1. KentVision Code and title of the module

HIST3002 Captain Swing to the Sex Pistols: Modern Britain, 1830-2000

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts and Humanities, School of History

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

30 Credits (15 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn and Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: BA History and History Joint-Honours; BA Military History; & BA Ancient, Medieval and Modern History

Also available as an elective module.

Available to Short-Credit students at the School’s discretion.

## The intended subject specific learning outcomes. On successfully completing the module students will be able to:

* 1. Demonstrate a familiarity with the main political and socio-cultural developments in the history of Modern Britain since c.1830, as well as the skills needed to understand, evaluate, contextualise and communicate their knowledge of history effectively.
  2. Engage with the disciplines of political, social, cultural and environmental history and their various methodological approaches.
  3. Access a range of primary and secondary sources relevant to modern British history and present the results.
  4. Demonstrate skills of conceptualisation, reflexivity, critical thought and epistemological awareness.
  5. Exercise an understanding of different historical approaches and degrees of bias as well as demonstrating an awareness of the methodological complexities in the historical record itself.

## The intended generic learning outcomes. On successfully completing the module students will be able to:

* 1. Demonstrate analytical and reflective skills and the ability to express ideas and arguments using a variety of methods and skills which can be transferred to other areas of study or employment.
  2. Consider critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians. Students will also be encouraged to develop their own ability to identify and solve problems.
  3. Utilise problem-solving skills, and the ability to work both independently and within groups. Students will engage in independent work, using library resources, and will practise and improve their skills in time management, historical research, organisation and analysis of material, and communication.
  4. Communicate concepts effectively and to a range of audiences, using a variety of methods.
  5. Demonstrate communication and IT skills.

## A synopsis of the curriculum

This module plots the history of Modern Britain from the early nineteenth century to the end of the twentieth, taking in critical moments, movements, individuals and ‘isms.’ It looks at how industrialism, urbanisation, democratic politics, war, imperialism and mass culture shaped modern Britain and explores history from political, social, cultural, economic and environmental perspectives. Subjects include: industrialisation and its critics; public health and the city; Victorian politics and radical protest; science, nature and the non-human world; suffrage and sexuality; media and modernity; war and society; the welfare state; decolonisation and immigration; riots and policing; consensus and counterculture; nationalism, devolution and Europe; Thatcherism and the rise of New Labour.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 260

Contact Hours: 40

Total: 300

## Assessment methods

* 1. Main assessment methods

Written Assignment 1 Plan (250 words) – 5%

Written Assignment 1 (1,500 words) – 25%

Short Exercise (750 words or equivalent) – 15%

Written Assignment 2 (1,500 words) – 25%

## Thematic Timed Essay (2,000 words) – 30%

* 1. Reassessment methods

100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment 1 Plan | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Short Exercise | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Thematic Timed Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 19/12/2022 | New | 2023/24 | N/A | No |
|  |  |  |  |  |