

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: British and Irish Political History Since WW2			
Code: PLTC10004	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	Dr Michael Pugh		
Summary of Module			
<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">• To consider electoral politics, public policy and constitutional developments in UK and Irish politics since c. 1939.• To consider and critically engage with the ways in which understandings of contemporary politics are shaped by mis/understandings of the past.• 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.

- To utilise original source materials critically and empathetically in the development of historical and conceptual analyses.
- 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) gradueness, postgraduate and employability potential.

Module Delivery Method		
Face-To-Face	Blended	Fully Online
	✓	
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p>		

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			

Learning Outcomes: (maximum of 5 statements)

On successful completion 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.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. 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 10. Rigorously analysing a variety of competing explanations and sets of evidence in British and Irish political history.
Generic Cognitive skills	SCQF Level 10. Engaging in the interpretive synthesis of complex issues and debates in British and Irish political history.
Communication, ICT and Numeracy Skills	SCQF Level 10. 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 10. Exercising a high level of autonomy in their reading, coursework and exam preparation, while working collaboratively in seminar and VLE settings.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code:	Module Title:
	Other:	A Politics or Sociology module at Level 9, or equivalent.
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching
<p>This module firmly aligns with the principles of the UWS Education Enabling Plan. As such its design focuses on quality of feedback to and from learners, managing partnerships to grow students' independence, encouraging students' critical awareness of the sources and limitations of knowledge, and enhancing their contextualised knowledge of internationalisation fostering global citizenship. Assessment for the module, taking account of the above principles and the personalisation agenda in higher education, comprises a choice between an essay on a topic to be negotiated with the module coordinator following peer review of a draft title and abstract, and a source commentary exercise. A source commentary is a short source extract which the student has to comment on and contextualise.</p> <p>Students choose sources from a selection, most if not all of which they have already tackled in class under formative conditions, before writing them up summatively alongside a reflective joining piece exploring the context and connections (or disjunctions) between the sources chosen.</p> <p>Assessment for the module, taking account of the above principles and the personalisation agenda in higher education, comprises a choice between an essay on a topic to be negotiated with the module coordinator following peer review of a draft title and abstract, and a combination of short source commentaries and traditional essay questions. A source commentary is a short source extract which the student has to comment on and contextualise. The students choose three from a selection, most if not all of which they have already tackled in class under formative conditions, working on them in partnership with classmates 'light touch' direction from the lecturer as they prepare for the assessment.</p> <p>All teaching and learning on the module is supported by a highly developed Moodle VLE.</p> <p>Completion of the module necessitates progression in students' generic and transferable skills: especially communication, analysis and reflective practice, as well as developing their subject specific knowledge in relation to the module content. Thus, the module promotes post/graduate employability.</p> <p>The module promotes UWS Graduate Attributes as Follows:</p> <ul style="list-style-type: none"> - Universal: The module addresses globally relevant themes in politics, history and

policy.

- Work ready: Students develop their research, writing and peer review skills to a high level on this module.

- Successful: This module provides students with a solid foundation on which to achieve further academic and professional success.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	6
Independent Study	140
Asynchronous Class Activity	30
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Addison, P. & Jones, H. eds. (2005), A Companion to Contemporary Britain 1939-2000, (Blackwell, London)

Bourke, R & McBride, I eds (2016), The Princeton History of Modern Ireland (Princeton, NJ, Princeton)

Edgerton, D (2019), The Rise and Fall of the British Nation: a Twentieth-Century History (London, Penguin)

MacDonald, C.M.M. (2009), Whaur Extremes Meet: Scotland's Twentieth Century (Polygon, Edinburgh)

Thane P (2018), Divided Kingdom: A History of Britain, 1900 to the present, (Cambridge: Cambridge University Press)

Journal of Contemporary History
Irish Historical Studies
Scottish Historical Studies
Parliamentary Affairs
Political Quarterly

Websites:

The British Cartoon Archive (online)
The National Archives of Ireland
The National Archives

(**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)

Attendance Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

For the purposes of this module, academic engagement equates to the following: All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences - Politics & Criminal Justice
Moderator	Dr Mark McNally
External Examiner	J Derounian
Accreditation Details	N/A.
Changes/Version Number	1.11 Updated pre-requisites; updated learning and teaching section

Assessment: (also refer to Assessment Outcomes Grids below)

Source commentary exercise (30%)

Essay - title and focus to be developed by student supported by peer and tutor feedback, reflecting personalisation of the curriculum (70%)

(N.B. (i) **Assessment Outcomes Grids** 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 **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper		✓		✓	30	5
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓		✓		70	5
Combined Total For All Components					100%	10 hours

Footnotes

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and

adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

[UWS Equality and Diversity Policy](#)

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