looked with great interest at your detailed proposal for a new undergraduate programme in American History (to, in essence, replace earlier programmes that combined American History with either Politics or Modern History). Obviously, with the hiring you've been lucky to do in the School of American Studies, you now have a really good base to offer the full sweep of American history in some depth, and this is a great opportunity to consolidate the course offering into a coherent narrative and set of skills. This course will fill a really interesting gap between traditional History undergraduate programmes, where students with an interest in American history are often somewhat short-changed, and the broader ranging interdisciplinarity of American Studies programmes, and should attract a sector of students who aren't really served elsewhere. I think the structure works well, and particularly like the new first-year course on Historians and their Craft, which seems a great methodological intervention. I will look forward to seeing how the course evolves.”</p>

BC4	RESOURCES: STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM	
BC4.1	Student Numbers		
a	Proposed student target intake		
<i>note BC4.1a</i>	FT (Home/EU)	24	
	FT (International)		
	PT (Heads)		
	DL (Heads)		
	Minimum viable intake (ftes)		
Maximum viable intake (ftes)			
b	Are the student numbers:		
<i>note BC4.1b</i>	a) available via redistribution within the School? <i>Consult the Head of School</i>	YES	Yes
		NO	
	b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i>	YES	
		NO	No
	c) additional numbers required? <i>Consult the Planning Office (PLN)</i>	YES	
		NO	No

BC4.2	Tuition Fees	
	Please select the relevant fee schedule:	
	a) Standard Home/EU/International	YES
	b) Full-cost <i>Please consult with FFM</i>	
	c) Other <i>Please provide brief details</i>	

BC5	IMPACT		
BC5.1 <i>note</i> <i>BC5.1</i>	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager	
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES	
		NO	X
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.)		
	AMS is actively engaged within a number of initiatives to widen participation. We offer scholarships for large numbers of students going on the Year Abroad which offer financial assistance in a year of the degree when economic means may be a determining factor. Several historians in AMS specialize in race and ethnicity, making links between the school's research and the wider community through engagement projects and workshops with schools in disadvantaged areas of Norwich and Norfolk with a higher proportion of students drawn from ethnic minority backgrounds.		
BC 5.2 <i>note</i> <i>BC5.2</i>	IMPACT ON CURRENT STUDENTS AND/OR APPLICANTS		
a	For changes to existing programmes, will any current students or applicants be affected by these changes?	YES	X
		NO (go to 5.3)	
	N/A		
b	Evidence of consultation of current students and written consent obtained Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
	No students enrolled in or currently applying for V2L2 or V238 will be affected. However, they will be informed of the new degree course and offered the opportunity to change their course of study (if appropriate) or application should they wish.		
c	Informing applicants What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/conditional firm or conditional insurance offers.		
	See above. Students and applicants will be informed and given the opportunity to change to BA American History.		

BC5.3 <i>note</i> BC5.3	WHAT IS THE IMPACT / WHAT ARE THE RESOURCE IMPLICATIONS OF THE PROPOSAL ON ACADEMIC STAFF?	Consult with HOS, Dean of Faculty	
	The new course will not require students to take PSI (V2L2) or HIS (V238) modules as part of their profile (although they will have one defined choice). There will consequently be reduced student numbers for affected PSI and HIS modules, and increased demand for AMS history modules.		
a	Please give an indicative number of teaching hours required to deliver the course in any one year	8 hrs a week	
b	Are new appointments required?	YES	
		NO	X
c	If yes, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
d	What is the source of funding for new academic staff?		
e	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		
	There will be implications for both HIS and PSI in terms of their modules as the new course will not require students to take either of the School's modules as part of their profile. AMS will however encourage students on this degree to choose modules in these two schools as part of their defined choice at level 2.		
<i>note?</i> f	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined? (Please include code, credit value and level/year of any new modules and/or modules to be withdrawn or combined).		
	The School will introduce two new modules at level One: Historians and Their Craft (20 credit) and Themes of American History (20 credits). We will also rename the American History survey modules at Level One to "We The People I: The Age of Revolutions" (20 credits semester I) and "We The People II: The American Century"(20 credits semester II)		
BC5.4 <i>note</i> BC5.4	IS ANY COURSE(S) TO BE WITHDRAWN?	YES	X
		NO	
	If YES, please specify UCAS Code(s) / Course codes and session from which course(s) withdrawn?	V2L2 American History with Politics and V238 American History and Modern History	

BC6	PHYSICAL RESOURCES		
BC6.1 <i>note</i> BC6.1	What are the recurrent or non-recurrent expenditure to be incurred in respect of:		
a	Classroom and study facilities?	As current	
b	Other equipment?	As current	
c	Consumables?	As current	
d	Computer equipment?	As Current	

BC6.2	What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?		
	As Current		
BC6.3	Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).	YES	
		NO	X
	If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?		
BC6.4	Are there any start-up costs (e.g. any initial publicity and promotion?)	YES	
		NO	X
	If yes, please give details:		

BC7 <i>note</i> <i>BC7</i>	IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES		
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note</i> <i>BC7</i>	What is the impact of the proposal on support staff and resources in the office for which you are responsible?		
Date of circulation:			
BC7.1	Dean of Students (DOS)		
BC7.2	Deputy Dean of Students (accommodation)		
	Since no additional student numbers are involved there will be no impact on residences.		
BC7.3	Director of Information Services (ITCS)		
	Happy to confirm that the proposed course amendment can be supported by utilising existing IT infrastructure and support systems and it is unlikely to need additional IT resources in order for it to run.		
BC7.4	Director of Library Services (LIB)		
	We would expect the various School book budget for AMS to be fully spent up each year. It is therefore inevitable that other areas we have concentrated on in recent years may receive slightly less investment if we are adding stock for the two new modules for this degree. To help plan for this we will need to ensure that the module convenors liaise with the		

	<p>Arts and Humanities Faculty Librarian and provide module outlines before May 2014 to prepare for a Sept 2014 launch of this degree. As a starting point we have ordered additional copies of the key texts listed in sections AC4-AC12.2 for the new module 'Historians and their craft' and await details of the key texts for the module 'Themes in American History' so that these can be ordered.</p> <p>The Library can offer a digitization service for Library book chapters or journal articles in stock, subject to copyright checking, and we'd particularly encourage the module convenors of the new modules to contact their Faculty Librarian to investigate this further.</p> <p>Although no additional journals or databases are listed in BC6.2 as being required for this degree, it should be noted that the future acquisition of any new journal titles for this course would be more challenging as our journals budget is effectively capped because publisher inflation continues to exceed the headline rate of inflation (RPI). Therefore normally, in order to gain access to a new title, the current policy is for the School(s) to either identify other less-used titles of equivalent cost for cancellation, or to request the School(s) to provide additional supplementary funding.</p> <p>School response from Nick Selby As the new degree scheme being proposed replaces our two existing History ones, our expectation is that the resource implications on the school's library budget will be fairly minimal. We are happy for this balancing across the school's book budget to occur whilst stock is being added for the new modules. Indeed, because these new modules will replace current provision this adjustment will - it is felt - be easily facilitated.</p> <p>We will make sure that the module organisers (and Course Director) let the Library have copies of module outlines / reading lists well before May 2014, as requested. And AMS will make use of the digitisation service where appropriate.</p> <p>In all likelihood, the new Degree will make no demands on journal subscriptions additional to those already in place with the school. But if new subscriptions are felt necessary we will make sure funds for these are found.</p>
BC7.5	Director of Learning & Teaching Service (LTS)
	No comments to make
BC7.6	Director of Admissions (ARM)

BC8	ADDITIONAL COMMENTS
	Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.
<i>note</i> BC8	Is there anything further to add to the proposal from the perspective of your service and expertise?

Date of circulation:	20 March 2013
BC8.1	Market research (on Section BC2)
BC8.2	Careers (on Section BC3)
BC8.3	Equality & Diversity Manager (on Section BC5.1)
BC8.4	Head of Planning (PLN) (on full Business Case)
	n/a
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> BC8.5	n/a

BC9	PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE
<i>note</i> BC9	Responses appear in the relevant sections

BC10	APPROVAL OF THE BUSINESS CASE		
	APPROVAL/SIGNATURES	Approved Yes/No?	Date
BC10.1	School Director of Learning, Teaching and Quality:	Yes	18/2/13
BC10.2	Head of School (on behalf of School Board):	Yes	18/2/13
BC10.3	Dean of Faculty (on behalf of Faculty Executive):	Yes	22/4/13
BC10.4	Council (if relevant)	n/a	
BC10.5	LTC (if relevant)	n/a	

UEA LEARNING & TEACHING SERVICE

FULL COURSE PROPOSAL

Part 3 ACADEMIC CASE

AC1	COURSE MANAGEMENT INFORMATION			
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)			
	NAM for Undergraduate Courses			X
	Graduate Diplomas			
	Integrated Masters			
	PGCE			
	NAM for Postgraduate Taught Programmes			
	Postgraduate Research			
	Certificate/Diploma in Continuing Education			
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO X
AC1.2c	If so, how many modules and what is the credit volume for each module?			
	N/A			

AC2 <i>note</i> AC2	(For undergraduate or integrated masters programmes only) Please select only from the permitted options		
	Weighting for degree classification:	Exit Award (please indicate: e.g. CertHE, DipHE)	
	Stage 0		
	Stage 1	Level 1	Cert HE
	Stage 2	40%	DipHE
	Stage 3	Year abroad	
	Stage 4	60%	BA (hons)
	Stage 5		
	Stage 6		
	Stage 7		

AC3	BOARD OF EXAMINERS			
AC3.1	Is there an existing Board of Examiners?	YES	X	NO
AC3.2a	If YES, which existing board will be responsible for the course?	AMS		
AC3.2b	If NO, please enter details for new board of examiners	N/A		
AC3.3a	Are any new external examiner(s) required?	YES		NO X
AC3.3b	If yes, how many?	N/A		



PS	PROGRAMME SPECIFICATION
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

(NEW ACADEMIC MODEL)

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

PS1 COURSE PROFILE – *continued**note PS1***STAGE 1 profile**This column
will be deleted
prior to
publication

Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year- long	New / amended / existing
	COMPULSORY	20	WE THE PEOPLE I: AGE OF REVOLUTIONS	SEM 1	AMENDED
	COMPULSORY	20	HISTORIANS AND THEIR CRAFT	SEM 1	NEW
	COMPULSORY	20	READING CULTURES I	SEM 1	EXISTING
	COMPULSORY	20	WE THE PEOPLE ii: THE AMERICAN CENTURY	SEM 2	AMENDED
	COMPULSORY	20	THEMES IN AMERICAN HISTORY	SEM 2	NEW
	COMPULSORY	20	READING CULTURES II	SEM 2	EXISTING

PS1 COURSE PROFILE – continued*note PS1***STAGE 2 profile**This column
will be deleted
prior to
publication

Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year- long	New / amended / existing
	OPTION RANGE A	20	ANY AMSA2H MODULE	SEM 1	EXISTING
	OPTION RANGE A	20	ANY AMSA2H MODULE	SEM 1	EXISTING
	OPTION RANGE A	20	ANY AMSA2H MODULE	SEM 2	EXISTING
	OPTION RANGE B	20	ANY AMSA2H OR AMSA2S MODULE	SEM 1	EXISTING
	OPTION RANGE B	20	ANY AMSA2H OR AMSA2S MODULE	SEM 2	EXISTING
	DEFINED CHOICE	20	ANY HUM MODULE	SEM 2	EXISTING

PS1 COURSE PROFILE – *continued**note PS1***STAGE 3 profile**This column
will be deleted
prior to
publication

Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year- long	New / amended / existing
	COMPULSORY	N/A	YEAR ABROAD	YEAR	EXISTING

PS1 COURSE PROFILE – continued*note PS1***STAGE 4 profile**This column
will be deleted
prior to
publication

Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year- long	New / amended / existing
	OPTION RANGE A	30	YEAR ABROAD DISSERTATION	SEM 1	EXISTING
	OPTION RANGE B	30	ANY AMSA3H OR AMSA3S MODULE	SEM 1	EXISTING
	OPTION RANGE B	30	ANY AMSA3H OR AMSA3S MODULE	SEM 2	EXISTING
	OPTION RANGE B	30	ANY AMSA3H OR AMSA3S MODULE	SEM 2	EXISTING
<i>HIST3J2Y</i>	OPTION RANGE B	60	The English in America 1607-1692	YEAR	EXISTING

PS2 MAPPING LEARNING OUTCOMES

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type STAGE 0 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Develop coherent arguments using a range of conflicting evidence	EDU 0B02								
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES – *continued*

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type STAGE 1 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Deliver an oral presentation using appropriate audio-visual aids						EDU 1B03			
Develop a core knowledge of the major developments in American history and the discipline of history in the US context	Particularly AMSA1F09 AMSA1F04 Historians and their craft; Themes in American History			AMSA1F04; Themes in American History		AMSA1F09 AMSA1F04 Historians and their Craft; Themes in American History			
Develop a core critical engagement with American History and its related fields, particularly American Studies.				AMSA1F04; Themes in American History					
Demonstrate an understanding of interdisciplinary study	Particularly AMSA1F17 AMSA1F18				Particularly AMSA1F18 AMSA1F17	Particularly AMSA1F18 AMSA1F17			
Demonstrate a familiarity with the conventions of scholarship and academic writing	AMSA1F04 AMSA1F09 AMSA1F17 AMSA1F18; THEMES IN AMERICAN HISTORY; HISTORIANS AND THEIR								

	CRAFT								
Develop an ability to use diverse range of research methods and resources	AMSA1F09 AMSA1F17 AMSA1F04 AMSA1F18 Historians and their craft; Themes in American History				AMSA1F18 AMSA1F17; Themes in American History; Historians and their craft				
Develop essential oral presentation skills, including the appropriate use of audio-visual aids						AMSA1F09 AMSA1F17 AMSA1F04 AMSA1F18; Themes in American History; Historians and their craft			
Develop collaborative skills in group work and contribute to the achievement of shared goals					Particularly AMSA1F18 AMSA1F17; Historians and their craft				
Develop core independent learning and study skills	AMSA1F09 AMSA1F17 AMSA1F04 AMSA1F18 Historians and their craft; Themes in American History				AMSA1F18 AMSA1F17; Historians and their craft	AMSA1F09 AMSA1F17 AMSA1F04 AMSA1F18; Historians and their craft; Themes in American History			
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES – *continued*

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type STAGE 2 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Contrast and compare contemporary perspectives on the Second World War	HIS 2C07				HIS 2B05				
Develop a focussed knowledge of specific and defined aspects of the development of American history	All AMSA2H modules				For example: AMSA2S 03 AMSA2S 05 AMSA2S 02	For example: AMSA2H 13 AMSA2S 10			
Develop critical engagement with American History and its related fields, particularly American Studies, at an intermediate level	All AMSA2 modules				For example: AMSA2S 03 AMSA2S 05 AMSA2S 02	For example: AMSA2H 13 AMSA2S 10			
Demonstrate an understanding of interdisciplinary study at an intermediate level	Particularly AMSA2S03 AMSA2S05 AMSA2S45 AMSA2S53 AMSA2S02 AMSA2S06 AMSA2S10 AMSA2S48				For example: AMSA2S 03 AMSA2S 05 AMSA2S 02	For example: AMSA2H 13 AMSA2S 10			

Demonstrate a confident grasp of the conventions of scholarship and academic writing	All AMSA2 modules								
Develop an ability to use a focussed range of research methods and resources	All AMSA2 modules				For example: AMSA2S 03 AMSA2S 05 AMSA2S 02	For example: AMSA2H 13 AMSA2S 10			
Develop oral presentation skills, including the appropriate use of audio-visual aids, at an intermediate level						Particularly AMSA2S 10 Also, for example: AMSA2H 13			
Develop collaborative skills in group work and contribute to the achievement of shared goals appropriate to an intermediate level					For example: AMSA2S 02 AMSA2L 2				
Demonstrate focused independent learning and study skills	All AMSA2 modules					For example: AMSA2H 13 AMSA2S 10			
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES – <i>continued</i>	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type YEAR Y (Year Abroad / Year in Industry) learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
Experience different learning and teaching styles in an international context									
Understand the different international interpretations of American History, American Studies and their related fields									
Experience the opportunity for sustained independent study, including the use of international archives									
Plan and conduct initial research for an independent research project									
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES – *continued*

note PS2

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type STAGE 3 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Examine the evidence for below-ground archaeology using aerial photographic evidence				ENV 3B08	ENV 3C09				
Develop a specialist knowledge of specific and defined aspects of the development of American history	All AMSA3H modules				Particularly: AMSA3Y05 AMSA3H3Y AMSA3H7Y AMSA3S1Y Also, for example: AMSA3S22 AMSA3S24 AMSA3H01 AMSA3H03	For example : AMSA3 H3Y AMSA3 H26 AMSA3 H28 AMSA3 S02 AMSA3 S04			
Develop critical engagement with American History and its related fields, particularly American Studies, at an advanced level	All AMSA3H modules				Particularly: AMSA3Y05 Also, for example: AMSA3S22 AMSA3S24 AMSA3H01 AMSA3H03	For example : AMSA3 H3Y AMSA3 H26 AMSA3 H28 AMSA3 S02 AMSA3 S04			
Demonstrate an understanding of interdisciplinary study at an advanced level	Particularl y: AMSA3S 1Y AMSA3S				Particularl y: AMSA3S22 AMSA3S24	Particula rly: AMSA3 S02 AMSA3			

	11 AMSA3S 13 AMSA3S 02 AMSA3S 04 AMSA3S 22 AMSA3S 24 AMSA3S 30 AMSA3S 32					S04			
Demonstrate a command of the conventions of scholarship and academic writing	All AMSA3 modules				Particularly: AMSA3Y05 Also, for example: AMSA3S22 AMSA3S24 AMSA3H01 AMSA3H03				
Develop an ability to use a specialist range of research methods and resources	All AMSA3 modules				Particularly: AMSA3Y05 AMSA3H3Y AMSA3H7Y AMSA3S1Y Also, for example: AMSA3S22 AMSA3S24 AMSA3H01 AMSA3H03	For example : AMSA3 H3Y AMSA3 H26 AMSA3 H28 AMSA3 S02 AMSA3 S04			
Demonstrate oral presentation skills, including the appropriate use of audio-visual aids, at an advanced level						For example : AMSA3 H3Y AMSA3 H26 AMSA3 H28 AMSA3 S02 AMSA3 S04			

Develop collaborative skills in group work and contribute to the achievement of shared goals appropriate to an advanced level							For example : AMSA3 S02 AMSA3 S04		
Demonstrate specialist independent learning and sustained study skills at an advanced level	All AMSA3 modules					Particularly: AMSA3Y05 AMSA3H3Y AMSA3H7Y AMSA3S1Y Also, for example: AMSA3S22 AMSA3S24 AMSA3H01 AMSA3H03	For example : AMSA3 H3Y AMSA3 H26 AMSA3 H28 AMSA3 S02 AMSA3 S04		
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES – <i>continued</i>	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type STAGE 4 learning outcomes	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Develop a clinical portfolio with a critical reflective element									MED 4V02
Other: please give details									

PS2 MAPPING LEARNING OUTCOMES – continued	<i>note PS2</i>
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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type STAGE 5 learning outcomes	Assessment type									
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other	
eg Explore a clinical problem in depth within the context of private and publicly-funded settings					MED 5M06					
Other: please give details										

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES*note PS3***PS3.1 vertical and horizontal integration**

Please explain how this programme is designed to deliver a coherent body of knowledge, skills and understanding. Comment on vertical and horizontal integration, in terms of complementarity and progression of modules within and across stages.

note PS3.1

This course builds skills associated with the discipline of history across all levels. Each level provides students with a coherent set of options, enabling them to study history from a range of perspectives, including political, social, cultural and material histories, in addition to employing an interdisciplinary framework to explore how these differing approaches have been articulated to varying degrees depending on historical context and interpretation. Students advance through the levels with an increasing depth of engagement primarily via increased specialization. The course develops skills through a set of compulsory level-1 modules, which provide a base of key subject knowledge: United States historical narratives in comparative global context; an awareness of the major developments in the discipline; core skills for historians such reading and analysing primary sources in addition to more generic ones such as written and oral; and the critical, conceptual, and theoretical foundation for study in the humanities. At level 2, options ranges provide students with choices in political, social and cultural history and also provide an opportunity to study interdisciplinary modules should they wish. Those level-2 modules take a thematic approach to discrete sub-fields of American history, enabling students to learn in greater depth and with increased specialist knowledge, and feature an incrementally greater focus on primary source analysis and interpretation, deepening their skills within the discipline. In addition, interdisciplinary modules allow students to choose to expand their intellectual horizons and develop new perspectives on the study of history, particularly in respect of US culture. After the year abroad, final-year students research and write a dissertation, which provides them with training in research skills and an advanced level of primary source work. Options in the final year include year-long 'special subject' study or semester-long modules, all of which involve substantial in-depth primary source work, and which offer comprehensive engagement with major sub-fields in the discipline, or key themes in the study of US culture from an interdisciplinary perspective and in historical context.

PS3.2 feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

note PS3.2

<p>Modules at all levels employ a mix of formative and summative assessment methods. There are specific exercises, esp. at level 1, designed to focus on written and oral communication skills. Assessment methods include student poster projects, quizzes, visual essays, structured debates, and discussion cafes, as well as the more conventional essays - in formative and summative forms – oral presentations, dissertations and formal examinations. In some cases, students receive feedback on formative assignments in time to inform specific summative assignments. In other cases, a series of formative tasks, peer assessment, and online blog entries promote reflective learning which helps to improve critical skills and build a foundation for summative work.</p>	
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PS4	EXAMINATIONS	<i>note PS4</i>	
		Written	Practical (e.g. OSCEs and OSPEs)
How many modules will include an exam element?		50%	N/A
How many hours of exams are there in Stage 0? (if applicable)		N/A	N/A
How many hours of exams are there in Stage 1?		4	N/A
How many hours of exams are there in Stage 2?		6	N/A
How many hours of exams are there in Stage 3?		N/A	N/A
How many hours of exams are there in Stage 4? (if applicable)		6	N/A
How many hours of exams are there in Stage 5? (if applicable)		N/A	N/A
How many hours does the programme (as a whole) include?		16	N/A

PS5	EQUALITY	<i>note PS5</i>	
PS5.1	How do the admissions criteria ensure equality of opportunity for all applicants?		
	Suitable university and faculty policies are implemented in admissions, planning, and delivery of teaching.		
PS5.2	What steps have been taken to ensure an inclusive curriculum?		
	AMS has a depth of expertise which allows us to offer a comprehensive curriculum in American history, taking in a range of political, social and cultural approaches, and covering issues of race, ethnicity, class and gender, from US, trans-national and global perspectives. We therefore offer a curriculum that can appeal to individual students whatever their background.		
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?		
	Teaching and assessment methods are diverse and students are supported by the School's advisory system. Close monitoring of progress will ensure that specific student needs are taken account of.		

AC4	MODULE OUTLINES FOR EXISTING CORE AND COMPULSORY MODULES	
<i>note</i> AC4	Number of existing CORE AND COMPULSORY modules	6
	Module outlines attached? (Appendix 1)	Y

AC5	MINOR CHANGES TO EXISTING MODULES	
<i>note</i> AC5	Please list all existing modules, Core, compulsory and optional, to which you are proposing minor changes	
Module Code	Module Title	Minor changes proposed
AMSA1F09	Containing Multitudes I	(title only) We The People I: Age of Revolutions
AMSA1F09	Containing Multitudes II	(title only) We The People II: The American Century

AC6	NEW MODULES	
<i>note</i> AC6	How many new modules are being proposed?	2
Please complete a table AC6.x for each proposed new module		

AC6.1	NEW MODULE		
Module Title	Historians and their Craft		
Level	1		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	SEM 1		
Likely Module Organiser	RF		
Module Type (eg EX/CW/WW/PR etc)	CW		
Does the Module include an Exam? Yes/No	NO	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?	Percentage marking?	X

Proposed Module Code	AMSA1 [TBC]
Module Delivery (eg distance-learning campus based, work placement)	Campus
Brief Description	This module offers students an introduction to the core skills of historical scholarship and research. It surveys the major historiographical currents in US history, discusses different methodological approaches to the subject, and provides students with training in primary source research, analysis, and interpretation.
Aims	<p>Students completing this module will have the opportunity to gain the core skills of historical research and scholarship essential for success at undergraduate level study.</p> <p>They will become familiar with the major currents in the study of American history through an engagement with historiography.</p> <p>They will apply their learning in research exercises, in which they will seek out, analyse and interpret primary sources.</p> <p>Students will gain experience of expressing their ideas in oral and written form.</p>
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	<p>Barbara Caine, <i>Biography and History</i> (2010)</p> <p>Susan Kingsley Kent, <i>Gender and History</i> (2011)</p> <p>Alan Munslow, <i>The Future of History</i> (2010)</p> <p>John Tosh, <i>Why History Matters</i>. (2008)</p>

****Please copy and paste the above table for additional (related) courses****

AC6.2	NEW MODULE		
Module Title	Themes in American History		
Level	1		
Credit Value	20		
Teaching period, eg Semester 1, Year-long	SEM 2		
Likely Module Organiser	MM		
Module Type (eg EX/CW/WW/PR etc)	WW		
Does the Module include an Exam? Yes/No	NO	How long will the exam be? (ie 1, 2 3 hours)	N/A
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking? X
Proposed Module Code	AMSA1 [TBC]		
Module Delivery (eg distance-learning campus based, work placement)	Campus		

Brief Description	This module offers students a survey of the key contours of American cultural history. Focusing weekly on a given theme students can gain an understanding of the way in which Americans have differently interpreted the meaning of, eg, 'liberty,' 'freedom,' 'democracy,' 'happiness,' etc, and how political conflict arising from those contested meanings has shaped (and continues to shape) modern US society.
Aims	Students completing this module will have the opportunity to gain an understanding of the major themes in US cultural history. They will gain insights into the connections between political history and cultural history. Students will gain experience of expressing their ideas in oral and written form.
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)	TBC

AC 7 <i>note</i> AC7	DEFINED CHOICE
How do you envisage 'Defined Choice' working for the programme in question? Please specify for each year of the programme.	
Any HUM module. 20 credits, level 2.	

AC8 <i>note</i> AC8	JOINT COURSES		
	Is the proposed course is a joint course?	YES	
		NO	X
	If YES, how will the student experience be managed?		
	N/A		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS
<i>note</i> AC9	Please provide a summary of external professional feedback received. Append full reports as Appendix 2
	See Section BC3.2 above

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION
<i>note</i> AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.
Date of circulation:	20 March 2013
AC10.1	Head of Learning & Teaching Service (LTS)
	<p>The course looks very interesting and the rationalisation of the 2 existing courses seems sensible. The compulsory first year is useful in terms of getting student enrolments/timetables done early and will give a good grounding for the rest of the course.</p> <p>The year abroad is of course to be welcomed as it contributes to the universities employability and internationalism initiatives.</p> <p>Julia Jones</p>
AC10.2	Equality & Diversity Manager
	No comments received

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE
<i>note</i> AC11	No response required

AC12	APPROVAL OF THE ACADEMIC CASE	
<i>note</i> AC12	APPROVALS	PRINT NAME, SIGN AND DATE

AC12.1	Head of School	
	Approved:	Professor Nick Selby
	Approved with amendments:	
	Rejected:	
AC12.2	Faculty Associate Dean (for Faculty LTQC)	
	Approved:	
	Approved with amendments:	
	Rejected:	