

# Module Study Guide

Academic Year 2022–2023

Academic Partner: Marbella International  
University Centre

Introduction to States and Societies

Level: 3

Credits: 20 UK Credits (10 ECTS)

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# 1 Module overview

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## 1.1 Introduction

The module Introduction to States and Societies is designed to help students to develop the understanding and knowledge of key concepts and ideas related to states, societies and their interactions in an increasingly globalised world. The aim is to introduce students to issues of State legitimacy, the State as a community, the Territorial State; Power and Democracy; Identity, Civil Society and the Public Sphere; Citizenship and its Limits; Nationalism and Imagined Communities; The Armed State; Globalisation and Risk; Migration; Neoliberalism; Social Movements and Social Change; Rethinking State and Society in a Global World. This module will run throughout the semester (14 weeks).

## 1.2 Module summary content and aims

The module aims to:

- introduce students to concepts related to states and societies
- make students aware of the current topics related to states and societies that are important to understand the world
- develop students' group working and group learning skills
- explain the shifts in concepts related to states and societies produced by globalisation
- raise awareness of the need to rethink these concepts in light of a changing global reality

### Expectations

#### Specific expectations students can have of tutors:

- Constructive formative feedback on draft for the assessment (not including written examination, oral assignment).
- Slides and learning materials made available on the learning platform.
- Assessment marks and summative feedback given within fifteen working days from the assessment submission deadline.

#### Specific expectations tutors will have of students:

- Attend all teaching and activity sessions.
- Behave professionally in classes and avoid disruption to class and other students.
- Inform module leader via email and fill out the absence notification/justification form online beforehand when not able to attend any classes.
- Participate and communicate professionally in class and with module leader.
- Attempt all assessments by submission deadline and communicate with the module leader if there are any extenuating circumstances to explore extensions requests and/or mitigation claims.

This module introduces students to concepts and ideas of states and societies. Among other topics, the course covers issues of State legitimacy, the State as a community, the Territorial State; Power and Democracy; Identity, Civil Society and the Public Sphere; Citizenship and its Limits; Nationalism and Imagined Communities; The Armed State; Globalisation and Risk; Migration; Neoliberalism; Social Movements and Social Change; Rethinking State and Society in a

Global World. This module will provide the tools to conceptualize the social forces that shape life in the modern world. While much of our time will be spent thinking about concepts and theories, we will draw on many examples from the 'real world' to illustrate these abstract debates. To reflect the fact that the real world is increasingly globalised, our examples will come not just from the more familiar contexts of Europe and North America, but also from Africa, Asia, the Middle East, and Latin America.

### 1.3 Learning outcomes to be assessed

At the end of the module, you will be able to:

- LO1. Understand contemporary global transformations in relation to states and societies in an increasingly globalised world.
- LO2. Explain concepts related to states and societies, including concepts such as community, identity, civil society, citizenship, or nationalism
- LO3. Describe the shifts in these concepts related to states and societies, and the need to rethink these concepts in relation to globalisation, migration, neoliberalism, the media or social movements.
- LO4. Find an answer to a question, and present ideas and arguments answering this question related to states and societies.

### 1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	44 hours
Total Learning Hours	100 hours

## 2 Assessment and feedback

### 2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback
A1: Written Examination (In-class Exercise 1)	30 mins	10%	40	Week 3 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment
A2: Written Examination (In-class Exercise 2)	30 mins	10%	40	Week 5 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment
A3: Written Examination (In-class Exercise 3)	30 mins	10%	40	Week 7 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment
A4: Written Examination (In-class Exercise 4)	30 mins	10%	40	Week 9 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment
A5: Written Examination (In-class Exercise 4)	30 mins	10%	40	Week 11 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment
A6: Written Assignment (Op-ed Essay)	1500 words (+/-10%)	50%	40	Week 14 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment

### Assessment Support

Assessment (insert below type of assessment as per the table above)	Teaching Weeks in which Assessment Support Takes Place (enter each week no. in a new row)	Outline of Type and Form of Assessment Support to be Provided	Student Preparation Required Prior to or After the Support Session	How will the Support Session be Delivered
A6: Written Assignment	Week 13	Feedback of the draft	Before: send the draft in week 13 After: implement the feedback provided	Via NEO LMS

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## 2.2 Assessment brief – Assessments and learning outcomes

### 2.2.1 Assessments 1–5: In-class Exercises 1–5 (Position Pieces) (10% each)

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#### **Assessment 1: In-Class Exercise 1: Quiz (10%)**

Weighting: 10% of the final mark

Date and method of submission: week 3 via NEO LMS

Word count or equivalent: 30 minutes

#### **Assessment 2: In-Class Exercise 2: Quiz (10%)**

Weighting: 10% of the final mark

Date and method of submission: week 5 via NEO LMS

Word count or equivalent: 30 minutes

#### **Assessment 3: In-Class Exercise 3: Quiz (10%)**

Weighting: 10% of the final mark

Date and method of submission: week 7 via NEO LMS

Word count or equivalent: 30 minutes

#### **Assessment 4: In-Class Exercise 4: Quiz (10%)**

Weighting: 10% of the final mark

Date and method of submission: week 9 via NEO LMS

Word count or equivalent: 30 minutes

#### **Assessment 5: In-Class Exercise 5: Quiz (10%)**

Weighting: 10% of the final mark

Date and method of submission: week 11 via NEO LMS

Word count or equivalent: 30 minutes

#### **Assessment criteria for Assessments 1, 2 and 3 (LO1, LO2, LO3 and LO4 will be assessed)**

This assessment will be marked according to the following criteria:

##### ❖ **Knowledge & Understanding**

The student is able to accurately recount a wide range of factual information, with many indications of greater breadth and depth of knowledge. The student demonstrates knowledge of the different of the principles, terms and concepts covered throughout the module.

*What this means: This means that a good in-class will demonstrates good engagement with the ideas relevant to the topic selected and good absorption of knowledge available in a range of valid research resources.*

##### ❖ **Cognitive Skills**



The student is able to select appropriate answers from a range provided by the module leader. The student demonstrates an ability to apply learning in a quiz situation. Furthermore, the student is able to demonstrate knowledge through the use of examples, and evidence. Moreover, the student is able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.

*What this means: This means that you will demonstrate an ability to collect information about the topic you write about, some of which will be new and unfamiliar to you, while condensing this information clearly.*

## **Employability Skills**

This assessment covers the following employability skills, which you could demonstrate on your CV and at job interviews if you successfully pass the assessment:

- Critical thinking
- Research skills
- General knowledge
- Societal understanding
- Comprehension of historical and social phenomena

### **2.2.2 Assessment 6: Op-Ed 2000 Words, 50% of mark, Due Week 14**

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Students will write an op-ed (opinion-editorial) of the kind that appears in major newspapers like the Financial Times, the Guardian, and Bloomberg. The aim of op-eds is to convince the public of your argument on an issue in world politics/ business/general affairs. Students have to write an individual paper for this module. The paper should have a length of 1500 words (+/-10%). The paper should show evidence of independent research and reading. A minimum of 5-10 relevant academic references should be used and correctly referenced in the paper, and sources used should go beyond the reading provided in this Module Study Guide. Sources should be correctly cited in consistency with Harvard referencing style.

#### **Assessment criteria for Assessment 6 (LO1, LO2, LO3 and LO4 will be assessed)**

This assessment will be marked according to the following criteria:

- ❖ **Knowledge and understanding (50%):** The student has a comprehensive knowledge of the political ideas, personalities and/or concepts covered throughout the module. The student demonstrate in-depth engagement and breadth of coverage when discussing these topics. Moreover, the student is able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.

*What this means: This means that a op-ed entry will demonstrates good engagement with the ideas relevant to the topic selected and good absorption of knowledge available in a range of valid research resources. It will be logically presented in such as way as to convince the reader (the markers) that it is a good effort at being a real world op-ed.*

- ❖ **Cognitive Skills (30%):** The student is able to demonstrate knowledge through the use of examples, quotations and evidence. The student will demonstrate an ability to select relevant information and to make insightful abstractions from a clearly outline selection criteria. The student will demonstrate an ability to cope and digest unfamiliar information.

*What this means: This means that you will demonstrate an ability to collect information about the topic you write about, some of which will be new and unfamiliar to you, while condensing this information into clear and insightful points that can convince the reader of your op-ed (the markers).*

- ❖ **Practical and Professional Skills (10%):** The student is able to write the op-ed entry with evident independence of work and intellect as well as measure writing ability that provides a concise output while retaining information and presentation ability.

*What this means: This means that your op-ed will be written in short, to the point, way that shows an ability to explain complex ideas in a clear way; as would be expected of your in professional work.*

- ❖ **Transferrable Key Skills (10%):** The student is able to communicate ideas fluently in written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing. The student is also able to consistently reference in accordance to Harvard style, including in-text referencing and full list of references. Moreover, the style of the entry is written in a convincing manner, demonstrating understanding of the professional standards used in the real-world.

*What this means: This means your entry will be written in such a way as to look like a newspaper op-ed entry.*

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC LMS student guideline.

## **Employability Skills**

This assessment covers the following employability skills, which you could demonstrate on your CV and at job interviews if you successfully pass the assessment:

- Communication
  - Writing
  - Presenting
- Critical thinking
- Ability to summarize large amounts of data
- Research skills
- Valuing diversity
- Cultural awareness
- Creativity/lateral thinking
- Self-reflection

## 2.3 Learning materials

The reading list for this module is available on the module page of MIUC learning platform.

The reading list for this module is available on lms in the module area

### 2.3.1 Core textbook(s):

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- Amenta, E.; Nash, K. and Scott, A. (2012) *The Wiley-Blackwell Companion to Political Sociology*, Wiley-Blackwell.
- Janozki, T. et. al. eds.(2005), *The Handbook of Political Sociology: States, Civil Societies and Globalization*.

### 2.3.2 IT, audio-visual or learning technology resources

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- Stanford Encyclopedia of Philosophy, <http://plato.stanford.edu/>
- IR Theory Knowledge Base, <http://www.irtheory.com/know.htm>

### 2.3.3 Other recommended reading:

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- Beck, Ulrich. 2002. 'The Terrorist Threat: World Risk Society Revisited', *Theory, Culture & Society*, 19 (4): 39-55.
- Calhoun, Craig. 1993. 'Nationalism and Ethnicity', *Annual Review of Sociology*, 19: 211-239.
- Castells, Manuel. 2007. 'Communication, Power and Counter-power in the Network Society', *International Journal of Communication*, 1: 238-266.
- Castles, Stephen. 2003. 'Towards a Sociology of Forced Migration and Social Transformation', *Sociology*, 37 (1): 13-34.
- Harvey, David. 2007. 'Neoliberalism as Creative Destruction', *The ANNALS of the American Academy of Political and Social Science*, 610: 22-44.
- Tilly, C. (1985) 'War Making and State Making as Organised Crime', pp. 169-186



**Remember to log into MIUC LMS (NEO LMS) daily to receive all the latest news and support available at your module sites!**

All students are automatically members of the MIUC Library and can use the services provided by the library and have free access to its collection.

The collection is composed of specialised resources in the following subjects: International Business, International Relations, Journalism & Mass Media, Marketing & Advertising, Psychology, and Sport Management. Users can find reference books, monographs, journals, electronic resources (e-books, CDs, DVDs, and Blu-ray) and databases.

The largest numbers of items for each discipline are monographs and reference works, which are approximately 1600 volumes. Moreover, the audio-visual collection is approximately 400 volumes.

At the same time, our electronic library offers a collection of digital resources to the MIUC community. The collection can be categorised into 4 areas:

- Databases: provide full-text, secondary information or bibliographical references of articles, books, reports, and other publications.
- Electronic Journals: journal subscribed by the MIUC.
- Electronic Books, Dictionaries and Encyclopaedias: full-text books and book collections.
- LibGuides ([MIUC learning platform](#)  [Library](#)  [LibGuides](#)): electrical resources organised by fields of knowledge which are available to help you find relevant information for assignments

Remember, all your work must have Academic Integrity; it must be an honest and fair submission, complying with all the requirements of the assessment, that properly references and credits any other people's work you have used. Failure to meet these standards of behaviour and practice is academic misconduct, which can result in penalties being applied under the Academic Offences Regulations.

## 3 Things you need to know

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### 3.1 Our Expectations

You are expected to behave in accordance with the MIUC Student Code of Conduct and treat others with kindness and respect whether at university or online. It's important to consider your safety and the safety of others around you, especially how to stay safe online and ensure your communications are secure and appropriate.

Whether you are engaging with teaching and learning activities onsite or online, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled onsite or online activities, or complete activities in the time frames set out and have a solid reason for your absence to be justified, please fill out absence notification form.

You should aim to meet assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, please fill out extenuating circumstances request. Your engagement, whether online or onsite, will be tracked and if we see that you are not engaging, we will get in contact with you.

Please remember that we are here to support you so if you are having problems, let us know so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

### 3.2 Getting Support

#### 3.2.1 Personal Tutors, Module Leaders, Subject Librarians, and Course Leaders

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Your Personal Tutor can help if you're worried about your studies, need academic advice, or want to find the best way for you to succeed.

Your Module Leader can help if you're struggling with work, don't think you can meet a deadline, or there was something you didn't understand or want to know more about.

Your Librarian can help you with finding, evaluating, reading, and referencing sources. They offer drop-ins and workshops throughout the year.

Your Course Leader can help with any questions about the course you're studying, such as any course-specific requirements or options.

#### 3.2.2 Student Support

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Students at MIUC will receive the following support:

- MIUC provides every student coaching services for personal and professional development to unlock their potential and maximise their performance. Students will attend the individual sessions scheduled with Life Coach at the beginning of each semester.
- Personalised learning supported through the provision of materials, resources, and recorded lessons direct to students via VLE on the web.
- Workshops on academic skills offered throughout the semester. Besides regular workshops, students can also seek individual academic support (including research skills, ICT literacy) by making appointments with the workshop tutor.
- Through the personal tutorial system – the primary role of the personal tutor is to support students' personal development planning together with the life coach. Tutors and life coach are always reachable in person and via email.

- Through the curriculum – all course team members are personal tutors and support the personal development process with their tutees.
- Through counselling service – MIUC offers counselling services to all students. Depending on an initial psychological evaluation, the university counsellor will develop the most effective treatment plan to adequately address any concerns at hand.
- Through internship support - internships can take place domestically or internationally. Students will learn to work individually, as well as in a team. They also will be exposed to a dynamic global environment that will help them learn to manage challenge and uncertainty in real world.
- Through extracurricular activities - Student Life Department offers students a wide variety of thrilling trips and extracurricular activities providing great opportunities for networking.

### 3.2.3 Meeting Deadlines

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You should always try your best to submit your work on time. If you submit coursework late, within 10 calendar days of the deadline, then the maximum mark you will be able to get for that work will be the pass mark. Anything submitted after this would be counted as a non-submission.

We understand that there may be times when you experience circumstances outside of your control that mean you are not able to submit on time. It's a good idea to talk your Module Leader if you're not going to be able to submit on time so that they can support you and make you aware of any services that can help.

Where exceptional circumstances mean you'll be submitting your coursework late, you can request an extension before your deadline. An extension means that the penalty for submitting up to 10 calendar days late will not apply.

If your circumstances are so serious that you are not able to submit at all or are unable to attend an in-person assessment like an exam or in-class test, then you can request mitigation for the assessment. Mitigation means that you can submit work at the next available attempt instead.

If you request an extension or mitigation before the deadline you can choose to self-certify, meaning that you do not have to provide evidence, so long as you provide a valid reason for the request. You can only self-certify three assessments per academic year. If you have used all your self-certification opportunities, or requested mitigation after the deadline, you will need to provide evidence of your exceptional circumstances for your request to be granted.

To apply for an Extension or Mitigation, please use the following links:

- Extension <https://forms.gle/RZyp1aBJWKwwU6wWA>
- Mitigation <https://forms.gle/iX8FEqUysGRqLHP36>

## 3.3 Making an Impact

### 3.3.1 When there's an issue

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If something's negatively impacting your experience at university, you should raise this informally with your Module Leader or Course Leader.

We aim to ensure that any issues are resolved as quickly as possible to have minimum impact on your studies.

### 3.3.2 Module Evaluation Surveys

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Towards the end of the module, you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give direct feedback about the module through a series of questions and free text.

Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see the impact your voice has had.