

TITLE	Britain and America in the Interwar Years
SI MODULE CODE	77-5588-00S
CREDITS	20
LEVEL	5
JACS CODE	V100
SUBJECT GROUP	History
DEPARTMENT	Humanities
MODULE LEADER	Dr Nicola Verdon

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36	0	164	200

MODULE AIM

The module aims to provide a broad knowledge and understanding of British and American societies in the 1920s and 1930s. It will begin by examining the impact of the First World War in both countries before focusing on two five-week blocks of lectures/seminars covering the 1920s and then the 1930s. The module will explore these two decades using a range of different approaches, with a focus on social, economic and cultural change. You will be encouraged to assess similarities and differences of experience in the two countries, and will also compare and contrast the two decades under examination. The seminars will analyse key case studies utilising a variety of both secondary and primary source material.

MODULE LEARNING OUTCOMES

By engaging successfully with this module you will be able to:

- assess the key social, economic and cultural changes that occurred in Britain and America in the 1920s and 1930s;
- critically examine the similarities and differences in the experience of Britain and America in the interwar years;
- evaluate the current historical debate and controversy over this period through engagement with a range of secondary literature;
- interpret and apply primary documents to the study of interwar British and American history.

INDICATIVE CONTENT

Topics may include:

- Suffrage and citizenship
- Natural Disasters
- Industrial relations and labour unrest
- Big business in the 1920s
- The Jazz Age and the Flapper
- The depression and its consequences
- Reaction to the depression: social policy in Britain and America
- Representations of the 1930s

- The rise of political extremism
- Rearmament and the Peace Movement

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

You will be supported in your learning, to achieve the above outcomes, in the following ways:

The module will be based on a weekly lecture and seminar. The lecture will introduce the major themes and issues relating to a specific topic and an overview of the current debates amongst historians concerning that topic. Films and documents from the 1920s and 30s will also be widely used in the lectures, as will interactive exercises. The follow-up seminar will enable engagement with the key themes through the discussion of case studies. You will be expected to work independently out of class, with guidance provided on appropriate reading and research.

The module is assessed by two tasks: an essay (50%) and an examination (50%).

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Essay	CW	50%	2,000	Y / N
2	Exam	EX	50%	2 hours	Y / N

FEEDBACK

You will be provided with written feedback for module tasks on standardised proformas. Oral feedback will be available for those who request it. On-going advice on the development of research and writing skills will also be given by the Module Leader in seminar sessions.

In classroom discussion you will be given the opportunity to express and develop your own ideas and will receive informal feedback from the tutor and other students on this. This will be further facilitated by small group discussion which will enable you to share your ideas as well as to learn from others.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

- The Learning Centre has a good stock of electronic and hard copy resources on modern British and American history in the early 20th century, including monographs, journal articles and edited volumes of essays
- A number of short items (book chapters or journal articles) will be digitised and made available via the module BB site
- Supplementary documents, especially primary material, will be provided by the tutor where they are needed for particular topics
- Links to relevant websites will be made available via the module BB site

Indicative Reading List

Badger, A. J., *The New Deal: The Depression Years, 1933-40* (New York, 2002)
 Gordon, C., *Major Problems in American History, 1920-1945* (2nd edn, New York, 2010)
 Laybourn, K., *Britain on the Breadline: A Social and Political History of Britain between the Wars* (Gloucester, 1990)
 Potter, J., *The American Economy Between the Wars* (Basingstoke, 1985)
 Stevenson, J and Cook, C., *Britain in the Depression* (London, 1994)
 Stevenson, J., *British Society, 1914-45* (London, 1984)

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2015

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	09//2015	01/2016
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance notes.	
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REVISIONS

July 2017	Operational change approved by Humanities Departmental Board 21/06/17
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