

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Nationalism

Code: PLTC10002	SCQF Level: Choose an item. (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Education and Social Sciences		
Module Co-ordinator:	A McKeever		

Summary of Module

This module focuses on nationalism as a political phenomenon and examines its impact on contemporary politics and society. It will address the historical origins of nationalist movements and assess the component parts of contemporary national identity. Particular emphasis will be placed on the dominance of nationalism as a political and social form and the consequences of this for existing states and politics, with an emphasis on the UK and Europe.

The module will focus on the theoretical debates surrounding the nature of nationalism, assessing their validity and application. These theories will be applied to Scotland as a primary case study as well as other case studies, to test against the historical and political evidence. A key aim of the module is to introduce students to the study of Nationalism in a comparative context. The purpose of this approach is to provide as thorough an insight into the diverseness and complexity of the phenomenon as possible. The differences between nationalisms will be explored, and the demand for secession in the contemporary world will be discussed, together with the ethical and political claims for self-determination.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	X	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	To develop student understanding of nationhood and nationalism as concepts.

L2	To provide a focused consideration of the political dimensions and dynamics of nationalism in contemporary western society.
L3	To develop the student's ability to draw on theory to analyse and understand the problems and issues arising from contemporary nationalism.
L4	To promote the student's ability to employ case study analysis in the examination of specific issues related to nationalism, such as devolution and separatism.
L5	To develop employment-related, transferable skills in teamwork, oral presentation, research, digital literacy and written submissions.

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 10 Students will be able to demonstrate a critical understanding of nationhood and nationalism.
Practice: Applied Knowledge and Understanding	SCQF Level 10 Students will be able to demonstrate their ability to use analyse theoretical conceptions of nationalism and apply them to contemporary nationalist occurrences.
Generic Cognitive skills	SCQF Level 10 Students will be able to develop critical understanding of nationalism.
Communication, ICT and Numeracy Skills	SCQF Level 10 Students will be able to produce written piece of work and to communicate complex ideas on viewing nationalist occurrences through multiple theoretical perspectives to their peers and to subject specialists.
Autonomy, Accountability and Working with others	SCQF Level 10 Students will be able to demonstrate their ability to work independently through production of two written assessments.

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	
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.	
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	22
Asynchronous Class Activity	48
Independent Study	100
Tutorial/Synchronous Support Activity	14
Personal Development Plan	16
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Leith, M & Soule D (2012) *Political Discourse and National Identity in Scotland*, Edinburgh University Press, Edinburgh *e-book in library*

Özkirimli, Umut. (2017) *Theories of Nationalism: A Critical Introduction*. 3rd ed. Red Globe Press (Macmillan International) *e-book in library*

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: Attendance of lectures and tutorials is mandatory, as well as engagement with materials provided on AULA.

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)	No
School Assessment Board	UG Social Sciences - Politics and Criminal Justice
Moderator	M S Leith
External Examiner	J Halsall
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.01

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- Essay 30%, 1000 words. Individual Assessment.

Assessment 2 - Essay 70%, 3000 words. Individual Assessment.

(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
	X	X			X		

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
		X	X	X	X		

Change Control:

What	When	Who
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