Title of Module: Making the Modern World			
Code: SOCY07012	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & 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 two centuries and the beginning of another. It introduces students to globalisaiton and some of its major consequences for locally 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 the international economy and diverse social and political 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

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: 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.

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 7. 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 Level 7. 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 Level 7. 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 Level 7. 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 Level 7. Students will: develop independent learning skills through

	independent, self-directed study; work with other students in the small group setting	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
Teaching engagement on the module comprises of 10 lectures on campus and six on campus seminars, where students will engage in large and small group discussions	
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	20
Tutorial/Synchronous Support Activity	12
Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Lipscomb S and Carr H eds (2022) What is History Now? London: Weidenfeld and Nicolson. Getz, T. R. (2018) The Long Nineteenth Century, 1750-1914: Crucible of Modernity. London: Bloomsbury Carbally, J. C. (2018) The Twentieth Century World, 1914 to the Present: State of Modernity. London: Bloomsbury Hamish, F. W. ; Callum, B. (2010) Britain Since 1707. Harlow: Pearson Education Kenwood, A.G. and Loughee, A.L. (1999) The Growth of the International Economy 1820-2000. Fourth edition. London: Routledge Merriman, J. (2004) A History of Modern Europe; (Vol 2) From the French Revolution to the Present. New York: Norton Martinelli, A. (2005) Global Modernization: Rethinking the Project of Modernity. London: Sage Todd, S. (2015) The People: The Rise and Fall of the Working Class Selina Todd. London: John Murray	

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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure
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/

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	D McKeever
External Examiner	R Ryder
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Essay Plan Assessment 40% 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.
Essay 60% 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 Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay Plan	✓			40	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	60	0
Combined Total For All Components				100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.
UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)