1. KentVision Code and title of the module

HIST5101 Cholera to Climate Change: Environment and Society in Modern Britain

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

Division of Arts and Humanities (History)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5

## The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Compulsory to the following courses: none

Optional to the following courses: BA (Hons) History, BA Military History, Joint Honours Programmes

Also available as an elective module

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

* 1. Critically evaluate the value of environmental history as an area of study as well as communicating a sense of how it has developed as a discipline.
  2. Demonstrate a critical awareness of the complicated relationships between humans and the rest of natural world over time, as well the importance of concepts such as agency, anthropogenic change and the social construction of nature.
  3. Successfully deploy a wide range of disciplinary skills in order to assess, contextualise and critically reflect on the complex entanglements between environment and society in modern Britain.
  4. Effectively communicate to both specialist and non-specialist audiences the ways in which environmental history offers a useful analytical lens to understanding the history of modern Britain.

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

* 1. Critically evaluate the value of environmental history as an area of study as well as communicating a sense of how it has developed as a discipline.
  2. Demonstrate a critical awareness of the complicated relationships between humans and the rest of natural world over time, as well the importance of concepts such as agency, anthropogenic change and the social construction of nature.
  3. Successfully deploy a wide range of disciplinary skills in order to assess, contextualise and critically reflect on the complex entanglements between environment and society in modern Britain.
  4. Effectively communicate to both specialist and non-specialist audiences the ways in which environmental history offers a useful analytical lens to understanding the history of modern Britain.

## A synopsis of the curriculum

This course is all about putting History ‘in its place’, in other words, examining the history of modern Britain through the analytical lens of environmental history and exploring the ways humans have used, adapted, and imagined various environments over time. Taking 1850 as its starting point, it looks at major transformations in British life – the social and ecological problems of the Victorian city; changing attitudes towards nature preservation; empire and ecological imperialism; war, chemicals and modernity; environmental revolutions and radical protest - to chart the ways in which successive generations interacted in meaningful ways with the spaces and other species around them. This is a story both of material changes and of cultural values – our interactions with and our imaginations of the modern world. Accordingly, themes of urbanisation, politics and environmental change; health, medicine and wellbeing; national identity, gender and cultural life will be explored through a series of case studies that take in such topics as ‘Miasma and Manure: Public health in 19th century London’ and ‘Ban the Bomb: the Cold War, nuclear technology and popular protest.’ The principal geographical focus is Britain, but the module also embraces a necessarily global outlook in covering such themes as international wildlife conservation; the world of nature on film; and debates about ecological crisis and global climate change.

## 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).

## Contact Hours

Total Contact Hours = 33

Total Private Study = 267

Total Study Hours = 300

## Assessment methods

* 1. Main assessment methods

Essay (3,000 words) 30%

Blog Paper (2,000 words) 30%

Take-home Exercise (1,500 words) 20%

Oral Presentation (15-minutes, equivalent to 1,500 words) 20%

**13.2 Reassessment methods**

100% coursework

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

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PrivateStudy | **x** | **x** | **x** |  | **x** | **x** |  | **x** |
| Seminars | **x** | **x** | **x** | **X** | **x** |  | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Blog |  | **x** | **x** | **x** |  | **x** |  | **x** |
| Take Home Exercise | **x** | **x** | **x** | **x** | **x** | **x** | **X** | **x** |
| Oral Presentation | **x** | **x** | **x** | **x** |  |  | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

Though based on the British experience, the module encourages students to connect human environmental experiences/impacts across different geographies and to consider global processes of environmental change, activism and cultural values in a historical context.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 21/12/2021 | Minor | 2022/23 | 13-14 | No |
|  |  |  |  |  |