

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Social Activism & Social Justice			
Code: SOCY10033	SCQF Level: 10 (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			
<p>Globally, people stand together in struggles to create a better world. Social justice movements refer to forms of collective action that seek to challenge oppression and transform society. The overall objective of this module is to provide students with a theoretically informed understanding of these movements, and historical and contemporary attempts to achieve social justice and social change.</p> <p>This interdisciplinary module will use an intersectional approach to explore social activism and leadership on issues of social justice globally. It will introduce and examine theories associated with human rights and social justice and leadership – both political and grassroots – alongside theories of social movements and protests. Case studies of particular social justice movements are prioritised with an examination of some important cross-cutting issues. Examples of social movements covered will include anti-capitalist, feminist, racial justice, climate justice, LGBTIA+ liberation, drawing on both historical and contemporary global case studies.</p> <p>This module also encourages you to think critically in the face of social injustice. To ask questions like: Who is benefitting from this injustice? What are the basic assumptions at work that allow this injustice to continue? Whose voices are privileged in conversations about this injustice? Whose voices are silenced or left out? How does this affect activism to address these issues?</p>			

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

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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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	Students will have a theoretically informed and conceptually grounded understanding of social justice, movements, and activism.
L2	Students will gain a deeper knowledge and understanding of social justice issues and the varied ways that marginalised groups have mobilised to challenge prevailing social attitudes and to demand a redistribution of power and resources and explore their position in relation to these issues
L3	Students will be in a position to apply their knowledge and understanding to develop arguments and critical perspectives on the dynamics of social justice movements and the challenges they confront locally and globally.
L4	Students will demonstrate the ability to compare and contrast between case studies in order to generate original, well-researched and evidence-based suggestions to approach one social justice related topic

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 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 deliberately adopts an interdisciplinary perspective and employers are increasingly interested in such skillsets, especially when applied to highly topical concerns such as social activism and social justice. Students will be equipped with both conceptual and empirical knowledge on such matters and will be able to appreciate and develop responses and approaches to tackle contemporary issues.
Practice: Applied Knowledge and Understanding	SCQF Level 10 Students will be required to apply/relate their theoretical and conceptual understandings on intersectionality and social justice for the global case study examples. This applied/practice knowledge and understanding will also be tested through seminar discussions, students' reflective journal and in the Meet the Activists session at the

	end of the module. Students will also be expected to apply knowledge and understanding from practice-based work in their Action Plan.	
Generic Cognitive skills	SCQF Level 10 For this module, students will be required to draw on several key generic cognitive skills such as sustained and selective attention, as well as logic and reasoning skills and visual/auditory processing skills. These skills will be required for lectures, seminars, and assessment work. Students in seminars, in particular, will be tested on their abilities with regard to critical reading/research skills and ability to present written and oral reports on topics being discussed.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Students will be tested via three assessments. The essay will demonstrate their ability to communicate and critically engage with complex and contested ideas and theories regarding social justice. The Action Plan will support students' ability to communicate ideas and recommendations to a policy audience and strengthen their capacity to build a persuasive argument. Finally, the reflective journal will encourage them to engagement in critical self-reflection and the skills of communicating this reflection in a public setting. Students will need to make full use of ICT resources at their disposal to prepare for seminars and the three assessments.	
Autonomy, Accountability and Working with others	SCQF Level 10 Students will work alone for all assessments, with guidance from the module coordinator and wider teaching team. This will involve utilising theory to examine a particular issue of social justice, considering leadership and intersectionality in the development of policy and practice and reflecting on their own engagement with the module. Students will be individually accountable for their submissions. Students will also work with the teaching team in live lectures, as well as with each other in seminar discussions. This will involve group work and discussions which examine global case studies (please see the lecture outline).	
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	6
Asynchronous Class Activity	14
Independent Study	150

	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Ortiz, I. Burke, S. Berrada, M. & Saenz Cortés, H. (2022). World Protests: A Study of Key Protest Issues in the 21st Century. New York: Palgrave Macmillan.</p> <p>Olufemi, L. (2020). <i>Feminism Interrupted: Disrupting Power</i>, London: Pluto Press</p> <p>Bringel, B. & Pleyers, G. (2021). <i>Social Movements and Politics in a Global Pandemic</i>. University of Bristol Press</p> <p>Jupp, E. (2021). <i>Care, Crisis and Activism: The Politics of Everyday Life</i>. Bristol: Policy Press</p> <p>Craddock, E. (2021). <i>Living Against Austerity: A Feminist investigation of doing activism and being activist</i>. Bristol: Policy Press</p> <p>Almeida, P. (2019) <i>Social Movements: the structure of collective mobilization</i>, University of California Press.</p> <p>Jobin-Leeds, G. and AgitArte (2016) <i>When we fight we win! - 21st century social movements and the activists that are transforming our world</i>. The New Press.</p> <p>Collins, Patricia Hill. (2000). <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i>. (original publication: 1990; revised ed). London: Routledge.</p> <p>Hsiao, A. & Lim, A. (2020). The Verso Book of Dissent, London: Verso Books</p> <p>Kauffman, L. A. (2017). <i>Direct Action</i>. London: Verso Books</p>	

(*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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG Social Sciences
Moderator	N Hay
External Examiner	E Matchett
Accreditation Details	e.g. ACCA Click or tap here to enter text.

Changes/Version Number	1 No changes for 24/25
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Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Essay (60%) – 2500 words
Assessment 2 – Action Plan (30%) – 1500-2000 words
Assessment 3 – Reflective Journal (10%)
(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
Essay	✓	✓	✓		N/A	60	

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
Action Plan			✓	✓	N/A	30	

Component 3							
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
Reflective Journal		✓			N/A	10	

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)