

## University of the West of Scotland

## Module Descriptor

Session: 2024-25

<b>Title of Module: Foundations of Social &amp; Political Thought</b>			
<b>Code: PLTC08006</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:  20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	M McNally		
<b>Summary of Module</b>			
<p>This module aims to introduce students to some of the main concepts and theories employed to analyse the social and political world around us. The focus is on the foundational ideas in social and political thought inherited from the Enlightenment and developed thereafter that underpin modern thinking about the world in which we live. The central premise of the module is to consider the legacy of the Enlightenment period in Western cultural development in terms of the associated ideas of modernisation and social progress.</p> <p>It examines in particular the key social and political concepts that help to explain the process of modernisation as well as ideas that have contributed to evaluating and furthering the aims of social progress. The module adopts an avowedly interdisciplinary and applied approach providing opportunities to consider contemporary social and political issues using the concepts explored on the module as well as considering critically the legacies of the Enlightenment and its relations with European imperialism and colonialism.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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	Identify the key theoretical and normative perspectives and concepts of the Enlightenment;
L2	Demonstrate the ability to work in a group context to produce and communicate effectively a presentation using appropriate technology;
L3	Explain and critically evaluate one major foundational social or political theory or concept through independent inquiry-based reading and research;
L4	Communicate the findings effectively of independent study in written form.
L5	Click or tap here to enter text.

#### Employability Skills and Personal Development Planning (PDP) Skills

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>8</b>  Demonstration of knowledge and understanding of understanding foundational social and political theory.
Practice: Applied Knowledge and Understanding	SCQF Level <b>8</b>  Application of knowledge and understanding of the Enlightenment.  Apply understanding derived from module readings, workshop activities and independent study to critically evaluation foundational social and political theories.
Generic Cognitive skills	SCQF Level <b>8</b>  Presentation and evaluation of information on social and political theory.
Communication, ICT and Numeracy Skills	SCQF Level <b>8</b>  Communication of complex ideas using appropriate technology and in written form.

Autonomy, Accountability and Working with others	SCQF Level <b>8</b> Work with others in a way that recognizes contribution of self and peers.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b> Introduction to Social Research (or equivalent)
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	10
Independent Study	154
	Hours Total 200 hrs
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

Ramgotra, M., and Choat, S. (2023) *Rethinking Political Thinkers*. Oxford: Oxford University Press.

Deutch, K.L. and Fornieri, J.R. (2009) *An Invitation to Political Thought*. Belmont, Calif: Thomson Higher Education.

Brock, T. (2023) *Welcome to Social Theory*. London: Sage.

Iglis, D. and Thorpe, C. (2018) *An invitation to Social Theory*. 2nd Edition. Oxford: Polity.

Outram, D. (2019) *The Enlightenment. 4th Edition*. Cambridge: Cambridge University 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:

Attendance at all on-campus and online sessions; completion of module-related reading and tasks; submission of assessments.

### 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](#).

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.

(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

<b>Divisional Programme Board</b>	Social Sciences
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<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Undergraduate Social Sciences
<b>Moderator</b>	M Pugh
<b>External Examiner</b>	J Halsall
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	1.2

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).  Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).  <b>NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</b>  Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. <a href="#">Click or tap here to enter text.</a></p>
Assessment 1 Group PowerPoint Presentation (40%)
Assessment 2 Essay (60%)
Assessment 3
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Group Powerpoint Presentation	√	√				40	1

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay			√	√		60	1

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>2 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)