Module Descriptor

Title	Drugs & Culture		
Session	2025/26	Status	New
Code	SOCY09061	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A. O'Gorman		

Summary of Module

Drawing on a range of theoretical perspectives and cross disciplinary research, this module explores the use of alcohol and other drugs, and the social, cultural and political relations that influence their consumption. We will consider how the consumption of an assortment of licit and illicit substances has become 'normalised' and embedded into the cultural practices of a variety of social groups. We will examine how patterns of consumption are influenced by people's identity (including gender, race, class and the intersections between them) and in turn are differentially perceived, problematised and criminalised by state and society. We will discus and critically explore the role of the media, TV, film, music etc. in constructing representations of alcohol and drug consumption and the drugs economy. Throughout the module, students will be supported to participate in debates and discussions and develop graduate attributes in critical thinking, analysis, effective communication and knowledge of drugs in the contemporary world.

The module is appropriate as an option for Level 9 and upwards social science and criminal justice students and others with an interest in this subject area.

The module attends to three of the UN SDGs:

03. Ensure healthy lives and promote well-being for all at all ages

09. Reduce inequality within and among countries

10. Make cities and human settlements inclusive, safe, resilient and sustainable

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☐	Term 2 ☒	Term 3 ☐	
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐	

Learning Outcomes	
L1	Understand how alcohol and drug consumption is rooted in social, cultural and political economy contexts.
L2	Critically asses how knowledge about alcohol and drug issues is produced and communicated.
L3	Ability to evaluate representations of alcohol and drug issues as social problems.
L4	Knowledge of key concepts in the field.
L5	N/A

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 9** Demonstrate a critical understanding of the theories, concepts and terminology on alcohol and drug consumption in contemporary cultural contexts.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge, skills and understanding to evaluate evidence and representations of drug use and users from a range of research methodologies
Generic Cognitive skills	**SCQF 9** Undertake critical analysis of how discourses and issues surrounding drugs and alcohol have been constructed.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

| Communication, ICT and Numeracy Skills | SCQF 9

Interpretation and evaluation of numerical and graphical data on substance use. |
|---|---|
| Autonomy, Accountability and Working with Others | SCQF 9

Participation in team work to debate and discuss contested issues raised in the module. |

Prerequisites	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.

200 | |
| **Learning Activities**

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**

(Note: Learning hours include both contact hours and hours spent on other learning activities) |
Laboratory / Practical Demonstration / Workshop	36
Personal Development Plan	32
Asynchronous Class Activity	32
Independent Study	100
n/a	0
n/a	0
TOTAL	200

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

Alexandrescu, L. (2020). 'Streets of the 'spice zombies': Dependence and poverty stigma in times of austerity', Crime, Media, Culture, 16(1), 97-113. doi.org/10.1177/1741659019835274

Dennis, F., Pienaar, K. and Rosengarten, M. (2023) 'Narcofeminisms: Revisioning Drug Use'. The Sociological Review Monograph 71:4.

Manning, P. (2013) Drugs and Popular Culture: Drugs, media and identity in contemporary society. London: Routledge.

Spicer, J. (2021). 'Between gang talk and prohibition: The transfer of blame for County Lines', International Journal of Drug Policy, Volume 87, 102667. doi.org/10.1016/j.drugpo.2020.102667. |

Askew, R. and Williams, L. (2021) 'Rethinking enhancement substance use: A critical discourse studies approach', International Journal of Drug Policy, Volume 95, 102994, doi.org/10.1016/j.drugpo.2020.102994.

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus, learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to**

	programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Social Science
Moderator	tbc
External Examiner	L. Willaims
Accreditation Details	n/a
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Class test (written)
Assessment 2
Review/ Article/ Critique/ Paper
Assessment 3
n/a
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Quiz to evaluate learning progress	☒	☒	☒	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review of drug-related popular culture issue through a theoretical lens	☒	☒	☒	☒	☐	60	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		

Combined total for all components	100%	hours

Change Control

What	When	Who
New Module 25/26	Mar 25	A O'Gorman