



MODULE SPECIFICATION

Part 1: Information			
Module Title	Youth and Youth Culture in Modern Britain		
Module Code	UPHAVQ-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Arts Creative Industries & Education	Field	History
Department	Creative & Cultural Industries		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

Overview: This module explores youth and youth culture from the early nineteenth century through to the present day, examining the origins and development of a number of important themes and debates in the history of young people in modern Britain. It investigates images of young people and changing ideas of childhood and adolescence, and explores the nature and complexities of youth and its subcultures. It traces how British youth was made, and made itself, from the late nineteenth century, and examines how young people came to be identified as a distinct, and sometimes problematic, social group.

Educational Aims: In addition to the Learning Outcomes the educational experience may explore, develop, and practise but not formally discretely assess the following:

The ability to express, debate and defend ideas orally

The ability to work collaboratively to plan and present group tasks during seminars

Collaborative archival work.

Outline Syllabus: Students will investigate ideas, theories and concepts behind the emergence of a distinct youth culture, as well as key debates around class, gender, sexuality and ethnicity. Students will also scrutinise different youth subcultural traditions, from street-corner gangs and 'scuttlers' through to Teddy Boys, Punks, and Ravers, and the latest contemporary developments.

Throughout the module students will engage with a broad range of relevant secondary literature, and will be given the opportunity to discover, interpret and utilise a wide variety of primary materials, including popular magazines, the records of the Mass Observation Archive, oral history interviews, films, literature, and music, as well as a range of digital resources.

Themes explored will include:

The social construction of youth

'Inventing' juvenile delinquency

Victorian and Edwardian youth culture

Courtship and sexual relationships

Street life, gangs and delinquency

Organised youth movements

Post-war subcultures and popular music

Moral panics

Rebellious and disaffected styles

Gender and youth

'Race', ethnicity and youth

Teaching and Learning Methods: The module will be taught through a series of workshop study sessions. Each week's session will be introduced with a short talk from the course leader, setting out the key issues for debate, then students will lead a critical discussion of the week's

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topic, based on recommended secondary reading, and a range of supplied primary texts. The course is fully supported by resources delivered through Blackboard.

Scheduled learning

Includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Study time for the module is composed of 3 hours of contact time per week.

Independent learning

In a normal week students can expect to spend on average three hours engaged in essential reading. One hour should be spent in organising/reviewing material to enable effective seminar engagement. Three further hours should be spent in wider reading/assignment preparation. Independent learning time for the module is composed of 7 hours per week.

Part 3: Assessment

Assessment strategy

Students are required to write a long essay (4,000 words) on a topic of their choice. This essay is supported by a number of smaller assignments across the module, and there will be workshop time given to discussion and development of ideas.

Review essay (2,500 words) comprising of: document analysis (1,000 words) and historiographical review essay (1,500 words)

Assessed presentation (20 minutes)

Assessments are designed to support students as independent users of primary research material, and to develop skills in critical thinking, analytical argument, and the selection and deployment of evidence. They test the student's ability to locate and analyse primary material, and to comprehend historiographic debates located in the specialist literature.

Each element requires students to demonstrate progressive abilities in research, historiographical awareness, and the interpretation of primary evidence in history, in preparation for the final long essay, where students will construct their own question and approach, and identify and research their own primary and secondary resources. The assessed presentation will allow students to present on their long essay research in controlled conditions.

Comprehensive guidance is provided to students on Blackboard which explains the nature and requirements of all elements of assessment.

The assessment strategy is designed to measure:

-Critical engagement with concepts and topics relating to the history of young people and youth culture from the nineteenth century to the present day, as explored in the module (A1- A4)

-The ability to understand and critically assess relevant secondary literature (A1, A3-A4)

-The ability to analyse primary sources (A1, A2, and A4)

-The ability to present ideas clearly and concisely in both written and oral forms, observing appropriate academic standards (footnotes, bibliographies) (A1- A4).

Individual feedback is offered to all students for each assignment. Feedback will be sent first to students electronically. All students will be required to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.

The resit replaces the assessed presentation with a short essay. Titles for this essay will be provided.

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First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	50 %	Long Essay (4,000 words)
Written Assignment - Component A		30 %	Review essay, including 1,000 document analysis and 1,500 word historiographical review
Presentation - Component A		20 %	Essay (2,000 words)
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Written Assignment - Component A	✓	50 %	Long Essay (4,000 words)
Written Assignment - Component A		30 %	Review essay, including 1,000 document analysis and 1,500 word historiographical review
Written Assignment - Component A		20 %	Essay (2,000 words)

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Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Demonstrate an in-depth knowledge of the history of youth and youth culture in Britain</td> <td>MO1</td> </tr> <tr> <td>Identify and critically assess the key historiographical debates in the history of British youth and youth culture</td> <td>MO2</td> </tr> <tr> <td>Demonstrate sophisticated analytical and critical research skills through document analyses and the regular and detailed study of a range of primary source material, including oral history interviews, films, literature and music</td> <td>MO3</td> </tr> <tr> <td>Demonstrate the ability to use appropriate evidence to support conclusions and to communicate thinking on the issues raised in the module</td> <td>MO4</td> </tr> <tr> <td>Communicate their ideas clearly and concisely, in both oral and written forms</td> <td>MO5</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Demonstrate an in-depth knowledge of the history of youth and youth culture in Britain	MO1	Identify and critically assess the key historiographical debates in the history of British youth and youth culture	MO2	Demonstrate sophisticated analytical and critical research skills through document analyses and the regular and detailed study of a range of primary source material, including oral history interviews, films, literature and music	MO3	Demonstrate the ability to use appropriate evidence to support conclusions and to communicate thinking on the issues raised in the module	MO4	Communicate their ideas clearly and concisely, in both oral and written forms	MO5				
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/uphavq-30-3.html</p>																

Part 5: Contributes Towards	
<p>This module contributes towards the following programmes of study:</p> <p>Liberal Arts [Sep][FT] [Frenchay][3yrs] BA (Hons) 2018-19</p> <p>English and History [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19</p>	