Module Descriptor

Title	Social Activism & Social Justice		
Session	2025/26	**Status**	
Code	SOCY10033	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	R Gordon		

Summary of Module

Globally, people stand together in struggles to create a better world. Social justice movements refer to forms of collective action that seek to challenge oppression and transform society. The overall objective of this module is to provide students with a theoretically informed understanding of these movements, and historical and contemporary attempts to achieve social justice and social change.

This interdisciplinary module will use an intersectional approach to explore social activism and leadership on issues of social justice globally. It will introduce and examine theories associated with human rights and social justice and leadership – both political and grassroots – alongside theories of social movements and protests. Case studies of particular social justice movements are prioritised with an examination of some important cross-cutting issues. Examples of social movements covered will include anti-capitalist, feminist, racial justice, climate justice, LGBTIA+ liberation, drawing on both historical and contemporary global case studies.

This module also encourages you to think critically in the face of social injustice. To ask questions like: Who is benefitting from this injustice? What are the basic assumptions at work that allow this injustice to continue? Whose voices are privileged in conversations about this injustice? Whose voices are silenced or left out? How does this affect activism to address these issues?

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 ☐ 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	Students will have a theoretically informed and conceptually grounded understanding of social justice, movements, and activism.
L2	Students will gain a deeper knowledge and understanding of social justice issues and the varied ways that marginalised groups have mobilised to challenge prevailing social attitudes and to demand a redistribution of power and resources and explore their position in relation to these issues.
L3	Students will be in a position to apply their knowledge and understanding to develop arguments and critical perspectives on the dynamics of social justice movements and the challenges they confront locally and globally.
L4	Students will demonstrate the ability to compare and contrast between case studies in order to generate original, well-researched and evidence-based suggestions to approach one social justice related topic.
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 10** The specific knowledge and understanding that students gain from this module will be highly relevant and useful in terms of employability and their PDP skills. The module deliberately adopts an interdisciplinary perspective and employers are increasingly interested in such skillsets, especially when applied to highly topical concerns such as social activism and social justice. Students will be equipped with both conceptual and empirical knowledge on such matters and will be able to appreciate and develop responses and approaches to tackle contemporary issues. .
Practice: Applied Knowledge and Understanding	**SCQF 10** Students will be required to apply/relate their theoretical and conceptual understandings on intersectionality and social justice for the global case study examples. This applied/practice knowledge and understanding will also be tested through seminar discussions, students' reflective journal and in the Meet the Activists session at the end of the module. Students will also be expected to apply knowledge and understanding from practice-based work in their Action Plan.

Generic Cognitive skills	**SCQF 10** For this module, students will be required to draw on several key generic cognitive skills such as sustained and selective attention, as well as logic and reasoning skills and visual/auditory processing skills. These skills will be required for lectures, seminars, and assessment work. Students in seminars, in particular, will be tested on their abilities with regard to critical reading/research skills and ability to present written and oral reports on topics being discussed.
Communication, ICT and Numeracy Skills	**SCQF 10** Students will be tested via three assessments. The essay will demonstrate their ability to communicate and critically engage with complex and contested ideas and theories regarding social justice. The Action Plan will support students' ability to communicate ideas and recommendations to a policy audience and strengthen their capacity to build a persuasive argument. Finally, the reflective journal will encourage them to engagement in critical self-reflection and the skills of communicating this reflection in a public setting. Students will need to make full use of ICT resources at their disposal to prepare for seminars and the three assessments.
Autonomy, Accountability and Working with Others	**SCQF 10** Students will work alone for all assessments, with guidance from the module coordinator and wider teaching team. This will involve utilising theory to examine a particular issue of social justice, considering leadership and intersectionality in the development of policy and practice and reflecting on their own engagement with the module. Students will be individually accountable for their submissions. Students will also work with the teaching team in live lectures, as well as with each other in seminar discussions. This will involve group work and discussions which examine global case studies (please see the lecture outline).

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	36
Tutorial / Synchronous Support Activity	6

Asynchronous Class Activity	14
Independent Study	150
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Ortiz, I. Burke, S. Berrada, M. & Saenz Cortés, H. (2022). World Protests: A Study of Key Protest Issues in the 21st Century. New York: Palgrave Macmillan.

Olufemi, L. (2020). Feminism Interrupted: Disrupting Power, London: Pluto Press

Bringel, B. & Pleyers, G. (2021). Social Movements and Politics in a Global Pandemic. University of Bristol Press

Jupp, E. (2021). Care, Crisis and Activism: The Politics of Everyday Life. Bristol: Policy Press

Craddock, E. (2021). Living Against Austerity: A Feminist investigation of doing activism and being activist. Bristol: Policy Press

Almeida, P. (2019) Social Movements: the structure of collective mobilization, University of California Press.

Collins, Patricia Hill. (2000). Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment. (original publication: 1990; revised ed). London: Routledge.

Hsiao, A. & Lim, A. (2020). The Verso Book of Dissent, London: Verso Books

Kauffman, L. A. (2017). Direct Action. London: Verso Books

Jobin-Leeds, G. and AgitArte (2016) When we fight we win! - 21st century social movements and the activists that are transforming our world. The New Press.

(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 fulltime 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/rights-and-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	Social Sciences
Moderator	N Hay
External Examiner	E Matchett
Accreditation Details	n/a
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (60%) The researching and writing of a 2500-word essay will require students to draw upon their knowledge and understanding of different forms of leadership and movements for social justice. The writing of the essay will require students to analyse a range of material, to construct a clear argument and to communicate their ideas effectively.
Assessment 2
Action Plan (30%) This second assessment will be a 2000-word action plan that will develop ideas for the formation of an NGO or social justice movement. The choice of issue/location will be led by the student, with advice and guidance from the module coordinator. This plan will consider leadership, the relationship of theory and action and implications of action for policy and practice. As part of this plan, students will need to justify their proposals with use of examples and the academic literature.
Assessment 3
Reflective Journal (10%) Throughout the module, students will be asked after each lecture to write up to 250 words in their reflective journal as a post-lecture activity. Writing prompts will include: what has struck you this week from your reading and the other module content? Why does this resonate with you personally, politically and/or professionally? Are you inspired to take any actions as a result, and if so, what? The aim of this assessment is to encourage continual self-reflection

that is necessary for engaging with issues of social justice and to support the development of students' reflective writing.
(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	☒	☒	☒	☐	☐	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Action Plan	☐	☐	☒	☒	☐	30	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Reflective Journal	☐	☒	☐	☐	☐	10	0
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**