



## **Module Specification**

### Youth and Youth Culture in Modern Britain

Version: 2023-24, v4.0, 17 May 2023

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## Part 1: Information

**Module title:** Youth and Youth Culture in Modern Britain

**Module code:** UPHAVQ-30-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Creative & Cultural Industries

**Partner institutions:** None

**Field:** History

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body 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.

**Features:** Not applicable

**Educational aims:** In addition to the Learning Outcomes the educational experience may explore, develop, and practise but not formally 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, race 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.

### **Part 3: Teaching and learning methods**

**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 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.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate an in-depth knowledge of the history of youth and youth culture in Britain

**MO2** Identify and critically assess the key historiographical debates in the history of British youth and youth culture

**MO3** 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

**MO4** Demonstrate the ability to use appropriate evidence to support conclusions and to communicate thinking on the issues raised in the module

**MO5** Communicate their ideas clearly and concisely, in both oral and written forms

**Hours to be allocated:** 300

### Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uphavq-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uphavq-30-3.html>

## **Part 4: Assessment**

**Assessment strategy:** Assessment strategy

Assessments on this module 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 students' ability to locate and analyse primary material, and to comprehend historiographic debates located in the specialist literature.

Each assessment requires students to demonstrate progressive abilities in research, historiographical awareness, and the interpretation of primary evidence in history.

Students are required to write a long essay (4,000 words) on a topic of their choice. Students construct their own question and approach, and identify and research their own primary and secondary resources. This essay is supported by a number of smaller assignments across the module:

- Review essay (2,500 words) comprising of: document analysis (1,000 words) and historiographical review essay (1,500 words)
- Recorded presentation (20 minutes)

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

- The ability to understand and critically assess relevant secondary literature
  
- The ability to analyse primary sources
  
- The ability to present ideas clearly and concisely in both written and oral forms, observing appropriate academic standards (footnotes, bibliographies)

Comprehensive guidance is provided to students on Blackboard which explains the nature and requirements of the assessment. Individual feedback is offered to all students for each assignment. Feedback will be sent first to students electronically. All students are given the opportunity to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.

**Assessment tasks:****Written Assignment (First Sit)**

Description: Long Essay (4,000 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Written Assignment (First Sit)**

Description: Review essay, including 1,000 document analysis and 1,500 word historiographical review

Weighting: 30 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5

**Presentation (First Sit)**

Description: 20 minute recorded presentation

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Written Assignment (Resit)**

Description: Long Essay (4,000 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Written Assignment (Resit)**

Description: Review essay, including 1,000 document analysis and 1,500 word historiographical review

Weighting: 30 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5

**Presentation (Resit)**

Description: 20 minute recorded presentation

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

English and History [Sep][FT][Frenchay][3yrs] - Not Running BA (Hons) 2021-22

History [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

History [Sep][SW][Frenchay][4yrs] BA (Hons) 2020-21

English and History [Sep][SW][Frenchay][4yrs] BA (Hons) 2020-21

English and History {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21

Liberal Arts [Sep][SW][Frenchay][4yrs] - Not Running BA (Hons) 2020-21

History {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21

History {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2019-20

English and History [Sep][PT][Frenchay][6yrs] BA (Hons) 2019-20

English and History {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2019-20

History [Sep][PT][Frenchay][6yrs] BA (Hons) 2019-20

History [Sep][PT][Frenchay][6yrs] BA (Hons) 2018-19

English and History [Sep][PT][Frenchay][6yrs] BA (Hons) 2018-19