1. **Title of the module**

HIST8570 (HI857) - Geiger Counter at Ground Zero: Explorations of Nuclear America

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 7

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**

MA Modern History, MA War, Media and Society

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

8.1 Navigate a number of sub-disciplines of history, including cultural, social and environmental history, and recognized how historians and other scholars have responded to nuclear issues with a variety of responses and agendas.

8.2 Produce (and reflected on) written assignments and oral arguments situated within the discourse of American nuclear history by engaging with a range of apposite materials including US military propaganda films, atomic veteran memoirs, protester newspapers, alongside traditional histories.

8.3 Critically analysed the relationship between US military uses of nuclear weapons, media representations of the bomb and concepts of science, progress and security in the modern age.

8.4 Discuss how nuclear issues relate to themes of gender, nationalism, conformity and scientific norms.

8.5 Recognize the controversial nature of how to present nuclear memory/past in history, landscape and exhibit.

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

8.7 Analyse visual sources including maps, films, and documentaries.

8.8 Improve 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 (for example, discussions over the social responsibility of Manhattan Project scientists), 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 scholarly standard in terms of presentation and professionalism.

9.6 Effectively research using the Internet; recognizing the variety of sites on nuclear issues (such as the US Department of Energy’s Nevada Test Site online resource) located on the world wide web and their associated problems/benefits.

9.7 Research issues independently and productively.

1. **A synopsis of the curriculum**

This module critically examines the surface and decay of Nuclear America in the twentieth century. Responsible for ushering in the modern atomic era, the USA is widely acknowledged as a pioneer in nuclear technology and weaponry. Receptivity towards the atom has nonetheless shifted over time: atomic materials once heralded the saviour of American society (through the promise of reactors delivering ‘electricity to cheap to meter’) have also been deemed responsible for long-term environmental problems and doomsday anxieties. Why the atom has received typically bi-polar and polemic responses is of great interest here. Along with events of global significance (such as the bombing of Hiroshima), the module also covers the more intimate views of American citizens living and working close to ground zero. Personal testimonies come from ‘atomic foot soldiers’ traversing blast sites in the 1950s and protesters trespassing across reactor sites in the 1970s. In particular, the module examines the role of media, propaganda and image in inventing popular understandings of the nuclear age, as well as the contribution of atomic scientists to national discourse.

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

Howard Ball, Justice Downwind: America’s Atomic Testing Program in the 1950s (1986)

Paul Boyer, By the Bomb’s Early Light: American Thought and Culture at the Dawn of the Nuclear Age (1994)

Philip Cantelon, Richard Hewlett & Robert Williams (eds.), The American Atom: A Documentary History (1991)

Barbara Epstein, Political Protest and Cultural Revolution: Nonviolent Direct Action in the 1970s and 1980s (1991)

Elaine Tyler May, Homeward Bound: American Families in the Cold War Era (1999)

Richard Misrach, Bravo 20: The Bombing of the American West (1990)

Philip Noble (ed.), Judgment at the Smithsonian: The Bombing of Hiroshima and Nagasaki (1995)

Richard Rhodes, The Making of the Atomic Bomb (1986)

Kenneth Rose, One Nation Underground: The Fallout Shelter in American Culture (2001)

Tom Vanderbilt, Survival City: Adventures Among the Ruins of Atomic America (2002)

Spencer Weart, Nuclear Fear (1986)

1. **Learning and teaching methods**

Total contact hours: 36

Private study hours: 264

Total study hours: 300

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

Essay 5000 words 70%

Presentation 10-15 minutes 30%

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* | *9.8* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **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**

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.

**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