Module Descriptor

Title	People, Places and Capitalism		
Session	2025/26	**Status**	
Code	SOCY09xxx	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	G Rice		

Summary of Module

This module develops a spatial perspective to explain the changing relationships between people, places and capitalism. It considers a number of topics, including uneven development, urban and regional competition, capitalism vs nature, knowledge economy, tourism, (Hyper)globalization, borders and nation states, social justice and the future of capitalism itself. Cutting edge research from across the social sciences, including from Human Geography, political economy and urban sociology will be used to encourage students to think critically to meet the challenges of developing competitive, smart, sustainable and inclusive societies. Case studies from different parts of the world including Barranquilla, Chicago, South Yorkshire and Zambia's copper belt highlight the public policy challenges and opportunities linked to the transformation and its uneven impacts on local communities.

Overall, the module aims to critically survey the spread of capitalism from the 1970s to the present day. The work of various important thinkers will be used to highlight the impacts on people and places and explain how capitalism manifests itself very differently depending on where it takes root. The module will ask questions such as: Is geography an advantage to places becoming globally competitive? To what extent can culture in the broadest sense explain the diversity, extent, and structure of the social inequalities that we observe today? Are market forces really the best remedy for communities in "left behind places"? What can public policy do to create fairer, more just societies in the age of extreme division? If capitalism does have a future, what will it look like, and how will this impact the relationship between people and places?

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	Students will understand that capitalism has geographies which can be theorised and explained at local and global scales.
L2	Students will develop and hone a spatial perspective on capitalism through a critical engagement with interdisciplinary literatures and related resources.
L3	Though selected case studies, students will be able to empirically demonstrate the ways in which capitalism has transformed the relationships between people and places.
L4	Students will have detailed knowledge of the public policy challenges and opportunities associated with capitalism's uneven impacts on different social groups, communities and places.
L5	

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** The specific knowledge and understanding that students gain from this module will be highly relevant and useful in terms of employability and their PDP skills. The module uses case studies to develop a spatial perspective; employers are increasingly interested in such knowledge, especially when applied to pressing topics, such as climate change and uneven geographical development.

[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

	Students will develop a depth of understanding of the various forms of capitalism and how they impact on communities at a local and global levels.
Practice: Applied Knowledge and Understanding	**SCQF 9** Applying said knowledge and understanding to a range of selected case studies to explain the different geographies behind the changing relationships between people, places and capitalism. Retrieving and examining relevant information from a variety of sources, organisations and protest movements who continue to claim that "another world is possible". Depending on available resources, this applied knowledge and understanding will also be supported by engagement with other staff members and relevant external organisations Students will also be expected to apply knowledge and understanding to their assessed work.
Generic Cognitive skills	**SCQF 9** The module will provide students with numerous opportunities to develop and hone their generic cognitive skills: - Abstraction and synthesis of information from a variety of sources - Assessment and critical evaluation of the merits of contrasting theories, explanations, policies - Critical analysis and interpretation of data and text - Developing reasoned arguments - Solving problems and making reasoned decisions All learning sessions will be interactive and supported by activities which will rely on students to actively integrate new information into their existing knowledge base. This will promote "deep learning" amongst students who will develop a critical understanding of the competing ideas which seek to explain why people living in different places are impacted by capitalism in different ways. Students will also be supported to organize and integrate this information into their assessed work.
Communication, ICT and Numeracy Skills	**SCQF 9** In their assessed work, students will be tested on their ability to communicate complex and contested ideas about the relationships between about people, places and capitalism. This will be an opportunity to apply the key ideas and thinking as they relate to case study materials. Students will be exposed to the various data sets and web sources but will be required to utilise digital technology and the use of the ICT resources at their disposal. In class, oral communication will also be developed through group tasks that will facilitate discussion on the module's different topics. Students will be afforded the chance to share their views and to pursue and finish out their thoughts on each of the topics.
Autonomy, Accountability and Working with Others	**SCQF 9** Taking responsibility for planning time and meeting deadlines for assessed work AND other activities. Exercising autonomy and individual learning through seminar and assessment preparation to support development of generic cognitive skills (see above).

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. On campus workshops will build on the learning outcomes and be designed to enable students to critically engage with each of the topics. Pre and post workshop activities will also provide opportunities for students to 'deep dive' into the topics which will be helpful for the module's two assessments. A range of resources (text, podcasts and video content) will be embedded into the module structure to create an interactive and engaging learning environment (online and physical) for students.

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)
Lecture / Core Content Delivery	36 (x12 x3 hr workshops)
Tutorial / Synchronous Support Activity	4 (x2x2 hr assessment clinics)
Independent Study	160
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Davies, W. (2017). The Limits of Neoliberalism: Authority, Sovereignty and the Logic of Competition. UK: Sage. Dorling, D. (2019). Inequality and the 1%. Third Edition. UK: Verso. Florida, R. (2018). The New Urban Crisis: How Our Cities Are Increasing Inequality, Deepening Segregation, and Failing the Middle Class, and What We Can Do About It. UK: Oneworld Publications. Klein, N. (2014). This Changes Everything: Capitalism vs. the Climate. UK: Penguin Random House. Piketty, T. (2024). Nature, Culture, and Inequality. UK: Scribe Publications.   Journals:

Economic Geography https://www.tandfonline.com/toc/recg20/current

Journal of the Knowledge Economy https://link.springer.com/journal/13132

Regional Studies https://www.tandfonline.com/journals/cres20

Urban Studies https://journals.sagepub.com/home/usj

(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 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/rightsand-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.](#)

(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	**Please select**
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 Sciences
Moderator	J Clark
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
1) Analytical/ Critical Annotated Bibliography (30%)   This assessment will require each student to write an annotated bibliography in the template provided. It should analyse authors' arguments, examine the strengths and weaknesses of what is presented, and consider the applicability of the authors' conclusions to the relationships between people, places and capitalism. Each bibliography should be 1, 500 words max excluding the text on the template.
Assessment 2
2) Comparative Case Study (70%)   This assessment will require students to select two places, one of which should be less economically successful than the other. Students will then collect, interpret and synthesise different sources to produce a written comparative case study. Each assessment should   develop a spatial perspective to critically interrogate the changing relationships between people, places and capitalism. This assessment component should be 2, 500 words max.
Assessment 3
(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
Annotated Bibliography	☒	☐	☐	☒	☐	30%	2

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Comparative Case Study	☒	☒	☒	☒	☒	70%	2

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who

Change Control