Module Descriptor

Title	Nationalism		
Session	2025/26	**Status**	
Code	PLTC10002	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	A McKeever		

Summary of Module

This module focuses on nationalism as a political phenomenon and examines its impact on contemporary politics and society. It will address the historical origins of nationalist movements and assess the component parts of contemporary national identity. Particular emphasis will be placed on the dominance of nationalism as a political and social form and the consequences of this for existing states and politics, with an emphasis on the UK and Europe.

The module will focus on the theoretical debates surrounding the nature of nationalism, assessing their validity and application. These theories will be applied to Scotland as a primary case study as well as other case studies, to test against the historical and political evidence. A key aim of the module is to introduce students to the study of Nationalism in a comparative context. The purpose of this approach is to provide as thorough an insight into the diverseness and complexity of the phenomenon as possible. The differences between nationalisms will be explored, and the demand for secession in the contemporary world will be discussed, together with the ethical and political claims for self-determination.

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

[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

			☒ Paisley			
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	To develop student understanding of nationhood and nationalism as concepts.
L2	To provide a focused consideration of the political dimensions and dynamics of nationalism in contemporary Western society.
L3	To develop the student's ability to draw on theory to analyse and understand the problems and issues arising from contemporary nationalism.
L4	To promote the student's ability to employ case study analysis in the examination of specific issues related to nationalism, such as devolution and separatism.
L5	To develop employment-related, transferable skills in teamwork, oral presentation, research, digital literacy and written submissions.

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 10** Students will be able to demonstrate a critical understanding of nationhood and nationalism.
Practice: Applied Knowledge and Understanding	**SCQF 10** Students will be able to demonstrate their ability to use analyse theoretical conceptions of nationalism and apply them to contemporary nationalist occurrences.
Generic Cognitive skills	**SCQF 10** Students will be able to develop critical understanding of nationalism.
Communication, ICT and Numeracy Skills	**SCQF 10** Students will be able to produce written piece of work and to communicate complex ideas on viewing nationalist occurrences through multiple theoretical perspectives to their peers and to subject specialists.
Autonomy, Accountability and Working with Others	**SCQF 10** Students will be able to demonstrate their ability to work independently through production of two written assessments.

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.	
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	22
Asynchronous Class Activity	48
Independent Study	116
Tutorial / Synchronous Support Activity	14
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Leith, M & Soule D (2012) Political Discourse and National Identity in Scotland, Edinburgh University Press, Edinburgh e-book in library Özkirimli, Umut. (2017) Theories of Nationalism: A Critical Introduction. 3rd ed. Red Globe Press (Macmillan International).
(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:** All full-time students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rightsand-regulations/regulatory-framework

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.
(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	UG Social Sciences
Moderator	M Leith
External Examiner	J Halsall
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 - Essay (1000 words, 30%)
Assessment 2
Assessment 2 - Case study (3000 words, 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**
Essay	☒	☒	☐	☐	☒	30	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Case Study	☐	☒	☒	☒	☐	70	

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
Added to new template	11-03-25	A McKeever