



UG Progression American Studies Resit Assessments 23-24

Please select your module from the list below. It will link to the resit assessment information.

Please take note of the submission instructions for your module. If you are a student trailing the assessment from a previous academic year or having a deferred resit, you will be given access to the Canvas page so that you are able to submit your work.

If you are unsure how to submit, please refer to the guidance on the Sussex website [Submitting an assessment : University of Sussex](#). Alternatively, please contact the MAH Curriculum and Assessment team for advice (mah-cao@sussex.ac.uk).

You can find your deadlines for resits on Sussex Direct

American Studies Progression Resits		
American Cities	The Look of America	Theoretical Concepts in American Studies
American Literature in the Long Twentieth Century	Modern America	Woman in America
American Political Culture	Race and Ethnicity in US History	Writing Early America: Literature to 1800
Introduction to American Studies	Roots of America	Writing the New Nation: 1800-1900

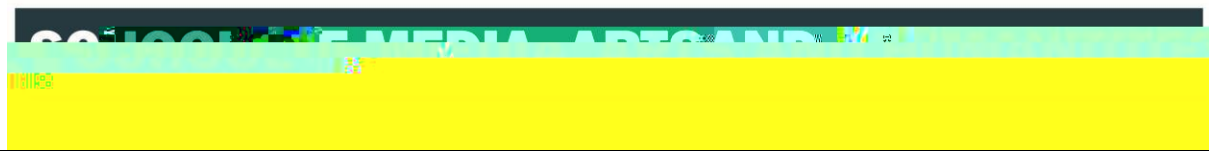
Module Title	Module Code	Format & Weighting
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4. Use one referencing style consistently throughout the essay. Guidance on [Harvard style \(in-text citations\) can be found here](#). Guidance on [Chicago Style \(footnotes\) can be found here](#).

Please choose one question from the below - If you have previously submitted an assessment for this module, using one of the below essay questions, please choose a DIFFERENT question from the below list. If you have not previously submitted an assessment for this module, you may choose any question from the below:

1. To what extent is Clyde Woods's framework of the tension between the Bourbon and Blues impulses a useful way of understanding New Orleans?
2. To what extent does Tom Piazza's portrait of New Orleans fall into line with a genre of American writing that exoticizes New Orleans?
3. According to Richard Campanella, 'defining Creole ... remains as contentious as ever.' Examine the various ways the term 'Creole' has functioned as a signifier of identity at different times in New Orleans.
4. To what extent did rogue colonialism define colonial Louisiana?
5. To what extent did New Orleans' natural resources help and/or hinder the city's 19th and 20th century development?
6. Assess the impact of the Louisiana Purchase and Anglo-American settlement on 19th century New Orleans.
7. Why did the Haitian Revolution succeed?
8. Assess the role that Black people in New Orleans have played in the African-American Freedom Struggle.
9. Why has New Orleans become so notorious for its sex trade?
10. How has the layout of urban space in New Orleans contributed to the city's social divides?
11. Assess the claim that New Orleans is a transnational city.
12. 'The emergence of a music that crossed racial boundaries also required a group that itself blurred such borders – mixed-race Creoles of Color.' [Charles Hersch] - Assess the impact of Afro-Caribbean and Creole cultural traditions on the development of Jazz in New Orleans.
13. 'Whites said race mixing would produce weakness, but ê 5α Ĩ T ·



18. Consider the extent to which Katrina was the result of decades of state and federal disinvestment in the city of New Orleans.
19. In what ways did Katrina expose the truth behind New Orleans's facade?
20. To what extent did the nation view Katrina as a localized disaster as opposed to an American national disaster?
21. To what extent has New Orleans served as a locus for the projection of America's anxieties around race and culture?
22. Assess the theme of nostalgia vs. criticism in cultural responses to Hurricane Katrina.

American Studies Single Honours, American Studies Joint honours and V&E students should submit to [T7066 American Cities](#).

Law with American Studies students and elective students from other degrees should submit to [T7066E American Cities](#).

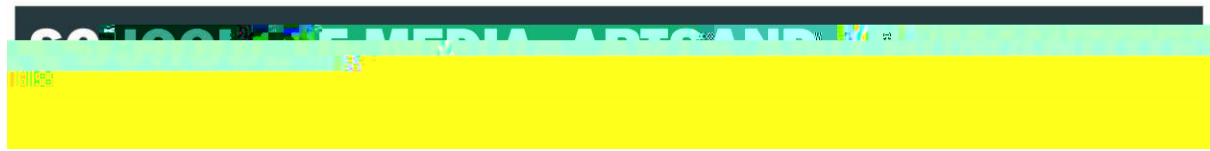
Module Title	Module Code	Format & Weighting
American Literature in the Long Twentieth Century	T7062	See below
Assessment Details and Expectations		

Assessment: Portfolio 100%



Choose a detail from one of the literary texts set on the module. Choose something focused





18. Allen Ginsberg writes, “America when will we end the human war?” Analyse the representation of the United States in one or two poems by Redmond, Sanchez, Ginsberg, Corso, di Prima, O’Hara, or Mayer or speeches by Martin Luther King, Jr., Malcolm X, or Angela Davis.

19. Charlotte Perkins Gilman, Audre Lorde, the Combahee River Collective

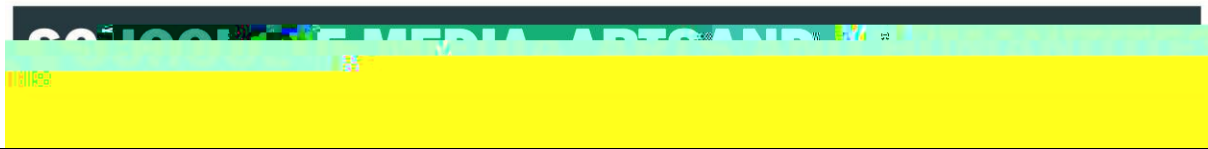
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Introduction to American Studies	T7044	See below
Assessment Details and Expectations		
RESIT: ESSAY (100%) Canvas instructions apply . If this is your second attempt at the assessment, please choose a different question title. Submit to Canvas .		

Module Title	Module Code	Format & Weighting
The Look of America	T7002/T7002E	See below
Assessment Details and Expectations		
RESIT: CEX (100%) Computer Based Examination (2 hours) Candidates should attempt <u>ONE</u> question from Section A and <u>ONE</u> question from Section B. There is no formal word count limit for this assessment, though a suggested guideline would be around 1,000 words per answer (so a total of 2,000 words overall). Please check your Sussex Direct Assessments Timeline for details of when your CEX will be released and due for submission. Paper will be uploaded to Canvas site at the start of the exam window. Please ensure that you are using and submitting to the correct Canvas site for your cohort: American Studies Single Honours, Joint honours and V&E students should submit to T7002 The Look of America . Law with American Studies students and elective students from other degrees should submit to T7002E The Look of America .		

Module Title	Module Code	Format & Weighting
Modern America	T7046	See below
Assessment Details and Expectations		
RESIT: CEX (100%) Computer Based Examination (2 hours) Candidates should attempt <u>ONE</u> question from Section A and <u>ONE</u> question from Section B.		

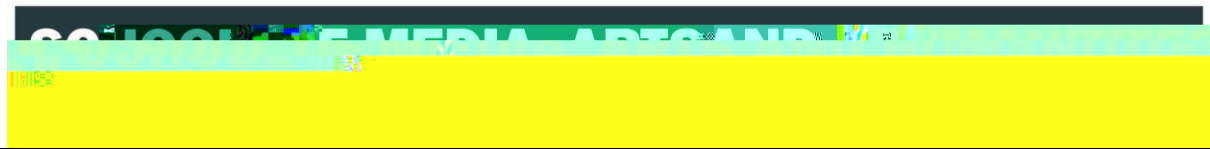


There is no formal word count limit for this assessment, though a suggested guideline would be around 1,000 words per answer (so a total of 2,000 words overall).

Please check your Sussex Direct Assessments Timeline for details of when your CEX will be released and due for submission.

[Paper will be uploaded to Canvas site at the start of the exam window.](#)

Module Title	Module Code	Format & Weighting
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[V3029E Race and Ethnicity in US History.](#)

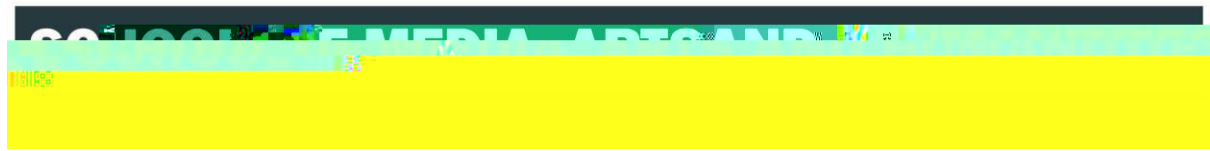
Module Title	Module Code	Format & Weighting
Roots of America	T7045	See below
Assessment Details and Expectations		

RESIT: CEX (100%)

Computer Based Examination (2 hours)

Candidates must attempt TWO questions

Although there is no formal word count limit for this assessment, you are advised to aim for at least 1,000 words per answer (so a total of 2,000 words overall).



write an essay answer on an exam, except that, unlike for an exam, you have free access to your primary texts and source materials and flexibility on time. Mini-essays should clearly address the question and supply evidence from the appropriate source text(s). The best answers will go beyond summary to show analytical thinking and reflection. Appropriate and scholarly secondary sources are permissible but, in this context, secondary reading is not required or encouraged.

Keyword essay

This assessment is inspired by the cultural materialist Raymond Williams's classic 1976 book *Keywords: A Vocabulary of Culture and Society*, which unpacks the cultural meaning and use of loaded and complex words, such as "nature" and "society." John Pat Leary's project *Keywords for the Age of Austerity* is conducted in a similar spirit. Your keywords will be a bit more specialized than the ones that Williams investigates, though, and instead of the historical deep dive that Williams does, you'll build on your reading and thinking from this module.

Specifications.

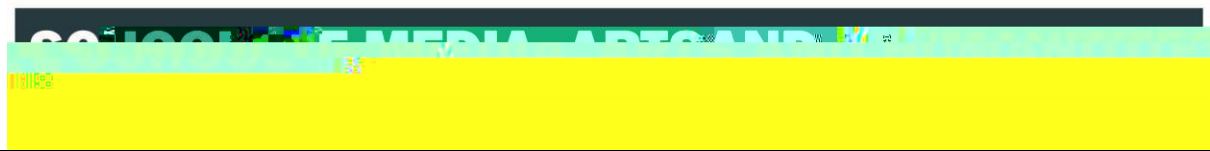
- 1500 words
- must focus on one of the concepts listed below
- must include an original primary source/example of how the concept is useful, drawn from an American Studies context (can be historical, cultural, literary, etc.)
- you should cite appropriately using Chicago, MLA, MHRA, or Harvard style. *If you use an automatic citation generator, you must check to ensure that the metadata is correct. There is no excuse for listing a translator as an author or formatting a journal article like a book.*

Keyword Essay instructions:

Explain, using specific quotations from relevant theoretical sources and one primary source of your own choosing, a concept from the list below. Your explanation must be rooted in knowledge of theoretical texts; i.e. you are not being asked to riff on your personal feelings about "power." You will not be able to explore every aspect of your keyword, so choose a dimension on which to focus. For instance, if you are writing about "imagined communities," you may choose to focus on the role of media in producing homogeneous, empty time.

Most of the keywords listed below are not simple, tidy ideas that can just be applied; in fact, many of them (such as "freedom" and "power") are here precisely because they are too often





Sexuality, vol. 1 and the 17 March 1976 lecture from "*Society Must Be Defended*".

Questions for Weeks 8-10

Q. Why can nations easily accommodate individuality and diversity within them? Explain with reference to *Imagined Communities*.

R. How do mass media help construct imagined communities, regardless of what they are saying? Explain with reference to *Imagined Communities*.

S. Compare and contrast the role of mass media in Adorno's argument in "Culture Industry Reconsidered" and Anderson's argument in *Imagined Communities*.

T. How do settler moves to innocence impede real decolonization? Explain with reference to Tuck and Yang's "Decolonization Is Not a Metaphor," using **no more than** two settler moves to innocence as examples.

U. Why is the term "free market" imprecise as a description for neoliberalism? Explain with reference to David Harvey's *Brief History of Neoliberalism* and/or Michel Foucault's *Birth of Biopolitics*.

V. Compare and contrast how liberalism and neoliberalism understand the individual, with reference to Foucault's *Birth of Biopolitics* and/or Harvey's *Brief History of Neoliberalism*.

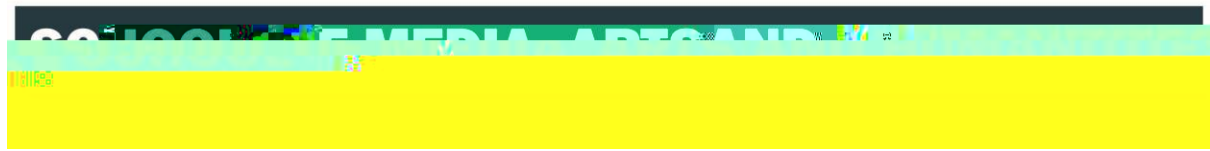
Submit to [Canvas](#).

Module Title	Module Code	Format & Weighting
Women in America	T7077	See below
Assessment Details and Expectations		
RESIT: POF (100%) Canvas instructions apply . If this is your second attempt at the assessment, please choose different historical sources for your source analysis and a different question title for your essay. Submit to Canvas .		

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Writing Early America: Literature to 1800



Take the time to edit your essay carefully to ensure that it is coherent, well-organised, and free of grammatical and typographical errors. *Print it out and read it as you edit!*

Do not exceed the number of words (1000) for the assignment. Use of plagiarised material will warrant immediate failure for the paper and possibly for the module.

Submit to [Canvas](#).

RESIT: ESSAY (70%)

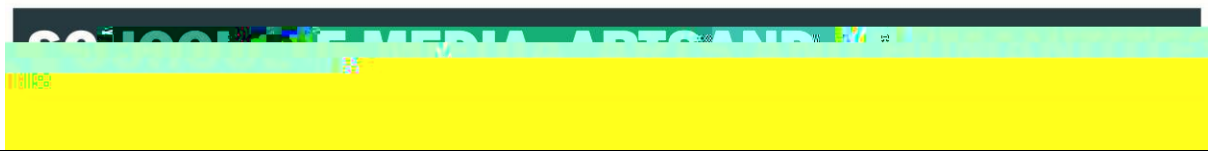
Essay 2 (70%)

Assessment details:

Answer ONE of the following questions in a well-written essay of 2,000 words that covers TWO writers (unless otherwise indicated).

If you have already submitted an essay, you may answer the same question BUT you must you use different writers; alternatively, you may answer a different question (using the same writers as your original essay or different writers, as you prefer):

1. "The works of many Puritan poets express the enduring will to articulate desire, conflict, uncertainty, and longing even in a highly controlled society" (Emory Elliot). Discuss with



sources that you find to be relevant or useful.

Be sure you reference all of your sources and please follow the guidelines for academic writing by formatting them properly and including a bibliography, following an appropriate and consistent citation style.

Take the time to revise and edit your essay carefully to ensure that it is coherent, well-organised, and free of grammatical and typographical errors.

Submit to [Canvas](#).

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Writing the New Nation: 1800-1900