

MODULE SPECIFICATION FORM

Module Title: The British In America, c.1580 - 1783	Level: 5	Credit Value: 20
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Module code: HUM533	Cost Centre: GAHN	JACS3 code: V230
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Trimester(s) in which to be offered: 1	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: July 2014 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Academic Department: Creative Industries	Module Leader: Peter Bolton
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core for History and Optional for all other programmes
Scheduled learning & teaching hours: 60	
Independent study hours: 140	
Placement hours: 0	

Programme(s) in which to be offered: BA (Hons) History BA (Hons) English & History BA (Hons) History & Creative Writing	Pre-requisites per programme (between levels): None
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Module Aims:

This module aims to:

- Introduce students to the reasons for and impact of British exploration and settlement in America
- Demonstrate the evolution of Colonial identity and its impact on relations with the 'motherland'

Intended Learning Outcomes:

At the end of this module, students will be able to:

1. Analyse the changing relationship between the 'old' and 'new' world from a British perspective (KS1, KS4, KS6)
2. Evaluate the social, economic and religious motives behind British exploration and settlement (KS1, KS4, KS6)
3. Compare and contrast differing colonial identities (KS1, KS4, KS6, KS7)
4. evaluate the impact of British Colonisation on the indigenous Americans and slaves (KS1, KS4, KS6, KS7)
5. Describe the principal controversies of the period through primary and secondary source analysis (KS1, KS3, KS4, KS5, KS6)

Key skills (KS) for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

Assessment One will be a Case Study in which students will be expected to discuss and analyse the significance of a particular colony or religious grouping.

Assessment Two is an examination covering the broad themes of the course.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	4, 5	Case Study	50%		2000
2	1, 2, 3, 4, 5	Examination	50%	2 hours	

Learning and Teaching Strategies:

The module comprises lectures, seminar sessions and in-class group work. These sessions make full use primary and secondary sources and incorporate Q&A elements to stimulate discussion and encourage understanding.

Indicative Syllabus outline:

- From Exploration to Colonisation
- Colonial Identity: Virginia, Massachusetts & Pennsylvania
- Witchcraft in Salem: Old Orthodoxies and Secular Forces
- Slavery: Britain's Shameful Institution
- The emergence of an African-American Identity
- The Colonies and the Crown
- Boston Radicalism
- New Lights, old ideas: The Great Awakening
- Science and Progress: The Enlightenment in America
- The War of Independence

Bibliography:**Essential Reading**

Middleton, R., *Colonial America: A History, 1585-1776* (London: Blackwell, 1992)

Taylor, A., *American Colonies; The Settling of North America* (Oxford: OUP, 2002)

Indicative Reading

Boorstin, D.J., *The Americans: The Colonial Experience* (London: Weidenfeld & Nicolson, 1988)

Hill, F., *A Delusion of Satan: The Full Story of the Salem Witch Trials* (London: Penguin, 1995)

McFarlane, A., *The British in the Americas, 1480-1815* (London: Longman, 1994)

Zinn, H., *A People's History of the United States, 1492 to the Present* (London: Longman, 1996)

Journals

Massachusetts Historical Society

The William and Mary Quarterly

The Journal of American History

Electronic Sources

Yale: The Avalon Project

Homepage: <http://avalon.law.yale.edu/default.asp>