

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Youth and Youth Culture in Modern Britain		
Module Code	UPHAVQ-30-3	Level	3
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	History
Department	Arts and Cultural Industries		
Contributes towards	BA(Hons) History, BA(Hons) History and Heritage, BA(Hons) English and History		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p>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. We 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. We will also scrutinise different youth subcultural traditions, from street-corner gangs and 'scuttlers' through to Teddy Boys, Beatlemania, Punk, Britpop, Rave, Hipsters, 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.</p> <p>Themes explored will include:</p> <ul style="list-style-type: none"> • The social construction of youth • 'Inventing' juvenile delinquency • Victorian and Edwardian youth culture • Courtship and sexual relationships • Street life, gangs and delinquency • Gender and youth • Organised youth movements • The first teenagers?

- Mass culture and leisure: the growth of the commercial youth market
- Post-war subcultures and popular music
- American cultural influence
- Moral panics
- Rebellious and disaffected styles
- Counter-cultures and political radicalism
- 'Race', ethnicity and youth
- Globalisation and consumption

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.

Reading Strategy

Essential reading

It is essential that students read assigned and recommended texts and primary source documents available through the Library and via Blackboard. The library holds multiple copies of certain key secondary texts and students will be given guidance on what books to buy (if they choose to). These texts will be flagged in both the module literature and introductory lecture/seminars. Important book chapters/essays will be digitised and made available via Blackboard. Much of the key reading consists of journal literature which is available in electronic form through databases such as JSTOR.

Further reading

Students will be supplied with detailed reading lists for each topic studied via Blackboard. In addition, students are expected to identify wider reading using the library catalogue and a variety of bibliographic and full text databases and internet resources, particularly in preparation for the submission of coursework assignments. Guidance on the use of bibliographical databases will be given in introductory seminars.

Part 3: Assessment

Assessment strategy

Element A1.

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.

Element A2

Document exercise (1,000 words)

Element A3

Historiographical essay (1,500 words)

Element A4

Long essay outline (800 words)

Element A5

Assessed presentation (20 minutes)

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Elements A2- A4 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 *Element A1*, 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.

Identify final timetabled piece of assessment (component and element)	Component A1: Long Essay (4,000 words)		
% weighting between components A and B (Standard modules only)	A:	B:	
	100%		
First Sit			
Component A Description of each element	Element weighting (as % of component)		
1. Long Essay (4,000 words)	50%		
2. Document exercise (1,000 words)	10%		
3. Historiographical essay (1,500 words)	20%		
4. Assessed presentation (20 minutes)	20%		
Resit (further attendance at taught classes is not required)			
Component A Description of each element	Element weighting (as % of component)		
1. Long Essay (4,000 words)	50%		
2. Document exercise (1,000 words)	10%		
3. Historiographical essay (1,500 words)	20%		
4. Essay (2,000 words)	20%		

Part 4: Teaching and Learning Methods

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Learning Outcomes	On successful completion of this module students will be able to:																																											
	<ul style="list-style-type: none">- Demonstrate an in-depth knowledge of the history of youth and youth culture in Britain (assessment component A1-A4)- Identify and critically assess the key historiographical debates in the history of British youth and youth culture (assessment component A1, A3 and A4)- 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 (assessment component A1, A2 and A4)- Demonstrate the ability to use appropriate evidence to support conclusions and to communicate thinking on the issues raised in the module (assessment component A1 and A4)- Communicate their ideas clearly and concisely, in both oral and written forms (assessment component A1-A4) <p>In addition, the educational experience may explore, develop, and practise but not formally discretely assess the following:</p> <ul style="list-style-type: none">- 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																																											
Key Information Sets Information (KIS)	<table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5"></td></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td><td></td></tr><tr><td colspan="5"></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td><td></td></tr><tr><td colspan="5"></td><td></td></tr></table>					Key Information Set - Module data										Number of credits for this module				30							Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300							
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																																											
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Reading List	Indicative Reading List
	<p><i>Books</i></p> <p>Brad Beaven, <i>Leisure, Citizenship and Working Class Men in Britain, 1850-1945</i> (Manchester: Manchester University Press, 2009)</p> <p>Stuart Hall and Tony Jefferson, eds., <i>Resistance Through Rituals: Youth Subcultures in Post-War Britain</i>, 2nd edn., (London: Routledge, 2006)</p> <p>Louise A. Jackson and Angela Bartie, <i>Policing Youth: Britain 1945-70</i> (Manchester: Manchester University Press, 2014)</p> <p>Jon Savage, <i>Teenage: The Creation of Youth, 1875-1945</i> (London: Chatto and Windus, 2007)</p> <p>John Springhall, <i>Youth, Popular Culture and Moral Panics: Penny Gaffs to Gangsta-Rap, 1830-1996</i> (Basingstoke: Macmillan, 1998)</p> <p>Selina Todd, <i>Young Women, Work and Family in England, 1918-1950</i> (Oxford: Oxford University Press, 2005)</p> <p><i>Journals</i></p> <p>Special issue: 'Youth culture, popular music and the end of "consensus" in post-war Britain', <i>Contemporary British History</i>, 26:3 (2012)</p> <p><i>Contemporary British History</i> <i>Cultural and Social History</i> <i>Journal of Contemporary History</i> <i>Journal of the History of Childhood and Youth</i> <i>Journal of Popular Culture</i> <i>Twentieth Century British History</i></p>

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First CAP Approval Date	1 February 2017 link to RIA			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	2	<i>Link to RIA</i>