Module Descriptor

Title	The State, Globalisation and Social Justice		
Session	2025/26	**Status**	
Code	SSPG11002	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	M McNally		

Summary of Module

his module provides students with a critical understanding of the changing role of the modern state in the context of processes of economic, sociological and political change since the 1970s characterized as globalisation. It explores in particular how the modern state has sought to respond to new threats to social justice that have developed on the back of globalisation. It adopts an interdisciplinary approach employing theoretical and empirical insights and studies from a range of disciplines to explore how the contemporary state has seen its role radically challenged by globalisation – economic, social, political and cultural - and has been forced to reckon with new forms of injustice, inequality and the abuse of human and minority rights in society that are partly at least a consequence of processes of globalisation. A core aim is to critically evaluate the successes and failures of states to respond to civil society demands – including those for greater justice and equality - in the context the processes of globalisation.

The module begins by examining core concepts: the state, globalisation, social justice. Different theories of the state, globalisation and social justice will be analysed and evaluated before turning to the main focus of the module which is the set of challenges that have emerged to the modern state since the onset of a more intense form of globalisation in the 1970s. Among the challenges of globalisation for possible exploration are: the emergence of a worldwide free market economy and global inequality; the inability of current democratic systems – national, regional and local - to respond to citizen demands for greater justice and equality in civil society; injustices associated with race, gender and migration/immigration; global governance and human and minority rights; decline in levels of citizenship participation, efficacy and social capital; ; global terrorism and the threat it poses to the security of citizens and the rights of minority groups and individual citizens.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the principal concepts and theories which explain and evaluate the relations between the state, globalisation and social justice.
L2	Demonstrate in-depth knowledge and critical understanding of the changing role of the modern state, processes of globalisation and the capacity of the state to respond to new forms of inequality and injustice.
L3	Demonstrate an ability to communicate orally and in written form critical understanding of the concepts and theories explored in relation to a number of key related issues in contemporary social science.
L4	Critically analyse a major issue explored on the module, gathering and presenting a set of findings that demonstrate critical awareness and informed independent judgment.
L5	

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 11** A critical understanding of a range of theories and techniques.
Practice: Applied Knowledge and Understanding	**SCQF 11** Applying a range of evaluative tools to understand the dynamics and impacts of multiple actors on society.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	**SCQF 11** Demonstrate the ability to conduct analysis, evaluation and synthesis.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate the ability to communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial autonomy and initiative in carrying out learning activities. Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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. The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment. The approach is one of student-centred active learning. Each session will begin with a short lecture/presentation by the tutor introducing the topic and the key debates to be discussed in relation to a set of required readings students will have completed. Thereafter the session will be dedicated to student discussion and critical analysis of the theories covered on the module. The tutor will provide input/feedback to clarify and enrich the learning process as required. The module will make full use of a variety of ICT tools including a fully-resourced VLE site to combine and supplement in-class learning with online learning. Learning will be scaffolded to help students develop their knowledge, skills and understandings of the course material working towards full independent study in the latter part of the module.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Tutorial / Synchronous Support Activity	56
Independent Study	108
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Christenson, J. (2020) Global Justice. London: Red Globe Press. Hay, C. (2006) The State: Theories and Issues. Basingstoke: Palgrave Macmillan. Jessop, B. (2016) The State. Cambridge: Polity Press. Peet, R. (2009) Unholy Trinity: The IMF, World Bank and WTO. 2nd Edition. London-New York: Zed Books. Steger, M.B. (2019) Globalisms: Facing the Populist Challenge. London: Rowman & Littlefield. Warwick-Booth, L. (2022) Social Inequality. 3rd Edition. London: Sage
(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:** Compliance with UWS Attendance Policy. Attendance at all on-campus and online sessions; completion of module-related reading and tasks; submission of assessments.

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. 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.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	PG Social Sciences
Moderator	R Campbell

External Examiner	M Ketola
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Seminar Paper (30%)
Assessment 2
Essay (70%)
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Seminar Paper	☒	☒	☒	☐	☐	30	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	70	2

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	4 hours

Change Control

What	**When**	**Who**
New template	Mar 25	M McNally
