University of the West of Scotland

Module Descriptor

Title of Module: Global Society			
Code: SOCY08010	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points:** **20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	R Gordon		

Summary of Module
This module will introduce students to concepts of connected sociologies and global society. It will develop students' understanding of theory through the examination of debates about the process of global social development and change. It examines global society through three different, interconnected, lenses: **1)** *capitalism, globalisation and dependency theory;* **2)** *colonialism and post-colonial theory* and **3)** *the nation state, nationalism and national identity.* Building on theoretical approaches to global society, the module will utilise these theoretical perspectives to examine six case studies: *the politics of entertainment media; mega-sporting events; digital technologies and political activism; environmental migration; human rights; and crime and punishment.*

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
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:
☒	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

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	Understand theories of contemporary global society
L2	Understanding issues and debates in substantive topics regarding contemporary global society.
L3	Evaluate theories of contemporary global society
L4	Evaluate issues and debates in substantive topics regarding contemporary global society

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 **8** Developing and extending a broad understanding of the concepts of global society and related perspectives; Developing a depth of understanding of the values, principles and ideological underpinnings of social and political engagement with globalization and global society; Relating sociological theory to relevant contemporary issues which impact on society at a global level.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Developing the understanding of a range of knowledge and understanding of sociological techniques of enquiry which are used to examine global society; Retrieving and examining relevant information from a variety of primary and secondary sources relating to global society.
Generic Cognitive skills	SCQF Level **8** Evaluating and developing a critical understanding of competing beliefs, ideas, concepts and issues relevant to the study of global society; Developing the skills of discussion and debate engaged with at level 7 through the presentation and evaluation of sociological perspectives and arguments in the seminar setting.

Communication, ICT and Numeracy Skills	SCQF Level **8** Distilling and communicating key themes and arguments through engagement in seminar discussion; Developing written communication skills through the assessment mechanisms.	
Autonomy, Accountability and Working with others	SCQF Level **8** Working effectively to consolidate individual skills developed in level 7; Taking responsibility for planning time and meeting deadlines for coursework Exercising autonomy and individual learning through seminar and coursework preparation.	
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	
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	36
Tutorial/Synchronous Support Activity	9
Asynchronous Class Activity	55
Independent Study	100

	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:

Bhambra, G. (2014) Connected Sociologies. Bloomsbury

Cohen, R. & P. Kennedy. (2017). Global Sociology. 3rd edition. London: Palgrave Macmillan.

Go, J. (2016). Postcolonial Thought and Social Theory. Oxford University Press

Heywood, A 2014. Global Politics. 2nd edition. Palgrave Foundations

Connell, R. (2007). Southern Theory: The global dynamics of knowledge in social science. Allen and Unwin

Adams, J. Clemens, E. S. & Orloff, A. S. (eds) (2005). Remaking Modernity: Politics, History and Sociology. Durham & London: Duke University Press

Heywood, A 2014. Global Politics. 2nd edition. Palgrave Foundations

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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.

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 ☐No ☒
School Assessment Board	UG Social Sciences
Moderator	TBC
External Examiner	R Ryder
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1 No changes for 24/25

Assessment: (also refer to Assessment Outcomes Grids below)
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). **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.** 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. Click or tap here to enter text.
Assessment 1 – Paired Poster (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**
Demonstrations/Poster/Presentations/Exhibitions			✓	✓	N/A	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	✓	✓			N/A	70	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	12.3.24	R Gordon
Updated contact hours	12.3.24	R Gordon
Updated Student Attendance and Engagement Procedure	12.3.24	R Gordon
Updated UWS Equality, Diversity and Human Rights Code	12.3.24	R Gordon
Guidance Note 23-24 provided	12.3.24	R Gordon
General housekeeping to text across sections. .	12.3.24	R Gordon

Version Number: MD Template 1 (2023-24)