

## **2020/1 - AMAF4010B AMERICAN HISTORY II: THE AMERICAN CENTURY**

Spring Semester, Level 4 module

(Maximum 54 Students)

UCU: 20

Organiser: Dr Emma Long

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:A1/, B1|G2\+

Exam Paper(hrs):

Exam Period:SPR-02

In 1941, Henry Luce, publisher of Time Magazine, declared the 20th Century to be “the American Century.” This module challenges you to consider whether Luce was right. In exploring the possible answers to this question, you’ll consider the history of the United States from approximately 1900 through to the early 21st Century. Through a range of primary and secondary historical sources, you’ll be introduced to key themes, ideas, events, and people in the history of the US since the early 20th Century. In doing so, you’ll develop a deeper understanding of how American political and economic power developed and explore the challenges and opportunities Americans faced as the US became a superpower. Beginning with the massive social upheaval of industrialisation and mass immigration in the early 20th Century, you’ll also explore, among other things, the impact of the 'Jazz Age' of the 1920s, the Great Depression and New Deal of the 1930s, the impact of World War Two and the coming of the Cold War, the 'Rights Revolution' of the 1960s, the Civil Rights Movement, and the re-emergence of political conservatism and its consequences in the late 20th Century. You’ll discuss the legacy of racism in American society, changing gender roles and the consequences for society and politics, and the domestic political and cultural impact of the half-century long Cold War. You’ll deepen your knowledge of modern American history and politics and explore the ways in which the legacy of the nation’s earlier history runs through more recent events. You will learn through a combination of lectures, seminars, and self-directed study. You will draw on and strengthen your skills in researching, reading, analysing, and discussing a wide range of primary and secondary source material. You will also develop your oral communication skills and your critical writing skills through class-based discussions and written assignments.

## **2020/1 - AMAF4011B THINKING THROUGH AMERICAN HISTORY II**

Spring Semester, Level 4 module

(Maximum 36 Students)

UCU: 20

Organiser: Dr Nicholas Grant

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:F2\,G1

Exam Paper(hrs):2

Exam Period:SPR-02

This module asks you to consider the different ways that historians have approached the writing of American History. Covering different historiographical approaches (progressive history, labour history, gender history, transnational history, to name just a few) you will learn how the work of historians has been shaped by the context of their time and how history



(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Examination with Coursework or Project

Timetable Slot:G2\,G2+/'C1

Exam Paper(hrs):2

Exam Period:SPR-02

Has the United States helped or harmed the rest of the world during its rise to world power? Why has it been, and continues to be, involved in every corner of the globe? You will be offered a critical introduction to understanding the history of U.S. foreign relations. You will explore the key themes and traditions that have informed America's approach to international affairs, from foundational ideas in the 18th and 19th centuries to increasing influence in the 20th and 21st centuries. In addition to analysing traditional political and diplomatic issues, you will consider the link between foreign and domestic policies, and the role of various state and non-state actors that have shaped America's actions abroad. You will work with original primary sources, the latest secondary literature, and a range of cultural and political texts including speeches, newspapers, and editorial cartoons. This broader consideration of foreign relations history engages important contemporary trends in the historiography of U.S. foreign policy – regarding race, gender, and the “international” and “cultural” turns – and connects them to emerging trends in the fields of American history and international relations. As a result, you will gain a detailed understanding of the history of U.S. foreign relations and the legacies that continue to shape debates about America's role in the world today.

### **2020/1 - AMAH5056B NATIVE AMERICAN HISTORY**

Spring Semester, Level 5 module

(Maximum 18 Students)

UCU: 20

Organiser: Professor Jacqueline Fear-Segal

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:TBC

Native Americans are vital to a proper understanding of America. Frequently ignored, distorted, or romanticised, their histories have been entangled with the United States' history from the start and they continue to be important today. This module will follow a chronological sequence that will enable you to become familiar with key concepts and important events in Native American history, as well as recent scholarship in this field. You will have the opportunity to learn about Native communities and the lives of key figures, such as: Sequoyia, the inventor of a syllabary bringing literacy to his Cherokee people; Sitting Bull, Lakota military leader and medicine man, who led his warriors to victory against General Custer; Congressional Representative Deb Haaland from Laguna Pueblo, one of the first two Native American women elected to Congress in 2018. Indian Halloween costumes, reservation casinos, boarding schools, environmental activism, and the Native tourist industry are just some of the contemporary topics that you will study, to position this module's explorations and discussions of the histories of Native Americans within the context of the United States' settler colonialism. Assessment will be entirely through coursework.

### **2020/1 - AMAH6003B US INTERVENTIONISM, THE CIA AND COVERT ACTION**







about what it meant to write for a young audience, then and now.

### **2020/1 - AMAL6053B LITTLE WOMEN AND BAREFOOT BOYS: INVENTING AMERICAN CHILDHOODS**

Spring Semester, Level 6 module

(Maximum 20 Students)

UCU: 20

Organiser: Dr Thomas Smith

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot: WEDNESDAY 9-12

Exam Paper(hrs):

American children's literature in the nineteenth century invented the idea of modern childhood. It was also responsible for some of the most iconic characters in American literary history – from the March sisters to Tom Sawyer. Yet while contemporary audiences are as familiar with these texts as their historic counterparts, the story of the development of writing for children in America in this period is itself much less understood. This module, then, will explore the ways in which American writers addressed young audiences across a century of social and cultural change. Taking in iconic texts like *Little Women* and *The Adventures of Tom Sawyer*, it will also explore a diverse range of books written for children across this period. It will analyse their engagement with events like the Civil War, issues of national and social identity, and broader social and cultural issues relating to the shifting idea of childhood in America. More broadly, it will think about the development of children's writing in America in relation to the wider issues of American literary history, and open up debates about what it meant to write for a young audience, then and now.

### **2020/1 - AMAM4021B STUDIES IN FILM HISTORY**

Spring Semester, Level 4 module

(Maximum 100 Students)

UCU: 20

Organiser: Dr Linda Sheppard

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework and Project

Timetable Slot: E1\|E1\|H3\|H3\C1\C1\|, H2-D2

This module provides you with an introduction to the history of cinema from 1946 to 1996, as it is traditionally understood within Film Studies. It will outline important developments in global film history, which will underpin your future study. The course will help you understand some of the complex processes of historical change (e.g. technological, industrial and socio-political) that transformed cinema during the period in question and will situate particular films in the aesthetic and narrative traditions in which the films were originally made and seen.

### **2020/1 - AMAM4031B Digital Media: Concepts, Technologies & Cultures**





how this has been theorised historically. Key topics related to television comedy will be explored as case studies.

### **2020/1 - AMAM5002B CHILDREN'S TELEVISION**

Spring Semester, Level 5 module

(Maximum 24 Students)

UCU: 20

Organiser: Dr Sarah Godfrey

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:XX

Exam Paper(hrs):

Children's television is dynamic, diverse and often controversial. In this module, we examine how television has constructed childhood and how children have, in their turn, shaped television. One of the particular challenges with children's television is that it is usually made by adults for children. As society has shifted over time, therefore, children's television programming becomes caught up in debates about who and what children are; about how (much) they should watch; and, about what they should (not) be allowed to see. Because childhood is a highly debated cultural and social category, there is a large and growing body of scholarship on the topic of children's television. We use these theoretical and methodological maps to investigate the past and present of children's television, including things like: cultural studies, media ethnography, genre studies, gender studies and production studies. We look at a range of topics that may include: Saturday Morning Television, children's variety shows, animation, children's broadcasting, children's satellite channels, censorship, consumerism, pressure groups and gender.

### **2020/1 - AMAM5025B RESEARCHING MEDIA**

Spring Semester, Level 5 module

(Maximum 144 Students)

UCU: 20

Organiser: Dr Karina Aveyard

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F2

The module provides you with the key concepts and methods necessary to devise and execute an independent research project, whether using traditional academic methods or practice based research. As a result, you will cover the key processes involved in devising and focusing a research project, reflexively undertaking the research yourself and writing up your results. In the process, you will be shown how to position your work in relation to an intellectual context; devise the research questions that are practical and realistic; and develop research methods through which to address these questions.

### **2020/1 - AMAM5041B GUIDED STUDY**



















Spring Semester, Level 5 module  
(Maximum 40 Students)

UCU: 20 Organiser: Dr Jon Mitchell

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:A7\*A8/B5\*B6

Exam Paper(hrs):

With a main focus on the 20th century, we will explore key moments of change or crisis in the century and consider the ways the panic caused by such changes is distinctly gendered and/or sexualised. We will concurrently examine gender and sexual resistance to dominant ideas of American identity and the subsequent creation and/or promotion of liberationist discourses and alternative communities. Film will provide the focus for this cultural study, and the module will range widely over a number of different genres including the western, sci-fi, detective and LGBT themed works.

### **2020/1 - AMAS5024B LOOKING AT PICTURES: PHOTOGRAPHY AND VISUAL CULTURE IN THE USA**

Spring Semester, Level 5 module  
(Maximum 20 Students)

UCU: 20 Organiser: Professor Jacqueline Fear-Segal

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:TBC

This module aims to introduce students to strategies and techniques for analysing photographs and, more specifically, uses the visual record to study and illuminate the history of the USA. Viewed here as sites of historical evidence, photographic portraits, family albums, anthropological illustrations, lynching postcards, advertisements, food packaging, fashion photos are just some of the pictures that will be "read" and evaluated. Students will explore how visual texts can contribute to an understanding of nationhood, class, race, sexuality and identity in the USA, with an emphasis on the nineteenth century. Opening sessions will focus on ways of "reading" visual texts. [No previous experience of working with images is necessary]. Most of the semester will be devoted to analysing how photographic images both reflect and contribute to constructions of American identities and culture.

### **2020/1 - AMAS5048B THE AMERICAN REVOLUTION**

Spring Semester, Level 5 module  
(Maximum 0 Students)

UCU: 20 Organiser: Dr Emma Long

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:E3\*E4

Exam Paper(hrs):

The legacy of the American Revolution reverberates throughout American history and culture. In addition to representing the nation's beginnings, the events and ideas of the revolutionary era have fundamentally shaped the way Americans think about themselves, their nation, and their history. Politics, law, popular culture, and literature have all drawn on the legacy of the American Revolution. But what exactly is that legacy and how has it been used? In this module you'll explore the answers to these questions. In addition to looking at the history of the Revolution itself, you'll consider the ways in which the legacy of those events has been shaped and reshaped over time. You'll use a range of primary and secondary sources, historical and cultural, to develop a deeper understanding of the events which led to the creation of the United States. And you'll discuss and debate the ways in which that history has been retold. You will be introduced to the history of the revolutionary era, from the end of the Seven Years' War in 1763, through the war against the British, writing the Constitution, to the election of Thomas Jefferson in the "revolution of 1800." The Revolution affected nearly all aspects of American life, including the political economy of slavery, gender relations, economic development, and the pace and pattern of white settlement, all of which you will explore in this module. You will also consider the extent to which the history of the Revolution is accurately (or otherwise) represented in contemporary discussions and ask what such representations might tell us about contemporary American politics and society. By the end of the module you will have a deeper understanding of the ideas, events, and people which shaped the founding of the United States and its subsequent history. You will also develop a critical understanding of some of the ways in which that history has been used to define core American values. You will strengthen your skills in researching, reading, analysing, and discussing a wide range of primary and secondary source material. You will also develop your oral communication skills and your critical writing skills through class-based discussions and written assignments.

## **2020/1 - AMAS5049B BREAKING NEWS! AMERICAN JOURNALISM: HISTORY AND PRACTICE**

Spring Semester, Level 5 module

(Maximum 23 Students)

UCU: 20

Organiser: Dr Malcolm McLaughlin

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:A1-F1\B1-D1\

Exam Paper(hrs):

How do we know what is real and what is fake? Previous generations, we are told, could reliably turn to "the news"—but is that really true? From the very beginning, American news was always synonymous with low scandal, scurrilous rumour, and fakery. And yet, there is no doubt that there have been crucial moments when journalists and journalism have gone beyond merely reporting events, to shape the public imagination. "The news" has always





(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F2-A2\

Why do people draw their life stories in comics form? How can trauma be represented in words and pictures? What does it mean to bear witness to horrific events graphically? Throughout this module, you'll study the recent phenomenon of reality-based American comics, which stand in sharp contrast to the form's common association with superheroes and the fantastic. In addition to discovering comics' powerful potential for representing real-life events in engaging and disturbing ways, you'll learn to analyse both form and content, and will develop a critical vocabulary for reading, thinking, and writing about comics. You'll read comics that tell a wide variety of stories anchored in real life, and from many different genres, such as autobiography, memoir, investigative journalism, and war reportage. Throughout, you'll learn to pay special attention to issues of representation, spectatorship, and the position of the artist in relation to the events depicted. You'll also study a variety of critical and theoretical material that puts these comics-specific issues in conversation with more general concerns about the ethics of representing the real world in diverse written or visual forms. You'll learn through seminars and independent study, and will be assessed through coursework including a final essay. At the end of the module, you'll be able to read reality-based as well as other comics in a transformative way, and will have gained a deep understanding of how this vibrant and upcoming cultural form creates new opportunities for representing the increasingly complex personal and geopolitical realities of the world in the twenty-first century.

### **2020/1 - AMAS6060B COMICS GET REAL: GRAPHIC NARRATIVES OF AUTOBIOGRAPHY, TRAUMA, AND WAR**

Spring Semester, Level 6 module

(Maximum 2 Students)

UCU: 20

Organiser: Dr Frederik Kohlert

(UG) MODULE - 40% PASS ON AGGREGATE

Module Type: Coursework

Timetable Slot:F2-A2\

Why do people draw their life stories in comics form? How can trauma be represented in words and pictures? What does it mean to bear witness to horrific events graphically? Throughout this module, you'll study the recent phenomenon of reality-based American comics, which stand in sharp contrast to the form's common association with superheroes and the fantastic. In addition to discovering comics' powerful potential for representing real-life events in engaging and disturbing ways, you'll learn to analyse both form and content, and will develop a critical vocabulary for reading, thinking, and writing about comics. You'll read comics that tell a wide variety of stories anchored in real life, and from many different genres, such as autobiography, memoir, investigative journalism, and war reportage. Throughout, you'll learn to pay special attention to issues of representation, spectatorship, and the position of the artist in relation to the events depicted. You'll also study a variety of critical and theoretical material that puts these comics-specific issues in conversation with more general concerns about the ethics of representing the real world in diverse written or

