**Social Responsibility in the Curriculum competition**

**2012 - 13 winners**

**Zelda Baveystock - Making Culture**

This course provided an introduction to the contexts, theory and practice of cultural production, exploring the relationship between Manchester, its citizens, its cultural institutions and its practitioners.
Funding from the Social Responsibility in the Curriculum Fund brought a range of high profile guest speakers to discuss the changing cultural landscape of the North West with the students, focussing on the potential for the arts to impact on local communities to change people’s lives for the better. Students also discussed the wide range of possible career paths in the arts with the speakers.
From this grounding, students were then tasked with devising an audience development project for a Manchester arts organisation of their choice. By working with the venue to analyse current audiences and practices, they identified target groups currently under-represented in their chosen organisations’ work. They then developed creative ideas to address this gap.

Final proposals included:

* A loans box for the Manchester Jewish Museum to tour youth centres and care homes in Prestwich
* Summer workshops for young men around the theme of football and art at the Whitworth Art Gallery
* A festival of art produced by local groups for the launch of Home

## Peter Gatrell – Refugees in Modern World History

In November 2012 I accompanied a group of 22 final-year students on a two-day visit to Geneva to see at first-hand how the Office of the United Nations High Commissioner for Refugees (UNHCR) seeks to assist refugees around the world. Students prepared by reading think-pieces by senior UNHCR staffers (e.g. Jeff Crisp ‘Why do we know so little about refugees? How can we learn more?’). At UNHCR we examined confidential archival documents relating to the refugee crisis in Bangladesh and India in 1971, and visual material highlighting global refugee crises since the 1950s. The programme concluded with a presentation by a longstanding UNHCR officer who answered students’ questions on a range of issues. Student feedback was uniformly positive (‘inspirational’; ‘loved having access’), and several students have since looked into career opportunities with NGOs or the UN, or in relevant MA programmes.

## Barbara Lebrun – Protest Music in France

The final-year undergraduate module FREN30001 Protest Music in France meets the University’s ‘Social Responsibility’ scheme in that it brings students to think about the material, historical and ideological conditions that come together to create ‘ethically aware, socially responsible citizens’. Focusing on Georges Brassens, Serge Gainsbourg and the rap group NTM, key French artists of the 20th century who contested the Establishment in different ways, it demonstrates the paradoxical consensus and prestige of the counter-cultural notion of ‘dissidence’ in contemporary French culture. To bring these debates to life, the Social Responsibility Fund financed the travel to Manchester, on 28 November 2012, of JD Beauvallet, the editor-in-chief of France’s leading music magazine, Les Inrockuptibles. Responding to the students’ pre-prepared questions, Beauvallet led a public workshop where the ethical values that surround ‘protest music’ were identified and debated. The workshop developed the students’ awareness of the connections between music-making, ideology and social commitment, while academia and the wider professional world dialogued together. This 2-hour event is now freely available as a podcast hosted by the University of Manchester.

## Yaron Matras – Social Multilingualism and Romani Linguistics

The award supported activities in connection with two UG modules: Romani Linguistics (Level 3) and Societal Multilingualism (Level 2). Students of Romani Linguistics had the opportunity to meet with members of the local community of eastern European Romani immigrants as well as members of the English Gypsy communities in the area around Manchester, both at the university and in their neighbourhoods and caravan sites. The students documented aspects of Romani language and culture, and some reports have been published online on the Romani Project website. The students also helped arrange a visit day for Romani pupils from Manchester secondary schools. Students of both modules helped carried out the School Language Survey at four Manchester schools, helping the institutions gain a more in-depth insight into pupils’ heritage language skills and helping raise awareness of community multilingualism. Students of Societal Multilingualism engaged with a variety of local service providers to document language provisions for Manchester residents, and all coursework has been published on the Multilingual Manchester web archive in the form of edited reports. The information was fed back to representatives of the services at a stakeholder event in mid-August 2013, which received considerable media coverage. A specific project assesses interpreter provisions at Manchester Royal Infirmary and has now led to the launch of a MLM student volunteer scheme at the hospital, which continues into the next session.

## John McAuliffe – Centre for New Writing

The Centre for New writing used the Social Responsibility funding to bring writer, reviewer and blogger Valerie O'Riordan to undergraduate creative writing workshops where she spoke to the students about the nuts and bolts of writing a review.
We then bought tickets for Manchester Literature Festival events which took place at venues throughout the city to which we sent almost 90 students, all of whom were required to post reviews of events to the [Manchester Review website](http://www.themanchesterreview.co.uk/?cat=16) and also to the [MLF blog](http://manchesterliterature.blogspot.co.uk/search?updated-max=2012-12-20T13:52:00Z&max-results=7&start=7&by-date=false).

The standard of the reviews was notably good and the MLF director was enthusiastic about following up with a similar project in future. The students were also enthusiastic about their encounters with literature 'in the field' and about the eye-opening way in which it made them aware of the many organisations and venues which support literature across Manchester.

## Eithne Quinn – Film Studies and Climate Change

Social scientists describe climate change as a ‘hidden hazard’ because the public is not sufficiently aware of the danger. I felt that American Studies students shouldn’t go through their degree without coming across this hazard and the SR in the Curriculum award provided the opportunity to address it. I decided the best location for the curriculum development, within my own teaching specialisms, was in the unit American Film Studies (AMER2/30072). Film is a powerful medium for communicating messages and shaping popular understanding.

Focusing on the unit American Film Studies (AMER2/30072), the project had two main aims: to raise awareness among students about the risks of climate change; and to use this pressing issue to enhance the teaching of standard film studies approaches. We hosted a public screening of the award-winning documentary The Island President (Jon Shenk, 2011) and revised the unit’s content and assessment. We introduced an audience survey task: students devised a questionnaire, conducted fieldwork (getting people beyond the student body to describe their responses to the chosen climate change-themed film), and wrote an assessed report. The reports were thought-provoking as to the possibilities and problems of communicating risk about climate change. We used climate change-themed films to teach Genre Studies (comparative analysis of documentary versus blockbuster films) as well as Audience Studies. These innovations are now ongoing features of this unit.

## John Zavos – Learning Tasks Looking Outwards

The aim of the Learning Tasks Looking Outwards project has been to develop innovative learning and assessment practices on the principle of students as knowledge producers.  We have developed generic models for learning and assessment focused on the production of resources designed for use beyond the university, resources based on the students’ critical understanding of the significance of religions and theology in the wider world.  As well as benefiting community stakeholders, producing such resources provides students with opportunities to develop social responsibility and reflect on the value of their degree in relation to citizenship agendas and the formation of public attitudes, values and understanding.  Some results of the project are archived at the [Museum of the South Asian Diaspora](http://mussad.weebly.com/), a publically-accessible website which is the product of one of the units in the project consortium.  Further results are to be made available through a Learning Tasks archive to be linked to the Religions and Theology website in the near future.