1. **Title of the module**

HIST7650/ HIST7660 (HI765/HI766) From Buffalo Bill to Bison Burgers: The American West in the 20th Century

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Levels 5 & 6

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

History (single honours and joint honours); Military History; American Studies.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a deeper understanding of the political, cultural, economic and environmental processes that define the twentieth-century American West.
	2. Appreciate the role of the West in the national culture and identity of the United States in the same period
	3. Recognise different historical viewpoints on the West, and be able to evaluate their social construction.
	4. Utilize a wide range of secondary sources as well as primary material including novels, films, brochures, and internet sites.
	5. Demonstrate a greater level of skill in critically appraising works of art, literature and film as historical sources.

**On successfully completing the module at Level 6 students will also be able to:**

* 1. Demonstrate a greater aptitude in analysing primary sources.
1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Synthesize and deploy information effectively through analysing primary and secondary texts.
	2. Demonstrate self-directed learning, fluency of expression, critical thought and independence of mind.
	3. Demonstrate improved communication and team-building skills.

**On successfully completing the module at Level 6 students will also be able to:**

* 1. Demonstrate a more sophisticated understanding of conflicting historical perspectives and sources together with a broader epistemological awareness.
1. **A synopsis of the curriculum**

This course explores the American West in the twentieth century, looking at social, political, economic and environmental dynamics. It plots the continuing evolution of the trans-Mississippi region in its ‘developed’ state (post the closure of the Frontier) as a geographical and an imagined space. A core aim of the course lies in illuminating the West as a contested space party to many visions. Emphasis is placed on exploring this constructed mythology via various modern mediums including Wild West shows, Disneyland and the cowboy brand in politics. The course will engage with the Hollywood Western as an evolving product, situated in its twentieth-century context, as well as revisionist scholarship on the region based around ideas of continuity versus change, ecological transformation and variegated Western identity.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

William Cronon, *Under An Open Sky: Rethinking America’s Western Past* (W. W. Norton and Company, New York, 1992)

Richard Misrach, *Bravo 20: The Bombing of the American West* (The Johns Hopkins University Press, Baltimore, 1990)

Patricia Limerick, *Legacy of Conquest: Unbroken Past of the American West* (W. W. Norton & Company , New York, 1987)

Mike Davis, *Ecology of Fear: Los Angeles and the Imagination of Disaster* (Vintage Books, New York, 1999)

Clyde Milner, ed., *Major Problems in the History of the American West* (Wadsworth Publishing, Belmont, 1997)

Richard White, *‘It’s Your Misfortune and None of my Own’: A New History of the American West* (University of Oklahoma Press, Norman, 1991)

1. **Learning and teaching methods**

Contact hours: 30

Private Study hours: 270

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods

Essay 1 (3,000 words) 30%

Essay 2 (3,000 words) 30%

For Level 6 students, one essay must be of a thematic/historiographical nature. Level 6 students will also be expected to utilize primary source materials in their answers.

Take Home Test: 20%

Seminar Presentation: 20%

For Level 6 students, both of the above exercises will require a thorough understanding of competing historiographical arguments as well as showing evidence of a comprehensive and critical deconstruction of relevant primary sources.

* 1. Reassessment methods

100% Coursework (3,000 word essay)

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| In-class Work | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Oral Assessment | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

As a module dedicated to the study of the American West in the twentieth century, this is a module that is almost entirely international in focus. The emphasis on the mythology of the American West and the West in popular culture provides perspectives from both the US and popular culture further afield.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 29/01/18 | Minor | September 2018 | 5, 10, 13-14 | No |
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