| 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 |
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| 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.*<br><br>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 | 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:<br>L1. Understand theories of contemporary global society<br>L2. Understanding issues and debates in substantive topics regarding contemporary global society.<br>L3. Evaluate theories of contemporary global society<br>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.<br>Developing and extending a broad understanding of the concepts of global society and related perspectives;<br><br>Developing a depth of understanding of the values, principles and ideological underpinnings of social and political engagement with globalization and global society;<br><br>Relating sociological theory to relevant contemporary issues which impact on society at a global level. |
| Practice: Applied Knowledge and Understanding | SCQF Level 8.<br>Developing the understanding of a range of knowledge and understanding of sociological techniques of enquiry which are used to examine global society;<br><br>Retrieving and examining relevant information from a variety of primary and secondary sources relating to global society. |
| Generic Cognitive skills | SCQF Level 8.<br>Evaluating and developing a critical understanding of competing beliefs, ideas, concepts and issues relevant to the study of global society;<br><br>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.<br>Distilling and communicating key themes and arguments through engagement in seminar discussion;<br><br>Developing written communication skills through the assessment mechanisms. |
| Autonomy, Accountability and Working with others | SCQF Level 8.<br>Working effectively to consolidate individual skills developed in level 7; |

| | Taking responsibility for planning time and meeting deadlines for coursework<br>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:** |

\* Indicates that module descriptor is not published.

| **Learning and Teaching** | |
|---|---|
| | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Normally totalling 200 hours):<br>(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:<br><br>Bhambra, G. (2014) Connected Sociologies. Bloomsbury<br><br>Cohen, R. & P. Kennedy. 2017. Global Sociology. 3rd edition. London: Palgrave Macmillan.<br><br>Go, J. (2016). Postcolonial Thought and Social Theory. Oxford University Press<br><br>Heywood, A 2014. Global Politics. 2nd edition. Palgrave Foundations<br><br>Connell, R. (2007). Southern Theory: The global dynamics of knowledge in social science. Allen and Unwin<br><br>Adams, J. Clemens, E. S. & Orloff, A. S. (eds) (2005). Remaking Modernity: Politics, History and Sociology. Durham & London: Duke University Press<br><br>Heywood, A 2014. Global Politics. 2nd edition. Palgrave Foundations |

| | |
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| (**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: <u>Academic engagement procedure</u>
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 - Sociology & Social Policy |
| **Moderator** | TBC |
| **External Examiner** | R Ryder |
| **Accreditation Details** | n/a |
| **Version Number** | 3.15 |

**Assessment: (also refer to Assessment Outcomes Grids below)**

Paired Poster (30%)

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 Handbook.)

## Assessment Outcome Grids (Footnote A.)

### Component 1

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours | |
|---|---|---|---|---|---|---|---|

| Demonstrations/ Poster presentations/ Exhibitions | | | ✓ | ✓ | 30 | 2 | |
|---|---|---|---|---|---|---|---|

## Component 2

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours | |
|---|---|---|---|---|---|---|---|
| Essay | ✓ | ✓ | | | 40 | 2 | |
| **Combined Total For All Components** | | | | | 100% | 4 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)