University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: : Social Justice and Civil Society			
Code: SSPG11005	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	H Pautz		

Summary of Module
The module explores how civil society actors - on the global, local and national levels - position themselves vis-a-vis the state and other actors in order to achieve their objectives. In the focus of the module will be civil society actors which strive towards 'social justice', broadly understood. The module will give space to exploration of theory and empirical case studies. The former includes thorough discussion of how the meaning of the term 'civil society' has changed over time and will suggest that it might be best understood as an 'essentially contested concept'. The latter allows a detailed examination of the interactions between civil society actors and other key governance actors and institutions. Such an approach also provides room for comparisons of how civil society actors develop their activities 'in real life' and how they choose tactics and strategies to challenge (state) power and to shape public policy. In combination, the theoretical and empirical explorations undertaken in this module will allow the student to look critically on the suggestion that civil society is 'the big idea for the 21st century'. It will also, crucially, build a better understanding of how civil society actors succeed and or fail and will therefore provide the student with praxis-relevant knowledge for potential later career trajectories

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☐	☐	☐	☐	☐
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:

☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

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	Critically analyse and assess competing theoretical approaches to core concepts in the study of civil society
L2	Apply advanced conceptual tools to assess the relationship between civil society actors and, inter alia, government actors
L3	Critically assess how civil society forms part of the contemporary architecture of governance in various polities and institutional settings
L4	Critically evaluate, analyse, and present the results of independent research
L5	Click or tap here to enter text.

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 11 Develop critical understandings of a range of theories and concepts.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Apply a range of evaluative tools to understand the dynamics and impacts of multiple actors on the policy process.
Generic Cognitive skills	SCQF Level **11** Demonstrate the ability to conduct analysis, evaluation and synthesis
Communication, ICT and Numeracy Skills	SCQF Level 11. Demonstrate the ability to communicate, using appropriate methods, to a range of audiences with different levels of knowledge and expertise.
Autonomy, Accountability and Working with others	SCQF Level **11** Exercise substantial autonomy and initiative in carrying out learning activities. Take responsibility for own work and contribute to the collective learning activities of the group in ways which support and develop critical reflection.

	Demonstrate the ability to practice in ways which draw on critical reflection on own and others' roles and responsibilities.	
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	
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	24
Personal Development Plan	12
Independent Study	154
Asynchronous Class Activity	10
	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:

Edwards, M. (ed) (2011) The Oxford Handbook of Civil Society Oxford: Oxford University Press.
Keane, J. (2003) Global Civil Society. Cambridge: Cambridge University Press.
Lang, S. (2012) NGOs, Civil Society, and the Public Sphere. Cambridge : University Press.
Lukes, S. (2005) The Three Faces of Power: Second Edition. London: Palgrave MacMillan.
Powell, F. (2013) The Politics of Civil Society. Big Society and Small Government. London: The Policy Press.
Walzer, M. (ed 2003) Toward a Global Civil Society. New York : Berghahn Books.
Sanchez Salgado, R. (2014) Europeanizing Civil Society: How the EU Shapes Civil Society Organizations. Basingstoke : Palgrave Macmillan.
Calhoun, C. (ed 1992) Habermas and the Public Sphere. Cambridge, Massachusetts : MIT Press.

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.

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 ☐ No ☐
School Assessment Board	PG Social Sciences
Moderator	A van der Zwet
External Examiner	M Ketola
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Seminar paper
Assessment 2 – Extended essay
(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 Seminar paper							
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**
Paper		X	X		n/a	30	

Component 2 Extended essay							
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	x			x	n/a	70	

Combined Total for All Components	**100%**	**XX hours**

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

Version Number: MD Template 1 (2023-24)