

Contemporary History of the British Isles

Code: 106283
ECTS Credits: 6

2025/2026

Degree	Type	Year
English Studies	FB	1

Contact

Name: Gennadi Kneper

Email: gennadi.kneper@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

In order to take this subject, students need to be able to speak and write in English with a C1 level (CEFR).

Objectives and Contextualisation

In this subject, students will have the opportunity to learn about and analyze British and Irish history from 1945 to the present. The subject covers fundamental historical events, as well as social and cultural relations and interactions, including the gender perspective, in the United Kingdom, Ireland, and the Commonwealth. It includes lectures, reading historical texts, class discussions, writing reviews, and drafting analytical papers. All activity deadlines are indicated in the subject's schedule and must be strictly adhered to.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply the methodology of analysis and critical concepts to analysing the literature, culture and history of English-speaking countries.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Critically analyse the principles, values and procedures that govern the exercise of the profession.
4. Critically comment on a text in a basic way.
5. Draw conclusions from the reading of an essay.
6. Identify situations in which a change or improvement is needed.
7. Identify the main periods in the contemporary history of the English-speaking world, with particular attention to the history of Britain from 1945 to the present day.
8. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
9. Make clear summaries of information or ideas.
10. Produce organised presentations.
11. Propose new methods or well-founded alternative solutions.
12. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
13. Recognise the principal ideas of a text.

Content

1. The decline of the British Empire after the Second World War
2. Construction and consolidation of the British welfare state
3. The Conservative Reaction: Conservative Party Britain
4. From the 1960s to the crisis: the Labour hegemony
5. Decolonization, Commonwealth and neo-imperialism
6. One island, two Irelands: the Republic of Ireland (1948) and the Ulster conflict
7. The neoliberal reaction: the era of Margaret Thatcher
8. The end of the Cold War, European integration and Brexit

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	50	2	1, 4, 7, 8, 6, 12, 13
Self-study	50	2	3, 2, 1, 10, 5, 9, 7, 8, 13
Seminars and tutorships	25	1	3, 2, 10, 9, 8, 11, 12

The methodology will include:

- Lectures
- Text comments

- Debates
- Preparation of written assignments
- Self-study
- Reading of specialized bibliography
- Oral presentations
- Seminars
- Tutorships

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation	20%	5	0.2	2, 4, 10, 5, 9, 7, 8, 13
Written assignments	30%	8	0.32	3, 2, 1, 9, 7, 8, 6, 11, 12
Written exams	50%	12	0.48	3, 2, 1, 9, 7, 8

The information on assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Continuous Assessment

Oral presentation - 20%

This part of the assessment will consist of a presentation of one of the compulsory reading texts for the session. The presentation will have a maximum duration of 15 minutes and should include a Powerpoint in order to present additional graphic material and delve into one or more aspects of the subject matter.

Skeleton research paper - 30%

The skeleton research paper gives students the opportunity to outline the structure of a possible academic article on one of the topics covered in the class. The proposal is supposed to include a cover with the title, a table of contents, an introductory text of approximately one page, as well as a bibliography with at least ten books or academic articles.

Written tests - 50%

There will be two written tests, each of them worth 25% of the final grade. In the written tests, students will have to answer a series of questions to demonstrate their ability to explain and contextualize historical topics and give their qualified opinion on past events.

Single Assessment

This subject does not incorporate the single-assessment option.

Review

When publishing final grades, prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students will be able to arrange reviewing with the lecturer.

Missed/failed assessment activities

Students may compensate for assessment activities they have failed or missed, provided that those they have actually performed account for 66.6% (two thirds) of the subject's final mark, and that they have a weighted average grade of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. The lecturer will inform students of the procedure involved, in writing, when publishing final grades, prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

Grading as "non-assessable"

If students' performance in assessment activities accounts for only 30% or less of the subject's final grade, their work will be graded as "non-assessable" on their transcript.

Irregularities and misconduct in assessment activities

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Irregularities refer, for instance, to copying in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme. These evaluation activities will not be re-assessed.

Restricted use of AI

This subject allows the use of AI technologies exclusively for support tasks such as content-based search and text correction. In the case of subjects in a Modern Languages degree, use of translation must be specifically authorised by the teacher. Other specific situations may be contemplated, as deemed appropriate by the teacher. The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity. Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

Exchange students

Exchange students who request to advance an exam must present the professor with a written document from their home university justifying their request.

Bibliography

Beckett, Andy. *When the Lights Went Out: Britain in the Seventies*. London: Faber and Faber, 2010.

https://books.google.es/books?id=-NURERF4hb8C&printsec=frontcover&hl=de&source=gbs_ge_summary_r&ca

Deacon, David and Dominic Wring. "The UK Independence Party, Populism and the British News Media: Competition, Collaboration or Containment?" *European Journal of Communication* 31, no. 2 (2016): 169-184.

- Harvey, David. *A Brief History of Neoliberalism*. New York and Oxford: Oxford University Press, 2005.
- Hayton, Richard. "The UK Independence Party and the Politics of Englishness." *Political Studies Review* 14, no. 3 (2016): 400-410.
- Hobsbawm, Eric. *The Age of Extremes, 1914-1991*. London: Abacus, 1995.
- Judt, Tony. *Postwar: A History of Europe since 1945*. New York: The Penguin Press, 2005.
- Marr, Andrew. *A History of Modern Britain*. London: Pan Books, 2009.
- Pimlott, Ben. *The Queen: Elizabeth II and the Monarchy* (Diamond Jubilee Edition). London: HarperCollins, 2012.
https://books.google.es/books?id=eNHriNq-89QC&printsec=frontcover&hl=de&source=gbs_ge_summary_r&cad=
- Reitan, Earl A. *The Thatcher Revolution: Margaret Thatcher, John Major, Tony Blair, and the Transformation of Modern Britain, 1979-2001*. Oxford: Rowman & Littlefield, 2003.
- Robinson, Emily, Camilla Schofield, Florence Sutcliffe-Braithwaite, Natalie Thomlinson. 'Telling Stories about Post-war Britain: Popular Individualism and the "Crisis" of the 1970s'. *Twentieth Century British History* 28, no. 2 (2017): 268-304.
- Rycroft, Simon. *Swinging City: A Cultural Geography of London 1950-1974*. Farnham: Ashgate Publishing, 2012.
- Robinson, Emily, Camilla Schofield, Florence Sutcliffe-Braithwaite, Natalie Thomlinson. 'Telling Stories about Post-war Britain: Popular Individualism and the "Crisis" of the 1970s'. *Twentieth Century British History* 28, no. 2 (2017): 268-304.
- Snyder, Joseph M. "The Fabianisation of the British Empire: Post-War Colonial Summer Conferences and Community Development in Kenya, 1948-1956," *Britain and the World* 13, no. 1 (2020): 69-89.
- Taylor, A. J. P. *English History, 1914-1945*. London: Penguin Books, 1970.
https://books.google.es/books?id=9WuASzFGqsMC&printsec=frontcover&hl=de&source=gbs_ge_summary_r&cad=
- Urvashi, Butalia. *The Other Side of Silence: Voices from the Partition of India*. London: Hurst & Co., 2000.
- Vickers, Rhiannon. *The Labour Party and the World, Volume 1: The Evolution of Labour's Foreign Policy, 1900-51*. Manchester: Manchester University Press, 2003.

Software

Internet access

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	English	second semester	morning-mixed

(PAUL) Classroom practices	2	English	second semester	morning-mixed
(TE) Theory	1	English	second semester	morning-mixed
(TE) Theory	2	English	second semester	morning-mixed