

## University of the West of Scotland

## Module Descriptor

Session: 2024-2025

<b>Title of Module: British and Irish Political History Since WW2</b>			
<b>Code: PLTC10004</b>	<b>SCQF Level: 10</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	M Pugh		
<b>Summary of Module</b>			
<p>This module provides the opportunity to critically explore key themes and debates in the realm of British and Irish political history since 1939. The module presents a broad overview of key developments in British Isles politics and government in this period, encouraging students to engage analytically with competing historical and conceptual interpretations and accounts of these. This is intended to instil a deep awareness that institutions and ideas in British and Irish political life have developed over time and that the nature and implications of such change have been, and remain, contested, both by analysts and political actors. In successfully completing the module, students will enhance their transferable skills, particularly of critical thinking, communication, and collaboration in a variety of ways. This module helps students to advance their national and international perspectives at a highly conceptual and historicised level, by considering the development of the UK and Ireland, and the ideological and ethical ramifications of this, in a global political context.</p> <p>The module is infused with geopolitical concerns, not least the UK's fraught relations with the EU and its precursor institutions from before membership to Brexit, and the 'special relationship' with the United States from WW2 to Iraq and beyond. Irish politics is covered from 1939 and wartime neutrality through to 'The Troubles' and the Good Friday agreement onwards. Intrinsic to all topics studied are questions of power and how it is wielded and resisted by people, ideas, institutions and movements over time, shaping the contemporary political environment.</p> <ul style="list-style-type: none"> <li>• To consider electoral politics, public policy and constitutional developments in UK and Irish politics since c. 1939.</li> <li>• To consider and critically engage with the ways in which understandings of contemporary politics are shaped by mis/understandings of the past.</li> <li>• To consider the constitutional and political coherence of the UK and Ireland and their internal and external relations, from local to central state (including the histories of Scottish and Northern Irish devolution), and from Anglo-Irish to UK-EU and wider international relations.</li> <li>• To utilise original source materials critically and empathetically in the development of historical and conceptual analyses.</li> </ul>			

- To work effectively in the production and development of academic writing, both individually and by contributing to the development of peers.
- To stimulate class and online discussion and debate.
- To develop students' sense of (near) graduateness, postgraduate and employability potential.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

### Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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### Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate a critical appreciation of change and continuity in British and Irish political history over a substantial tract of time.
L2	Critically evaluate competing historical and conceptual interpretations of events and developments in British and Irish politics in the period concerned.
L3	Produce focused and mature academic writing involving research in primary and secondary sources on a contested issue in British political history.

L4	Read primary sources critically and empathetically, locating them in their wider historical contexts.	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>		
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	SCQF Level <b>10</b>  Developing a sophisticated knowledge and understanding of key trends, developments and debates in British and Irish political history post WW2.	
Practice: Applied Knowledge and Understanding	SCQF Level <b>10</b>  Rigorously analysing a variety of competing explanations and sets of evidence in British and Irish political history.	
Generic Cognitive skills	SCQF Level <b>10</b>  Engaging in the interpretive synthesis of complex issues and debates in British and Irish political history.	
Communication, ICT and Numeracy Skills	SCQF Level <b>10</b>  Identifying, locating, collating and evaluating evidence from varied sources, presenting the results of this in mature and focused academic writing.	
Autonomy, Accountability and Working with others	SCQF Level <b>10</b>  Exercising a high level of autonomy in their reading, coursework and exam preparation, while working collaboratively in seminar and VLE settings.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

### Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
Hours Total 200	
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Addison, P. &amp; Jones, H. eds. (2005), A Companion to Contemporary Britain 1939-2000, (Blackwell, London)</p> <p>Bourke, R &amp; McBride, I eds (2016), The Princeton History of Modern Ireland (Princeton, NJ, Princeton)</p> <p>Edgerton, D (2019), The Rise and Fall of the British Nation: a Twentieth-Century History (London, Penguin)</p> <p>MacDonald, C.M.M. (2009), Whaur Extremes Meet: Scotland's Twentieth Century (Polygon, Edinburgh)</p> <p>Thane P (2018), Divided Kingdom: A History of Britain, 1900 to the present, (Cambridge: Cambridge University Press)</p> <p>Journal of Contemporary History Irish Historical Studies Scottish Historical Studies Parliamentary Affairs Political Quarterly</p> <p>Websites: The British Cartoon Archive (online) The National Archives of Ireland The National Archives</p>	
<p>(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>	

### Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Compliance with the Student Attendance and Engagement Procedure.

### Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

This module offers students from diverse backgrounds the opportunity to consider the historical origins and development of power relations relating to race, class and gender. As such, the module content may at times be challenging to students' sense of self and social context. The teaching team will take all reasonable steps to foster an inclusive, informed and intellectually open forum for discussion of related issues in alignment with relevant university and school policies.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	UG Social Sciences
<b>Moderator</b>	M McNally
<b>External Examiner</b>	J Halsall
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	

**Assessment: (also refer to Assessment Outcomes Grids below)**

Assessment 1 Source Commentary Exercise (30%)
Assessment 2 – Essay (70%)
(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Review / Article Critique . Paper		✓		✓		30	5

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Written Assignment	✓		✓			70	5

<b>Combined Total for All Components</b>						<b>100%</b>	<b>10 hours</b>
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**