



Green BAAS Teaching Audit

Environmental pedagogies in UK American studies

2025 report

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INTRODUCTION

This report details the current contours of teaching about the US environment in UK Higher Education (HE), presenting legible examples from both established American Studies programmes and other disciplinary contexts. The examples and reflections that follow serve as prompts for Americanists who want to develop their teaching in an environmentally focused direction. They show how the integration of environmental issues into modules can generate classroom debates around a range of key US topics, including capitalism, media, activism, and popular culture. We found that environmental teaching and learning can no longer be considered as specialist pursuits within UK American studies. In fact, many successful modules have been designed and delivered by academics who came to these interests tangentially, without formal training in ecocriticism or a similar field.

Green BAAS has already taken significant steps to promote environmental teaching in British American studies. A first roundtable, edited by Eithne Quinn, brought together reflections from lecturers who were, in their own way, reckoning with the climate and ecological crisis.¹ A second, edited by Elsa Devienne, argued that there is a need for American studies to centre environmental justice specifically, drawing on its tradition of critical engagement with race and power relations.² Using these rich dialogues as a guiding framework, this audit was devised to provide a fuller picture of where environmental teaching currently takes place, while reinforcing academic networks and circulating good practices.

By fashioning a map of our community's diverse environmental curricula, come opportunities for pedagogical collaboration, within and beyond specific institutions. Efforts to bring environmental teaching to the American studies classroom will take some educators out of their areas of expertise and confound the expectations of certain students, particularly if subject matter is accompanied by interdisciplinary approaches from the environmental humanities. However, as one lecturer remarked, 'I have found that my best seminars are the ones where the students and I explore new territory together'.³ Sometimes, you become an authority on a theme through taking the decision to teach it.

¹ Eithne Quinn, Elsa Devienne, J. T. Roane, Alexis Young, Christine Okoth, John Wills and Frances Henderson, 'In Practice: Teaching Environmental American Studies in a Time of Crisis', *Journal of American Studies*, 55.5 (September 2021), pp. 1246-1271.

² Elsa Devienne, Rebecca Macklin, Philip J. Deloria, Debra J. Rosenthal, Jason Molesky and Julie Sze. 'CODE RED for American Studies: Embedding Climate Justice in the American Studies Curriculum', *Transatlantica*, 2 (2022), <https://journals.openedition.org/transatlantica/19508>.

³ Cheryll Glotfelty, 'Teaching ecological restoration in the climate change century', *Teaching Climate Change in the Humanities*, ed. by Stephen Siperstein, Shane Hall and Stephanie LeMenager (London: Routledge, 2017), pp. 177-183 (p. 177).

Novel assignments, teaching sequences and exercises should be understood as contributions to an expanded tool kit from which students will be able to draw when selecting methods and honing viewpoints. American studies, like Environmental Education (EE) itself, benefits from a ‘big tent’ approach that recognises the inherent value of encircling a multitude of educational strategies and teaching goals.⁴ Along these lines, participating academics were incredibly generous with their time and open to sharing their experiences, providing a strong basis for continuing dialogue within BAAS and UK universities as to the benefits of addressing historical and contemporary environmental discourses in teaching materials.

⁴ Marianne E. Krasny, *Advancing Environmental Education Practice* (Ithaca: Cornell University Press, 2020), ix.

<u>Challenges</u>	<u>Opportunities</u>
<ul style="list-style-type: none"> - 'My Special Subject, for instance, focuses on Black intellectual history in the US and beyond, and I haven't yet found ways to bring environmental themes in here' (ECR, Scotland). 	<ul style="list-style-type: none"> - 'The key lacunae on this front is the relationship between technology, new media, AI and the climate crisis. They [students] are aware of fossil fuel use, transport, and environmental toxicity in the main, but lack knowledge about the resource demands of AI' (Mid-career, London).
<ul style="list-style-type: none"> - 'They are very informed – but they are also very unwilling to talk about it beyond what they are studying. They find it very stressful and hard to take in on top of what they are learning – so would rather not talk about 'real world' issues in seminar discussions' (ECR, South East). 	<ul style="list-style-type: none"> - 'Discussion of historical roots of climate catastrophe seems to allow students to explore multiple perspectives with a degree of detachment, e.g. debating Reagan's deregulation of the airlines ... allows us to sidle into a conversation about contemporary consumption trends and the responsibilities of individuals vs large corporations' (Mid-career, Yorkshire and the Humber).
<ul style="list-style-type: none"> - 'I am constrained by the programme diets of both American studies and History. The latter in particular revolves around broad thematic modules, usually global in scope, which makes it difficult to embed deep dives into American environmental histories, themes and texts' (Mid-career, Yorkshire and the Humber). 	<ul style="list-style-type: none"> - 'In 'Introduction to American Studies' I usually do a first exercise on sources with the theme of place and space in America. I like to use this poem about Eric Garner [Small Needful Fact, by Ross Gay] to connect issues of the environment with race and racism (Mid-career, North East).

Figure 1. Indicative challenges and opportunities for environmental American studies teaching, as expressed in questionnaire responses.

TEACHING THEMES

1. PLACE AND EXPERIENCE

One question that we directed towards participants was: how are you approaching questions of place and space through your teaching? This section draws on the stories that interviewees told us about delivering sessions in a variety of ‘outside-the-classroom’ settings. It also lists several ways in which teaching can be treated as a ‘spatial event’ on campus, without the need for excursions or field trips.⁵ UK-based Americanists have often felt unsure of how to ‘bridge the gap’ between the remote US places that they study and the local UK places in which they mainly work (Mid-career, North East). You may not be able to take your students to Yosemite or the Everglades, but there are alternatives to travel that have generated rich comparative discussions on global environmental topics.

Unlike in subjects like Geography, there has never been a base expectation that American studies courses should include out-of-classroom teaching. Of course, study abroad programmes have been highly impactful in providing opportunities for students to fully immerse themselves in the culture and landscapes of the United States. It was even asserted in one survey response that students returning from a semester or year abroad were more likely to develop a focused interest in ‘climate catastrophe, water conservation and extraction’, particularly if their partner university had been located in the Southwestern United States (Mid-career, Yorkshire and the Humber). Exchange agreements can clearly have transformational effects on capacities to engage with place, but more can be done to promote similar levels of place-engagement across all years of enrolment.

We found that educators had broadly adopted three approaches to this problem:

- The first involved developing imaginative ways of reading the UK environment, including, for illustration, structuring teaching activities around North American tree species or thinking about how different landscapes are joined together through networks like the International Appalachian Trail (Dave McLaughlin, ‘Human Geography in the Anthropocene’, UEA).
- The second involved assigning writing exercises that included walking and/or reading texts in place.

⁵ David McLaughlin, ‘Teaching Literary Geographies in British Classrooms’, *Literary Geographies*, 4.1 (2018), pp. 57-61 (p. 59).

- The third comprised tasks that encouraged the close observation of environments and objects, such as an activity designed by Briony Hughes for ‘Poetry Workshop’ (RHUL) that asked students to write about a found item that had been ‘impacted by the weather’.

Many of the place-based student exercises bear a connection to either creative writing practice or literary geography. One respondent explained how he had used Thoreau’s description of ‘sauntering’ (to walk without a prescribed destination), to offer as a first assignment the option of writing an account of such an experience (David Arnold, ‘American Writing & the Wilderness’, University of Worcester).⁶ Elsewhere, instructors have facilitated workshops, either on or off campus, that have asked students to read a named text in a set of locations to ‘investigate how their encounters with the text change depending on where they are’.⁷ David McLaughlin described a group activity that involves reading a novel in the UK location in which it was set, before sharing textual and verbal responses in the corresponding actual-world sites.⁸

For America-set texts, there are opportunities to reveal points of comparison and contrast with the local environment, and for students to reflect on their sense of distance from the places depicted. Some academics that we spoke to also recognised that there are significant improvements in productivity to be made from such interventions, with one explaining that ‘I always find that if I’m stuck with either my creative practice or my critical writing, the second that I change location and have a series of different stimuli feeding into my thinking processes’ there is a ‘complete change’ (ECR, London).

⁶ Henry David Thoreau, ‘Walking’, in *The Making of the American Essay*, ed. by John D’Agata (Minneapolis: Graywolf Press, 2016), pp. 167-95.

⁷ McLaughlin 2018, p. 60.

⁸ Ibid.

Classroom suggestions for place-based teaching

- Consider narrowing down the geographical scope of your modules to allow students to think about space more legibly. Rachel Herrmann restructured her module ('Native American History', University of Cardiff) to focus on the Creek or Muscogee people in the colonies that became Georgia and Florida. This change in scope made it possible for students to 'situate themselves' alongside specific rivers and in settlements.
- Maps, atlases, and other landscape representations can be employed as key primary sources. Participants suggested resources such as *Southeast native American documents, 1730-1842*, an online collection in the Digital Library of Georgia (https://dlg.usg.edu/collection/dlg_zlna). ('Native American History', University of Cardiff).
- Include examples of travel writing in your reading lists, in conjunction with or as an alternative to out-of-classroom writing exercises. Texts could even include contemporary hiker's diaries, such as those by Rahawa Haile and Latria Graham (Dave McLaughlin, 'Human Geography in the Anthropocene', University of East Anglia).

2. SOURCES AND MATERIALITY

The feedback from participants confirmed that the proliferation of Large Language Models (LLMs) and generative AI 'presents an opportunity for educators to think critically about how students are assessed', as well as to reconsider the sources that are centred in American studies teaching.⁹ One approach has been to structure teaching activities around primary sources, including visual sources and other, physical, sources that AI models cannot currently analyse (returning to the importance of working with maps).

Another, complementary, strategy has been to develop course content on the history, materiality, and resource impacts of technology, including familiar digital technologies (James Baker, 'Data Environmentalism', University of Southampton). If students are using AI, the most important question is whether they are thinking about its implications. And, as Patrick Lin, a philosopher at Cal Poly, San

⁹ Jeff Washburn, 'Artificial Intelligence in Early America: Rethinking Assessment in the History Classroom', *Journal of American History*, 111.4 (March 2025), pp. 752-759 (p. 752).

Luis Obispo, has argued, students will respond better to a restrictive AI policy if they understand the rationale behind it.¹⁰

Key module: ‘Data Environmentalism’, University of Southampton (James Baker).

- This module’s learning outcomes include being able to apply ‘reflexive data practice to your wider programme of study’.
<https://www.southampton.ac.uk/courses/2026-27/modules/huma2026>.
- Digital technologies can seem abstract, but they have significant material impacts that are obscured by ‘hidden’ infrastructures and promotional hype. The module asked students to prepare a portfolio of responses to three tasks (50% of the assessment). The activities included locating examples of digital infrastructure in the streets or at home, as well as reading and critiquing a sustainability document issued by a technology company.
- The module leader organised a visit to the University’s data centre, which he described as a ‘clarifying moment’ for many students.
- The remaining 50% of the module was assessed through a piece of group work with a public outcome, i.e., a piece of communication directed towards an identified audience. Student projects ranged from letters sent to newspapers, to podcasts, websites directed towards parents, and storyboards for film projects.
- There was no expectation that the work would be formally published, but the assignment was built around the need for students to embed climate communication skills. Students embraced the practical and action-oriented emphasis of the module, despite some initial concern with the unfamiliar assessment format.

¹⁰ Justin Weinberg, ‘How to Justify an AI Ban in Your Classroom’, *Daily Nous*, August 12 2025, <https://dailynous.com/2025/08/12/how-to-justify-an-ai-ban-in-your-classroom-guest-post/>.

Many participants reported that they have started to grade assignments for ‘process’ by tracking the iterative steps that bring substantial pieces of work to fruition. Some advocated for collaborative writing exercises, others for reading ‘boxes’ containing, i.e., an annotated reading list, critical introduction and an image deemed relevant to the text in question (Kaja Franck, ‘Ecological Futures’, University of Hertfordshire).

One successful approach was to ask students to present on collections of digitised primary sources, so that they were ‘effectively starting their [longer], essay-based assessments in the workshop’ (Rachel Herrmann, ‘Native American History’, University of Cardiff). During their talks, students gave a ‘tour’ of the database, explained how to make best use of its resources, and analysed a document in historical context. While it was recognised that these sessions did not entirely address the problem of LLM use during the period of writing up, they guaranteed close engagement with primary sources in the preliminary stages of essay preparation.

A different set of survey responses revealed an increasing acceptance of audiovisual sources, both as primary sources and as assessed outputs:

- David McLaughlin, for example, has used audio interviews to communicate first-hand accounts of water poverty in Appalachia (‘Human Geography in the Anthropocene’, UEA).¹¹
- Kaja Franck (‘Ecological Futures’, University of Hertfordshire) designed an assessment that included the option of submitting a recorded video presentation, podcast, or written debate.
- If there was a consensus, aside from diversifying the sets of sources/texts that tasks are structured around, it was to prioritise the development of reflexive practices in students, including around data and resource use.

For most American studies educators, it is equally relevant to communicate an analysis of the environmental impacts and material implications of published books. Briony Hughes (‘Reading as a Writer: Place, Environment, Writing’, Royal Holloway, University of London) examines these ideas in seminars by introducing a range of texts from different publication spaces, including those printed by small presses that are ‘dedicated specifically to using ecologically sound materials’. She mentioned the Hazel Press as a great example. Americanists should be thinking about texts as having geographies

¹¹ Interviews were gathered for the ‘Stirring the Waters’ project, a series of investigative reports published in the *Lexington Herald-Leader*, *Charleston Gazette-Mail* and on West Virginia Public Broadcasting. Will Wright, Caity Coyne and Molly Born, ‘Series overview: Why many in Central Appalachia lack reliable, clean water’, The GroundTruth Project, https://thegroundtruthproject.org/stirring_the_waters_appalachia/.

that are anchored in their status as material objects as well as in their places of reception. One way of doing this, as Hughes demonstrates, is to lean into the study of material ecopoetics and concrete/visual poetry (an illustrative US example would be Juan Felipe Herrera's 'Social Distancing').¹²



Figure 2. Juan Felipe Herrera, Poet Laureate Consultant in Poetry to the Library of Congress, speaks at the University of California's Washington Centre, April 2017. Source: Wikimedia Commons.

3. ACTIVISM AND ENGAGEMENT

Familiarising students with the material qualities and resource implications of course texts can also act as an entry point to ideas about environmental activism. To this end, several UK-based educators in American studies have paired classes about the history of activism with either action-based assessments or sessions at which active campaigners were invited to speak.

Informed by her research on California beaches and the many environmental challenges they currently face, Elsa Devienne ('Field Notes', Northumbria University) took a group of students to Druridge Bay, twenty miles north of Newcastle. Here, local residents have organised to fight plans for a nuclear power station in the 1980s, large scale sand extraction in the 1990s, and, most recently, an opencast coal mine. Devienne invited an activist from 'Save Druridge Bay' to share the story of how she came to

¹² Juan Felipe Herrera, 'Social Distancing', design by Anthony Cody, Shelter in Poems series (2020), <https://poets.org/poem/social-distancing>.

be involved in her local group and talk about the principles behind the campaigns. After the visit, students produced a 1,500-word report that examined the environmental, conservation and energy dilemmas in the bay and pointed towards possible futures.

As Lydia Plath wrote in 2023, ‘if there is anything in pedagogies that is my American studies approach, it is a focus on the politics (power relations) of my subject matter, and perhaps an emphasis on critical thinking that links some of our subject matter to the present’.¹³ There are great opportunities to meet students where their interests are through developing content that frames the US’s inequalities and unsustainability while highlighting the role of social movements in environmental activism. However, survey responses stressed the importance of not pre-empting the types of activism that might interest students. It was recalled by one participant (Established academic, North West) that students were resistant to the idea of attending an organised climate protest during timetabled teaching sessions. The decision to set relatively flexible action-oriented tasks, on the other hand, brought about an extraordinary range of interventions.

Key assignment: ‘Climate Change & Culture Wars’, University of Manchester (Eithne Quinn).

- This module includes the option of submitting a report on a planned eco-activity (2,000 words, 40%). Activities included audience surveys at environment-related film screenings, community gardening projects, investigative reports for student newspapers and letters to elected politicians.
- The writing requirements comprised an account of an activity or campaign undertaken or planned during the first few weeks of teaching, as well as a personal critical reflective essay. The task was to describe the activity/engagement/campaign, the motivations behind it, and the possibilities and constraints of the intervention. Claims needed to be supported in the usual way via citation/quotation.
- The spotlighting of activist voices on this course was more student led, in the sense that student campaigners were invited to speak and seminars were responsive to activism on campus. Peer-to-peer learning was emphasised and students from previous cohorts shared their experiential understanding of activism and organising with new groups of students.

¹³ Lydia Plath et al., ‘Exchange: A Signature Pedagogy for American Studies in the UK’, *Journal of American Studies*, 57.1 (February 2023), pp. 120-149 (p. 133).

CONCLUSIONS AND RECOMMENDATIONS

- The research histories and PhD-topics of survey participants revealed that structured training in an environment-related subject is not a prerequisite for designing a successful module in this area. We recommend that every degree programme should provide some environmental teaching. For instance, Northumbria University's American Studies programme includes a third-year 'capstone' module on 'The American Environment Through Time'.
- George Lakey, the social movement scholar, wrote that 'if you combine the intellectual exercise of studying social movements with tactile, feet-on-the-ground experience in an activist campaign, you get a prime opportunity for leadership development'.¹⁴ We recommend integrating texts on environmental activism into course materials and promote the idea of inviting active campaigners to participate in teaching sessions.
- It is important to provide structured support and space in seminars to embed debate and discussion, without developing preconceptions about the forms of engagement students will be interested in. Kathryn Gray ('Natural Knowledge and Narrative Knowing', University of Plymouth) gives students the opportunity to develop their own essay topics, through discussions and tutorials with the module leader.
- Students should have opportunities to engage with place-based teaching, which, as discussed, can take place on campus or further afield. We encourage teachers to consider activities that involve reading and responding to texts in place, create connections between UK and US environments, and use sources that build tangible 'pictures' of US environments.

¹⁴ Nick Engelfried, 'Why activism needs to be part of any meaningful climate education', *Waging Nonviolence*, October 12 2021, <https://wagingnonviolence.org/2021/10/why-activism-needs-to-be-part-of-any-meaningful-climate-education/>.

METHODS AND RESEARCH AIMS

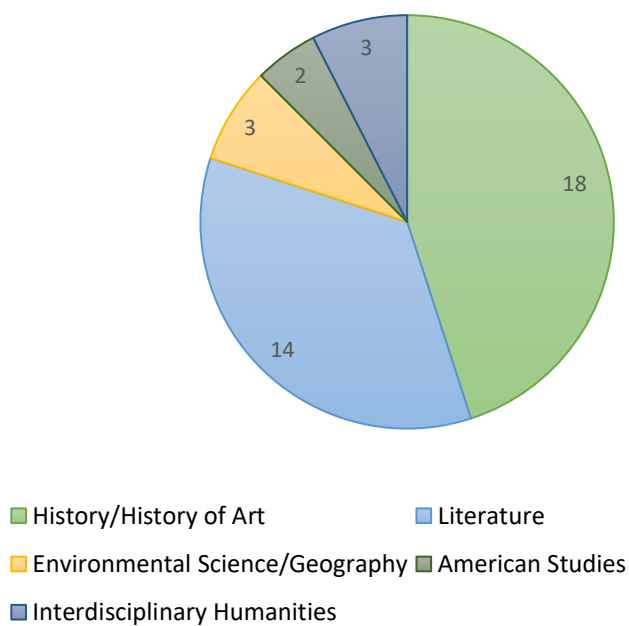
In April 2025, Green BAAS distributed an online questionnaire to members, subscribers, and others, via mailing lists, social media and the BAAS Weekly Digest. The purpose of the survey was to gather reflections and examples of ongoing practice from environmental educators. The questions were structured in order to gather testimony on four overarching points of discussion: disciplinarity, module and curriculum design, experiences with specific pedagogical methods, and barriers to integrating environmental teaching into degree programmes.

After completing the questionnaire, participants were asked whether they'd be willing to take part in an in-depth interview, where their answers could be discussed in more detail. In total, there were 17 survey responses received and 9 academics were interviewed over Teams between June and August 2025. We wanted to include as many academics who work with American texts and topics as possible, specifying that participation was open to those who do not consider their primary discipline to be American studies. A complete list of modules identified as furthering both the study of America and the environment is included as an appendix.

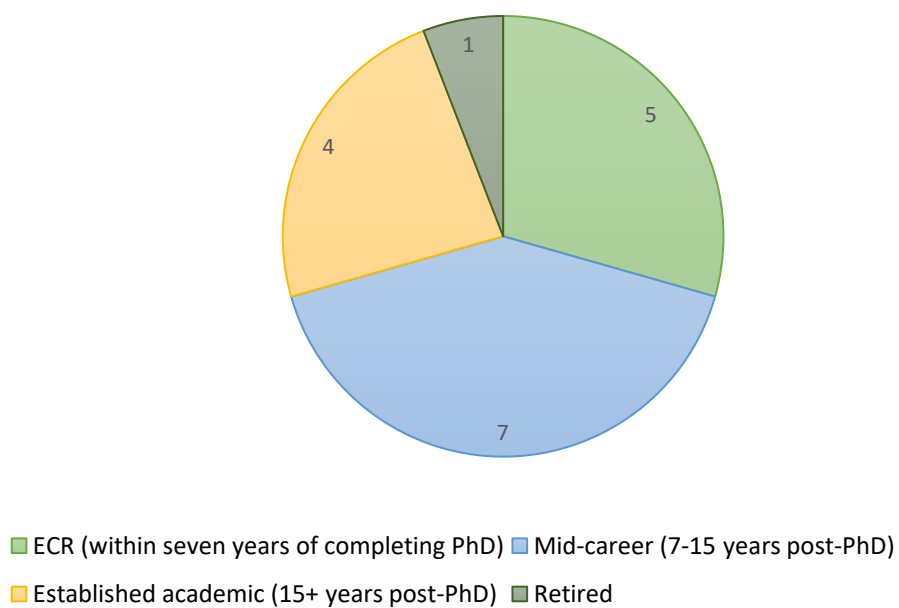
RESULTS

1. DATA PRESENTATION

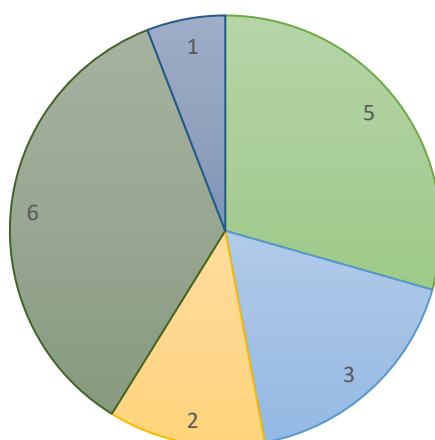
Disciplinary framing of modules identified (UG)



What is your career stage?



How would you characterise your institution?



■ Russell Group or Research Intensive
 ■ Dual Intensive
■ Founded 1960-1992
 ■ Post-'92
■ Founded before 1960

2. DISCIPLINARY ANALYSIS

41 highly relevant modules were identified, as well as c. 620 further modules that were judged likely to contain pertinent content. The modules in this second group had not been purposely designed around the dual themes of the audit but overlapped, to a limited extent, with both concerns. It is important to recognise that a considerable amount of environmental learning takes place in introductory modules across a range of disciplinary areas (for example, in sociology, politics, literature, or film). It is much more likely than not, currently, for undergraduate students to be offered entirely discrete classes on, for example, American literature and ecocriticism (or American politics and green politics). In these cases, students are still able to engage with both themes, albeit in a more diffuse way.

The responses and interviews highlighted that, despite some interest in the Environmental Humanities as an interdisciplinary project, most environmental teaching is still delivered through courses in established subject areas, the largest two being History and Literature. Multiple respondents wrote that they had been thinking mainly about developing their own sub-fields through examples and practice, considering the environment to be a fundamental structural concern of their self-identified disciplines. It is also worth highlighting that, while many responses detailed successful cases of inter-

and multi-disciplinary teamwork within departments and schools, the barriers to extending shared curricula across different faculties and schools was a recurring point of discussion.

When asked to reflect on the stage in undergraduate teaching at which to introduce environmental pedagogies, responses were mixed. Currently, many programmes are trailing methods on a single week of a first-year module, before opening up dedicated elective modules in the second or third years. A different, more integrated approach would be to fully embed the environment as a lecture block in first-year thematic modules, or, even better, integrate the theme throughout module sessions.

The vast majority of participants agreed that all students should receive some amount of environmental education over the course of their degree. However, there was a considerable – though not unanimous – measure of opposition towards the idea of introducing core or required modules in this, or in fact any, issue-based thematic area. As one respondent (Professor, South East) summarised, if a ‘17- or 18-year-old wants to come to study English or Film, and that’s their primary passion, then we should respect that moment of arrival, in a sense, without impinging too much on that experience’.

Finally, although the survey revealed that most America-specific environmental teaching currently takes place in relatively bounded disciplinary contexts, educators who had taught on modules that were open to students from multiple degree programmes spoke of the benefits of bringing together groups with different perspectives. As Robert Emmett and Frank Zelko have queried, perhaps the environment is ‘by definition a concept that requires scholars [and their students] to emerge from their silos’, to ‘meet, talk, and find solutions’.¹⁵

¹⁵ Robert Emmett and Frank Zelko (eds.), *Minding the Gap: Working Across Disciplines in Environmental Studies*, Rachel Carson Centre Perspectives (2014), https://www.environmentandsociety.org/sites/default/files/2014_i2_web.pdf, p. 5.

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APPENDIX 1: LIST OF MODULES CONSIDERED (UG)

1. University of Aberdeen	<ul style="list-style-type: none"> • HI1527: American Civilisations • HI305T: The Long Black Freedom Struggle in America, 1865-2020
2. University of Bristol	<ul style="list-style-type: none"> • ENGL30124: Writing the Anthropocene 1945-Present • HIST30146: Red Power: American Indian activism since 1944
3. University of Cambridge	<ul style="list-style-type: none"> • Historical Tripos (Sources Paper S3): Environmental Justice in North America from Plymouth Rock to Standing Rock
4. University of Cardiff	<ul style="list-style-type: none"> • HS6319: Native American History • SE2661: Nature and Environment in North American Literature
5. University of East Anglia	<ul style="list-style-type: none"> • ENV-3002B: Communicating Critical Environmental Topics • ENV-6032A: Geographical Perspectives • ENV-6032A: Human Geography in the Anthropocene
6. University of Edinburgh	<ul style="list-style-type: none"> • HIAR10188: Imaging/Imagining the Americas: Cartography and Ecology across the Renaissance Atlantic
7. University of Exeter	<ul style="list-style-type: none"> • HIC3010: Pacific Histories: Environment, People and Politics • HIH3431: The Population Problem: Conservation, Eugenics and Food in the Twentieth Century • HIC3004: Hippies: The US Counterculture of the 1960s
8. University of Glasgow	<ul style="list-style-type: none"> • HIST4214: People of Plenty: The Politics of Consumption in the United States since 1840
9. University of Hertfordshire	<ul style="list-style-type: none"> • 6SHE2046: Ecological Futures: Utopias, Dystopias and Nature
10. University of Hull	<ul style="list-style-type: none"> • 551414: Interactions and Exchanges: The Roots of Globalisation
11. Keele University	<ul style="list-style-type: none"> • HIS-20145: American Dreams and Nightmares: Race, the Environment, and Struggles for Justice
12. University of Kent	<ul style="list-style-type: none"> • HIST5049: California: The Golden State • HIST7950: Inviting Doomsday: US Environmental Problems in the Twentieth Century
13. King's College London	<ul style="list-style-type: none"> • 5AAEB095: American Land • 6AAEC126: Black Studies: Method, Aesthetics, Environment
14. Liverpool John Moores University	<ul style="list-style-type: none"> • 6132ENGL: The Literature of Extinction: American Writing and the Environment
15. University of Liverpool	<ul style="list-style-type: none"> • HIST332: Confronting Catastrophe?: Environmental Histories of Britain, Europe and the United States Since 1800 • HIST352: Natural Disasters and the Making of the West

16. University of Manchester	<ul style="list-style-type: none"> • AMER30571: Climate Change & Culture Wars
17. Northumbria University	<ul style="list-style-type: none"> • HI5004: Affluence and Anxiety: The US from 1920 to 1960 • AM6005: Red, White and Green: The American Environment Through Time • HI5054: Field Notes: Politics and Policy Making in Place
18. Nottingham Trent University	<ul style="list-style-type: none"> • ENGL208: Imagining a Sustainable World • HUMS214: Transformation: Agency and Self
19. University of Plymouth	<ul style="list-style-type: none"> • MAEL 713: Natural Knowledge and Narrative Knowing: Literatures of Nature in North America
20. University of Reading	<ul style="list-style-type: none"> • HS1024: The United States and the Global Environment: History, Power and Sustainability, 1920-2020
21. Royal Holloway, University of London	<ul style="list-style-type: none"> • EN1105: Literature and Crisis • EN3311: Poetic Practice • EN5112: Poetry Workshop • EN5119: Reading as a Writer: Place, Environment, Writing
22. University of Southampton	<ul style="list-style-type: none"> • HUMA2026: Data Environmentalism
23. University of Westminster	<ul style="list-style-type: none"> • 5CLST004W: Representations and Theories of Social and Environmental Justice
24. University of Worcester	<ul style="list-style-type: none"> • ENGL1106: Places and Spaces • ENGL3012: American Writing & the Wilderness
25. York St. John University	<ul style="list-style-type: none"> • LIT5008M: Mapping America

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FURTHER INFORMATION

Green BAAS is the environmental and sustainability network of the British Association for American Studies (BAAS). It was founded in 2019 to respond to increasing concerns about the environment and the United States' relationship to climate change, and to consider and direct the changes that BAAS can make to contribute to collective global climate action. All BAAS members are welcome to join our steering committee and/or the Green BAAS mailing list. Please email us at green@baas.ac.uk for more information.

W. <https://baas.ac.uk/community/green-baas/>.