**Module Descriptor**

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| **Title** | Making the Modern World | | |
| **Session** | 2025/26 | **Status** | |
| **Code** | SOCY07012 | **SCQF Level** | 7 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **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 Iwo centuries and the beginning of another. It Introduces students lo globalisation and some of its major consequences for local 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 tne international economy and diverse social and polltical 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** | **On-Campus[1]** | **Hybrid[2]** | **Online[3]** | **Work -Based Learning[4]** |
|---|---|---|---|---|
| | ☒ | ☐ | ☐ | ☐ |

[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

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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | | ☐ Online / Distance Learning<br>☐ 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** | |
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| **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. |
| **L4** | |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 7**<br>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 7**<br>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 7**<br>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 7**<br>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 7**<br>Students will: develop independent learning skills through independent, self-directed study; work with other students in the small group setting. |

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

| **Learning and Teaching** | |
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| 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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(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 |
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>Lipscomb S and Carr H eds (2022) What is History Now? London: Weidenfeld and Nicolson.<br>Getz, T. R. (2018) The Long Nineteenth Century, 1750-1914: Crucible of Modernity. London: Bloomsbury<br>Carbally, J. C. (2018) The Twentieth Century World, 1914 to the Present: State of Modernity. London: Bloomsbury<br>Hamish, F. W. ; Callum, B. (2010) Britain Since 1707. Harlow: Pearson Education<br>Kenwood, A.G. and Loughee, A.L. (1999) The Growth of the International Economy 1820-2000. Fourth edition. London: Routledge<br>Merriman, J. (2004) A History of Modern Europe; (Vol 2) From the French Revolution to the Present. New York: Norton<br>Martinelli, A. (2005) Global Modernization: Rethinking the Project of Modernity. London: Sage<br>Todd, S. (2015) The People: The Rise and Fall of the Working Class Selina Todd. London: John Murray<br>Coatsworth, J, Cole J, Hannagan, M.P., Perdue, P.C., Tilly, C. Tillly, L. (2015) Global Connections. Cambridge: CUP. |
| **(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 |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Compliance with the Student Attendance and Engagement Procedure |

| Equality and Diversity |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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**

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| **Divisional Programme Board** | **Please select** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br><br>**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** | Undergraduate Social Sciences |
| **Moderator** | D McKeever |
| **External Examiner** | U Mukherjee |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | Transferred to current template. |

| Assessment (also refer to Assessment Outcomes Grids below) |
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| **Assessment 1** |
| Essay plan assesmsent (40%)<br><br>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%) |

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| 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 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.<br>(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** |
| Essay plan | ☒ | ☐ | ☐ | ☐ | ☐ | 40 | 2 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Essay | ☒ | ☒ | ☒ | ☐ | ☐ | 60 | 4 |

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

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| New template, no changes 25/26 | Mar 25 | M Pugh |
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