

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: The State, Globalisation and Social Justice			
Code: SSPG11002	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	M McNally		
Summary of Module			
<p>This 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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

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	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 Level 11 A critical understanding of a range of theories and techniques	
Practice: Applied Knowledge and Understanding	SCQF Level 11 Applying a range of evaluative tools to understand the dynamics and impacts of multiple actors on society	
Generic Cognitive skills	SCQF Level 11 Demonstrate the ability to conduct analysis, evaluation and synthesis.	
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 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	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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 (Normally totalling 200 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
Asynchronous Class Activity	56
Independent Study	108
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Christenson, J. (2020) Global Justice. London: Red Globe Press.</p> <p>Hay, C. (2006) The State: Theories and Issues. Basingstoke: Palgrave Macmillan.</p> <p>Jessop, B. (2016) The State. Cambridge: Polity Press.</p> <p>Peet, R. (2009) Unholy Trinity: The IMF, World Bank and WTO. 2nd Edition. London-New York: Zed Books.</p> <p>Steger, M.B. (2019) Globalisms: Facing the Populist Challenge. London: Rowman & Littlefield.</p> <p>Warwick-Booth, L. (2022) Social Inequality. 3rd Edition. London: Sage.</p>	
(**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:

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	PG Social Sciences
Moderator	TBA
External Examiner	M Ketola
Accreditation Details	
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 - Seminar Paper (30%)
Assessment 2 - Essay (70%)
(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
Practical Skills Assessment	X	X	X	x		30	

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	x	x	x	x		70	

Combined Total for All Components						100%	XX 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)