1. **Title of the module**

HIST6063 (HI6063) - California: The Golden State

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)**

Level 6

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

60 credits (30 ECTS)

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

Autumn and Spring

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

None

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

BA History (Joint and Single Honours), BA American Studies

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate a systematic understanding of California history over a broad period of study, with particular skills demonstrated on a number of case studies.

8.2 Navigate an interdisciplinary approach to US history that includes the exploration of various other disciplines (literature, film studies, geography, and sociology).

8.3 Compose written assignments and oral arguments situated within the discourse of California studies by navigating a variety of apposite sources including novels, reports, records, diaries, music and film (alongside traditional histories).

8.4 Critically evaluate how California issues relate to important themes such as gender, nationalism, identity, ethnicity and race, immigration and environmental hazards.

8.5 Recognize problematic concepts and labels such as ‘California exceptionalism,’ ‘the California Dream’ and ‘Californication’.

8.6 Plan and write an original American Studies/American history essay devising and sustaining a coherent argument.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Participate in discussion, make their own contributions to discussion and listen to and respect the contributions of others through the three-hour seminar format.

9.2 Engage in group work, cooperating on set tasks toward answering questions presenting individual and group responses.

9.3 Communicate their own ideas clearly and coherently, orally and in writing, assisted by peer and teacher feedback.

9.4 Effectively manage their own learning, plan their use of time, and identify appropriate directions for further study, encouraged by the teacher.

9.5 Apply the methods and techniques they have learned to produce word-processed assignments that are of a high standard of presentation and professionalism and apply their knowledge and understanding of the topics covered.

9.6 Draw on their own independent research skills in gathering and interpreting primary resources (including film and literature) for detailed analysis.

1. **A synopsis of the curriculum**

This special subject explores California history from Native American times to modern day. It charts the rise to power of the US Pacific Coast and the many complexities that come with mass immigration, technological innovation and cultural frontierism. The special subject does not provide a simple narrative of state history, but instead employs a series of case studies to illuminate key periods of California’s past and present, auto-stops, if you will, to navigate the Golden State as both a place, an idea and, most significantly, an image. The case studies also facilitate an interdisciplinary approach to the topic, for example, the Great Depression in California is considered by a session on the life of the hobo, his music, migration, work and community in the period. Sources here include Nels Anderson’s classic sociological text ‘On Hobos and Homelessness’ and collections of Okie/hobo music of the period. A number of movie showings will relate both the rise of Hollywood as a state industry as well as Hollywood’s own social commentary on the California experience. The California dream and the notion of California exceptionalism will be critiqued across the module. Students will be expected to immerse themselves in the culture industry of the state and truly explore what (if anything) makes California so special or Golden.

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

CHAN, S., OLIN, S. and PATERSON, T. (eds.) (1996) Major Problems in California History. Boston: Wadsworth Publishing.

DAVIS, M. (2006) City of Quartz. London: Verso Books.

DAVIS, M. (1999) Ecology of Fear. New York: Vintage Books.

GUTIERREZ, R. and ORSI, R. (1998) Contested Eden: California Before the Gold Rush. Berkeley: University of California Press.

JOHNSON, S. (2001) Roaring Camp: The Social World of the California Gold Rush. London: W. W. Norton & Co.

MCWILLIAMS, C. (1999) California: The Great Exception. Berkeley: University of California Press.

MUIR, J. (1912) The Yosemite. New York: The Century Company.

STARR, K. (2007) California: A Modern History. New York: Modern Library Inc.

RAWLS, J. and BEAN, W. (2011) California: An Interpretive History. New York: McGraw-Hill Education.

WALDIE, D. (2005) Holy Land: A Suburban Memoir. London: W. W. Norton & Co.

WILLS, J. (2012) Conservation Fallout: Nuclear Protest at Diablo Canyon. Reno: University of Nevada Press.

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

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

2x Essay 3500 words 24%

Source Analysis 1500 words 6%

Source Analysis 1500 words 6%

Seminar Presentation 5-10 minutes 4%

Examination 2 x 2 hours 60%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** |
| **Seminar** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Presentation* | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |  |
| *Source Analysis 1* | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** |
| *Source Analysis 2* | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** |
| *Essay 1* | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  |
| *Essay 2* | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  |
| *Examination 1* | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** |
| *Examination 2* | **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**

In terms of internationalization, the module engages with the development of a prominent US state across time (subject content), with assessment tasks requiring students to analyze international themes such as international migration, conquest/colonialism, as well as cultural exchange and impact.

*Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see* [*https://www.kent.ac.uk/global/curriculum.html*](https://www.kent.ac.uk/global/curriculum.html)*.*

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018