

PROGRAMME SPECIFICATION

1	Awarding institution/body	University of Worcester
2	Teaching institution	University of Worcester
3	Programme accredited by	Not applicable
4	Final award	BA Hons
5	Programme title	American Studies
6	Pathways available	Joint, Minor
7	Mode and/or site of delivery	Standard taught programme at University of Worcester
8	Mode of attendance	Full time/part-time with September start
9	UCAS Code	T 7
10	Subject Benchmark statement and/or professional body statement	Area Studies, 2008
11	Date of Programme Specification preparation/revision	Original course validated May 2003. Revalidated May 2006. Updated for Periodic Review, April 2010. Updated November 2010. July 2011 updated to latest template.

12 Educational aims of the programme

The course aims to:

- Enable students to investigate critically American culture, historically and in its contemporary formations.
- Promote a detailed understanding of America as dynamic, complex, and internally diverse.
- Enable students to situate US culture within a regional and global context, both historically and in the present day.
- Encourage students to develop a multi-disciplinary perspective, by drawing upon a range of methodologies from disciplines such as English and History.
- Develop the ability to analyse in a detailed and critical way, a range of source materials from historical written documents to contemporary film.
- Enable students to study abroad for one semester, normally in their second year.
- Promote a critical use of research techniques including bibliographic research skills, proficiency in textual analysis, appreciation of diverse theoretical models, and an alertness to different interpretations of issues and events.
- Foster a cross-cultural and international view of the USA.
- Provide students with cognitive, affective, and personal skills upon which they can build their subsequent careers and continued learning.
- Provide students with an interesting, structured learning experience which balances breadth of coverage with depth of analysis.
- Enable students to become self-reflexive, autonomous learners.

13 Intended Learning Outcomes and learning Teaching and assessment methods

<p><i>Knowledge and understanding:</i></p> <ul style="list-style-type: none"> • Critically analyse and demonstrate detailed knowledge of the USA; its history, culture and society. • Demonstrate awareness and critical understanding of relevant vocabulary of contributory disciplines and critical theories, and the capacity to assess and compare the merits of contrasting approaches. • Describe, differentiate and compare concepts from different disciplines and/or interdisciplinary approaches as a means of understanding the area under study. • Demonstrate awareness of, and ability to use, evaluate and compare a diverse range of relevant information and research resources. 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <ul style="list-style-type: none"> • Lectures; seminars; tutorials; group and individual project work; supervised independent learning; resource-based learning; screenings. • Teaching involves large and small group sessions. • Sessions are a mix of tutor-led, student-led and independent learning. • Learning opportunities enable active assimilation, application, questioning, debate and critical reflection. <p><i>Assessment methods:</i></p> <ul style="list-style-type: none"> • Assessment
<p><i>Cognitive and intellectual skills:</i></p> <ul style="list-style-type: none"> • Demonstrate a detailed knowledge of American culture in its diverse historical and contemporary formations. • Critically engage with the range of critical approaches and debates that constitute the framework of American Studies as a multi-disciplinary area. • Recognise, represent and critically reflect upon ideas and concepts deriving from American culture, both historically and in the present day. • Demonstrate the ability to use and evaluate a range of primary sources and research resources, including major internet-based resources. • Demonstrate the ability to select areas of research for investigation from a variety of critical perspectives and to synthesise these into a coherent argument. • Reflect critically upon their own interpretations and be able to assess and challenge accepted opinion. • Identify, represent, debate and compare a range of issues and differing opinions • Identify and analyse problems using relevant approaches, and reflect upon the scope and limitations of what has been ascertained and understood • Synthesise information, adopt critical appraisals, and develop reasoned argument based on such appraisals 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <ul style="list-style-type: none"> • Lectures; seminars; tutorials; group and individual project work; supervised independent learning; resource-based learning; screenings. • Teaching involves large and small group sessions. • Sessions are a mix of tutor-led, student-led and independent learning. • Learning opportunities enable active assimilation, application, questioning, debate and critical reflection. <p><i>Assessment methods:</i></p> <ul style="list-style-type: none"> • Assessment

<ul style="list-style-type: none"> • Communicate ideas with clarity, coherence and persuasiveness • Work independently and to deadlines within a guided framework, with a capacity to define problems/questions and to know how to set about finding answers • Reflect on personal learning and respond productively to constructive feedback • Employ effective essay and report writing skills showing ability to integrate and critically assess material from a variety of sources • Develop collaborative skills in group work, and contribute creatively, flexibly and adaptively to the achievement of shared goals • Utilise proficiently a range of information technology resources, including word-processing, use email, search databases and text files, and locate, employ and evaluate internet sites. 	
<p><i>Practical skills relevant to employment:</i></p> <ul style="list-style-type: none"> • Synthesise information, adopt critical appraisals, and develop reasoned argument based on such appraisals • Communicate ideas with clarity, coherence and persuasiveness • Work independently and to deadlines within a guided framework, with a capacity to define problems/questions and to know how to set about finding answers • Employ effective essay and report writing skills showing ability to integrate and critically assess material from a variety of sources • Develop collaborative skills in group work, and contribute creatively, flexibly and adaptively to the achievement of shared goals • Utilise proficiently a range of information technology resources, including word-processing, use email, search databases and text files, and locate, employ and evaluate internet sites. 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <ul style="list-style-type: none"> • Lectures; seminars; tutorials; group and individual project work; supervised independent learning; resource-based learning; screenings. • Teaching involves large and small group sessions. • Sessions are a mix of tutor-led, student-led and independent learning. • Learning opportunities enable active assimilation, application, questioning, debate and critical reflection. <p><i>Assessment methods:</i></p> <ul style="list-style-type: none"> • Assessment
<p><i>Transferable/key skills:</i></p> <ul style="list-style-type: none"> • Present written and oral accounts in a clear, lucid and coherent fashion. • Respond to constructive feedback both formally and informally from tutors and peers. • Exchange views with others in a constructive and open-minded context so as to work co-operatively with students from diverse backgrounds. 	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <ul style="list-style-type: none"> • Lectures; seminars; tutorials; group and individual project work; supervised independent learning; resource-based learning; screenings. • Teaching involves large and small group sessions. • Sessions are a mix of tutor-led, student-led and independent learning.

<ul style="list-style-type: none"> • Express their own opinions and defend their own critical judgments of key themes and debates in American Studies. • Acquire a range of transferable skills, graduate attributes and personal qualities which will enhance their confidence and independence both during and after their studies. • Develop an independent, organized approach to learning, and thereby practise time management skills through working to deadlines. • Develop the ability to work productively with others in groups so as to sustain exploratory discussions, plan work and explore diverse opinions with respect and critical acumen. • Develop the autonomy to construct and sustain a programme of study that allows for varying degrees of specialization in areas such as ethnic American literature or American culture and international conflict. 	<ul style="list-style-type: none"> • Learning opportunities enable active assimilation, application, questioning, debate and critical reflection. <p><i>Assessment methods:</i></p> <ul style="list-style-type: none"> • Assessment
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14 Assessment Strategy

Assessment is both formative and summative. Learning outcomes are consciously identified in course materials and related to module assessment. The full range of assessment methods and American Studies' grade descriptors are shown in the American Studies Course Handbook, Section 1 - Assessment. Assessment adheres to the University Assessment Policy for full details see: (For full information see: <http://www2.worc.ac.uk/registry/pdf/AssessmentPolicy.pdf>)

15 Programme structures and requirements

Programme Structure

The course is available in full and part-time modes. Students study two subjects at level 4, but thereafter may combine their subjects in different 'Pathways'. American Studies is offered as a minor and joint pathway at Levels 5 and 6. American Studies as a minor pathway would occupy approximately 34% of a student's study time across Levels 5 and 6 and as a joint approximately 50%. There are opportunities to take some 'free choice' modules which can be drawn from other subject areas. Each module is worth 15 credits or 7.5 ECTS. A selection of modules will be offered in any single year.

Programme Requirements

At level 4, students take at least three modules, which must include the Mandatory module, AMST1001. Across levels 5 and 6, joint students take at least seven modules, which must include the Mandatory module, AMST 2001 and one from each of the three thematic categories (Culture, Politics and Place). Minor students take at least five modules and one from each of the three thematic categories (Culture, Politics and Place). For full information see the Award Map (Appendix 1). In American Studies full attendance throughout the module will be expected.

16 QAA Academic Infrastructure

The conception of this American Studies course conforms to the Area Studies benchmark statement, particularly on the following points:

- 1.1 It provides 'dynamic and diverse opportunities for students to focus their learning on parts of the world for which they feel a strong intellectual curiosity.'
- 1.2 The course is 'multidisciplinary and interdisciplinary' and enables acquisition of 'a unique depth and breadth of insight into the social, cultural and political dynamic' of the U.S.A.
- 1.6 Its 'multidisciplinary and/or interdisciplinary nature ... provides a rich, rewarding and diverse student experience.'
- 1.7 It provides 'a means for students to acquire specialised regional knowledge while also developing the intellectual skills and qualities of mind associated with undergraduate achievement in arts, humanities and social sciences subjects.'
- 1.9 It encourages 'a strong sense of perspective and flexibility in thinking ...'
- 3.1 It 'covers a wide range of subject materials and methods of study', developing 'a broad and complementary range of knowledge and understanding.' 'Knowledge and understanding of the history and culture' of the USA, 'past and present, is central.' '... study abroad offers opportunities to enhance knowledge by direct contact with, and immersion in, the culture of the area under study.'
- 4.2 It promotes:
 - 'an ability to critically engage with the area studied from a number of disciplinary and interdisciplinary approaches, including anthropology, archaeology, art history, cultural studies, economics, film and media studies, geography, history, language(s) other than English, literature, philosophy, politics, religious studies and sociology
 - the ability to compare and contrast the appropriateness of different disciplinary approaches in an examination of the area studied
 - the ability to use and critically interrogate a range of primary and secondary written and/or oral and/or visual sources, in their original language, where appropriate
 - skills in the construction of bibliographies, library and internet research skills, proficiency in reading and analysis of texts ... and abilities in the analysis of visual and aural material as a medium for understanding another culture'
- 4.3 Provides 'students with the opportunity to acquire a wide range of generic skills, including an ability to:
 - read and use materials both incisively and with sensitivity to compare and contrast ideas and concepts found within different disciplinary and geographical contexts
 - identify and resolve problems
 - communicate ideas with clarity, coherence and persuasiveness
 - synthesise information, adopt critical appraisals and develop reasoned argument based on such appraisals
 - select and apply appropriate methodologies and theories
 - critically reflect upon the scope and limitations of what has been ascertained and understood
 - analyse issues proficiently in the light of evidence and argument
 - work with a significant amount of independence, demonstrated in self-direction, self-management and intellectual initiative both in learning and studying and in time management
 - present materials orally in a clear and effective manner, using audio-visual aids, where appropriate, and answering questions from an audience
 - listen effectively and work creatively, flexibly and adaptively with others
 - write and think under pressure and meet deadlines.'

- 5.1 It generates 'opportunities for students to integrate component disciplines and interdisciplinary approaches with regional knowledge, using appropriately designed teaching approaches and assessment strategies.'
- 5.2 It aims 'to develop graduates who are able to take a variety of approaches in their studies, to acquire skills in integrating and synthesising materials from diverse sources ...'
- 5.4 It enables acquisition of 'generic skills, including the ability to locate and access information and make appropriate and effective use of information from various sources, including libraries and the internet.'
- 5.5 'Among the variety of assessment methods used, students will be given extensive opportunities to demonstrate relevant knowledge and skills.'

17 Support for students

- American Studies students benefit from a wide range of learning and teaching methods e.g. lectures, seminars, workshops, screenings and performances.
- All students attend the one-week induction programme during which they receive copies of their American Studies Handbook, which details the operation of the course. Students will also participate in a workshop.
- Students can undertake library and IT study skill sessions during their first semester. A subject specific librarian is available for consultation.
- Additional study skills support is available from the Disability & Dyslexia Service, Student Services and through modules on writing skills.
- Written feedback on all assessment items via an Item Report Form.
- Opportunities for one-to-one tutorials with staff through the Personal Tutor system and as part of modules.
- All students have a Personal Tutor who can offer general academic support and who guides the completion of the PDP.
- At the beginning of each module students will receive a module outline, which explains module content, learning outcomes and assessment details. Online support for modules is available on Blackboard.
- At level 6 Independent Study students will be allocated a subject specific Independent Study Tutor.
- American Studies students are encouraged to take the opportunity to study abroad with the support of the established International Office team, the departmental International Officer and Course Leader.
- The University's Careers Service provides opportunities and support for career planning.
- Crèche facilities available to students with young children.

18 Admissions Policy

Admissions Policy for the course

The admissions policy for American Studies seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry Requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Accreditation of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions Procedure

Full-time applicants apply through UCAS (T7)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

19 Methods for evaluating and improving the quality and standards of teaching and learning

A range of evaluation methods are undertaken to ensure that the provision of American Studies teaching and learning is appropriate and continually improved.

- A detailed Annual Evaluation Report is presented to the Institute and University's Quality Committees and key points listed for action.
- The External Examiner's report provides an outside view and points raised here are documented in the evaluation report and subject to action points where relevant.
- Each module provides opportunities for anonymous student evaluation, with an end of module report being made by the Module Leader and copied to the Course Leader.
- Student representation on the Departmental Staff-Student Consultative Forum.
- Issues for further development of the course are discussed at Subject meetings.
- University Learning and Teaching Committee and the Learning and Teaching Centre promotes learning and teaching across the institution.
- Peer observation of teaching by staff.
- A teacher accreditation course (SEDA) for new staff, and Higher Education Academy membership.
- Tutors are engaged in continuous professional development including peer review.
- The American Studies course tutors are members of professional associations including the British Association of American Studies.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only. Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

21 Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

- Annual review of the quality of the subject.
- External Examiner's reports.
- The flexibility of the undergraduate modular scheme which allows for sequential pursuit of student interests.
- Good staff-student relations with readily accessible staff and University-wide pastoral sensitivity.
- University of Worcester has the Investors in People kitemark which was renewed in 2008.
- HEFCE Performance Indicators, particularly completion and efficiency.
- American Studies conforms to the guidelines established by the Subject Benchmark Statement for Area Studies.

22 Employability and graduate destinations

Students who undertake a joint in American studies are able to demonstrate to employers highly valued transferable skills including the ability to work across different disciplinary areas, the ability to communicate persuasively in written and verbal form, the ability to engage in thinking across cultures and between different parts of the world, and the capacity to undertake independent research. Those students who take up the opportunity to study abroad will also be able to demonstrate hands-on skills of working in different cultural contexts and significant self-motivation.

Typical career paths for American Studies students include:

- Education
- Government
- Business and commerce
- Diplomacy
- Communications and the media
- Postgraduate study

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guides and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Appendix 1- Award Map

LEVEL 4

Module Code	Module restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))		Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations (Code of Module)
				Joint	Minor			
AMST1001	Open	Introduction to American Studies	15	M	M	-	-	-
AMST1002	Open	Introduction to Hollywood Film	15	O	O	-	-	-
DRAM1110	Closed	Studies in American Theatre	15	O	O	-	-	DRAM1010
ENGL1008	Open	Introduction to American Writing	15	O	O	-	-	-
HIST1009	Closed	The U.S. Constitution: A Document of Democracy?	15	O	O	-	-	-

Joint and Minor Pathway Requirements at Level 4

Joint and Minor Pathway students must take the Mandatory module i.e. AMST1001, **plus** two (2) modules from those listed above.

In addition:

All Joint and Minor Students are permitted to choose two (2) Free Choice modules at Level 4 from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional modules from American Studies as listed above (including the shared modules from other subject areas) subject to availability.

LEVEL 5

Module Code	Module restrictions	Module Title	Credits	Status (Mandatory (M) or Optional(O))		Prerequisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations (Code of Module)	Thematic Category
				Joint	Minor				
AMST2001	Closed	Issues in American Society and Culture	15	M	O	AMST1001	-	-	*Culture or Politics or Place
AMST2002	Open	From Huck and Tom Into the 21st Century: American Children's Literature	15	O	O	-	-	-	Culture
AMST2003	Open	The Metropolis and Cultural Production, 1885-1925	15	O	O	-	-	-	Place
DRAM2110	Closed	The American Musical	15	O	O	-	-	-	Culture
ENGL2007	Open	Writing America 1750 -1860	15	O	O	-	-	-	*Culture or Place
ENGL2015	Closed	Stories of America	15	O	O	-	-	-	Culture
HIST2004	Open	Twentieth Century USA, 1917-1974	15	O	O	-	-	-	Politics
HIST2005	Open	From Slavery to Civil Rights: African-Americans, 1860-1960	15	O	O	-	-	-	Politics
HIST2016	Open	Popular Music: A Comparative History of Britain and the USA	15	O	O	-	-	-	Politics
MECS2013	Open	American Popular Television	15	O	O	-	-	-	Culture
SOCG2012	Open	Culture, Society and Film	15	O	O	None			Culture

* To ensure that students meet the requirement regarding thematic categories, in modules where various categories can apply, students may choose which category they need to fulfil this condition.

Joint Pathway Requirements at Level 5

Joint Pathway students must take the Mandatory module i.e. AMST2001, *plus* two (2) modules from those listed above.

Additional Thematic Category Requirement (Joint Pathway)

It is a requirement of the course that, of the seven (7) modules taken at Levels 5 and 6, students *must* select at least one (1) from each of the thematic categories (Culture, Politics and Place).

Minor Pathway Requirements at Level 5

Minor Pathway students must take three (3) modules from those listed above.

Additional Thematic Category Requirement (Minor Pathway)

It is a requirement of the course that, of the five (5) modules taken at Levels 5 and 6, students *must* select at least one (1) from each of the thematic categories (Culture, Politics and Place).

In addition: At Level 5, all Joint and Minor Students are permitted to choose two (2) Free Choice modules from other Open modules within the Undergraduate Regulatory Framework or two (2) further Optional modules from American Studies (including the shared modules from other subject areas) subject to availability and satisfying any pre-requisites.

LEVEL 6

Module Code	Module restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))		Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations (Code of Module)	Thematic Category
				Joint	Minor				
AMST3001	Closed	Independent Study (taken in one semester)	30	O		AMST2001	-	AMST3002	* Culture or Politics or Place
AMST3002	Closed	Independent Study (taken over two semester)	30	O		AMST2001	-	AMST3001	* Culture or Politics or Place
AMST3003	Open	The Western	15	O	O	-	-	-	Place
AMST3004	Open	Dreams of New England	15	O	O	-	-	-	Culture
DRAM3110	Open	Theatre, Ideology and “The American Dream”	15	O	O	-	-	DRAM3044	Politics
ENGL3012	Open	American Writing and the Wilderness	15	O	O	-	-	-	Place
ENGL3013	Open	Native American Writing	15	O	O	-	-	-	* Culture or Place
ENGL3014	Open	Black American Women’s Writing	15	O	O	-	-	-	* Culture or Place
ENGL3018	Open	American Writing and Dissent During the Cold War	15	O	O	-	-	-	Politics
HIST3005	Open	The USA and World War Two	15	O	O	-	-	-	Politics
HIST3007	Open	The Women’s Movements in England and the USA	15	O	O	-	-	-	Politics
HIST3008	Closed	Hollywood Goes To War	15	O	O	-	-	-	Culture

HIST3016	Open	Martin Luther King Jr. and His Opponents	15	O	O	-	-	-	Politics
MECS3008	Open	War, Democracy and the Media	15	O	O	-	-	MECS2008	Politics
MECS3012	Open	Absence, Memory and Memorial in the Twentieth Century	15	O	O	-	-	-	* Culture or Politics

* To ensure that students meet the requirement regarding thematic categories, in modules where various categories can apply, students may choose which category they need to fulfil this condition.

Joint Pathway Requirements at Level 6

Joint Honours students must take an Independent Study, either in American Studies i.e. AMST3001/2 (30 credits), or in their other subject. Students taking their Independent study in American Studies must take AMST3001/2 **plus** two (2) Optional modules from those listed above. Students taking their Independent study in their other subject must take four (4) Optional modules from those listed above.

Additional Thematic Category Requirement (Joint Pathway)

It is a requirement of the course that, of the seven (7) modules taken at Levels 5 and 6, students **must** select at least one (1) from each of the thematic categories (Culture, Politics and Place).

Minor Pathway Requirements at Level 6

Minor Pathway students must take two (2) American Studies Optional modules from those listed above (including those shared with another subject).

Additional Thematic Category Requirement (Minor Pathway)

It is a requirement of the course that, of the five (5) modules taken at Levels 5 and 6, students **must** select at least one (1) from each of the thematic categories (Culture, Politics and Place).