

**COURSE SPECIFICATION DOCUMENT**

<b>Academic School/Department:</b>	CASS
<b>Programme:</b>	History
<b>FHEQ Level:</b>	4
<b>Course Title:</b>	From Versailles to Vietnam: The United States and the World
<b>Course Code:</b>	HST 4105
<b>Course Leader:</b>	James Boys
<b>Student Engagement Hours:</b>	120
Lectures:	22.5
Seminar / Tutorials:	22.5
Independent / Guided Learning:	75
<b>Semester:</b>	Fall and/or Spring and/or Summer
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

**Course Description:**

Provides an understanding of some of the major issues and themes that underlie the development of the United States from WWI to the end of the Nixon presidency. Particular attention is paid to the emergence of the United States as a global superpower, the consequences of such a rise to dominance, including the means by which America has projected its newly acquired power globally: financially, diplomatically and militarily.

**Prerequisites:** 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:**

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

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

**Learning Outcomes:**

By the end of this course, successful students should be able to:

- Have an understanding of the advantages and disadvantages of using comparative techniques in the study of US and UK history.
- Be comfortable analysing a wide range of primary and secondary sources about both the United States.
- Have a fundamental grasp of methods for reading and interpreting printed primary source material.
- Developing writing skills across different contexts
- Have developed historiographical skills
- Complete assigned work with a degree of autonomy, technical competence, clarity and evaluative skills appropriate for a 4000-level course

**Indicative Content:**

- US and world politics from 1912-1972
- US as a superpower and consequences
- Power projection – financial, diplomatic and military
- Key historical junctures in US rise to power
- The effects of foreign policy on domestic developments
- The contested nature primary textual analysis

**Assessment:**

This course conforms to the University Assessment Norms approved at Academic Board.

**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:**

***Indicative Text(s):***

Ambrose, Stephen E. and Douglas G. Brinkley, *Rise to Globalism*, Penguin, 1997

Biggsby, Christopher & Howard Temperley, *Introduction to American Studies*.

Routledge, 2005.

Brogan, Hugh. *The Penguin History of the United States*. Penguin, 2001.

Tindall, George Brown and David E. Shi. *America; A Narrative History*. W.W. Norton, 2013.

See syllabus for complete reading list

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
Major	Revised course description		
Major	Revised Learning outcomes		
Major	Revised Indicative Content		
Minor	Revised Indicative Texts		