1. **Title of the module**

HIST7950 (HI795) - Inviting Doomsday: US Environmental Problems in the Twentieth Century

HIST7960 (HI796) - Inviting Doomsday: US Environmental Problems in the Twentieth 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)**

Level 5 (HIST7950)

Level 6 (HIST7960)

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

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

None

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

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

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

8.1 Have acquired an understanding of how environmental history functions, its problems and its advantages, and how it differs from other types of history (social, economic etc.) and other disciplines (geography, sociology etc.)..

8.2 Have produced (and reflected on) written assignments and oral arguments situated within the discourse of environmental history by navigating a variety of apposite sources including eco-novels, ecological reports, and geography texts (alongside traditional histories).

8.3 Have critically analysed the relationship between US citizens and their surroundings over the course of the twentieth century and be able to relate this past to present dilemmas in American environmental policy.

8.4 Have discussed how environmental issues relate to other important themes such as gender, nationalism and racism.

8.5 Have recognized problematic concepts and labels such as ‘wilderness,’ ‘nature’ and ‘ecology’ in the canon of environmental history.

8.6 Have improved their ability to analyse, criticise and assess historical arguments.

8.7 Have analysed visual sources including maps, films, and documentaries.

8.8 Have improved their ability to plan and write an original history essay and to organise it around 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 two-hour seminar format.

9.2 Engage in group work, cooperating on set tasks toward answering historical questions (such as why was Rachel Carson’s Silent Spring controversial), 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 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study, encouraged by the teacher.

9.5 Produce word-processed assignments that are of a high standard in terms of presentation and professionalism.

9.6 Effectively research using the Internet; recognizing the variety of sites on environmental issues located on the world wide web and their associated problems/benefits.

9.7 At Level 6, students will negotiate more advanced assignments (such as studying the interface between the stories of Edward Abbey and the philosophy of Earth First!) drawing on their own independent research skills in gathering and interpreting primary resources.

1. **A synopsis of the curriculum**

Condemned by the international community for refusing to sign the Kyoto Accords, rendered powerless by electricity blackouts, and stricken by the Hurricane Katrina disaster, the United States of America is today embroiled in a narrative of environmental controversy and catastrophe. This module explores to what extent the USA has been ‘inviting doomsday’ throughout the modern (twentieth-century) period. Commencing with an introductory session on writing and researching American environmental history, the module is then split into four sections: Science and Recreation, Doomsday Scenarios, Environmental Protest, and Consuming Nature. Over the twelve weeks we will consider a range of environmental issues that include wildlife management in national parks, pesticide spraying on prairie farms, nuclear testing in Nevada, and Mickey Mouse rides in Disneyland. By the end of the module, we will have constructed a comprehensive map of the United States based around themes of ecological transformation, assimilation and decay.

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

Abbey, Edward (1975) The Monkey Wrench Gang

Carson, Rachel (1963) Silent Spring

Jones, Karen & John Wills (2005) The Invention of the Park

Merchant, Carolyn (2002) The Columbia Guide to American Environmental History

Nash, Roderick (1989) American Environmentalism: Readings in Conservation History

Price, Jennifer (1999) Flight Maps: Adventures with Nature in Modern America

Rothman, Hal (1998) The Greening of a Nation

Steinberg, Ted (2002) Down to Earth: Nature’s Role in American History

Wasko, Janet (2001) Understanding Disney

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

**Level 5 and 6**

Essay 1 3000 words 20%

Essay 2 3000 words 20%

Oral contribution XXX 10%

Examination 2 hours 50%

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)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | X |  | X | X | X |  | X |  |  |  |  |  | X | X | X |
| Seminars | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
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| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1  | X | X | X | X | X | X | X | X |  |  | X | X | X | X | X |
| Essay 2  | X | X | X | X | X | X | X | X |  |  | X | X | X | X | X |
| Oral contribution | X | X | X | X | X | X | X |  | X | X | X | X |  | X | X |
| Examination | X |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
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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 explores environmental problems through the case study of the USA (subject content), with assessment tasks including consideration of the challenges of modern pollution, eco-disasters, opportunities for green living and recreation, as well as environmental protest. Teaching activities encourage students to think globally, and recognize environmental problems as crossing borders.

*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