COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	Communications, Arts and Social Sciences
Programme:	History
FHEQ **Level:**	4
Course Title:	When Worlds Collide: Race and Empire in America 1776-1914
Course Code:	HST 4100
Course Leader:	Professor Alex Seago

Student Engagement Hours:	**120**
Lectures:	22.5
Seminar / Tutorials:	22.5
Independent / Guided Learning :	75

Semester:	FALL and/or SPRING and/or SUMMER
Credits:	12 UK CATS credits
	6 ECTS credits
	3 US credits

Course Description:
Underlines the expansionist nature of American society from independence to the First World War and the effect which this has had not only on peoples both sides of the colonial frontier but also upon the development of modern American history. Particular emphasis will be placed on the origins of this early empire (economic, racist, and religious) as well as the relationship between Anglo-Americans and American-Indians, Chicanos, Blacks, Hawaiians, Cubans, Filipinos and early European immigrant groups within the United States.

Pre-requisites: None

Aims and Objectives:
The class aims to foster the acquisition, development and consolidation of a variety of historical and transferable skills through the study of particular themes in this period of American history: which particularly encourages the development of critical thinking. The particular skills focused on include research skills, close reading skills, formulating and presenting a coherent argument in seminars and in writing based upon a critical understanding of a variety of primary and secondary sources.

Programme Outcomes:
At the end of this course, the students will have achieved the following programme outcomes.

4A(i); 4B(ii); 4C(i); 4C(iii); 4D(i); 4D(iii)

A detailed list of the programme outcomes are found in the Programme Specification.
This is located at the Departmental page of the portal.

Learning Outcomes:
At the end of this course, the students will have achieved the following learning outcomes.
- Have a broad understanding of the main themes of American history covered by the course
- Be familiar with primary and secondary texts that relate to the course themes.
- Have a fundamental grasp of methods for reading and interpreting printed primary source material.
- Have developed historiographical skills
- Completes assigned work with a degree of autonomy, technical competence, clarity, and evaluative skills appropriate for a 4000-level course

Indicative Content:
- US expansionism in the long C19
- The history of the colonial frontier
- Ideological, economic, political and religious foundations of US
- Minorities, immigrants, indigenous groups in the USA
- The importance of slavery in US history
- The use of primary sources in the interpretation of history

Assessment:
This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:
The course will be taught through a combination of lectures and seminar classes. Lectures are primarily designed to give an overview of the issues and problems on a particular topic, and thereby provide guidance for seminar discussion. Seminars will be used for debates and group/sub-group discussion, and are intended to provide an interactive and participatory learning environment. Students are expected to do the set readings for each week, and to be prepared to contribute to class discussion and discussion sub-groups. The general approach to classes is informal, and discussion is viewed as an essential part of learning.

Bibliography:

- Holt, Thomas, ed.   *Major Problems in African-American History Volume 1*
- Hurtado, Albert L ed .*Major Problems in American Indian history*
- Milner, Clyde A ed   *Major Problems in the History of the American West*
- Vargas, Zaragosa   *Major Problems in Mexican American History*

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry