

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Making the Modern World			
Code: SOCY07012	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	M Pugh		
Summary of Module			
This module introduces students to a historically grounded understanding of how major processes of economic and social change associated with industrialisation, urbanisation and shifts in class, race and gender relations have transformed the world over the course of two centuries and the beginning of another. It introduces students to globalisation and some of its major consequences for locally and national communities, as well as examining the roles played by social movements and exploring legacies of empire and slavery. The module examines international trends while retaining a Scottish and British perspective on these. The module also provides a strong grounding in basic academic research and writing skills. MTMW is a historically informed social science module focusing on social and economic changes. It does not rely on students having previous experience of studying history or economics. Rather, it provides students with a foundational knowledge of the major processes and events that have shaped the international economy and diverse social and political experiences. It also offers insights into the contexts in which the great social and political theorists, discussed in more depth in other modules, grappled with the major changes associated with 'modernity'. Lastly, it presents ways of interpreting the contemporary social world and its policy-making environment.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☐	☐	☐	☐	☐
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:
☒	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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	Discuss economic, sociological and historical arguments relating to contemporary and past experiences of globalization in both spoken and written formats
L2	Critically appraise the value of primary sources with reference to relevant theories
L3	Demonstrate initiative and independence in gathering, selecting and recording information and presenting synthesised conclusions.

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 7 Students will: develop a broad knowledge of the subject; become conversant in the main concepts, definitions and principles at the core of the discipline; be able to compare and contrast 'common sense' and 'evidenced' approaches to the discipline.
Practice: Applied Knowledge and Understanding	SCQF Level 7 Students will: develop basic literature search skills; develop basic skills in reading quantitative and qualitative data and evaluating historical source material.
Generic Cognitive skills	SCQF Level 7 Students will: glean experience in presenting and evaluating arguments which are routine to the historical, economic and sociological disciplines.
Communication, ICT and Numeracy Skills	SCQF Level 7 Students will: develop their written and verbal presentation skills through written assignments and their participation in seminars; be able to read basic numerical data sets including tables and graphs
Autonomy, Accountability and Working with others	SCQF Level 7

	Students will: develop independent learning skills through independent, self-directed study; work with other students in the small group setting	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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.	
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): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
Hours Total 200	
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Lipscomb S and Carr H eds (2022) *What is History Now?* London: Weidenfeld and Nicolson.

Getz, T. R. (2018) *The Long Nineteenth Century, 1750-1914: Crucible of Modernity*. London: Bloomsbury

Carbally, J. C. (2018) *The Twentieth Century World, 1914 to the Present: State of Modernity*. London: Bloomsbury

Hamish, F. W. ; Callum, B. (2010) *Britain Since 1707*. Harlow: Pearson Education

Kenwood, A.G. and Loughee, A.L. (1999) *The Growth of the International Economy 1820-2000*. Fourth edition. London: Routledge

Merriman, J. (2004) *A History of Modern Europe; (Vol 2) From the French Revolution to the Present*. New York: Norton

Martinelli, A. (2005) *Global Modernization: Rethinking the Project of Modernity*. London: Sage

Todd, S. (2015) *The People: The Rise and Fall of the Working Class* Selina Todd. London: John Murray

Coatsworth, J, Cole J, Hannagan, M.P., Perdue, P.C., Tilly, C. Tilly, L. (2015) *Global Connections*. Cambridge: CUP.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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 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:

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

Divisional Programme Board	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Undergraduate Social Sciences Assessment Board
Moderator	D McKeever
External Examiner	R Ryder
Accreditation Details	
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Essay Plan Assessment 40% Summative assessment regime is supported by the seminar and workshop programme and modelled good academic practice throughout the module materials relating to academic writing and referencing conventions.
Assessment 2 Essay 60% Summative assessment regime is supported by the seminar and workshop programme and modelled good academic practice throughout the module materials relating to academic writing and referencing conventions.

(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 Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay plan	✓					40	2

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓			60	4

Combined Total for All Components						100%	6 hours
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Change Control:

What	When	Who
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)