1. **KentVision Code and title of the module**

HIST7630 How the West Was Won (or Lost): The American West in the Nineteenth Century

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

Arts and Humanities, School of History

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

Level 5 (HIST7630)

Level 6 (HIST7640)

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** **and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

BA History (Joint and Single Honours), BA Military History

1. **The intended subject specific learning outcomes.
On successfully completing the level 5 and 6 module students will be able to:**
	1. Acquire a deeper understanding of the issues and controversies underlying the history of the American West in the nineteenth century.
	2. Understand the basis of environmental history as a historical approach.
	3. Appreciate the contested nature of writing on the West through the analysis of historiographical debates (specifically Turnerian versus revisionist narratives).
	4. View the West not just as a geographical space but as a concept that evolves and is contested over time.
	5. Engage with a wide range of secondary sources as well as primary material including diaries, novels, government reports and magazines.
	6. Develop a greater level of skill in critically appraising works of art, literature and film as historical sources.
	7. Students taking the module at level 6 will have developed a greater aptitude in analysing primary sources which illuminate the themes outlined in Section 13, below.
2. **The intended generic learning outcomes.
On successfully completing the level 5 and 6 module students will be able to:**
	1. Synthesize and deploy information effectively.
	2. Reflect on their engagement in self-directed learning, fluency of expression, critical thought and independence of mind. Students will be encouraged to reflect on, and improve, their performance via the provision of feedback.
	3. At level 6 students will additionally develop a more sophisticated understanding of conflicting historical perspectives and sources together with a broader epistemological awareness.
	4. Improve communication skills and engage in team-building.
3. **A synopsis of the curriculum**

This course explores the American West, looking at the social and economic dynamics underlying Western history, together with processes of environmental transformation. The unit spans a chronological period from 1803 – the Louisiana Purchase - to 1893 – the date of the Chicago Exposition and Turner’s famed ‘Frontier thesis’.

Commencing with a look at constructions of the West in history, literature and film, the course moves on to critically analyse key issues and moments in Western History including the Lewis and Clark expedition, the Gold Rush, and the Indian Wars.

Outline themes include the construction of regional identities, protracted conflicts for resources, and the importance of the West as a symbolic landscape.

A key aim of the course lies in facilitating critical discussion on the process of nineteenth-century westward expansion, addressing issues of colonial conquest, environmental despoliation, economic change, and social cohesion. Through lectures and seminars, we will explore the major themes of Western history in this period and examine relevant historiographical debates. Portrayals of the West in art, literature, and film will be used extensively to illustrate the diversity of Western culture and situate the importance of myth in shaping popular and historical discourse.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact hours**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

**Levels 5 and 6**

Essay 1 3000 words 30%

Essay 2 3000 words 30%

Oral presentation 30-minutes 20%

Thematic Timed Essay (1,000 words) 20%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Oral presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Thematic Timed Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division 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**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**DIVISIONAL 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) |
| 01/03/2023 | Minor | 2023/24 | 13-14 |  |
|  |  |  |  |  |

Revised FSO Jan 2018