

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20012: Sociology of Popular Music

Semester 2

Credits 20

Convenor: Dr Cristiana Olcese

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Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer:	Dr Cristiana Olcese
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Times and Dates

Lectures:	Fridays 14:00-17:00, Ellen Wilkinson A2.16
Assessed Coursework Submission:	Tuesday 12 th March 2019 (week 7). See further details in section 2 below.
Feedback half-day	Tuesday 2 nd April, 12:00 – 17:00
Examination Period:	13 th May – 7 th June 2019
Resit Examination Period:	19 th – 30 th August 2019

Assignments and Assessments

- One assessed essay worth 50% of the total mark
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

- To introduce students to key topics, debates and writers in the sociology of popular music.
- To explore the social nature, context and dynamics of popular music.
- To consider different methodological approaches in sociology which can be used to explore and analyse popular music.
- To consider how certain more generic sociological theories might apply to popular music.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Learning Outcomes

On completion of this unit successful students will:

- Be familiar with the key debates and writers in the sociology of popular music.
- Be aware of the social nature, context and dynamics of popular music.
- Be aware of the different methodological approaches used to explore and analyse popular music.
- Be able to discuss the strengths and weaknesses of different sociological approaches (theoretical and methodological) to popular music.
- Be able to engage critically with the different types of evidence drawn upon in sociological papers on popular music.
- Be able to construct and defend their own arguments regarding debates covered on the course in an analytically rigorous fashion.

General Course Readings

Required readings will be made available electronically in Blackboard. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:

Becker, H., (1974) 'Art as collective action', *American Sociological Review*, 39(6): 767-776.

DeNora, T. (2000) *Music in everyday life*, Cambridge, Cambridge University Press.

Longhurst, B. (2007) *Popular Music and Society*, Cambridge, Polity.

Martin, P. (1995) *Sounds and Society*, Manchester, Manchester University Press.

Middleton, R. (2002) *Studying Popular Music*, Buckinghamshire, Open University Press.

Lectures and Reading List

This course is concerned with popular music and its place in social life; this requires us to reflect on what popular music is, how it is produced, consumed and understood, its relationship to the social context and to specific social dimensions (such as identity and communication) and practices (i.e. politics and other cultural practices such as theatre, cinema, etc.). The course covers 'popular music' as it is mainly developed in the Western world after the Second World War; in this context popular music is the music listened to by the masses, and therefore distributed/commercialised on a mass scale.

Week 1: Introduction to the Course

This session will introduce students to both the sociology of popular music and to the course. We will define 'popular music' and discuss what a sociological approach to the topic entails and why it matters. There is no required reading for this session.

Week 2: Adorno

This session kicks off the course proper with a consideration of some of the key ideas of Theodore Adorno. Though arguably somewhat dated now and subject to a great deal of criticism, Adorno's ideas remain a central reference point in the sociology of music. Adorno sees great emancipatory potential in music (and art more generally). He believes that it can challenge and disturb dominant conceptions of the world and also encourage belief in the possibility of change and transformation. However, he believes that 'popular music' (by which he means the popular music of his day (the 1930s) is subordinated to the demands of the market such that it has no aesthetic value and tends rather to serve the interests of big business and the capitalist class. Indeed he is scathing about popular music, deeming it completely valueless. Popular songs not composed, he suggests, but rather produced like cans of baked beans on a production line. A provocative thought to start us off! Adorno is a difficult read. His works often veer between detailed engagement with the history of philosophy, sociology and/or musicology and wild polemical rants. The ideas are sometimes complex and the musical/musicological, sociological and philosophical references may be unfamiliar to you. Everybody struggles with him. But he is interesting and cracking difficult texts is all part of the fun at this level! I hope that you will try to read at least a little of his work first-hand. His (1976) 'Popular Music' paper is probably the best place to start, followed by his two papers on the culture industry (Adorno 1991a, Adorno and Horkheimer 1991). If you get on with those, try some of his (2002) Essays. His (1997) Aesthetic Theory is very interesting but hard going and quite long. The secondary literature is mostly well-written and clear. Adorno also conducted numerous studies of classical composers which are not included in the listing below (not to mention innumerable other works in philosophy and sociology).

Key Reading

Adorno, T.W. (1976) Popular Music, in his Introduction to the Sociology of Music, New York, the Seabury Press, 21-38 (also reproduced in his (2002) Essays on Music, California, University of California Press.).

Additional Reading

Adorno, T.W (1991a) Culture Industry Reconsidered, in Bernstein, J. (ed.) Adorno: The Culture Industry, London, Routledge, 98-107.

Adorno, T.W (1991b) On the Fetish Character in Music and the Regression in Listening, in Bernstein, J. (ed.) Adorno: The Culture Industry, London, Routledge, 29-61.

Adorno, T.W. (1997) Aesthetic Theory, Minnesota, Continuum.

Adorno, T.W. (2002) Essays on Music, California, University of California Press.

Adorno, T.W. (2002) Kitsch, in his Essays on Music, California, University of California Press, 501-5.

Adorno, T.W. and Horkheimer, M. (1991) The Culture Industry, in their Dialectic of Enlightenment, London, Verso, 120-167.

Benjamin, W. (1970) The Work of Art in the Age of Mechanical Reproduction, in Illuminations, London, Cape, 219-53.

Blomster, W. (1976) Sociology of Music: Adorno and Beyond, Telos 28, 81-112.

DeNora, T. (2003) After Adorno, Cambridge, Cambridge University Press.

Frith, S. (1978) Sound Effects, London, Constable.

Jarvis, S. (2007) Adorno: A Critical Introduction, Cambridge, Polity.

Laing, D. (1978) Interpreting Punk Rock, Marxism Today, April, 123-8.

Longhurst, B. (2007) Popular Music and Society, Cambridge, Polity.

Middleton, R. (2002) Studying Popular Music, Buckinghamshire, Open University Press (Chapters Two and Three).

Paddison, M. (1982) The Critique Criticised: Adorno and Popular Music, Popular Music 2, 201-218.

Scruton, R. (2009) Why Read Adorno? In his Understanding Music, London, Continuum, 204-226.

Week 3: The Production of Culture Perspective

The 'Production of Culture perspective' is a label coined by Richard Peterson to capture both his own empirical work on music and that of various other (largely but not exclusively US based) sociologists. In contrast to Adorno's, this work is largely empirical. It is focused upon the way in which music making and thus music itself is shaped by the context in which it occurs. In particular Peterson has attempted to demonstrate that changes in music, such as the birth of rock 'n' roll can be explained by wider social and technological changes which alter the context in which music is made. In the first part of this session we discuss the broad framework for explaining musical change which is outlined by Peterson, giving particular attention both to his study of the birth of rock 'n' roll ('Why '55?') and his work with Berger on the impact of oligopoly (in the music industry) upon musical innovation. In the second part of the session we turn our attention to current changes which are affecting the ways in which music is both produced and consumed today, asking what likely effects they may have.

Key Reading

Peterson, R. and Anand, N. (2004) The Production of Culture Perspective, *Annual Review of Sociology* 30, 311-34.

Additional Reading

Burnett, R (1992) The Implications of Ownership Chances on Concentration and Diversity in the Phonogram Industry, *Communications Research* 19, 749-69.

Christianen, M. (1995) Cycles in Symbol Production, *Popular Music* 14, 55-93.

Dowd, T. (2004) Concentration and Diversity Revisited, *Social Forces* 82(4), 1411-55.

Dowd, T. (2007) Innovation and Diversity in Cultural Sociology, *Sociologica* 1, <http://www.sociologia.uniroma1.it>

Santoro, M. (2009) Culture as (and After) Production, *Cultural Sociology*, 2(1): 7-31.

Lopes, P. (1992) Innovation and Diversity in the Popular Music Industry, 1969 to 1990, *American Sociological Review* 57(1), 56-71.

Peterson, R. (1990) Why 1955? Explaining the Advent of Rock Music, *Popular Music* 9(1), 97-116.

Peterson, R. And Berger, D. (1971) Entrepreneurship in Organisations: Evidence from the Popular Music Industry, *Administrative Science Quarterly* 16(1), 97-106.

Peterson, R. And Berger, D. (1975) Cycles in Symbol Production: the Case of Popular Music, *American Sociological Review* 40(2), 158-73.

Peterson, R. And Berger, D. (1996) Measuring Industry Concentration, Diversity and Innovation in Popular Music, *American Sociological Review* 61(1), 175-8.

Rothenbuhler, E. and Dimmick, J (1982) Popular Music: Concentration and Diversity in the Industry, 1974-1980, *Journal of Communication* 32, 143-9.

Supplementary Reading on Digitalisation and Industry Changes

Born, G. (2005) On Musical Mediation: Ontology, Technology and Creativity, *Twentieth Century Music*, 2(1): 7-36.

Bayn, N. (2010) Rethinking the Music Industry, *Popular Communication* 8(3), 177-80.

Cammaerts, B. (2011) The Hegemonic Copyright Regime vs the Sharing Copyright Users of Music, *Media Culture and Society* 33(3), 491-502.

Hardy, P. (2012) *Download: How the Internet Changes the Record Business*, London, Omnibus.

Lee, K-S (2005) The Momentum of Control and Autonomy: A Local Scene of Peer-to-Peer Music-Sharing Technology, *Media, Culture and Society* 27(5), 799-809).

Lena, J. (2006) Social Context and Musical Content of Rap Music 1979-1995, *Social Forces* 85(1), 479-95.

Longhurst, B. (2007) *Popular Music and Society*, Cambridge, Polity (Ch.1).

Rogers, J. (2013) *The Death and Life of the Music Industry in the Digital Age*, London, Bloomsbury.

UK Music (2013) *Wish You Were Here: Music Tourism's Contribution to the UK Economy*,
<http://www.ukmusic.org/assets/general/LOWRESFORHOMEPRINTING.pdf>

UK Music (2013) *The Economic Contribution of the Core UK Music Industry*,
http://www.ukmusic.org/assets/general/The_Economic_Contribution_of_the_Core_UK_Music_Industry__WEB_Version.pdf

Wikström, P. (2009) *The Music Industry*, Cambridge, Polity.

Week 4: Music & Taste

Much research in the sociology of music, following Pierre Bourdieu's seminal work, focuses upon taste and its relation to social divisions, particularly those between economic-cultural elites and everybody else. Bourdieu's thesis is complex. In this session we take up his argument that social elites are marked out by their taste for 'high brow' music and distaste for low and middle-brow music. We also consider criticisms of his account focused upon the way in which tastes are shaped, upon social divisions other than those 'explained' by his theory, and we introduce the competing 'omnivore' thesis suggested by Richard Peterson (the subject of week four). Bourdieu's main book on this topic, *Distinction*, is heavy going (have a go at reading it but don't worry if you struggle – everybody does). All of the other material is quite straightforward. If you read a paper with a lot of statistics in it and you don't follow the stats don't worry. The author will tell you what you are supposed to 'get' from looking at them and you should follow the rest of the paper. If you are inspired, of course, then you could try reading up on the statistical methods used in these studies. If you do, why not come to see me in my office hour first. I will help you to get started.

Key Reading

Atkinson, W. (2011) The Context and Genesis of Musical Tastes: Omnivorousness Debunked, Bourdieu Buttressed', *Poetics*, 39, (pp. 169-186).

Additional Reading

Becker, G. (1996) *Accounting For Tastes*, Cambridge, Harvard University Press.

Bennett T, Savage, M, Silva, E. and Warde, A. (2009) *Culture, Class, Distinction*, London, Routledge.

Bourdieu, P. (1984) *Distinction*, London, Routledge.

Bourdieu, P. (1993) *The Field of Cultural Production*, Cambridge, Polity.

Bourdieu, P. (1993) Social Space and the Genesis of Classes, in *Language and Symbolic Power*, Cambridge, Polity, 229-51.

Bourdieu, P. (1998) *Practical Reason*, Cambridge, Polity (Chapter One).

Born, G. (2010) The Social and the Aesthetic: For a Post-Bourdieuian Theory of Cultural Production, *Cultural Sociology*, 4(2): 1-38.

Bryson, B. (1996) Anything But Heavy Metal, *American Sociological Review* 61(5), 884-99.

Bryson, B. (1997) What about the Univores? *Poetics* 25, 141-56.

Coulangeon, P., & Lemel, Y. (2007). Is 'distinction' really outdated? Questioning the meaning of the omnivorization of musical taste in contemporary France. *Poetics*, 35(2-3), 93-111.

Chan, T. And Goldthorpe, J. (2007) Social Stratification and Cultural Consumption: Music in England, *European Sociological Review* 23(1), 1-19.

Crossley, N. (2015) *Networks of Sound, Style and Subversion: the Punk and Post-Punk Music Worlds of Manchester, London, Liverpool and Sheffield, 1975-1980*, Manchester, Manchester University Press, see esp. pp 93-7.

Erikson, B. (1996) Culture, Class and Connections, *American Journal of Sociology* 102(1), 217-51.

Hield, F. and Crossley, N. (2014) Tastes, Ties and Social Space: Exploring Sheffield's Folk Singing World, in Crossley, N, McAndrew, S. And Widdop, P. (2014) *Music Worlds and Social Networks*, London, Routledge, 189-216.

Holt, D. B. (1997). Distinction in America? Recovering Bourdieu's theory of tastes from its critics. *Poetics*, 25(2-3), 93-120.

Hume, D. (1993 [1741]) Of the Standard of Taste, in *Selected Essays*, Oxford, Oxford University Press, 133-53.

Kane, D. (2004) A Network Approach to the Puzzle of Women's Cultural Participation, *Poetics* 32, 105-27.

Kant, I. (1978[1790]) *Critique of Judgement*, Oxford, Oxford University Press.

Lewis, K, Kaufman, J, Gonzalez, M, Wimmer, A, and Christakis, N. (2008) Tastes, Ties and Time, *Social Networks* 30, 330-342.

Lizardo, O. (2006) How Cultural Tastes Shape Personal Networks, *American Sociological Review* 71, 778-807.

Mark, N. (1998) Birds of a Feather Sing Together, *Social Forces* 77(2), 453-85.

Mark, N. (2003) Culture and Competition: Homophily and Distancing Explanations for Cultural Niches, *American Sociological Review* 68(3), 319-45.

Peterson, R. (1992) Understanding Audience Segmentation: from elite and mass to omnivore and univore, *Poetics* 21, 243-58.

Peterson, R. and Kern, R. (1996) Changing Highbrow Taste: From Snob to Omnivore, *American Sociological Review* 61(5), 900-907.

Prior, N. (2011) Critique and Renewal in the Sociology of Music: Bourdieu and Beyond, *Cultural Sociology*, 5(1): 121-138.

Relish, M. (1997) It's not all Education, *Poetics* 25, 121-39.

Santoro, M. (2002) What is a "Cantautore?" Distinction and Authorship in Italian (popular) Music, *Poetics* 30 (1-2): 111–132.

Savage, M. (2006) The Musical Field, *Cultural Trends* 15(2-3), 159-74.

Shusterman, R. (2002) *Surface and Depth*, Ithaca, Cornell University Press (see esp. chapters 5 (on Hume and Kant) and 12 (on Bourdieu))

Upright, C. (2004) Social Capital and Cultural Participation, *Poetics* 32, 129-43.

Week 5: Music & Meaning

Although Adorno tends to view art music audiences as active and critical, he seems to view audiences of popular music as passive and uncritical. They are manipulated by the music in his view; pacified like an infant with a dummy. In this lecture we explore and challenge this view by considering the way in which audiences actively engage with popular music. We consider what it means to say that musical is meaningful, distinguishing between 'internal' and 'external' meanings and considering how it is that music comes to have these meanings. In addition we consider some of the ways in which engagement with music might be a source of pleasure for us, and how our interaction with music relates to our sense of identity and our wider subjective life.

Key Reading

DeNora, T. (1986) 'How is Extra-Musical Meaning Possible?', *Sociological Theory*, 4: 84-94.

Additional Reading

Ball, P. (2011) *The Music Instinct*, New York, Vintage.

Born, G. (2011) Music and the Materialization of identities, *Journal of Material Culture*, 16(4), 376-388.

Crossley, N. and Bottero, W. (2015) Music Worlds and Internal Goods: the Role of Convention, *Cultural Sociology* 9(1), 38-55.

Denzin, N. (1970) Problems in Analysing Elements of Mass Culture: Notes on the Popular Song and Other Artistic Productions, *American Journal of Sociology* 75(6), 1035-1038.

Dewey, J. (2005[1934]) *Art as Experience*, New York, Perigree.

Eyerman, R. (2006) *Toward a Meaningful Sociology of Arts* in Eyerman, R. and McCormick, L. (eds) *Myth, Meaning and Performance*, Boulder, CO: Paradigm.

Fish, S. (1980) *Is There a Text in This Class?* in his *Is There a Text in This Class?* Cambridge, Harvard University Press, 303-21.

Frith, S. (1987) Towards an Aesthetic of Popular Music, in Leppert, R. And McClary, S. (1987) *Music and Society*, Cambridge, Cambridge University Press, 133-51.

Frith, S. (1988) *Music for Pleasure*, Cambridge, Polity.

Gomart and Hennion (1999) *A Sociology of Attachment: Music Amateurs*, Drug Users in Law, J. and Hassard, J. (eds) *Actor Network Theory and After*, Oxford, Blackwell.

Green, L. (1997) *Music, Gender, Education*, Cambridge, Cambridge University Press.

Green, L. (2008) *Music on Deaf Ears*, Bury St Edmunds, Arima.

Hennion, A. (2001) Music Lovers. Taste as Performance, *Theory, Culture & Society*, 18(5): 1-22.

Meyer, L. (1956) *Emotion and Meaning in Music*, Chicago, University of Chicago Press.

Muniz, B. B. (2016) Who Needs Culture? Funk's Existential Capital and the Expediency of Culture. *Sociologia & Antropologia*, 6(2), 447-467.

Schutz, A. (1976) Making Music Together, *Collected Papers II*, The Hague, Martinus Nijhoff, 159-78.

Schutz, A. (1976) Fragments on the Phenomenology of Music, *Music Man* 2, 5-72.

Willis, P. (1978) *Profane Culture*, London, RKP.

Willis, P. (1990) *Common Culture*, Boulder, Westview.

Week 6: Reading Week

No class.

Week 7: Popular Music & Race

Participation in music worlds (whether as a consumer or a producer) is shaped by racial divides within society. Racial divides in music manifest most obviously in lay categorisations of 'black music' – a category which points to racial divides in both musical production and consumption. In addition to this, Lecture Nine considers the way in which music worlds have functioned as social movements for ethnic minorities, protesting against racial disadvantage and domination. It also considers how racism has functioned within the musical establishment/industry, disadvantaging black musical forms such as jazz and hip hop.

Essential Reading

Rose, T. (1994) Soul Sonic Forces, in her *Black Noise*, Middletown, Wesleyan University Press, 62-96.

Additional Reading

Ali, S. (2004) 'Reading racialized bodies: learning to see difference' in her *Cultural Bodies: Ethnography and Theory*, pp. 76-97.

Alim, H, Lee, J. And Carris, L. (2011) Moving the Crowd, 'Crowding' the Emcee; the co-production and contestation of black normativity in freestyle rap battles, *Discourse and Society* 22(4), 422-439.

Dowd, T. And Blyler, M. (2002) Charting Race, *Poetics* 30, 87-110.

Fraleigh, T. (2009) I Got Natural Skill ...: Hip Hop, Authenticity and Whiteness, *Howard Journal of Communications* 20, 37-54.

Gilroy, P. (1987) *There Ain't No Black in the Union Jack*, London, Routledge.

Gilroy, P. (1991) It Ain't Where You're From, It's Where You're At, *Third Text* 5 (13), 3-16.

Gilroy, P. (1993) *Small Acts*, London, Serpent's Tail.

Gilroy, P. (1993) *The Black Atlantic*, London, Verso.

Harkness, G.(2010) Backpackers and Gangstas: Chicago's White Rappers Strive for Authenticity, *American Behavioural Scientist* 55(1), 57-85.

King, D. (2000) "The World's Against Me as a Black Man": Charles Mingus and Segregated America, *Journal of Historical Sociology* 13(1), 54-77.

Kofsky, F. (1998) *Black Music, White Business*, New York, Pathfinder.

Pough, G. (2004) *Check it While I Wreck It: Black Womanhood, Hip-Hop Culture and the Public Sphere*, Boston, Northeastern University Press.

Reyna, C, Brandt, M. And Viki, G. (2009) Blame it on Hip Hop, *Group Processes and Intergroup Relations* 12(3), 361-380.

Rose, T. (1994) *Black Noise*, Middletown, Wesleyan University Press.

Savage, M. (2006) The Musical Field, *Cultural Trends* 15(2-3), 159-74.

Skeggs, B. (1993). Two minute brother: Contestation through gender, 'race' and sexuality. *Innovation: The European Journal of Social Science Research*, 6(3), 299-322.

Spence, L. (2011) *Stare in the Darkness: The Limits of Hip Hop and Black Politics*, Minneapolis, University of Minnesota Press.

Szwed, J. (1966) Musical Style and Racial Conflict, *Phylon* 27(4), 358-66.

Week 8: Popular Music & Gender

In spite of the high number of female singer-songwriters in the UK charts music is still largely a male domain. Numerous studies show that women are underrepresented across a range of music-related roles, whilst other studies explore both the mechanisms which explain this marginalisation, limiting both the roles that women can play in popular music worlds and the ways in which they can play those roles which are available to them. These studies and their implications are the central focus in this session.

Essential Reading

Cohen, S. (1997) Men Making A Scene, in Whiteley, S. (1997) Sexing the Groove, London, Routledge, pp. 17-36.

Additional Reading

Bayton, M. (1997) Women and the Electric Guitar, in Whiteley, S. (1997) Sexing the Groove, London, Routledge, 37-49.

Bayton, M. (1998) Frock Rock, Oxford, Oxford University Press.

Bessett, D. (2006) 'Don't Step on My Groove: Gender and the Social Experience of Rock, Symbolic Interaction 29(1), 49-62.

Coulangeon, P, Ravet, H, and Roharik, I. (2005) Gender Differentiated Effect of Time in Performing Arts Professions, Poetics 33, 369-87.

Frith, S. And McRobbie, A. (1991) Rock and Sexuality, in Frith S and Goodwin, A. (1991) On Record, London, Routledge, 371-89.

Kane, D. (2004) A Network Approach to the Puzzle of Women's Cultural Participation, Poetics 32, 105-27.

McRobbie, A. (1991) Settling Accounts with Subcultures, in McRobbie, A. (1991) Feminism and Youth Culture, London, Macmillan, 16-34.

McRobbie, A. And Garber, J. (1978) Girls and Subcultures, in Hall, S and Jefferson, T. (1993) Resistance Through Rituals, London, Routledge, republished in McRobbie, A. (1991) Feminism and Youth Culture, London, Macmillan, 1-15.

O'Shea, S. (2015) Embracing Difference in Feminist Music Worlds: a Ladyfest case study, in Crossley, N, McAndrew, S. and Widdop, P. (2015) Social Networks and Music Worlds, London, Routledge, 122-44.

Piano, D. (2003) Resisting Subjects: DIY Feminism and the Politics of Style in Subcultural Production, in Muggleton, D. And Weinzierl, R. (1997) The Post-Subcultures Reader, Oxford, Berg.

Reddington, H. (1997) Lady Punks in Bands: A Subculturette? , in Muggleton, D. And Weinzierl, R. (1997) The Post-Subcultures Reader, Oxford, Berg, 239-51.

Rose, T. (1994) Black Noise, Middletown, Wesleyan University Press.

Skeggs, B. (1993). Two minute brother: Contestation through gender, 'race' and sexuality. Innovation: The European Journal of Social Science Research, 6(3), 299-322.

Whiteley, S. (1997) Sexing the Groove, London, Routledge.

Whiteley, S. (2000) Women and Popular Music, London, Routledge.

Wolff, J (2006) Groundless Beauty: Feminism and the Aesthetic of Uncertainty, *Feminist Theory*, 7(2): 143-58.

Wolff, J (2008) *The Aesthetic of Uncertainty*, New York: Columbia University Press.

Week 9: Music & Subcultures

Bourdieu and Adorno both tend to suggest that the working class are very passive and unimaginative in their appropriation and consumption of music. Focusing specifically upon working class youth and their subcultures (e.g. teddy boys, skinheads, punks, mods and rastas), Birmingham's Centre for Contemporary Cultural Studies (CCCS) paint a very different picture. Working class youth are very inventive in their appropriation of music, they argue, using it to construct identities and rituals through which they symbolically resist the alienation and domination which they experience both as young people and as members of the working class. Clark et.al is the classic CCCS statement on subculture and Willis (1978) and Hebdige (1988) are the two most often cited studies. Bennett (2009) gives a nice intro to the CCCS in his first chapter and works through a number of examples, critically, in the rest of the book. Bennett and Kahn-Harris is perhaps the best collection of (mostly critical) papers.

Essential Reading

Clarke, J, Hall, S, Jefferson, T and Roberts, B. (1993) *Subcultures, Cultures and Class*, in Hall, S and Jefferson, T. (1993) *Resistance Through Rituals*, London, Routledge, 9-79.

Additional Reading

Bennett, A. (1999) Subcultures or Neo-Tribes? *Sociology* 33(3), 599-617.

Bennett, A. (2006) Punk's Not Dead, *Sociology* 40(2), 219-35.

Bennett, A. (2009) *Cultures of Popular Music*, Buckinghamshire, Open University Press (Chapter One).

Bennett, A. (2012) *Growing Old Disgracefully*, Philadelphia, Temple University Press.

Bennett, A and Hodgkinson, P. (2012) *Ageing and Youth Cultures*, New York, Berg.

Bennett, A. And K, Kahn-Harris (2004) *After Subculture*, Houndsmills, Palgrave-Macmillan (see the Introduction).

Bennett, A. and Peterson, R. (eds) (2004) *Music Scenes*, Nashville, Vanderbilt University Press.

Clarke, G. (1990) *Defending Ski-Jumpers*, in Frith, S. And Goodwin, S. (1990) *On Record*, London, Routledge, 81-96.

Clarke, J. (1993) *Style*, in Hall, S and Jefferson, T. (1993) *Resistance Through Rituals*, London, Routledge, 175-91

Crossley, N. (2015) *Networks of Sound, Style and Subversion: the Punk and Post-Punk Music Worlds of Manchester*, London, Liverpool and Sheffield, 1975-1980, Manchester, Manchester University Press, esp. pp 22-28 and 49-58.

Crossley, N. and Bottero, W. (2015) The Social Spaces of Music: Introduction, *Cultural Sociology* 9(1), 2-19.

Crossley, N, McAndrew, S. and Widdop, P. (2015) *Social Networks and Music Worlds*, London, Routledge.

Davies, J (2006) Growing Up Punk, *Symbolic Interaction* 29(1): 63-9.

Frith, S. (1983) *Sounds Effects: Youth, Leisure, and the Politics of Rock 'n' Roll*, London, Constable.

Gelder, K. And Thornton, S. (1997) *The Subcultures Reader*, London, Routledge.

Hall, S and Jefferson, T. (1993) *Resistance Through Rituals*, London, Routledge.

Hebdige, D. (1988) *Subculture: the meaning of style*, London, Routledge.

Hesmondhalgh, D. (2005) Subcultures, Scenes or Tribes? *Journal of Youth Studies* 8(1), 21-40.

Hodkinson, P. (2004) The Goth Scene and (Sub)Cultural Substance, in Bennett, A. And K, Kahn-Harris (2004) *After Subculture*, Houndsmills, Palgrave-Macmillan, 135-47.

Longhurst, B. (2007) *Popular Music and Society*, Cambridge, Polity (Chapters 7 and 9).

Martin, P. (2004) Culture, Subculture and Social Organisation, in Bennett, A. And K, Kahn-Harris (2004) *After Subculture*, Houndsmills, Palgrave-Macmillan, 21-35.

McRobbie, A. (1991) *Feminism and Youth Culture*, London, Macmillan.

Middleton, R. (2002) *Studying Popular Music*, Buckinghamshire, Open University Press (Chapter Five).

Peterson, R. And Bennett, A. (2004) Introducing Music Scenes, in Bennett, A. and Peterson, R. (2004) *Music Scenes*, Nashville, Vanderbilt University Press, 1-15.

Smith, N. (2009) Beyond the Master Narrative of Youth, in Scott, D. (2009) *The Ashgate Research Companion to Popular Musicology*, Aldershot, Ashgate, 427-48.

Straw, W. (1991) System of Articulation, *Logics of Change*, *Cultural Studies* 53, 368-88.

Thorton, S. (1995) *Clubcultures: Music, Media and Subcultural Capital*, Cambridge, Polity,

Willis, P. (1978) *Profane Culture*, London, RKP.

Willis, P. (1990) *Common Culture*, Boulder, Westview.

Week 10: Music Worlds

In the first part of this session we will look at Howard Becker's concept of 'art worlds', considering how we might apply it to contemporary 'music worlds'. The second part of this session looks at the way in which new music worlds emerge and take shape. The specific focus will be upon Nick Crossley's analysis of the rise of punk in the UK during the mid 1970s. However, I will outline a broad

explanatory framework which might form a basis for understanding the emergence of other music worlds and you are encouraged to bring your own examples to bear.

Key Reading

Crossley, N. (2015) Theorising Micro-Mobilisation, chapter four of Crossley, N. (2015) *Networks of Sound, Style and Subversion: the Punk and Post-Punk Music Worlds of Manchester*, London, Liverpool and Sheffield, 1975-1980, Manchester, Manchester University Press, 80-97.

Additional Reading

Becker, H., (1974) 'Art as collective action', *American Sociological Review*, 39(6): 767-776.

Becker, H., (1976) 'Art worlds and social types', *American Behavioral Scientist*, 19: 703-715.

Becker, H., (1982) *Art Worlds*, Berkeley, University of California Press.

Becker, H. (1995) The Power of Inertia, *Qualitative Sociology* 18 (3), 301-9.

Becker, H. (2006) 'A Dialogue on the Ideas of "World" and "Field" with Alain Pessin', *Sociological Forum*, 21:275-86.

Bottero, W. and Crossley, N. (2011) Worlds, Fields and Networks, *Cultural Sociology* 5 (1) 99-119.

Crossley, N. (2015) *Networks of Sound, Style and Subversion: the Punk and Post-Punk Music Worlds of Manchester*, London, Liverpool and Sheffield, 1975-1980, Manchester, Manchester University Press.

Crossley, N. (2015) Totally Wired, in Crossley, N, McAndrew, S. and Widdop, P. (2015) *Social Networks and Music Worlds*, London, Routledge, 40-60.

Crossley, N. (2015) Body Techniques and Music Worlds: the Embodiment of Musicking, *Cultural Sociology* 9(4), 471-92.

Crossley, N. (2015) Relational Sociology and Culture: A Preliminary Framework, *International Review of Sociology* 25(1), 65-85.

Crossley, N. And Bottero, W. (2014) Beyond Bourdieu: A Reply to Emmet Fox, *Cultural Sociology* 8(2), 197-203.

Crossley, N. and Bottero, W. (2015) Music Worlds and Internal Goods, *Cultural Sociology* 9(1), 38-55

Crossley, N, McAndrew, S. and Widdop, P. (2015) *Social Networks and Music Worlds*, London, Routledge.

Finnegan, R.(2007) *The Hidden Musicians*, Middletown, Wesleyan University Press.

Gilmore, S. (1987) Coordination and Convention: The Organisation of the Concert World, *Symbolic Interaction* 10(2), 209-27.

Gilmore, S. (1988) Schools of Activity and Innovation, *Sociological Quarterly* 29(2), 203-19.

Lopes, P. (2002) *The Rise of the Jazz Art World*, Cambridge, Cambridge University Press.

Martin, P. (1995) *Sounds and Society*, Manchester, Manchester University Press.

Martin, P. (2005) The Jazz Community as an Art World, *Jazz Research Journal* 2,
<https://www.equinoxpub.com/journals/index.php/JAZZ>

Martin, P. (2006) Musicians Worlds, *Symbolic Interaction* 29(1), 95-107.

Martin, P. (2006) *Music and the Sociological Gaze*, Manchester, Manchester University Press.

O'Shea, S. (2015) Embracing Difference in Feminist Music Worlds: a Ladyfest case study, in Crossley, N, McAndrew, S. and Widdop, P. (2015) *Social Networks and Music Worlds*, London, Routledge.

Week 11: Music in Action

This session looks at the way music has been used in different social contexts – and within social movements in particular – for achieving goals external to music (i.e. eliciting specific emotions, spreading messages, strengthening collective identities) as well as at the way music (especially when practiced) can foster something else and unpredictable other than music appreciation/attachment, expression of taste, and marking social positioning. In particular, we will consider the therapeutic benefits of music and the role that music can play in the emergence of new identities/subjectivities and forms of civic engagement. The lecture builds on the previous session on music and meaning, critically engage with the sessions on taste and the production of culture, and make connections with some of the works exploring the relationship between music and, in turn, race, gender and subcultures.

Essential Reading

Acord, S. K. and DeNora, T. (2008) Culture and the Arts: From Art Worlds to Arts-in-Action, *The Annals of the American Academy of Political and Social Science*, 619 (1): 223-237.

Additional Reading

Aminzade, R. (2001) *Silence and Voice in the Study of Contentious Politics*, Cambridge, Cambridge University Press.

Benzecry and Krause (2010) *How Do They Know? Practicing Knowledge in Comparative Perspective*.

Born (2005) On Musical Meditation: Ontology, Technology and Creativity, *Twenty-Century Music*, 2(1): 7-36.

Cloonan, M. and Johnson, B. (2002) Killing me softly with his song: an initial investigation into the use of popular music as a tool of oppression, *Popular Music*, 21(1): 27-39.

Croteau, D., Hoynes, W. and Ryan, C. (eds.) (2005) *Rhyming Hope and History: Activists, Academics and Social Movement Scholarship* (Vol. 24), Minneapolis, University of Minnesota Press.

Danaher, W. F. (2010) Music in Social Movements, *Sociology Compass* 4(9): 811–823.

Roscigno, V.J. and Danaher, W. F. (2004) *The Voice of Southern Labor: Radio, Music, and Textile Strikes, 1929-1934*, Minneapolis, University of Minnesota Press.

- De Nora, T. (1999) Music as a Technology of the Self, *Poetics*, 27(1): 31-56.
- De Nora, T. (2017) *Music-in-Action: Selected Essays in Sonic Ecology*, London: Routledge.
- Eyerman, R. and Jamison, A. (1995) Social Movements and Cultural Transformation: Popular Music in the 1960s, *Media, Culture & Society*, 17(3), 449-468.
- Eyerman (1998) *Music and Social Movements*, New York, John Wiley & Sons.
- Eyerman (2002) Music in Movement: Cultural Politics and Old and New social movements, *Qualitative Sociology*, 25(3), 443-458.
- Frith, S. (1983) *Sounds Effects: Youth, Leisure, and the Politics of Rock 'n' Roll*, London, Constable.
- Hennion, A. (1997) Baroque and rock: Music, mediators and musical taste, *Poetics* (24): 6, 415-435.
- Hennion, A. (2001) Music Lovers. Taste as Performance, *Theory, Culture & Society*, 18(5): 1-22.
- McDonald (2002) From Solidarity to Fluidarity: Social Movements Beyond 'Collective Identity'--The Case of Globalization Conflicts, *Social Movement Studies*, 2(1): 109-128.
- McDonald (2004) Oneself as Another: From Social Movement to Experience Movement, *Current Sociology*, 52(4): 575-593.
- McDonald (2006) *Global Movements: Action and Culture*, Oxford, Blackwell.
- Mouffe, C. (1993) *The Return of the Political*, London: Verso.
- Olcese and Savage (2015) Notes towards a 'Social Aesthetic', *The British journal of sociology*, 66(4): 720-737.
- Muniz, B. B. (2016) Who Needs Culture? Funk's Existential Capital and the Expediency of Culture. *Sociologia & Antropologia*, 6(2), 447-467.
- Roy (2010) *Reds, Whites and Blues: Social Movements, Folk Music, and Race in the United States*, Princeton, Princeton University Press.
- Stamatov (2002) Interpretive Activism and Political Use of Verdi's Operas in the 1840s, *American Sociological Review*, 67: 345-366.
- Stige (2017) *Where Music Helps: Community Music Therapy inaction and Reflection*, London, Routledge.

Tutorial Guide

This course has no separate tutorials. Tutorial exercises will be integrated into the three hour workshop with me. On some occasions this may take the form of a dedicated hour, clearly set aside. On other occasions, I will include a number of shorter breakout slots across the session. This flexible structure is designed to maximise engagement, reflexive discussions and lively debates.

Each session you will be asked to explore some specific issues/questions (including questions brought to the fore by you) by discussing the readings (your homework) and linking these to documentaries (shown in class), personal experiences and/or examples from everyday life. Below, I have listed a number of questions/issues for each session to give you some idea of what you will be asked to discuss.

The following guidance indicates a number of questions/issues for each session to give you an indication of what you will be asked to discuss, and to guide your reading and preparation. Please notice that tutorial activities are not necessarily 'set in stone' and I may discuss alternative possibilities with you during the semester.

Tutorial W1: Introduction to the Course

No preparation is required for today introductory session.

Tutorial Activities

Focus groups: We will conduct some focus group to explore what place popular music occupies in your life, whether/how you engage with it, why is that. The purpose of this is to break the ice a bit, get everyone talking to one another and to find out what sorts of music we variously know about, like/dislike and 'use'. This will help me, in future lectures, to pitch the level and think of suitable examples to illustrate what I am discussing. At the end of the course we will go back to this 'data' and discuss changes (if any) in attitudes towards popular music.

Tutorial W2: Adorno

Preparation required:

Reading

Adorno, T.W. (1976) 'Popular Music', in his *Introduction to the Sociology of Music*, New York, the Seabury Press, 21-38. (This is also reproduced in his (2002) *Essays on Music*, California, University of California Press).

Before your tutorial

1. Read the key reading (above) and, ideally, some additional ones. Adorno is a difficult read. His works often veer between detailed engagement with the history of philosophy, sociology and/or musicology and wild polemical rants. The ideas are sometimes complex and the musical/musicological, sociological and philosophical references may be unfamiliar to you. Everybody struggles with him. But he is interesting and cracking difficult texts is all part of the fun of being in your second year! I hope that you will try to read some of his work first-hand. His (1976) 'Popular Music' paper is probably the best place to start, followed by his two papers on the culture industry (Adorno 1991a; Adorno and Horkheimer 1991). If you get on with those, try some of his (2002) *Essays*; his (1997) 'Aesthetic Theory' is very interesting though hard going and quite long. The secondary literature about his work (see several sources in reading list) is mostly well-written and clear.

2. Take a few minutes to reflect upon their content and write down the following: (a) what struck you the most and why? (b) Anything that you struggled with? (c) Any interesting questions that emerged from your engagement with the topic?

Tutorial Activities

Discussion: Among other issues, we will cover the following key questions:

- What is 'popular music' according to Adorno?
- What does he think of it?
- What impact does popular music has on both musicians and listeners?
- Who/what is responsible for the trajectory of popular music described by Adorno?
- In what ways does 'popular music' differ from 'serious music'?
- Why is Adorno still influential on sociology of music?

Tutorial W3: The Production of Culture Perspective

Preparation required:

Reading

Peterson, R. and Anand, N. (2004) The Production of Culture Perspective, *Annual Review of Sociology* 30: 311-34.

Before your tutorial

1. Read the key reading (above) and, ideally, some additional ones that caught your interest from the reading list.
2. Take a few minutes to reflect upon their content and write down the following: (a) what struck you the most and why? (b) Anything that you struggled with? (c) Any interesting questions that emerged from your engagement with the topic?
3. Applying some of the key ideas advanced by the Production of Culture Perspective, reflect on how music streaming is currently changing popular music. Ideally, bring to class relevant materials that illustrate your ideas about music streaming to enhance the discussion.

Tutorial Activities

Discussion: Among other issues, we will cover the following key questions:

- How is 'popular music' defined by the Production of Culture Perspective?
- How is popular music produced according to Peterson and collaborators?
- What is the role played by technology in the production of popular music?
- What are the distinctive characteristics of music streaming?
- What is your experience of it?
- How do you think it is impacting the music industry?
- What are the benefits associated with it?
- Who do you think is gaining from music streaming? Any risks/downsides?

Tutorial W4: Music & Taste

Preparation required:

Essential Reading

Atkinson, W. (2011) 'The Context and Genesis of Musical Tastes: Omnivorousness Debunked, Bourdieu Buttressed', *Poetics*, 39: 169-186.

Before your tutorial

1. Read the key reading (above) and, ideally, a bit of Bourdieu's seminal book *Distinction*. Peterson and Kern (1996) is a perfect example of how Bourdieu's theory has been applied by those who come up with the omnivore thesis. As Bourdieu's theory and how this has been applied (especially to capture musical taste and its relation to social inequalities) will be a key topic of today discussion, I encourage you to read at least some of these three texts. Bourdieu's main book on this topic, *Distinction*, is heavy going (have a go at reading it but don't worry if you struggle – everybody does). All of the other material is quite straightforward.
2. Take a few minutes to reflect upon their content and write down the following: (a) what struck you the most and why? (b) Anything that you struggled with? (c) Any interesting questions that emerged from your engagement with the topic?

Tutorial Activities

Discussion: Among other issues, we will cover the following key questions:

- What is musical taste?
- How is musical taste affected by social class, according to Bourdieu in France in the 1970s?
- Do you think this is still the case today?
- What is the omnivore thesis?
- How do social inequalities affect the production of music?
- How do social inequalities affect music consumption?
- How has Bourdieu's theory of taste been applied to research the relationship between social inequalities and musical taste?
- Are these applications problematic in any way?

Methodological workshop: Working in small groups, each group will devise a questionnaire to explore musical taste. You will then take turns using your questionnaire to interview one another. We will then discuss strengths and weaknesses of the questionnaires and of the responses that they generated.

Tutorial W5: Music & Meaning

Preparation required:

Essential Reading

DeNora, T. (1986) 'How is Extra-Musical Meaning Possible?', *Sociological Theory* 4: 84-94.

Before your tutorial

1. Read the key reading (above) and, ideally, some additional ones that caught your interest from the reading list.

2. Take a few minutes to reflect upon their content and write down the following: (a) what struck you the most and why? (b) Anything that you struggled with? (c) Any interesting questions that emerged from your engagement with the topic?

Tutorial Activities

Listening: In the tutorial we will explore the process of musical meaning by breaking into your nine groups, listening to the same pieces of music, and discussing and comparing the responses and interpretations that the same piece of music elicited in each group. We will then discuss specific meaningful engagements with music (as listener or practitioner) that you have experienced in the course of your life and try to make sense of it with the theory.

Discussion: Among other issues, we will cover the following key questions:

- Why musical meaning is 'paradoxical'?
- Is musical meaning objective and/or subjective, intrinsic and/or extrinsic to the music?
- Where (and how) should we look for musical meaning?
- In what ways does culture affect musical meaning and vice versa?
- Among the social and cultural dimensions and relations that contribute to make extra-musical meaning possible, do you think that some are more relevant than others in relation to popular music?
- What are the main schools of thought regarding where musical meaning resides?
- Under what assumptions is comparing music to a language problematic?
- Why are 'inherent musical meanings' an illusion according to DeNora?
- What dimensions of (popular) music as an experience and an everyday practice are well-captured by DeNora (and Hennion)?
- In what ways could DeNora's approach be used to critically assess the approaches by Adorno, Bourdieu and/or Peterson that we discussed in the past few weeks?

Tutorial W6

Reading week – No tutorial.

Tutorial W7: Popular Music & Race

Preparation required:

Essential Reading

Rose, T. (1994) Soul Sonic Forces, in her Black Noise, Middletown, Wesleyan University Press, 62-96.

Before your tutorial

1. Read the essential reading (above) and, ideally, some additional ones that caught your interest from the reading list.
2. Take a few minutes to reflect upon their content and write down the following: (a) what struck you the most and why? (b) Anything that you struggled with? (c) Any interesting questions that emerged from your engagement with the topic?

Tutorial Activities

Screening: We will watch two short videos to boost our discussion of the readings.

Discussion: Among other issues, we will cover the following key questions:

- How has race shaped popular music?
- Is race still relevant today for understanding dynamics that affect popular music?
- What is your response to the two videos?
- What is your analysis of the ethics, aesthetic and social relations described in the two performances?
- What would the Essentialists (as described in DeNora 1986) say about these performances?
- How would the Pluralists (as described in DeNora 1986) respond?
- Does Gilroy's account of Black musics' significance resonate in the work of these artists? If so, how?

Tutorial W8: Popular Music & Gender

Preparation required:

Essential Reading

Cohen, S. (1997) 'Men Making A Scene', in Whiteley, S. (1997) *Sexing the Groove*, London, Routledge, 17-36.

Before your tutorial

1. Read the key reading (above) and, ideally, some additional ones that caught your interest from the reading list.
2. Take a few minutes to reflect upon their content and write down the following: (a) what struck you the most and why? (b) Anything that you struggled with? (c) Any interesting questions that emerged from your engagement with the topic?
3. Bring to class a story (or two) about women in popular music that you have come across recently in social/mass media and is helpful in illustrating your point of view regarding the situation of women in popular music. You can use specific personal experiences too.

Tutorial Activities

Discussion: Among other issues, we will cover the following key questions:

- How are women doing in contemporary popular music?
- Has things changed compared to the situation described by Cohen in Liverpool during the 1980s?
- Are there any differences from one music genre to another?
- Is the music industry open to all types of women/femininities?
- In what ways are inequalities between men and women perpetrated in the popular music industry? Can you give examples that illustrate your points?

- Can you identify examples of resistance and change/innovation in terms of gender equality within the popular music industry?
- What is the impact of digital music and music streaming on women? Are women empowered by new digital technologies? Are there any risks/disadvantages associated with the ways new digital technologies are changing the production and consumption of/engagement with popular music for women?

Tutorial W9: Music & Subcultures

Preparation required:

Key Reading

Clarke, John et al, (2006 [1975]) 'Chapter 1: Subcultures, Cultures and Class' in Hall, S. and Jefferson, T., *Resistance Through Rituals: Youth Subcultures in Post-War Britain*, pp.3-59, London, Routledge.

Before your tutorial

1. Read the key reading (above) and, ideally, some additional ones from the reading list. Clark et.al is the classic CCCS statement on subculture and Willis (1978) and Hebdige (1988) are the two most often cited studies. Bennett (2009) gives a nice introduction to the CCCS in his first chapter and works through a number of examples, critically, in the rest of the book. Bennett and Kahn-Harris is perhaps the best collection of (mostly critical) papers.
2. Take a few minutes to reflect upon their content and write down the following: (a) what struck you the most and why? (b) Anything that you struggled with? (c) Any interesting questions that emerged from your engagement with the topic?
3. Reflect on your experience and/or knowledge of youth subcultures, especially those where music plays an important role. Come to class prepare to share some of your experience and inside knowledge.

Tutorial Activities

Discussion: Among other issues, we will cover the following key questions:

- Have you ever belonged to a youth subculture (music-related or otherwise)? If so, what was it like?
- Do any of your friends/acquaintances belong to a youth subculture? If so, why do you consider it a youth subculture? (Link your experience/insights to the theory/readings).
- Are youth subcultures a thing of the past or do they still exist today?
- If they still exist, what are the main ones you can think of? Are they still based around music?
- Do musical tastes tend to vary according to age? Do you have different musical tastes to your parents?
- Is taste in music associated with lifestyle choices (i.e. fashion) in your experience? If so, why?

Tutorial W10: Music Worlds

Preparation required:

Essential Reading

Crossley, N. (2015) 'Theorising Micro-Mobilisation', chapter four in his *Networks of Sound, Style and Subversion: the Punk and Post-Punk Music Worlds of Manchester, London, Liverpool and Sheffield, 1975-1980*, Manchester, Manchester University Press, pp. 80-9.

Before your tutorial

1. Read the key reading (above) and, ideally, skim-read Becker (1974) and/or some additional works from him or other scholars that have captured your interest. Becker's book *The Art Worlds* is the most comprehensive source because pretty much all of his key ideas on the topic are in there but the 'Art as collective action' article also provides a good and quick intro to the topic.
2. Take a few minutes to reflect upon their content and write down the following: (a) what struck you the most and why? (b) Anything that you struggled with? (c) Any interesting questions that emerged from your engagement with the topic?

Tutorial Activities

Discussion: Among other issues, we will cover the following key questions:

- What is an art world?
- How well does the concept of art world fit that of music world?
- Why are the concepts regarded as very useful for understanding how art/music emerges and evolve, especially from a sociological perspective?
- What makes music worlds attractive and enduring things?
- What dynamics/conditions make music worlds innovative?
- Is anything left out from these concepts and yet important to the arts (including music), according to other scholars and practitioners?

Workshop: In small groups: (1) pick two music worlds which – based on your personal experience, knowledge, and cumulative reading done for the course – you regard as quite different; (1) discuss and write down a list of the key differences between them. For example: How musical meaning is produced? Importance of performance, words and/or sound, etc.? Importance of recordings? Differences in training and career trajectories? Impact of gender? Impact of race? Rituals relevant for production of meaning? And so on; (3) reflect on the best social research method(s) to capture these two music worlds.

Tutorial W11: Music in Action

Preparation required:

Essential Reading

Acord, S. K. and DeNora, T. (2008) Culture and the Arts: From Art Worlds to Arts-in-Action, *The Annals of the American Academy of Political and Social Science*, 619 (1): 223-237.

Before your tutorial

1. Read the key reading (above) and, ideally, some additional ones that caught your interest from the reading list.
2. Take a few minutes to reflect upon their content and write down the following: (a) what struck you the most and why? (b) Anything that you struggled with? (c) Any interesting questions that emerged from your engagement with the topic?
3. Think about any example from your personal experience and/or others' experience in which music has been transformative.

Tutorial Activities

Discussion: Among other issues, we will cover the following key questions:

- In what ways can (popular) music be socially and politically transformative?
- What is the difference between instrumental change and 'non-prescribed' change?
- In what ways and to what extent can (popular) music contribute to both?
- Are there differences in how individuals and groups are affected by music?
- When is music *more* transformative? In which contexts? Can you think of examples based on the readings and/or from your personal experience?
- Does contemporary pop music inspire/support projects of resistance to the status quo?

Assignments and Assessments

Non-Assessed Assignment Details

There is no compulsory non-assessed assignment for this course but you are welcome to submit an essay plan (by e-mail) for feedback. Please do this at least 10 days before the essay is due in (if you want feedback in time).

Assessed Coursework Details

One 2,000 word essay (-/+ 10%). The list of references is excluded from the word count.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Essay Questions

Please answer one of the following questions:

1. Is Adorno's critique of popular music (still) relevant?
2. Critically assess the 'Production of Culture Perspective.'
3. What social factors shape and influence musical taste?
4. What makes (popular) music meaningful? Pick a specific example (i.e. a song, a genre, etc.) to illustrate your argument and relevant literature.

5. Discuss how new digital technologies are affecting popular music using the Production of Culture Perspective.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (i.e. 12 point in Calibri, Times New Roman or Arial). Essays should be **submitted online** via Blackboard by 2 pm on the deadline day given on page 2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 5.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed coursework and examination cover different parts of the course. The essay questions cover the topics found in weeks 1-5; examination questions will offer options covering weeks 7-11. However, topics encountered in weeks 1-5 might be useful to support your discussion of any exam questions. Do not be afraid of making connections! In other words, similar topics may be discussed but to answer the set assignments adequately you will have to cover those topics in a significantly different way. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You’ll need to contribute regularly to group discussions to make the best use of this.)
- Written formative feedback will be given on your non-assessed essay plan if you submit one (at least 10 days prior to the submission date).
- Written formative and summative feedback will be given on your assessed coursework, available via TurnItIn/Grademmark on the Blackboard System.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.

KNOW HOW

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot.

Your Feedback to Us

We’re continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you’ll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear your constructive opinion.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

In addition to the 'official' course evaluation described above, throughout the course I will provide regular opportunities for anonymous feedback on the course (this includes the design, the readings, the discussions, etc.). While the University ask for course evaluations at the end, I would appreciate to have open communication while there is still an opportunity to make changes to benefit learning and engagement. I am also always open to your comments, concerns, and constructive criticism regarding the course via email or meetings. I'll invite each student to meet with me at least once during the 'Feedback Half Day' to discuss the essay feedback and to receive guidance on how to make the best of it in the exam.

I believe that your inputs and commitment to the course are part of its success as personal and collective learning experience. Please keep this in mind when you attend classes and during you formal and informal evaluations. Thank you very much!

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the essential reading;
- At least 3 hours reading additional texts from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953) in advance if possible. This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at: <http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

Very High First Class (90-100)

Such answers are **exceptional** and *fully* answer the question demonstrating the attainment of all learning objectives and in adherence to all guidelines. The answer will be expected to show an exceptional level of achievement with respect to the following criteria:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

High First Class (80-89)

Such answers are **outstanding** and provide a *near-full* and well-structured answer to the question and can be expected to indicate an outstanding level of achievement of all of the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- good knowledge of the relevant literature.

First Class (70-79)

Such answers are **excellent** and provide a *largely-full* and well-structured answer to the question and can be expected to indicate excellence in *some or most of* the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are **very good** and provide a generally well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- a good or very good understanding of the material;
- clarity of analysis, of argument and of expression;
- a demonstrable grasp of the relevant literature.

Lower-second Class (50-59)

Such answers are **good** and provide a clear answer to the question. They can be expected to show *most of* the following features:

- a firm understanding of the material;
- clarity of analysis and argument, albeit limited in extent;
- some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Such answers are **sufficient** and demonstrate a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show some of the following features:

- sparse coverage of the material with several key elements missing;
- unsupported assertions and a lack of clear analysis or argument;
- important errors and inaccuracies.

Fail (30-39)

Such answers are **insufficient** and, while showing some awareness of the area, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone, lacking in coherence, structure and evidence of independent thought.

Bad Fail (20-29)

Such answers are **inadequate** and fail to demonstrate the ability to engage with the question. They demonstrate only the most basic awareness of the area and may contain errors. They will be almost completely lacking in coherence, structure and evidence of independent thought.

Very Bad Fail (10-19)

Such answers are **severely inadequate** and exhibit an almost complete lack of engagement with the area or question.

Extremely Bad Fail (0-9)

Such answers are **profoundly inadequate** and exhibit a complete lack of engagement with the area or question.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20022 Nature, Environment and Social Theory

Semester 2

Credits 20

Convenor: Dr Richie Nimmo

Contents

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5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s): Dr Richie Nimmo

Room: Arthur Lewis 3.041

Telephone: (0161 27) 52463

Email:

richie.nimmo@manchester.ac.uk

Office Hours: Tuesdays 1-4pm.

Administrator:

Chantel Riley

UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:

Thursdays 2-5pm, Kilburn Building, Room 1.3

Tutorials:

Workshop-style tutorials follow the lectures each week. For details of the preparation required each week see the Tutorial Guide in the course outline.

Feedback half-day:

Thursday 9th May.

Assessed Coursework Submission:

Tuesday 9th April (first week of Easter break).

Examination Period:

13th May – 7th June 2019

Resit Examination Period:

19th August – 30th August 2019

Assignments and Assessments

- **Compulsory non-assessed group presentation in week 9 (10% penalty for non-participation).**
- **2000 word assessed essay (worth 50%).**
- **Two-hour exam to take place during the May/June exam period (worth 50%).**

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

This course explores the natural world and the environment as sociological concerns. With reference to the accelerating threat of human-induced climate change, it looks at the central but contested place of nature in sociological thought, and examines how contrasting sociological perspectives have tried to explain the complex relationship between society and nature.

Traditionally nature was present in sociology only by its absence, shaping notions of 'the social' whilst remaining largely invisible, but various recent developments have challenged the 'eco-blindness' of social thought. Taking a broadly historical approach, the course shows how the meaning of nature is not fixed, but on the contrary, a social view of nature involves understanding the ways in which historical-social transformations have led to changing perceptions of nature. At the same time, transformations in the material relationship between human beings and the natural environment have impacted back upon social structure and changed it in turn.

One influential way of understanding this is in terms of the concept of the 'risk society', which proposes that late modernity has seen human attempts to control nature reach a critical tipping point, where instead of ever increasing security the result is ever increasing manufactured risk and uncertainty, from nuclear power to bio-technology. In the context of such issues, the risk society thesis will be assessed alongside various sociological attempts to rethink the relations between human beings and the nonhuman world.

Learning Outcomes

On completion of this unit successful students will be able to:

- Critically evaluate a range of sociological perspectives on nature and the environment.
- Identify how concepts of society and nature inform each other.
- Explain how historical-social transformations have led to changing perceptions of nature.
- Assess the adequacy of the 'risk society' thesis for addressing current issues around climate change and environmental degradation.
- Identify the role of contrasting ideas of nature in shaping various contemporary controversies.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Course Readings

Each week there is a Required Reading to be completed **in advance** of the lecture, which is available electronically on BlackBoard, or through the library's e-journals catalogue. You should read it closely and make detailed notes on what you understand to be the main points and arguments. **No student should come to a class without having completed this preparation. You will need to refer to the text in the workshop and should obtain a print-out or photocopy and bring it with you to the relevant lecture. It will help if you highlight or underline important sections and annotate your copies for reference. Bringing a laptop on which you can access a digital copy of the reading (with your notes) is acceptable, although relying on your smartphone is not.**

The required reading is indispensable, but it is also important that you read more widely from the further reading lists, particularly around your presentation topic and also around the topic that you plan to write your assessed essay on. Additional readings are available from the University Library, or through the library's e-books or e-journals collections. To access E-journal articles you will need to log-in to the relevant journal via 'Institutional/Shibboleth' log-in using your university username and password. If you do not know how to do this please ask for help from the Library helpdesk.

It is not a requirement of the course that you purchase any books. However, if you do wish to buy a book to refer to at your convenience, then any of the following texts can be recommended (but be aware that none of them alone covers all of the material from the course):

Philip Sutton (2004) *Nature, Environment and Society*, Palgrave.

Peter Dickens (2004) *Society and Nature: Changing Our Environment, Changing Ourselves*, Polity.

Philip Sutton (2007) *The Environment: A Sociological Introduction*, Polity.

Michael M. Bell (2008) *An Invitation to Environmental Sociology*, Pine Forge Press.

Riley Dunlap, Frederick Buttel, Peter Dickens and August Gijswijt (eds) (2002) *Sociological Theory and the Environment*, Rowman and Littlefield.

Kate Soper (1995) *What is Nature?* Blackwell.

Adrian Franklin (2002) *Nature and Social Theory*, Sage.

Lectures and Reading Lists

Lecture 1 – Society and Nature: Introduction to Environmental Sociology

This lecture will firstly explain how the course is organised and clarify what is expected of students, as well as what they can expect in the lectures and workshops. The structure of the course will be outlined, as will the modes of teaching and assessment, deadlines, and mechanisms for the provision of feedback.

The lecture will then proceed to introduce outline the key questions that will be asked and the topics which will be explored in the coming weeks. With reference to the imminent threat of human-induced climate change, the lecture will look at what is meant by the sociology of the environment and what contribution sociology might make to understanding environmental issues. It will focus centrally upon two questions: What, if anything, does the study of human societies have to do with nature and the natural environment? And what role, if any, have ideas of nature played in sociological thought? To engage with these questions this lecture will consider understandings of nature and the environment in classical sociology before examining the ecological challenge to human-centred perspectives.

Required reading

There is no compulsory reading in advance of the first class, but there is recommended reading, which is listed below. All students should also read through the course outline thoroughly.

Recommended reading

Frederick Buttel, Peter Dickens, Riley Dunlap and August Gijswit, 'Sociological Theory and the Environment: An Overview and Introduction' in R. Dunlap, F. Buttel, P. Dickens and A. Gijswit (eds) (2002) *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*, pp. 3-32.

William Catton and Riley Dunlap (1980) 'A New Ecological Paradigm for Post-Exuberant Sociology', in *The American Behavioural Scientist*, Sep/Oct 1980, 24(1), pp. 15-47.

Further reading

'Environmental Sociology as a Field of Enquiry', Chapter 1 in John Hannigan (2006) *Environmental Sociology* [E-book].

Riley Dunlap and William Catton, 'Struggling with Human Exemptionalism: The Rise, Decline and Revitalization of Environmental Sociology', *The American Sociologist*, 25/1 (2004), 5-30.

'The Ecocentric Challenge for Society and Sociology', Chapter 4 in Philip Sutton (2004) *Nature, Environment and Society*.

'The Uses of Nature and the Nonhuman World in Social Theory: Pre-Enlightenment and Enlightenment Accounts', Chapter 3 in John Barry (1999) *Environment and Social Theory*. [E-book].

'Nature, Environment and Social Theory', Chapter 1 in John Barry (1999) *Environment and Social Theory*. [E-book].

'Twentieth-Century Social Theory and the Nonhuman World', Chapter 4 in John Barry (1999) *Environment and Social Theory*. [Available in the library as an e-book].

'Introduction: Society, Nature and Enlightenment', in Peter Dickens (2004) *Society and Nature*.

'Introducing Key Themes', in Peter Dickens (2004) *Society and Nature*.

'Thinking About Nature 1: Disciplinary Beginnings', Chapter 2 in Adrian Franklin (2002) *Nature and Social Theory*.

Frederick Buttel, 'Environmental Sociology and the Classical Sociological Tradition: Some Observations on Current Controversies', in R. Dunlap, F. Buttel, P. Dickens and A. Gijswit (eds) (2002) *Sociological Theory and the Environment*.

Riley Dunlap, 'Paradigms, Theories and Environmental Sociology', in R. Dunlap, F. Buttel, P. Dickens and A. Gijswit (eds) (2002) *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*.

Lecture 2 – Modernity, Industrialisation and the Environment

This session will outline how perceptions of the natural world have changed historically in relation to major social transformations. The focus is upon how European industrialisation and urbanisation in the eighteenth and nineteenth centuries led to dramatic shifts in people's views of the natural world. This was partly a material and partly a cultural process: industrialisation dramatically transformed the landscape and produced a sharp and visible contrast between industrial and pastoral environments, which also powerfully symbolised the difference between the old society and the one that was quickly emerging. The lecture will examine how this led to significant shifts in the cultural meanings attributed to both 'nature' and 'society', giving rise to the modern versions of these concepts that we still use today. It will also show how sociology as a modern form of knowledge was born out of these very transformations.

Required reading

'Transforming the Environment', Chapter 4 in Philip Sutton (2007) *The Environment: A Sociological Introduction*.

Further reading

'Commodifying the Environment', Chapter 3 in Peter Dickens (2004) *Society and Nature: Changing our Environment, Changing Ourselves*, pp. 94-118.

'Modern Ideas of Nature and Environment', Chapter 1 in Philip Sutton (2004) *Nature, Environment and Society*.

'The Discourses of Nature', Chapter 1 in Kate Soper (1995) *What is Nature?*

'The Role of the Environment Historically Within Social Theory', Chapter 2 in John Barry (1999) *Environment and Social Theory*. [Available in the library as an e-book].

'Polluting the Environment', Chapter 5 in Philip Sutton (2007) *The Environment: A Sociological Introduction*.

'Environment, Modernity and Society: Industrialism and Urbanization', Chapter 4 in Erica Cudworth (2003) *Environment and Society*. [E-book].

'The Human Dilemma', Chapter 6 in Keith Thomas (1983) *Man and the Natural World: Changing Attitudes in England, 1500-1800*.

Peter Coates (1998) *Nature: Western Attitudes since Ancient Times*.

Simon Schaffer, 'The Earth's Fertility as a Social Fact in Early Modern Britain', in Mikulas Teich, Roy Porter and Bo Gustaffson (eds) (1997) *Nature and Society in Historical Context*.

Ulrich Beck, 'Dialectics of Modernity: How the Crises of Modernity Follow from the Triumphs of Modernity', Chapter 12 in Ulrich Beck (2008) *World at Risk*.

Lecture 3 – Late Modernity and Environmental Risk

This session continues exploring the relationship between major social transformations and changes in the way we understand the natural world, but it brings the analysis up to date by looking at the shifts that have characterised the period since the late twentieth century, also known as 'late modernity'. The lecture will introduce the risk society thesis, which suggests that late modernity has seen human attempts to control nature reach a critical tipping point, where instead of ever-increasing human security, the result is ever-increasing manufactured risk and uncertainty. This thesis will be critically assessed, both theoretically and in relation to a number of concrete issues.

Required reading

Ulrich Beck (1992) 'From Industrial Society to Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment', *Theory, Culture and Society*; Vol. 9, No. 1, 97-123.

Further reading

John Tulloch and Deborah Lupton (2003) *Risk and Everyday Life*, Chapter 1.

'Risk, Environment and Postmodernism', Chapter 7 in John Barry (1999) *Environment and Social Theory*. [E-book].

'From Industrial Society to Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment', Chapter 3 in Ulrich Beck (1999) *World Risk Society*.

'The Risk Society Thesis: The End of the World as we Know it?', Chapter 2 in Alan Irwin (2001) *Sociology and the Environment: A Critical Introduction to Society, Nature and Knowledge*.

'Environmentalism in a Risk Society', Chapter 6 in Philip Sutton (2004) *Nature, Environment and Society*.

'Global Climate Change: Uncertainty, Risk, and Policy', Chapter 4 in Charles Harper (1996) *Environment and Society: Human Perspectives on Environmental Issues*.

'A Risk Society', pages 51-57 in Peter Dickens (2004) *Society and Nature: Changing our Environment, Changing Ourselves*.

'Risk', Chapter 8 in John Hannigan (2006) *Environmental Sociology*. [E-book].

'The Rationality of Risk', Chapter 9 in Michael M. Bell (2008) *An Invitation to Environmental Sociology*.

Ulrich Beck, 'Risk Society and the Provident State', Chapter 1 in Scott Lash, Bronislaw Szerszynski and Brian Wynne (eds) (1996) *Risk, Environment and Modernity: Towards a new ecology*.

Harriet Bulkeley (2001) 'Governing Climate Change: The Politics of Risk Society?', *Transactions of the Institute of British Geographers*, Vol. 26 , No. 4, 430-47.

Ulrich Beck (1992) *Risk Society: Towards a New Modernity*.

Ulrich Beck (1995) *Ecological Politics in an Age of Risk*.

Ulrich Beck (2008) *World at Risk*.

Jeanne Kasperson and Roger Kasperson (2001) *Global Environmental Risk*.

Gabe Mythen (2004) *Ulrich Beck: A Critical Introduction to the Risk Society*.

Lecture 4 - Core Theoretical Perspectives on 'Nature'

This is the first of three sessions that will outline the major theoretical perspectives in the sociology of the environment. These theories represent very different ways of understanding the relations between human society and the natural world, and as such they have often been in tension. This lecture focuses upon the vigorous debate between critical realists and social constructionists, who have often seemed to offer sharply opposed approaches to society-nature relations. These opposing positions will be assessed through a close examination of some of their key arguments and assumptions, and the often encountered claim that the opposition between critical realism and social constructionism is an outmoded or unnecessary one will be considered.

Required reading

'Thinking About Nature 2: The Nature Crisis', Chapter 3 in Adrian Franklin (2002) *Nature and Social Theory*.

Further reading

Mathew Houser, Diana Stuart and Michael Carolan (2017) 'Is Seeing Believing? Applying a Realist Framework to Examine Agriculture and Climate Change', *Environment and Society*, Vol. 3, No. 4: 321-336.

Nature and "Nature", Chapter 5 in Kate Soper (1995) *What is Nature?*

Kate Burningham and Geoff Cooper (1999) 'Being Constructive: Social Constructionism and the Environment', in *Sociology*, Vol. 33, No. 2: 297-316.

'Social Construction of Environmental Issues and Problems', Chapter 5 in John Hannigan (2006) *Environmental Sociology*. [E-book].

'Theorising the Social and the Natural', Chapter 3 in Philip Sutton (2004) *Nature, Environment and Society*.

'Knowing the Environment', Chapter 2 in Philip Sutton (2007) *The Environment: A Sociological Introduction*.

'Science and the Social Construction of Environmental Threat', Chapter 3 in Alan Irwin (2001) *Sociology and the Environment: A Critical Introduction to Society, Nature and Knowledge*.

'Sociology and the Environment', Chapter 1 in Erica Cudworth (2003) *Environment and Society*. [E-book].

David Demeritt, 'Being Constructive About Nature', Chapter 2 in Noel Castree and Bruce Braun (eds) (2001) *Social Nature: Theory, Practice, and Politics*.

Michael Carolan (2005) 'Society, Biology and Ecology: Bringing Nature Back Into Sociology's Disciplinary Narrative Through Critical-Realism', *Organization and Environment*, Vol. 18, No. 4, 393-42.

Ted Benton, 'Marxism and Natural Limits: An Ecological Critique and Reconstruction', in Ted Benton (ed) (1996) *The Greening of Marxism*, 157-83.
(<http://www.socialsciences.manchester.ac.uk/disciplines/politics/research/hmrg/activities/documents/Benton.pdf>)

Sandra Moog and Rob Stones (eds) (2009) *Nature, Social Relations and Human Needs: Essays in Honour of Ted Benton*.

Keith Tester (1991) *Animals and Society: The Humanity of Animal Rights*.

Rik Scarce (2000) *Fishy Business: Salmon, Biology, and the Social Construction of Nature*.

Klaus Eder (1996) *The Social Construction of Nature*.

'Beyond Anti-Dualism', Chapter 3 in Tim Newton (2007) *Nature and Sociology*.

Lecture 5 – Social Natures: Co-construction and Actor-networks

There have been several attempts to overcome the entrenched opposition in the sociology of the environment between critical realism and social constructionism. In some cases these attempts have led to the emergence of new theoretical perspectives, which build upon certain aspects of realism and constructionism but also try to surmount some of their limitations, with varying degrees of success. This session will critically consider some of the most important of these new perspectives. It will focus in particular upon practice-based approaches and what have come to be known as 'co-construction' and 'actor-network theory', all of which try to restructure the ways in which we understand the relationship between human society and the natural world.

Required reading

'Society, Nature, Knowledge: Co-constructing the Social and the Natural', Chapter 7 in Alan Irwin (2001) *Sociology and the Environment: A Critical Introduction to Society, Nature and Knowledge*.

Recommended reading

John Murdoch (2001) 'Ecologising Sociology: Actor-Network Theory, Co-Constructionism and the Problem of Human Exemptionalism', in *Sociology*, Vol. 35, No. 1: 111-133.

Noel Castree and Tom Macmillan, 'Dissolving Dualisms: Actor-Networks and the Re-Imagination of Nature', Chapter 11 in Noel Castree and Bruce Braun (eds) (2001) *Social Nature: Theory, Practice, and Politics*.

Further reading

'Actor-Network Theory', Chapter 7 in Sergio Sismondo (2004) *An Introduction to Science and Technology Studies*.

'Rethinking Nature and Society', Chapter 1 in Phil McNaghten and John Urry (1998) *Contested Natures*.

'Contemporary Theoretical Approaches to Environmental Sociology' Chapter 2 in John Hannigan (2006) *Environmental Sociology*. [E-book].

'Hybridity', Chapter 6 in Adrian Franklin (2002) *Nature and Social Theory*.

'Towards the Co-Production of Nature and Society', Chapter 3 in Steve Hinchliffe (2007) *Geographies of Nature: Societies, Environments, Ecologies*.

'Hybrid Natures', Chapter 4 in Steve Hinchliffe (2007) *Geographies of Nature: Societies, Environments, Ecologies*.

Kristin Asdal (2003) 'The Problematic Nature of Nature: The Post-Constructivist Challenge to Environmental History', in *History and Theory*, Vol. 42, No. 4: 60-74.

Bruno Latour (2004) *Politics of Nature: How to Bring the sciences into democracy*.

Bruno Latour (2005) *Reassembling the Social: An Introduction to Actor Network Theory*.

Lecture 6 – Radical Green Thought: Deep Ecology and Eco-socialism

This session will introduce some of the more radical ways of understanding the relationship between society and nature. These tend to be linked to forms of environmental political action and are to varying degrees independent of academic sociology. The lecture will focus upon two key approaches, deep ecology and green Marxism or eco-socialism. Each of these will be outlined and critically assessed, both theoretically and in relation to particular cases and environmental issues. The extent to which these approaches offer a viable alternative to sociological perspectives will also be considered.

Required reading

'Living with Gaia: Deep Ecological and Social Selves', Chapter 5 in Philip Sutton (2004) *Nature, Environment and Society*.

Further reading

Environment and Society in Green Social and Political Theory', Chapter 2 in Erica Cudworth (2003) *Environment and Society*. [E-book].

'Experiencing the Environment', Chapter 3 in Philip Sutton (2007) *The Environment: A Sociological Introduction*.

Eco-Socialism/Green Marxism

Ted Benton, 'Marxism and Natural Limits: An Ecological Critique and Reconstruction', in Ted Benton (ed) (1996) *The Greening of Marxism*, 157-83.

Peter Dickens, 'A Green Marxism? Labour Processes, Alienation and the Division of Labour', Chapter 3 in R. Dunlap, F. Buttel, P. Dickens and A. Gijswijt (eds) (2002) *Sociological Theory and the Environment*.

Ted Benton, 'Social Theory and Ecological Politics: Reflexive Modernization or Green Socialism?' Chapter 11 in R. Dunlap, F. Buttel, P. Dickens and A. Gijswijt (eds) (2002) *Sociological Theory and the Environment*.

Noel Castree, 'Marxism, Capitalism, and the Production of Nature', Chapter 10 in Noel Castree and Bruce Braun (eds) (2001) *Social Nature: Theory, Practice, and Politics*.

Ted Benton (ed) (1996) *The Greening of Marxism*.

Alan Schnaiberg (1980) *The Environment: From Surplus to Scarcity*.

David Pepper (1993) *Eco-Socialism: From Deep Ecology to Social Justice*.

Deep Ecology

'The Ecocentric Challenge for Society and Sociology', Chapter 4 in Philip Sutton (2004) *Nature, Environment and Society*.

Eric Katz, Andrew Light and David Rothenberg, 'Introduction: Deep Ecology as Philosophy', in E. Katz, A. Light and D. Rothenberg (eds) *Beneath the Surface: Critical Essays in the Philosophy of Deep Ecology*.

Eric Katz, 'Against the Inevitability of Anthropocentrism', Chapter 2 in E. Katz, A. Light and D. Rothenberg (eds) *Beneath the Surface: Critical Essays in the Philosophy of Deep Ecology*.

James Lovelock (1986) 'Gaia: The World as a Living Organism', *New Scientist*, 18th December 1986.

'Deep Ecology and the Denial of Difference', Chapter 7 in Valerie Plumwood (1993) *Feminism and the Mastery of Nature*.

'Unity, Solidarity and Deep Ecology', Chapter 9 in Valerie Plumwood (2001) *Environmental Culture: The Ecological Crisis of Reason*.

Arne Naess (1992) *Ecology, Community and Lifestyle: Outline of an Ecosophy*.

Timothy Luke (2002) 'Deep Ecology - Living as if Nature Mattered: Devall and Sessions on Defending the Earth', in *Organization and Environment*, Vol. 15, No. 2: 178-186.

Bill Devall and George Sessions (1985) *Deep Ecology: Living as if Nature Mattered*.

Lecture 7 – Gender, Culture and Nature: Ecofeminist Contributions

This session considers the nature and significance of feminist contributions to critical thinking about nature, the environment, and the interrelationship between human society and the natural world. Feminist environmental thinkers have been pivotal in tracing how the degradation of the natural world and the subjugation of women are rooted in overlapping and interconnected structures of othering, exclusion and domination. Eco-feminists in particular have also been pivotal in developing a trenchant critique of the dominant modern and Western conception of nature as no more than an object or organic machine, something lacking value except insofar as it can be manipulated and exploited for human ends; instead eco-feminists have challenged the dualist separation of humanity and nature and stressed the living complexity of nature. This session will outline and evaluate these and other key intellectual contributions of feminist approaches to society-nature relations.

Required reading

'Feminism and Ecofeminism', Chapter 1 in Valerie Plumwood (1993) *Feminism and the Mastery of Nature*.

Further reading

Cecile Jackson, 'Gender Analysis and Environmentalisms', Chapter 6 in Michael Redclift and Ted Benton (eds) (1994) *Social Theory and the Global Environment*.

'Gender, the Nonhuman World and Social Thought', Chapter 5 in John Barry (1999) *Environment and Social Theory*. [E-book].

'Nature and Sexual Politics', Chapter 4 in Kate Soper (1995) *What is Nature?*

Mary Mellor (1996) 'Ecofeminism and Ecosocialism: Dilemmas of Essentialism and Materialism', Chapter 10 in Ted Benton (ed) *The Greening of Marxism*, pp. 251-267.

Valerie Plumwood (2001) *Environmental Culture: The Ecological Crisis of Reason*.

Carolyn Merchant (1982) *The Death of Nature: Women, Ecology and the Scientific Revolution*.

Valerie Plumwood (1988) 'Women, Humanity and Nature', *Radical Philosophy*, Spring, 16-24.

Valerie Plumwood (1993) *Feminism and the Mastery of Nature*.

Lecture 8 – Animals and Society: Sociology of Human-Animal Relations

Throughout history animals have played crucial roles in human societies. At different times and in different cultures animals have been key sources of food, clothing, labour power, cultural and religious symbolism, physical protection and companionship. This session will introduce the sociology of human-animal relations, outlining the ways in which changes in the relationship between human society and the natural world have been closely linked to changes in the way that animals are perceived and treated. The deeply ambivalent place of animals in modern cultures will be explored, and the argument that social life cannot be fully understood without taking the role of animals into account will be examined.

Required reading

Good to Think With: Theories of Human-Animal Relations in Modernity', Chapter 2 in Adrian Franklin (1999) *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*.

Further reading

Hilary Tovey (2003) 'Theorising Nature and Society in Sociology: The Invisibility of Animals', *Sociologia Ruralis*, 43(3): 196-215.

'From Modernity to Postmodernity', Chapter 3 in Adrian Franklin (1999) *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*.

Clifton Bryant (1979) 'The Zoological Connection: Animal-Related Human Behaviour', *Social Forces*, 58(2): 399-421.

'Society, Culture and Nature – Human Relations with Animals', Chapter 6 in Erica Cudworth (2003) *Environment and Society*. [E-book].

Arnold Arluke and Clinton Sanders (1996) *Regarding Animals*.

'Men and Animals', Chapter 3 in Keith Thomas (1983) *Man and the Natural World: Changing Attitudes in England, 1500-1800*.

'Compassion for the Brute Creation', Chapter 4 in Keith Thomas (1983) *Man and the Natural World: Changing Attitudes in England, 1500-1800*.

Harriet Ritvo (1987) *The Animal Estate: The English and Other Creatures in the Victorian Age*.

Rik Scarce (2000) *Fishy Business: Salmon, Biology, and the Social Construction of Nature*.

Susan Schrepfer and Philip Scranton (eds) (2003) *Industrializing Organisms: Introducing Evolutionary History*.

Ted Benton (1993) *Natural Relations? Ecology, Animal Rights and Social Justice*.

Keith Tester (1991) *Animals and Society: The Humanity of Animal Rights*.

Barbara Noske (1997) *Beyond Boundaries: Humans and Animals*.

Richard Ryder (2000) *Animal Revolution: Changing Attitudes Towards Speciesism*.

Lecture 9 – Group Presentations on Environmental Issues

This session will consist of student presentations on environmental issues. Each presentation will last approximately 10 minutes, to be followed by 5 minutes of questions and discussion with the rest of the class. All course members are expected to contribute to the presentations more or less equally, and groups should ensure that there is also a fair division of labour between individuals in preparing the presentation. The use of visual material is strongly encouraged and PowerPoint will be available.

Recommended reading

Students are expected to read in some depth around their group's environmental issue in order to prepare their presentation. A variety of sources should be used, including academic books and/or articles (mainly from sociology but also from other disciplines if relevant, e.g. geography, ecology) as well as media sources and websites.

Particular chapters or sections in the following books may provide some good starting points for several topics:

Charles Harper (2003) *Environment and Society: Human Perspectives on Environmental Issues*.

Michael M. Bell (2008) *An Invitation to Environmental Sociology*.

Peter Dickens (2004) *Society and Nature: Changing our Environment, Changing Ourselves*.

Steven Yearley (2004) *Cultures of Environmentalism: Empirical Studies in Environmental Sociology*. [E-book].

Joseph Kerski and Simon Ross (2005) *The Environment*. (A useful reference book with an A-Z of environmental issues).

Lecture 10 – Revision Session

This session will consist of a revision workshop recapping key themes from across the various weeks of the course and drawing the threads of various topics together, emphasising recurrent themes and looking at what constitute the most important debates through tackling some practice questions. The workshop will also address issues around essay writing, exam preparation and exam technique, as well as giving students the opportunity to get constructive critical feedback from their peers and from the lecturer on essay plans and revision strategies.

Required preparation

Students will get the most from this session if they have already begun their essay planning and revision. Everyone should have read around their intended assessed essay question prior to the session and should bring a detailed essay plan with them (at least one printed A4 side with a clear structure and bullet points in various sections, along with some key quotations and references). Students should also think carefully prior to the session about the topics they plan to answer a question on in the exam, and should begin their revision of those topics by at least reviewing the lecture slides and key readings for those topics.

Tutorial Guide

Tutorials are an essential part of the course. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. But what you will gain from tutorials depends upon your preparation and willingness to participate. *It is not acceptable to attend a tutorial without being fully prepared and ready to participate.*

You should ensure for every tutorial that you come fully prepared by:

- *Thoroughly reading the key reading, making some notes on key points, and bringing a printed hardcopy to the tutorial annotated with your notes, ready for discussion. Note that the readings can sometimes be lengthy and/or challenging, so ensure that you allocate sufficient time.*

The following sections provide specific details for each tutorial. You should refer to this when preparing for your tutorial classes.

Week 1

Preparatory reading

All students should read through the course outline carefully.

Workshop questions

There are no workshop questions for the introductory session.

Week 2

Required reading

'Transforming the Environment', Chapter 4 in Philip Sutton (2007) *The Environment: A Sociological Introduction*.

Workshop questions

- What is the nature of the relationship between human society and the environment?
- How significant are the social transformations of modernity viewed in long term historical perspective?
- What does industrialisation mean for society-environment relations?
- How is the relationship between modern urban society and the natural environment best understood?
- Is there a way out of the environmental crisis of industrial society?
- What are the implications of urbanisation for the natural environment?

- How does global consumer capitalism as a form of social organisation impact upon the natural environment?

Week 3

Required reading

Ulrich Beck (1992) 'From Industrial Society to Risk Society: Questions of Survival, Social Structure and Ecological Enlightenment', *Theory, Culture and Society*; Vol. 9, No. 1, 97-123.

Workshop questions

- What is the 'calculus of risk' and what was its role in industrial society?
- What is the significance of insurance in Beck's thesis?
- According to Beck, what are the implications of 'mega-hazards'?
- According to Beck, what is the growing contradiction in contemporary society's orientation to security?
- How does the 'risk society' deal with the risks it produces?
- Why does Beck argue that the risk society is undemocratic?
- What is the fundamental difference between industrial society and the 'risk society'?

Week 4

Required reading

'Thinking About Nature 2: The Nature Crisis', Chapter 3 in Adrian Franklin (2002) *Nature and Social Theory*.

Workshop questions

- How true is it to say that a social constructionist approach to environmental issues involves denying the extra-discursive reality of nature?
- To what extent does the critical realist approach to the environment deny that our perceptions and understandings of nature are socially constructed?
- Is it reasonable to argue that the social constructionist position tends to weaken or undermine environmental political action?
- In your view what is the proper role and contribution of sociology to environmental issues, and is this best embodied by realism or constructionism?
- How does this disagreement between realists and constructionists relate to the ideas put forward by: (i) Catton and Dunlap (HEP/NEP)? (ii) Ulrich Beck?

- How adequate is the constructionist defence which argues that constructionism does not deny the extra-discursive reality of nature 'hovering in the background', but merely analyses how social meanings are projected onto that reality?

Week 5

Required reading

'Society, Nature, Knowledge: Co-constructing the Social and the Natural', Chapter 7 in Alan Irwin (2001) *Sociology and the Environment: A Critical Introduction to Society, Nature and Knowledge*.

Workshop questions

- Why does Alan Irwin believe that the realist critique of constructivism is largely wide of the mark – give as many reasons as you can.
- What do Burningham and Cooper refer to as 'the ontological trump card', and why do they (and Irwin) object to it?
- Having defended social constructionism against its realist critics at some length, what defence of critical realism against its social constructionist critics does Irwin offer?
- What is Irwin's core criticism of both realism and constructionism, and how does his proposed co-constructionist approach avoid this problem?
- Irwin mentions Grint and Woolgar's (1997) social constructionist account of Russian roulette (re: 'what's social about being shot?'). How might a *co-constructionist* or actor-network account of Russian roulette be imagined, and how would it differ from the social constructionist one?

Week 6

Required reading

'Living with Gaia: Deep Ecological and Social Selves', Chapter 5 in Philip Sutton (2004) *Nature, Environment and Society*.

Workshop questions

- What is 'the movement from ethics to ontology' in deep-ecology, and what is the rationale behind it?
- What is 'transpersonal ecology' and how does it try to overcome the problem of society-nature dualism?
- What is 'voluntary simplicity' and what flaws can be identified in the vision of a society based on it?
- What is distinctive about the ecofeminist vision of an ecological self?
- What distinguishes eco-feminism from other feminisms?

- How is scientific rationality seen by the eco-feminist approach?
- How does social/cultural eco-feminism posit a non-essentialist version of the eco-feminist critique?
- Philip Sutton contrasts sociological theories of 'social selves' with ecocentric theories of 'natural selves'. He then defends the sociological view of the self by arguing that 'the social level of reality practically *is* more influential in shaping people's individual self experience'. What is wrong with the way this argument is constructed?

Week 7

Required reading

'Feminism and Ecofeminism', Chapter 1 in Valerie Plumwood (1993) *Feminism and the Mastery of Nature*.

Workshop questions

- What does Plumwood mean when she says that both women and nature have been 'backgrounded' in western culture? And can you give some examples of this?
- According to Plumwood, what is wrong with a feminism which essentially argues that women are fully human, and not somehow connected with nature?
- Explain what Plumwood means by the 'uncritical equality' strategy of liberal feminism? And how can ecological feminism contribute to a critique of this?
- What key feature distinguishes radical feminist approaches (including ecological feminisms) from liberal feminist approaches, according to Plumwood?
- What is the 'uncritical reversal' strategy sometimes used by some eco-feminists, what is wrong with it, and how does Plumwood suggest that a critical ecological feminism can avoid this?
- What does Plumwood suggest are the implications of nature/culture dualism for cultural understandings of women's bodies and reproduction, and what alternative understanding of these does she advocate?

Week 8

Required reading

'Good to Think With: Theories of Human-Animal Relations in Modernity', in Adrian Franklin (1999) *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*.

Workshop questions

- According to Franklin, why are animals good to think about what it is to be human?

- According to structural anthropology, what is the universal symbolic use of animals in all human cultures?
- In Keith Thomas' account, what was the function of cruelty towards animals in the early modern period?
- According to Keith Thomas, how did the emergence of the natural and biological sciences contribute to changing perceptions of animals?
- Why does Keith Thomas argue that mechanisation/industrialisation and urbanization allowed more sentimental attitudes towards animals to develop?
- How do the social changes of modernisation lead to changes in personalities and behaviour in Norbert Elias' sociology of 'the civilizing process'?
- What is the difference between the 'demand for difference' and the 'demand for similitude'?

Week 9

Students are expected to read in depth around their group's environmental issue in order to prepare their presentation. A variety of sources should be used, including academic books and/or articles (mainly from sociology but also from other disciplines if relevant, e.g. geography, ecology) as well as media sources and websites.

The 'environment' section on www.guardian.co.uk/environment is extremely useful. Particular chapters or sections in the following books may provide some good starting points for several topics:

Charles Harper (2003) *Environment and Society: Human Perspectives on Environmental Issues*.

Michael M. Bell (2008) *An Invitation to Environmental Sociology*.

Peter Dickens (2004) *Society and Nature: Changing our Environment, Changing Ourselves*.

Week 10

Required preparation

Students will get the most from this session if they have already begun their essay planning and revision. Everyone should have read around their intended assessed essay question prior to the session and should bring a detailed essay plan with them (at least one printed A4 side with a clear structure and bullet points in various sections, along with some key quotations and references). Students should also think carefully prior to the session about the topics they plan to answer a question on in the exam, as well as one 'back-up' topic, and should begin their revision by thoroughly reviewing the lecture slides and key readings for those topics

Assessments and Assignments

Compulsory Non-Assessed Presentation

Working in small groups of three or four, everyone is required to give a group presentation on one of the environmental issues below in Week 9.

Presentations will be given before an audience of the rest of the class, who will be expected to ask questions afterwards.

Presentations should be no more than 12-15 minutes long. All group members are expected to contribute. The use of visual aids is strongly encouraged and PowerPoint will be available for groups to use. The PowerPoint slides must be sent to the lecturer prior to the presentation.

Groups and issues will be allocated at random in one of the early workshops.

The issues include:

- Climate Change
- Energy
- Transport
- Food
- Water
- Disease
- 'Natural' Disasters
- Consumption/Consumerism
- Population

When preparing their presentations, groups should make every effort to relate their issue to debates and theories considered on the course. They should consider the following points:

- ▶ Why is this considered an environmental issue or problem? What makes it significant?
- ▶ Can it be broken down into smaller sub-issues? What are they and why are they significant? (each group member could deal with a sub-issue).
- ▶ What are the key arguments, debates, or controversies related to this issue or these sub-issues?
- ▶ In what way are these issues 'social'? In what ways are these issues 'socially constructed'? How can sociology help us to think about these issues?
- ▶ What contribution might be made to understanding these issues by different sociological perspectives? What are the strengths and weaknesses of different sociological perspectives for understanding these issues?

- How is this issue linked to some of the other environmental issues listed above?

If you are absent on the day of your presentation you will forfeit 10% of your course marks. The only exceptions will be in cases of illness where a doctor's note is submitted to the Undergraduate Office accompanied by a Mitigating Circumstances Form. In such cases the student should e-mail their presentation notes and PowerPoint slides to the lecturer as soon as possible.

Groups should research the issue thoroughly and make use of a variety of different sources when preparing their presentation, such as website and media sources as well as academic books and/or articles (mainly from sociology but also from other disciplines if relevant, e.g. geography, ecology).

The 'environment' section on www.guardian.co.uk/environment is extremely useful. Particular chapters or sections in the following books may provide some good starting points for several topics:

Charles Harper (2003) *Environment and Society: Human Perspectives on Environmental Issues*.

Michael M. Bell (2008) *An Invitation to Environmental Sociology*.

Peter Dickens (2004) *Society and Nature: Changing our Environment, Changing Ourselves*.

Steven Yearley (2004) *Cultures of Environmentalism: Empirical Studies in Environmental Sociology*. [Available through the library catalogue as an e-book].

Joseph Kerski and Simon Ross (2005) *The Environment*. (A useful reference book with an A-Z of environmental issues).

Assessed Essay

One 2,000 word assessed essay (+/- 10%). Due for submission (via Turnitin) by 2pm on the deadline day (see page 2 of this course outline) .

The essay is worth 50% of your total course mark.

Note: *You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. The word count should include all text in the essay (including in-text references) but does not include the bibliography. The word count must fall within 10% of the stated limit (above or below) to avoid loss of marks.*

Choose one of the following questions:

1. What is the 'human exceptionalist paradigm' and how is it challenged by environmental sociology?

2. How are perceptions of nature and the natural environment shaped by society? Discuss with reference to some historical and contemporary examples.
3. Explain and evaluate Ulrich Beck's 'Risk Society' thesis as a way of understanding society-nature relations.
4. 'A fish is only a fish if it is socially classified as one'. Critically discuss this argument with reference to realist and social constructionist perspectives in environmental sociology.
5. Outline EITHER Actor-Network Theory approach OR a practice-based approach to a contemporary environmental problem that has recently been in the news, and evaluate the usefulness of the approach for understanding that problem and environmental issues more widely.
6. Is there a capitalist 'treadmill of production' driving environmental catastrophe? Outline and critically assess this thesis and its implications, using current examples.
7. To what extent can an ecofeminist analysis help to shed light on environmental issues and problems? Explain and illustrate your answer.
8. How have perceptions of nonhuman animals been shaped by processes of social change?
9. Drawing upon relevant concepts and theories from environmental sociology, discuss the social and environmental significance and implications of ANY TWO of the following:
 - Climate change
 - Consumption
 - Transport
 - Energy
 - Population
 - Disease
 - Water
 - Food
 - 'Natural' disasters

The best essays will make coherent use of relevant concepts, draw upon a range of examples, and make detailed reference to appropriate literature including the required readings and beyond. They will also be clearly written, having been carefully proof-read for spelling, punctuation and grammar, and will show a good standard of academic English.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the

relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 9.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Exam and Essay Question Policy

You must cover different topics for each element of assessment for this course. The range of available assessed coursework essays and exam questions both cover the full contents of the course. You may not choose examination questions that cover the same key topic as your assessed assignment – such answers will receive a mark of zero. So if you answer assessed assignment question 1 you must not answer examination question 1, etc. Some overlap between the material covered in essays and exam answers is permitted where relevant, but you should not make the same material the *main* basis of more than one answer.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and in particular during labs.
- Written formative and summative feedback will be given on your assessed coursework, available via TurnItIn/Grademark on the Blackboard System.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.

KNOW HOW

A Feedback Half-Day will be provided to allow in-depth discussion of feedback on your coursework assessments. Available times will be circulated in advance for you to allocate yourself to a slot. See p. 2 above for the date.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Evaluation Kit – Unit Survey' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:

<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

Very High First Class (90-100)

Such answers are **exceptional** and *fully* answer the question demonstrating the attainment of all learning objectives and in adherence to all guidelines. The answer will be expected to show an exceptional level of achievement with respect to the following criteria:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

High First Class (80-89)

Such answers are **outstanding** and provide a *near-full* and well-structured answer to the question and can be expected to indicate an outstanding level of achievement of all of the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- good knowledge of the relevant literature.

First Class (70-79)

Such answers are **excellent** and provide a *largely-full* and well-structured answer to the question and can be expected to indicate excellence in *some or most of* the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are **very good** and provide a generally well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- a good or very good understanding of the material;
- clarity of analysis, of argument and of expression;
- a demonstrable grasp of the relevant literature.

Lower-second Class (50-59)

Such answers are **good** and provide a clear answer to the question. They can be expected to show *most of* the following features:

- a firm understanding of the material;
- clarity of analysis and argument, albeit limited in extent;
- some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Such answers are **sufficient** and demonstrate a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show some of the following features:

- sparse coverage of the material with several key elements missing;
- unsupported assertions and a lack of clear analysis or argument;
- important errors and inaccuracies.

Fail (30-39)

Such answers are **insufficient** and, while showing some awareness of the area, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone, lacking in coherence, structure and evidence of independent thought.

Bad Fail (20-29)

Such answers are **inadequate** and fail to demonstrate the ability to engage with the question. They demonstrate only the most basic awareness of the area and may contain errors. They will be almost completely lacking in coherence, structure and evidence of independent thought.

Very Bad Fail (10-19)

Such answers are **severely inadequate** and exhibit an almost complete lack of engagement with the area or question.

Extremely Bad Fail (0-9)

Such answers are **profoundly inadequate** and exhibit a complete lack of engagement with the area or question.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20031 Work, Economy & Society

Semester 1

Credits 20

Convenor: Pete Lampard

Contents

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5. Referencing & Plagiarism
6. Assessment Criteria
7. Essay Tips & Reading Strategies

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s):	Pete Lampard
Room:	Third Floor (Quad A, Res 3), Arthur Lewis Building
Telephone:	Ext. 54879
Email:	pete.lampard@manchester.ac.uk
Office Hours:	Mondays, 1-2pm; Wednesdays, 10-11am; book by email.
Tutors:	Deborah Giustini, Marta Franasca
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Mondays, 10am – 12pm, Zochonis Theatre B
Tutorials:	Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis.
Reading week:	Monday 29 th October – Friday 2 nd November 2018
Feedback half-day:	Dedicated office hours for discussing assignment feedback will be available in Week 10; further details will be available on Blackboard.
Assessed Coursework Submission:	Deadline: 2pm Thursday 8th November ; to be submitted online via TurnItIn. See further details in section 2 below.
Examination Period:	14 th January – 25 th January 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

- One assessed 5 minute tutorial presentation with visual aids, worth 15% of the final mark.
- One assessed essay, max 1,500 words, worth 35% of the final mark.
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

This course examines the development of global capitalism from a sociological perspective. It aims to equip students with an understanding of important institutions and processes including: the role of the corporation in society; new forms of management and control in the workplace; the relationship between work and identity; the causes and impact of globalisation; and the nature of economic crises. Throughout, the course aims to develop students' capacities for critical thinking and synthesis, particularly through the application of theoretical insights about the nature of capitalist institutions to understand micro-level features such as changes in relations within workplaces.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Learning Outcomes

On completion of the course students will be expected to:

- Understand economic transformation in a social and cultural context.
- Understand, and be able to critically assess, structures and processes affecting the experience of work.
- Understand the effects of globalisation on production and consumption.

These objectives will form the basis upon which students will be examined.

In addition to the above objectives, students will develop and utilise skills in presentation of ideas (in both verbal and written work) and in the use of a wide range of information resources.

General Course Readings

Some required readings are available electronically via Blackboard. All other readings are available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended for preliminary reading, although neither covers every topic on this course:

- Ingham, G. (2008) *Capitalism*, Cambridge: Polity Press. (This is a broad and introductory textbook.)
- Castells, M. (2009). *The Rise of the Network Society* (Second edition). Oxford: Wiley-Blackwell.

If you are new to sociology, or just want help fitting this course within the wider discipline, the following offer excellent introductions to sociology in general:

- Jenkins, R. (2002) *Foundations of Sociology*, Basingstoke: Palgrave.
- Bauman, Z. & May, T. (2001) *Thinking Sociologically*, Second Edition, Oxford: Blackwell.

Overview of Course Topics

NB Tutorial topics run weeks 2-11 (i.e. one week behind associated lectures).

	Topics	Assessment	
1	Work, Economy, Society: Big Concepts and How to Use Them Tutorial: The boundaries of capitalism.	Coursework topics	
2	Capitalist Institutions: Money, Markets, Firms and Work Tutorial: Finding power in capitalist systems.		
3	Globalisation and the New Capitalism Tutorial: The big globalisation debate.		Presentation topics
4	Capitalism and Crisis. Tutorial: What’s wrong with the banks?		
5	Economy and Culture Tutorial: Is consumption the new religion?		
6	The Social Relations of the Corporation Tutorial: (How) Can a corporation be socially responsible?	Exam topics	
7	Discipline and Surveillance in the Workplace Tutorial: Internalising control.		
8	Flexibility, Routinization and Identity at Work Tutorial: What is a flexible worker?		
9	Emotional Labour and the Service Industries Tutorial: Emotional and Physical Labour in the Sex Industry		
10	The Future of Work: Some Radical Approaches. Tutorial: Course review; exam preparation.		

Lectures and Reading List

NB An online version of the reading list is available with links to library holdings and, where available, full text electronic copies. Search by course code here:

<https://manchester.rl.talis.com/index.html>

Lecture 1: Work, Economy, Society: Big Concepts and How to Use Them

These introductory sessions will offer an overview of the course, and indicate what a sociological perspective on work and the economy might look like. To do that we need to engage with some big concepts – capitalism, society, culture, globalisation and so on. This lecture defines some of these concepts and explains how they can be used to help us understand the details of contemporary social and economic trends.

The following are some easy readings covering the general area we'll be studying over the semester. It's worth checking some of these out - even if you think you know it all! These chapters will give you a general map of the area in which you can locate the more detailed debates and materials we'll be considering throughout.

- Fulcher, J. & Scott, J. (2007) *Sociology*, Third edition, OUP. Chs 14, 16 & 17.
- Giddens, A. & Sutton, P.W. (2013) *Sociology*. Seventh Edition, Polity. Chs 4, 7 & 19.

Some more specific textbooks are definitely worth a thorough browse too:

- Fulcher, J. (2004) *Capitalism: A Very Short Introduction*. Oxford: OUP.
- Grint, K. (2005) *Sociology of Work*, Third Edition, Polity. Esp. chs 1, 2 & 10.
- Watson, Tony J. (2012) *Sociology, Work and Industry*, Sixth Edition, London: Routledge. Esp. chs 4, 7 & 9.
- Edgell, S. (2006) *The Sociology of Work: Continuity and Change in Paid and Unpaid Work*. London: Sage. Esp. chs 1 & 10.

Lecture 2: Capitalist Institutions: Money, Markets, Firms and Work

We know that capitalism describes the socio-economic system that most people in the contemporary world live within. But what is distinctive about capitalism, so that we could distinguish it from earlier socio-economic systems or from alternatives such as communism? This week we will examine capitalism as a historically specific constellation of economic, social and political institutions that combine to enable the production and distribution of goods and services to be carried out for profit. The existence of such institutions shows that politics and economics always interrelate. Moreover, by looking at the way that different institutions are connected in today's global world allows us to begin to understand how power flows and accumulates in particular organisations.

Required readings

- Ch. 3 'The Basic Elements of Capitalism' in Ingham, G., 2009. *Capitalism*, Cambridge: Polity Press.

- Ch. 2, 'The Post-1945 Economic Dispensation in the West' in Shutt, H. (1998) *The Trouble with Capitalism: An Enquiry into the Causes of Global Economic Failure*. Zed Books, New York.

Additional readings

- Bauman, Z. (1998) *Work, Consumerism and the New Poor*. Oxford: OUP.
- Boucoyannis, D. (2013). The Equalizing Hand: Why Adam Smith Thought the Market Should Produce Wealth Without Steep Inequality. *Perspectives on Politics*, 11(4), 1051–1070.
- Fulcher, J., 2004. *Capitalism: a very short introduction*, Oxford University Press.
- Giddens, A., 1971. *Capitalism and Modern Social Theory*, CUP, Cambridge.
- Grint, K. (2005) *Sociology of Work*, Third Edition, Polity. Esp. Ch. 1
- Kumar, K. (1978) *Prophecy and Progress*, London: Penguin. Esp. ch. 3-4.
- Lash, S., and J. Urry. (1987) *The End of Organized Capitalism*. Polity, Cambridge.
- Offe, Claus. 1985. *Disorganized Capitalism*. MIT Press.
- Sabel, Charles, and Jonathan Zeitlin. (1985) "Historical Alternatives to Mass Production: Politics, Markets and Technology in Nineteenth-Century Industrialization." *Past and Present* 108(1): 133-176.
- Sayer, D. (1991) *Capitalism and Modernity: An Excursus on Marx and Weber*, London: Routledge. Introduction and Ch. 1.
- Schutt, H. (1998) *The Trouble with Capitalism: An Enquiry into the Causes of Global Economic Failure*. Chs 1-2.
- Smith, A. (1776) *An Inquiry into the Nature And Causes of the Wealth of Nations*, Book One, Chs 1-4. Available online at: <http://www.econlib.org/library/Smith/smWN.html>
- Watson, Tony J. (2003) *Sociology, Work and Industry*, London: Routledge. Esp. ch. 3.

Lecture 3: Globalisation and the New Capitalism

Academics make frequent claims that industrial capitalist society has gone through some kind of fundamental change. Among the most common of such claims of recent years concerns the global economy – a relentless process of 'globalisation' seems a central feature of the contemporary world. Even before talk of globalisation became common many foresaw shifts in the organisation of enterprise and the distribution and production of goods. We will consider a number of perspectives on transformation to a 'post-Fordism', 'a network society' or 'informational capitalism'. Claims to radical transformation will be given some perspective by reconsidering the defining features of capitalism to ask to what extent these have been altered in the face of social and economic change. In addition to questions around the empirical extent of transformation, we will also consider the normative debates: are the impacts of economic globalisation good for society?

Required readings

- Ch. 5, 'Globalization and Production' in Scholte, J.A. (2005) *Globalization: A Critical Introduction*, 2nd Edition. Basingstoke, Palgrave MacMillan.
- Sklair, L. (2002) *Globalisation: Capitalism and its Alternatives*. Oxford: Oxford University Press. Ch. 10: 'Challenges to Capitalist Globalisation'.

Additional readings

- Beck, U. (2000) *The Brave New World of Work*, Cambridge: Polity. Esp. ch. 3.
- Beck, U. (2000) *What is Globalization?* Cambridge: Polity
- Castells, M. (2010) *The Rise of the Network Society*. Oxford: Blackwell. Esp. chs. 2-3.
- Chossudovsky, M. (1997) *The Globalisation of Poverty: Impacts of IMF and World Bank Reforms*. London: Zed Books.
- Dicken, P. (2011) *Global Shift: mapping the changing contours of the world economy*. London: Sage.
- Doogan, K., 2009. *New Capitalism? The Transformation of Work*, Cambridge: Polity. Esp, ch. 1.
- Giddens, A., 2002. *Runaway World: How Globalisation is Shaping Our Lives*, Profile Books.
- Grint, K. (1998) *The Sociology of Work*. Cambridge: Polity Press. Ch. 2.
- Harvey. D. (1990) *The Condition of Postmodernity*. Oxford: Basil Blackwell. Chs 7-11.
- Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (1999) *Global Transformations: Politics, Economics & Culture*. Cambridge: Polity Press. Esp Introduction.
- Hertz, N. (2001) *The Silent Takeover: Global Capitalism and the Death of Democracy*. London: Arrow.
- Hirst, P.Q. and Thompson, G. (1996) *Globalization In Question*. Cambridge: Polity Press.
- Hoogvelt, A. (1997) *Globalisation and the Postcolonial World: the New Political Economy of Development*. Baltimore: John Hopkins University Press. Ch. 6.
- Kumar, K. (1995) *From Post-industrial to Post-modern Society*. Oxford: Blackwell. Chs 2 & 3.
- Mittelman, J. (1996) *Globalization: Critical Reflections*. London: Lynne Rienner publications. Chp 6, 7, 8 & 9.
- Peet, R. et al. (2003) *Unholy Trinity: The IMF, World Bank and the WTO* London: Zed Books. Chapter 1.
- Ritzer, G. (2000) *The McDonaldisation Of Society*. Thousand Oaks, California: Pine Forge Press. Ch. 2.
- Rustin, M. 1989. "The Politics of Post-Fordism: Or, The Trouble with 'New Times'." *New Left Review* 175:54-77.

- Stiglitz, J. (2002) *Globalization and Its Discontents*. London: Allen Lane. Esp. Ch. 1.
- Stiglitz, J. (2006) *Making Globalization Work*, London: Allen Lane.
- Scholte, J.A. (2005) *Globalization: A Critical Introduction*, 2nd Edition. Basingstoke, Palgrave MacMillan.
- Sweet, S. & Meiksins, P., 2007. *Changing Contours of Work*, Pine Forge Press. Esp. ch. 1.
- Thompson, P. (1989) *The Nature Of Work*. Basingstoke: Macmillan. Chs 2 & 3.
- Tickell, Adam & Jamie A. Peck (1995) 'Social Regulation After Fordism: Regulation Theory, Neo-Liberalism And The Global-Local Nexus' in *Economy and Society* 24(3): 357-386.
- Webster, F. (1995) *Theories of the Information Society*. London & New York: Routledge. Ch. 4.

Lecture 4: Capitalism and Crisis.

The sparks of the most recent economic crisis were first seen in the collapse of 158 year old finance corporation, Lehman Brothers. The unsustainable lending practices that had weakened Lehman Bros turned out to be widespread and the resultant 'toxic debts' had been repackaged and sold on so many times that no financial institution could tell whether it was safe. We are still living through the aftermath of the resultant credit crunch and dealing with the effects of the unprecedented bailout packages offered by governments. However, while the scale of the bailouts were indeed unprecedented, governments have long faced demands for financial support from private corporations that have been seen as 'too big to fail'. The interdependence of state, economy and society that we have discussed throughout the course is thrown into sharp relief by capitalism's vulnerability to crisis. This lecture will draw lessons from past crises, as well as offering an understanding of the current crisis in terms of its causes and consequences.

Required readings

- Aalbers, M., 2009. The Sociology and Geography of Mortgage Markets: Reflections on the Financial Crisis. *International Journal Of Urban And Regional Research*, 33(2), pp.281-290.
- Ch. 4 'The Mortgage Scam' in Stiglitz, J.E., 2010. *Freefall: America, free markets, and the sinking of the world economy*, W.W. Norton & Co.

Additional readings

- Barnet, R.J. & Cavanagh, J., 1995. *Global dreams: imperial corporations and the new world order*, Simon & Schuster. Esp. Part 4, 'Global Money'
- Gamble, A., 2009. *The spectre at the feast: capitalist crisis and the politics of recession*, Palgrave Macmillan. Esp. Ch. 2.
- Gamble, A. & Walton, P., 1976. *Capitalism in crisis: inflation and the state*, Macmillan.

- Harvey D (2010) *The Enigma of Capital: And the Crises of Capitalism*. London: Profile Books. Esp. Ch. 2.
- Hay, C. (2013). The British Growth Crisis: A Crisis of Growth and a Crisis for Growth. *Sheffield Political Economy Research Institute Papers*, No. 1; University of Sheffield. Retrieved from <http://speri.dept.shef.ac.uk/wp-content/uploads/2013/01/SPERI-Paper-No.-1-%E2%80%93-The-British-Growth-Crisis-FINAL1.pdf>
- Klein, N., 2008. *The Shock Doctrine: The Rise of Disaster Capitalism*, Random House of Canada, Limited.
- Morgan, G., 2010. Legitimacy in financial markets: credit default swaps in the current crisis. *Socio-Economic Review*, 8(1), pp.17-45.
- Peck, J. & Theodore N. (2000) 'Beyond 'employability''. *Cambridge Journal of Economics*, 24 (6): 729-749.
- Posner, R.A., 2010. *The crisis of capitalist democracy*, Harvard University Press. Esp. Ch. 8.
- Ross, L.M. & Squires, G.D., 2011. 'The Personal Costs of Subprime Lending and the Foreclosure Crisis: A Matter of Trust, Insecurity, and Institutional Deception.' *Social Science Quarterly*, 92(1), pp.140-163.
- Shutt, H., 1998. *The Trouble with Capitalism: An Enquiry into the Causes of Global Economic Failure*,
- Sprague, J., 2009. Transnational Capitalist Class in the Global Financial Crisis: A Discussion with Leslie Sklair. *GLOBALIZATIONS*, 6(4), pp.499-507.
- Stiglitz, J.E., 2010. *Freefall: America, free markets, and the sinking of the world economy*, W.W. Norton & Co.

Lecture 5: Economy and Culture

Recognising that capitalist structures can impact on wider social and cultural trends is important, but these influences run both ways. This lecture considers the seminal argument by Max Weber that the 'spirit of capitalism' comes not from economics, but from a cultural system, namely a protestant Christian idea of the 'work ethic'. We will also consider whether those ideas retain influence in present times, which have been characterised by some as focused on consumption rather than production.

Required readings

- Ch. V, 'Asceticism and the Spirit of Capitalism' in Weber, M. (1976) *The Protestant Ethic and the Spirit of Capitalism*, London: George Allen and Unwin. NB The library also contains an edition translated by Stephen Kalberg which contains a useful set of Weber's other writings that reflect on the *Protestant Ethic* – You might optionally wish to read Appendix I of *The Protestant Ethic And The Spirit Of Capitalism, With Other Writings On The Rise Of The West*; (See Blackboard for a scan).
- Ch. 2, 'From the work ethic to the aesthetic of consumption' in Bauman, Z. (1998) *Work Consumerism and the New Poor*. Oxford: OUP.

Additional readings

- Alvesson, Mats, and Yvonne Due Billing. (2009) *Understanding Gender and Organizations. Second Edition*. SAGE Publications Ltd. Ch. 6.
- Boltanski, Luc, and Eve Chiapello, 'The New Spirit of Capitalism', *International Journal of Politics, Culture, and Society*, 18 (2005), 161–188
- Bunting, M. (2004) *Willing Slaves: How the overwork culture is ruling our lives*, esp. Introduction and Ch. 6.
- Campbell C (1987) *The Romantic Ethic and the Spirit of Modern Consumerism*. Oxford: Blackwell.
- Du Gay P (1996) *Consumption and Identity at Work*. Sage, London. Esp. Ch. 4.
- Gallie D, Felstead A and Green F (2012) Job preferences and the intrinsic quality of work: the changing attitudes of British employees 1992–2006. *Work, Employment & Society*, 26(5), 806–821.
- Giddens, A. (1971) *Capitalism and Modern Social Theory*, Cambridge: Cambridge University Press. Esp. ch. 9.
- Jameson, F. and Miyoshi, M. (eds) (1998) *The Cultures of Globalization*, London: Duke.
- King, A. (ed) (1991) *Culture, Globalization and the World-System*
- Lee, M. (Ed) (2000) *The Consumer Society Reader*. Oxford: Blackwell.
- Lury, C. (1996) *Consumer Culture*, London: Polity Press
- Morrison, K. (1997) *Marx, Durkheim and Weber: Formations of Modern Social Thought*, London: Sage. Sections on Weber.
- Parkin, F. (1982) *Max Weber*.
- Poggi, G. (1983) *Calvinism and the Capitalist Spirit*, London: Macmillan.
- Sayer, D. (1991) *Capitalism and Modernity: An Excursus on Marx and Weber*, London: Routledge. Introduction and Chs 3 and 4.
- Ransome, P. (2005) *Work, Consumption and Culture: Affluence and Social Change in the Twenty-First Century*. London: Sage. Chs. 2, 4 & 6.
- Ray, L. (1987) 'The Protestant Ethic Debate' in Anderson, Hughes and Sharrock (eds) *Classic Disputes in Sociology*, ch. 4.
- Schroeder, R. (1992) *Max Weber and the Sociology of Culture*, London: Sage.
- Sennett, R. (1998) *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*. London: Norton. Esp. Ch. 6.
- Sturken, M. and Cartwright, L. (2001) 'Consumer Culture and the Manufacturing of Desire' in *Practices of Looking: An Introduction to Visual Culture*, Oxford: Oxford University Press.
- Thrift, N.J., 2005. *Knowing capitalism*, London: Sage.

Lecture 6: The Social Relations of the Corporation

Throughout the development of capitalism the corporation has been an important, if at times controversial, model of organisation. In a globalising economy corporations

have become bigger and more powerful, raising particular critiques of their influence in wider society. These sessions focus on the 'classic' corporate form – i.e. the large, publicly traded corporation. The lecture will outline its key structural features before going on to look at the corporation as a social institution. The stakeholder approach will be examined to give an appreciation of the multiple relationships within and beyond particular corporations, opening a discussion about the responsibility the organisation might owe to those with whom it is involved.

Required readings

- Roach, B., 2005. A primer on multinational corporations. In A. D. Chandler & B. Mazlish, eds. *Leviathans. Multinational corporations and the new global history*. Cambridge: Cambridge University Press, pp. 19–44.
- Donaldson, T. & Preston, L.E., 1995. The Stakeholder Theory of the Corporation: Concepts, Evidence, and Implications. *The Academy of Management Review*, 20(1), pp.65-91.

Additional readings

- Bakan, J. (2005) *The Corporation: The Pathological Pursuit of Profit and Power*. London: Constable. Esp. Ch. 1.
- Bosse, D.A., Phillips, R.A. & Harrison, J.S., 2009. Stakeholders, reciprocity, and firm performance. *Strategic Management Journal*, 30(4), pp.447-456.
- Clarke, T., 1998. The stakeholder corporation: A business philosophy for the information age. *Long Range Planning*, 31(2), pp.182-194.
- Chandler, A.D. & B. Mazlish, eds. (2005) *Leviathans. Multinational corporations and the new global history*. Cambridge: Cambridge University Press
- Hassard, J., McCann, L. & Morris, J., 2009. *Managing in the Modern Corporation: The Intensification of Managerial Work in the USA, UK and Japan*, Cambridge University Press.
- Haug, W. (1986) *Critique of Commodity Aesthetics*, Minneapolis: Minnesota.
- Ietto-Gillies, G. (2002) *Transnational corporations: fragmentation amidst integration*, London: Routledge. Chs 1-2.
- Ingham, G. (2009). *Capitalism*. Cambridge: Polity Press. Ch. 6.
- Klein, N. (2000) *No Logo*, London: Flamingo. Especially chs 3, 7, 9, 10.
- Klein, N., 2008. *The Shock Doctrine: The Rise of Disaster Capitalism*, Random House of Canada, Limited. Esp. Introduction and chs 14-15.
- Korten, D.C., 2001. *When corporations rule the world* Second., Berrett-Koehler Publishers.
- Kozul-Wright, R. (1995) 'Transnational Corporations and the Nation State' in Michie, J. & Grieve Smith, J. (eds) *Managing the Global Economy*. Oxford University Press, ch. 6.
- Marx, K. (1976) 'Ch. 1. The commodity' (esp. parts 1,2,4) in *Capital* Volume 1, Harmondsworth: Penguin.

- Mitchell, R.K., Agle, B.R. & Wood, D.J., 1997. Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *Academy of management review*, 22(4), pp.853–886.
- Ross, A. (ed.) (1997) *No Sweat: Fashion, Free Trade, and the Rights of Garment Workers*. London: Verso
- Roy, W. G. (1999). *Socializing Capital: The Rise of the Large Industrial Corporation in America*. Princeton University Press. Ch. 3.
- Sennett, R. (2006) *The Culture of the New Capitalism*, Yale University Press. Ch. 1.
- Sennett, R. (1998) *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*. London: Norton.

Lecture 7: Discipline and Surveillance in the Workplace

All institutions have norms, values and patterns of behaviour associated with them. Economic enterprises must manage and enforce particular patterns of behaviour in order to produce profit. As such, both surveillance and discipline are common, but their forms differ. Moreover, resistance to workplace regulation is commonly observed. This lecture considers the relation between work-teams and hierarchies, worker control, the distribution of initiative, and the place of innovation. We will contextualise this discussion with reference to Michel Foucault's work on modern forms of power and knowledge. We examine his understanding of power as productive ('biopower') and his understanding of 'discipline' through the technologies of the Panopticon.

Required readings

- Foucault, M. (1980) 'Right of death and power over life', in *The History of Sexuality*, Volume I: An Introduction, London: Penguin.
- Sewell, G. and Wilkinson, B. (1992) "'Someone to Watch Over Me": Surveillance, discipline and the just-in-time labour process', *Sociology* 26(2): 271-89.

Additional readings

- Bain, P. and Taylor, P. (2000) 'Entrapped by the Electronic Panopticon? Worker resistance in call centres', *New Technology, Work and Employment* 15(1) 18-31.
- Buchanan, D., 2000, 'An Eager and Enduring Embrace: The Ongoing Rediscovery of Teamworking as a Management Idea' in Procter & Mueller, eds, *Teamworking*. Basingstoke: MacMillan. Pp. 25-42.
- Dreyfus, H. L. and Rabinow, P. (1982) *Michel Foucault: Beyond Structuralism and Hermeneutics*, Brighton: Harvester.
- Foucault, M. (1980) *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*, C. Gordon (ed.), New York: Pantheon.
- Foucault, M. (1979) *Discipline and Punish: The Birth of the Prison*, Harmondsworth: Penguin. Esp. Part 3.3 – Panopticism.

- Foucault, M. (1996) *Foucault Live: Collected Interviews, 1961-1984*, New York: Semiotext(e).
- Foucault, M. (1998) *The History of Sexuality: The Will to Knowledge*, London: Penguin. Esp. Part 4.
- McNay, L. (1994) *Foucault: A Critical Introduction*, Cambridge: Polity.
- Mueller, F. and Proctor, S. (eds) *Teamworking*, London: Macmillan.
- Rose, N. (1999) *Governing the Soul: The Shaping of the Private Self*, London: FAB.
- Roberts, I. (1997) 'Empowerment' or 'Degradation'? Total Quality Management and the Service Sector' in Brown, R. (Ed.) (1997) *The Changing Shape Of Work*. Basingstoke: Macmillan.
- Sewell, G. (1998) 'The Discipline of Teams: the control of team-based industrial work through electronic and peer surveillance', *Administrative Science Quarterly* 43: 406-69.
- Thompson, P. and McHugh, D. (2002) *Work Organisations* (3rd ed.) London: Macmillan. Esp Ch. 9.
- Wall, T. D. et al (1986) 'Outcomes of Autonomous Workgroups', *Academy of Management Journal* 29: 280-304.

Lecture 8: Flexibility, Routinization and Identity at Work

Continuing the examination of the impacts of the growth of service work these sessions look at routinization: the process by which jobs are divided and simplified in order to ensure consistency. While these were most obvious in manufacturing workplaces under Fordism, it seems clear that some service industries also strive to incorporate elements of extreme control over workers' autonomy. This brings benefits for the employer, not just in terms of providing predictable, consistent service, but also because employees are typically easily replaceable. Hence, insecurity, low pay and non-existent fringe benefits are often seen in the most routinized jobs. The fast food industry will be considered as an important case study.

Required readings

- Ch. 1, 'Working on People' in Leidner, R. (1993) *Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life*. Berkeley: University of California Press.
- Walby, S. (1989) 'Flexibility and the changing sexual division of labour', In: S. Wood (Ed.). *The Transformation of Work: Skill, Flexibility and the Labour Process*. London: Routledge.

Additional readings

- Allen, S. (1997) 'Flexibility and Security: Contradictions in the Contemporary Labour Market' in Brown, R. (Ed.) (1997) *The Changing Shape Of Work*. Basingstoke: Macmillan.

- Blair-Loy, M., 2009. Work Without End? Scheduling Flexibility and Work-to-Family Conflict Among Stockbrokers. *Work and Occupations*, 36(4), pp.279-317.
- Felstead, A and Jewson, N. (Eds) (1999) *Global Trends in Flexible Labour*. Basingstoke: Macmillan.
- Gallie D., Paugam S. (2002), *Social precarity and social integration, Report to the European Commission*, DG Employment, Eurobarometer 56-1. Available online:
http://ec.europa.eu/public_opinion/archives/ebs/ebs_162_en.pdf
- Gallie, D., White, M., Cheng, Y. & Tomlinson, M. (1998) *Restructuring the Employment Relationship*. Oxford: Clarendon. Chp 6.
- Du Gay P (1996) *Consumption and Identity at Work*. Sage, London. Esp. Ch. 3.
- Gray, A. (2005) *Unsocial Europe: Social protection or flexploitation?*, London: Pluto Press.
- Leidner R (1991) Serving Hamburgers and Selling Insurance: *Gender & Society* 5:154 -177.
- Ritzer, G. (2000) *The McDonaldisation Of Society*. Thousand Oaks, California: Pine Forge Press.
- Schlosser, E. (2006) *Fast Food Nation: The Dark Side of the All American Meal*. New York: Harper Perennial.
- Taylor, P. et al., 2002. Work organization, control and the experience of work in call centres. *Work Employment and Society*, 16(1), pp.133-150.

Lecture 9: Emotional Labour and the Service Industries

The displacement of manufacturing work from richer countries, and the growth of service industries in their place make the latter an important location in understanding the modern workplace. The next two lectures examine different dimensions of the ways in which service work impacts on workers. Emotional labour highlights the degree to which service employees need to internalize elements of their worklife and the culture of the organisations they work for. The heavily gendered implications of the shift to service work will be considered. The sex industry will be considered as an interesting case: a globalised service industry (through, e.g., sex tourism and internet pornography) which may be considered as a key example of emotional labour.

Note: Because of the nature of the sex industries, some readings include graphic and/or disturbing descriptions. If you would rather not engage with such readings contact the course convenor for suggestions about an alternative sector to study in relation to emotional labour.

Required readings

- Ch. 1 'Exploring the Managed Heart' in Hochschild, A.R., 1983. *The managed heart: commercialization of human feeling*, University of California Press.

- Egan, R.D., 2005. Emotional consumption: mapping love and masochism in an exotic dance club. *Body & Society*, 11(4).

Additional readings

On emotional labour in the service sector:

- Alvesson, Mats, and Yvonne Due Billing. (2009) *Understanding Gender and Organizations. Second Edition*. SAGE Publications Ltd. Ch. 6.
- Callaghan, G. and Thompson, P. (2002) 'We Recruit Attitude: the selection and shaping of call centre labour', *Journal of Management Studies* March issue.
- Cohen, R.L., 2010. When it pays to be friendly: employment relationships and emotional labour in hairstyling. *The Sociological Review*, 58(2), pp.197-218.
- Hochschild, A.R., 1983. *The managed heart: commercialization of human feeling*, University of California Press.
- Leidner, R., 1999. Emotional Labor in Service Work. *The Annals of the American Academy of Political and Social Science*, 561(1), pp.81 -95.
- Theodosius, C., 2008. *Emotional Labour in Health Care*, Taylor & Francis. Esp. chs from Part I.
- Warhurst, C. & Nickson, D., 2009. 'Who's Got the Look?' Emotional, Aesthetic and Sexualized Labour in Interactive Services. *Gender, Work & Organization*, 16(3), pp.385-404.

On sex work:

- Bales, K., 2004. 'Because She Looks like a Child'. In B. Ehrenreich & A. R. Hochschild, eds. *Global woman: nannies, maids, and sex workers in the new economy*. Henry Holt and Co.
- Brennan, D., 2004. 'Selling Sex for Visas: Sex Tourism as a Stepping-stone to International Migration'. In B. Ehrenreich & A. R. Hochschild, eds. *Global woman: nannies, maids, and sex workers in the new economy*. Henry Holt and Co.
- Delacoste, F. & Alexander, P., 1998. *Sex work: writings by women in the sex industry*, Cleis Press.
- Ditmore, M.H., Levy, A. & Willman, A., 2010. *Sex Work Matters: Exploring Money, Power and Intimacy in the Sex Industry*, Zed Books.
- Frank, K., 2007. Thinking critically about strip club research. *Sexualities*, 10(4).
- Jeffreys, S., 2009. *The industrial vagina: the political economy of the global sex trade*, Taylor & Francis. Esp. chs 4 and 6.
- Law, L., 2002. *Sex work in Southeast Asia: the place of desire in a time of AIDS*, Routledge. Esp. Ch. 3.
- Sanders, T., O'Neill, M. & Pitcher, J., 2009. *Prostitution: Sex Work, Policy and Politics*, SAGE Publications Ltd. Esp. Ch. 2.
- Wood, E.A., 2000. Working in the fantasy factory. *Journal of Contemporary Ethnography*, 29(1).

Lecture 10: The Future of Work: Some Radical Approaches. Plus: Exam Tips

Throughout this lecture series we have seen the ways in which work-life is not only central to productive economic process but also plays a fundamental part in shaping wider society and the identities and life-chances of individuals. We have also seen work patterns changing in relation to large structural shifts in capitalism. This naturally raises the question of the future forms of work and capitalism. Here we examine some of the more radical approaches that argue that point to growing unemployment as a consequence of technological and economic change, and argue that that could be a good thing. Such arguments have become popular recently, but as the reading list below demonstrates, they have cropped up periodically since at least the 1880s. To argue for a 'leisure society', however, is always to run up against the engrained 'work ethic' we studied in earlier lectures.

NB Most of the following readings are very politically engaged.

Required readings

- Ch. 5 'The Future Isn't Working' in Srnicek, N., & Williams, A. (2015). *Inventing the Future: Postcapitalism and a World Without Work*. Brooklyn, NY: Verso Books.
- Ch. 11. 'The Jobless Future' in Aronowitz, S. & DiFazio, W. (1994) *The Jobless Future: Sci-tech and the Dogma of Work*. Minneapolis: University of Minnesota Press.

Additional readings

- Beck, U. (2000) *The Brave New World of Work*, Cambridge: Polity.
- Fevre, R. (2016). *Individualism and Inequality: The Future of Work and Politics*. Cheltenham, Glos; Edward Elgar Publishing Ltd. Esp. Ch. 15.
- Freeman, C. & Soete, L. (1994) *Work for all or Mass Unemployment?: Computerised Technical Change into the Twenty-first Century*. London: Pinter.
- Gallie, D. et al. (1998) *Restructuring the Employment Relationship*, Oxford: Clarendon Press. Conclusion, esp. pp. 290-302
- Gorz, A. (1999) *Reclaiming Work: Beyond the Wage-based Society*, Cambridge: Polity. Esp. Ch. 4.
- Granter E (2009) *Critical Social Theory and the End of Work*. Ashgate Publishing.
- Hodgkinson, T. (2004) *How to be Idle*, London: Hamilton.
- Lafargue, P. (1989 [1883]) *The Right to be Lazy*, Chicago: Charles H. Kerr. Part I.
- Mason, P. (2015). *PostCapitalism: A Guide to Our Future*. London: Allen Lane.
- Meadows, P. (Ed) (1996) *Work out - or work in?: Contributions to the Debate on the Future of Work*. York: York Publishing for the Joseph Roundtree Foundation.
- Richards, V. (1983) *Why Work? Arguments for the Leisure Society*. London: Freedom Press.

- Rifkin, J. (2000) *The End of Work: The Decline of the Global Labour Force and the Dawn of the Post-market Era*. London: Penguin.
- Robertson, J., 1985. *Future work: jobs, self-employment and leisure after the industrial age*, Gower/Maurice Temple Smith.
- Russell, B. (1932) 'In praise of idleness', in Richards (1983) *Why Work? Arguments for the Leisure Society*. Available online: <http://www.zpub.com/notes/idle.html>
- Shutt, H., 2010. *Beyond the Profits System: Possibilities for the Post-Capitalist Era*, Zed Books.
- Standing, G. (2017). *Basic Income: And How We Can Make It Happen*. Penguin.
- Srnicek, N., & Williams, A. (2015). *Inventing the Future: Postcapitalism and a World Without Work*. Brooklyn, NY: Verso Books.
- Thompson, P. & Warhurst, D. (Eds) (1998) *Workplaces of the Future*. Basingstoke: Macmillan. Esp. Ch. 1.

Tutorial Guide

The following guidance gives you an indication of what will be covered in each tutorial to help guide your reading and preparation. Tutorial activities are not necessarily 'set in stone' and your TA may discuss alternative possibilities with you during the semester.

Tutorial 1: The boundaries of capitalism

Preparation required

Readings: There are no particular core readings this week, though there are introductory readings recommended on the reading list above and you might find the Edgell chapter (available on Blackboard) a useful overview.

Make sure you have read the Course Outline and check that you have understood what is required of you during the module. If you have any questions about that – this tutorial is the best place to ask them.

Before your tutorial, using your lecture notes and any additional readings, you should consider the following questions:

1. What exactly do the key course concepts refer to (i.e. work, economy, society)?
2. What exactly does 'capitalism' refer to?
3. In a historical perspective, how new is capitalism?
4. How does the capitalist system impact on our everyday lives?

Tutorial Tasks

In this introductory tutorial you will discuss some of the key concepts covered on the course and try to understand how sociological thinking helps us understand the human world and the distinct spheres of activity such as culture, economics and politics. This is an important tutorial in setting the definitions and subject boundaries that will guide our thinking throughout the course.

Tutorial 2: Finding power in capitalist systems

Preparation required

Readings: Two key readings as listed in the reading list above.

Before your tutorial, using your lecture notes and reading notes, you should consider the following questions:

1. Consider a country you know well: what are concrete institutions can you name that play a role in managing or structuring the economy?
2. What is the purpose of these institutions? Or, in other words, how would we know if they were working well?
3. What are the relationships between institutions? Think about possible relationships of power, responsibility, legitimacy and so on.
4. How might the ways these institutions work vary (across time or across space)? Consider, particularly, the various roles of government in 'managing' the economy.
5. Can governments be said to have power over economic institutions? Or does power run in the other direction? What are the limits to those powers?

Tutorial Tasks

The main activity for this week will be to construct a power map identifying the key institutions of contemporary capitalism and the relationships between them. Your TA will give you further instructions in the tutorial.

Tutorial 3: The big globalisation debate

Preparation required

Readings: Two key readings as listed in the reading list above.

Before your tutorial, using your lecture notes and notes from readings, you should consider the following questions:

1. What does Scholte mean by 'expanded commodification'? In what ways is capitalism connected to the creation of new commodities?
2. In what ways may finance capital have a particular role in globalisation processes?
3. What sorts of changes in corporate organization have occurred with globalisation?

4. What arguments against capitalist globalisation does Sklair identify with the various strands of anti-globalisation feeling?

Tutorial Tasks

The main activity for this week will be a debate on the topic 'globalisation enhances life'. You should be prepared to consider the moral implications of global capitalism in both positive and negative ways and to base your moral argument on your understanding of the empirical facts. Your TA will give you further instructions in the tutorial.

Tutorial 4: What's wrong with the banks? / Essay Planning

Preparation required

Readings: Two key readings as listed in the reading list above.

Before your tutorial, using your lecture notes and notes from readings, you should consider the following questions:

1. What is securitization? And how should it impact on banks mortgage lending practices?
2. What problems do the authors identify with mortgage lenders' incentives when entering the subprime market?
3. Who does Stiglitz think should bear the burden of risk in relation to residential mortgage lending?
4. What lessons can we draw from this episode when thinking about the risks of future economic crises?

Additionally, if you haven't yet started thinking about your coursework essay you should start that now. By the time of the tutorial you should have at least considered the available questions and narrowed down your options. It would also be a good idea to do a rough plan of how you would go about answering one or two questions.

Tutorial Tasks

There are two options for this tutorial although you may be able to squeeze both in.

The first option is a discussion about the role of banking within the recent economic crisis, which will be based partly on a short animation of a talk by David Harvey. (If you would like to view it ahead of the tutorial visit YouTube:

http://www.youtube.com/watch?gl=GB&v=qOP2V_np2c0; audio required.)

The second option is to carry out an essay planning exercise. You will consider a range of essay questions, sketch some rough essay plans and critique each others' work. Discussion may address some of the following questions:

1. What does a good essay structure look like?
2. What should a sociological argument aim to do?
3. What is 'critical engagement'?
4. What is plagiarism and how should we avoid it?

Your TA will discuss these options with you and give you further guidance in the tutorial.

Tutorial 5: Is consumption the new religion?

Preparation required

Readings: Two key readings as listed in the reading list above.

Before your tutorial, using your lecture notes and notes from readings, you should consider the following questions:

1. Just what did Weber mean by the 'spirit of capitalism'?
2. How are religious ideas connected with the growth of capitalism?
3. In what ways are these ideas still relevant?
4. How, according to Bauman, has the 'spirit of capitalism' changed?
5. What might be the impacts of a shift from production-oriented society to a consumption-oriented society?

Tutorial Tasks

The main activity for this week will be to consider and discuss a number of conceptual questions comparing the differences between producer-oriented and consumer-oriented cultures of capitalism. You should be prepared to discuss both the key readings and examples from everyday life that illustrate key concepts. Your TA will give you further instructions in the tutorial.

Tutorial 6: (How) Can a corporation be socially responsible?

Preparation required

Readings: Two key readings as listed in the reading list above.

Before your tutorial, using your lecture notes and notes from readings, you should consider the following questions:

1. How is the increasing scale of multinational corporate activity linked to our discussion of neoliberalism from last week?
2. In what ways might corporations be suffering from a lack of legitimacy?
3. Why might managers find it useful to include a range of stakeholders in their decision making?
4. From a broader, social perspective, why ought corporations be run in accordance with a stakeholder approach?
5. What's the difference between an empirical description; an instrumental approach; and a normative account of corporations? That is, what work could be done by these different intellectual tasks?
6. Do you think the 'normative core' of the stakeholder approach is appropriate? Why might managers prefer to ignore the stakeholder approach?

Tutorial Tasks

The main activity for this week will be to play a role in a stakeholder meeting of a manufacturing corporation that is facing a contentious decision; you should be prepared to consider the conflicting interests of different stakeholders. Your TA will give you further instructions in the tutorial.

Tutorial 7: Are you looking at me?

Preparation required

Readings: Two key readings as listed in the reading list above.

Before your tutorial, using your lecture notes and notes from readings, you should consider the following questions:

1. According to Foucault, what is different about the operation of power in contemporary capitalism, compared with pre-modern societies?
2. In what ways does knowledge aid power?
3. Why is knowledge of workers' behaviour so important to the modern corporation?
4. Why do Sewell & Wilkinson use Foucault's theoretical work to understand the operation of work teams in their case study?

Tutorial Tasks

The main activity for this week will be a discussion of knowledge, power and the workplace – think about some of your own experiences of surveillance or discipline at work or study. Your TA will give you further instructions in the tutorial.

Tutorial 8: What is a flexible worker?

Preparation required

Readings: Two key readings as listed in the reading list above.

Before your tutorial, using your lecture notes and notes from readings, you should consider the following questions:

1. What exactly is routinization?
2. In what ways does routinization create control over the worker and the customer in interactive service work.
3. What kinds of flexibility does Walby (via Atkinson) see as demanded of workers in contemporary capitalism?
4. How does working in fast food outlets illustrate the concepts of flexibility and routinization?

Tutorial Tasks

The main activity this week will be a discussion of the literature on flexibility and routinization. If you have experiences of working in the service industries now would

be a useful time to share them. Your TA will give you further instructions in the tutorial.

Tutorial 9: Emotional and Physical Labour in the Sex Industry

Preparation required

Readings: Two key readings as listed in the reading list above.

Before your tutorial, using your lecture notes and notes from readings, you should consider the following questions:

1. Why is gender particularly relevant in understanding the impact of the shift to service industries?
2. What does Hochschild mean by the term 'emotional labour'? How does it differ from physical and mental labour?
3. What might it mean to be alienated from your smile?
4. What are the possible social implications of the 'normalisation' of pornography?
5. How might work in the sex industry be understood as 'emotional labour'? Are there better ways to critically understand the impact of that industry?

Tutorial Tasks

The main activity for this week will be to apply various concepts from the course to the sex industry. This will be a chance to test your understanding of not just emotional labour, but also some of the key institutions of capitalism and the processes of transformation covered on the course. Your TA will give you further instructions in the tutorial.

Tutorial 10: Post-Capitalism? OR Exam Planning.

Preparation required

Readings: Two key readings as listed in the reading list above.

To help understand this week's topic, using your lecture notes and notes from readings, you should consider the following questions:

1. Why is it that arguments for working less appear so radical? (It might be useful to think back to the ideas we discussed from Weber and Bauman in week 5.)
2. What arguments might be used to counter the claim that less work and more leisure would be a good thing? Try to think critically about these responses – what evidence could you provide to strengthen the argument one way or the other?
3. How might technology and/or globalisation contribute to unemployment? How might they contribute to employment?
4. In what ways might the arguments in the readings introduce questions about the way we define work in general (revisit week 1's lecture slides for this)?

In addition, you should use your preparation for this session to begin reviewing the course content ahead of exams.

Before your tutorial, carry out a review of your reading notes and lecture notes for the whole course as well as the feedback on your essay. Think about some of the following questions:

1. What have I understood and what am I still having problems with? (List any particular areas of difficulty for potential discussion with your TA.)
2. What areas of the course have I found most interesting or satisfying? You might consider these areas as ones to study further in preparation for your exam.
3. How do the different topics covered in the course relate? Or, how does understanding of the earlier topics aid understanding of the later ones and vice versa?

You should also have a look at the past exam papers (available via the Exams section on Blackboard).

Tutorial Tasks

Your tutor will give you an option of covering the substantive topic or focusing instead on course review or exam preparation.

Assignments and Assessments

Assessed Presentation Details

You will carry out one 5-7 minute presentation to your tutorial group during weeks 4-10 (on one of topics 3-9). The presentation will be a critical review of an assigned short reading. In addition to the verbal presentation you must present a visual aid to understanding, such as a powerpoint slide, a poster or a handout. **A printed hardcopy of your visual aids must be handed in to your tutor on the day** of your presentation. Full guidance on what to read, and what is expected of a critical review presentation will be available on Blackboard under 'Presentations' in the left-hand menu by the end of week 1.

Notes:

- Failure to present will result in a 0 mark, contributing to 15% of your final mark for the course.
- If you do not submit a hardcopy of your visual aids we cannot mark your work and a mark of 0 will be returned.
- If you are absent through sickness the presentation can only be re-arranged if you provide evidence of mitigating circumstances through the UG Office. To apply for mitigating circumstances contact Chantel Riley (chantel.riley@manchester.ac.uk, 0161 2753953).

- Students with relevant disability issues that are formally recognised by the Disability Advisory and Support Service (formerly Disability Support Office) should contact the Course Convenor to arrange an alternative assignment.

Presentations will never take up the majority of time in the tutorial. If you are not due to present you should still prepare for the tutorial as usual as there will be a full class discussion in relation to the issues described in the Tutorial Guide above.

Assessed Coursework Details

One assessed essay with a maximum limit of 1,500 words makes up 35% of the overall course mark. The word limit allows for +/- 10%, i.e. in the range 1,350-1,650 words.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Essay Questions

Please answer one of the following questions.

1. Has neoliberalism resulted in too much power for 'the market' over 'the state'?
2. Do the benefits of globalisation outweigh the costs? Use illustrative examples to demonstrate how we can compare different kinds of costs and benefits.
3. How did the US mortgage crisis in 2007/8 set off a global financial crisis?
4. Explain the term 'spirit of capitalism' and critically assess the argument that 'consumerism' has replaced 'the work ethic' as that spirit today.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details

are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 5.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination you will not be allowed to re-sit it except in the case of serious mitigating circumstances. If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Note: Assessed assignment and examination questions cover different parts of the course. There is no overlap in topics. Assessed assignments cover the topics found in weeks 1-5; examination questions will offer options covering weeks 6-10. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

1. Tutors will offer **verbal feedback throughout** the course. Preparing adequately for tutorials and participating fully in class discussion will make this feedback as useful as possible.
2. Written feedback on tutorial presentations will be provided by your tutor.
3. You may **email the course lecturer with an essay plan for discussion**. This should be at least two weeks before the deadline. You should then book an office hour session by email to the course lecturer to discuss your essay preparation.
4. **Formal written feedback** will be available for coursework essays and should help you plan both for your exams and for future coursework essays in other subjects.
5. **Feedback Half Day** will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the down-arrow icon in the icon menu on the right-hand side of your screen.



KNOW HOW

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any

available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here:

<http://subjects.library.manchester.ac.uk/referencing/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:



<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology student's work is assessed into different class categories by using the following criteria:

High First Class (75+) Such answers fully answer the question in a coherent manner and can be expected to show excellence with respect to the following criteria:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Knowledge of the relevant literature.

First Class (70-74) Such answers are highly competent and provide a near-full and well-structured answer to the question and can be expected to indicate some of the following qualities:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Good knowledge of the relevant literature.

Upper-second Class (60-69) Such answers are overall competent and provide a generally well-structured answer to the question and can be expected to indicate most of the following qualities:

- A reasonable-to-good understanding of the material
- Clarity of analysis, of argument and of expression
- At least selective knowledge of the relevant literature.

Lower-second Class (50-59) Such answers indicate some understanding of the issues and provide an adequate answer to the question. They can be expected to show most of the following features:

- A basic understanding of the material
- Clarity of analysis and argument, albeit limited in extent
- Some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49) Such answers indicate only a rudimentary understanding of the issues and offer only partial answers to the question. They can be expected to show the following features:

- Sparse coverage of the material with several key topics missing
- Unsupported assertions and little clear analysis or argument
- Important errors and inaccuracies.

Fail (0-39) Such answers, at the upper end, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject, while, at the lower end, they fail to demonstrate the ability to engage with the question at all.

7. ESSAY TIPS & READING STRATEGIES

Essay writing is an essential skill, helping you organise your learning, deepen your understanding and, of course, evidence your progress in coursework and exams. You will probably have already written assessed essays as part of your degree – it is important that you bear in mind your current strengths and weaknesses when sharpening your skills. Go back over your feedback from previous modules: what did you do well, what could you improve? If you're having problems making sense of your past feedback you could arrange a meeting with your academic advisor to discuss your general skill levels and strategies for improvement.

The following are more general tips for good essay writing.

Always make a plan and write a first draft before completing any significant piece of writing. Writing is a very good way of coming to understand things - so don't expect to get it right the first time. Some lecturers work on eight or more drafts of an article before they submit it for publication!

Planning. Always start with as detailed a plan as possible. It should include a breakdown of the essay question so you know what each section of your essay is doing; some mention of the really important literature to reference; and details of any data you are going to present. You don't necessarily have to stick with your plan, but if going off the plan consider why you're doing so, and whether the material you are adding remains relevant.

Structure and focus. The point of planning is to end up with a well structured answer that is entirely focused on the question. Structure works at several levels. Overall, of course, you should have an introduction, a main body and a conclusion. Your main body should have several sub-sections, and the use of subheadings to organise your writing is strongly recommended. Within those sections, your paragraphs should be grammatically correct and contribute to the flow of the essay to aid comprehension. That is, each paragraph should deal with an identifiable topic that links to the next paragraph. When your essay is well structured it is easier to ensure that it remains focused on the question at hand.

Topic sentences. One exercise you can do to check structure and focus is to examine the first sentence of every paragraph. It should introduce the topic of that paragraph in some way, and should follow on logically from the material presented in the preceding paragraph. Try writing a separate document, where you write one 'topic sentence' for each paragraph, aiming to summarise that paragraph in a nutshell. If you find it difficult to express the idea in a single sentence consider whether the paragraph really hangs together coherently. Should it be broken into separate paragraphs? Or perhaps you need to remove some material that is not relevant? When you have your list of topic sentences it is easy to see the overall flow of the essay – does it make sense?

Critical engagement. 'Critical' in this sense does not necessarily mean to claim that something is wrong, it might, on the contrary, affirm some argument in the literature.

However, to engage critically you need to think about claims, arguments and evidence from a number of different angles. Does the claim make sense? Does it apply equally to different contexts, or does it only apply in one country, industry or to particular group of people? Does the evidence for the claim really stack up? If you can bring other material to bear that either confirms or denies some claim made in the literature then you know you are engaging critically.

Quoting and Referencing. Limit your use of quotations, we want to read your words. Bear in mind that quotations never tell the whole story since they have been taken out of their original context. You should be using quotations to illustrate points you've made yourself, or should be reflecting on them after presenting them. For all quotations, and any other ideas that are attributable to someone else, you should use the Harvard system of referencing and a full bibliography. (For details see the Cite It Right link above, or examine the library's online resources.)

Beware plagiarism. Plagiarism is: "any unreferenced use of the material of other people, from whatever media it is taken" (School Regulations, see also the [University guidance on plagiarism](#)). Evidence of plagiarism will lead, at least, to a zero mark for your work and may involve more serious penalties. Avoid plagiarism in the following ways:

1. Try to express ideas in your own words, including a full reference if the ideas come directly from others' work; doing this in your preparatory notes helps you understand the material and avoid mistakes.
2. Always use quotation marks and a full reference to the source if using other people's words.
3. Start your work early.
4. Most important: think for yourself!

Reading Strategies

Tips for reading effectively. Bear in mind that reading from paper is typically 15% faster than reading from a computer screen. It's a good idea to make your own copies of readings and personalise them by writing notes in the margins. NEVER write on library books or journals in the Library. When you have read something summarise the main points at the top of the article so that you will instantly remember its central points when you go back to it.

Use the e-journals in the library, i.e. access through the computer. Different journals have different ways of logging in when you are working off-campus. Generally, if you start by searching for the journal via the library search facility and then look for 'login via your institution' or 'shibboleth login' when you get to the journal's website you should be able to access anything the library subscribes to with your usual IT username and password.

Remember to check the bibliographies of anything you are reading for additional material that may be of interest to you. This is how you begin research - by searching out materials.

When reading if you have any things you do not understand make a list and then ask the tutor. It is highly likely that if you have not understood something there are plenty of other students who will be looking for answers to the same questions.

Strategies for finding further readings

The readings offered on the course outline below should be considered starting points for your exploration of the issues you are most interested in. A good quality essay will show evidence that the student has read academic work beyond the readings offered on the list. To make sense of the huge wealth of material available you need to focus your reading by using good literature search techniques. Here are some hints:

1. Use textbooks.

Textbooks are especially useful when you are exploring an area for the first time, with little background knowledge. Use the detailed contents pages and index to find text relating to your areas of interest in order to get some background knowledge. Most good textbooks will offer short guides to further readings. The benefit of this is that the references will generally be widely respected. However they will also often be of a rather general nature, so you'll need to use other strategies to find more focused readings.

Some very general, introductory textbooks are in the reading list for lecture 1.

2. Use bibliographies.

When reading materials from the course outline or found elsewhere, make good use of references and bibliographies - that's what they're there for! Try to remain focused in choosing what to read next, the position of the reference in the text should give you a very good idea of the issues dealt with by the referred book or article, and even an evaluative judgement of the worth of the work. Look out for particular references that come up time and again in relation to the issues you're interested in – often-cited pieces may turn out to include seminal arguments that can be a very useful guide in your own writing.

3. Use databases.

When using databases your choice of search terms is all important - so you should use them only after getting a general overview of the area from lectures, seminars and introductory readings. Simply entering terms from an essay title into Google before you've given the topic any thought is a sure-fire way of wasting time on irrelevant materials and/or producing an incoherent essay.

The Library Catalogue is the first port of call for using keywords or author names to search for books held in stock in the library. But, this is quite simple searching,

potentially throwing up long lists of only marginally relevant readings. Having identified a relevant area, however, you can use the classification system and go and browse books on nearby shelves.

(<http://www.library.manchester.ac.uk/searchresources/librarysearch/#>)

Google Scholar offers another excellent resource for keyword searching and will return a mixed bag of articles, books, book reviews and research reports rank ordered by number of citations from other (academic and non-academic) writings. If you are searching from the University campus you can use the 'Find it via JRUL' links to see if the work is stocked in the University's libraries.

(<http://scholar.google.co.uk>)

An alternative, and in some ways preferable, source is the Web of Knowledge/Web of Science database to which the University subscribes. Under the 'General Search' option this offers more complex search possibilities, utilising a number of different fields, logic options and wildcards - view the 'General Search Tutorial' on the Web of Science website to find out how these help. In addition to getting a list of very specific references from journals that match your search criteria, you can also call up the abstracts of all the articles. So, you can quickly get an overview of the literature, narrow the selection to those sources that look most useful, or modify your search terms if you are a bit off-target. Web of Science only returns articles published in genuine academic journals. This means that compared with Google Scholar you are more likely to find high quality, relevant sources through Web of Science, although it also means that you miss out on finding relevant academic books.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20041 Social Network Analysis

Semester 1

Credits 20

Convenor: Martin Everett

Contents

1. Essential Information
2. Course Content
 - A. Aims & Outcomes
 - B. Lectures & Reading List
 - C. Tutorial Guide
 - D. Assignments & Assessments
3. Feedback
4. Your Commitment
5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

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Tutors:

Administrator:

Chantel Riley

UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures: Thursday 10-11

Computer Labs: Thursday 11-1.00

Reading week: **Monday 29th October – Friday 2nd November 2018**

Feedback half-day: Wednesday 5th December

Assessed Coursework Submission: Tuesday November 6th

Examination Period: 14th January – 25th January 2019

Resit Examination Period: 19th August – 30th August 2019

Assignments and Assessments

- One 2000 word computer based assignment; this will include a visualization and software based analysis of social network data worth 50% of the total mark
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

The aim of this unit is to give you the tools to map and analyze the patterns of relations that link individuals or groups. Taking this perspective allows us to develop theoretical concepts and methods which enable us to uncover and understand how the patterns in the social relations that bind us together influences our behaviour, attitudes and beliefs.

Learning Outcomes

On completion of this unit successful students will:

- Map and visualize social networks using standard tools
- Analyze network structures using descriptive measures
- Relate and apply key social network theories in different contexts
- Evaluate and critique social network studies

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

General Course Readings

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:

Knoke D and S Yang (2008) *Social Network Analysis* Sage

Kadushin C. (2012) *Understanding social networks*. Oxford

Lectures and Reading List

This unit is an introduction to the theory, methods and procedures of social network analysis. We examine both complete and ego networks and we will consider the nature of network data and the idea of structural sociology. After introducing some basic terminology using UCINET and Netdraw we shall cover descriptive measures of cohesion and centrality together with techniques for uncovering hidden cohesive subgroups. We shall look at how the applications of these concepts have been used in the development of social network theories such as small worlds, strength of weak ties and structural holes. Examples will be drawn from a variety of contexts such as corporate elites, social movements and friendship networks. Note that this course

has a practical laboratory based component in which students learn to use the social network software package UCINET.

Lecture 1 Introduction and History.

The discipline of social networks

What makes the field distinct

Underlying theoretical perspectives

What is a network?

Brief history

Preview of key concepts

Required reading

Borgatti, Everett and Johnson. *Analyzing Social Networks*. Sage. Chapter 1: Introduction

Additional reading

Borgatti S.P., Mehra A., Brass D.J., Labianca G., 2009, *Network Analysis in the Social Sciences*, Science, 13, 323, 5916: 892-895

Brandes U., Robins G., McCranie A., Wasserman S., 2013, *What is network science?*, Network Science, 1, 1: 1-15.

Hanneman and Riddle chapter 1

<http://faculty.ucr.edu/~hanneman/nettext/index.html>

Scott, J (2000) *Social Network Analysis: A Handbook* Sage chapter 2

Lecture 2 UCINET and Netdraw

How to use the UCINET/Netdraw software package.

Getting started, displaying and manipulating networks

Basic terminology

Required reading

Ucinet quick start guide

Hanneman and Riddle chapter 3

Additional reading

Scott, J chapter 3

Lecture 3 Visualization

Layouts and spring embedders

Interpretation and misinterpretation of data

Viewing Facebook data

Representing categorical and continuous attributes

Required reading

Hanneman and Riddle chapter 4

Additional reading

Borgatti et al Chapter 7 Visualization

Lecture 4 Cohesion

Density

Connectivity, compactness and fragmentation

Reciprocity and transitivity

Small world ideas, Erdos number, Kevin Bacon.

Required reading

Borgatti et al Chapter 9

Additional reading

Hanneman and Riddle Chapter 7

Schettler s (2009) A structured overview of 50 years of small world research Social Networks 31 165-178

Lecture 5 Centrality

Centrality and measures of importance

Bavelas experiment

Degree centrality and betweenness

Normalization

Required reading

Borgatti et al Chapter 10

Additional reading

Scott Chapter 5

Hanneman and Riddle Chapter 10

Lecture 6 Weak Ties

Granovetter's theory of weak ties

Strong and weak ties

Access to resources

Applications

Required reading

Granovetter, M. 1973. The strength of weak ties. *American Journal of Sociology*, Vol. 78, No. 6. pp. 1360-1380.(focus on first 10 pages: pp 1360-1369).

Additional reading

Granovetter, M.S. (1983). "The Strength of the Weak Tie: Revisited", *Sociological Theory*, Vol. 1, 201-33.

Lecture 7 Ego networks

Ego network data

Ego networks in whole networks

Homophily

Structural holes

Required reading

Hanneman and Riddle Chapter 9

Additional reading

Borgatti et al Chapter 15 Ego Networks

Lecture 8 Networks and New Media

Computer networks as social networks

The EIES experiment

Social networking site data

Required reading

Lewis et al (2008) Tastes, ties, and time: A new social network dataset using Facebook.com *Social Networks*, Volume 30, Issue 4, Pages 330-342

Additional reading

Wellman and Hogan The immanent internet in *Netting Citizens*, edited by Johnston McKay. St. Andrews, Scotland: University of St. Andrews Press, 2004.

Diana Mok, Juan-Antonio Carrasco and Barry Wellman "Does Distance Still Matter in the Age of the Internet?" *Urban Studies*, 2010, vol. 47, no. 13, pp. 2747-2783

Lecture 9 Cohesive subgroups

Cliques and clique overlap

Factions

Girvan-Newman

Required reading

Borgatti et al chapter 11

Additional reading

Scott chapter 6

Hanneman and Riddle chapter 11

Lecture 10 Two mode data

Sources of two mode data

Visualization

Projection

Extending single mode concepts

Required reading

Borgatti et al. Chapter 13

Additional reading

Hanneman and Riddle Chapter 17

Laboratory Guide

Each week there will be a two hour session in the computing laboratory.

Lab 1 Software test

We shall use the first lab to test that the software runs correctly and that everyone has access..

Lab 2 Introduction to the software

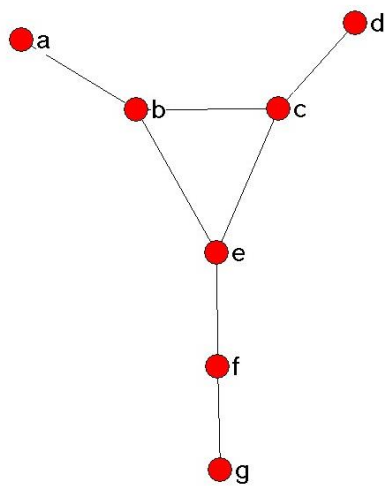
Please note that this lab is about familiarity with the software. We will look again at some of the ideas that we use here again later in the course.

1 Carefully work through the quick start guide checking your output with the ones displayed in the guide.

2 In netdraw display the “campnet” data with the shape of the nodes corresponding to the role and the colour of the nodes corresponding to gender.

3 Visualize the “drugnet” data. Use the describe function (Data>Describe) to see the attributes of the dataset drugattr. In netdraw colour the nodes by ethnicity, now click the button MC to see the results just in the largest component.

4 Use the spreadsheet editor to input the network (taken from the lecture)



Draw this network in netdraw. Back in UCINET find the geodesic distance matrix by running Network>Cohesion>Geodesic Distances

Check that the matrix is the same as the one in the notes.

5 Run Network>Regions>Components>Binary Graphs on campnet and choose the strong component option. Verify that you have 4 components. Load campnet into netdraw. Now load in the attribute file that was created by running the components routine called Campnet-comppart. Colour the nodes by their strong component and compare your network with the one shown in the lecture.

Lab 3 Visualization

1 Look at the three matrices associated with the Freeman_EIES data. Read about this data using the UCINET help file. This data is one of the first ever collected e-mail data sets (it was not even called e-mail then). Bring the data into Netdraw together with the attribute data (Freeman_EIES_Attribute). Look at all three relations in turn. Examine just the close personal friend relation. By changing between relations see how this has changed. Colour the nodes by discipline and size them by citation. Construct the following layouts.

- i) A graph theoretic layout with the thickness of the lines representing the number of messages
- ii) A scaling layout of close personal friends set near each other, at time 2
- iii) A random layout of friends including close personal friends
- iv) A layout grouped by discipline, of friends and close personal friends at time 1
- v) A graph theoretic layout which just shows the connections within sociology
- vi) Restore all the connections and construct the network using the ego network with the three focal nodes 10, 11 and 45.
- vii) Show the network which consist of connections with more than 50 messages. Save the diagram as a metafile and read it into word.

- 2 In netdraw load the dataset drugnet and bring in the attribute file drugattr
 - i) Colour the nodes by ethnicity and change the default black nodes to green
 - ii) Shape the nodes according to gender why are there three shapes?
 - iii) Remove the isolates, turn off the labels and increase all the node sizes, finally arrange the nodes so that any groups are well spaced
 - iv) Save the diagram as a vna file
 - v) Now close netdraw and then re-open it and bring in your saved diagram; it should be exactly as you saved it.
 - vi) Click the button MC, what happened what do you think this has done?
 - vii) Restore all the nodes and run the spring embedder, rotate your network through 90 degrees and recentre it.
 - viii) Left click and open up a box to include some of the nodes and make all the nodes inside the box a different colour.
 - ix) Finally add two new nodes and connect them to each other and to the rest of the network, the button on the right will enable you to create nodes.

Lab 4 Cohesion

1 Campnet is constructed from Camp92 by taking the top three choices from Week_3 use Data>Unpack and Transform>Dichotomize to construct two more datasets corresponding to the top 2 and top 4 choices. Why would calculating the density for the whole network of any of these be pointless? For all three matrices calculate the density within and between groups for gender and role. Examine the fragmentation results for the networks (Network>Cohesion>Multiple Measures). Find the reachability matrix for campnet, and use UCINET to calculate its density and verify that if you subtract this from 1 you obtain the fragmentation score.

2 Compare the standard cohesion measures namely density, average degree, average distance on the two large drug networks pv504 and pv960. Why are fragmentation and reciprocity not of much use on these datasets? The largest distance between two actors is called the diameter of the network. How could you relate the diameter idea to the definition of a small world? What values do you get and do these support the six degree hypothesis?

3 Examine reciprocity, transitivity and fragmentation on the Krack-High-Tec data. What would you conclude (if anything)?

4 Try and find the Erdos number of me (Martin G Everett), this is not easy. There is a database on the American Mathematical Society website rather like the one for the Kevin Bacon game but it only contains society members and so cannot be used for this.

5 Imagine you were in a small world experiment and were asked to pass a letter to the following targets directly or if you did not know them to someone who you think would be closer. Whom would you select from your acquaintances.

- i) Ian Collins: author of art books who splits his time between London and Southwold
- ii) Andrew Sheridan: a second year mathematics student at Warwick University
- iii) Katie Maxey Thompson: a teacher in Atlanta Georgia, USA
- iv) Angela Merkel: the chancellor of Germany
- v) Mawlana Hafiz Qari Alii Fakii Noorani: Imam of a Mosque in Mauritius

Why did you choose these people. What additional information would have made this easier. Who do you think you are closer too and why?

Lab 5 Centrality

For this lab we will use 2 datasets:

WIRING:

This is a stacked dataset that includes many different files. We will be working with RDGAM. This is a dichotomous adjacency matrix of 14 employees of the bank wiring room of Western Electric. Ties are symmetric and represent participation in games during work breaks.

PRISON:

This is a dichotomous adjacency matrix of 67 prisoners. Ties are directed and represent each actors friends. Each was free to choose as few or as many "friends" as he desired.

1) Centrality using UCINET and NetDraw with **RDGAM**

If you have not done so already use UCINET to unpack **WIRING**

- a) Open **RDGAM** in Netdraw to familiarize yourself with the data

In UCINET calculate the following measures of centrality using the individual routines

Degree
Betweenness
Closeness
Eigenvector

- b) Using your Netdraw visualization, compare your calculations of various Centrality measures
- c) Now run Centrality multiple measures in UCINET using Network | Centrality and Power | Multiple measures
- d) Compare the profile of W1 with W5 across all measures. Note that W1 is stronger in eigenvector while W5 is stronger on betweenness. Interpret this result.
- e) Compare W5 with W7. They have same degree yet differ on eigenvector centrality. Why is W7 so much weaker on eigenvector centrality?

2) Directed Centrality using UCINET with **PRISON**

- a) Open **PRISON** in Netdraw to familiarize yourself with the data
- b) Using UCINET calculate degree centrality.
- c) Identify which individuals are the most popular and which individuals chose the most friends.
- d) Run betweenness on this dataset, why do you think it does not matter that the data is directed?

3) Directed Centrality using NetDraw with **PRISON**

- a) Open **PRISON** in Netdraw

- b) Using NetDraw calculate Centrality measures under Analysis | Centrality
- c) Resize the nodes based on various Centrality measures
- d) Identify which individuals list the most number of friends
- e) Identify which individuals are listed as friends by the most number of others

Lab 6 Weak Ties

1. Look at the dataset ZACKAR in UCINET. There are two matrices ZACHE has binary values and ZACHC has the strength of the relations. View ZACHC in netdraw and make the thickness of the lines proportional to the strength of the relations. View just some of the stronger connections in ZACHC.
2. Run the routine Data>Unpack on ZACKAR this creates two separate datafiles one for ZACHE and one for ZACHC. By looking at the dataset find out how many friends actors 1 and 2 have in common, repeat this for 1 and 7. Now look at the strengths of the relations between these pairs in the matrix ZACHC. Do these support Granovetters theory?
3. Find the pair of actors with the highest strength in ZACHC. How many friends do they have in common? What do you conclude?
4. Run the routine tools>similarities and distances use ZACHE as the data but select cross-products as the measure of similarity. By comparing the entries with the values you calculated in question 2 verify that this calculates how many friends you have in common.
5. Now run the routine data>join>join matrices. From the available files list choose ZACHC and the file ZACHE-Cro-R you have just created and create a single dataset called joined with both files.
6. Take joined into netdraw and use this to investigate whether people with lots of friends in common have a stronger relationship than those that don't. Do you think this dataset supports Granovetter's theory?
7. Suppose you wanted to do the same experiment with the camp92 dataset. What problems do you see? How might you overcome them? What better information would you require?

8. Run the routine network>cohesion>k-local bridges on campnet. By looking at the output and visualizing the network can you work out what the output tell us?

Lab 7 Structural Holes and Ego networks

1. For the campnet data reproduce the output shown in the lecture for the gender attribute. You need to find the E-I index, the Blau index and the structural hole measures. Repeat the E-I and the Blau index by choosing the “role” attribute instead of gender.
2. For this exercise, you will use the Krack-High-Tec dataset, which has three relations for 21 managers in a West Coast company that manufactures high tech equipment. The relations are “Advice” (from the question “Whom do you ask for advice?”), Friendship, and Reports to. You will want to unpack (Data> Unpack) this dataset to work with the three relationships individually. You may still have these from when we unpacked them before. You should now have the three datasets ADVICE, FRIENDSHIP and REPORTS_TO

2.1. Run Network | Ego Networks | Structural Holes on the Friendship data.

From the output, who appears to have the largest Effective Size?

Load the data in Netdraw to visualize it.

Load the structural holes data (saved in a file named FRIENDSHIP-SH) as an attribute file in Netdraw.

Display the effective size of each node on the graph. Since this is a continuous attribute, it is best done by setting the size of the nodes to the attribute.

2.2. In Netdraw, under the Analysis menu, there is another option for Structural Holes. Run it.

If you now pull down the list of attributes on the “Node” tab, you will see there is a new one, Density. Change your graph so that nodes are sized according to density rather than effective size.

What happened to the graph? Why do these two attributes behave like this?

2.3. Run the E-I Index on the Friendship data, partitioning the data based on department (Column 4 of High Tec-Attributes). Who has the most homophilous ties, and who has the most heterophilous ones?

Lab 8 Feedback

Feedback on assessed work and consolidation for computer Labs.

Lab 9 Cohesive subgroups

1 On the Games matrix from the Wiring data verify the analysis given in the lecture by running a clique analysis and factions. In addition run factions with 5 and 6 groups, what do you conclude?

2 Run Girvan-Newman on the Zachary karate club data and construct the visualization that shows the structural split compared to the actual split. Compare the Girvan-Newman results with a factions split into two groups.

3 Display the Newcomb dataset called NEWFRAT. This is rather like the camp92 data as it looks at rankings (1 most favourable) but this time over a time period. Extract the data for the final week (NEWC15) and construct an adjacency matrix which gives the value 1 to the top five choices of each individual. Determine the cohesive subgroup structure of this network by finding the cliques. See how robust your groups are by looking at the top 3 and top 7 choices. For your top five data construct the network with reciprocated ties (use symmetrise but change the method to minimum). Use factions to find any groups and then apply Girvan-Newman. Compare the three methods.

Now extract the data from the start of the study. Again find the network with the top five choices and symmetrise this in the same way. Find the cliques. Has the network structure changed over the period of the study?

4 Look at the data set KAPTAL. Note that this data was collected in a factory and there was an aborted strike during the first time period and a successful strike in the second time period. Use Girvan-Newman on the data and compare your results for both time periods. For time period one looking at the modularity scores what number of groups would you consider to be the most significant? What is the highest value of modularity you can find at time period 2 (increase the number of groups to make sure you have looked at all the values). Do your results explain why the strike was successful at the second time period? If you were to run a clique analysis do you think there would be more cliques at time period one or time period two? Run the analysis to see if you are right.

Lab 10 2-mode Data

- 1 Convert the Davis data into a woman by woman matrix and an event by event matrix. (That is form the two standard projections). Dichotomise both matrices and also form the projections using the Bonacich normalization so you now have four matrices (you can select this option in UCINET). What differences has the normalization made?
- 2 In netdraw look at the Davis data as a two-mode dataset and also look at the two standard projections. You may want to open three versions of netdraw so that you can easily move from one visualization to another. What similarities do you see and what differences?
- 3 Dichotomize the standard projections by taking a cut-off value of 3 and compute the normal centrality scores (degree, closeness, betweenness and eigenvector). Now compute the two-mode centrality scores on the original data (run the routine networks>2-mode networks>2-mode centrality) and compare the results. You should look at the actual scores and the rankings that the nodes have.
- 4 Repeat question 2 with the normalized projections selecting a cut-off value you think is suitable.
- 5 Run eigenvector centrality on the raw projected data (that is the valued version and not the dichotomised matrix). Compare the results directly with the two mode results obtained above. What do you notice?
- 6 Read about the Galaskiewicz data in the UCINET help file. Vizualise this data in netdraw. Which clubs and CEO's look like they are the most central? Now run the 2-mode centrality in UCINET to determine if you are right.
- 7 Run a clique analyais on the Zachary data and display the clique participation matrix as a 2-mode dataset in netdraw. Make the thickness of the edges proportional to their value and remove the weakest links to show the most likely split into two groups. Compare your image with the image given in the lecture.
- 8 Use the two mode method of visualizing the clique participation matrix to examine the differences in the clique structure at time periods one and two for the sociational relations in the KAPTAIL data. Do your visualizations help explain why the strike was successful at time 2 and not at time period 1?

Assignments and Assessments

Non-Assessed Assignment Details

Informal feedback of the laboratory work will be given as non-assessed assignments. These should provide sufficient background to tackle the assessed coursework.

Assessed Coursework Details

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Assignment

The UCINET data NEWFRAT contains rankings for a 15 week period of a student group. These 15 matrices record weekly sociometric preference rankings from 17 men attending the University of Michigan in the fall of 1956; data from week 9 are missing. A "1" indicates first preference, a "2" the second etc. and no ties were allowed. Extract the data for the final week of the study. At this time it is hypothesized that there are three distinct groups.

Group 1 {1,13,8,17,2,4,6,9,14}

Group 2 {7,11,12}

Group 3 {3,5,10,15,16}

These groups have been described by Newcombe as: a top block that disdained the others; a middle block indifferent to the top block and a group of losers.

- i) Produce a visualization of the network which ignores the weaker links. Incorporate the groups described above in your visualization.
- ii) Find the most central actors in the network. How would you describe their roles with respect to the above groups? Incorporate one of your centrality results into your visualization
- iii) Arrange the actors in your visualization to reflect the descriptions about the relations between the groups given above. What additional information do you require to improve your analysis.
- iv) Now extract the data from the begining of the study (NEWC0) and describe how things have changed from the start to the last week. What do you think has happened and why?

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases an online Mitigating Circumstances Form must be completed and submitted. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 5.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignments are different in nature to exam questions. Similar topics may be covered but to answer the set assignments adequately you will have to cover those topics in a significantly different way. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and in particular during labs.
- Written formative and summative feedback will be given on your assessed coursework, available via TurnItIn/Grademark on the Blackboard System.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using



the print icon in the bottom left corner of the

feedback screen.

KNOW HOW

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result

in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:



<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

High First Class (75+) Such answers fully answer the question in a coherent manner and can be expected to show excellence with respect to the following criteria:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Knowledge of the relevant literature.

First Class (70-74) Such answers are highly competent and provide a near-full and well-structured answer to the question and can be expected to indicate some of the following qualities:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Good knowledge of the relevant literature.

Upper-second Class (60-69) Such answers are overall competent and provide a generally well-structured answer to the question and can be expected to indicate most of the following qualities:

- A reasonable-to-good understanding of the material
- Clarity of analysis, of argument and of expression
- At least selective knowledge of the relevant literature.

Lower-second Class (50-59) Such answers indicate some understanding of the issues and provide an adequate answer to the question. They can be expected to show most of the following features:

- A basic understanding of the material
- Clarity of analysis and argument, albeit limited in extent
- Some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49) Such answers indicate only a rudimentary understanding of the issues and offer only partial answers to the question. They can be expected to show the following features:

- Sparse coverage of the material with several key topics missing
- Unsupported assertions and little clear analysis or argument
- Important errors and inaccuracies.

First and Second Years: Compensatable Fail (30-39)

Such answers fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone and lack coherence. NB – it is not possible to get a compensated pass for compulsory course on your degree programme. There is also a limit to the number of compensated fails allowed in a single year. Please see your Programme Handbook for details.

First and Second Years: Uncompensatable Fail (0-29)

Such answers fail to demonstrate the ability to engage with the question.

Third years: Fail (0-39) Such answers, at the upper end, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject, while, at the lower end, they fail to demonstrate the ability to engage with the question at all.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20052: EDUCATION AND SOCIETY

Semester 2

Credits: 20

Convenor: Dr Nadim Mirshak

Contents

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5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer:	Nadim Mirshak
Room:	3.038 Arthur Lewis Building
Telephone:	Ext. 58987
Email:	nadim.mirshak@manchester.ac.uk
Office Hours:	1-2 on Mondays and 2-3 on Tuesdays
Tutors:	Andrea Lizama Loyola Edgar Klusener Cedomir Vuckovic
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Mondays 10:00-12:00 in Ellen Wilkinson Building C5.1
Tutorials:	Tutorials will start in week 1. Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis.
Feedback half-day:	Dedicated office hours for discussing assignment feedback will be announced later in the semester.
Assessed Coursework Submission:	To be submitted via Blackboard by 2pm on Thursday 21st March . See further details in section 2 below.
Examination Period:	13 th May – 7 th June 2019
Resit Examination Period:	19 th August – 30th August 2019

Assignments and Assessments

- One compulsory non-assessed essay plan in preparation for the assessed essay (5% penalty for non-submission)
- One assessed essay worth 50% of the total mark
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

2.A. Aims and outcomes

Course Aims

- To introduce students to sociological perspectives on education and schooling.
- To explore how experiences of schooling are affected by variables such as social class, gender, ethnicity, sexuality and (dis)-ability.
- To consider how formal schooling systems shape individual and collective identities and reflect, reinforce and challenge dominant societal values.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Learning Outcomes

On successful completion of this unit students will:

- (i) be able to distinguish between key sociological perspectives on educational inequalities and demonstrate how these may be applied to a range of contemporary educational concerns.
- (ii) have identified a range of topics of contemporary concern to educational sociologists and evaluate the validity of different approaches to those topics, drawing upon relevant theoretical perspectives and empirical evidence.
- (iii) be able to reflect on their own experiences of schooling in a theoretically-informed manner

2.B LECTURES AND READING LISTS

General Course Readings

This document contains a wide variety of recommended readings on the sociology of education and you should make as much use of these references as possible, whilst also making discoveries of your own. Please remember that lectures and tutorials are only the tip of the iceberg in terms of course content. Lectures will provide an overview of some of the main arguments and debates relating to a specific topic, whilst tutorials will allow you to explore some of these arguments in greater depth and to discuss them with your peers. However, the bulk of your study time on this unit will be spent on reading and private study. It is impossible to underestimate the

importance of reading as widely as possible: as a general rule, the more you read, the better you are likely to do on this (or any other) unit.

Some required readings (usually in the form of individual book chapters) will be made available electronically via the course Blackboard site, and many of the books listed below are available as e-books as well as in hard copy in the library. All other readings should be available from the University Library, and all journal articles listed in this document are available electronically via the Library.

There is no single 'set text' as such to cover the unit as a whole. However, the following general textbooks provide useful overviews of many key themes covered in this unit:

Gewirtz, Sharon and Cribb, Allan (2012) *Understanding Education: A Sociological Perspective*, Cambridge: Polity Press – particularly useful for the first half of the unit.

Coffey, Amanda (2001) *Education and Social Change*, Buckingham: Open University Press – some sections are a bit dated now, but by no means all.

Ball, Stephen (2004) (ed.) *The RoutledgeFalmer Reader in the Sociology of Education*, RoutledgeFalmer – includes some key articles in the field.

Ladson-Billings, Gloria and Gilborn, David (2004) (eds.) *The RoutledgeFalmer Reader in Multicultural Education*, London: RoutledgeFalmer.

Francis, Becky and Skelton, Christine (2002) (eds.) *Investigating Gender: Contemporary Perspectives in Education*, Open University Press – very useful for the second half of the unit.

Arnot, Madeleine and Mac An Ghaill, Mairtin (2006) (eds.) *The RoutledgeFalmer Reader in Gender and Education*, RoutledgeFalmer - particularly useful for the second half of the unit.

The following journal article also provides a very useful overview of key themes and issues within the sociology of education over (relatively) recent times:

Lauder, Hugh et al. (2009) 'Sociology of education: a critical history and prospects for the future', *Oxford Review of Education*, 35, 5, pp. 569-85.

Most broadsheet newspapers have very good coverage of contemporary educational issues; with extensive on-line archives (*The Guardian* is particularly good in this respect). It is also worth keeping an eye on the television and radio schedules, as most of the main channels and stations regularly broadcast documentaries about contemporary schooling, not to mention reality TV shows such as *Educating Yorkshire* and *Educating the East End*, for example. You are also encouraged to watch out for films, sitcoms and TV dramas based in schools: they can often provide useful illustrations of the themes we will be exploring in this unit.

Lectures and Reading List

Summary of lecture topics

This course is in three parts. The first examines the macrosociology of education, with a focus on answering the big question of 'what is education for?' We will explore some of the answers to these questions by focusing on some key theoretical perspectives on the role of schooling within society. The second part focuses on the microsociology of everyday school life, focusing on everyday interactions in school and how these impact upon students' personal identities. The third part, albeit shorter, focuses on critical pedagogy as a movement and a philosophy of education.

Lecture 1	28 January	Why should sociologists study education?
Lecture 2	4 February	Functionalist perspectives
Lecture 3	11 February	Cultural reproduction theory
Lecture 4	18 February	Employability and the knowledge economy: positional conflict theory
Lecture 5	25 February	Feminist perspectives
Lecture 6	4 March	Critical race theory
Lecture 7	11 March	Understanding everyday life in school
Lecture 8	18 March	Masculinities, femininities and schooling
Lecture 9	25 March	Critical Pedagogy to change the world?
Lecture 10	1 April	Conclusion and revision
	8 – 28 April	EASTER

PART 1: WHAT IS EDUCATION FOR?

Lecture 1: Why should sociologists study education?

This first lecture will provide an introduction to the unit before considering why sociologists should study the field of education. One of the major themes in the sociology of education is the relationship between schooling and society and in particular the role of schooling in either reinforcing or challenging social inequalities and differences in wider society. As part of this first lecture, we will explore evidence on inequalities in educational outcomes, before asking (i) whether educational inequalities matter, (ii) if so why, and (iii) what contribution sociologists might be able to make to these debates.

Additional readings

BENN, Melissa (2011) *School Wars: The Battle for Britain's Education*, London: Verso.

CHITTY, Clyde (2009) *Education Policy in Britain (second edition)*, Basingstoke: Palgrave Macmillan – chapter 2, 'The rise and fall of the post-war consensus'.

CRIBBS, Amy et al (2013) *Poor Grammar: Entry into Grammar Schools for Disadvantaged Pupils in England*, Report for the Sutton Trust.

COE, Robert et al (2008) *Evidence on the Effects of Selective Educational Systems*, Report for the Sutton Trust - this report includes a useful historical overview and summaries of existing studies of selective education.

JACKSON, B and MARSDEN, D (1962) *Education and the Working Class*, London: Penguin.

HARGREAVES, David (1967) *Social Relations in a Secondary School*, Manchester: Manchester University Press.

LACEY, C (1970) *Hightown Grammar: School as a Social System*, Manchester: Manchester University Press.

REAY, D. (2017) *Miseducation: Inequality, education and the working classes*, Bristol: Policy Press.

Lecture 2: 'A place for everyone and everyone in their place'? Functionalist perspectives on education

In this lecture we will consider functionalist views on the role of schooling within society, focusing in particular on Émile Durkheim's argument that the role of schooling is to prepare young people for adult life through the twin functions of *education for uniformity* and *education for diversity*. Durkheim accords the state a central role in the education of children, and in the second half of the lecture we will consider the relevance of functionalist arguments to contemporary educational practices. We will focus in particular on current debates concerning curriculum content and the promotion of 'core national values' as part of broader debates concerning nationalism and immigration in the UK and elsewhere.

Required reading: DURKHEIM, Emile (1956) 'Education: Its nature and its role', pp. 67-81, extract from Durkheim's classic *Education and Sociology*, London: Free Press – there is a link from Blackboard to an on-line version of this essay.

Additional reading

ANYON, Jean (1981) 'Social class and school knowledge', *Curriculum Inquiry*, 11, 1, 3-42 – a classic, ethnographically-based account of the transmission of differentiated forms of knowledge.

APPLE, Michael W. (2015) 'Understanding and Interrupting Hegemonic Projects in Education: Learning from Stuart Hall', *Discourse: Studies in the Cultural Politics of Education*, 36(2), pp. 171-184.

- ARONOWITZ, Stanley and GIROUX, H. (1985) *Education under Siege: The Conservative, Liberal and Radical Debate over Schooling*. South Hadley, MA: Bergin and Garvey.
- BOWLES, S. and GINTIS, H. (1976) *Schooling in Capitalist America*. New York: Basic books.
- COFFEY, Amanda (2001) *Education and Social Change*, Buckingham: Open University Press – Chapter 4, 'Educational knowledge(s) and the school curriculum'.
- DEMAINE, Jack (1981) *Contemporary Theories in the Sociology of Education*, Macmillan - chapter 1: pp14-19 on Durkheim, pp19-29 on Parsons.
- GIROUX, Henry (2001) *Theory and Resistance in Education: Towards a Pedagogy for the Opposition*. Westport: Greenwood Press.
- JAFFE-WALTER, R (2016) *Coercive Concern: Nationalism, Liberalism and the Schooling of Muslim Youth*, Stanford: Stanford University Press.
- KHAN, Shamus (2012) *Privilege: The Making of an Adolescent Elite at St. Paul's School*, Princeton: Princeton University Press – chapter 5, 'Learning Beowulf and Jaws'.
- LAW, Wing-Wah (2014) 'Understanding China's curriculum reform for the 21st century', *Journal of Curriculum Studies*, 46:3, 332-60.
- MEIGHAN, Roland (1986) *A Sociology of Educating*, London: Cassell - chapter 19.
- MESHULAM, Assaf and APPLE, Michael (2014) 'Interrupting the interruption: neoliberalism and the challenges of an antiracist school', *British Journal of Sociology of Education*, 35, 5, 650-669.
- MOORE, Rob (2004) *Education and Society*, Chapter 5: 'The structure of pedagogic discourse', in particular pages 121-33 on Durkheim's views of education.
- PARSONS, Talcott (1961) 'The school class as a social system', in A H Halsey et al (eds.) *Education, Economy and Society: A Reader in the Sociology of Education*, New York: Free Press and in B. Cosin and Hales, M (1983, eds) *Education, Policy and Society; Theoretical Perspectives*.
- SAVAGE, G. and O'CONNOR, K. (2015) 'National agendas in global times: curriculum reforms in Australia and the USA since the 1980s', *Journal of Education Policy*, 30, 5, 609-30.
- SIAN, Katie (2015) 'Spies, surveillance and stakeouts: monitoring Muslim moves in British state schools', *Race, Ethnicity and Education*, 18, 2, 183- 201.
- TOMLINSON, Sally (2015) 'Fundamental British values', chapter 2 of Alexander et al (2015) (Eds.) *The Runnymede School Report 2015: Race, Education and Inequality in Contemporary Britain*: www.runnymedetrust.org/uploads/The%20School%20Report.pdf
- TORMEY, Roland (2006) 'The construction of national identity through primary school history: the Irish case', *British Journal of Sociology of Education*, 27, 3, 311-324.
- WHITTY, Geoff (1985) *Sociology and School Knowledge: Curriculum Theory, Research and Politics*, London: Methuen. 370.193 W79 - chapter 1, 'Sociological approaches to the school curriculum'.
- WHITTY, Geoff (2012) 'A life with the sociology of education', *British Journal of Educational Studies*, 60:1, 65-75.

Lecture 3: 'Social gifts' or 'natural gifts'? Bourdieu and cultural reproduction theory

Cultural reproduction theory is concerned with the role of schooling in legitimating the dominant cultural forms within society, with a particular emphasis on the way in which pupils' *habitus* and their differential access to *cultural and social capital* affect educational outcomes and life chances. This lecture considers the work of Pierre Bourdieu, whose work exerts a strong influence on the sociology of education. We will explore the strengths and weaknesses of his approach through examining some recent research examples, including Shamus Khan's ethnographic study of pupils attending an elite fee-paying school in the United States.

Required reading: BOURDIEU, Pierre (1976) 'The school as a conservative force: scholastic and cultural inequalities', in R Dale et al (eds.) *Schooling and Capitalism: A Sociological Reader* - chapter 12, and in Eggleston, J (ed.) *Contemporary Research in the Sociology of Education* - there is a link from Blackboard to an online version of this essay.

Additional reading

- BALL, Stephen (2003) *Class Strategies and the Education Market: The Middle Classes and Social Advantage*, London: RoutledgeFalmer – especially chapter 5, 'Social capital, social class and choice'.
- BOLLIVER, Vikki (2013) 'How fair is access to more prestigious UK universities?' *British Journal of Sociology*, 64, 2, 344-64.
- BOURDIEU, Pierre (1967) 'Systems of education and systems of thought', *International Social Science Journal*, 19, 3, 338-52. Also in Dale et al. (eds.) *Schooling and Capitalism: A Sociological Reader* - chapter 21 and in Young, M (ed.) *Knowledge and Control: New Directions for the Sociology of Education*, chapter 7.
- BOURDIEU, Pierre (1986) 'The forms of capital', in J. Richardson (ed) *Handbook of Theory and Research for the Sociology of Education*; also included in Halsey et al (1997) *Education: Culture, Economy, Society*, Oxford: Oxford University Press, chapter 2.
- POWER, Sally (2001) 'Missing: a sociology of educating the middle class', in J. Demaine (ed) *Sociology of Education Today*, Palgrave.
- LAREAU, Annette (1987) 'Social class differences in family-school relationships: the importance of cultural capital', *Sociology of Education*, 60, 2, 73-85.
- REAY, Diane (2004) 'Education and Cultural Capital: The Implications of Changing Trends in Education Policies', *Cultural Trends*, 13(50): 73-86.
- SULLIVAN, Alice (2002) 'Bourdieu and education: how useful is Bourdieu's theory for researchers?' *Netherlands Journal of Social Sciences*, 38. pp. 144-166 (a google search for this article throws up a pdf of this paper).

Readings focused on students in fee-paying schools

- DAVEY, Gayna (2012) 'Using Bourdieu's concept of doxa to illuminate classed practices in an English fee-paying school', *British Journal of Sociology of Education*, 33:4, 507-525.

- DAVEY, Gayna (2009) 'Using Bourdieu's concept of habitus to explore narratives of transition', *European Educational Research Journal*, 8, 2, 276-84.
- FORBES, JOAN and LINGARD, Bob (2015) 'Assured optimism in a Scottish girls' school: habitus and the (re)production of global privilege', *British Journal of Sociology of Education*, 36, 1, 116-36.
- KHAN, Shamus (2012) *Privilege: The Making of an Adolescent Elite at St. Paul's School*, Princeton: Princeton University Press (see chapters 1-3 in particular).

Readings focusing on the intersection of class and ethnicity

- ARCHER, Louise et al (2007) 'Class, gender, (hetero)sexuality and schooling: paradoxes within working class girls' engagement with education and post-16 aspirations', *British Journal of Sociology of Education*, 28, 2, 165-180
- ARCHER, Louise (2011) 'Constructing minority ethnic middle-class identity: an exploratory study with parents, pupils and young professionals', *Sociology*, 45, 1, 134-51
- ARCHER, Louise (2008) 'The impossibility of minority ethnic educational 'success'? An examination of the discourses of teachers and pupils in British secondary schools', *European Educational Research Journal*, 7, 1, 89-107.
- BHOPAL, Kalwant (2016) 'British Asian women and the costs of higher education in England', *British Journal of Sociology of Education*, 37, 4, 501-19.
- BYRNE, Bridget (2009) 'Not just class: towards and understanding of the whiteness of middle class schooling choice', *Ethnic and Racial Studies*, 32(3), 424-441.
- GILBORN, D., ROLLOCK, N., VINCENT, C. (2012) 'You got a pass, so what more do you want? Race, class and gender intersections in the educational experiences of the Black middle class', *Race, Ethnicity and Education*, 15(1), pp. 121-139.
- GILBORN, David (2009) 'Education: the numbers game and the construction of white racial victimhood', chapter 2 of *Who Cares about the White Working Class*, Runnymede Trust
<http://www.runnymedetrust.org/uploads/publications/pdfs/WhoCaresAboutTheWhiteWorkingClass-2009.pdf>
- HOUSE OF COMMONS EDUCATION COMMITTEE (2014) *Underachievement in Education by White Working Class Children*, HC142, London: The Stationery Office. Full report here:
<http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news/white-working-class-report/>
- INGRAM, Nicola (2011) 'Within and beyond the gate: the complexities of being educationally successful and working class', *Sociology*, 45, 2, 287-302.
- REAY, Diane (2009) 'Making sense of white working class educational underachievement', chapter 3 of *Who Cares about the White Working Class*, Runnymede Trust:
<http://www.runnymedetrust.org/uploads/publications/pdfs/WhoCaresAboutTheWhiteWorkingClass-2009.pdf>
- REAY, Diane. CROZIER, Gill and CLAYTON, J. (2010) 'Fitting in' or 'standing out': working class students in UK higher education' *British Educational Research Journal*, 36:1,107-124.

- ROBERTS, Steven (2012): "I just got on with it": the educational experiences of ordinary, yet overlooked, boys', *British Journal of Sociology of Education*, 33:2, 203-221.
- SHAH, Bindi, DWYER, Claire and MODOOD, Tariq (2010) 'Explaining educational achievement and career aspirations among young British Pakistanis', *Sociology*, 44, 6, 1109-1127.
- VINCENT, Carol et al (2012) 'Being strategic, being watchful, being determined: Black middle-class parents and schooling', *British Journal of Sociology of Education*, 33:3, 337-354.
- WEIS, Lois, Cipollone, K and Jenkins, Heather (2014) *Class Warfare: Class, Race and College Admissions in Top-Tier Secondary Schools*, Chicago: University of Chicago Press.

Lecture 4: What's the point of a degree? Employability and the knowledge economy

This session starts by exploring two contrasting approaches to considering the link between education and the economy: human capital theory and positional conflict theory. We explore these two approaches by focusing on the role attributed to higher education in driving forward economic growth. We will also explore recent global policies on increased participation within higher education, including through its internationalisation, before considering the consequences of these policies for graduate employability in the context of the so-called 'knowledge economy'.

Required reading: BROWN, Phil et al. (2003) 'Employability in a knowledge-driven economy', *Journal of Education and Work*, 16, 2, 107-126.

Additional reading

- BHOPAL, Kalwant (2016) 'British Asian women and the costs of higher education in England', *British Journal of Sociology of Education*, 37, 4, 501-519.
- BROOKS, Rachel and WATERS, Johanna (2011) *Student Mobilities, Migration and the Internationalization of Higher Education*. Basingstoke: Palgrave Macmillan (available as an ebook via the library)
- BROOKS, Rachel, WATERS, Johanna and PIMLOTT-WILSON, Hannah (2015) 'International education and the employability of UK students', *British Educational Research Journal*, 38, 2, 281-98.
- BROWN, Phil (1995) 'Cultural capital and social exclusion: some observations on recent trends in education, employment and the labour market', *Work, Employment and Society*, 9, 1, 29-51, and reproduced in HALSEY et al (1997) *Education: Culture, Economy, Society*, Oxford University Press, chapter 48.
- BROWN, Phil and HESKETH, Anthony (2004) *The Mismanagement of Talent: Employability and Jobs in the Knowledge Economy*, Buckingham: Open University Press.
- BROWN, Phillip, POWER, Sally, THOLEN, Gerbrand and ALLOUCH, Annabelle (2016), 'Credentials, talent and cultural capital: a comparative study of educational elites in England and France', *British Journal of Sociology of Education*, 37, 2, 191-211.

- CHITTY, Clyde (2009) *Education Policy in Britain*, Basingstoke: Palgrave Macmillan – chapter 9, 'Higher education'.
- HEATH, Sue (2007) 'Widening the gap: pre-university gap years and the 'economy of experience'', *British Journal of Sociology of Education*, 28, 1, 89-103
- KARIYA, Takehiko (2011) 'Credential inflation and employment in 'universal' higher education: enrolment, expansion and (in) equity via privatisation in Japan', *Journal of Education and Work*, 24:1-2, 69-94
- KIM, Jongyoung (2016) 'Global cultural capital and global positional competition: international graduate students' transnational occupational trajectories', *British Journal of Sociology of Education*, 37, 1, 30-50.
- LI, Zhen (2013) 'A critical account of employability construction through the eyes of Chinese postgraduate students in the UK', *Journal of Education and Work*, 26, 5, 473-93.
- MOK, Ka Ho (2016) 'Massification of higher education, graduate employment and social mobility in the Greater China region', *British Journal of Sociology of Education*, 37, 1, 51-71.
- MOREAU, Marie-Pierre and LEATHWOOD, Carole (2006), 'Graduates' employment and the discourse of employability: a critical analysis', *Journal of Education and Work*, 19, 4, 305-324.
- MORLEY, Louise (2007) 'The X factor: employability, elitism and equity in graduate recruitment', *Twenty-First Century Society: Journal of the Academy of Social Sciences*, 2, 2, 191-207.
- SHENG, Xiaoming (2017) 'Cultural capital, family background and education: choosing university subjects in China', *British Journal of Sociology of Education*, 38, 5, 721-737.
- THOLEN, G. (2015) 'What can research into graduate employability tell us about agency and structure?' *British Journal of Sociology of Education*, 36, 5, 766-84.
- THOLEN, G (2017) 'Symbolic closure: towards a renewed sociological perspective on the relationship between higher education, credentials and the graduate labour market', *Sociology*, 51, 5, 1067-1083.
- THOLEN, G., RELLY, S, WARHURST, C, and COMMANDER, J. (2016) 'Higher education, graduate skills and the skills of graduates: the case of graduates as residential sales estate agents', *British Educational Research Journal* 42, 3, 508-523.
- TOMLINSON, Michael (2008) 'The degree is not enough': students' perceptions of the role of higher education credentials for graduate work and employability', *British Journal of Sociology of Education*, 29, 1, 49-61.
- TOMLINSON, Sally (2005) *Education in a Post-Welfare Society*, Buckingham: Open University Press - chapter 10, 'Education and the economy'.
- WANG, Qi & LOWE, John (2011) 'Young people's management of the transition from education to employment in the knowledge-based sector in Shanghai', *Journal of Education and Work*, 24:1-2, 119-140.
- WATERS, J and BROOKS, R (2010) 'Accidental achievers? International higher education, class reproduction and privilege in the experiences of UK students overseas', *British Journal of Sociology of Education*, 31, 2, 217-228.
- XIANG, Biao and SHEN, Wei (2009) 'International student migration and social stratification in China', *International Journal of Educational Development*, 29, 5, 513-22.

The Paired Peers project: website of a major three year study following a cohort of students drawn from two universities in the same English city, the University of Bristol (UoB) and the University of the West of England (UWE), with lots of useful resources for essays: <http://www.bristol.ac.uk/spais/research/paired-peers/>

The Futuretrack project: the website of another major study following a cohort of UK university students, again with lots of useful resources for essays: <http://www2.warwick.ac.uk/fac/soc/ier/futuretrack/>

Lecture 5: 'What about the girls?' Feminist perspectives on education

This session will explore feminist critiques of schooling. Historically, education has had a very specific role in preparing girls and boys for highly gendered post-school pathways. More recently, girls have been achieving highly, whilst boys have fallen behind. Indeed, the discourse of 'post-feminism' has suggested that girls can now be who they want to be and do what they want to do: the so-called 'can do' generation. We will interrogate these claims from a feminist perspective and in particular will consider current debates about the pressures to succeed which are experienced by contemporary young women, at the same time that certain groups of both boys and girls are struggling to achieve academically.

Required reading: ARNOT, Madeleine and MAC AN GHAILL, Mairtin (2006) '(Re) contextualising gender studies in education: schooling in late modernity', chapter 1, *The RoutledgeFalmer Reader in Gender and Education*, RoutledgeFalmer.

Additional readings

APOLA, S., GONICK, M and HARRIS, A. (2004) *Young Femininity: Girlhood, Power and Social Change*. London: Palgrave – chapter 4, 'Education, work and self-making'.

ALLAN, Alexandra and CHARLES, Claire (2014) 'Cosmo girls: configurations of class and femininity in elite educational settings', *British Journal of Sociology of Education*, 35, 3, 333-352.

DILLABOUGH, Jo-Anne (2002) 'Gender theory and research in education: modernist traditions and emerging contemporary themes', ch1, in Becky FRANCIS and Christine SKELTON (2002) (eds.) *Investigating Gender: Contemporary Perspectives in Education*, Open University Press (376/F13, also reproduced in Madeleine ARNOT and Mairtin MAC AN GHAILL (2006) (eds.) *The RoutledgeFalmer Reader in Gender and Education*, RoutledgeFalmer.

FRANCIS, Becky (2006) 'Heroes or zeroes? The discursive positioning of 'underachieving boys' in English neo-liberal education policy', *Journal of Education Policy*, 21, 2, 187-200.

FRANCIS, Becky (2010) 'Girls' achievement: contesting the positioning of girls as the relational 'achievers' to 'boys' underachievement', chapter 1 of Carolyn JACKSON (ed.) *Girls in Education 3-16; Continuing Concerns, New Agendas*, Buckingham: Open University Press.

- FRANCIS, Becky and PAECHTER, Carrie (2015) 'The problem of gender categorisation: addressing dilemmas past and present in gender and education research', *Gender and Education*, 27:7, 776-790.
- JONES, Alison (1993) 'Becoming a 'girl': Post-structuralist suggestions for educational research', *Gender and Education* 5: 157-66 – an early statement of the post-structuralist feminist position as applied to schooling.
- MACDONALD, Madeleine (1980) 'Socio-cultural reproduction and women's education', in Rosemary DEEM (ed.) *Schooling for Women's Work*, London: Routledge and Kegan Paul – a classic socialist feminist essay on schooling.
- McDOWELL, Linda (2012) 'Post-crisis, post-Ford and post-gender? Youth identities in an era of austerity', *Journal of Youth Studies*, 15:5, 573-590.
- McDOWELL, Linda (2014) 'The sexual contract, youth, masculinity and the uncertain promise of waged work in austerity Britain', *Australian Feminist Studies*, 29:79, 31-49.
- McROBBIE, Angela (2009) *The Aftermath of Feminism: Gender, Culture and Social Change*, London: Sage - chapter 3, 'Top girls? Young women and the new sexual contract.
- NAYAK, Anoop and KEHILY, Mary Jane (2008) *Gender, Youth and Culture: Young Masculinities and Femininities*, Palgrave – chapter 4, 'Gender relations in late modernity: young femininities and the new girl order'.
- POMERANTZ, Shauna (2008) *Girls, Style and School Identities: Dressing the Part*, Basingstoke: Palgrave Macmillan
- POMERANTZ, Shauna and RABY, Rebecca (2011) "Oh, she's so smart": girls' complex engagements with post/feminist narratives of academic success', *Gender and Education*, 23:5, 549-564.
- RINGROSE, Jessica (2007) 'Successful girls? Complicating post-feminist, neoliberal discourses of educational achievement and gender equality', *Gender and Education* 19: 471-89.
- RINGROSE, Jessica (2011) *Postfeminist Education? Girls and the Sexual Politics of Schooling*, London: Routledge.
- WALKERDINE, Valerie (2003) 'Reclassifying Upward Mobility: Femininity and the neo-liberal subject', *Gender and Education*, 15:3, 237-248.
- WEINER, Gaby (1994) *Feminisms in Education: An Introduction*, Open University Press.

Lecture 6: Young, gifted and black: critical race theory and education

In this session we will consider the ways in which pupils' experiences of schooling are shaped by their ethnic identities, and how schools and education systems respond in different ways to issues of race and multiculturalism. In particular, we will explore the current influence of critical race theory within the sociology of education, including its emphasis on the experience of racism and whiteness. As case studies, we will consider the issue of school exclusions and achievement in higher education, and explore critiques of CRT which place greater emphasis on class as a determinant of inequality and also foreground the issue of 'white racism'.

Required reading: LADSON-BILLINGS, Gloria (1998) 'Just what is critical race theory and what's it doing in a nice field like education?' *International Journal of Qualitative Studies in Education*, 11, 1, 7-24.

Additional readings:

- ALEXANDER, Claire and ARDAY, Jason (2015) *Aiming Higher: Racism, Inequality and Diversity in the Academy*, London: Runnymede Trust - www.runnymedetrust.org/uploads/Aiming%20Higher.pdf
- ALEXANDER, Claire et al (2015) *The Runnymede School Report 2015: Race, Education and Inequality in Contemporary Britain*, London: Runnymede Trust - www.runnymedetrust.org/uploads/The%20School%20Report.pdf
- ARCHER, Louise (2008) 'The impossibility of minority ethnic educational 'success'? An examination of the discourses of teachers and pupils in British secondary schools', *European Educational Research Journal*, 7, 1, 89-107.
- BHOPAL, Kalwant (2004) 'Gypsy Travellers and education: changing needs and changing perceptions', *British Journal of Educational Studies* 52, 1: 47-64.
- BHOPAL, Kalwant (2011) "What about us?" Gypsies, Travellers and 'White racism' in secondary schools in England', *International Studies in Sociology of Education*, 21:4, 315-329
- BOLIVER, Vikki (2013) 'How fair is access to more prestigious UK universities?' *British Journal of Sociology*, 64, 2, 344-64.
- BOLIVER, Vikki (2016) 'Exploring ethnic inequalities in admission to Russell Group universities', *Sociology*, 50, 2, 247-66.
- CHADDERTON, C (2013) 'Towards a research framework for race in education: critical race theory and Judith Butler', *International Journal of Qualitative Studies in Education*, 26.1, 39-55.
- COLE, M. (2009) 'Critical Race Theory comes to the UK: a Marxist critique', *Ethnicities* 9, 2, 246-69.
- COLE, M. (2009) 'The color-line and the class struggle: a Marxist response to Critical Race Theory in education as it arrives in the UK' *Power and Education* 1 (1), 111-24.
- COLE, M. (2012) 'Critical Race Theory in education, Marxism and abstract racial domination', *British Journal of Sociology of Education* 33, 2, 167-83.
- GAIZELEY, L and DUNNE, Mairead (2013) 'Initial Teacher Education programmes: providing a space to address the disproportionate exclusion of black pupils from schools in England?', *Journal of Education for Teaching*, 39, 5, 492-508.
- GEWIRTZ, Sharon and CRIBB, Alan (2009) *Understanding Education: A Sociological Perspective*, Polity – chapter 6, 'Identity'
- GILLBORN, David (2008) *Racism and Education: Coincidence or Conspiracy?* London: Routledge – Chapter 2 focuses on an introduction to CRT.
- GILLBORN, David, ROLLOCK, Nicola, VINCENT, Carol and BALL, Stephen (2012), "You got a pass, so what more do you want?" Race, class and gender intersections in the educational experiences of the Black middle class', *Race, Ethnicity and Education*, 15, 1, 121-39.
- HAYNES, Jo et al (2006) 'The barriers to achievement for White/Black Caribbean pupils in English schools', *British Journal of Sociology of Education*, 27, 5, 89-103.
- JORDAN, E (2001) 'Exclusion of travellers in state schools', *Educational Research*, 43, 2, 117-132.
- LADSON-BILLINGS, Gloria and GILBORN, David (2004) *The RoutledgeFalmer Reader in Multicultural Education*, London: RoutledgeFalmer.

- LLOYD, Gwynedd and NORRIS, Claire (1998) 'From difference to deviance: the exclusion of gypsy-traveller children from school in Scotland', *International Journal of Inclusive Education*, 2, 4. 359-69.
- MIRZA, Heidi (1992) *Young, Female and Black*, London: Routledge.
- NAYAK, Anoop (2001) "Ice white and ordinary": new perspectives on ethnicity, gender and youth cultural identities', chapter 10 of Francis and Skelton (eds.) *Investigating Gender: Contemporary Perspectives in Education*, Open University Press.
- PHOENIX, Ann (2001) 'Racialisation and gendering in the (re)production of educational inequalities', chapter 9 of Francis and Skelton (eds.) *Investigating Gender: Contemporary Perspectives in Education*, Open University Press.
- REAY, D., CROZIER, G. and JAMES, D. (2011) 'A Darker Shade of Pale: Whiteness as Integral to Middle Class Identity, chapter 6 of *White Middle Class Identities and Urban Schooling*, Basingstoke: Palgrave.
- ROLLOCK, N. and GILLBORN, D. (2011) 'A Primer on Critical Race Theory (CRT)', British Educational Research Association online resource – a 4 page introduction to CRT. Available online at: <http://www.bera.ac.uk/researchers-resources/publications/critical-race-theory-crt>
- ROLLOCK, Nicola (2012) 'The invisibility of race: intersectional reflections on the liminal space of alterity, *Race, Ethnicity and Education*, 15, 1, 65-84.
- SEWELL, Tony (1997) *Black Masculinities and Schooling: How Black Boys Survive Modern Schooling*, Trentham Books.
- TAYLOR, Edward, GILLBORN, David and LADSON-BILLINGS, Gloria (eds) (2015) *Foundations of Critical Race Theory in Education, Second edition*. New York: Routledge.
- TOMLINSON, Sally (2005) *Education in a Post-Welfare Society*, Buckingham: Open University Press - chapter 9, 'Equity issues: race and gender', pages 182-193.
- TOMLINSON, Sally (2005) *Race and Education: Policy and Politics in Britain*, Open University Press.

PART 2: THE MICRO-SOCIOLOGY OF EVERYDAY LIFE IN SCHOOL

Lecture 7: Understanding everyday life in school: the official school, the informal school and the physical school

In the remaining lectures we shift our focus to consider everyday life in school and its relationship to identity. Gordon et al. (2000) argue that schooling is experienced at three distinct levels: the official school, which sets out the parameters of how schools should operate in principle; the informal school, made up of shifting relationships and practices outside of the official school; and the physical school, constituting the spatial parameters within which schooling is experienced. This lecture will introduce these three levels, highlighting how 'identity work' is conducted and performed in each of these different spheres.

Required reading: COFFEY, Amanda (2001) *Education and Social Change*, Open University Press – chapter 5 'Identities and biographies'.

Additional reading

- ALLEN, Louisa (2012) 'Behind the bike sheds: sexual geographies of schooling', *British Journal of Sociology of Education*, 34, 1, 56-75.
- BISSELL, Janice (2004) 'Teachers construction of space and place: the method in the madness', in *FORUM: For Promoting 3-19 Comprehensive Education*, 46, 1: special issue on 'Space and Schools': http://www.worlds.co.uk/forum/content/pdfs/46/issue46_1.asp
- DIXON, Annabelle (2004) 'Space, schools and the younger child', in *FORUM: For Promoting 3-19 Comprehensive Education*, 46, 1: special issue on 'Space and Schools': http://www.worlds.co.uk/forum/content/pdfs/46/issue46_1.asp
- GEWIRTZ, Sharon and CRIBB, Alan (2012) *Understanding Education: A Sociological Perspective*, Polity – chapter 6, 'Identity'.
- GORDON, Tuula (2000) *Making Spaces: Citizenship and Difference in Schools*, Basingstoke: Palgrave - Introduction introduces the concepts of the official, informal and physical school, and these are then elaborated in separate chapters in part 2 of the book (chapters 5-8).
- GORDON, Tuula and LAHELMA, Elina (1996) 'School is like an ant's nest': spatiality and embodiment in schools, *Gender and Education*, 8, 3, 301-310.
- HAYWOOD, Chris and MAC AN GHAILL, Mairtin (1997) 'Materialism and deconstructivism: education and the epistemology of identity', *Cambridge Journal of Education*, 27, 2, 261-272.
- JAMES, Allison et al. (1998) *Theorising Childhood*, Polity Press – chapter 3, 'Childhood in social space'.
- LERINGER, R and CARDELLINI, P. (2011) 'Schools for the 21st century: school design and educational transformation', *British Educational Research Journal*, 37, 6, 915-934.
- McGREGOR, Jane (2004) 'Space, power and the classroom', in *FORUM: For Promoting 3-19 Comprehensive Education*, 46, 1: special issue on 'Space and Schools': http://www.worlds.co.uk/forum/content/pdfs/46/issue46_1.asp
- McGREGOR, Jane (2004) 'Spatiality and the place of the material in schools', *Pedagogy, Culture and Society*, 12, 3, 347-72.
- PAECHTER, Carrie (2004) 'Power relations and staffroom spaces', in *FORUM: For Promoting 3-19 Comprehensive Education*, 46, 1: special issue on 'Space and Schools': http://www.worlds.co.uk/forum/content/pdfs/46/issue46_1.asp
- SHILLING, Chris (1991) 'Social space, gender inequalities and educational differentiation', *British Journal of Sociology of Education*, 12, 1, 23-44.

Lecture 8: Masculinities, femininities and schooling

In the last twenty years there has been an explosion of writing on schooling and masculinity: the ways in which boys' experiences of schooling shape their masculine identity and how they learn 'to be a man'. Much of this work has been influenced by the writings of Raewyn Connell and her pioneering work on hegemonic masculinity and how masculinities are negotiated and constructed in relation to forms of femininity. The first part of the lecture will explore some of this earlier work and its utilisation of Connell's approach. In recent years, though, her approach has been widely critiqued for falling back on binary divides, and the second part of the lecture will explore this critique and some of the newer work in this field.

Required reading:

PAECHTER, Carrie (2012) 'Bodies, identities and performances: reconfiguring the language of gender and schooling', *Gender and Education*, 24, 2, 229-241.

Additional reading

- CLARKE, Sylvia and PAECHTER, Carrie (2007) 'Why can't girls play football? Gender dynamics and the playground', *Sport, Education and Society*, 12, 3, 261-276.
- CONNELL, R (1995) *Masculinities*, Cambridge: Polity Press – chapter 3, 'The social organisation of masculinity'.
- CONNELL, Raewyn and MESSERSCHMIDT, James (2005) 'Hegemonic masculinity: rethinking the concept', *Gender and Society*, 19, 6, 829-59.
- CURRIE, Dawn et al (2007) 'The power to squash people': understanding girls' relational aggression', *British Journal of Sociology of Education*, 28, 1, 23-37.
- FRANCIS, Becky (2010): Re/theorising gender: female masculinity and male femininity in the classroom?, *Gender and Education*, 22, 5, 477-490 .
- HAYWOOD, Chris and MAC AN GHAILL, Mairtin (2012) 'What's next for masculinity? Reflexive directions for theory and research on masculinity and education', *Gender & Education*, 24, 6, 577-592.
- HAYWOOD, Chris and MAC AN GHAILL, M (2013) *Education and Masculinities: Social, Cultural and Global Transformation*, London: Routledge.
- JEANES, Ruth (2011) 'I'm into high heels and make up but I still love football': exploring gender identity and football participation with preadolescent girls, *Soccer and Society*, 12, 3, 402-420.
- KEHILY, Mary (2002) 'Issues of gender and sexuality in schools', Ch. 8 in Becky FRANCIS and Christine SKELTON (2002) (eds.) *Investigating Gender: Contemporary Perspectives in Education*, Open University Press.
- MAC AN GHAILL, Mairtin (1994) *The Making of Men: Masculinities, Sexuality and Schooling*, Buckingham: Open University Press.
- McCORMACK, Mark (2014) 'The intersection of youth masculinities, decreasing homophobia and class: an ethnography', *British Journal of Sociology*, 65, 1, 130-49.
- PASCOE, C J (2012) *Dude, You're a Fag: Masculinity and Sexuality in High School*, University of California.
- PASCOE, C J (2005) "'Dude, you're a fag'": adolescent masculinity and the fag discourse', *Sexualities*, 8, 3, 329-46.
- REAY, Diane (2002) 'The paradox of contemporary femininities in education: combining fluidity with fixity', chapter 11 of Francis and Skelton (eds.) *Investigating Gender: Contemporary Perspectives in Education*, Open University Press.
- REAY, Diane (2001): 'Spice Girls', 'Nice Girls', 'Girlies', and 'Tomboys': Gender discourses, girls' cultures and femininities in the primary classroom, *Gender and Education*, 13, 2, 153-166.
- RENOLD, Emma & ALLAN, Alexandra (2006) 'Bright and beautiful: high achieving girls, ambivalent femininities, and the feminization of success in the primary school', *Discourse: Studies in the Cultural Politics of Education*, 27:4, 457-473.

- SKELTON, Christine (2002) 'Typical boys? Theorizing masculinity in educational settings', chapter 11 of Francis and Skelton (eds.) *Investigating Gender: Contemporary Perspectives in Education*, Open University Press.
- SWAIN, J (2006) 'Reflections on patterns of masculinity in school settings', *Men and Masculinities*, 8, 3, 331-49.
- WARD, M. (2014) "'I'm a Geek I am": academic achievement and the performance of a studious working-class masculinity', *Gender and Education*, 26, 7, 709-725.
- WARD, M. (2015) *From Labouring to Learning: Working class masculinities, education and deindustrialization*, Basingstoke: Palgrave Macmillan.
- WHELAN, J (2011) *Boys and their Schooling: The Experience of Becoming Someone Else*, New York: Routledge – chapter 8, 'The student body'.

PART 3: Critical Pedagogy and Conclusions

Lecture 9: Critical pedagogy to change the world?

At the start of the module we explored why sociologists studied education, and particularly, how education and society are intertwined whereby education can serve to reinforce and challenge social inequalities and oppression. The focus of the module so far has been on the former issue (reinforcing social inequalities). In this lecture, and through introducing the works of Antonio Gramsci, Paulo Freire and other critical pedagogues, we consider the other side of education: resisting and challenging inequalities and oppression. Critical pedagogy is an educational movement that views education as being an inherently political act where issues surrounding justice, democracy, emancipation and activism are considered to not be separate from the acts of teaching and learning.

Required reading:

MAYO, Peter (2015) 'Antonio Gramsci's Impact on Critical Pedagogy', *Critical Sociology*, 41, 7-8, pp. 1121-1136.

Additional reading:

- ALLMAN, P (2002). 'Antonio Gramsci's Contributions to Radical Adult Education', in C. Borg, J. Buttigieg, and P. Mayo (eds.) *Gramsci and Education*. Lanham: Rowman and Littlefield Publishers, pp. 201-218.
- ALLMAN, P (2001) *Critical Education against Global Capitalism: Karl Marx and Revolutionary Critical Education*, London: Bergin and Garvey.
- APPLE, MW (1995) *Education and Power*, London: Routledge.
- APPLE, MW (2015) 'Understanding and Interrupting Hegemonic Projects in Education: Learning from Stuart Hall', *Discourse: Studies in the Cultural Politics of Education*, 36, 2, pp. 171-184.
- ARONOWITZ, S and GIROUX, H (1985) *Education under Siege: The Conservative, Liberal and Radical Debate over Schooling*, South Hadley, MA: Bergin and Garvey.

- BORG, C, BUTTIGIEG, J and MAYO, P (eds.) (2002) *Gramsci and Education*, Lanham: Rowman and Littlefield Publishers.
- CRICK, B and HEATER, D (eds) (1977) *Essays on Political Education*, The Falmer Press.
- FAIRBROTHER, G (2008) 'Rethinking Hegemony and Resistance to Political Education in Mainland China and Hong Kong', *Comparative Education Review*, 52, 3, pp. 381-412.
- FORGACS, D (ed) (1988) *The Antonio Gramsci Reader: Selected Writings 1916-1935*, London: Lawrence and Wishart.
- FREIRE, P (1972) *Cultural Action for Freedom*, Middlesex: Penguin.
- FREIRE, P (1996) *Pedagogy of the Oppressed*, London: Penguin.
- FREIRE, P (2005) *Education for Critical Consciousness*, London: Continuum.
- GIROUX, H (1981) *Ideology, Culture and the Process of Schooling*, Philadelphia: Temple University Press.
- GIROUX, H (2001) *Theory and Resistance in Education: Towards A Pedagogy for the Opposition*, Westport: Greenwood Press.
- GRAMSCI, A (1971) *Selections from the Prison Notebooks*, London: Lawrence and Wishart.
- HARBER, C (1991) 'International Contexts for Political Education', *Educational Review*, 43, 3, pp. 245-255.
- hooks, B (1994) *Teaching to Transgress: Education as the Practice of Freedom*, London: Routledge.
- KUMAR, R (ed) (2015) *Neoliberalism, Critical Pedagogy and Education*, London: Routledge.
- KUPFER, A (2015) *Power and Education: Contexts of Oppression and Opportunity*, Basingstoke: Palgrave Macmillan.
- LUKE, C AND GORE, J (1992) *Feminisms and Critical Pedagogy*, New York: Routledge.
- MAYO, P (1999) *Gramsci, Freire and Adult Education: Possibilities for Transformative Education*, London: Zed Books.
- MAYO, P (ed) (2010) *Gramsci and Educational Thought*, Chichester: Wiley-Blackwell.
- MAYO, P (2013) *Echoes from Freire for a critically engaged pedagogy*, New York: Bloomsbury.
- MAYO, P (2014) 'Gramsci and the Politics of Education', *Capital and Class*, 38, 2, pp. 385-398,
- MAYO, P (2015) 'Gramsci, Education and Power' in: A KUPFER (ed.) *Power and Education: Contexts of Oppression and Opportunity*, Basingstoke: Palgrave Macmillan, pp. 41-57.
- MAYO, P (2015) *Hegemony and Education under Neoliberalism: Insights from Gramsci*, London: Routledge.
- MORROW, RA and TORRES, CA (2002) *Reading Freire and Habermas: Critical Pedagogy and Transformative Social Change*, New York: Teachers College Press.
- MURPHY, M (2001) 'The Politics of Adult Education: State, Economy and Civil Society', *International Journal of Lifelong Education*, 20, 5, pp. 345-360.
- PIZZOLATO, N AND HOLST, JD (eds) (2017) *Antonio Gramsci: A Pedagogy to Change the World*, Cham: Springer.
- SCHWARZMANTEL, J (2015) *The Routledge Guide to Gramsci's Prison Notebooks*, Oxon: Routledge.

WOODIN, T (2007) 'Chuck out the teacher: radical pedagogy in the community',
International Journal of Lifelong Education, 26, 1, pp. 89-104.

Lecture 10: Conclusion and Revision

In this final lecture we will step back and consider some of the key themes of the unit by way of preparation for the exam.

2.C. TUTORIAL GUIDE

You are required to attend one hour-long tutorial group each week. Tutorials for this unit incorporate small group discussion of key readings focussed upon questions set by the lecturers, focused small group tasks, and whole group interactive learning. You must attend the tutorial you are registered to on the student system. You will be able to select a tutorial group in the same way as you selected your module options.

PLEASE NOTE: Attendance at tutorials is compulsory. You are expected to make every effort to attend all tutorials on this course. If you know in advance that circumstances beyond your control will prevent you from attending a tutorial, you should contact your tutor with this information. If you are unable to do this, you should explain your absence as soon as possible. You should not wait to be contacted by your tutor for non-attendance. Unexcused absences may result in exclusion from this course or in a refusal to allow you to re-sit a failed examination. The University's Academic Standards Code of Practice states that a 20 credit module is expected to require a total of 200 hours' work.

Summary of tutorial topics

Tutorial 1	Week commencing 28 th Jan	Educational inequalities
Tutorial 2	w/c 4 th February	Functionalism and the curriculum
Tutorial 3	w/c 11 th February	Cultural reproduction theory
Tutorial 4	w/c 18 th February	Theories of employability
Tutorial 5	w/c 25 th February	Feminist perspectives on schooling
Tutorial 6	w/c 4 th March	Critical race theory: ethnicity and whiteness
Tutorial 7	w/c 11 th March	Everyday life in school
Tutorial 8	w/c 18 th March	Exploring gendered identities
Tutorial 9	w/c 25 th March	Critical pedagogy to change the world?
Tutorial 10	w/c 1 st April	Exam preparation

Tutorial 1: Educational inequalities

In this initial session we will spend time thinking about the nature of contemporary educational inequalities. We will explore some recent statistical evidence from England on the different dimensions of inequality and reflect upon this in relation to our own experiences of schooling. There is no expected reading for this seminar, but come prepared to talk about your own educational experiences.

Tutorial 2: Functionalism critiqued: curricular knowledge and the 'New Sociology of Education'

This session will focus on arguments concerning the value-laden nature of state-prescribed forms of school knowledge. It will focus on Whitty's account of the emergence of 'the new sociology of education' in the 1970s, as a riposte to the structural functionalism of the 1950s and '60s, and its concern with the politics of

curriculum content, including arguments about the central contribution of school knowledge to the reproduction of broader social inequalities.

Required reading: WHITTY, Geoff (1985) *Sociology and School Knowledge: Curriculum Theory, Research and Politics*, London: Methuen – Ch. 1, 'Sociological approaches to the school curriculum'.

Questions for discussion

Jot down answers to the following questions as you read the article by Whitty:

- What was the focus of the so-called 'new sociology of education' (NSE) in the late 1960s and 1970s? What were its main features?
- What assumptions was it a reaction to?
- Why did the NSE consider it so important for sociologists to focus on the curriculum itself?
- What are some of the strengths and weaknesses of the NSE in its various forms?

From your reading of Whitty's article, consider your responses to the following questions:

- Should schools and teachers be allowed to teach what they like? Why/why not?
- Are certain subjects and forms of knowledge more important than others? Why/why not? And to what effect?
- What are the pros and cons of centrally subscribed curricular, such as the UK's National Curriculum?
- How might you apply the NSE's critique to your own experience of schooling?

Tutorial 3: Cultural reproduction theory

This session will focus on an article which draws on a Bourdieusian framework, with particular reference to Bourdieu's concept of 'doxa', a term which refers to the taken for granted elements of a given social context, which determines the limits of what is thinkable and sayable within that context. In this paper, Davey considers the specific role of the school in shaping and creating a taste for particular educational outcomes, and the relationship between these processes and the desires and preferences of parents. In addition to reading the article by Davey, please browse through the websites of some of the UK's top fee-paying schools: there are links on Blackboard.

Required reading: Gayna DAVEY (2012): Using Bourdieu's concept of doxa to illuminate classed practices in an English fee-paying school, *British Journal of Sociology of Education*, 33, 4, 507-525.

Questions for discussion:

- How does the fee-paying sector create the 'implicit assumption' of 'a natural progression' to university?

- In what ways did *your own* school or college 'create a taste' for particular educational choices, and what were those choices? Were your own choices in line with the 'institutional doxa' of your school?
- What are 'classed practices'? What is Davey's main critique of the classed practices literature as represented by writers such as Reay?
- How do these ideas fit with the evidence presented by Shamus Khan in his ethnography of St Paul's (covered in the lecture)?

Tutorial 4: Theories of employability

In this seminar we will focus on the concept of 'employability'. We will consider consensus versus conflictual accounts of the value of qualifications in contemporary society and then consider the value of qualifications for graduates today.

Required reading: Michael TOMLINSON (2008) 'The degree is not enough': students' perceptions of the role of higher education credentials for graduate work and employability', *British Journal of Sociology of Education*, 29, 1, 49-61.

Questions for discussion

- What do you consider to be the key features of 'graduateness'?
- How important is it to have a degree today? How important is it to *you*?
- What do employers look for amongst graduates? How important are 'soft' credentials?
- How much of what employers look for is related to objective measures of 'employability' and how much is related to what Bourdieu would describe in terms of 'social gifts' being treated as 'natural gifts'?

Tutorial 5: Feminist perspectives: McRobbie and 'the new sexual contract'

This session will explore McRobbie's arguments concerning young women and 'the new sexual contract'. The widespread discourse of 'post-feminism' suggests that girls can now be who they want to be and do what they want to do, yet McRobbie questions the extent to which this is in fact an emancipatory discourse for contemporary young women. We will explore the key points of her argument and consider their validity under current economic conditions.

Required reading: Angela McROBBIE (2009) *The Aftermath of Feminism: Gender, Culture and Social Change*, London: Sage - chapter 3, 'Top girls? Young women and the new sexual contract' – pages 72-83 constitute the crucial section of this chapter, but the argument will make more sense if you read the preceding sections too.

Questions for discussion:

- What, according to McRobbie, are the key elements of 'the new sexual contract'?
- How do ethnicity and social class intersect with McRobbie's notion of 'the well-educated working girl'?
- What does McRobbie mean by the 'backlash against feminism' and what specific forms does it take?
- Are feminism and feminist critique now irrelevant to the sphere of education?
- How convinced are you by McRobbie's arguments? Do they echo with you?

own experiences/observations?

- Are McRobbie's arguments rendered more or less valid by the effects of ongoing global economic crises?

Tutorial 6: Schooling, ethnicity and whiteness

Following on from the themes explored in the lecture, this session explores further the construction of contrasting notions of whiteness and blackness in educational contexts and sheds light on the intersection of race and class in these processes. The reading explores the experiences of low-income Black students in elite US high schools, focusing on a recent ethnography of three 'top-tier' secondary schools

Required reading: WEIS, Lois, CIPOLLONE, Kristin and JENKINS, Heather (2014) *Class Warfare: Class, Race and College Admissions in Top-Tier Secondary Schools*, Chicago: Chicago University Press – chapter 6, 'Race and class matters', pp.143-179.

Questions for discussion

- What are the characteristics of the ideology of colour-blind racism?
- What do Weis et al mean when they describe black students in elite schools as 'outsiders within'?
- What does it mean to be 'racially visible' and simultaneously 'socially invisible' (p. 154)?
- What do Weis et al refer to when using the terms 'ideological whitening' and 'ideological blackening'?
- In the specific context of Weis et al.'s research sites, what does it mean for pupils to 'act white' or 'act black'?
- In what ways do race and class intersect in all of these processes?
- How does the data presented by Weis et al. relate to the key features of Critical Race Theory?

Tutorial 7: Everyday life in school

This seminar will focus in on Gordon et al.'s three levels of schooling, with a particular focus on the physical school and how it relates to the official and informal school. We will consider how the spatial organisation of the school affects the way in which pupils and teachers relate to each other and whether they experience the school in positive or negative ways.

Required reading: GORDON, Tuula and LAHELMA, Elina (1996) 'School is like an ant's nest': spatiality and embodiment in schools, *Gender and Education*, 8, 3, pp.301-310.

In preparation for this tutorial, please sketch a rough map of your old secondary School, including the grounds of the school, and highlighting classroom spaces, playground spaces, staffrooms, toilet blocks, bike sheds, etc. Bring it along to the tutorial with you.

Questions for discussion:

- What do Gordon and Lahelma mean by the official, informal and physical school?
- Thinking back to your own schooling, what metaphors would you use to describe your school?
- To what extent do you recognise the patterns of behaviour identified in Gordon and Lahelma's research sites?
- Consider the map of your old school: think about differential access and use of space in different parts of your old school and the criteria upon which these differences were based, e.g. age, gender, popular v unpopular pupils, staff v pupils etc. What does this suggest about the importance of physical space in shaping people's experiences of schooling, including the possibilities and limits of teaching and learning encounters.
- How do the physical, official and informal school relate to each other both in the examples in Gordon and Lahelma's study and in your own experience?

Tutorial 8: Exploring gendered identities

There has been an explosion of research on masculinities and femininities in schooling over the last twenty years. In this seminar we will look at an early 'classic' of the genre, an article by Diane Reay, by way of thinking about the ways in which schools are sites for the negotiation of diverse ways of 'doing gender.'

Required reading: Diane REAY (2001): 'Spice Girls', 'Nice Girls', 'Girlies', and 'Tomboys': Gender discourses, girls' cultures and femininities in the primary classroom, *Gender and Education*, 13, 2, pp. 153-166.

Questions for discussion

- What does Reay mean when she states that 'femininities can only be understood relationally' (p. 153)?
- How do the masculinities and femininities identified by Reay in the school involved in her research relate to Connell's ideas of hegemonic and subordinated masculinities and emphasised femininities?
- How do ethnicity and social class interact with gender to produce very specific forms of masculinity and femininity?

Drawing on your own experiences of schooling, consider the following questions:

- Were dominant forms of femininity and masculinity present in your school, or were there examples of Swain's 'personalised masculinities', as referred to in the lecture? What did these different forms look like?
- What were the characteristics of 'popular' boys and 'popular' girls in your school? How did these traits relate to the construction of 'appropriate' forms of masculinity and femininity within the official school?
- How did pupils challenge or resist the pressures to conform to certain models of feminine or masculine identity?

Tutorial 9: Critical pedagogy to change the world?

In this seminar we focus on Paulo Freire's classic book *Pedagogy of the Oppressed*. His arguments surrounding the banking model of education, problem-posing education and the development of conscientisation, have been extremely influential in helping develop critical pedagogy as a movement and as a philosophy of education. We will explore some of those concepts and critically assess whether his arguments are still as relevant and influential now.

Required reading: Paulo FREIRE (1996) *Pedagogy of the Oppressed*, London: Penguin, Chapter 2, pp. 52-67.

Questions for discussion:

- What does Freire mean by the 'banking concept of education'? How does it serve the interest of the oppressors?
- Freire argues that 'Those truly committed to liberation must reject the banking concept in its entirety' (p.60), how does he suggest we achieve this?
- What is 'problem-posing education'? How does it differ from the banking model?
- Do you agree with Freire that teachers and students must become partners in educating each other, or what he labels as 'teacher-students, students-teachers'?
- Think about your own schooling experience, which model did it mostly adhere to: a banking model, or a problem-posing one?
- Do you think Freire's arguments are still relevant in 2019? If not, why?

Tutorial 10: Exam preparation

In this final session we will revisit some of the key themes covered in lectures 5 to 9 and will work collectively on constructing plans for sample exam questions. (These will be available on Blackboard towards the end of the semester).

Assignments and Assessments

This unit has the following assignments and assessments:

- One compulsory *non-assessed* assignment in preparation for the assessed essay (5% penalty for non-submission): deadline **2pm, Thursday 21st February 2019**
- One 2000-word *assessed* essay (50% of total mark): deadline **2pm, Thursday 21st March 2019**
- One two-hour unseen *examination* at the end of the course (50% of total mark).

PLEASE NOTE: The assessed assignment and the examination questions cover different parts of the course. There is no overlap in topics. Assessed assignments cover the topics found in weeks 1-4; examination questions will offer options covering weeks 5-9. You may choose any available question in both the assessed assignment and the examination.

Compulsory Non-Assessed Assignment Details

You are expected to produce a *non-assessed* essay plan to help you prepare for the 2000-word assessed essay. Please prepare an essay plan consisting of the following elements:

- Your chosen essay title (see list below).
- A short summary of your proposed overall argument (between 200 and 250 words).
- A series of bullet points outlining your proposed structure.
- A list, in the required bibliographic format, of at least five academic references which you intend to use in your essay, with a sentence describing how each reference will contribute to your argument.

Your non-assessed essay plan should be no longer than two sides of A4. It should be submitted via Blackboard by **2pm on Thursday 21st February**.

Please note: you will not be given a mark for the non-assessed assignment, nor will it contribute in any way to the mark you will be awarded for your actual essay (although **there will be a 5% penalty if you do not submit a plan**). You will though receive written comments, as well as suggestions of other relevant sources. This will allow you to judge your understanding of relevant course material, help you prepare for the assessed coursework, and give you some preliminary feedback on your chosen topic.

Assessed Coursework Details

The first element of assessment for this module is a **2000 word essay** based on the themes covered in lectures 1 to 4. You are expected to illustrate your answer with ***empirical research studies and (where appropriate) relevant statistical evidence***. Please choose one of the following titles:

1. Write a critical review of the arguments for and against selective education.
2. Drawing on functionalist perspectives, and illustrating your answer with contemporary examples from the UK and elsewhere, critically discuss arguments for and against central government control of curriculum content in schools.
3. Critically assess the argument that functionalist perspectives on schooling give legitimacy to class inequalities in education.
4. How useful is Bourdieu's cultural reproduction theory in exploring either (i) the over-representation of privately educated pupils in elite universities or (ii) the under-representation of working-class boys in UK higher education.
5. 'Instead of reflecting an increase in the skills and knowledge needed to do jobs, the upsurge in higher education credentials simply means that the stakes have been raised for what is needed to get jobs' (Tomlinson, 2008, p.50). Discuss, drawing on both UK and international perspectives.
6. Using either Brown's work on the economy of experience or Bourdieu's cultural reproduction theory, critically assess current trends in international student mobility.

I am happy to negotiate alternative titles linked to any of the themes covered in lectures 1 to 4 (you might, for example, wish to use a particular theoretical perspective to explore a particular issue not covered by the existing questions). Students wishing to pursue this option should get in touch with me at the earliest opportunity.

Marks will be awarded for the clarity of your structure and argument, your understanding of the concepts referred to in the assignment, your use and understanding of relevant literature and its correct referencing, your ability to develop a critical and analytic approach to the assignment, and the strength of your conclusions.

Coursework Submission

Your essay must be submitted via Blackboard facility **by 2pm on Thursday 21st March 2019**.

Coursework must be typed, double-spaced in a reasonable font (e.g. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

FAQS ON ESSAYS

Q. How do the essay titles relate to the unit learning outcomes?

A. The essays relate to the first learning outcome for this unit: to be able to distinguish between key sociological perspectives on educational inequalities and demonstrate how these may be applied to a range of contemporary educational concerns.

Q. What do you mean by 'relevant statistical evidence'?

A. It is always important in sociology to back up your claims with appropriate evidence, rather than merely asserting a claim. So, if you are writing an essay on, say, the under-representation of white working-class boys in higher education then make sure that your essay includes statistical evidence on this, e.g. what proportion of white working-class boys attend university compared with other groups of students? Please do not cite newspaper reports of statistical evidence in your essays, but take the trouble to find the original source. If you are unsure about how to do this, speak to Nadim, or your TA for this unit.

Q. What do you mean by ‘empirical research examples’?

A. We refer here to academic books and journal articles reporting on original sociological research. These may draw on a wide variety of research methods, although most of the examples listed in the reading list are based largely on qualitative methods such as interviews and observations. The reading lists for both parts of the unit contain lots of examples of potential relevance, so do not confine your search for empirical research examples only to the additional readings in the first part of the unit.

IMPORTANT: Please do not use newspaper articles as research evidence: if an article refers to a particular research report or study, then find the original study and refer directly to that.

Q. How many references should I use in writing my essay?

A. You are expected to refer to at least 5 academic references, which should all be included in your bibliography. These should include relevant empirical studies and key theoretical readings. The wider you read, the better, so five references should be considered an absolute minimum.

Q. To what extent should I rely on the reading lists in the course outline?

A. Whilst it is commendable to go beyond the references listed in the unit handout, you should nonetheless regard those in the handout as key starting points: they are listed for a reason, as they are regarded as key references, and ones to which it is important that you refer. If you use additional sources, please ensure that you use them alongside, rather than instead of, sources listed in the handout and they are relatively up to date (probably no earlier than the late-90s onwards) and that they are sociological in nature: if in doubt, ask your TA or lecturer. Another very important point: please do not use A level texts such as Haralambos: these texts do not always reflect current scholarship and also tend to provide simplified versions of different theoretical perspectives.

Q. Is the bibliography included in the word count?

A. No.

Q. How and when should the coursework be presented?

A. It must be typed, double-spaced in a reasonable font (e.g. 12 point in Times New Roman or Arial), and with a decent-sized margin. You must submit your essay via Blackboard **by 2pm on Thursday 21st March.**

Q. How long should it be?

A. Your essay must be no longer or shorter than 2000 words plus or minus 10%: in other words, it must be between 1800 and 2200 words (excluding the bibliography). **Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction.** Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Q. Will I be allowed an extension if I need one?

A. Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating

Circumstances Form must be completed online. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Q. Can I submit my coursework via email?

A. No. Essays should be **submitted online** via Blackboard by 2pm of the day of the deadline. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

Examination Details (50% of total mark)

The final exam will cover material from lectures 5 through to 9. You will have a choice of five exam questions and must answer any two of them.

In preparing for the exam, you should:

- Think about key themes and any links between them.
- Think about specific research examples (including examples which might work across a number of topics).
- Read around your chosen topics, including key lecture and seminar readings, but also additional readings (essential!).

In the exam itself, you should:

- Answer the question you have been asked, not the one you would like to have been asked!
- Avoid simply reproducing your lecture or seminar notes on 'topic x'.
- Unpick the question's constituent parts.
- Avoid generalisations and use evidence.
- Refer to relevant theorists and research by name.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination you will not be allowed to resit it except in the case of serious mitigating circumstances. If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Further details of the exam and how best to revise for it will be covered in the final lecture.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You'll need to contribute regularly to group discussions to make the best use of this.)
- Written formative feedback will be given on your non-assessed assignment and made available via Blackboard.
- Written formative and summative feedback will be given on your assessed coursework, available via Blackboard
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.

KNOW HOW

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A doodle poll will be circulated, allowing students to choose a timeslot. See p. 2 above for times.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (chantel.riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:

<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>

The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

Very High First Class (90-100)

Such answers are **exceptional** and *fully* answer the question demonstrating the attainment of all learning objectives and in adherence to all guidelines. The answer will be expected to show an exceptional level of achievement with respect to the following criteria:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

High First Class (80-89)

Such answers are **outstanding** and provide a *near-full* and well-structured answer to the question and can be expected to indicate an outstanding level of achievement of all of the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- good knowledge of the relevant literature.

First Class (70-79)

Such answers are **excellent** and provide a *largely-full* and well-structured answer to the question and can be expected to indicate excellence in *some or most of* the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are **very good** and provide a generally well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- a good or very good understanding of the material;
- clarity of analysis, of argument and of expression;
- a demonstrable grasp of the relevant literature.

Lower-second Class (50-59)

Such answers are **good** and provide a clear answer to the question. They can be expected to show *most of* the following features:

- a firm understanding of the material;
- clarity of analysis and argument, albeit limited in extent;
- some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Such answers are **sufficient** and demonstrate a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show some of the following features:

- sparse coverage of the material with several key elements missing;
- unsupported assertions and a lack of clear analysis or argument;
- important errors and inaccuracies.

Fail (30-39)

Such answers are **insufficient** and, while showing some awareness of the area, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone, lacking in coherence, structure and evidence of independent thought.

Bad Fail (20-29)

Such answers are **inadequate** and fail to demonstrate the ability to engage with the question. They demonstrate only the most basic awareness of the area and may contain errors. They will be almost completely lacking in coherence, structure and evidence of independent thought.

Very Bad Fail (10-19)

Such answers are **severely inadequate** and exhibit an almost complete lack of engagement with the area or question.

Extremely Bad Fail (0-9)

Such answers are **profoundly inadequate** and exhibit a complete lack of engagement with the area or question.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20062: Sociology of Fashion

Semester 2

Credits 20

Convenor: Dr Sophie Woodward

Contents

1. Essential Information
2. Course Content
 - A. Aims & Outcomes
 - B. Lectures & Reading List
 - C. Tutorial Guide
 - D. Assignments & Assessments
3. Feedback
4. Your Commitment
5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s):	Dr Sophie Woodward
Room:	3.034 Arthur Lewis
Telephone:	52494
Email:	Sophie.woodward@manchester.ac.uk
Office Hours:	Email to arrange a time
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Thursdays 9.00am-12.00pm in Mansfield Cooper 1.02.
Tutorials:	These are included within the lecture/workshop session outlined above.
Feedback half-day:	Dedicated office hours for additional one-to-one feedback will be available on May the 10th 10-2pm (email me in early May to make an appointment)
Assessed Coursework Submission:	Assignments to be submitted via Turnitin by 2pm on Thursday 21 st of March.
Non-Assessed Coursework Submission:	7 th March, hand in in taught session in week 6.
Examination Period:	13 th May - 7 th June 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

- One compulsory non-assessed assignment (5% penalty for non-submission)
- One 2,000 word assessed essay worth 50% of the total mark
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

This course introduces students to a range of theories for understanding contemporary fashion practices. It examines the historical emergence of theories of fashion as these are linked to modernity and urban social changes. It aims to explore the historical lack of sociological research into fashion and explores the ways in which it has re-entered the literature around issues of embodiment, identity, gender and presentation of the self. As fashion is by definition changing, the course will use fashion to address areas of social change: changes in city life and how identity, gender and status are constructed, and as situated within broader transitions from modernity to late modernity. The course aims to use fashion to address the following core sociological issues: embodiment, identity construction, social change, gender, materiality and visual culture, and as it relates to moral and ethical debates of sustainability. These will be addressed from macro understandings of contemporary society through to micro practices of choosing what to wear as an act of self-construction. Students will be encouraged to critically engage with fashion as an aspect of everyday life by focusing upon specific case studies to research.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Learning Outcomes

On completion of this unit students will be able to:

- ☐ Understand how fashion relates to social change and the broad transitions from modernity to late-modernity.
- ☐ Identify key theoretical debates over fashion, appearance and embodiment as these relate to wider discussions over individuality and conformity.
- ☐ Apply these debates to empirical examples and understand fashion at the macro level of debates over sustainability and morality and micro level of seeing fashion as a practice.
- ☐ Critically evaluate theories to help understand everyday fashion as a facet of contemporary life.

General Course Readings

Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful as they introduce the field:

Barnard, M. (ed) 2007 *Fashion Theory: a Reader*. London: Routledge.

Entwistle, J. 2000 *The Fashioned Body*. Oxford: Polity.

Goffman, E. 1971 *The Presentation of the Self in everyday life*. London: Penguin.

Rocamora, A and Smelik, A (eds). 2016 *Thinking through fashion : a guide to key theorists*

Simmel, G. 1971 *On Individuality and Social Forms*. Chicago: University of Chicago Press.

Wilson, E. 1985 *Adorned in Dreams: Fashion and Modernity*. London: Virago.

Woodward, S. 2007. *Why Women Wear What they Wear*. Oxford: Berg.

Lectures and Reading List

Lecture 1 Fashion and modernity

This session will define the field of study – what fashion is, how it operates – and explore why it matters to sociologists. In particular, we will consider how the current fashion system links to modernity and the rise of industrialised cities. The time frame considered in this lecture is modernity (from the late 19th century to mid-20th century) in order to introduce and explore how fashion links to broader social change. The lecture and readings will introduce core theories of fashion: fashion as emulation, conformity and individuality, conspicuous consumption.

Required reading

- Veblen, T. 1918 'Dress as an expression of Pecuniary Culture' in Veblen, T. 'The theory of the leisure class : an economic study of institutions' 2nd Edition. Viking Press, 1918. Pages: 167-187.

Additional reading

Barnard, M. 2007. *Fashion Theory: A Reader*. London: Routledge.

Breward, C. 1995. *The Culture of Fashion* Manchester: Manchester University Press.

Calefato, P. 2014 *Luxury*. London: Bloomsbury.

Evans, C and Breward, C. (eds) 2005 *Fashion and Modernity*. Oxford: Berg.

Gieban, B and Hall, S. (eds) 1992. Formations of Modernity London: Polity.

- Simmel, G. 1971 'Fashion' in Simmel 'On Individuality and Social Forms'. Chicago: University of Chicago Press. Pages 294-323

Wilson, E. 1985 Adorned in Dreams: Fashion and Modernity.

Woodward, S and Fisher, T. 2014 'Fashioning through materials: material culture, materiality and processes of materialisation'. In Critical Studies in Fashion and beauty 5 (1), pp 2-23.

Lecture 2 Fashion and postmodernity

This session will build upon the first week, and extend the debates over the links between wider social change and the fashion system to the time frame of 'post-modernity' (exploring the mid/late 20th century to the early 21st century). It will open up discussion over whether fashion is linked to individuality, how much choice we have over clothing choices, and what the constraints that operate on clothing choices are. We will also use debates over postmodernity to address issues of temporality through issues such as the recycling of trends and notions of vintage.

Required reading

- Elizabeth Wilson, 1992 'Fashion and the Postmodern Body', in Juliet Ash and Elizabeth Wilson, Chic Thrills, Harper Collins, 1992. Pages 3-16.

Additional reading

Zeynep Arsel, Craig J. Thompson 2011 'Demythologizing Consumption Practices: How Consumers Protect Their Field-Dependent Identity Investments from Devaluing Marketplace Myths' in *Journal of Consumer Research* 37 (5): 791-806

Marie- Cecile Cervellon, Lindsey Carey, Trine Harms, (2012) "Something old, something used: Determinants of women's purchase of vintage fashion vs second-hand fashion", *International Journal of Retail & Distribution Management*, Vol. 40 Iss: 12, pp.956 – 974

Clark, H. and Palmer, A. (eds) 2004 Old Clothes, New Looks: Second Hand Fashion. Oxford: Berg.

Crewe, L., Gregson, N. and Brooks, K., 2003. The discursivities of difference: retro retailers and the ambiguities of 'the alternative'. *Journal of Consumer Culture*, 3, 61-82.

Crewe, L and Gregson, N. 2003 Second Hand Cultures. Oxford: Berg.

- Giddens, A. 1991 *Modernity and Self-identity: Self and Society in the Late Modern Age*. London: Polity.
- Gregson, N., Crewe, L. and Brooks, L., 2001. Bjorn again? Rethinking 70s revivalism through the re-appropriation of 70s clothing. *Fashion Theory*, 5(1), 3-28.
- Harvey, D. 1991 *The Condition of Postmodernity*. Wiley-Blackwell.
- Veenstra, A. and Kuipers, G. (2013), It Is Not Old-Fashioned, It Is Vintage, Vintage Fashion and The Complexities of 21st Century Consumption Practices. *Sociology Compass*, 7: 355–365.
- Warren, C. and Mohr, G. 2018 'Ironic Consumption' in the *Journal of Consumer research*. <https://doi.org/10.1093/jcr/ucy065>

Lecture 3 Consumer society and fast fashion?

This session will focus specifically on debates over the 'consumer society' and how this can be applied to how we theorise and understand fashion. In particular we will still adopt a 'macro' approach by thinking about how consumption relates to production. We will explore the examples of street style and the relationship to style groupings and sub-cultural styles.

Required reading

- Woodward, S. 2009. 'The Myth of Street Style' in *Fashion Theory: The Journal of Dress, Body & Culture*, Volume 13, Number 1, March 2009 , pp. 83-102(20).

Additional reading

- Clarke, D, Doel, M, Housiaux, K. (eds) 2003 *The Consumption Reader* London: Routledge.
- Luvaas, B. 2016. *Street style: an ethnography of fashion blogging*. London: Bloomsbury.
- Maynard, M. 2004 *Dress and Globalisation*. Manchester: Manchester University Press.
- Michael, J. 2015. 'It's really not hip to be a hipster: Negotiating trends and authenticity in the cultural field' in *Journal of Consumer Culture* July 2015 vol. 15 no. 2 163-182
- Paulicelli, E and Clarke, H. (eds) 2008. *The Fabric of Culture: Fashion, Identity, Globalisation*. London: Routledge.
- Segre Reinach, S. 2005. 'China and Italy: Fast Fashion versus Prêt à Porter. Towards a New Culture of Fashion' in *Fashion Theory: The Journal of Dress, Body & Culture*, Volume 9, Number 1, March 2005 , pp. 43-56(14)
- Sassatelli, R. 2007 *Consumer Culture: History, Theory and Politics*. London: Sage.
- Slater, D. 1998 *Consumer Culture and Modernity*. Polity Press.

Lecture 4 Fashion as practice

This session will introduce the sociological approach of Erving Goffman, to look at his theories of the presentation of the self, and wider theories of practice. This is a form of micro-sociology and will be considered in the seminar through empirical examples to look at the role clothing has in everyday life. Fashion here is not approached as an overarching system as in previous weeks but is understood through what people 'do'. A similar approach will be explored in relation to factors of identity such as ethnicity and gender as these are seen to be mobilised through clothing choices.

Required reading

- Goffman, E. 1990 Introduction in 'The Presentation of Self in Everyday Life'. London: Penguin. Page range: 13-27
- Tinkler, P. 2013 'Chapter 8: Generating Photos: Researchers' pp124-147 in *Using Photographs in Social and Historical Research*. London: Sage.

Additional reading

- Barnard, M. (ed) 2007 Fashion Theory: a Reader. London: Routledge.
- Entwistle, J. 2000. The Fashioned Body. Polity. .
- Goffman, E. 1966 Behaviour in Public Places. The Free Press.
- Gronkow, J and Warde, A. (eds) 2001. Ordinary Consumption. London: Routledge.
- Lemert, C. and Branaman, A.(eds) 1997 The Goffman Reader. Wiley-Blackwell.
- Warde, A. 2005. After taste: culture, consumption and theories of practice. *Journal of Consumer Culture*, 14 (3), pp279-303.
- Woodward, S. 2007. Why Women Wear What They Wear. Oxford: Berg.

Lecture 5 Masculinity

This is the first of two sessions which will explore the links between gender, fashion and clothing, by looking at masculinity and femininity in 2 separate sessions. This first session will explore how the historical relationship between masculinity and clothing has shifted by outlining the theory of the 'masculine renunciation'. We will also consider the ways in which clothing can be seen to be instrumental to the social construction and performativity of gender in both of these sessions. Particular clothing examples to be explored in relationship to masculinity include the suit and youth cultures.

Required reading

Paoletti, J. 'Ridicule and Role Models as Factors in American Men's Fashion Change, 1880-1910' in *Costume, The Journal of the Costume Society*, Number 19, 1985, p 121-134

Additional reading

Bruzzi, S and Church-Gibson, P. (eds) 2013 *Fashion Cultures Revisited* London: Routledge. **see section 6 which includes several chapters on fashion and masculinity**

Butler, J. 1990 *Gender Trouble*. London: Routledge.

Connell, R. 2005 *Masculinities*. Polity.

Edwards, Tim (2010) *Fashion in Focus: Concepts, Practices and Politics* (London: Routledge).

MacNeil, P. and Karaminas, V. (eds) 2009. *The men's Fashion Reader*. Oxford: Berg.

Mooney, T and Moran, D. (eds) 2002 *The Phenomenology Reader*. London: Routledge

Whitehead, S. and Barratt, F. (eds) 2001 *The Masculinities Reader*. Polity.

Lecture 6 Femininity

This lecture will extend the debates around the social construction of gender in relationship to femininity. Once again, the historical framework of how this has shifted will be explored, through considering key items of clothing (such as the corset) and also key myths surrounding femininity and its links to appearance. In particular, we will consider the relevance and applicability of the theory of

femininity as a kind of masquerade. Although gender is the key variable selected in the last 2 lectures, it is not the only parameter of identity that is important and so through the weeks reading and in the lecture we will explore ideas of intersectionality as gender, class and ethnicity as relate to each other in clothing practices.

Required reading

Nicholls, E. 2018. 'What Else about her is fake?': Emphasised femininity, authenticity and appearance' pp 169 – 200 in *Negotiating Femininities in the Neoliberal Night-time economy: too much of a girl?* Basingstoke: Palgrave Macmillan.

Additional reading

Appleford, K (2016) Being seen in your pyjamas: the relationship between fashion, class, gender and space, *Gender, Place & Culture*, 23:2, 162-180, DOI: 10.1080/0966369X.2015.1013439

Buckley, C and Fawcett, H. "Doon the Toon": Young Women, Fashion and Sexuality in Buckley, C and and Fawcett H, 2002 'Fashioning the Feminine Representation and Women's Fashion from the Fin de Siecle to the Present.' I.B. Tauris pp. 122-148

Crane, D. 2001 *Fashion and its social agendas: class gender and identity in clothing*. Chicago: Chicago University press.

Duffy, B. E., & Hund, E. (2015). "Having it All" on Social Media: Entrepreneurial Femininity and Self-Branding Among Fashion Bloggers. *Social Media + Society*. <https://doi.org/10.1177/2056305115604337>

Entwistle, J. *The Fashioned Body*. 2000. Cambridge: Polity Press. Pp 6-39

Evans, M. 'A Mysterious Commodity: fashion and femininity' pp275-290 in Scott, J, Crompton, R and Lyonette, C. (eds) *Gender Inequalities in the Twenty first century* Edward Elgar Publishing: Cheltenham.

Nicholls, E. 2019 *Negotiating femininities in the neo-liberal night-time economy*. Basingstoke: Palgrave-Macmillan.

Summers, L. 2001. *Bound to Please: A History of the Victorian Corset*. Oxford: Berg.

Thurgood-Haynes, M. 1998 *Dressing Up Debutantes: Pageantry and Glitz in Texas*. Oxford: Berg.

Tseelon, E. 1995 *The Masque of Femininity: The Presentation of Woman in Everyday Life*. London: Sage.

Winge, T. 2012. *Body Style*. Oxford: Berg.

Lecture 7 Fashion and ethnicity

This session will build upon the previous 2 sessions in its focus upon fashion and identity by considering fashion in relationship to ethnicity. We will explore both issues of racism in relationship to the fashion industry and its fetishisation and exoticisations of difference through theories of orientalism. We will also consider this in relationship to fashion practices and the ways in which clothing styles develop from, and articulate, ethnicities. This will be explored in relationship to theories of difference and sameness.

Required reading

Azeezat Johnson (2017) Getting comfortable to feel at home: clothing practices of black muslim women in Britain, *Gender, Place & Culture*, 24:2, 274-287, DOI: [10.1080/0966369X.2017.1298571](https://doi.org/10.1080/0966369X.2017.1298571)

Additional reading

Bhachu, Parminder. 2003. *Dangerous Designs: Asian Women Fashion the Diaspora Economies: Fashion, Asian Women and Diaspora*. London: Routledge

Dwyer, C. L., Crang, P. (2012). Fashioning ethnicities: the commercial spaces of multicultural. In Bauman, G., Vertovec, S. (Eds.). *Multiculturalism*. London Routledge

Stuart Hall.1996 'Chapter 21: New ethnicities' in Morley,David, Chen,Kuan-Hsing (eds) *Stuart Hall: Critical Dialogues in Cultural Studies*. London: Routledge.

Kaiser, Susan. 2012 'Ethnicities and "racial" rearticulations' pp75-97 in *Fashion and Cultural Studies*. London: Bloomsbury

Lewis, Van Dyk. 2003 'Dilemmas in African Diaspora Fashion' in *Fashion Theory: The Journal of Dress, Body & Culture*, Volume 7, Number 2, 1 June 2003, pp. 163-190(28)

Lewis, R. 2007. 'Veils and Sales: Muslims and the Spaces of Postcolonial Fashion Retail' in *Fashion Theory: The Journal of Dress, Body & Culture* Volume 11, Number 4, December 2007 , pp. 423-441(19)

Richards, H. 2017. *Dreaded Culture: The appropriation of a culture of resistance in Aotearoa New Zealand* in *Fashion, Style & Popular Culture* Volume 4, Number 2, 1 March 2017, pp. 215-230(16)

Romero, Elena. 2013 *Free-stylin' How Hip-hop changed the fashion industry* Santa Barbara: Praeger

Said, E. 1978 Orientalism. London: Vintage

Tarlo, Emma. 2010 Visibly Muslim: Fashion, Politics, Faith. Oxford: Berg.

Tarlo, E. 2007. 'Islamic Cosmopolitanism: The Sartorial Biographies of Three Muslim Women in London' in Fashion Theory: The Journal of Dress, Body & Culture Volume 11, Numbers 2-3, June/September 2007 , pp. 143-172(30)

Tulloch, Carole. 2010. 'Style-fashion-dress: from black to post-black' in Fashion theory : the journal of dress, body & culture 14 (3) pp273-304

Walters, K. (2018). "They'll Go with the Lighter": Tri-racial Aesthetic Labor in Clothing Retail. Sociology of Race and Ethnicity, 4(1), 128–141. <https://doi.org/10.1177/2332649217710662>

Lecture 8 Fashion as image

This session will explore the approach of semiotics and how this has been applied to fashion. In particular we will look at the theories of Roland Barthes in his book The Fashion System. We will use this as an approach to think about how we can carry out visual analysis of the images of fashion (including those developed through your case studies selected) and how this can be applied to examples of the moving and static image (such as fashion adverts) with some consideration also given to how semiotics have been applied to 'worn' clothing.

Required reading

Rose, G. 2016 Chapter 6: Semiology in *Visual Methodologies*. Pp106-120

Additional reading

Barnard, M. 2002 Fashion as Communication. London: Routledge.

Barthes, R. Chapter 1 'Written Clothing' in Barthes, R. The Fashion System. 1990 Berkely: University of California Press. Page Range: 3-18

Berger, A. 2010. The Objects of Affection: Semiotics and Consumer Culture. Basingstoke: Palgrave Macmillan.

Campbell, C. 'When the Meaning is not a Message: A Critique of the Consumption as Communication Thesis' in Mica Nava et al. (eds) *Buy This Book: Studies in Advertising and Consumption*. London: Routledge, 1997.

Duggan, G. 2001. 'The Greatest Show on Earth: A Look at Contemporary Fashion Shows and Their Relationship to Performance Art' in *Fashion Theory: The Journal of Dress, Body & Culture* Volume 5, Number 3, August 2001, pp. 243-270(28).

Lurie, A. 2000 *The Language of Clothes*. Owl Books.

Kawamura, Y. 2011. *Doing Research in Fashion and Dress: an introduction to Qualitative Methods*. Oxford: Berg. **see chapter 5 on semiotics**

Rose, G. 2016. *Visual Methodologies*. London: Sage.

Lecture 9 Moral debates over fashion: ethical fashion and sustainability.

This session explores the relationship between fashion and morality, in particular the political, theoretical, public debates around fashion which consider ethical or moral questions. We will do this through the discussions of notions of sustainability with a particular emphasis and revisiting of ideas introduced in the 3rd session on fast fashion, and the links between production and consumption.

Required reading

Fletcher, K. 2015 'Other Fashion Systems' in Fletcher, K. and Tham, M (eds) 2015 *Routledge handbook of sustainability and fashion*. London: Routledge.

Additional reading

N, Beard. 2008. 'The Branding of Ethical Fashion and the Consumer: A Luxury Niche or Mass-market Reality?' in *Fashion Theory: The Journal of Dress, Body & Culture* Volume 12, Number 4, December 2008 , pp. 447-468(22)

Black, S. 2008. *Eco Chic: the Fashion Paradox*. Black Dog Publishing.

Fletcher, K. and Tham, M (eds) 2015 *Routledge handbook of sustainability and fashion*. London: Routledge.

Jackson, T. 2006 *The Earthscan Reader on Sustainable consumption*. Earthscan Publications.

McRobbie, A. 1997 'Bridging the Gap: Feminism, Fashion and Consumption' in *Feminist Review*, No. 55, *Consuming Cultures* (Spring, 1997), pp. 73-89

Southerton, D., Heather Chappells, Bas van Vliet. *Sustainable Consumption: the implications of changing infrastructures of provision*. Edward Elgar, 2004.

Lecture 10 Course overview and exam preparation.

This session summarises the course and engages with some of the wider themes and debates that it has raised. Please come prepared with any questions you have

about particular topics. We will go over the structure of the exam and how to best prepare for it.

Tutorial Guide

Tutorials are an essential part of the course. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. But what you will gain from tutorials depends upon your preparation and willingness to participate. *It is important that you attend a tutorial having read the recommended readings and that you are prepared to participate.*

Tutorials for this course will focus on critical discussion of key readings and applying these to key examples. The following sections provide some guideline questions for each reading. You should refer to these when preparing for your tutorial classes, although tutorial discussions will not always follow these questions.

Tutorial 1 Exploring core theories of fashion and change: Emulation and individuality/conformity

In this tutorial we will consider two foundational theories of fashion, and discuss these to explore what these two theories suggest about why fashion changes and how it relates to social class and to gender. You will be asked to consider how these articles were products of the time in which they were written and whether they are useful to explaining the current world.

Preparation: read the key readings below:

Veblen, T. 1918 'Dress as an expression of Pecuniary Culture' in Veblen, T. *'The theory of the leisure class: an economic study of institutions'* 2nd Edition. Viking Press, 1918. Pages: 167-187.

Questions to consider:

Veblen article:

- Why does fashionable clothing exist? What are the motivations behind wearing it?
- What is 'conspicuous waste'?
- What are the differences between masculine and feminine dress?
- Why does fashion change (by his account)?

Tutorial 2: Fashion and identity in post-modern times: subcultures and vintage styling.

In this session we will explore the relationship of identity to fashion through the theories and ideas of post-modernism. We will focus specifically upon the examples of vintage clothing and individuality and of subcultures.

Preparation: read the example below

Elizabeth Wilson, 1992 'Fashion and the Postmodern Body', in Juliet Ash and Elizabeth Wilson, *Chic Thrills*, Harper Collins, 1992. Pages 3-16.

Questions to consider:

What is post-modernism and how does it relate to fashion?

What is meant by Wilson's assertion that 'style becomes a substitute for identity'?

What does she argue about 'fragmentation' and identity?

How does fashion relate to the body?

Are contemporary fashion practices fragmented or are there still coherent style groupings?

Are contemporary fashion practices fragmented or are there still coherent style groupings (think through the example of subcultures)?

Tutorial 3 Fast fashion and street style

This session will focus upon what street style is, and how this relates to debates over the homogenisation of fashion and culture and wider discussions over fast fashion. We will in this session discuss your own research topics, so please come to the session with ideas as to what you would like to focus upon and be prepared to discuss your ideas.

Will use this to think about what you might choose to focus on for your research project and discuss possible topics for your assignments.

Preparation

Woodward, S. 2009. 'The Myth of Street Style' in *Fashion Theory: The Journal of Dress, Body & Culture*, Volume 13, Number 1, March 2009, pp. 83-102(20).

Questions to consider:

What is street style?

What is the position of the high street in producing and creating meanings around fashion?

How 'fast' is fashion from the perspective of what ordinary people wear?

How can clothing be used to differentiate people?

Tutorial 4 Fashion as the presentation of the self: taking photographs as research practice

In this session we will use Goffman's theory to explore what role clothing plays in the presentation of the self and in social interactions. We will start to think about appearance as central to social interactions which will pave the way for thinking about how and why taking photographs as a research practice is a good way of researching/thinking about fashion. We will discuss here the ethics of taking photographs in preparation for your own assignment and discuss the ways in which you can select suitable subjects. We will also discuss issues of informed consent.

Preparation: ensure that you read the Goffman article below.

Goffman, E. 1990 Introduction in 'The Presentation of Self in Everyday Life'. London: Penguin. Page range: 13-27

In addition, you will also find the below reading useful for thinking about how and why researchers take photographs:

Tinkler, P. 2013 'Chapter 8: Generating Photos: Researchers' pp124-147 in *Using Photographs in Social and Historical Research*. London: Sage.

Questions to consider

How do people 'express' themselves?

How and why do people care about what others think of them?

Why do 'first impressions count'?

How does he define 'performance' and 'interaction' and 'social roles'? How does clothing relate to this?

Overall: Why do appearances matter in interactions?

Tutorial 5 The masculine renunciation

In this session we will explore fashion as a practice in relationship to gender, specifically masculinity. We will consider whether the theory of the masculine renunciation is relevant to contemporary men's clothing, and whether there are many different masculinities to be expressed through clothing and what restraints may be in operation. We will consider this by looking at the concept of the 'ideal man' and using the articles as a basis to understand this.

Preparation

Paoletti, J. 'Ridicule and Role Models as Factors in American Men's Fashion Change, 1880-1910' in *Costume, The Journal of the Costume Society*, Number 19, 1985, p 121-134

Questions to consider:

What is the masculine renunciation? Is this relevant to understanding of contemporary masculinity?

What role do fears of ridicule and anxiety play in masculine dress?

What is the 'ideal man' and how does this change?

Is men's dress still conservative?

Tutorial 6 Femininity, social class, and place.

We will here extend our understanding of the links between clothing and the performance of gender through considerations of femininity. In particular we will look at the links between social class, femininity and place. The article is one which looks at the intersections of these three things, and you will be encouraged to think about these intersections in relationship to a city/location of your choice in the discussion.

Preparation

Nicholls, E. 2018. 'What Else about her is fake?': Emphasised femininity, authenticity and appearance' pp 169 – 200 in *Negotiating Femininities in the Neoliberal Night-time economy: too much of a girl?* Basingstoke: Palgrave Macmillan.

Questions to consider

What are the pleasures of femininity?

How is femininity resisted through dress practises?

How do young women negotiate authenticity in relation to their appearances and how is this contradictory?

How do social class, femininity and place intersect?

Tutorial 7 Fashion and ethnicity

In this session we will focus upon ethnicity as another category of identity that may be articulated through clothing. We will consider it as both as structure that frames dress practices as well as one that is externally imposed. In particular in the seminar we will explore how people experience their bodies in different private and public spaces and how clothing contributes to this.

Preparation

Azeezat Johnson (2017) Getting comfortable to feel at home: clothing practices of black muslim women in Britain, *Gender, Place & Culture*, 24:2, 274-287, DOI: [10.1080/0966369X.2017.1298571](https://doi.org/10.1080/0966369X.2017.1298571)

Questions:

Why is the focus upon Black Muslim women at home important?

How does the author develop ideas of comfort and what role does clothing have in this?

What role does clothing have in how women negotiate their own identities and the externally defined categories of who they should be?

Tutorial 8 Interpreting fashion images: Semiotic approaches to fashion

In this session we will look at how to perform visual analysis through the specific framework of semiotics. We will explore the semiotic approach through the case study of specific fashion advertisements we will carry out an analysis to see how effective this approach is. We will also start to think about how this may be a useful approach to analysing the images that you have already taken.

Preparation

Rose, G. 2016 Chapter 6: Semiology in *Visual Methodologies*. Pp106-120

Questions to consider:

You will be asked to perform a visual analysis of fashion adverts in the seminar, paying particular attention to the following ideas from Barthes book:

What is communicated about the brand/fashion through the advert/fashion spread?

What role do words and images have in creating meaning?

What does the advert as a whole connote

Does it tell a 'story' and how?

Tutorial 9 Who made your clothes? 'follow the things' and 'fashion revolution' as examples of revealing how clothes are made.

In this session we will take the example of debates over how sustainable fashion is, by looking at case studies of 'fashion revolution' and 'follow the things' – both projects that explore where our clothing items come from. This will be used to connect the emphasis in the course on wider moral debates with everyday fashion practices.

Preparation

Fletcher, K. 2015 'Chapter 1: Other Fashion Systems' pp 15-24 in Fletcher, K. and Tham, M (eds) 2015 Routledge handbook of sustainability and fashion. London: Routledge.

In addition, this is a useful additional reading:

McRobbie, A. 1997 'Bridging the Gap: Feminism, Fashion and Consumption' in Feminist Review, No. 55, Consuming Cultures (Spring, 1997), pp. 73-89

The following websites are also useful examples:

<http://fashionrevolution.org/>

<http://www.followthethings.com>

Questions on Fletcher reading:

- What do the individual fashion stories highlight (about the limitations of fast fashion) (p16 and 17)?
- What is fashion as defined through consumerist logic? (pp18-19)?
- What is the alternative that Fletcher proposes? Pp20- 22 Thinking through recent public criticisms of the fashion industry (e.g. in relationship to sustainability) and your own shopping/clothing practices – do these media debates impact upon our own fashion practices?

Tutorial 10 Preparing for the exam and course revision.

Here we will review the main concepts and ideas covered in the whole of the course and will also discuss how to prepare for the exam. Please come to this session with any questions and issues you would like clarifying or explaining. We will look at some sample exam questions to discuss how you might approach them.

Assignments and Assessments

Non-Assessed Assignment Details

To successfully complete the module, you must undertake a non-assessed research assignment, as detailed below. There is a 5 mark deduction from the final module mark for non-completion. The research assignment is intended to help you prepare for the assessed essay. It is based upon research that you will carry out into a chosen area of contemporary fashion practice.

For the assignment, you will need to submit both a research journal as well as 5 photographs that you have taken yourself that focus upon an aspect of contemporary fashion practice that is of interest sociologically. Possible topics and approaches will be discussed within taught sessions (in particular weeks 2 and 3) and you should have selected your topic by the end of week 3.

- The **research journal** should include: **1.** An outlined of what your chosen fashion practice is **2.** which sociological theories/concepts covered in the course and your reading can be applied to your chosen example, **3.** an outline of the process of taking photographs and what insights this has given you into your topic.
- The **photographs** you take will be of your chosen aspect of fashion; we will discuss the practicalities and ethics of taking photographs of people (as well as gaining informed consent from people photographs and you will be provided with a consent form) in the taught sessions (week 4 in particular). Although you will each have your own individual research focus, you will take your own photographs in small groups of 2 or 3.

You must hand in the research journal during lecture 6, 7th March, 2019. The 5 images must be uploaded by this date as well – details of how and where to upload them will be placed on blackboard and discussed in the taught sessions. Feedback on the assignment is geared towards helping you develop arguments and plans for the assessed essay.

Tips

You can select any aspect of contemporary fashion practice as long as you approach it sociologically and you are able to take images that allow you to interrogate it. Previous topic include: femininity and fashion, masculinity and fashion, androgynous fashion, clothing and social class, individuality, mass-fashion, homogenisation, sub-cultures. You do not have to limit yourself to these topics, and they are merely indicative of the types of things that previous students have focused upon. Your case study can either be a sociological issue that is manifested or enacted through fashion (such as social class, ethnicity, homogenisation) or a style grouping/fashion garment that can be analysed and understood sociologically (such

as Goth style as an example of a subculture, or denim jeans as an example of the homogenisation or individualisation of consumer capitalism).

The format and presentation of the journal is up to you. It can be handwritten (as long as it is legible) or typed.

Assessed Coursework Details

There is one assessed essay question (2,000 words) that everybody must answer. You must draw upon the case study that you have looked at for your research journal:

Q. Critically interrogate an aspect of contemporary fashion practices by employing one or more of the theories or concepts covered in this course.

The deadline for the assessed essay **is Thursday 21st of March**

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly

enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 9.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignments are different in nature to exam questions. Similar topics may be covered but to answer the set assignments adequately you will have to cover those topics in a significantly different way. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and in particular during labs.
- Written formative and summative feedback will be given on your assessed coursework, available via TurnItIn/Grademart on the Blackboard System.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.

KNOW HOW

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (chantel.riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:

<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

Very High First Class (90-100)

Such answers are **exceptional** and *fully* answer the question demonstrating the attainment of all learning objectives and in adherence to all guidelines. The answer will be expected to show an exceptional level of achievement with respect to the following criteria:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

High First Class (80-89)

Such answers are **outstanding** and provide a *near-full* and well-structured answer to the question and can be expected to indicate an outstanding level of achievement of all of the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- good knowledge of the relevant literature.

First Class (70-79)

Such answers are **excellent** and provide a *largely-full* and well-structured answer to the question and can be expected to indicate excellence in *some or most of* the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are **very good** and provide a generally well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- a good or very good understanding of the material;
- clarity of analysis, of argument and of expression;
- a demonstrable grasp of the relevant literature.

Lower-second Class (50-59)

Such answers are **good** and provide a clear answer to the question. They can be expected to show *most of* the following features:

- a firm understanding of the material;
- clarity of analysis and argument, albeit limited in extent;
- some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Such answers are **sufficient** and demonstrate a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show some of the following features:

- sparse coverage of the material with several key elements missing;
- unsupported assertions and a lack of clear analysis or argument;
- important errors and inaccuracies.

Fail (30-39)

Such answers are **insufficient** and, while showing some awareness of the area, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone, lacking in coherence, structure and evidence of independent thought.

Bad Fail (20-29)

Such answers are **inadequate** and fail to demonstrate the ability to engage with the question. They demonstrate only the most basic awareness of the area and may contain errors. They will be almost completely lacking in coherence, structure and evidence of independent thought.

Very Bad Fail (10-19)

Such answers are **severely inadequate** and exhibit an almost complete lack of engagement with the area or question.

Extremely Bad Fail (0-9)

Such answers are **profoundly inadequate** and exhibit a complete lack of engagement with the area or question.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20081 Sociology of Science

Semester: 1

Credits: 20

Convenor: Elisa Bellotti

Contents

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2. Course Content
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 - B. Lectures & Reading List
 - C. Tutorial Guide
 - D. Assignments & Assessments
3. Feedback
4. Your Commitment
5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/handbooks/

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s):	Elisa Bellotti
Room:	Arthur Lewis Building, 3 rd floor, Room 3.029
Telephone:	(0161) 2752512
Email:	Elisa.bellotti@manchester.ac.uk
Office Hours:	Friday 1:00 - 3:00pm
Administrator:	Chantel Riley UG Office Arthur Lewis Building; (0161) 2753953 chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Wednesday 10:00 – 13:00 Simon 4.05
Reading week:	Monday 29th October – Friday 2nd November 2018
Additional office hours:	Additional office hours for discussing assignment plans will be available: Wednesday 7th November 2-4pm
Feedback half-day:	Dedicated office hours for discussing assignment feedback will be available: Friday 7th December 1pm-4pm (on appointment)
Assessed Coursework Submission:	Thursday 15th November on Turnitin, 2pm See further details in section 2 below.
Examination Period:	14th January – 25th January 2019
Resit Examination Period:	20th August – 31 th August 2019

Assignments and Assessments

- One compulsory non-assessed essay plan (5% penalty for non-submission), to be submitted via Turnitin **Monday 5th November**, 2pm
- One assessed essay worth 50% of the total mark, to be submitted via Turnitin **Thursday 15th November**, 2pm
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

Understanding how knowledge is produced and validated entails some sociological questions regarding the structure of power, hierarchies, controversies, and alliances which underlie the work of science itself. This is the main object of analysis of sociology of science.

The module presents and discusses the various sociological perspectives that have attempted to uncover the social factors that play a crucial role in scientific discoveries and validation of results. Covering the approaches of structural functionalism, scientific revolutions, symbolic interactionism, laboratory studies, actor network theory, field theory and social network analysis, it gives the students the theoretical elements to critically evaluate these various schools and their scientific contributions.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Each lecture is combined with a practical workshop and a tutorial where students are asked to analyse and discuss relevant material that will elucidate the main principles of each perspective: in some cases materials are previously provided (scientific articles, empirical data), in some others students will have to collect their own material, and if possible students will be taken to visit a scientific laboratory.

Learning Outcomes

On completion of this unit successful students will:

- Understand and critically evaluate the various theoretical approaches to the study of scientific production.
- Relate the theoretical approaches to their empirical applications, and evaluate their scientific contributions to sociology of science
- Reflect upon various types of qualitative and quantitative materials, and analyse them in light of the theoretical perspectives presented in lectures
- Read, summarise and review an academic publication, and discuss it with the rest of the class

General Course Readings

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below.

The following textbook is compulsory:

- Bucchi M., Science in Society, 2004, Routledge, London

Several of the suggested readings are taken from the following books:

- Klemke E.D., Hollinger R., Rudge D.W., 1998, Introductory readings in the Philosophy of science, Prometheus books, New York
- Barber B. and Hirsch W., 1962, The sociology of science, The free press of Glencoe, New York
- Knorr K.D., Krohn R., Whitley R., 1981, The social process of scientific investigation, Reidel Publishing company, Dordrecht and London. online
- MacKenzie D. and Wajcman J., 1999, The social shaping of technology, Open University press, Buckingham
- Cheng, D., Claessens, M., Gascoigne, N.R.J., Metcalfe, J., Schiele, B., Shi, S. (Eds.) 2008, Communicating Science in Social Contexts: New models, new practices, Springer

Lectures and Reading List

The course is organised as follow:

- **1 hour lecture:** each week introduces the main elements and basic concepts of various schools of sociology of science. Lectures are based on required readings.
- **1 hour workshop:** students are asked to work in small groups on practical tasks.
- **1 hour tutorial:** students are expected to prepare a reading (indicated each week in the course outline) and are provided written questions that they have to answer in class.

Lectures' topics:

26/9 Introduction to sociology of science. Overview of the course. The evolution of the scientific method

3/10 Structural functionalism, Merton, and the macro perspective.

10/10 Thomas Kuhn: controversies, conflicts and changes in scientific paradigms.

17/10 The Edinburgh and the Bath school: the strong programme

24/10 Laboratory studies and Actor network theory : the construction of scientific objects

Reading week and essay plan

7/11 The sociology of technology

14/11 Pierre Bourdieu and field theory

21/11 Controversies and science wars

28/11 Social network analysis: from invisible colleges to multilevel analysis

5/12 Science and society: communicating science

Lecture 1 What is science? The evolution of the scientific method

Required reading

Lecture

Williams M., 2000, Science and Social Science, Routledge, London, chapter 1

Workshop

The scientific method

Additional reading

- Popper K., Science: Conjectures and Refutations, in Klemke E.D., Hollinger R., Rudge D.W., 1998, Introductory readings in the Philosophy of science, Prometheus books, New York, pp. 38-47
- Ziman J., What is science? in Klemke E.D., Hollinger R., Rudge D.W., 1998, Introductory readings in the Philosophy of science, Prometheus books, New York, pp. 47-53
- Feyerabend P., How to defend society against science, in Klemke E.D., Hollinger R., Rudge D.W., 1998, Introductory readings in the Philosophy of science, Prometheus books, New York, pp. 54-65
- Thagard P. R., Why Astrology is a pseudo-science, in Klemke E.D., Hollinger R., Rudge D.W., 1998, Introductory readings in the Philosophy of science, Prometheus books, New York, pp. 66-75

- Kitcher P., Believing where we cannot prove, in Klemke E.D., Hollinger R., Rudge D.W., 1998, Introductory readings in the Philosophy of science, Prometheus books, New York, pp. 76-98

Lecture 2 The development of sociology of science: R. K. Merton

Required reading

Lecture

Bucchi M., Science in Society, 2004, Routledge, London, chapter 1

Tutorial: Merton R. K., 1973, The sociology of science, The University of Chicago Press, Chicago, chapter 20

http://eml.manchester.ac.uk/lib/SOCY20082/SOCY20082_50531.pdf

Workshop: Nobel prizes' biographies

Additional reading

- Merton R. K., 1973, The sociology of science, The University of Chicago Press, Chicago, chapter 12 and 13
- Gray G. W., Which scientists win Nobel Prizes? In Barber B. and Hirsch W., 1962, The sociology of science, The free press of Glencoe, New York, pp. 557-565
http://eml.manchester.ac.uk/lib/SOCY20082/SOCY20082_50529.pdf
- Goodrich H.B., Knapp R.H., Boehm G.A.W., The origins of U.S. scientists, in In Barber B. and Hirsch W., 1962, The sociology of science, The free press of Glencoe, New York, pp. 160-167
- Knapp R.H., Greenbaum J.J., The younger American Scholar, In Barber B. and Hirsch W., 1962, The sociology of science, The free press of Glencoe, New York, pp. 168-184
- Holland J.L., Undergraduate origins of American scientists, In Barber B. and Hirsch W., 1962, The sociology of science, The free press of Glencoe, New York, pp. 185-196
- Zuckerman H., 1967, Nobel Laureates in Science: Patterns of Productivity, Collaboration, and Authorship, American Sociological Review, Vol. 32, No. 3, pp. 391-403

Lecture 3 Scientific revolutions: T. Kuhn

Required reading

Lecture

Bucchi M., Science in Society, 2004, Routledge, London, chapter 2

Tutorial: Ritzer G., Sociology: A Multiple Paradigm Science, The American Sociologist, Vol. 10, No. 3 (Aug., 1975), pp. 156-167

Workshop: The end of Physics?

http://www.ted.com/talks/harry_cliff_have_we_reached_the_end_of_physics#t-705970

<http://www.sciencealert.com/the-2-most-dangerous-numbers-in-the-universe-could-signal-the-end-of-physics>

Additional reading

- Sharrock W., Read R., 2002, Kuhn. Philosopher of scientific revolution, Polity Press, Cambridge, chapter 2.
http://eml.manchester.ac.uk/lib/SOCY20082/SOCY20082_50287.pdf
- Frankel, E., 1976, Corpuscular Optics and the Wave Theory of Light: The Science and Politics of a Revolution in Physics, Social Studies of Science, Vol. 6, No. 2, pp. 141-184
- Pickering A., The role of interests in high-energy physics: the choice between charm and colour, in Knorr K.D., Krohn R., Whitley R., 1981, The social process of scientific investigation, Reidel Publishing company, Dordrecht and London.
- Hoyningen-Huene P., 1993, Reconstructing scientific revolutions, The University of Chicago Press, Chicago, chapter 5 and 6.
- Hoyningen-Huene P., The Interrelations between the Philosophy, History and Sociology of Science in Thomas Kuhn's Theory of Scientific Development, British Journal of Philosophy of Science (1992), 487-501

Lecture 4 The strong programme

Required reading

Lecture

Bucchi M., *Science in Society*, 2004, Routledge, London, chapter 3

Tutorial: Shapin, S., 1982, History of science and its sociological reconstructions. History of Science 20: 157-211.

Workshop: Prepare an interview with a scientist

<http://www.sciencealert.com/spacex-just-failed-another-shot-at-rocket-landing>

Additional reading

- Barnes B., 1974, Scientific knowledge and sociological theory, Routledge, London, chapter 5
http://eml.manchester.ac.uk/lib/SOCY20082/SOCY20082_50289.pdf
- MacKenzie D., 1978, Statistical Theory and Social Interests: A Case-Study, Social Studies of Science, Vol.8 35-83
- Shapin, Steven. 1995. Cordelia's love: Credibility and the Social Studies of Science. Perspectives on Science 3(3): 255-275.
- Shapin Steven, Pump and Circumstance: Robert Boyle's Literary Technology, Social Studies of Science November 1984 vol. 14 no. 4 481-520
- Shapin Steven, Here and Everywhere: Sociology of Scientific Knowledge, Annual Review of Sociology, Vol. 21 (1995), pp. 289-321
- Barnes B. and MacKenzie D., On the role of interests in scientific change, in Wallis R., 1979, On the margins of science: the social construction of rejected knowledge. Sociological review monograph, 27.
http://eml.manchester.ac.uk/lib/SOCY20082/SOCY20082_50532.pdf
- Blake J. A., Ufology: the intellectual development and social context of the study of unidentified flying objects, in Wallis R., 1979, On the margins of science: the social construction of rejected knowledge. Sociological review monograph, 27.

Lecture 5 Laboratory studies and Actor Network Theory

Required reading

Lecture

Bucchi M., *Science in Society*, 2004, Routledge, London, chapter 4

Essay plan preparation

Workshop: visit a scientific laboratory

Additional reading

- Latour B., Is it possible to reconstruct the research process?: sociology of a brain peptide, in Knorr K.D., Krohn R., Whitley R., 1981, *The social process of scientific investigation*, Reidel Publishing company, Dordrecht and London. (online)
- Pinch T.J., Theoreticians and the production of experimental anomaly: the case of solar neutrinos, in Knorr K.D., Krohn R., Whitley R., 1981, *The social process of scientific investigation*, Reidel Publishing company, Dordrecht and London. (online)
- Harvey B., The effects of social context on the process of scientific investigation: experimental tests of quantum mechanics, in Knorr K.D., Krohn R., Whitley R., 1981, *The social process of scientific investigation*, Reidel Publishing company, Dordrecht and London.
- Latour Bruno; Woolgar Steve, 2013, *Laboratory Life The Construction of Scientific Facts*, Princeton : Princeton University Press (<http://lib.myilibrary.com/Open.aspx?id=459671>)
- KNORR CETINA KARIN *Laboratory Studies: The Cultural Approach to the Study of Science*, in : Sheila Jasanoff & Gerald E. Markle & James C. Peterson & Trevor Pinch, 1995, *Handbook of Science and Technology Studies*, Sage, Thousand Oaks
- Callon, Michel (1986). "Some Elements of a Sociology of Translation: Domestication of the Scallops and the Fishermen of St Brieuc Bay." pp. 196–233 in *Power, Action and Belief: A New Sociology of Knowledge*, edited by John Law. London: Routledge & Kegan Paul.
- Gilbert N., Mulkay M., Contexts of scientific discourse: social accounting in experimental papers, in Knorr K.D., Krohn R., Whitley R., 1981, *The social process of scientific investigation*, Reidel Publishing company, Dordrecht and London.

Lecture 6 The sociology of technology

Required reading

Lecture

Bucchi M., *Science in Society*, 2004, Routledge, London, chapter 5

Workshop: Visit to the Museum of Science and Industry

No tutorial

Additional reading

- MacKenzie D. and Wajcman J., 1999, *The social shaping of technology*, Open University press, Buckingham, Introductory essay
http://eml.manchester.ac.uk/lib/SOCY20082/SOCY20082_50533.pdf
- Ceruzzi P., Inventing personal computing, in MacKenzie D. and Wajcman J., 1999, *The social shaping of technology*, Open University press, Buckingham
- Kranakis E., Constructing a bridge, in MacKenzie D. and Wajcman J., 1999, *The social shaping of technology*, Open University press, Buckingham
- Cockburn C., Caught in the wheels: the high cost of being a female cog in the male machinery of engineering, in MacKenzie D. and Wajcman J., 1999, *The social shaping of technology*, Open University press, Buckingham
- Gibbson M, and Johnson C., Science, technology and the development of the transistor, in Barnes B., Edge D., 1982, *Science in context: readings in the sociology of science*, Open University Press, Milton Keynes.
http://eml.manchester.ac.uk/lib/SOCY20082/SOCY20082_50299.pdf
- Wiebe E Bijker; Thomas Parke Hughes; T. J Pinch (Trevor J.), *The Social construction of technological systems : new directions in the sociology and history of technology* Cambridge, Mass. ; London : MIT Press c1987 (selection)

Lecture 7 Bourdieu and field theory

Required reading

Lecture

Bourdieu P., 2004, *Science of science and reflexivity*, University of Chicago press, Chicago, section 2, pp. 33-84`

Tutorial: class presentation (Bourdieu P., 1990, *Homo Academicus*, Polity Press, Cambridge. Chapter 2)

Workshop: The social trajectory of Brian Cox

<http://www.theguardian.com/theobserver/2014/oct/05/physicist-brian-cox-interview-human-universe>

https://www.ted.com/talks/brian_cox_why_we_need_the_explorers?language=en

Additional reading

- Hess, David J. 2011. "Bourdieu and Science and Technology Studies: Toward a Reflexive Sociology." *Minerva* 49(3): 333-348.
- Burris Val, 2004, The Academic Caste System: Prestige Hierarchies in PhD Exchange Networks, *American Sociological Review*, Vol. 69, No. 2 (Apr., 2004), pp. 239-264
- Kim, Kyung-Man. 2009. What Would a Bourdieuan Sociology of Scientific Truth Look Like? *Social Science Information* 48(1): 57-79.
- Miale, Hélène. 2003. The 'Righteous Wrath' of Pierre Bourdieu. *Social Studies of Science* 33(4): 613-622.
- Hong Wei, 2008, Domination in a Scientific Field: Capital Struggle in a Chinese Isotope Lab, *Social Studies of Science* 38/4, 543-570

- Wainwright Steven P., Michael Mike, Williams Clare, 2009, Shifting paradigms? Reflections on regenerative medicine, embryonic stem cells and pharmaceuticals *Sociology of Health & Illness* Vol. 30 No. 6 pp. 959–974

Lecture 8 Controversies and science wars

Required reading

Lecture

Bucchi M., *Science in Society*, 2004, Routledge, London, chapter 6

<http://www.theguardian.com/science/controversiesinscience>

No tutorial

Workshop: Guest speaker

Additional reading

- Sokal, A. 1996, a physicist experiment with cultural studies, *Lingua Franca*, May/June: 62-64.
- Hilgartner, S., 1990, The Sokal affair in context, *Science Technology and Human Values*, 22, 4: 506-522
- Engelhardt H.T., Caplan A. L., 1987, *Scientific Controversies: Case Studies in the Resolution and Closure of Disputes in Science and Technology*, Cambridge University Press, Cambridge (selection)
- Moore A., Stilgoe J., 2009, Experts and Anecdotes. The Role of “Anecdotal Evidence” in Public Scientific Controversies, *Science Technology Human Values*, vol. 34 no. 5 654-677
- Jensen J. D., Hurley R. J., 2012, Conflicting stories about public scientific controversies: Effects of news convergence and divergence on scientists’ credibility, *Public Understanding of Science*, vol. 21 no. 6 689-704
- Besela R. D., 2011, Opening the “Black Box” of Climate Change Science: Actor-Network Theory and Rhetorical Practice in Scientific Controversies, *Southern Communication Journal*, Volume 76, Issue 2, pages 120-136

Lecture 9 Network approaches to the study of science

- Citation analysis
- Co-authorship analysis
- Multilevel analysis
- Maps and visualizations

Required reading

Lecture

Crane D., 1969, Social Structure in a Group of Scientists: A Test of the "Invisible College" Hypothesis, *American Sociological Review*, 34, 3: 335-352

Tutorial: How to study scientific networks: report from the field (Presentation, no readings required).

References:

- Bellotti E., *Scientific Networks*, in Baxter J., (ed), *Oxford Bibliographies in Sociology*. New York: Oxford University Press, forthcoming.

- Bellotti E., Kronegger L., Guadalupi L., 2016, The evolution of research collaboration within and across disciplines in Italian Academia. *Scientometrics*, 109, 2, pp. 783–811.
- Bellotti E., Guadalupi L., Conaldi G., 2015, Comparing fields of sciences: the network of collaborations to research projects in Italian academia, in Lazega E., Snijders T., (eds.) *Multilevel and network analyses*, Methods Series, Springer, pp. 213-244.
- Bellotti E., 2012, Getting funded. Multi-level network of Physicists in Italy, in *Social Networks*, 34, pp. 215-229.

Workshop: <https://www.theguardian.com/science/political-science/2016/mar/12/why-the-eu-matters-for-universities>

Additional reading

- De Solla Price, D. J., 1965, *Networks of Scientific Papers*, *Science*, 149, 3683: 510–515.
- Hummon, N.P., Carley, K., 1993, *Social networks as normal science*, *Social Networks*, 15: 71–106.
- Cainelli, G., Maggioni, M. A., Uberti, T. E., de Felice, A., 2015, *The strength of strong ties: How co-authorship affect productivity of academic economists?*, *Scientometrics*, 102, 1: 673-699
- Callon, M., Courtial, J. P., Turner, W. A., Bauin, S., 1983, *From Translations to Problematic Networks: An Introduction to Co-word Analysis*, *Social Science Information*, 22, 2: 191-235.
- Boyack, K. W., Klavans, R., Börner, K., 2005, *Mapping the backbone of science*, *Scientometrics*, 64, 3: 351–374.
- Bellotti E., 2012, *Getting funded. Multi-level network of Physicists in Italy*, *Social Networks*, 34: 215-229
- Murray S. O., Poolman R. C., 1982, *Strong ties and scientific literature*, *Social Networks*, 4, : 225-232.

Lecture 10 Scientific communication

Required reading

Lecture

Bucchi M., *Science in Society*, 2004, Routledge, London, chapter 7

Tutorial: Exam preparation

Workshop: Analysis of a newspaper article

Additional reading

- Bellotti Elisa and Panzone Luca. "Media effects on sustainable food consumption. How newspaper coverage relates to supermarket expenditures." *International Journal of Consumer Studies*(2015)
- Holliman Richard, *Media Coverage of Cloning: A Study of Media Content, Production and Reception, Public Understanding of Science*, 2004 vol. 13 no. 2 107-130

- Bruce V Lewenstein, The Meaning of 'Public Understanding of Science' in the United States After World War II *Public Understanding of Science* 1992; 1(1):45-68.
- Brian Wynne, Sheepfarming after Chernobyl: A Case Study in Communicating Scientific Information, *Environment: Science and Policy for Sustainable Development* Volume 31, Issue 2, 1989, pages 10-39
- Alexander Segall and Lance W. Roberts, A comparative analysis of physician estimates and levels of medical knowledge among patients *Sociology of Health & Illness* Volume 2, Issue 3, pages 317–334, November 1980
- Lesley Henderson and Jenny Kitzinger, The human drama of genetics: 'hard' and 'soft' media representations of inherited breast cancer, *Sociology of Health & Illness* Volume 21, Issue 5, pages 560–578, September 1999
- Claessens, Michel, European Trends in Science Communication in Cheng, D., Claessens, M., Gascoigne, N.R.J., Metcalfe, J., Schiele, B., Shi, S. (Eds.) 2008, *Communicating Science in Social Contexts: New models, new practices*, Springer
- Peters, Hans Peter (et al.), Medialization of Science as a Prerequisite of Its Legitimization and Political Relevance, in Cheng, D., Claessens, M., Gascoigne, N.R.J., Metcalfe, J., Schiele, B., Shi, S. (Eds.) 2008, *Communicating Science in Social Contexts: New models, new practices*, Springer
- Trench, Brian, Towards an Analytical Framework of Science Communication Models, in Cheng, D., Claessens, M., Gascoigne, N.R.J., Metcalfe, J., Schiele, B., Shi, S. (Eds.) 2008, *Communicating Science in Social Contexts: New models, new practices*, Springer
- Bucchi, Massimiano (et al.) Before and After Science: Science and Technology in Pop Music, 1970–1990 in Cheng, D., Claessens, M., Gascoigne, N.R.J., Metcalfe, J., Schiele, B., Shi, S. (Eds.) 2008, *Communicating Science in Social Contexts: New models, new practices*, Springer Pages 27-38

Tutorial Guide

Tutorial for lecture 2

Preparation required

Merton R. K., *The sociology of science*, The University of Chicago Press, Chicago, chapter 20

Tutorial Tasks

Questions

1. What is the Matthew effect?
2. In which systems of science does it have effects? Describe these effects and the systems in which they operate
3. Do you think the Matthew effect is functional or not to the social organization of scientific work?

Tutorial for lecture 3

Preparation required

Ritzer G., *Sociology: A Multiple Paradigm Science*, The American Sociologist, Vol. 10, No. 3 (Aug., 1975), pp. 156-167

Tutorial Tasks

1. How does Ritzer define a paradigm?
2. Is it the same type of paradigm definition that Kuhn proposes?
3. According to Ritzer, which are the three paradigms in sociology?
4. Do you think his analysis is convincing? And do you think it is in line with Kuhn's analysis?

Tutorial for lecture 4

Preparation required

Shapin, S., 1982, *History of science and its sociological reconstructions*. History of Science 20: 157-211.

Tutorial Tasks

1. What is the main argument of Shapin's paper?
2. What are the differences between his description of scientific production and the one of Merton?
3. What are the similarities with Kuhn's theory of revolutions? And the differences?

Tutorial for lecture 5 Essay plan preparation

Tutorial for lecture 8

Reading presented in class

Bourdieu P., 1990, *Homo Academicus*, Polity Press, Cambridge. Chapter 2

Tutorial Tasks

- What type of capitals did Bourdieu measure?

- How did he measure the various forms of capital?
- Look at the tables pp.43-47. What can you notice?
- Describe the differences between clinical practitioners and medical researchers

Tutorial for lecture 9 Social network analysis

Preparation required

Bellotti E., Guadalupi L., Conaldi G., *Comparing fields of sciences: the network of collaborations to research projects in Italian academia*, in Lazega E., Snijders T., (eds.) *Multilevel and network analyses*, Methods Series, Springer, in press.

Tutorial Tasks

- Describe the trends in research funding in Italy between 2001-2010
- Describe the trends in research collaborations in Italy between 2001-2010
- Discuss the clusters of disciplines: why do you think they are clustered this way?
- Discuss the relation between funding and research collaborations over time

Tutorial for lecture 10 Exam preparation

Preparation required

Bring the slides of lectures 5-10

Tutorial Tasks

How to answer exam's questions

Assignments and Assessments

Non-Assessed Assignment Details

Each week students are asked to read in advance the material suggested for the tutorials, and to answer related questions during the tutorials. Oral feedbacks on this written activity will be given each week.

Students are expected to hand in a compulsory non assessed essay plan (max 600 words) on Turnitin on **Monday 5th November**. Written feedbacks will be given individually on Turnitin while oral feedbacks will be given individually on Wednesday 7th November from 2pm to 4pm in the lecturer's office (please book in advance).

There will also be a compulsory non-assessed work in the form of an exam workshop in week 10, where students will receive oral feedbacks on exam preparation.

Note: Feedback for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course material.

Assignment Submission

Week 6 Monday 5th November on turnitin, 2pm

Assessed Coursework Details

The assessment for this module will be a 50% essay and 50% exam. The essay can cover lectures' material from week 1 to week 5. The exam can cover lectures' material from week 6 to week 10.

Note: You must include an accurate word count on the front page of your essay.

Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Essay Questions

Please answer one of the following questions:

1. The aim of science is not to open a door to infinite wisdom, but to set a limit to infinite error (Galileo Galilei). Discuss.
2. Critically discuss Merton's approach to the study of science.
3. Normal science and revolutions. Critically evaluate Kuhn's theory of scientific evolution.
4. Illustrate the various strands of research that belong to the so-called Strong Programme.
5. Discuss the empirical approach to the study of science of laboratory studies and actor-network theory.

Coursework Submission

Deadline Week 8 – Thursday 15th November on Turnitin, 2pm

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances online Form must be completed. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 5.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignment and examination questions cover different parts of the course. There is no overlap in topics. Assessed assignments cover the topics found in weeks 1-5; examination questions will offer options covering weeks 6-10. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal formative feedback will be given during lectures and tutorials for individual and group work. (You'll need to contribute regularly to group discussions to make the best use of this.)
- Written formative feedback will be given on your non-assessed assignment and made available via Turnitin. Two office hours will be dedicated to individual feedback discussion on Wednesday 7th November 2-4pm
- Written formative and summative feedback will be given on your assessed coursework, available via Turnitin. Half a day individual feedback discussion will be available on Friday 7th December 1pm-4pm in the lecturer's office
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via Turnitin/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.



KNOW HOW

Additional Office Hours will be provided to discuss planning for coursework assessments on Wednesday 7th November 2-4pm in the lecturer's office. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot.

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments on Tuesday Friday 7th December 1pm-4pm in the lecturer's office. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (Chnatel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here:

<http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:



<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

High First Class (75+) Such answers fully answer the question in a coherent manner and can be expected to show excellence with respect to the following criteria:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Knowledge of the relevant literature.

First Class (70-74) Such answers are highly competent and provide a near-full and well-structured answer to the question and can be expected to indicate some of the following qualities:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Good knowledge of the relevant literature.

Upper-second Class (60-69) Such answers are overall competent and provide a generally well-structured answer to the question and can be expected to indicate most of the following qualities:

- A reasonable-to-good understanding of the material
- Clarity of analysis, of argument and of expression
- At least selective knowledge of the relevant literature.

Lower-second Class (50-59) Such answers indicate some understanding of the issues and provide an adequate answer to the question. They can be expected to show most of the following features:

- A basic understanding of the material
- Clarity of analysis and argument, albeit limited in extent
- Some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49) Such answers indicate only a rudimentary understanding of the issues and offer only partial answers to the question. They can be expected to show the following features:

- Sparse coverage of the material with several key topics missing
- Unsupported assertions and little clear analysis or argument
- Important errors and inaccuracies.

First and Second Years: Compensatable Fail (30-39)

Such answers fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone and lack coherence. NB – it is not possible to get a compensated pass for

compulsory course on your degree programme. There is also a limit to the number of compensated fails allowed in a single year. Please see your Programme Handbook for details.

First and Second Years: Uncompensatable Fail (0-29)

Such answers fail to demonstrate the ability to engage with the question.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20091: Qualitative Social Research Design and Methods

Semester 1

Credits 20

Convenor: Dr Madeline-Sophie (Maddy) Abbas

Contents

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6. Assessment Criteria
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Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer: Dr Madeline-Sophie (Maddy) Abbas
Room: 3.042 Arthur Lewis (third floor)
Telephone: Ext. 65404
Email: madeline.abbas@manchester.ac.uk
Office Hours: Thursdays 11.00-13.00
(email for an appointment)

Tutors: **Details tbc**

Administrator: Chantel Riley
UG Office G.001 Arthur Lewis Building; (0161) 2753953;
chantel.riley@manchester.ac.uk

Times and Dates

Lectures: Thursdays 14.00-16.00, Mansfield Cooper G.21.
Tutorials: Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis.
Please note that tutorials begin in week 2 (week commencing 1st Oct 2018)
Reading week: **Monday 29th October – Friday 2nd November 2018**
Feedback half-day: Dedicated office hours for discussing assignment feedback will be available: Friday 14th December 2019 (sign up for an appointment nearer the time)
Assessed coursework submission: Both assignments to be submitted via Turnitin by 2pm on the deadline date. See further details in section 2 below.

Assignments and Assessments

- One 1,500 word critical review assignment (worth 40% of the total course mark), to be submitted by **2pm on Thursday 22nd November 2018.**
- One 2,500 word research design assignment (worth 60% of the total course mark), to be submitted by **2pm on Tuesday 15th January 2019.**

Refer to Assignment and Assessments (Section 2D) of this course handbook for full details and the Assessment Criteria (Section 6).

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

A. Course Aims

The aim of this course is to help students to develop their understanding of the principles and practical use of qualitative methods in social research. Though not all students enrolled on the course will go on to complete a third year dissertation project, the course is geared towards helping to prepare students for their dissertations by equipping them with the knowledge and understanding required to carry out an effective and coherent piece of qualitative social research.

Learning Outcomes

On completion of this unit successful students will:

- Understand the principles of qualitative social research design and how these principles may be applied in practice.
- Have an appreciation of how research questions, research strategies, research methods and forms of analysis all influence each other in the design of social research projects.
- Be able to critically evaluate the suitability of different qualitative research methods for use with different kinds of research questions.
- Know how to select and deploy appropriate forms of analysis for different kinds of qualitative data.
- Have the skills and knowledge required to design and carry out an independent small-scale qualitative social research project.

General Course Readings

Some required readings will be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended. In most cases earlier or later editions are just as useful:

Bryman, A. (2015) *Social Research Methods*, 5th ed., Oxford: Oxford University Press.

There are also lots of useful resources on the website:
<http://global.oup.com/uk/orc/sociology/brymansrm5e/>

Babbie, E. (2012) *The Practice of Social Research*, 13th ed., Belmont CA: Wadsworth.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Available as an e-book: <https://www.dawsonera.com/abstract/9781408093153>

Gilbert, N. and Stoneman, P (2015) *Researching Social Life*, 4th ed., London: Sage.

Mason, J. (2002) *Qualitative Researching*, 2nd ed., London: Sage.

May, T., ed. (2002) *Qualitative Research in Action*, London: Sage.

Available as an e-book:

<http://methods.sagepub.com/book/qualitative-research-in-action>

Silverman, D. (2014) *Interpreting Qualitative Data*, 5th ed., London: Sage.

The module at a glance

Please note that tutorials start the week following the first lecture.

Week commencing	Lecture (Thursdays 2-4pm) Mansfield Cooper G.21	Tutorial Preparation
24 th Sept (lectures start)	27 th Sept – Introduction to qualitative social research: principles and research strategies	Required reading (for w/c 1st Oct 2018) No tutorial
1st Oct (tutorials start)	4 th Oct – Research design: questions, literature and methods	Required reading (tutorial 1) Introduction to qualitative research (no coursework exercise)
8 th Oct	11 th Oct – Sampling and generalisation	Required reading (tutorial 2) A research question on a topic that interests you and your notes on the process – Coursework exercise #1
15 th Oct	18 th Oct – Observational methods and ethnography	Required reading (tutorial 3) List of six texts from your literature search with brief notes – exercise #2
22 nd Oct	25 th Oct – Interviews	Required reading (tutorial 4) Observation fieldnotes and reflections – exercise #3
29 th Oct	Reading week – no classes for this module	
5 th Nov	8 th Nov – Documentary and visual methods	Required reading (tutorial 5) Interview schedule (topic list), transcript and notes – exercise #4
12 th Nov	15 th Nov Interpreting and analysing your data	Required reading (tutorial 6) Document critical evaluation notes – exercise #5
19 th Nov	22 nd Nov – Ethics, power and reflexivity	Required reading (tutorial 7) Notes on how you would analyse your chosen data – exercise #6
Thursday 22nd November 2018 – 1,500 word critical review to be submitted on TurnItIn by 2pm		
26 th Nov	29 th Nov – Guest lecture by Kevin Gillan: The Politics and Ethics of Research on Contentious Ground	Required reading (tutorial 8) See tutorial questions
3 rd Dec	6 th Dec – Revision	Required reading (tutorial 9) See tutorial questions
10 th Dec	No lecture	Reading around your assessment (tutorial 10) Bring your notes on your research design assessment so far
Friday 14th December 2018 – extra office hours for critical review feedback		
Tuesday 15th Jan 2019 – 2,500 word research design to be submitted on TurnItIn by 2pm		

B. Lectures and Reading List

The course works through each of the main elements that need to be considered in designing a piece of social research, from generating your research question through to selecting your participants or data sources, choosing and deploying a suitable method, interpreting your data and writing up. Qualitative research is rarely a linear exercise, so these stages will not always take place one after the other in this neat way, but this is the order in which it will usually make most sense to organise your thinking - at least at the outset - as you plan a piece of research.

Lecture 1 - Introduction to qualitative social research: principles and research strategies

This lecture will introduce the course and outline what is required of you as well as what you can expect, before beginning to look at the key principles and logic of qualitative social research. The following questions will be considered: what are the philosophical foundations of qualitative research? What kinds of research questions can be addressed with qualitative approaches – what are they good at exploring, what can they contribute to sociology? What range of social research methods can qualitative approaches include?

Required reading

Mason, J (2002) *Qualitative Researching*, Second Edition. London: Sage ('Introduction: the challenge of qualitative research').

Additional reading

Atkinson, P., Coffey, A. and Delamont, S. (2003) *Key Themes in Qualitative Research*, Oxford: AltaMira Press.

Atkinson, P., Coffey, A., Delamont, S., Lofland, J. and Lofland, L. eds (2001) *Handbook of Ethnography*, London: Sage.

*Bryman, A. (2008) *Social Research Methods*, Oxford: Oxford University Press (chapter 16, 'The nature of qualitative research').

Charmaz, K. C. (2006) *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*, London: Sage.

Denzin, N. K. and Lincoln, Y. S., eds (2003) *Strategies of Qualitative Inquiry*, London: Sage. (Introduction: Entering the Field of Qualitative Research).

Hammersley, M. and Atkinson, P. (2007) *Ethnography: Principles in Practice*,

- London: Routledge.
- May, T. ed. (2002) *Qualitative Research in Action*, London: Sage.
- Plummer, K. (2001) *Documents of Life 2: An Invitation to a Critical Humanism*, London: Sage.
- *Seale, C., Gobo, G., Gubrium, J. F. and Silverman, D. (2004) *Qualitative Research Practice*, London: Sage (parts 1 and 2).
- Shipman, M. (1997) *The Limitations of Social Research*, Harlow: Longman (chapter 3, 'Interpretive social research').
- *Silverman, D. (2009) *Doing Qualitative Research*, London: Sage. (Chapter 1: What is qualitative research?).

Lecture 2 - Research design: questions, literature and methods

The most basic element of a good research project is a good research question. Once you have decided on a specific research question, a researcher must design a research strategy that will allow them to address that question. This may seem an obvious point, but it can be all too easy to find that one has created a research project which answers a different question! This lecture looks at the process of identifying research topics and specifying research questions in sociology, and the role of previous studies and literature in this process. It also examines how this is linked to identifying units of analysis and making decisions on which methods to use to collect or generate data. This means asking how we can be sure that we are accessing appropriate data sources, whether these are people, organisations or documents. Also, how one decides on a suitable method – whether, for example, to conduct an interview, carry out participant observation or use documentary analysis?

Required reading

- Silverman, D. (2015) *Interpreting Qualitative Data*, London: Sage (chapter 2, 'Designing a research project').

Additional reading

- Andrews, R. (2003) *Research Questions*, London: Continuum.
- Babbie, E. (2012) *The Practice of Social Research*, Boston: Wadsworth (chapter 4, 'Research design' and chapter 14, 'Social research literature').
- *Becker, H. (1986) *Writing for Social Scientists*, Chicago: University of Chicago Press (chapter 8, 'Terrorized by the literature').
- Best, S. (2012) *Understanding and Doing Successful Research*, Harlow: Pearson (chapter 3, 'Searching and reviewing the literature').
- Berg, B.L. (2009) *Qualitative Research Methods for the Social Sciences*, New York: Pearson (chapter 2, 'Reviewing the literature').

- *Blaxter, L., Hughes, C. and Tight, M. (1996) *How to Research*, Milton Keynes: Open University Press (chapters 1, 2 and 6).
- *Bryman, A. (2008) *Social Research Methods*, Oxford: Oxford University Press (chapter 4, 'Getting started: reviewing the literature').
- Fink, A. (2004) *Conducting Research Literature Reviews: From the Internet to Paper*, 3rd ed., London: Sage.
- *Gilbert, N (2008) *Researching Social Life*, London: Sage (chapter 3, 'Formulating and refining a research question' and chapter 4, 'Searching and reviewing literature').
- *Hart C. (1999), *Doing a Literature Review: Releasing the Social Science Research Imagination*, London: Sage. (This is a seminal text for sociology students undertaking a literature review).
- Hart C. (2001) *Doing a Literature Search: A Comprehensive Guide for the Social Sciences*, London: Sage.
- Lindlof, T and Taylor, B (2002) *Qualitative Communication Research Methods*, 2nd ed., London: Sage (chapter 3).
- *Mason, J (2002) *Qualitative Researching*, London: Sage (chapters 1, 2 and 3).
- May, T (2011) *Social Research: Issues, Methods and Process*, Milton Keynes: Open University Press (chapters 1 and 2).
- Neuman, W.L. (2011) *Social Research Methods: Qualitative and Quantitative Approaches*, New York: Pearson (chapter 5, 'The literature review').
- *Silverman, D. (2009) *Doing Qualitative Research*, London: Sage (chapters 6, 7 and 8).
- White, P. (2009) *Developing Research Questions: A Guide for Social Scientists*, Basingstoke: Palgrave Macmillan (chapters 2 and 3).

Lecture 3 - Sampling and generalisation

This lecture considers how to select research participants or data sources for a qualitative project, what 'sampling' strategies may be used in order to do so, and the implications of different strategies for the kinds of conclusions and generalisations that can be drawn about the data. The lecture will consider the following questions: How is it possible to generalise or to make wider claims, without overstretching qualitative data? How is it possible to sample effectively and strategically in qualitative work where strictly 'representative' random sampling is often impossible? How can qualitative researchers demonstrate that their arguments and conclusions are rigorous?

Required reading

- Yingling, J. and McClain, M B (2015) 'Snowball sampling, grounded theory, and theoretical sampling: roles in methamphetamine markets', Sage Research Methods Case. (PDF available on Blackboard).

Additional reading

- Atkinson, P., Coffey, A. and Delamont, S. (2003) *Key Themes in Qualitative Research*, Oxford: AltaMira Press (chapter 6).
- *Becker, H (1998) *Tricks of the Trade*, Chicago: University of Chicago (chapter 3, 'Sampling').
- Finch, J. and Mason, J. (1990) 'Decision-taking in the fieldwork process: theoretical sampling and collaborative working' in R. G. Burgess, ed., *Studies in Qualitative Methodology: Reflections on Field Experience*, Vol. 2, Greenwood CT: JAI Press.
- *Flick, U. (2006) *An Introduction to Qualitative Research* (chapter 11, 'Sampling').
- *Mason, J. (2002) *Qualitative Researching*, London: Sage (Chapter 7, 'Sampling and selecting').
- Patton, M. Quinn (2002) *Qualitative Research and Evaluation Methods*, London: Sage.
- Platt, J. (1988) 'What can case studies do?' in R. G. Burgess, ed., *Studies in Qualitative Methodology: Conducting Qualitative Research*, Vol. 1, Greenwood CT: JAI Press.
- Schofield, J. W. (1993) 'Increasing the generalizability of qualitative research' in M. Hammersley, ed., *Social Research: Philosophy, Politics and Practice*, London: Sage.
- Seale, C. (1999) *The Quality of Qualitative Research*, London: Sage
- *Seale, C., Gobo, G., Gubrium, J.F. and Silverman, D. (2004) *Qualitative Research Practice*, London: Sage, (part 5 'Quality and credibility').
- Williams, M. (2000) 'Interpretivism and generalisation', *Sociology*, 34(2): 209-224.
- Williams, M. (2002) 'Generalisation in interpretive research' in T. May, ed., *Qualitative Research in Action*, London: Sage.

Lecture 4 - Observational methods and ethnography

The aim of this lecture is to provide an introduction to the use of observation and participant observation. Participant observation is often regarded as a cornerstone of qualitative social research. We will explore the epistemological assumptions behind participant observation, the advantages and limitations of this approach to data collection/generation, and its place in ethnographic fieldwork. The practical process of participant observation will be discussed, including: identifying the research question; approaching gatekeepers; the researcher's role; data collection and analysis. Key techniques such as making research notes and keeping a journal will be outlined, along with reflections on the value of using auto-ethnography for reflection on the process. The session will end with a discussion of the ethics of participant observation including participant anonymity and confidentiality; informed consent and the implications of overt and covert observation.

Required reading

Mason, J. (2002) *Qualitative Researching*, Sage, London (chapter 5, 'Observing and participating').

Additional reading

Atkinson, P., Coffey, A. and S. Delamont (2003) *Key Themes in Qualitative Research*, Oxford: AltaMira (chapter 4, 'Participant observation and interviewing').

Hammersley, M. and Atkinson, P. (2007) *Ethnography: Principles in Practice*, London: Routledge.

*Silverman, D. (2011) *Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research*, London: Sage (chapter 5, 'Ethnographic observation').

Hall S. M. (2009) "'Private life" and "Work life": difficulties and dilemmas when making and maintaining friendships with ethnographic participants', *Area*, 41(3): 263-272.

May, T. (2011) *Social Research*, Milton Keynes: Open University Press (chapter 7, 'Participant observation').

Example studies

Bachmann, V. (2011) 'Participating and observing: positionality and fieldwork relations during Kenya's post-election crisis', *Area*, 43(3), 362-368.

Christensen, M.K., Laursen D.N. and Sorensen J.K. (2011) 'Situated learning in youth elite football: a Danish case study among talented male under-18 football players', *Physical Education and Sport Pedagogy*, 16(2): 163-178.

*Duneier, M. (1999) *Sidewalk*, Farrar, Straus and Giroux: New York. Also see documentary film of the study: Sociology Subculture. 2013. Sidewalk. YouTube video. Available at: <https://www.youtube.com/watch?v=Bv4civR8mSI>

Kakavelakis, K. *et al.* (2008) 'Making a sales advisor: the limits of training "instrumental empathy"', *Journal of Vocational Education & Training*, 60(3): 209-221.

Li, J. (2008) 'Ethical challenges in participant observation: a reflection on ethnographic fieldwork', *The Qualitative Report*, 13(1): 111-115.

Lecture 5 - Interviews

Using some form of interview is one of the most popular methods of generating qualitative data in social research. This lecture will consider what qualitative interviews are good for as well as some of their limitations - what can and can't they achieve? We will examine the diverse range of interview-type methods available, such as focus groups and e-mail interviewing, as well as photo-elicitation and

techniques incorporating other materials such as objects or visual diaries. The lecture will consider practical issues of how to prepare for and conduct interviews, as well as what type of data is produced by qualitative interviews and what can be done with it. It will conclude by reflecting on some of the ethical issues that may arise through qualitative interviewing.

Required reading

Nairn, K. and Munro, J. (2005) 'A counter-narrative of a "failed" interview', *Qualitative Research*, 5: 221-244.

Additional reading

*Alldred, P. and Gillies, V. (2002) 'Eliciting research accounts: re/producing modern subjects' in M. Mauthner, M. Birch, J. Jessop and T. Miller, eds, *Ethics in Qualitative Research*, London: Sage. (There are a number of other useful chapters in this book).

Atkinson, P., Coffey, A., and Delamont, S. (2003) *Key Themes in Qualitative Research*, Oxford: AltaMira.

Berg, B. L. (2009) *Qualitative Research Methods for the Social Sciences*, Boston: Pearson Education (Chapter 4, 'A dramaturgical look at interviewing').

Bloor, M. et al. (2001) *Focus Groups in Social Research*, London: Sage.

Bryman, A. (2008) *Social Research Methods*, Oxford: Oxford University Press (chapter 18).

*Flick, U. (2006) *An Introduction to Qualitative Research*, London: Sage (chapter 8).

Foddy, W. (1993) *Constructing Questions for Interviews and Questionnaires*, Cambridge: Cambridge University Press.

Gilbert, N. (2008) *Researching Social Life*, London: Sage (chapters 8 and 13).

Gubrium, J. and Holstein, J. (2002), eds, *Handbook of Interview Research: Context and Method*, London: Sage.

Heyl, B. (2001) 'Ethnographic Interviewing' in P. Atkinson, A. Coffey, S. Delamont, J. Lofland and L. Lofland, eds, *Handbook of Ethnography*, London: Sage.

*Kvale, S. (2007) *Doing Interviews*. London: Sage.

Mason, J. (2002) *Qualitative Researching*, London: Sage (Chapter 4, 'Qualitative Interviewing').

*Mason, J. (2002) 'Qualitative Interviewing: Asking. Listening and Interpreting', Chapter 10 in May, T. (ed) *Qualitative Research in Action*, London: Sage. [E-book]

Roulston, K. (2010) 'Considering quality in qualitative interviewing', *Qualitative Research*, 10(2): 199- 228.

Stewart, D. W. and Shamdashini, P. N. (1990) *Focus Groups: Theory and Practice*, London: Sage.

Lecture 6 - Documentary and visual methods

This week's lecture considers how to do social research where direct observation or interviews with research participants are either impossible, unsuitable or undesirable due to the nature of the research question. In such cases social researchers can make use of documents or images as extremely revealing sources of data about social life. Sometimes such 'unobtrusive methods' may be the only way for the researcher to address a particular research question, such as with historical research on periods beyond living memory. Sometimes unobtrusive methods may be consciously preferred for other reasons, such as a desire to focus explicitly on written texts or to explore dimensions of social life beyond spoken language. They can also be used in conjunction with interviews or observations as part of a mixed-methods approach. This session will discuss various kinds of unobtrusive methods, their strengths and limitations, and how to use them.

Required reading

Berry, M. (2016), 'The UK press and the deficit debate', *Sociology* 50(3), 542-559.

Additional reading

- Atkinson, P. and Coffey, A. (2002) 'Analysing Documentary Realities' in Silverman, D. ed., *Qualitative Research: Theory, Method and Practice*, London: Sage, pp. 45-62.
- Babbie, E. (2012) *The Practice of Social Research*, Belmont: Wadsworth ('Unobtrusive research').
- Berg, Bruce L. (2004) *Qualitative Research Methods for the Social Sciences*, 8th ed., London: Allyn and Bacon (chapters 8 and 9, 'Unobtrusive measures in research' and 'Social historical research and oral traditions').
- *Bryman, A. (2008) *Social Research Methods*, Oxford: Oxford University Press (chapter 21).
- *Gilbert, N. (2008) *Researching Social Life*, London: Sage (chapter 15, 'Using documents').
- *May, T. (2011) *Social Research*, Milton Keynes: Open University Press (chapter 8, 'Documentary research').
- Kellehear, A. (1993) *The Unobtrusive Researcher*, London: Sage.
- Konczal, L. (2000) 'Content analysis' in Fleming, D. ed., *Formations: A 21st-Century Media Studies Textbook*, Manchester: Manchester University Press.
- Pink, S. (2015) *Doing Visual Ethnography*, London: Sage.
- Plummer, K. (2001) *Documents of Life 2: An Invitation to a Critical Humanism*, London: Sage.
- Plummer, K. (2004) 'On the diversity of life documents', in Seale, C., ed., *Social Research Methods: A Reader*, London: Routledge.

- Prior, L. (2003) *Using Documents in Social Research*, London: Sage (chapter 1).
- Rose, G. (2012) *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*, London: Sage.
- *Silverman, D. (2014) *Interpreting Qualitative Data*, 5th ed., London: Sage. ('Documents' and 'Visual images').
- Tosh, J. (2006) *The Pursuit of History*, London: Longman.

Lecture 7 - Interpreting and analysing your data

Qualitative data is characteristically very rich, but also complex and 'messy', which can make it difficult to manage. This lecture will address how to manage, analyse and interpret qualitative data. We will examine some key approaches to qualitative data analysis, and ask: How can qualitative data be interpreted without excessive generalisation? How can qualitative data be organised and analysed in ways that are rigorous but also in keeping with its rich and unstructured nature? The lecture will also consider 'writing up' qualitative research results, and ask how qualitative analyses can be presented convincingly and what kind of conclusions can be drawn.

Required reading

- Frosh, S. and Emerson, P. D. (2005) 'Interpretation and over-interpretation: disputing the meaning of texts', *Qualitative Research*, 5(3): 307-324.

Additional reading

- Atkinson, P., Coffey, A. and Delamont, S. (2003) *Key Themes in Qualitative Research*, Oxford: AltaMira (chapters 6 and 7).
- *Bryman, A. (2008) *Social Research Methods*, Oxford University Press (chapters 20, 21, 22 and 23).
- *Bryman, A. and Burgess, R. G. (1994) *Analyzing Qualitative Data*, London: Routledge.
- Charmaz, K. C. (2006) *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*, London: Sage
- *Coffey, A. and Atkinson, P. (1996) *Making Sense of Qualitative Data*, London: Sage
- Ezzy, D. (2002) *Qualitative Analysis: Practice and Innovation*, London: Routledge (chapter 3, 'Data analysis during data collection' and chapter 4, 'Coding data and interpreting text: methods of analysis').
- *Mason, J. (2002) *Qualitative Researching*, London: Sage (chapters 8 and 9).
- Seale, C., Gobo, G., Gubrium, J. F. and Silverman, D. (2004) *Qualitative Research Practice*, London: Sage (parts 2 and 5).
- *Silverman, D. (2013) *Doing Qualitative Research*, London: Sage (chapter 13, 'Developing data analysis').

Lecture 8 - Ethics, power and reflexivity

As social researchers we are part of the world that we study. This session will focus on how our values and knowledge as subjective beings influence the research process, and the ways in which our research may influence the people whom we research. The aim of this session is to sensitise students to their own role in the research process and in the politics of the production of sociological knowledge.

'All social research sets out with specific purposes from a particular position and aims to persuade readers of the significance of its claims; these claims are always broadly political' (Clough and Nutbrown, 2002: 4).

Required reading

O'Brien, K. (2010) 'Inside "doorwork": gendering the security gaze', in Ryan-Flood, R. and Gill, R., *Secrecy and Silence in the Research Process: Feminist Reflections*, London: Routledge.

Additional reading

*Adkins, L. (2002) 'Reflexivity and the politics of qualitative research' in May, T. ed., *Qualitative Research in Action*, London: Sage.

Aldred, R. (2008) 'Ethical and political issues in contemporary research relationships', *Sociology*, 42(5): 887-903.

Alvesson, M and Skoldberg, K. (2000) *Reflexive Methodology: New Vistas for Qualitative Research*, London: Sage.

Atkinson, P., Coffey, A. and Delamont, S. (2003) *Key Themes in Qualitative Research*, Oxford: AltaMira (chapter 3, 'Whose side are we on?').

*Becker, H. S. (1967) 'Whose side are we on?', *Social Problems* 14(3), 239-247.

*British Sociological Association Statement of Ethical Practice at www.britisoc.co.uk.

Bryman, A. (2008) *Social Research Methods* (Chapter 24).

De Laine, M (2000) *Fieldwork, Participation and Practice: Ethics and Dilemmas in Qualitative Research*, London: Sage.

*Doucet, A. and Mauthner, M. (2006). 'Feminist Methodologies and Epistemology.' Available at: <http://www.andreadoucet.com/wp-content/uploads/2010/11/Doucet-Mauthner-2005-Feminist-Methodologies-and-Epistemologies.pdf> [Accessed 4 August 2017].

Ezzy, D. (2002) *Qualitative Analysis: Practice and Innovation*, London: Routledge (chapter 6, 'Writing about qualitative data').

Gilbert, N. (2008) *Researching Social Life*, 3rd ed., London: Sage (chapter 8).

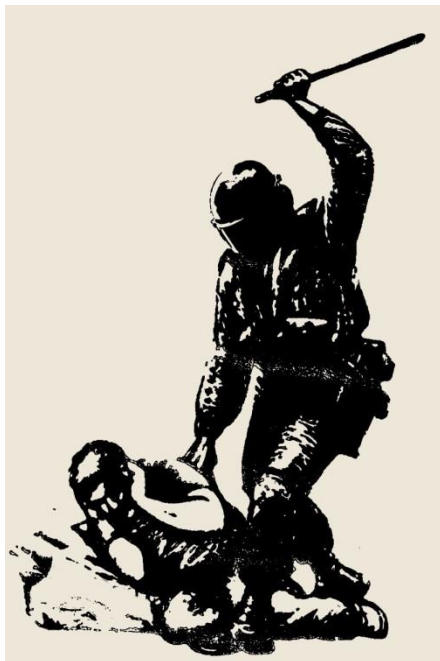
*Gunaratnam, Y. (2003). *Researching 'Race' and Ethnicity: Methods, Knowledge and Power*, London: Sage.

Lee, R. (1993) *Doing Research on Sensitive Topics*, London: Sage.

- *Mauthner, N. and Doucet, A. (2003) 'Reflexive accounts and accounts of reflexivity in qualitative data analysis', *Sociology*, 37(3): 413-431.
- *Mauthner, M., Birch, M., Jessop, J. and Miller, T. eds, (2002) *Ethics in Qualitative Research*, London: Sage.
- *May, T. (2011) *Social Research*, Milton Keynes: Open University Press (chapter 3, 'Values and ethics in the research process').
- *Ramazanoglu, C. and Holland, J. (2002) *Feminist Methodology: Challenges and Choices*, London: Sage (especially chapter 6: 'Researching 'others': feminist methodology and the politics of difference').
- Roberts, H. (1981) *Doing Feminist Research*, London: Routledge and Kegan Paul.
- Seale C., ed. (2004), *Social Research Methods: A Reader*, London: Routledge ('Reflexivity and representation', 'Political and ethical aspects of research practice' and 'Is there a feminist method?').
- *Silverman, D. (2011) *Interpreting Qualitative Data*, London: Sage (chapter 4, 'Research ethics').
- Social Research Association ethical guidelines. Available at: <http://the-sra.org.uk/>
- Wiles, R., Charles, V., Crow, G. and Heath, S. (2006) 'Researching the researchers: lessons for research ethics', *Qualitative Research*, 6(3): 283-299.

Lecture 9 – The Politics and Ethics of Research on Contentious Ground

This week we will have a guest lecture from Dr Kevin Gillan, an expert on research on social movements.



Often sociological research is motivated initially because the researcher cares about the issue involved, perhaps with sympathies or antipathies for some of the social groups affected. Navigating detailed qualitative research motivated in this way raises substantive issues of both politics and ethics throughout the research process.

This will be an interactive lecture, encouraging you to put yourself in the position of those engaging in 'risky' research, in order to explore questions such as:

- How are personal politics separated from, or integrated into, professional research processes?
- Can political actors play a role in shaping research decisions?
- Is it acceptable to publicly criticise friends or allies, or to show sympathy for groups with 'unacceptable' politics?
- Is it possible to write with balance about contentious social processes in which the author is directly engaged?

- What risks may exist for research participants when research results go public?

We will explore these questions particularly by considering scholarship that takes an ethnographic approach to social movements and protest.

Required Reading

Devine, F., and Heath, S. 1999. *Sociological Research Methods in Context*. Palgrave Macmillan. Read Chapter 9, 'Politics: Roseneil's Disarming Patriarchy', pp. 175-197.

Additional readings

Autonomous Geographies Collective. 2010. "Beyond Scholar Activism: Making Strategic Interventions Inside and Outside the Neoliberal University." *ACME: An International E-Journal for Critical Geographies* 9 (2): 245–75.

Cox, L., and Gunvald Nilsen, A. 2007. "Social Movements Research and the 'Movement of Movements': Studying Resistance to Neoliberal Globalisation." *Sociology Compass* 1(2): 424–442.

Gillan, K., and Pickerill, J. 2012. "The Difficult and Hopeful Ethics of Research on, and with, Social Movements." *Social Movement Studies* 11(2): 133–43.

N.B. This is the introduction to a journal special issue. Any of the contributions there may be relevant to this lecture. See the full issue at: <http://www.tandfonline.com/toc/csms20/11/2?nav=tocList>

Juris, J. S. 2007. "Practising Militant Ethnography with the Movement for Global Resistance in Barcelona." In S. Shukaitis and D. Graeber (eds) *Constituent Imagination*, Edinburgh: AK Press, pp.164–76.

Roseneil, S. 1993. "Greenham Revisited: Researching Myself and My Sisters." In D. Hobbs and T. May (eds) *Interpreting the Field: Accounts of Ethnography*. Oxford: Oxford University Press, pp.177–208.

N.B. The additional readings listed above are quite unusual and advanced texts; they are professional researchers' reflections on real-world difficulties encountered in the research process. A more general introduction to reflexivity was contained in the previous lecture, so consult the reading list there for more introductory readings. If you need a text-book introduction to ethnography then use either:

Hammersley, M., and Atkinson, P. 2007. *Ethnography: Principles in Practice*. 3rd ed. London: Routledge.

Bryman, A. 2012. *Social Research Methods*. Oxford: Oxford University Press. Chapter 19, 'Ethnography and participant observation', pp. 430-466.

Lecture 10 - Revision

This lecture will briefly recap some of the key issues covered in previous weeks and will consider how the various stages of research design are brought together, from deciding on a research question, to selecting an appropriate method, to generating

and analysing data. It will also consider some of the obstacles researchers frequently face in carrying out a research project, from time-management to effective organisation, and consider some useful ways of managing these potential obstacles.

Required reading

There is no compulsory required reading for this week. Students should be reading around their assignment.

Additional reading

Balmer, A.S. and Murcott, A. (2017) *The Craft of Writing in Sociology: Developing the Argument in Undergraduate Essays and Dissertations*, Manchester: Manchester University Press

Berg, B.L (2009) *Qualitative Research Methods for the Social Sciences*, New York: Pearson (chapter 12, 'Writing research papers: sorting the noodles from the soup').

*Bryman, A. (2008) *Social Research Methods*, Oxford University Press (chapter 27, 'Writing up social research').

Ezzy, D. (2002) *Qualitative Analysis: Practice and Innovation*, London: Routledge (chapter 6, 'Writing about qualitative data').

Gilbert, G. (2008) *Researching Social Life*, London: Sage (chapter 24, 'Writing about social research').

Neuman, W.L. (2011) *Social Research Methods: Qualitative and Quantitative Approaches*, Harlow: Pearson (chapter 16, 'Writing the research report and the politics of social research').

*Silverman, D. (2011) *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction*, London: Sage (chapter 12).

C. Tutorial Guide

Tutorials are an essential part of the course. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you gain from tutorials depends upon your preparation and willingness to participate. *It is not acceptable to attend a tutorial without being fully prepared and ready to participate.*

Tutorials for this course will comprise a combination of discussion of key readings, and group discussion of coursework exercises, many of which have a hands-on dimension.

You should ensure for every tutorial that you come fully prepared by:

- *Thoroughly reading the key reading, making some notes on key points, and bringing a printed hardcopy to the tutorial annotated with your notes, ready for discussion. Note that the readings can sometimes be lengthy and/or challenging, so ensure you allocate sufficient time.*
- *Reading as much of the recommended and/or additional reading as you can make time for. Remember that reading more widely is almost always an essential ingredient in good assessed work.*
- *Completing any tutorial preparation coursework exercises in advance and bringing the relevant notes with you to the tutorial (these will make up your Research Portfolio).*

The following sections provide specific details for each tutorial. You should refer to this closely when preparing for your tutorial classes.

Tutorial 1 - Introduction to qualitative social research

Preparation required

Read at least the required reading specified in the reading list, make some notes on its key points, as well as your thoughts on any issues it raises, and bring a printed copy to the tutorial annotated with your marginal notes, highlights and/or underlinings.

Tutorial Tasks

In this tutorial we will briefly go over any organisational issues concerning the course that need clarifying, and introduce ourselves to each other, before considering the following questions:

1. What distinguishes qualitative from quantitative research?
2. What sorts of things are qualitative researchers interested in?

3. What are the characteristic strengths of qualitative research?
4. What sorts of criticisms are often made of qualitative research, and how valid are they?
5. If qualitative research is not generally 'objective' or 'scientific', can it still be rigorous and why/how?

Tutorial 2 - Research design: questions and methods

Preparation required

- a) Read at least the required reading specified in the reading list, make some notes on its key points as well as your thoughts on any issues it raises, and bring a printed copy to the tutorial annotated with your marginal notes, highlights or underlinings.
- b) In addition, before this tutorial you should complete the following **coursework exercise #1 (formulating a research question)**:

Choose a sociological research topic that interests you and come up with a research question for a piece of qualitative research on that topic, taking into account the various issues that need to be considered when framing a research question, as discussed in week 2. Try to formulate a question that would be feasible to research for a third year dissertation project given the time and resources available.

You should try to generate your own topic, but if you are really stuck for a topic, you can use the broad theme of *social inequalities* (e.g. gender, class, ethnicity, age, sexuality, disability).

Write down your question and bring it to the tutorial along with some notes for discussion on: how you arrived at the question; whether and why you rejected other questions or different wordings along the way; any problems you encountered in trying to formulate the question; and why you finally settled on the question and the wording that you did.

Tutorial Tasks

In this tutorial we will discuss the key reading and any issues arising from the lecture, and consider the following questions:

1. What aspects need to be considered when generating a research question?
2. What are the differences between exploration, description and explanation, and how do you decide on the right balance between these?
3. How can social theory help to generate a research design?
4. Apart from individual people, what sorts of things can count as units of analysis?
5. With reference to your **coursework exercise**, discuss the process you went through to arrive at your research question, what factors shaped your thinking, any difficulties you encountered, and how you settled on the question that you did.

6. Having discussed your research question with others in your group, do you feel you need to make any further changes to it? If so, what changes and why?

Tutorial 3 - Sampling and generalisation in qualitative research (plus literature review task)

Preparation required

a) As usual you should read and make concise notes on the required reading specified in the reading list above, and bring an annotated copy of the reading with you to the tutorial.

b) In addition, before this tutorial you should complete the following **coursework exercise #2 (conducting a literature search)**:

Conduct a literature search for the research question you came up with previously for coursework exercise #1 in the way that you would if you were actually going to carry out the research. Make a list of 6 relevant texts that you discovered – be sure to include a combination of journal articles and books (make sure you reference these correctly – see section 5 on Referencing, pg. 35 for guidance). You do not need to fully read them all, but at least read the abstracts or introductions/conclusions, and/or skim them, so that you are able to work out whether they will be relevant. Write down how you found these texts, why you chose them, and how they are related to your research question. Bring these notes with you to the tutorial.

Tutorial Tasks

In this tutorial we will discuss the key reading and any issues arising from the lecture, and consider the following questions:

1. What sorts of sampling techniques are used by qualitative researchers and what are their strengths and weaknesses?
2. What sorts of generalisation (if any) are possible in qualitative research?
3. Might qualitative research sometimes have goals other than generalisation? Why might these be useful?
4. What are the aims of a literature review?
5. With reference to your **coursework exercise**, how does a researcher decide what texts are relevant?
6. In what way should a literature review be more than just a list of texts with summaries?
7. Howard Becker (1986: 146) advises social science researchers to 'Use the literature, don't let it use you.' What do you think this means?

8. In conducting your own literature search, what problems or issues did you encounter? And how do you think these might be overcome?

Tutorial 4 - Observational methods and ethnography

Preparation required

- a) Read and make concise notes on the required reading specified in the reading list above, and bring an annotated copy of the reading with you to the tutorial.
- b) In addition, before this tutorial you should complete the following **coursework exercise #3 (participant observation)**:

Carry out a short piece of participant observation/‘ethnography’:

- Go to a reasonably busy public place where you can observe events safely and without being too intrusive (e.g. a café, pub, bench in a busy park, bus stop at peak time) and conduct a 15 minute observation.
- Make some field notes either during or after your observation. Write down anything you see, hear; anything that is going on (or which, maybe, is not going on!) Also describe the surroundings and context – the ‘when’, ‘where’, etc.
- If possible try to give particular attention during the observation and in your field notes to anything that you think is relevant to the research topic and question that you have previously been working on in your coursework exercises. If this topic is such that it cannot be addressed in this observation, then you can use the theme of *social inequalities* (e.g. gender, class, ethnicity, age, sexuality, disability).
- Reflect on your own role during the observation – how might your presence affect the research context? What strategies did you use to address this and why? Did your position change during the observation?
- Afterwards, note down your thoughts during and after the observation, write down your comments, questions, doubts, reflections - anything that you might find relevant. This can be on the ‘act of observation’ itself as well as on the ‘observation data’.
- Bring your field notes and reflections to the tutorial for discussion.

Tutorial Tasks

In this tutorial we will discuss the key reading and any issues arising from the lecture, and consider the following questions:

1. What are the advantages and disadvantages of covert and overt observation?
2. What responsibilities do researchers have toward their participants?

3. How should researchers manage their relationships with participants?
4. What issues arise in doing 'sensitive' research?
5. With reference to your **coursework exercise**, what issues did you encounter in carrying out your own participant observation? What did you learn from the process?
6. Did you interact with any of the people present at the scene, even non-verbally? Do you think this made you a 'participant'? How do you feel this might have affected your data?

Tutorial 5 - Interviews

Preparation required

- a) Read and make concise notes on the required reading specified in the reading list above, and bring an annotated copy of the reading with you to the tutorial.
- b) In addition, before this tutorial you should complete the following **coursework exercise #4 (qualitative interview)**:

Plan and conduct a 10-minute interview with a friend or fellow student on a sociologically relevant topic of your choice. If possible you should use the topic and question that you have been working on in your coursework exercises in previous weeks. If this is not suitable for interviews and you are stuck for a topic, you can use the theme of *social inequalities* (e.g. gender, class, ethnicity, age, sexuality, disability).

- What are you interested in? Think of a specific research question.
- Choose what kind of interview you will do (unstructured, semi-structured, photo/object-elicitation, vignette interview etc.). Depending on the type of interview, design either an interview schedule or a list of key topics to be discussed.
- Be careful in planning your schedule or topic-list not to simply ask your interviewee your research question! Interview questions should be formulated in everyday language and address things the interviewee has experience of. It is your job to ensure these questions feed into your research question.
- Plan and conduct your interview.
- You can either audio-record and transcribe your interview, or make notes immediately after.
- Afterwards, make some field notes reflecting on your experience of carrying out an interview. You could think of the choices you made (why that research problem? Why that kind of interview?), your attitude, the interaction, the surroundings, your thoughts during the interview, etc.
- Bring the transcribed interview and your field notes to the tutorial.
- DO NOT interview anyone who might be considered vulnerable (or under 18).
- You MUST use the informed consent form available on Blackboard, i.e. your interviewee will have to sign this form, and you should keep a copy.

Tutorial Tasks

In this tutorial we will discuss the key reading and any issues arising from the lecture, and consider the following questions:

1. What do you think makes a 'good' or 'bad' interview?
2. What does it mean to view interviews as a 'social performance'? And what are the implications for your data?
3. With reference to your **coursework exercise**, how do you think your approach, your questions and your interview technique affected the data generated in the interview? Would you consider these influences to be positive or negative?
4. On reflection, how do you think your interview might have been improved, and what would you do differently in future?
5. What difficulties did you face with the process of transcribing (or making notes), and how faithful an account of the interview interaction is the written transcript/notes?
6. How would you evaluate interviews as a method of generating qualitative data?: what sort of data do they generate, and what are they good/not so good at?

Tutorial 6 - Documentary and visual methods

Preparation required

- a) Read and make concise notes on the required reading specified in the reading list above, and bring an annotated copy of the reading with you to the tutorial.
- b) In addition, before this tutorial you should complete the following **coursework exercise #5 (document evaluation)**:

Choose a social document consisting either of text, images, or both together (e.g. a newspaper or magazine article, website, television programme), and critically evaluate the chosen document. You should think about its usefulness as a source in relation to the research question you have been working on throughout the previous coursework exercises. If this is not feasible for your question, then you can evaluate the document in relation to the theme of *social inequalities* (e.g. gender, class, ethnicity, age, sexuality, disability).

Make some notes (1 or 2 pages) on your thoughts as you evaluate your chosen document - consider its usefulness as a source for sociological research, its reliability, why it was produced, any 'bias' evident, and any meanings signified in the document and their significance.

Tutorial Tasks

In this tutorial we will discuss the key reading and any issues arising from the lecture, and consider the following questions:

1. What are 'unobtrusive' methods?
2. When and why might qualitative social researchers sometimes want to use unobtrusive methods? What are the advantages of such methods?
3. What types of documents can be used in social research? What can different documents tell us about the social world?
4. What are the distinctive challenges of documentary research and how can these be managed?
5. How can visual images be used a source of qualitative data?
6. With reference to your **coursework exercise**, discuss:
 - What was your chosen document and what did you find interesting about it?
 - For what purpose(s) was it produced, by whom and for whom? How does this affect its usefulness?
 - Is there evidence of 'bias' in the document? Does this matter? Could it even be useful to you?
 - What sorts of meanings are signified in the document (whether textual or visual), and do they have sociological significance?

Tutorial 7 - Interpreting and analysing your data

Preparation required

- a) Read and make concise notes on the required reading specified in the reading list above, and bring an annotated copy of the reading with you to the tutorial.
- b) In addition, before this tutorial you should complete the following **coursework exercise #6 (qualitative analysis)**:

Consider how you might analyse either your observational fieldnotes (from coursework exercise #3), your interview transcript (from coursework exercise #4) or your social document (from coursework exercise #5). Think about what form of analysis you would use and why: Are there any limitations of this form of analysis? What sort of argument would it allow you to build? Make some notes on these issues and bring them to the tutorial.

Tutorial Tasks

In this tutorial we will discuss the key reading and any issues arising from the lecture, as well as the coursework exercise, and consider the following questions:

1. Qualitative data is by its nature very complex and abundant; what sorts of techniques can you use to manage such data and begin to 'make sense' of it?
2. With reference to your **coursework exercise**, discuss how:
 - the research question

- the research method(s)
- the sampling technique
- the kind of data

- can influence what method of analysis is likely to be most appropriate?

4. What role can theory play in qualitative data analysis?

5. How can data analysis be used to build an argument?

Tutorial 8 - Ethics, power and reflexivity

Preparation required

Read and make concise notes on the required reading specified in the reading list above, and bring an annotated hardcopy of the reading with you to the tutorial.

Tutorial Tasks

In this tutorial we will discuss the key reading and any issues arising from the lecture, and consider the following questions:

1. In what sense is social research always political?
2. Should social researchers 'take sides' or try to be 'neutral'? And how is the researcher's theoretical approach likely to influence this?
3. Can you think of some examples of research topics or questions where it would be very difficult - perhaps inappropriate - to be neutral? Can you think of any counter-examples where it would be very difficult or inappropriate to take sides?
4. In what ways can power relations enter into the research process, and how can the impact of power relations be dealt with? Consider how gender, class and ethnicity might intersect with researcher-researchee relations.
5. Do you think that the social identity of the researcher is likely to influence the research? How can this be dealt with? Is it always a problem?
6. What does it mean to be 'reflexive'? And how would you put this into practice in conducting the research you have been developing through your coursework exercises?

Tutorial 9 – Politics and Ethics of Research on Contentious Ground

Preparation required

Read and make concise notes on the required reading specified in the reading list above, and bring an annotated copy of the reading with you to the tutorial.

Tutorial Tasks

In this tutorial we will discuss the key reading and key issues arising from the lecture, and consider the following questions raised:

1. Is it possible or even desirable to separate politics from research?
2. What are some of the strategies researchers employ to deal with ethical and political issues within social research?
3. What role should researchers take when a) conducting their research? b) presenting their findings? What implications do these have to the 'success' of the project?
4. What is your perspective on researching contentious groups? What risks are there for the researcher? Participants? Are there benefits?
5. What other challenges face researchers working with politically or ethically contentious groups? Can these be overcome effectively?

Tutorial 10 - Assignment trouble-shooting session

Preparation required

There is no required reading for this week. Students should be reading for their research design assignment.

You should bring your working notes on your research design assignment to the tutorial. The more developed these are, the more constructive input and feedback you will be able to receive.

Tutorial Tasks

With reference to your working notes, discuss and evaluate your research design with other members of your group and with the Tutor. Think about how workable and coherent your research design is. Consider each major aspect of the research design, including:

- the research question,
- the units of analysis and sampling technique,
- the method(s) of data collection/production,
- the kind of data and how you will analyse it,
- any ethical or political issues,
- and finally reflexivity.

Try to identify any problems or inconsistencies, and whether you can make any changes to improve them. It may help to refer to the Research Design Assignment guidelines near the end of this document for more detailed information about this piece of work.

D. Assignments and Assessments

Non-assessed assignment details

There are no non-assessed assignments for this course. However, it is very important that you complete the coursework exercises for your tutorials as these will prepare you for your assignments. Equally, you need to attend all lectures as there will be interactive exercises included which will assist you with your assignments and give you an opportunity to 'test out' your learning, ask questions and get informal feedback.

Assessed coursework details

There are two pieces of assessed work for this course:

- 1) A 1,500 word **critical review** (worth 40% of total mark)
- 2) A 2,500 word **research design** (worth 60% of total mark)

Further details and guidelines on each of these is below.

Note: **You must include an accurate word count on the front page of your assignments. Failure to do so will lead to an automatic 2 mark deduction.** Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography. See page 2 for deadlines.

1. CRITICAL REVIEW ASSIGNMENT

Choose an article in a sociological journal (such as one of those listed below) that is based upon a piece of sociological research that has been carried out using one or more of the following methods:

- observation/participant observation/ethnography
- qualitative interviews (semi-structured or unstructured)/focus groups/photo-elicitation interviews
- document or textual analysis/qualitative content analysis/visual analysis

Critically review the chosen article in terms of its research design and methodology.

You are free to choose any article on any topic that interests you, as long as:

- it was published after the year 2000
- it is broadly *sociological* and *qualitative* in nature
- it is based upon data collected or generated using one of the above methods

The article should include a description of the methodological approach employed which is detailed enough to allow you to undertake a meaningful critical evaluation. It is important to choose an article that is both interesting to you and suitable for this assignment, so spend some time looking through back issues of a few journals before you make your choice.

Suitable journals include (but are not limited to):

- *Sociology*
- *Cultural Sociology*
- *Qualitative Sociology*
- *Sociological Research Online*

Your critical review should consider, as appropriate:

- The 'fit' between the research question/topic and the approach to data collection/generation, including:
- The suitability of the chosen method: strengths, limitations, problems
- The sampling strategy: advantages, weaknesses, problems
- The way in which the data has been interpreted and/or analysed
- The role of theory in the study
- Any ethical and/or political issues raised by the study and its methodology

These points are not prescriptive and you can structure your assignment in an independent way if you wish, as long as it constitutes a *critical review* with a focus on methodology.

Assignments should not spend too long outlining the chosen study (a paragraph max), but should quickly move on to critically evaluating the research design and methodology. It is important to be concise. Marks will reflect the quality of the evaluation.

Support your review with references from sociological literature/methods texts where relevant (aim for at least 5). List these in a bibliography at the end of your work.

2. RESEARCH DESIGN ASSIGNMENT

Outline a research design for a small-scale sociological research project on a topic of your choice.

You are not required to actually carry out this research for this course, but only to outline a coherent research design for a project that would be feasible if you were to carry it out as a third year dissertation project.

In designing your research, you should

(i) Introduce your research question or problem and briefly explain its sociological

(and perhaps topical and/or personal) significance.

- Assignments should begin with a clear statement of the research question or problem (as the essay title or in the first paragraph). This should be specific about what is going to be studied, where, and amongst whom. For example:

“This dissertation aims to explore the relationship between gender and the fear of crime in Manchester’s Fallowfield neighbourhood.”

“This dissertation aims to compare the idea of ‘community’ as understood by working-class people in Bolton with sociological concepts of ‘community’.”

- The rationale for the question should then be concisely explained, both in terms of its relevance to sociological debates, theories and concepts, and (if applicable) by explaining how the question addresses topical contemporary social issues, developments or controversies. There is also scope (if you have space) to very briefly explain why the topic may be of personal interest or significance to you.

Approximately 300 words.

(ii) Outline how your research relates to previous or ongoing sociological theories and debates: how does it build upon, add to, replicate, or challenge previous work?

(This asks for a brief literature review. As there is a very large literature on some topics, this need not be exhaustive, but it should demonstrate an ability to select and assess some relevant sociological books and/or articles, and to gain a sense of the range of previous work relevant to your question. In terms of number of texts, as a rough guideline about 6 or 7 is appropriate given the word limit. Each should be listed and briefly discussed in terms of its relevance to your research question).

Approximately 650 words.

Note that you may find it makes sense to combine sections (i) and (ii), and that is fine if you prefer to do so.

(iii) Indicate how your research design is tailored to address your specific research question, including:

- What role does theory play in your project (e.g. are you influenced by a particular sort of theoretical approach, and if so, how? Do you intend to use an inductive, deductive research strategy or combination and why?)

- Explanation of your units of analysis and sampling strategy (i.e. how will you select participants or sources of data and why does this make sense?)

- Your choice of research method(s) and why is it suitable for your question; what sort of data will it collect or generate?

- How you would go about analysing and interpreting the data and why this is

appropriate.

This is the core of the assignment and should be given due thought and attention. It is here above all that you will need to show an understanding of key issues in research design. You should not only state your methodological choices but justify them in terms of what makes them suitable for your specific research question and project.

Approximately 800 words.

(iv) Consider potential practical problems including issues such as gaining access, managing fieldwork and ensuring informed consent, and explain how you will deal with those problems. You must show that your research design would be workable in practice, taking into account the constraints of time, resources and money.

Approximately 350 words.

(v) Reflect upon any ethical and/or political issues arising from your research, such as the relationship between the researcher and research participants, how the identity or social location of the researcher may affect the research, and the sensitive or controversial nature of the research topic (where relevant). You should explain how your research design addresses these issues or takes them into account.

Approximately 400 words.

Word lengths for these sections are provided only as a guideline to help you to structure your assignment and are not compulsory as long as the overall word count is respected. Students may wish to organise their assignment using subheadings corresponding to the sections above.

*You should refer to relevant social research methods textbooks and other literature from the course reading lists when you are explaining and justifying your research design. You will need to include a bibliography at the end of your assignment, listing the texts you have referenced (in alphabetical order by surname). **Example research design assignments are available on Blackboard.***

Assessed coursework submission

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (e.g. 12 point in Calibri or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised

yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day, please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases an online Mitigating Circumstances Form must be completed and submitted. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you are getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You will need to contribute regularly to group discussions to make the best use of this.)
- Written formative feedback will be given on your non-assessed assignment.
- Written feedback will be given on your assessed coursework, available via Blackboard.
- If you wish to discuss your essay feedback further with your lecturer please book an office hour slot by email and let your lecturer know that this is what you would like to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.

KNOW HOW

A Feedback Half-Day will be held on **Friday 15th Dec 2017** to facilitate additional one-to-one discussion of assignment 1 feedback and preparation of assignment 2. Sign up for a slot nearer the time.

Your Feedback to Us

We are continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you will be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for monitoring our teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and communication. *What you gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.*

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your programme administrator in advance if possible (chantel.riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING AND PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend using the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources that you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:



<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology student's work is assessed into different class categories by using the following criteria:

High First Class (75+) Such answers fully answer the question in a coherent manner and can be expected to show excellence with respect to the following criteria:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Knowledge of the relevant literature.

First Class (70-74) Such answers are highly competent and provide a near-full and well-structured answer to the question and can be expected to indicate some of the following qualities:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Good knowledge of the relevant literature.

Upper-second Class (60-69) Such answers are overall competent and provide a generally well-structured answer to the question and can be expected to indicate most of the following qualities:

- A reasonable-to-good understanding of the material
- Clarity of analysis, of argument and of expression
- At least selective knowledge of the relevant literature.

Lower-second Class (50-59) Such answers indicate some understanding of the issues and provide an adequate answer to the question. They can be expected to show most of the following features:

- A basic understanding of the material
- Clarity of analysis and argument, albeit limited in extent
- Some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49) Such answers indicate only a rudimentary understanding of the issues and offer only partial answers to the question. They can be expected to show the following features:

- Sparse coverage of the material with several key topics missing
- Unsupported assertions and little clear analysis or argument
- Important errors and inaccuracies.

First and Second Years: Compensatable Fail (30-39)

Such answers fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone and lack coherence. NB – it is not possible to get a compensated pass for compulsory course on your degree programme. There is also a limit to the number of compensated fails allowed in a single year. Please see your Programme Handbook for details.

First and Second Years: Uncompensatable Fail (0-29)

Such answers fail to demonstrate the ability to engage with the question.

7. ESSAY TIPS AND READING STRATEGIES

Essay writing is an essential skill, helping you organise your learning, deepen your understanding and, of course, evidence your progress in coursework and exams. You will probably have already written assessed essays as part of your degree – it is important that you bear in mind your current strengths and weaknesses when sharpening your skills. Go back over your feedback from previous modules: what did you do well, what could you improve? If you're having problems making sense of your past feedback you could arrange a meeting with your academic advisor to discuss your general skill levels and strategies for improvement.

The following are more general tips for good essay writing.

Always make a plan and write a first draft before completing any significant piece of writing. Writing is a very good way of coming to understand things - so don't expect to get it right the first time. Some lecturers work on eight or more drafts of an article before they submit it for publication!

Planning. Always start with as detailed a plan as possible. It should include a breakdown of the essay question so you know what each section of your essay is doing; some mention of the really important literature to reference; and details of any data you are going to present. You don't necessarily have to stick with your plan, but if going off the plan consider why you're doing so, and whether the material you are adding remains relevant.

Structure and focus. The point of planning is to end up with a well structured answer that is entirely focused on the question. Structure works at several levels. Overall, of course, you should have an introduction, a main body and a conclusion. Your main body should have several sub-sections, and the use of subheadings to organise your writing is strongly recommended. Within those sections, your paragraphs should be grammatically correct and contribute to the flow of the essay to aid comprehension. That is, each paragraph should deal with an identifiable topic that links to the next paragraph. When your essay is well structured it is easier to ensure that it remains focused on the question at hand.

Topic sentences. One exercise you can do to check structure and focus is to examine the first sentence of every paragraph. It should introduce the topic of that paragraph in some way, and should follow on logically from the material presented in the preceding paragraph. Try writing a separate document, where you write one 'topic sentence' for each paragraph, aiming to summarise that paragraph in a nutshell. If you find it difficult to express the idea in a single sentence consider whether the paragraph really hangs together coherently. Should it be broken into separate paragraphs? Or perhaps you need to remove some material that is not relevant? When you have your list of topic sentences it is easy to see the overall flow of the essay – does it make sense?

Critical engagement. 'Critical' in this sense does not necessarily mean to claim that something is wrong, it might, on the contrary, affirm some argument in the literature.

However, to engage critically you need to think about claims, arguments and evidence from a number of different angles. Does the claim make sense? Does it apply equally to different contexts, or does it only apply in one country, industry or to particular group of people? Does the evidence for the claim really stack up? If you can bring other material to bear that either confirms or denies some claim made in the literature then you know you are engaging critically.

Quoting and Referencing. Limit your use of quotations, we want to read your words. Bear in mind that quotations never tell the whole story since they have been taken out of their original context. You should be using quotations to illustrate points you've made yourself, or should be reflecting on them after presenting them. For all quotations, and any other ideas that are attributable to someone else, you should use the Harvard system of referencing and a full bibliography. (For details see the Cite It Right link above, or examine the library's online resources.)

Beware plagiarism. Plagiarism is: "any unreferenced use of the material of other people, from whatever media it is taken" (School Regulations, see also the [University guidance on plagiarism](#)). Evidence of plagiarism will lead, at least, to a zero mark for your work and may involve more serious penalties. Avoid plagiarism in the following ways:

1. Try to express ideas in your own words, including a full reference if the ideas come directly from others' work; doing this in your preparatory notes helps you understand the material and avoid mistakes.
2. Always use quotation marks and a full reference to the source if using other people's words.
3. Start your work early.
4. Most important: think for yourself!

Reading Strategies and Tips

Tips for reading effectively. Bear in mind that reading from paper is typically 15% faster than reading from a computer screen. It's a good idea to make your own copies of readings and personalise them by writing notes in the margins. NEVER write on library books or journals in the Library. When you have read something summarise the main points at the top of the article so that you will instantly remember its central points when you go back to it.

Use the e-journals in the library, i.e. access through the computer. Different journals have different ways of logging in when you are working off-campus. Generally, if you start by searching for the journal via the library search facility and then look for 'login via your institution' or 'shibboleth login' when you get to the journal's website you should be able to access anything the library subscribes to with your usual IT username and password.

Remember to check the bibliographies of anything you are reading for additional material that may be of interest to you. This is how you begin research - by searching out materials.

When reading if you have any things you do not understand make a list and then ask the tutor. It is highly likely that if you have not understood something there are plenty of other students who will be looking for answers to the same questions.

Strategies for finding further readings

The readings offered on the course outline below should be considered starting points for your exploration of the issues you are most interested in. A good quality essay will show evidence that the student has read academic work beyond the readings offered on the list. To make sense of the huge wealth of material available you need to focus your reading by using good literature search techniques. Here are some hints:

1. Use textbooks.

Textbooks are especially useful when you are exploring an area for the first time, with little background knowledge. Use the detailed contents pages and index to find text relating to your areas of interest in order to get some background knowledge. Most good textbooks will offer short guides to further readings. The benefit of this is that the references will generally be widely respected. However they will also often be of a rather general nature, so you'll need to use other strategies to find more focused readings.

Some very general, introductory textbooks are in the reading list for lecture 1.

2. Use bibliographies.

When reading materials from the course outline or found elsewhere, make good use of references and bibliographies - that's what they're there for! Try to remain focused in choosing what to read next, the position of the reference in the text should give you a very good idea of the issues dealt with by the referred book or article, and even an evaluative judgement of the worth of the work. Look out for particular references that come up time and again in relation to the issues you're interested in – often-cited pieces may turn out to include seminal arguments that can be a very useful guide in your own writing.

3. Use databases.

When using databases your choice of search terms is all important - so you should use them only after getting a general overview of the area from lectures, seminars and introductory readings. Simply entering terms from an essay title into Google before you've given the topic any thought is a sure-fire way of wasting time on irrelevant materials and/or producing an incoherent essay.

The Library Catalogue is the first port of call for using keywords or author names to search for books held in stock in the library. But, this is quite simple searching,

potentially throwing up long lists of only marginally relevant readings. Having identified a relevant area, however, you can use the classification system and go and browse books on nearby shelves.

(<http://www.library.manchester.ac.uk/searchresources/librarysearch/#>)

Google Scholar offers another excellent resource for keyword searching and will return a mixed bag of articles, books, book reviews and research reports rank ordered by number of citations from other (academic and non-academic) writings. If you are searching from the University campus you can use the 'Find it via JRUL' links to see if the work is stocked in the University's libraries.
(<http://scholar.google.co.uk>)

An alternative, and in some ways preferable, source is the Web of Knowledge/Web of Science database to which the University subscribes. Under the 'General Search' option this offers more complex search possibilities, utilising a number of different fields, logic options and wildcards - view the 'General Search Tutorial' on the Web of Science website to find out how these help. In addition to getting a list of very specific references from journals that match your search criteria, you can also call up the abstracts of all the articles. So, you can quickly get an overview of the literature, narrow the selection to those sources that look most useful, or modify your search terms if you are a bit off-target. Web of Science only returns articles published in genuine academic journals. This means that compared with Google Scholar you are more likely to find high quality, relevant sources through Web of Science, although it also means that you miss out on finding relevant academic books.

**Faculty of Humanities
School of Social Sciences**

SOCIOLOGY COURSE UNIT GUIDE 2018-19

**SOCY20232: SUSTAINABILITY, CONSUMPTION AND GLOBAL
RESPONSIBILITIES**

Semester: 2

Credits: 20

Convenor: Dr Daniel Welch

Contents

1. Essential Information
2. Course Content
 - A. Aims & Outcomes
 - B. Lectures & Reading List
 - C. Tutorial Guide
 - D. Assignments & Assessments
3. Feedback
4. Your Commitment
5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s):	Dr. Daniel Welch (Convenor). Guest lecturers: Dr. Ulrike Ehgartner, Dr. Sherilyn MacGregor, Dr. Catherine Walker
Room:	188 Waterloo Place, Oxford Rd. (Sustainable Consumption Institute)
Telephone:	0161 3063004
Email:	daniel.welch@manchester.ac.uk
Office Hours:	Weds 10-12 or by appointment Please arrange in advance by email
Tutors:	Rachel Katz rachel.katz@postgrad.manchester.ac.uk Jessica Mancuso Jessica.mancuso@postgrad.manchester.ac.uk
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Monday 2 – 4pm. Location: Kilburn TH 1.3
Tutorials:	Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis.
Feedback half-day:	Additional office hours will be made available in April for discussing assignment feedback
Assessed Coursework Submission:	Deadline: Thursday 21st March 2019 (week 8). See further details in Section 2 below.
Examination Period:	13 th May – 7 th June 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

- A 2,000 word coursework essay based on material covered in lectures 1-5. (50% of final mark)
- An unseen exam based on material covered in lectures 6-10 (50% final mark)
- Additionally, students will be required to submit a very short piece of non-assessed work at every tutorial (see p. 31 for details).

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

Sustainability is one of the most challenging and important issues of our time. It relates to a number of concerns about climate change, the depletion of natural resources, economic growth, well-being, social justice, global inequalities and the very future of humankind. These concerns are currently being addressed in debates about the nature, necessity and possibility of sustainable consumption and so this course introduces students to the ways in which consumers, businesses and governments are responding to these challenges. A number of topics will be studied, including: consumer culture, fair trade, global commodity chains, gender, corporate social responsibility, political and ethical consumption, and economic growth and well-being. These issues will be explored using a mixture of research articles, case studies, web resources and real world initiatives. In doing so, this course aims to:

- Provide students with a general introduction to the field of sustainable consumption
- Demonstrate the potential of the social sciences to engage with issues of global significance
- Explore the origins and consequences of the things that consumers do in their everyday lives
- Examine the role of businesses, governments and other organisations in moving towards a more sustainable future.

Learning Outcomes

On completion of this unit successful students will:

- Understand the relationships between consumption and global processes
- Understand the complexities and contradictions that are inherent in sustainability debates

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

- Have an appreciation of the various actors and organisations that are responding to the challenges of sustainable consumption
- Grasp key approaches to consumption and social change

Overview

The following section gives an overview of the programme of lectures and tutorials and outlines the content of the course. Each lecture is paired with a tutorial that will follow up on and explore in more detail some of the themes, issues and questions addressed. The same key readings are compulsory for both the lecture and the tutorial. Most of the required readings and some additional readings will be made available via the course Blackboard site and will otherwise be available electronically through the Library. All course readings should be available from the John Rylands University Library, many in online format.

Overview of lecture topics

Week	Topic	Date
1	Sustainability, consumption and everyday life	28 January
2	Approaches to consumption and consumer culture	4 February
3	Consumption, economic growth and well-being	11 February
4	Sustainable consumption and gender	18 February
5	Follow the thing: commodities in local and global contexts	25 February
6	A nexus approach to sustainable consumption and production— Food, water, energy and more	4 March
7	Re-thinking consumption: ethics, responsibility and citizenship	11 March
8	Free trade and fair trade	18 March
9	Food, sustainability and supermarkets	25 March
10	Policy approaches to sustainable consumption: technology, behaviour change and social practices	1 April
11	CONSULTATION WEEK	Individual appointments

Overview of tutorial topics

Week	Tutorial number	Topic
1	1	Sustainable consumption: contradictions and consequences
2	2	Consumer culture and the environment
3	3	The big debate: consumption, welfare and well being
4	4	Gender dimensions of sustainable consumption
5	5	Commodities and connections
6	6	A nexus approach to sustainable consumption and production
7	7	Consumers, subjects and ethics
8	8	Perspectives on Fair Trade
9	9	The sustainability challenge of food production and consumption
10	10	Policy, technology and everyday life

General Course Readings

Most course reading is specific to weekly topics as described in the reading list below. While there is no single textbook that covers all the themes in this course a number of general readings are recommended here (they also appear under specific topics in the weekly reading lists).

An accessible introduction to many of the key themes in the course is:

- Middlemiss, L. (2018) *Sustainable Consumption: Key Issues*. Abingdon, Oxon; New York: Routledge.

The following edited collections cover a number of important course themes:

- Reisch, L. and Thøgersen, J. (eds.) (2015) *Handbook of Research on Sustainable Consumption*, Cheltenham, UK: Edward Elgar Publishing
- Jackson, T. (ed.) (2006) *The Earthscan Reader in Sustainable Consumption*. London: Earthscan

General reading around some key course themes can also be found in:

- Littler, J. (2009) *Radical Consumption: Shopping for Change in Contemporary Culture*. Berkshire: Open University Press
- Miller, Daniel (2012) *Consumption and its Consequences*. Cambridge: Polity
- Yiannis, G. and Lang, T. (2006) *The Unmanageable Consumer* (2nd edition). London: Sage
- Zaccāi, E. (ed.) (2007) *Sustainable Consumption, Ecology and Fair Trade*. London: Routledge

The following review article is highly recommended as a concise introduction to the sociology of consumption:

- Warde, A. (2015) "The Sociology of Consumption: Its Recent Development" *Annual Review of Sociology* 41 pp.117–34

The following books are highly recommended, covering key themes in the sociology of consumption:

- Sassatelli, R. (2007) *Consumer Culture: History, Theory and Politics*. London: Sage
- Lury, C. (2011) *Consumer Culture* (2nd edition). Cambridge: Polity [NB: the 2nd edition deals with a greater range of course material]
- Warde, A. (2017) *Consumption: A Sociological Analysis*. London: Palgrave MacMillan

For an excellent overview and introduction to sustainable development, see:

- Baker, Susan (2006) *Sustainable Development*. London: Routledge

Finally, there are a number of advanced readings that relate to specific—but nevertheless central—themes in the course:

- Barnett, C., Cloke, P., Clarke, N. and Malpass, A. (2010) *Globalizing Responsibility: The Political Rationalities of Ethical Consumption*. Oxford: Wiley-Blackwell
- Cohen, M.J., Szejnwald Brown, H. and Vergragt, P. (Eds.) (2013) *Innovations in Sustainable Consumption: New Economics, Socio-technical Transitions and Social Practices*. Cheltenham: Edward Elgar
- Huddart Kennedy, E, Cohen, M. J., Krogman, N. (Eds.) (2015) *Putting sustainability into practice: applications and advances in research on sustainable consumption*. Cheltenham: Edward Elgar
- Shove, E. (2003) *Comfort, Cleanliness and Convenience: The Social Organization of Normality*. Oxford: Berg **[NB: Available through Blackboard (Lecture 1)]**
- Shove, E. and Spurling, N. (eds.) (2013) *Sustainable Practices: Social theory and climate change*. London: Routledge
- Southerton, D., Van Vliet, B. and Chappells, H. (2004) *Sustainable Consumption: The Implications of Changing Infrastructures of Provision*. Cheltenham: Edward Elgar.

On essay writing, the following is highly recommended:

- Balmer, A.S. and Murcott, A. (2017) *The Craft of Writing in Sociology: Developing the Argument in Undergraduate Essays and Dissertations*, Manchester : Manchester University Press.

Lectures and Reading List

Note: Readings are separated into *Required* and *Additional*. *Required readings* must be read in order to participate properly in seminars. *Additional readings* are divided into *Recommended* and *Further* readings. *Recommended readings* are the next step if you are interested in the topic and are the top recommendations for essay writing and exam revision. *Further readings* provide additional resources.

Lecture 1: Sustainability, consumption and everyday life: connections and consequences

This introductory session provides an overview of the course and indicates how the social sciences have engaged with debates surrounding the nature, necessity and possibility of sustainable consumption. We will explore the key concepts of sustainability and sustainable development as well as reflecting on their significance in popular and political imaginations. The lecture will also introduce definitions of consumption and explain how these understandings can be used to engage with issues relating to climate change, natural resource depletion, pollution, economic growth, well-being, social justice, inequalities and the very future of humankind. Particular attention will be paid to how the ecological impacts that are associated with current unsustainable patterns of consumption in the developed world are intimately bound up with everyday life.

Required reading

- Vidal, John (2016) Teargas, trees and oil. *The Guardian* 23 Dec 2016 <https://www.theguardian.com/environment/2016/dec/23/john-vidal-environment-editor-greatest-job-on-earth> (NB: short piece of journalism)
- Baker, Susan (2006) *Sustainable Development*. London: Routledge. (Chapter 2: 'The concept of sustainable development' pp. 17-48)
- Zaccāi, Edwin (ed.) (2007) *Sustainable Consumption, Ecology and Fair Trade*. London: Routledge (Chapter 1: 'Introduction: contradictions and studies' pp. 1-14)

Additional reading

Recommended reading

- Shove, E. (2003) *Comfort, Cleanliness and Convenience: The Social Organization of Normality*. Oxford: Berg (Chapter 1) NB. Available on Blackboard, Lecture 1 folder
- Miller, D. (2012) *Consumption and its Consequences*. Cambridge: Polity (Chapter 1)
- Warde, A. (2015) "The Sociology of Consumption: Its Recent Development" *Annual Review of Sociology* 41 pp.117–34

Further reading

- Boulanger, Paul-Marie (2007) What's Wrong with Consumption for Sustainable Development? in Edwin Zaccaï (ed.) *Sustainable Consumption, Ecology and Fair Trade* (pp. 17-33)
- Jackson, T. (2006) "Readings in Sustainable Consumption" in T. Jackson (ed.) *The Earthscan Reader in Sustainable Consumption*. London: Earthscan
- Yiannis, G. and Lang, T. (2006) *The Unmanageable Consumer* (2nd edition). London: Sage (Chapter 1)
- Warde, A. (2014) "Sociology, Consumption and Habit" in D. Southerton and A. Ulph (Eds.) *Sustainable Consumption: Multi-Disciplinary Perspectives in Honour of Sir Partha Dasgupta*. Oxford: Oxford University Press.
- Spaargaren, G. (2003) Sustainable Consumption: a Theoretical and Environmental Policy Perspective. *Society and Natural Resources*, 16: 687 - 701
- Evans, D. and Abrahamse, W. (2009) Beyond Rhetoric: the Possibilities of and for Sustainable Lifestyles. *Environmental Politics*, 18(4): 486-502.
- Evans, D. (2011). Consuming conventions: sustainable consumption, ecological citizenship and the worlds of worth. *Journal of Rural Studies*, 27(2), 109-115.
- Hinton, Emma and Goodman, Mike (2010) "Sustainable Consumption: Developments, Considerations and New Directions" in M. Redclift, and G. Woodgate (eds). *International Handbook of Environmental Sociology* (2nd edition). Cheltenham: Edward Elgar
- Soron, D. (2010) Sustainability, Self-Identity and the Sociology of Consumption. *Sustainable Development* 18(3) 172 -181
- Hobson, K., 2013. 'Weak' or 'strong' sustainable consumption? Efficiency, degrowth, and the 10 Year Framework of Programmes. *Environment and Planning C: Government and Policy* 31, 1082–1098
- Edwards, T. (2000) *Contradictions of Consumption: Concepts, Practices and Politics in Consumer Society*. Buckingham: Open University Press (Chapter 1)
- Smart, B. (2012) *Consumer Society: Critical Issues and Environmental Consequences*. London: Sage
- Zaccaï, E. (Ed.) (2007) *Sustainable Consumption, Ecology and Fair Trade*. London: Routledge
- Shove, E. (2003) *Comfort, Cleanliness and Convenience: The Social Organization of Normality*. Oxford: Berg.

Lecture 2: Approaches to consumption and consumer culture

This session gives an overview of key social science perspectives on consumption and consumer culture. The lecture will provide a brief history of social scientific understandings of consumption and consumer culture and reflect on how appropriate these approaches are to the study of sustainability. We will look at more recent approaches specifically developed in relation to the challenge of sustainable consumption and review fundamental insights of sociologists engaged with this field. Particular attention will be paid to the idea that 'consumption studies' is an interdisciplinary field of academic enquiry characterised by multiple—often conflicting—perspectives.

Required reading

- Shove, Elizabeth and Warde, Alan (2002) Inconspicuous Consumption: the Sociology of Lifestyles, Consumption and the Environment, in R. Dunlap, F. Buttel, P. Dickens and A. Gijswijt (eds.) *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*. New York and Oxford: Rowman and Littlefield (Chapter 10, pp. 230-252)
- Slater, Don (1997) *Consumer Culture and Modernity*. Cambridge: Polity (Chapter 1 pp. 8-32)

Additional reading

Recommended reading

- Lury, Celia (2011) *Consumer Culture* (2nd edition). Cambridge: Polity (Especially the Introduction and Chapter 2)
- Sassatelli, Roberta (2007) *Consumer Culture: History, Theory and Politics*. London: Sage (In general, but especially Chapters 1 and 2)
- Shove, E. (2004/ 2006) "Efficiency and consumption: Technology and practice" Chapter 20 in T. Jackson (ed.) *Earthscan Reader in Sustainable Consumption* (2006) **NB:** also available in *Energy & Environment* 15 (6), pp. 1053-1065
- Southerton, Dale., Warde, Alan. & Hand, Martin (2004) The Limited Autonomy of the Consumer: Implications for Sustainable Consumption, chapter 3 in Southerton, Dale et al (eds.) *Sustainable Consumption: the Implication of Changing Infrastructures of Provision* (pp. 32-49)

You may want to listen to this interview with historian of consumption Frank Trentmann (author of *Empire of Things: How We Became a World of Consumers, from the Fifteenth Century to the Twenty-First*) about the history of consumer society and culture: <https://xenetwork.org/xenetwork/episodes/episode-95-economy-of-things/>

Further reading

- Miller, D. (2012) *Consumption and its Consequences*. Cambridge: Polity (Chapters 2 and 3)
- Littler, J. (2009) *Radical Consumption: Shopping for Change in Contemporary Culture*. Berkshire: Open University Press (Chapter 5)
- Sassatelli, R. (2007) *Consumer Culture: History, Theory and Politics*. London: Sage (Chapters 2, 4 and 5)
- Slater, D. (1997) *Consumer Culture and Modernity*. Cambridge: Polity (Chapter 5)
- Featherstone, M. (1990) Perspectives on Consumer Culture *Sociology*, 24(1): 5-22 (also available as Chapter 2 Featherstone, M. (1991) *Consumer Culture and Postmodernism*. London: Sage)
- Holt, Douglas (2012) Constructing Sustainable Consumption: From Ethical Values to the Cultural Transformation of Unsustainable Markets *The Annals of the American Society of Political and Social Science* 644(1): 235 - 255
- Holt, Douglas (1997) Poststructuralist Lifestyle Analysis: Conceptualizing the Social Patterning of Consumption in Postmodernity. *Journal of Consumer Research*. 23: 326-350

- Edwards, Tim (2000) *Contradictions of Consumption: Concepts, Practices and Politics in Consumer Society*. Buckingham: Open University Press (Chapter 2)
- Mansvelt, Juliana (2005) *Geographies of Consumption*. London: Sage (Chapters 1 and 2)
- Littler, J. (2016) 'Cultural Studies and Consumer Culture' in D. Shaw et al (eds.) *Ethics and Morality in Consumption: Interdisciplinary Perspectives*. London: Routledge
- Schor, Juliet B. (2007) In Defense of Consumer Critique: Revisiting the Consumption Debates of the Twentieth Century. *The ANNALS of the American Academy of Political and Social Science*. 611: 16-30
- Wheeler K and Glucksmann M (2015) 'It's kind of like saving them a job isn't it?': The consumption work of household recycling. *Sociological Review* 63(3): 551–569
- Pellandini-Simányi L (2014) Everyday consumption norms as discourses of the good life in presocialist and socialist Hungary. *Journal of Consumer Culture* 16(3)
- Warde, A., Welch, D. and Paddock, J. (2017) "Studying consumption through the lens of practice" in M. Keller, B. Halkier, T-A. Wilska and M. Truninger (eds.) *Routledge Handbook on Consumption* London: Routledge
- Welch, D., and Warde, A. (2015) "Theories of Practice and Sustainable Consumption" in L. Reisch & J. Thøgersen (Eds.), *Handbook of Research on Sustainable Consumption*. Cheltenham: Edward Elgar Publishing
- Warde, Alan (2005) Consumption and Theories of Practice. *Journal of Consumer Culture* 5 (2): 131-153
- Spaargaren, Gert (2011) Theories of Practices: Agency, Technology and Culture *Global Environmental Change* 21(3): 813 – 822
- Kennedy, E.H., Cohen, M.J., and Krogman, N., (2015) "Social practice theories and research on sustainable consumption" in Krogman, N., Cohen, M. J., & Kennedy, E. H. (eds.) *Putting Sustainability Into Practice: Applications and Advances in Research on Sustainable Consumption*. Cheltenham, UK: Edward Elgar Publishing
- Warde, A. (2017) *Consumption: A Sociological Analysis*. London: Palgrave MacMillan
- Wheeler, K. and Glucksmann. M. (2017) *Household Recycling and Consumption Work: Social and Moral Economies*. London: Palgrave-MacMillan
- Trentmann, F. (Ed.) (2006) *The Making of the Consumer: Knowledge, Power and Identity in the Modern World*, Oxford: Berg
- Southerton, D. (ed.) *Encyclopedia of Consumer Culture*. Thousand Oaks, CA: Sage (see especially the Introduction)

Lecture 3: Consumption, economic growth and well-being

Is economic growth—and the increased consumption it entails—a good or a bad thing? This session provides an overview of debates that have considered the effects of abundance, affluence and living in a consumer culture. We will explore accounts that suggest ever-increasing consumption is detrimental to happiness, well-being and meaningful social relationships. However, this lecture will also provide

counter-arguments to these critiques of 'materialism' by drawing on perspectives in which it is argued that consumption, growth and material culture are essential for poverty alleviation and the maintenance of relationships with significant others. Particular attention will be paid to the significance of these ideas in relation to the central paradox of sustainable development and issues associated with the morality of consumption.

Required reading

- Jackson, Tim (2005) Live Better by Consuming Less: is there a 'Double Dividend' in Sustainable Consumption? *Journal of Industrial Ecology*, 9(1-2): 19-36)
- Miller, Daniel (2001) The Poverty of Morality, *Journal of Consumer Culture* 1(2): 225-243

You also might like to take a look at Tim Jackson's TED talk (20 mins) on the key arguments in his influential book *Prosperity Without Growth*

https://www.ted.com/talks/tim_jackson_s_economic_reality_check#t-37979

Additional reading

Recommended reading

- Lintott, J. (2007) Sustainable consumption and sustainable welfare. Chapter 4 in Edwin Zaccaï (ed.) (2007) *Sustainable Consumption, Ecology and Fair Trade*. London: Routledge
- Kallis, G. (2015) Social limits to Growth. In G. D'Alisa, F. Demaria and G. Kallis (eds.) *Degrowth : A Vocabulary for a New Era*. London: Routledge
- Wingate, David, Middlemiss, Lucie, Wesselink, Anna (2014) The 'double dividend' discourse in sustainable consumption: happiness, human nature, and the reproduction of economic doctrine. *Sustainability Research Institute (SRI) Paper Series*, No. 60, School of Earth and Environment, The University of Leeds. [NB: Available on Blackboard]

Further Reading

- Jackson, Tim (2009) *Prosperity without Growth: Economics for a Finite Planet*. London: Earthscan
- Kallis, G. Demaria, F., and D'Alisa, G.,(2015) Introduction: Degrowth. In G. D'Alisa, F. Demaria and G. Kallis (eds.) *Degrowth : A Vocabulary for a New Era*. London: Routledge
- Latouche, S. (2007) Sustainable consumption in a de-growth perspective. Chapter 12 in Edwin Zaccaï (ed.) (2007) *Sustainable Consumption, Ecology and Fair Trade*. London: Routledge
- Sanne, C. (2002) Willing consumers—or locked-in? Policies for a sustainable consumption. *Ecological Economics* 42 pp. 273 – 287
- Smart, Barry (2012) *Consumer Society: Critical Issues and Environmental Consequences*. London: Sage (Chapter 6 'Consequences of Consumerism', pp.140 – 160)
- Hennicke, Peter and Hauptstock, Dorothea (2015) Decoupling resource consumption and economic growth: insights from an unsolved global

challenge. In Reisch, L. and Thøgersen, J. (Eds.) (2015) *Handbook of Research on Sustainable Consumption*, Cheltenham, UK: Edward Elgar Publishing

- Stiglitz, J., J. Fitoussi and M. Durand (2018), *Beyond GDP: Measuring What Counts for Economic and Social Performance*. Agenda' OECD Publishing, Paris. See especially Executive Summary and Chapter 1 'The continued importance of the "Beyond GDP"'. Available at <https://doi.org/10.1787/9789264307292-en>
- Schroeder, P. and Anantharaman, M. (2016) "Lifestyle leapfrogging" in emerging economies: Enabling systemic shifts to sustainable consumption. *Journal of Consumer Policy*. Online First. <http://doi:10.1007/s10603-016-9339-3>
- Soper, K. (2016) 'Towards a sustainable flourishing: ethical consumption and the politics of prosperity' in D. Shaw et al (eds.) *Ethics and Morality in Consumption: Interdisciplinary Perspectives*. London: Routledge
- Walker, G. (2013) Inequality, sustainability and capability: Locating justice in social practice. In E. Shove and N. Spurling (Eds.) *Sustainable Practices: Social theory and climate change*. London: Routledge
- Sayer, A. (2013) Power, Sustainability and Wellbeing. In E. Shove and N. Spurling (Eds.) *Sustainable Practices: Social theory and climate change*. London: Routledge
- Lorek, S. and Spengenberg, J.H. (2014) Sustainable Consumption beyond a sustainable economy – beyond green growth and green economies. *Journal of Cleaner Production* 63, pp. 24-32
- Jackson, T. and Papathanasopoulou, E. (2008) Luxury or 'lock-in'? An exploration of unsustainable consumption in the UK: 1968 to 2000. *Ecological Economics* 68: 80 – 95
- Martinez-Alier, J. et al 2010 'Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm' in *Ecological Economics* 69, pp. 1741–1747
- Schor, Juliet (2005) Prices and quantities: Unsustainable consumption and the global economy *Ecological Economics* 55: 309– 320
- Wilk, R. (2001) "Consuming Morality" *Journal of Consumer Culture* 1(2): 269–284
- Schor, Juliet (2010) *True Wealth* [Previously published as: *Plenitude: The New Economics of True Wealth*] New York: Penguin [**NB:** this is a very accessible book written for non-academics]
- Syse, K. L. and Mueller, M. L. (eds.) (2015) *Sustainable consumption and the good life: interdisciplinary perspectives*. London: Routledge
- Soper, Kate., Ryle, Martin and Thomas, Lyn. (2008) (eds.) *The Politics and Pleasures of Consuming Differently*. Basingstoke: Palgrave-Macmillan.
- Jackson, Tim (ed.) (2006) *The Earthscan Reader in Sustainable Consumption*. London: Earthscan. (Part 3 'Resisting Simplicity')

Lecture 4: Sustainable consumption and gender

Debates around sustainable consumption, including those we have discussed thus far in the course, have largely neglected the significance of gender and gender relations. This lecture will introduce the gender dimensions of sustainable consumption, such as the significance of the gendered division of labour, and the symbolic associations of masculinity and femininity, as well as feminist perspectives on sustainability and sustainable consumption.

Required Reading

- Weller, I. (2017) Gender dimensions of sustainable consumption. Chapter 22 in Sherilyn MacGregor (ed.) *The Routledge Handbook of Gender and Environment*, London: Routledge
- Hawkins, R. (2012) Shopping to save lives? Gender and environment theories meet ethical consumption. *Geoforum* 43, 750-759.

Additional Reading

Recommended reading

- Glucksmann, M. A. (1995) Why 'work'? Gender and the total social organization of labour. *Gender, Work and Organization* 2(2): 63-75
- Brough, A. et al. (2016) Is eco-friendly unmanly? The green-feminine stereotype and its effect on sustainable consumption. *Journal of Consumer Research* 43(4) 567–582
- Cassidy, E. and Martens, L. (eds.) (2007) *Gender and Consumption: Domestic Cultures and the Commercialisation of Everyday Life*. London: Routledge

Further reading

- MacGregor, S. (ed.) *The Routledge Handbook of Gender and Environment*, London: Routledge
- Hall, S.M. and Holmes, H. (eds.) Gender and Ethical Consumption. *Journal of Consumer Ethics* 1 (2) <https://journal.ethicalconsumer.org/journal-issues/issue-2/>
- Vinz, D. (2009) Gender and sustainable consumption: A German environmental perspective. *European Journal of Women's Studies* 16: 159–179.
- Powys-Whyte, K. (2014) Indigenous women, climate change impacts, and collective action. *Hypatia* 29(3): 599–616.
- Biesecker, A. and Hofmeister, S. (2010) Focus: (re)productivity. Sustainable relations both between society and nature and between the genders. *Ecological Economics* 69: 1703–1711.
- Salleh, A. (2012) "Green economy or green utopia?" Rio+20 and the reproductive labour class. *American Sociological Association* 18(2): 141–145c.
- Bauhardt, C. (2014) Solutions to the crisis? The green new deal, degrowth, and the solidarity economy: Alternatives to the capitalist growth economy from

an ecofeminist economics perspective. *Ecological Economics* 102(2014): 60–68.

- Gaard, G. (1997) Toward a queer ecofeminism. *Hypatia* 12(1): 114–137
- Franz-Balsen, A. (2014) Gender and (un)sustainability: Can communication solve a conflict of norms? *Sustainability* 6: 1973–1991.
- Cho, S., Crenshaw, K. W. and McCall, L. (2013) Toward a field of intersectionality studies: *Theory, applications, and praxis*. *Signs* 38(4): 785–810
- Connell, R. W. (2014) Change among the gatekeepers: Men, masculinities, and gender equality in the global arena. *Signs* 40(1): 1801–1805.
- Cruz-Torres, M. L. and McElwee, P. (eds.) (2012) *Gender and Sustainability: Lessons From Asia and Latin America*. Tucson: The University of Arizona Press
- Adams, C. J. and Gruen, L. (eds.) (2014) *Ecofeminism: Feminist Intersections With Other Animals and the Earth*. London: Bloomsbury Publishing
- Leach, M. (2015) *Gender Equality and Sustainable Development*. Oxon: Routledge
- Harcourt, W. and Nelson, I. (eds.) (2015) *Practising Feminist Political Ecologies: Moving Beyond the Green Economy*. London: Zed Books.
- Sandilands, C. and Erickson, B. (eds.) (2010) *Queer Ecologies: Sex, Nature, Politics, Desire*. Bloomington: Indiana University Press.
- Buechler, S. and Hanson, A-M. (2015) *A Political Ecology of Women, Water and Global Environmental Change*. London: Routledge

Lecture 5: Follow the thing: commodities in local and global contexts

Having established that social scientists have differing opinions on the effects of the ‘stuff’ that we consume, this session provides a more comprehensive introduction to theories of consumption, value and exchange. We will explore the social life of things in order to demonstrate how commodities connect people in global networks of production, distribution, retail and consumption. This lecture will take case study examples of commodities and ‘follow’ them in order to unpack the various local relationships that make up their biographies. For example, we will be following the broccoli that is consumed in North American homes back to the fields in highland Guatemala where they are grown and harvested. Particular attention will be paid to the ethical questions that this generates and the implications for critiques of consumer cultures.

Required reading

- Watts, Michael (2014) Commodities. Chapter 27 in Cloke et al. (eds.) *Introducing Human Geographies*. Third Edition. London: Routledge. pp. 391–412

- Mansvelt, Juliana (2005) *Geographies of Consumption*. London: Sage (Chapter 5 'Connections', pp.101 -127)
- Cook, I. et al. (2017) From 'Follow the thing: papaya' to followthethings.com. *Journal of Consumer Ethics*. 1(1), pp. 22-29: **NB: This is a short interview.**
https://journal.ethicalconsumer.org/wp/wp-content/uploads/2017/04/JCE_2017_1_22_29_Cook.pdf

Additional reading

Recommended reading

- Kopytoff, Igor (1986) The Cultural Biography of Things: Commoditization as Process. Chapter 2 in Arjun Appadurai's *The Social Life of Things: Commodities in Cultural Perspective* (pp. 64-95) **[NB: available on Blackboard]**
- Sassatelli, Roberta (2007) *Consumer Culture: History, Theory and Politics*. London: Sage (Chapter 7) **[NB: available on Blackboard]**
- Fine, Ben (1995) From Political Economy to Consumption, Chapter 4 in D. Miller (ed.) (1995) *Acknowledging Consumption: A Review of New Studies*. London: Routledge (pp. 127-164) **(NB: pp. 142-152 are particularly important)**
- Lury, Celia (2011) *Consumer Culture* (2nd ed.). Cambridge: Polity (Chapter 1)

Further reading

- Cook, I. et al. (2004). Follow the thing: papaya. *Antipode*. 36(4), 642-664.
- Fine, Ben & Leopold Ellen (1993) *The World of Consumption*, London: Routledge (also 2nd edition, 2001)
- Cook, Ian (2006) Geographies of Food: Following *Progress in Human Geography* 30(5): 655 -666 **(NB: this is a review article and so should be used as the basis for further reading)**
- Freidberg, Susan (2001) On the Trail of the Global Green Bean: Methodological Considerations in Multi-Site Ethnography, *Global Networks* 1(4): 353-68.
- Harvey, David (1990) Between Space and Time: Reflections on the Geographical Imagination. *Annals, Association of American Geographers* 80(3): 418-434
- Sayer, Andrew. (2003) (De)commodification, Consumer Culture and Moral Economy. *Environment and Planning D: Society and Space* 21: 341-357.
- Appadurai, Arjun (1986) *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press (especially Chapter 1)
- Gregson, Nicky. Crang, M., Ahmed, F., Akter, N. & Ferdous, R (2010) Following Things of Rubbish Value: End-of-Life Ships, 'Chock-Chocky' Furniture and the Bangladeshi Middle Class Consumer. *Geoforum*. 41:846 – 854.
- Miller, Daniel (2011) *Stuff*. Cambridge: Polity
- Bartley, T., Koos, S., Samel, H., Setrini, G. and Summers, N. (2015) *Looking behind the Label: Global Industries and the Conscientious Consumer*. Bloomington, Indiana. Indiana University Press
- Fischer, Edward and Bensen, Peter (2006) *Broccoli and Desire: Global Connections and Maya Struggles in Postwar Guatemala*. California: Stanford University Press

Lecture 6: Food, water, energy and more – A nexus approach to sustainable consumption and production

Agriculture is the largest consumer of the world's freshwater resources, and more than one-quarter of the energy used globally is expended on food production and supply. Yet sustainability policies are often 'silo-ed' – addressing food or water, energy or food etc. In recent years a 'nexus' approach to those sectors has been proposed by academics, think-tanks, governments and businesses, emphasizing linkages between water, energy and food. The concept of a resource 'nexus' has been used to envisage integrated resource management across sectors and scales as a solution to resource insecurity and sustainability concerns. This week introduces the concept and policy framing of the food-water-energy nexus and considers different ways that 'nexus approaches' have been applied and critiqued in debates about sustainable consumption and production. We will look at case examples of 'nexus approaches' in business and governance, and, through the example of the 2014/15 water crisis in Brazil, we will consider the knock-on effects that occur when one resource is disrupted. Finally, we will consider the interrelations between food, water and energy production and consumption in everyday life by looking at some 'visual webs' showing individuals' understandings of the food-water-energy nexus in their homes. .

Required reading

- Leck, H., Conway, D., Bradshaw, M. and Rees, J. (2015) Tracing the water–energy–food nexus: Description, theory and practice. *Geography Compass* 9: 445-460
- Wietz, N., Huber-Lee, A., Nilsson, M., Davis, M. and Hoff, H. (2014) *Cross-sectoral Integration in the Sustainable Development Goals: A Nexus Approach*. Stockholm: Stockholm Environment Institute. Available at <https://www.sei.org/publications/cross-sectoral-integration-in-the-sustainable-development-goals-a-nexus-approach/>

For a short introduction to the nexus concept and debates you may also want to look at Dupar, and Oates (2012) below.

Additional reading

Recommended reading

- Dupar, M. and Oates, N. (2012) *Getting to grips with the water-energy-food nexus*. Thinkpiece for Climate Knowledge and Development Network. Available at: https://cdkn.org/2012/04/getting-to-grips-with-the-water-energy-food-nexus/?loclang=en_gb (**recommended as a short introduction to the nexus concept and debates**)
- Davis, M., Huber-Lee, A., Hoff, H. and Purkey, D.R. (2014). *SEI Research Synthesis: The Water-Energy-Food Nexus*. Stockholm: Stockholm Environment Institute. Available at: <https://www.sei.org/publications/sei-research-synthesis-the-water-energy-food-nexus/>

- Foden, M., Browne, A.L., Evans, D.M., Sharp, L., and Watson, M. (2018) The water-energy-food nexus at home: New opportunities for policy interventions in household sustainability. *The Geographical Journal*, (online first) 1–13.
- Hoff, H. (2011) *Understanding the Nexus. Background Paper for the Bonn 2011 Conference: The Food-Water-Security Nexus*. Stockholm: Stockholm Environment Institute. Available from: <https://www.sei.org/publications/understanding-the-nexus/>
- Kraftl, P., Balastieri, J.A.P., Campos, A.E.M., Coles, B., Hadfield-Hill, S., Horton, J., Soares, P.V., Vilanova, M.P.N., Walker, C. and Zara, C. (2018) (Re)thinking (re)connection: Young people, 'natures' and the water–energy–food nexus in São Paulo State, Brazil. *Transactions of the Institute of British Geographers* (online first): 1-16.

Further reading

- Allouche, J., Middleton, C. and Gyawali, D. (2015) Technical veil, hidden politics: interrogating the power linkages behind the nexus. *Water Alternatives* 8(1): 610-626. Available at: <http://www.water-alternatives.org/index.php/archive-toc>
- Biggs, E. et al. (2015). Sustainable development and the water–energy–food nexus: A perspective on livelihoods. *Environmental Science and Policy* 54: 389-397.
- Cairns, R. and Krzywoszynska, A. (2016) Anatomy of a buzzword: The emergence of 'the water-energy-food nexus' in UK natural resource debates. *Environmental Science & Policy* 64: 164-170.
- Faeth, P. and Hanson, L. (2016) A research agenda for the energy, water, land, and climate nexus. *Journal of Environmental Studies and Sciences* 6: 123-126.
- Food and Agriculture Organisation of the United Nations (FAO) (2014) *The Water-Energy-Food Nexus: A New Approach in Support of Food Security and Sustainable Agriculture*. Rome: Food and Agriculture Organisation of the United Nations. Available at: <http://www.fao.org/policy-support/resources/resources-details/en/c/421718/>
- Nobre, C.A., Marengo, J.A., Seluchi, M.E., Cuartas, L.A. and Alves, L.M. (2016) Some characteristics and impacts of the drought and water crisis in South Eastern Brazil during 2014 and 2015. *Journal of Water Resource and Protection* 8: 252-262.
- Perrone, D. and Hornberger, G.M. (2014) Water, food, and energy security: scrambling for resources or solutions? *Wiley Interdisciplinary Reviews: Water* 1: 49-68.
- Scott, C.A., Pierce, S.A., Pasqualetti, M.J., Jones, A.L., Montz, B.E. and Hoover, J.H. (2011) Policy and institutional dimensions of the water–energy nexus. *Energy Policy* 39: 6622-6630.
- World Economic Forum (2011) *Water Security: The Water-Food-Energy Climate Nexus*. Davos: World Economic Forum. Available at: http://www3.weforum.org/docs/WEF_WI_WaterSecurity_WaterFoodEnergyClimateNexus_2011.pdf
- Wichelns, D. (2017) The water-energy-food nexus: Is the increasing attention warranted, from either a research or policy perspective? *Environmental Science & Policy* 69: 113-123.

- Williams, J., Bouzarovski, S. and Swyngedouw, E. (2014) *Politicising the Nexus: Nexus Technologies, Urban Circulation and the Coproduction of Water-Energy*. The Nexus Network. Available at: <https://www.thenexusnetwork.org/wp-content/uploads/2014/08/Williams-Bouzarovski-Swyngedouw-Politicising-the-nexus-Nexus-Thinkpiece-2014-page-numbers.pdf>

Lecture 7: Re-thinking consumption: ethics, responsibility and citizenship

Picking up on the issues that are raised by exploring the processes of production, distribution and retail that underpin the things that people consume in their daily lives; this session considers the incorporation of ethical and political actions into processes of consumption. We will explore the recent growth of ethical consumption and political consumerism alongside the promises and possibilities of these phenomena in terms of social justice and collective responsibilities. However this lecture will also explore accounts that have drawn attention to the contradictions and difficulties associated with responding to global issues through individualised consumption. Particular attention is paid to the importance of working with sociological definitions of consumption and acknowledging the responsibilities of various actors along the commodity chain. This lecture will end with a brief session on preparation for the coursework essays.

Required reading

- Bartley, T., Koos, S., Samel, H., Setrini, G. and Summers, N. (2015) 'Chapter 1: Introduction: Rules, Responsibilities and Rights in the Global Economy' in *Looking behind the Label: Global Industries and the Conscientious Consumer*. Bloomington, Indiana. Indiana University Press
- Jacobsen, E. and Dulsrud, A. (2007) "Will Consumers Save The World? The Framing of Political Consumerism" *Journal of Agricultural and Environmental Ethics* 20 (5): 469-482

Additional reading

Recommended reading

- Barnett, C., Clarke, N. & Cloke, P. (2017). Whatever happened to ethical consumption?. *Journal of Consumer Ethics*. 1(1)t, pp. 5-11. **NB:** This is short piece is a useful introduction to Barnett et al.'s work: https://journal.ethicalconsumer.org/wp/wp-content/uploads/2017/04/JCE_2017_1_5_11_Barnett.pdf
- Barnett, Clive., Cloke, Paul., Clarke, Nigel and Malpass, Alice (2010) *Globalizing Responsibility: The Political Rationalities of Ethical Consumption*. Oxford: Wiley-Blackwell (Chapter 2) (**NB:** available on Blackboard)
- Sassatelli, Roberta (2007) *Consumer Culture: History, Theory and Politics*. London: Sage (Part III: the Politics of Consumption) (**NB:** available on Blackboard)
- Littler, Jo (2009) *Radical Consumption: Shopping for Change in Contemporary Culture*. Berkshire: Open University Press (Chapter 1) (**NB:** available on Blackboard)

Further reading

- Barnett, Clive., Cloke, Paul., Clarke, Nigel and Malpass, Alice (2010) *Globalizing Responsibility: The Political Rationalities of Ethical Consumption*. Oxford: Wiley-Blackwell (In general, but especially chapters 1 & 4)
- Yiannis, Gabriel and Lang, Tim (2006) *The Unmanageable Consumer* (2nd edition). London: Sage (Chapters 9 and 10)
- Littler, Jo (2009) *Radical Consumption: Shopping for Change in Contemporary Culture*. Berkshire: Open University Press (In general, but especially chapters 2 & 3)
- Lury, Celia (2011) *Consumer Culture* (2nd edition). Cambridge: Polity (Chapter 7)
- Popke, Jeff (2006) Geography and Ethics: Everyday Mediations through Care and Consumption. *Progress in Human Geography* 30(4): 504 – 512 (**NB**: this is a review article and so should be used as the basis for further reading)
- Anantharaman, M (2016) Elite and ethical: the defensive distinctions of middle-class bicycling in Bangalore, India. *Journal of Consumer Culture*. Online First <http://doi:10.1177/1469540516634412>
- Pellandini-Simányi L (2014) Everyday consumption norms as discourses of the good life in presocialist and socialist Hungary. *Journal of Consumer Culture* 16(3)
- Sassatelli R (2001) “Tamed Hedonism: Choice, Desires and Deviant Pleasures” in J. Gronow J and A. Warde (eds.) *Ordinary Consumption*. London: Routledge.
- Hilton, M. (2004). The Legacy of Luxury: Moralities of consumption since the 18th century. *Journal of Consumer Culture*. 4(1), pp. 101–123.
- Bartley, T., Koos, S., Samel, H., Setrini, G. and Summers, N. (2015) *Looking behind the Label: Global Industries and the Conscientious Consumer*. Bloomington, Indiana. Indiana University Press (Chapter 2)
- Humphrey, K. (2016) ‘Buying a better world: ethical consumption and the critical social sciences’ in D. Shaw et al (eds.) *Ethics and Morality in Consumption: Interdisciplinary Perspectives*. London: Routledge
- Hall, S.M. and Holmes, H. (eds.) Gender and Ethical Consumption. *Journal of Consumer Ethics* 1 (2) <https://journal.ethicalconsumer.org/journal-issues/issue-2/>
- Seyfang, Gill (2005) Shopping for sustainability: can sustainable consumption promote ecological citizenship? *Environmental Politics* 14 (2), 290-306
- Ariztia, T., Agloni, N., & Pellandini-Simányi, L. (2017) Ethical living: relinking ethics and consumption through care in Chile and Brazil. *The British Journal of Sociology* <https://doi.org/10.1111/1468-4446.12265>,
- Maniates, M.F. (2001) Individualization: Plant a tree, ride a bike, save the world? *Global Environmental Politics* 1, pp.31-52
- Hughes, Alex. (2000) Retailers, Knowledges and Changing Commodity Networks: the Case of the Cut Flower Trade. *Geoforum* 31(2): 175-190
- Eden, Sally., Bear, Chris. and Walker, Gordon. (2008) Mucky Carrots and other Proxies: Problematising the Knowledge-Fix for Sustainable and Ethical Consumption *Geoforum* 39(2): 1044-1057.
- Wheeler, K. (2017) ‘Moral Economies of Consumption’ *Journal of consumer Culture*. Online ahead of print publication DOI: 10.1177/1469540517729007

- Middlemiss Lucie (2010) Reframing Individual Responsibility for Sustainable Consumption: Lessons from Environmental Justice and Ecological Citizenship, *Environmental Values* 19(2): 147-167
- D. Shaw et al (eds.) *Ethics and Morality in Consumption: Interdisciplinary Perspectives*. London: Routledge
- Soper, Kate and Trentmann, Frank (eds.) (2008) *Citizenship and Consumption* Basingstoke: Palgrave Macmillan
- Newholm Terry, Shaw Deirdre and Harrison Rob (eds.) (2005) *The Ethical Consumer*. London, Thousand Oaks and New Delhi: Sage (especially chapters 1, 3 & 4)

Lecture 8: Free trade and fair trade

Having established that so-called ethical forms of consumption cannot be understood by focusing narrowly on the behaviour of individual consumers, this session looks specifically at fair trade consumption and considers the role of markets and networks. We will explore the emergence of fair trade as an economic, social and political phenomenon alongside the role played by businesses, campaigners and governments. This lecture will consider perspectives in which fair trade networks are viewed as an antidote to some of negative consequences of global consumer capitalism alongside those that draw attention to the limits of 'market driven social justice'. Particular attention is paid to the relationship between fair trade and that which it is thought to be an 'alternative' to. Accordingly, we delve into the historical connections between moral issues and market processes.

Required reading

- Fridell, Gavin (2006) Fair trade and Neoliberalism: Assessing Emerging Perspectives, *Latin American Perspectives*, 33(6): 8-28
- Wheeler, Kathryn (2012), "Change today, choose Fairtrade": Fairtrade Fortnight and the citizen-consumer', *Cultural Studies*, 26 (4), 492–515

Additional reading

Recommended reading

- Fridell, Gavin (2007) Fair Trade Coffee and Commodity Fetishism: the Limits of Market Driven Social Justice *Historical Materialism*, 15: 79-104
- Trentmann, Frank. (2008) *Free Trade Nation: Commerce, Consumption, and Civil Society in Modern Britain*, Oxford, Oxford University Press. (Chapter 2)
[NB: Available on Blackboard]
- Barnett, Clive., Cloke, Paul., Clarke, Nigel and Malpass, Alice (2010) *Globalizing Responsibilities: The Political Rationalities of Ethical Consumption*. Oxford: Wiley-Blackwell (Chapters 6 and 7)

Further reading

- Bartley, T., Koos, S., Samel, H., Setrini, G. and Summers, N. (2015) *Looking behind the Label: Global Industries and the Conscientious Consumer*. Bloomington, Indiana. Indiana University Press (Chapter 4)

- Zaccaï, Edwin (ed.) (2007) *Sustainable Consumption, Ecology and Fair Trade*. London: Routledge (Chapters 8, 14 and 15)
- Trentmann, Frank. (2007) Before “Fair Trade”: Empire, Free Trade, and the Moral Economies of Food in the Modern World. *Environment and Planning D* 25(6): 1079-1102
- Trentmann, Frank. (2008) *Free Trade Nation: Commerce, Consumption, and Civil Society in Modern Britain*, Oxford, Oxford University Press. (Chapter 4)
- Raynolds, L.T. (2009) ‘Mainstreaming fair trade coffee: from partnership to traceability’, *World Development*, 37(6), 1083–93
- Le Mare, A. (2008) The impact of fair trade on social and economic development: a review of the literature. *Geography Compass* 2(6): 1922–1942
- Raynolds, Laura (2002) Consumer-Producer Links in Fair Trade Coffee Networks. *Sociologia Ruralis*, 42 (4): 404-424.
- Goodman, Mike (2004) Reading Fair trade: Political Ecological Imaginary and the Moral Economy of Fair Trade Foods, *Political Geography* 23(6): 891-915
- Jaffe, Daniel., Kloppenburg, Jack. & Monroy, Mario. (2004) Bringing the 'Moral Charge' at Home: Fair Trade within the North and within the South. *Rural Sociology*, 69(2): 169-196.
- Zick Varul, Matthias (2009) Ethical Selving in Cultural Contexts: Consumption as an Everyday Ethical Practice in the UK and Germany. *International Journal of Consumer Studies*, 33: 183-189.
- Nicholls, Alex & Opals, Charlotte (Eds.) (2004) *Fair Trade: Market Driven Ethical Consumption*, London: Sage
- Wheeler, Kathryn. (2012) *Fair Trade and the Citizen-Consumer*, Basingstoke: Palgrave-Macmillan
- Stiglitz, Joseph & Charlton, Andrew. (2005) *Fair Trade for All: How Trade can Promote Development*, Oxford: Oxford University Press

Lecture 9: Food, Sustainability and Supermarkets

Food represents a complex sustainability challenge. The production of food has become ever more globalized and industrialized and complex supply chains come with severe environmental and socio-political implications. The current food system constitutes a major source of greenhouse gas emissions and it significantly contributes to environmental issue such as climate change and biodiversity loss and is deeply intertwined with social issues of global livelihoods and social inequality. Over the past decades, supermarkets have become central locations for selling and buying food. They have become established as powerful actors in the global food system and as central gatekeepers between consumers and suppliers hold a powerful position with a potential for change towards more sustainable food systems. This lecture explores the core challenges of food production and consumption and considers the responsibilities of supermarkets between market pressures, government regulations and consumer demand.

Required reading

- Ehgartner, U. (2018). Discourses of the food retail industry: Changing understandings of ‘the consumer’ and strategies for sustainability. *Sustainable Production and Consumption*, 16, 154–161.

- Lang, T., & Barling, D. (2012). Food security and food sustainability: reformulating the debate. *The Geographical Journal*, 178(4), 313–326.

Additional reading

Recommended reading

- Dixon, J. (2007). 'Supermarkets as new food authorities', In D. Burch and G. Lawrence (eds) *Supermarkets and Agri-food Supply Chains: Transformations in the Production and Consumption of Foods*, Edward Elgar, Cheltenham and Northampton. [NB: available on Blackboard]
- Jackson, P., Ward, N. & Russell, P. (2009). Moral Economies of Food and Geographies of Responsibility. *Transactions of the Institute of British Geographers* 34(1):12-24
- Oosterveer, P. (2012). Restructuring Food Supply: Sustainability and Supermarkets. In G. Spaargaren, P. Oosterveer, & A. Loeber (eds.), *Food Practices in Transition - Changing Food Consumption, Retail and Production in the Age of Reflexive Modernity*. London: Routledge.
- Richards, C., Bjørkhaug, H., Lawrence, G., & Hickman, E. (2013). Retailer-driven agricultural restructuring—Australia, the UK and Norway in comparison. *Agriculture and Human Values*, 30(2), 235–245.
- Welch, D., Swaffield, J., & Evans, D. (2018). Who's responsible for food waste? Consumers, retailers and the food waste discourse coalition in the United Kingdom. *Journal of Consumer Culture*, 0(0) 1–21.

Further reading

- Blythman, J. (2005) *Shopped: The Shocking Power of British Supermarkets*. London: Harper.
- Burch, D. and Lawrence, G. (2005) 'Supermarket own brands, supply chains and the transformation of the agri-food system', *International Journal of Sociology of Agriculture and Food*, 13(1): 1–18.
- Evans, D. (2015). Researching (with) major food retailers: Levelling and leveraging the terms of engagement, *Gastronomica: The Journal of Critical Food Studies*, 15(3): 33–39.
- Halkier, B. (2010). *Consumption Challenged: Food in Medialised Everyday Lives*. Surrey: Ashgate Publishing, Ltd.
- Hallsworth, A. (2013) 'Food retailing'. In A. Murcott, W. Belasco and P. Jackson (eds), *The Handbook of Food Research*. London: Bloomsbury. pp. 274–292.
- Johnston, J. (2008). The citizen-consumer hybrid: ideological tensions and the case of Whole Foods Market. *Theory and Society*, 37(3), 229–270.
- Maniates, M. (2002). Individualization: plant a tree, buy a bike, save the world. In T. Princen, M. Maniates, & K. Conca (eds.), *Confronting consumption*. London: MIT Press.
- Oosterveer, P., Rossing, G., Hendriksen, A., & Voerman, K. (2014). Mainstreaming fair trade: the role of retailers. *Sustainability: Science, Practice and Policy*, 10(2), 4–13. <https://doi.org/10.1080/15487733.2014.11908128>
- Richards, C., Lawrence, G., & Burch, D. (2011). Supermarkets and Agro-industrial Foods. *Food, Culture & Society*, 14(1), 29–47.

- Southerton, Dale., Van Vliet, Bas and Chappells, Heather (2004) *Sustainable Consumption: The Implications of Changing Infrastructures of Provision*. Cheltenham: Edward Elgar.
- Warde, A. (1997). *Consumption, Food and Taste: Culinary Antinomies and Commodity Culture* (1 edition). London: Sage.

Lecture 10: Policy approaches to sustainable consumption: technology, behaviour change and social practices

This lecture addresses the way in which public policy has approached the challenge of sustainable consumption through approaches dominated by the perspective of technology and behaviour change. Ecological modernization theory has been a dominant way through which sustainable development, and latterly, sustainable consumption, has been understood. The lecture examines the critique of ecological modernisation theory and the development of policy approaches drawing on 'socio-technical' approaches and theories of social practice. These more recent approaches have challenged the 'responsibilisation' of individuals in policies for sustainable consumption and offer alternative resources for policy and analysis.

Required reading

- Shove, Elizabeth (2010) Beyond the ABC: Climate Change Policy and Theories of Social Change. *Environment and Planning A* 42(6): 1273-1285.
- Evans, David., McMeekin, Andrew & Southerton, Dale (2012) Sustainable Consumption, Behaviour Change Policies and Theories of Practice, in A. Warde and D. Southerton (eds.) *The Habits of Consumption, COLLeGIUM: Studies across Disciplines in the Humanities and Social Sciences*, Helsinki: Helsinki Collegium for Advanced Studies 12: 113-129

Additional reading

Recommended reading

- Southerton, Dale., Warde, Alan. & Hand, Martin (2004) The Limited Autonomy of the Consumer: Implications for Sustainable Consumption, chapter 3 in Southerton, Dale et al (eds.) *Sustainable Consumption: the Implication of Changing Infrastructures of Provision* (pp. 32-49)
- Middlemiss, L. (2018) "Chapter 8: We don't have a choice" in L. Middlemiss *Sustainable Consumption: Key Issues*. Abingdon, Oxon; New York: Routledge.
- Shove, E 2004, 'Efficiency and Consumption: Technology and Practice.' *Energy and Environment*, vol. 15, no. 6, pp. 1053-1065.
- Welch, D., and Warde, A. (2015). Theories of Practice and Sustainable Consumption. In L. Reisch & J. Thøgersen (Eds.), *Handbook of Research on Sustainable Consumption*. Cheltenham: Edward Elgar Publishing

Further reading

- Barnett, Clive (2010) The politics of behaviour change: How to make people act ethically (without them knowing it) *Environment and Planning A* 42: 1881 - 1886 [**NB:** this is a short commentary piece]

- Barr, S. and Prillwitz, J. (2014) 'A smarter choice? Exploring the behaviour change agenda for environmentally sustainable mobility', in *Environment and Planning C: Government and Policy* , 32 (1): 1 – 19
- O'Rourke, D. and Lollo, N (2015) Transforming Consumption: From Decoupling, to Behavior Change, to System Changes for Sustainable Consumption. *Annual Review of Environment and Resources*.40:233–59 (**NB:** this is a review article so useful to 'read out' from)
- Shove, Elizabeth., Pantzar, Mika. & Watson, Matt (2012) *The Dynamics of Social Practice: Everyday Life and how it Changes* London: Sage (Chapter 8)
- Spaargaren, Gert (2011) Theories of Practice: Agency, Technology and Culture *Global Environmental Change* 21(3): 813 – 822
- Hargreaves, Tom (2011) Practice-ing Behaviour Change: Applying Social Practice Theory to Pro-Environmental Behaviour Change *Journal of Consumer Culture* 11(1): 79-99
- Welch, D. (2016) 'Social practices and behaviour change' in F. Spotswood (ed.) *Beyond Behaviour Change: Key Issues, Interdisciplinary Approaches and Future Directions*. Bristol: Policy Press
- Anantharaman, M. (2014) Networked ecological citizenships, the new middle classes and the provisioning of sustainable waste management in Bangalore, India. *Journal of Cleaner Production* 63: 173-183
- Evans, D., Welch, D. and Swaffield, J. (2017) Constructing and mobilizing 'the consumer': responsibility, consumption and the politics of sustainability. *Environment and Planning A*. Online ahead of print publication, DOI: 10.1177/0308518X17694030
- Van Vliet, B. and Spaargaren, G. (2017) 'Structural conditions for and against sustainable ways of consuming' in M. Keller, B. Halkier, T-A. Wilska and M. Truninger (eds.) *Routledge Handbook on Consumption*. London: Routledge
- Keller, M. and Vihalemm, T. (2017) 'Practice change and intervention into consumers' everyday lives' in M. Keller, B. Halkier, T-A. Wilska and M. Truninger (eds.) *Routledge Handbook on Consumption* London: Routledge
- Watson, M. (2017) 'Sustainable consumption and changing practices' in M. Keller, B. Halkier, T-A. Wilska and M. Truninger (eds.) *Routledge Handbook on Consumption* London: Routledge
- Shove, Elizabeth (2003) *Comfort, Cleanliness and Convenience: The Social Organization of Normality*. Oxford: Berg (Chapters 3 and 4)
- Geels, Frank W, Sovacool, Benjamin K, Schwanen, Tim and Sorrell, Steven (2017) The socio-technical dynamics of low-carbon transitions. *Joule*, 1 (3). pp. 463-479
- McMeekin, A. and Southerton, D. (2012) Sustainability transitions and final consumption: practices and socio-technical systems. *Technology Analysis and Strategic Management* 24 (4) 27–330
- Loorbach, D., Frantzeskaki, N. and Avelino, F. (2017) Sustainability Transitions Research: Transforming Science and Practice for Societal Change. *Annual Review of Environment and Resources*. 42:599–626
- Røpke, Inge and Christensen, Toke H.(2013) Transitions in the Wrong Direction? Digital technologies and daily life. In E. Shove and N. Spurling (Eds.) *Sustainable Practices: Social theory and climate change*. London: Routledge

Tutorial Guide

The following sections provide guidance on how to prepare for each tutorial. The tutorial activities are intended as an indication only. Please note that you might not necessarily understand *all* of the arguments that are being made in the readings and you might not be able to answer *all* of the questions. In which case *do not worry*, that is what the tutorials are for! However, you *must* come prepared to discuss the reading and the preparation that you have done.

Tutorial 1: Sustainable consumption: contradictions and consequences

Reading

Please read this short piece of journalism:

<https://www.theguardian.com/environment/2016/dec/23/john-vidal-environment-editor-greatest-job-on-earth>

and the two required readings listed in the Lecture Details above. You should also make sure that you have read through the Course Outline.

Preparation

Drawing on your own experiences and ideas, lecture notes and readings, consider the following questions:

1. Reading John Vidal's *Guardian* article do you feel optimistic or pessimistic about social and political change in relation to environmental issues?
2. What do you think sustainability is? Is it just about the environment, or is there more to it?
3. Make a note of something that you have spent money on in the last week. It might be something expensive, something exciting that you really wanted, or something mundane (e.g. grocery shopping or a bus ticket) ...Now think about the origins and consequences of your consumption? E.g. Do you know where it was produced? Are there CO₂ emissions associated with it? Can it be recycled? Was there a more, or less, sustainable alternative to it?
4. What do you understand by the term 'sustainable consumption'?

For general understanding of sustainability, not specific to this course, you may also like to watch this 20 minute talk by Johan Rockstrom on 'planetary boundaries':

<https://www.youtube.com/watch?v=RggtrlixYR4>

Tutorial activities

In this introductory tutorial, you will explore in more detail some of the concepts and debates encountered in Lecture 1. Attention will be paid to the ways in which *sociological* approaches can be brought to bear on matters relating to consumption, sustainability and everyday life. This tutorial will help orient our approach to these issues, set definitions and guide us through the rest of the course.

Tutorial 2: Consumer culture and the environment

Reading

Two required readings as listed in the Lecture Details above

Preparation

Using your lecture notes and notes from the readings, you should consider the following questions:

1. What does Slater mean when he states that 'consumer culture is a culture of consumption'?
2. How can status and identity be negotiated in consumer culture?
3. What are the six mechanisms that Shove and Warde identify to account for escalating levels of consumption?
4. Do these mechanisms do a good job of explaining environmentally significant consumption?
5. What do you understand by the term 'inconspicuous consumption'?
6. What is consumption? Is it just shopping and the purchase of consumer goods, or is there more to it?

Tutorial activities

In this tutorial you will explore definitions of consumption and consumer culture, and the ways in which these can be applied to environmentally significant activities. Discussions will focus on the distinction between conspicuous and inconspicuous consumption, alongside the implications of this for understandings of sustainability and the challenges it poses to traditional thinking about consumption. We will also consider the idea that unsustainable patterns of consumption have less to do with individual consumers than with the collective organisation of daily life, and the challenge of making our patterns of consumption more sustainable in light of the recognition that – for better or worse – consumption performs vital social functions in contemporary cultures.

Tutorial 3: The big debate: consumption, welfare and well-being

Reading

Two required readings as listed in the Lecture Details above

Preparation

Using your lecture notes and notes from the readings, you should consider the following questions:

1. According to Miller, how can consumption enhance our relationships with other people?
2. What arguments against anti-materialism does Miller identify? (i.e. on what grounds does he defend 'material culture'?)
3. What arguments does Jackson make in support of the idea that consumption does not make people happy?
4. On what basis do authors such as Jackson suggest that consumer culture undermines collective well-being?

Tutorial activities

In this tutorial, you will be split into two groups to prepare for a debate about whether or not consumption is a good or a bad thing. Each group will consider arguments for and against consumption in relation to claims that it is materialistic, that it erodes collective well-being, and that it does not make individuals happy. In addition to getting at a core concern in consumption scholarship, this will allow us to consider the ways in which the consequences of consumer culture are not limited to environmental impacts. However, it will hopefully show that these issues are not as clear-cut as they first appear (or we might hope for!)

Tutorial 4: Gender dimensions of sustainable consumption

Preparation

Using your lecture notes and notes from the readings, you should consider the following questions:

1. What is the hypothesis of the 'feminization of environmental sustainability' and how does it relate to the 'privatisation of responsibility'?
2. " 'Women consume in a more environmentally friendly manner' than men" (Schultz and StieB 2009: 30 in Weller 2017)? Reflect critically on this statement – what is problematic about it?
3. What does it mean to say that "ethical consumption is already a gendered and environmental act" (Hawkins, 2012, p. 252).
4. In what ways are the cause-related marketing campaigns that Hawkins (2012) discusses gendered?
5. What does Hawkins (2012) mean by "the mutual constitution of gendered subjectivities and environments"? [Hint: see Hawkins 2012, p. 745]

Tutorial activities

In this tutorial you will explore the gender dimensions of sustainable consumption. You will explore issues around: gendered divisions of labour; how gender norms and relations are related to issues of sustainable consumption; and the significance of the gendered symbolic coding of production and consumption, and of nature and culture. Discussion will address the challenge of understanding patterns of consumption and strategies to promote sustainable consumption in the context of social constructions of gender, cultural representations of 'masculinity' and 'femininity', and gendered power dynamics.

Tutorial 5: Commodities and connections

Reading

Two required readings as listed in the Lecture Details above

Read at least one case study on: <http://www.followthethings.com/>

Note: case studies can be found by 'browsing on their departments'

Preparation

Using your lecture notes and notes from the readings, you should consider the following questions:

1. What are the key features of a commodity?
2. Why does Watts suggest that the commodity is 'a bundle of social relations'?
3. What do you understand by the term 'commodity fetish'?
4. According to Mansvelt, how do commodity chains address the connections between production and consumption?
5. How might commodity biographies and global commodity chain analysis draw attention to the inequalities of flows across production and consumption chains?
6. Why does Mansvelt suggest that commodity chains can provide the basis for the political mobilisation of consumers?

Tutorial activities

In this tutorial, you will be exploring linkages between production and consumption alongside the ways in which commodities mediate these social relationships. Discussions will focus mainly on the global processes and inequalities that underpin the production and delivery of the things that we consume. Attention will be paid to the implications of this for consumer politics, however we will also revisit the concepts of de-commodification and appropriation in order to generate a more nuanced set of understandings.

Tutorial 6: A nexus approach to sustainable consumption and production

Reading

Two required readings as listed in the Lecture Details above.

Preparation

Using your lecture notes and notes from the readings, you should consider the following questions:

- 1) What are the problems with what Wietz et al. (2014) term a 'silo' approach to resource management, and how is a 'nexus' approach different?
- 2) How do proponents of a nexus approach to resource management argue that such an approach will achieve more sustainable resource consumption and production? How might such an approach look different when applied in a 'bottom up' way in different contexts?
- 3) Pick one predominantly energy-related goal, one predominantly food-related goal and one predominantly water-related goal from the list of Sustainable Development Goals included on p.3 of the Wietz et al. piece. For the three goals you have picked, write down as many interactions between food, water and energy that you can think of that are relevant to the meeting of this goal.
- 4) Leck et al. note that '*Analytical starting points are also critical for operationalising the nexus [...] Studies on the WEF nexus often adopt a broad-scale top-down approach without considering the nexus' central importance at household or village levels, especially in rural contexts*' (p. 454). What do you think are the problems with only looking at one scale of activity (e.g. water management at a

national but not a local or household scale) in designing policies and in researching the food-water-energy nexus?

Tutorial activities

In this tutorial, we will think together about how food, water and energy come together in the meeting of the Sustainable Development Goals, and consider the potential and limits for 'joined up thinking' in resource management. We will also think about how the nexus is useful as a conceptual tool for understanding the different sectors and scales of activity that come together in everyday resource production and consumption, and we will try out a mapping activity to help us to think this through in relation to our own lives.

Tutorial 8: Consumers, subjects and ethics

Reading

Two required reading as listed in the Lecture Details above. In addition please read, as a minimum, p. 34-35 in *Ethical Consumer 152* available on Blackboard. This is part of a larger report on chocolate p. 32-37 which you may wish to read in inform your tutorial discussion.

Preparation

Using your lecture notes and notes from the readings, you should consider the following questions

1. Why have consumption and citizenship traditionally been seen as separate domains of social life?
2. What do you understand by the term 'political consumerism'?
3. What problems are there with the notion of the 'sovereign citizen-consumer' (Bartley et al, 2015) or the 'generic active consumer model' (Jacobsen and Dulsrud, 2007)? (Note these terms both refer to the same problematic). What is the role of 'the consumer' in the politics of consumption?
4. Where does ethical responsibility for what we consume lie within the commodity chain? (e.g. with the consumer? With retailers? With manufacturers? With governments?)

Tutorial activities

In this tutorial, you will be exploring the role of consumers as political and ethical subjects. Discussions will be focused on the phenomena of ethical consumption, and critiques of overly individualised understandings of ethical consumption as a phenomenon. This session will also bring together themes from previous lectures and tutorials (commodity chains) and anticipate future themes such as fair trade and corporate responsibilities.

Tutorial 8: Perspectives on fair trade

Reading

Two required readings as listed in the Lecture Details above

Preparation

Using your lecture notes and notes from the readings, you should consider the following questions:

1. What do you understand by the term 'shaped advantage'? In this perspective, what is the impact of Fair Trade on Less Developed Countries/poor producers?
2. According to Fridell, how do perspectives that view Fair Trade as a form of 'alternative globalisation' suggest that it provides a real and direct challenge to neo-liberal globalisation?
3. According to Fridell, how do 'de-commodification' perspectives on Fair Trade suggest that it poses a challenge to the core values of global capitalism?
4. Do you think that Fair Trade offers an antidote to some of the negative consequences of consumption?

Tutorial activities

In this tutorial, you will be exploring different perspectives on Fair Trade and its relationship to globalisation, neo-liberalism and consumer capitalism. Discussions will focus mainly on the location of consumers within Fair Trade networks and accounts of their potential to combat the negative consequences of consumption. We will also consider the role of markets, notions of moral economy and the possibilities of free trade for social justice.

Tutorial 9: The sustainability challenge of food production and consumption

Reading

Two required readings as listed in the Lecture Details above

Preparation

Using your lecture notes and notes from the readings, you should consider the following questions:

1. How do concerns of environmental and social sustainability manifest in emerging food security debates and policies?
2. What do Lang and Barling (2012) say about the power and influence of companies on food policy?
3. What do Lang and Barling (2012) mean when they argue that food security is subject to competing positions?
4. How is, according to Ehgartner (2018), the rhetorical figure of the consumer a prevalent reference point in discourses on food sustainability? How are consumers' and businesses' responsibilities for sustainable consumption (rhetorically) intertwined?
5. What are the potentials and challenges of retailers to foster change towards more sustainable food systems?

Tutorial activities

This tutorial will explore the issue of food as a sustainability challenge. Discussions will focus on the meanings of environmental and social sustainability in relation to food as well as related policy approaches. We will further consider the

responsibilities of companies, in particular supermarkets, and the role played by consumers.

Tutorial 10: Policy, technology and everyday life

Reading

Two required readings as listed in the Lecture Details above

Preparation

Using your lecture notes and notes from the readings, you should consider the following questions:

- 1) What does Elizabeth Shove mean when she refers to the 'ABC of climate policy?'
- 2) What are the main approaches and perspectives that she puts forward by way of alternative to the so-called 'ABC'
- 3) How do theories of practice account for environmentally damaging forms of consumption?
- 4) Do you think that practice-based approaches to consumption can provide useful insights to policy makers who are looking to change environmentally damaging behaviours?
- 5) In what ways can technology be linked to consumer behaviour? And what might this mean in terms of policies for sustainable consumption?

Tutorial activities

In this tutorial, you will explore the relationships between technologies, everyday life and climate change policy. Discussions will focus on sociological critiques of behaviour change initiatives and dominant policy responses to the task of fostering more sustainable patterns of consumption. We will also consider the practical applications of ideas encountered throughout the course in terms of re-thinking policies for sustainable consumption.

Assignments and Assessments

Non-Assessed Assignment Details

You must submit evidence of tutorial preparation (no more than 500 words) for every tutorial. These do not need to be polished pieces of work (bullet points are fine), they are your notes to enable participation in the tutorial and will help you prepare your essays and exam revision. **They will not be graded.** You should:

- Read the Tutorial Guide (above) and the required readings.
- Look at the preparation questions in the Tutorial Guide above and make some brief notes answering them, drawing on the readings – if you have difficulty answering any of the questions note down what you do not understand
- Make a note of any ideas or puzzles you have in light of the lecture, the readings and the theme of the week that you would like to discuss with your

colleagues in the tutorial

Ensure the document includes your name, registration number and the date. Print two copies – one for you to keep and one for your tutor.

If you are unable to attend and/or prepare for a tutorial you should contact both your tutor and Daniel Welch by email, ideally ahead of time. Unexcused absences will be reported and may incur penalties – see ‘Your Commitment’ below

Assessed Coursework Details

The first element of assessment for this module is a 2,000 word essay based on material covered in the first half of the unit (lectures and tutorials 1 – 5). It is worth 50% of your final grade.

You must include an accurate word count on the front page of your essay. **Failure to do so will lead to an automatic 2 mark deduction.** The word count should include all text in the essay (including in-text references) but does not include the bibliography. **The word count must fall within 10% of the stated limit (above or below) to avoid loss of marks.**

Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Essay Questions

Please answer **one** of the following questions:

1. What are the definitional features of ‘sustainability’ and ‘consumption’? Is ‘sustainable consumption’ possible when we live in a consumer culture?
2. Compare the terms ‘conspicuous consumption’ and ‘inconspicuous consumption’ (as the latter is used in Shove and Warde, 2002). Do theories of conspicuous consumption provide adequate explanations for environmentally damaging consumption activities?
3. Consumption undermines the well-being and welfare of individuals and societies. Discuss.
4. Discuss the significance of gender for sustainable consumption.
5. What is a commodity and how does it mediate relations of production and consumption? Illustrate your answer with reference to real world examples.

Note: for a good answer, you are encouraged to draw on ideas and material from at least two different lectures.

On essay writing, the following is highly recommended:

- Balmer, A.S. and Murcott, A. (2017) *The Craft of Writing in Sociology: Developing the Argument in Undergraduate Essays and Dissertations*, Manchester : Manchester University Press.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (e.g. 11 point Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed online. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

FAQs on Essays and Preparation

Q. How many references should I use in writing my essay?

A. You are expected to refer to **a minimum of 5 academic references**, which should all be included in your bibliography. The wider you read, the better.

Q. What sort of references should be in my bibliography?

A. Refer first and foremost to **the Reading List**. You can find further sources by 'reading out' from the bibliographies of sources on the Reading List. **NB:** Some sources in the Reading List are flagged as 'review articles' which are specifically written to introduce the reading on a topic and are thus particularly good for 'reading out from'. You are expected to draw mainly on *academic* sources, i.e. books, journal articles and book chapters. There is nothing wrong with using basic introductory and textbook sources but these should be used alongside more focused and for higher grades, 'advanced' readings. You can draw on newspaper articles and web resources (e.g. the Follow the Thing website), however these are not a substitute for academic reading and will not 'count' towards your minimum of 5 *academic* references.

Q. To what extent should I rely on the reading lists in the course outline?

A. Whilst it is commendable to go beyond the course Reading List, these sources are listed for a reason, as they are regarded as key references, and ones to which it is important that you refer. If you use additional sources, please ensure that they are relatively up to date (probably no earlier than the late-90s onwards,) and that they are sufficiently *sociological* in nature (note: although the course is interdisciplinary, the material drawn upon is largely sociological in orientation) - if in doubt, ask.

Q. Is the bibliography included in the word count?

A. No.

Q. Will I be able to discuss my essay plan with the lecturer?

A. Yes

Q. How long should it be?

A. Your essay must be between 1800 and 2200 words (excluding the bibliography) to avoid loss of marks. **You MUST include the word-count on the front page of your essay. If this is not included 2% will be deducted from your overall essay mark.**

Examination Details

The second element of assessment for this module is a two hour examination in which you will be required to answer two questions from a selection of five. It will be based on material covered in the second half of the unit (lectures and tutorials 6-10) and is worth 50% of your final grade.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination you will not be allowed to resit it except in the case of serious mitigating circumstances. If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignment and examination questions cover different parts of the course. There is no overlap in topics. Assessed assignments cover the topics found in weeks 1-5, examination questions will offer options covering weeks 6-10. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you are getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Verbal feedback will be given in tutorials throughout the course. Preparing adequately for tutorials and participating fully in class discussion will make this feedback as useful as possible.
- You can make an office hour appointment with Daniel Welch to discuss your on-going progress. *If you wish to do so* send e-mail copies of your non-assessed tutorial preparation documents ahead of the meeting.
- You may email Daniel Welch with an essay plan for discussion. This should be at least two weeks before the deadline and you should also book an office hour session to follow up and discuss your essay preparation.
- Formal written feedback will be available for coursework essays and should help you plan both for your exams and for future coursework essays in other subjects.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.

KNOW HOW

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot with date to be announced nearer the time.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to ‘Unit Evaluation’ on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here:

<http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:

<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>

The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

Very High First Class (90-100)

Such answers are **exceptional** and *fully* answer the question demonstrating the attainment of all learning objectives and in adherence to all guidelines. The answer will be expected to show an exceptional level of achievement with respect to the following criteria:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

High First Class (80-89)

Such answers are **outstanding** and provide a *near-full* and well-structured answer to the question and can be expected to indicate an outstanding level of achievement of all of the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- good knowledge of the relevant literature.

First Class (70-79)

Such answers are **excellent** and provide a *largely-full* and well-structured answer to the question and can be expected to indicate excellence in *some or most of* the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are **very good** and provide a generally well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- a good or very good understanding of the material;
- clarity of analysis, of argument and of expression;
- a demonstrable grasp of the relevant literature.

Lower-second Class (50-59)

Such answers are **good** and provide a clear answer to the question. They can be expected to show *most of* the following features:

- a firm understanding of the material;
- clarity of analysis and argument, albeit limited in extent;
- some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Such answers are **sufficient** and demonstrate a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show some of the following features:

- sparse coverage of the material with several key elements missing;
- unsupported assertions and a lack of clear analysis or argument;
- important errors and inaccuracies.

Fail (30-39)

Such answers are **insufficient** and, while showing some awareness of the area, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone, lacking in coherence, structure and evidence of independent thought.

Bad Fail (20-29)

Such answers are **inadequate** and fail to demonstrate the ability to engage with the question. They demonstrate only the most basic awareness of the area and may contain errors. They will be almost completely lacking in coherence, structure and evidence of independent thought.

Very Bad Fail (10-19)

Such answers are **severely inadequate** and exhibit an almost complete lack of engagement with the area or question.

Extremely Bad Fail (0-9)

Such answers are **profoundly inadequate** and exhibit a complete lack of engagement with the area or question.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20242 New Media

Semester 2

Credits 20

Martin Everett

Contents

1. Essential Information
2. Course Content
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6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer: Martin Everett

Room: Arthur Lewis 3.031

Telephone (0161)27 52515

Email: martin.everett@manchester.ac.uk.

Office Hours: Weds 2-3, Thurs 2-3

Tutor: Ella Guest

Administrator:

Chantel Riley

UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures: Fridays 10.00-1.00

Feedback half-day: 4th April 2019

Assessed Coursework Submission: 14th March 2019

Examination Period: 13th May – 7th June 2019

Resit Examination Period: 19th August – 30th August 2019

Assignments and Assessments

- One compulsory non-assessed group presentation (5% penalty for non-submission)
- One assessed essay worth 50% of the total mark
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar

rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

New media has had a major impact on our daily lives. It has changed the way we do business, the way we play games, our access to information and the way we communicate. It has given rise to cyber crime, increased surveillance and thrown up new issues of safety and security. There is also an increasing divide between those with access to new media and those that do not. Understanding new media leads to an understanding of changes and transformations in social processes, norms, ideas and practices. The media are inextricably bound to society: the study of one requires the study of the other. This unit is therefore concerned with tracking and critically examining the changes in society associated with the new media. Students will be expected to engage with new media and the unit looks at the topic from a general empirical social science perspective rather than a media or theoretical standpoint.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Learning Outcomes

On completion of this unit successful students will:

- Engage in debates about new information technologies and social change
- Understand issues of privacy and security relating to online media
- Critically apprehend the relationship between technology, new media and society
- Engage with new media and learn by interacting with the material
- Evaluate empirical data relating to new media and its uses
- Participate in on-line collaboration

General Course Readings

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading

is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:

Tom Standage (2013) "Writing on the Wall", Bloomsbury
Flew, Terry (2014) "New Media". Oxford University Press.
Green, Lelia (2010) The Internet. Oxford: Berg.

Lectures and Reading List

The course uses a main textbook which students are encouraged to buy. Copies are available in the University library. The book is "Understanding New Media" by E Siapera. Sage. 2nd Edition 2018. Note the first edition is not suitable as it is dated.

Lecture 1 What is new media

Introduction to the course
New media concepts
Brief history
General terms web 2, social media, etc
Technology and society

Required reading

E Siapera 2018 Chapter 1 Understanding New Media. Sage.

Lecture 2 The economy and new media, new businesses, changes in old industries

The new economy and informational capitalism
Changes in production, circulation and consumption of goods
Changes in employment and labour practices
The new media industry

Required reading

E Siapera 2018 Chapter 2 Understanding New Media. Sage.

Additional Reading

Mansell R. 2004 Political economy power and new media. New media and society 6 96-105

Gill, R., Pratt A., 2008. In the social factory?: Immaterial labour, precariousness and cultural work. Theory, culture and society 25 1-30.

Fuchs C. 2009, Information and communication technologies and society: a contribution to the critique of the political economy of the internet. European Journal of Communication 24 69-87.

Lecture 3 Political processes and new media mediation

Politics, political activism and new media
Social movements and the internet
Web 2 politics

Required reading

E Siapera 2018 Chapter 3 Understanding New Media. Sage.

Additional Reading

Gurevitch, M., Coleman, S., Blumler, J.G. 2009. Political communication-old and new media relationships. The ANNALS of the American academy of political and social science. 625 164-181.

Bennett W L 2012 The personalization of politics, political, social media and changing patterns of participation. The ANNALS of the American Academy of Political and Social Science. 644 20-39

Barbera P. Jost J T, Nagler J, Tucker J A and Bonneau R. 2015. Tweeting from left to right: Is online political communication more than an echo chamber. Psychological Science 26 1531-1542.

Lecture 4 The digital divide and patterns of use

Unequal patterns of new media usage

The digital divide

The role played by race/ethnicity, age and gender in the diffusion of new media

New patterns of inequality in the global spread of the internet.

Required reading

E Siapera 2018 Chapter 4 Understanding New Media. Sage.

Additional Reading

Friemel T N 2016. The digital divide has grown old: determinants of the digital divide among seniors. *New Media and Society*. 18 313-331.

Helsper E J and Reisddorf B C 2016 The emrgence of a digital underclass in Great Britain and Sweden: changing reasons for digital exclusion. *New Media and Society*.

Lecture 5 Use and Abuse

Diffusion and adoption

Use gratification and domestication.

Internet Addiction

Cyberbullying and trolling

Required reading

E Siapera 2018 Chapter 5 Understanding New Media. Sage.

Additional reading

Bartlett, J. *The Dark Net*. 2014 Windmill.

Ging D and Garvey S 2017. Written in these scars are stories I can't explain: a content analysis of pro-ana and thinspiration image sharing on Instagram,. *New Media and Society*.

Baumer E P, Guha S, Quan E, Mimno D and Gay G K 2015. Missing photos, suffering withdrawal or finding freedom. *Social Media and Society* 1 1-14

Lecture 6 The 'dark side' of the new media

The expansion of surveillance

Cyber-conflict, terrorism and security

Cyber crime, fraud and deception

On line violent and extreme pornography

Required reading

E Siapera 2018 Chapter 6 Understanding New Media. Sage.

Additional reading

Bartlett, J. The Dark Net. 2014 Windmill.

Elmer G, 2003. A diagram of Panoptic surveillance. New media and society 5 231-247.

Kuipers G. 2006. The social construction of digital danger: debating, defusing and inflating the moral dangers of online humour and pornography. New media and society 8 379-400.

Monahan T., 2009. Identity theft vulnerability: neoliberal governance through crime construction. Theoretical criminology. 13 155-176.

Lecture 7 Journalism and new media

The internet and journalism

Convergence

Multi-media journalism

Production, content and consumption of new media news

Required reading

E Siapera 2018 Chapter 7 Understanding New Media. Sage.

Additional Reading

Carlson M 2017 Facebook in the news: social media, journalism, and public responsibility following the 2016 Trending Topics controversy. Digital Journalism 1-17

Tandoc E C and Maitra J 2017. News organizations use of native videos on Facebook: tweaking the journalistic field one algorithm change at a time. New Media and Society.

Welbers K, Van Atteveldt W, Kleinnijenhuis J, Ruigrok N and Schaper J. 2016. News selection criteria in the digital age: professional norms versus online metrics. Journalism 17 1037-1053.

Lecture 8 Mobile media

Development of mobile media

Global spread of mobile media

Mobile media: politics and society

Changes to daily life

Required reading

E Siapera 2018 Chapter 8 Understanding New Media. Sage.

Additional Reading

Hjorth L and Richardson I. 2017 Pokemon GO: mobile media play, place making, and the digital wayfarer. *Mobile Media and Communication* 5 3-14.

Martin J A. 2014. Mobile media and political participation: defining and developing an emerging field. *Mobile Media and Communication* 2 173-195.

Hoffner C A, Lee S and Park S J 2016. I miss my mobile phone: self-expansion via mobile phone and responses to phone loss. *New Media and Society* 18 2452-2468.

Lecture 9 Identity and Social media.

Society, community and identity in the new media age

Networks and sociality

Social media

Networked Individualism

Required reading

E Siapera 2018 Chapters 9 and 10 Understanding New Media. Sage.

Additional Reading

Marwick A E and boyd d. 2011. I tweet honestly, I tweet passionately: Twitter users context collapse and imagined audiences. *New Media and Society* 13 114-133.

Sima Y and Pugsley P. 2010 The rise of a me culture in postsocialist China: youth, individualism and identity creation in the blogosphere. *International Communication Gazette* 72 287-306.

Papacharissi Z. 2009, The virtual geographies of social networks. A comparative analysis of Facebook, LinkedIn and ASmallWorld. *New media and society* 11 199-220.

Chambers D 2016. Networked intimacy: Algorithmic friendship and scalable sociality. European Journal of Communication .

Lecture 10 . Games and gaming

The games industry
Genres, representations and narratives
Gaming practices
Gaming communities

Required reading

E Siaper 2018 Chapter 11 Understanding New Media. Sage.

Additional reading

Unsworth N, Redick T S, McMillan B D, Hambrick D Z, Kane M J and Engle R W. 2015. Is playing video games related to cognitive abilities. Psychological Sciences 26 759-774

Corliss J. 2011. Introduction: the social science study of video games. Games and culture 6 3-16.

Tutorial Guide

Each week we have 2 hours of workshop activity. These include presentations, discussions of topical news items related to New Media and contributions and suggestions for the course Blackboard page. Each week the first hour will be devoted to the topic for the current week and the second hour a tutorial in preparation for the following week. What follows is a guide and these may change as the media itself evolves.

Tutorial Guide

The following guidance gives you an indication of what will be covered in each tutorial to help guide your reading and preparation. Tutorial activities are not necessarily 'set in stone' and your TA may discuss alternative possibilities with you during the semester. We shall be making use of case studies and these will be distributed either via Blackboard or in class. The following should be seen as a preliminary set of case studies.

Tutorial 1:

Preparation required

Readings: IoT and Robots. Case Study Page 269 Understanding New Media.

Before your tutorial

Go online and look for Dave Carroll and United breaks guitars.

Tutorial Tasks

Construct a media archaeology. Explain to someone from the future what a tablet computer was, how it was used, what changes it introduced and how its end came about. What did it replace and what replaced it.

Tutorial 2:

Preparation required

Readings: Case study App Economy page 41 Understanding New Media.

Before your tutorial

Investigate the terms. Gig economy, Sharing economy and Digital Nomads.

Tutorial Tasks

1 Go to an online retailer (Amazon, Ebay etc)

What kinds of experiences do these sites offer?

What kinds of actions/options are available to users?

What type of user participation is required or available?

2 Repeat question 1 but use a social networking site such as Facebook or YouTube

3 Repeat question 1 again but use a news blog such as the Huffington Post or Daily Kos.

In what ways are all these sites similar and what are the major differences. Which sites give user independence and how do the sites control their use? How can users undermine the attempts by the sites to limit what users can do?

4 Investigate Amazon's Mechanical Turk. How does it work? What issues are there for workers rights and what have they done about it?

Tutorial 3:

Preparation required

Readings: Case Study Anonymous Page 53 Understanding New Media.

Before your tutorial

Find at least one (and no more than two) websites from each of the following categories (ie between 3 and 6 sites in total).

- Government or opposition party sites
- Activist sites (eg friends of the earth, animal rights)
- Supranational bodies (eg UN, EU)

Compare these sites with respect to the following three areas.

Presentation of information. How interactive are they? How do they address readers? What type of communication are they engaged in.

Tutorial Tasks

1 Does new media narrow or broaden the political information people obtain?

2 What role did new media play in the Brexit campaign and the Trump presidency campaign? Did this help or hinder democracy?

2 Are Facebook and other social media sites politically neutral? Should they be neutral?

Tutorial 4:

Preparation required

Readings: Case Study Digital Literacy. Understanding New Media page 85.

Before your tutorial Examine your own new media use over a few days. What media do you use and for how long? What about your parents generation and your grandparents, do you see any differences in use?

Tutorial Tasks

1 What categories of people do not engage with new media? Why do you think this is? What can be done to address this or do you not think it is a problem?

2 Thinking back to when you were younger how has your use of new media changed. How do you think use of new media will change in the next few years?

3 If information is power does new media support or hinder the sharing of information?

Tutorial 5:

Preparation required

Readings: Case Study Trolling. Page 107 Understanding New Media

Before your tutorial Do a newspaper search for examples of reported cyber-bullying and Trolling. Try and put the examples in different categories.

Tutorial Tasks

Can you give examples of when you have been an innovator, early adopter, part of the early majority, part of the late majority, and a laggard. What reason did you fall into each category?

Can the internet be addictive? If so what aspects and what can be done to counteract them?

What suggestions can you make to reduce or stop cyberbullying and trolling?

Tutorial 6:

Preparation required

Readings: Case study Radicalization. Page 124 Introduction to New Media.

Before your tutorial

What type of information are you making public? How can you reduce this? Use the internet to find out as much as you can about one of your friends and one of your lecturers.

Look for 18 plus material such as music videos on the internet. What controls are in place to stop people under 18 looking at the material? How effective are these measures?

Tutorial Tasks

- 1 Things live on the internet for ever. Use google to find the wayback machine. Use this to find the introduction to the faculty by the Dean of social science and law at Manchester in March 2000. What implications do you see for this kind of archived data? What protection is now available in law?
- 2 Do you think there should be more or less control of the internet and if more how could this be achieved?
- 3 How is new media being used to combat crime? Are cyber vigilantes a good or bad development?
- 4 Many vulnerable people (particularly young women) have been exploited by the pornography industry. Has new media made the situation better or worse?
- 5 What have been the consequences of having easily available pornography?

Tutorial 7:

Preparation required

Readings: Case Study. Fake News page 155 Introduction to New Media

Before your tutorial

From where do you get your news? Keep a record for a few days noting how often, what device and the source of your news.

Tutorial Tasks

Find three different news sites. A legacy site, an online only news site (Eg Huffington Post or BuzzFeed), and a social media site. Explore the following for each site.

- 1 Is the authorship of each article clear? Is it clear if an article has appeared first elsewhere? Can you verify from other sources any facts that are mentioned?
- 2 What are the most read/shared items? Do they differ across platforms?
- 3 Explore the reader comments. What if anything have they contributed?
- 4 Which sites would you recommend to others and why?

Tutorial 8:

Preparation required

Readings: Case Study Sexting. Page 178

Before your tutorial

How many times a day do you look at your mobile phone? Guess this value. But select a couple of days and try and keep a diary of use to discuss.

Tutorial Tasks

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- 1 How has mobile media blurred the boundaries between work, family and leisure?
- 2 Share your results from your mobile use diary. What activities did you use it for? Do you think your use was normal?
- 3 How do you view the “always on” aspect of mobile media? Discuss positive and negative aspects. What actions or excuses have you made to avoid being contacted?

Tutorial 9:

Preparation required

Readings: Case Studies. Selfies (page 194) Algorithms (Page 223) Understanding New Media.

Before your tutorial

How are you identified on line? What names do you use on different platforms email, Facebook, Instagram etc? What images do you use? How often do you change them? What do all these say about you?

Tutorial Tasks

- 1 What are the pro and cons of social media sites?
- 2 What would be the consequences of deleting your accounts on all your social networking sites (Facebook, Instagram, Renren etc).
- 3 How many of your Facebook (Renren) friends did you meet on line?
- 4 Besides maintaining contacts with friends what else have you used social media for?

Tutorial 10:

Preparation required

Readings: Case Study Games Addiction Understanding New Media Page 247

Before your tutorial

Look at the past papers on New Media.

Tutorial Tasks

- 1 How can money be made from New media games?
- 2 Violent games and games that demean women cause problems in the real world. Discuss.
- 3 Look at past papers. Discuss how you would answer each of the questions. Which ones would you select and why?

Assignments and Assessments

Non-Assessed Assignment Details

Every student will be asked to be part of a group to prepare material to share with the rest of the class. These tasks will be in groups of 2, 3 or 4 and students can choose the task. Topics for presentation plus starting material will be distributed in the first session. The group will need to present results to the class, while everyone must help in preparing material the groups can decide who will present. Each presentation should include some new media material (a YouTube clip, a website etc) and some discussion questions. The slides and any other material will be put on the Blackboard site for everyone to share. There will be a 5 mark penalty for any student not completing the task.

Assessed Coursework Details

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Assignment

Answer one of the following questions.

- 1 Has new media given people more or less freedom?
- 2 What are the challenges that New Media poses in today's society?
- 3 If new media gives everyone a voice why can't we all be heard?

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 5.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignment and examination questions cover different parts of the course. There is no overlap in topics. Assessed assignments cover the topics found in weeks 1-5; examination questions will offer options covering weeks 6-10. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and in particular during labs.
- Written formative and summative feedback will be given on your assessed coursework, available via TurnItIn/Gradermark on the Blackboard System.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.

KNOW HOW

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your

examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:

<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

Very High First Class (90-100)

Such answers are **exceptional** and *fully* answer the question demonstrating the attainment of all learning objectives and in adherence to all guidelines. The answer will be expected to show an exceptional level of achievement with respect to the following criteria:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

High First Class (80-89)

Such answers are **outstanding** and provide a *near-full* and well-structured answer to the question and can be expected to indicate an outstanding level of achievement of all of the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- good knowledge of the relevant literature.

First Class (70-79)

Such answers are **excellent** and provide a *largely-full* and well-structured answer to the question and can be expected to indicate excellence in *some or most of* the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are **very good** and provide a generally well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- a good or very good understanding of the material;
- clarity of analysis, of argument and of expression;
- a demonstrable grasp of the relevant literature.

Lower-second Class (50-59)

Such answers are **good** and provide a clear answer to the question. They can be expected to show *most of* the following features:

- a firm understanding of the material;
- clarity of analysis and argument, albeit limited in extent;
- some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Such answers are **sufficient** and demonstrate a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show some of the following features:

- sparse coverage of the material with several key elements missing;
- unsupported assertions and a lack of clear analysis or argument;
- important errors and inaccuracies.

Fail (30-39)

Such answers are **insufficient** and, while showing some awareness of the area, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone, lacking in coherence, structure and evidence of independent thought.

Bad Fail (20-29)

Such answers are **inadequate** and fail to demonstrate the ability to engage with the question. They demonstrate only the most basic awareness of the area and may contain errors. They will be almost completely lacking in coherence, structure and evidence of independent thought.

Very Bad Fail (10-19)

Such answers are **severely inadequate** and exhibit an almost complete lack of engagement with the area or question.

Extremely Bad Fail (0-9)

Such answers are **profoundly inadequate** and exhibit a complete lack of engagement with the area or question.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20271: Global Migration

Semester 1

Credits 20

Convenor: Rohini Rai

Contents

1. Essential Information
2. Course Content
 - A. Aims & Outcomes
 - B. Lectures & Reading List
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3. Feedback
4. Your Commitment
5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s): Rohini Rai
Room: 3.033 Arthur Lewis Building
Telephone: Ext. 57808
Email: rohini.rai@manchester.ac.uk
Office Hours: Wednesday 2-4pm
Tutors:
Administrator: Chantel Riley
UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures: Simon 5.04, Friday 14:00 – 17:00
Reading week: **Monday 29th October – Friday 2nd November 2018**
Feedback half-day: **Monday 10th December 2018**
Assessed Coursework **Monday 13th November 2018**
Submission:
Examination Period: 14th January – 25th January 2019
Resit Examination Period: 19th August – 30th August 2019

Assignments and Assessments

- One compulsory non-assessed essay plan and annotated bibliography (5% penalty for non-submission)
- One assessed essay worth 50% of the total mark
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

This course aims to equip students with an understanding of the key concepts in global migration including the causes and consequences of migration, national and international responses to migration and the diversity of migrant flows within a global context. Students will critically evaluate the theoretical perspectives that inform the sociology of migration alongside the interdisciplinary aspects of research and scholarship in the area of Migration Studies. Students will understand how and why migration has changed, the governance of migration will be explored alongside the consequences and experiences of policy such as new and dangerous migrant routes including the growth in irregular migration, the feminisation of migration, responses to migration, racism and the transnational activities of migrants.

Learning Outcomes

At the end of the course students should be able to:

- Demonstrate knowledge and understanding of key concepts in migration studies, the main theoretical paradigms and the causes, consequences and impact of global migration on sending and receiving countries and on migrants themselves.
- Critically evaluate theoretical ideas and supranational and national policies relating to global migration.
- To synthesis, summarise and critically evaluate information from a range of sources including academic and grey literature in order to produce assessed coursework.
- Acquire and demonstrate transferable skills through group work and debates.

In addition to the above objectives, students will develop and utilise skills in presentation of ideas (in both verbal and written work) and in the use of a wide range of information resources.

General Course Readings

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:

Castles, S, de Haas, H. and Miller, M.J. (2014) *The Age of Migration: International Population Movements in the Modern World*, Basingstoke: Palgrave Macmillan (5th edition).

Samers, M. and Collyer, M. (2016) *Migration*, Abingdon: Routledge

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Key Journals

Journal articles are important for this course because they are often more up to date than books and they are more accessible. The key journals where you will find relevant articles include:

Journal of Ethnic and Migration Studies

Ethnic and Racial Studies

International Migration Review

International Migration

Lectures and Reading List

Week and date	Lecture Title
1: Sept 28 th	Introduction: The global movement of people, an historic overview and key concepts
2: Oct 5 th	Theoretical approaches to migration
3: Oct 12 th	Gender perspectives
4: Oct 19 th	Global labour markets and highly skilled migrants
5: Oct 26 th	Walking tour of migration in Manchester led by Steve Roman
6: Nov 2rd	Reading week
7: Nov 9 th	Migration, border controls and their impact
8: Nov 16 th	Responding to migration and diversity: Assimilation, race relations, multiculturalism and cohesion
9: Nov 23 th	Transnationalism: Connecting across borders
10: Nov 30 th	Migration, race and racism
11: Dec 7 th	Course overview, evaluation and revision session
December 14 th NO LECTURE	Consultation week

Week 1: Introduction: The global movement of people, an historic overview and key concepts

This is an introductory session and so we will start with an overview of the topics to be covered, the structure of the course and the assessments. We will then consider some of the key concepts to be used throughout the course, why people move and some of the key migratory movements.

Required Reading

Castles, S. (2013) 'The Forces Driving Global Migration', *Journal of Intercultural Studies*, Vol. 34, No. 2, pp.122-140

Czaika, M. and de Haas, H. (2014), 'The Globalization of Migration: Has the World Become More Migratory?' *International Migration Review*, Vol. 48, No. 2, pp. 283–323.

Additional Reading

- Baines, D. (1991) *Emigration from Europe: 1815-1930*, Basingstoke: Macmillan.
- Castles, S, de Haas, H. and Miller, M.J. (2014) *The Age of Migration: International Population Movements in the Modern World*, Basingstoke: Palgrave Macmillan (5th edition). (Focus on Chapters 1 and 4).
- Messina, A. M. (2005) *The Logics and Politics of Post-WWII Migration to Western Europe* Cambridge: Cambridge University Press (see Chapter 2 available as an ebook).
- Panayi, P. (2010) *An immigration history of Britain: Multicultural racism since 1800*, Harlow: Longman.
- Papademetriou, D. (2011) 'International Migration: Global Trends and Issues' in Smith, R. M. (ed.) (2011) *Citizenship, borders, and human needs* Philadelphia, Pa: University of Pennsylvania Press (Chapter 3 available as an ebook).
- Potts, L. (1990) *The World Labour Market: A history of migration*, London: Zed
- Samers, M. and Collyer, M. (2016) *Migration*, Abingdon: Routledge (Chapter 1, Available as an ebook).
- Zlotnik, H, (1999) 'Trends of international migration since 1965: what existing data reveal', *International migration*, Vol. 37, No. 1, pp. 21-61.

Week 2: Theoretical approaches

In this lecture we move on from what has been an introductory and descriptive account of migration to an examination of the different theories that have been developed to explain why migration occurs and what shapes it. These theories are drawn from a number of disciplines and offer a range of perspectives through which migration can be studied in greater detail. We will consider both traditional theories and more contemporary ways of thinking about the complexities of migration.

Required Reading

- Arrango, J. (2002) 'Explaining Migration: A critical view', *International Social Science Journal*, Vol. 52, No. 3, pp. 283-296.

Additional Reading

- Bakewell, O. (2015) 'Relaunching migration systems' *Migration Studies*, Vol. 2, No. 3: 300–318.
- Boyd, M. (1989) 'Family and personal networks in international migration: Recent development and new agendas', *International Migration Review*, Vol. 23, No. 3, pp. 638-670.
- Brettell, C. and Hollifield, J. (eds.) (2007) *Migration Theory: Talking across disciplines*, New York: Routledge, 2nd Edition.
- Castles, S. (2000) 'International migration at the start of the 21st century: Global trends and issues' UNESCO (available on-line).
- Castles, S. (2010) 'Understanding global migration: A social transformation perspective', *Journal of Ethnic and Migration Studies*, Vol. 36, No. 10, pp. 1565-86.
- Castles, S, de Haas, H. and Miller, M.J. (2013) *The Age of Migration: International Population Movements in the Modern World*, Basingstoke: Palgrave Macmillan (5th edition), Chapter 2.
- Massey, D.S., Arango, J., Hugo, G. Kouaouci, A., Pellegrino, J. and Taylor, E. (1998) *Worlds in Motion: Understanding international migration at the end of the millennium*, Oxford, Clarendon Press.

Massey, D.S., Arango, J., Hugo, G. Kouaouci, A., Pellegrino, J. and Taylor, E. (1993) 'Theories of international migration: A review and appraisal', *Population and Development Review*, Vol. 19, No. 3, pp. 431-466.

Samers, M. and Collyer, M. (2016) *Migration*, Abingdon: Routledge (Chapter 2, available as an ebook).

Week 3: Gender perspectives

This session considers the contribution of gender perspectives to understanding migration. It will focus on contemporary forms, concepts and analyses of gendered migrations from who migrates to what happens to migrants. The ways in which migration affects traditional gender roles will also be considered.

Required Reading (Read at least one of the following)

Lutz, H. (2010) 'Gender in the migratory process' *Journal of Ethnic and Migration Studies*, Vol. 36, No. 2, p. 1647-63.

Nawyn, S.J., Reosti, A. and Gjokaj, L. (2009) 'Gender in motion: How gender precipitates international migration', in *Perceiving Gender Locally, Globally, and Intersectionally*, *Advances in Gender Research*, Volume 13, 175–202

Additional Reading

Bélanger, D. and Rahman, M. (2013) 'Migrating against all the odds: International labour migration of Bangladeshi women,' *Current Sociology*, Vol. 61, pp. 356-373.

Boswell and Geddes (2011) *Migration and Mobility in the European Union*, Basingstoke: Palgrave Macmillan, see Chapter 5 on family migration.

Curran, S.R. and Saguy, A. (2001) 'Migration and Cultural Change: A Role for Gender and Social Networks?' *Journal of International Women's Studies*, Vol. 2, pp. 54-77.

De Jong, G.F. (2000) 'Expectations, Gender, and Norms in Migration Decision-Making', *Population Studies*, Vol. 54, No. 3, pp. 307-319.

Donato, K.M., Gabaccia, D., Holdaway, J., Manalansan, M. and Pessar, P.R. (2006) 'A Glass Half Full? Gender in Migration Studies', *International Migration Review*, Vol. 40, No. 1, pp. 3-26.

Ehrenreich, B. and Hochschild, A.R. (eds) (2002) *Global Woman. Nannies, maids and sex workers in the new economy*, Metropolitan Books

Fouron, G. and Schiller, N.G. (2001) 'All in the family: Gender, transnational migration and the nation-state', *Identities*, Vol. 7, No. 4, pp. 539-582.

Herrera, G. (2013) 'Gender and International Migration: Contributions and Cross-Fertilizations', *Annual Review of Sociology*, Vol. 39: 471-489, DOI: 10.1146/annurev-soc-071811-145446

Indra, D. (1999) *Engendering Forced Migration: Theory and practice*, New York: Berghahn Books.

Jaji, R. (2009) 'Masculinity on Unstable Ground: Young refugee men in Kenya', *Journal of Refugee Studies*, Vol. 22, No. 2, pp. 177-194.

Kofman, E. (2014) 'Reviewing Theories Of Gender And Migration: Perspectives From Europe And North America', In Battistella, *Global And Asian Perspectives On International Migration* (available as an ebook).

Mahler, S. J. and Pessar, P. R. (2006), Gender Matters: Ethnographers Bring Gender from the Periphery toward the Core of Migration Studies, *International Migration Review*, Vol. 40, No. 1. pp: 27–63.

Oso, L. and Catarino, C. (2013) 'From Sex to gender: The feminisation of migration and labour-market insertion in Spain and Portugal', *Journal of Ethnic and Migration Studies*, Vol. 39, No. 4, pp. 625-647.

Pessar, P. and S. Mahler (2003) 'Transnational migration: Bringing gender in' *International Migration Review*, Vol. 37, No. 3, pp. 812-46.

Rahman, M. M. (2011) Bangladeshi Migrant Workers in the UAE: Gender-Differentiated Patterns of Migration Experiences, *Middle Eastern Studies*, Vol.47, No. 2, pp. 395-411.

See *Journal of Ethnic and Migration Studies*, Volume 39, Issue 4, 2013, Special Issue: Gendered Mobilities and Work in Europe

Week 4: Global labour markets and highly skilled migrants

The effects of migration can be variable and mixed. In this session we focus on highly skilled migrants who form an elite and mobile population. We explore them as migrants in the global economy but also the impact of their migration on sending countries, especially less developed countries.

Required reading

Gibson, J. and McKenzie, D. (2011) 'Eight questions about brain drain', *The Journal of Economic Perspectives*, Vol. 25, No. 3, pp. 107-128.

Portes, A. (2009) 'Migration and development: reconciling opposite view, *Ethnic and Racial Studies*, Vol. 32, No. 1, pp. 5-22.

Additional reading

Beaverstock, J.B. (2005) Transnational elites in the city: British highly- skilled inter-company transferees in New York city's financial district, *Journal of Ethnic and Migration Studies*, Vol. 31, No. 2, pp. 245-268.

Ewers, M. (2007) 'Migrants, markets and multinationals: competition among world cities for the highly skilled', *GeoJournal*, Vol. 68, No. 2. pp. 119-30.

Levatino, A. and Pécoud, A. (2012) 'Overcoming the Ethical Dilemmas of Skilled Migration? An Analysis of International Narratives on the "Brain Drain"', *American Behavioral Scientist*, Vol. 56, No. 9, pp.1258-1276.

Mahroum, S. (2005) The international policies of brain gain: A review, *Technology Analysis & Strategic Management*, Vol 17, No. 2: 219-230.

Raghuram, P. (2009) Caring about "brain drain" migration in a postcolonial world, *Geoforum*, Vol. 40, No. 1, pp. 25-33.

Triandafyllidou, A. and Isaakyan, I (2015) (eds) *High-Skill Migration and Recession: Gendered Perspectives*: Palgrave: Basingstoke. If you are accessing from the University or connected remotely you can download the book from: <http://link.springer.com/book/10.1057%2F9781137467119>

Zaletal, P. (2006) Competing for the Highly Skilled Migrants: Implications for the EU Common Approach on Temporary Economic Migration', *European Law Journal*, Vol. 12, No. 5, pp. 613–635.

Week 5: Walking tour of migration in Manchester led by Steve Roman

This week is guided walk led by Steve Roman and is funded through the social responsibility in the curriculum scheme. The walk will start in the Portico of the Central Library at 14.15 and will last for 2 hours.

Week 6: Reading week

Week 7: Migration, border controls and their impact (dangerous journeys and the migration industry)

While highly skilled migrants are relatively unrestricted in terms of their mobility, the opposite is true for other migrants and in particular forced migrants (refugees and asylum seekers) and low skilled and unskilled migrants who find their mobility blocked and/or heavily scrutinised. This week we consider the ways in which the EU has worked to try and develop a 'fortress Europe'. Visas, the use of new technologies, the building of walls and fences between country borders and fewer regular routes for entry into regions and states are all part of the policy framework. Does it work? What are the consequences for those seeking to move across borders and into Europe? In particular we explore the impact of border controls on migration routes, journeys and strategies, which are increasingly more costly in terms of money and human life.

Required Reading

Schuster, L. (2011) 'Turning refugees into 'illegal migrants': Afghan asylum seekers in Europe', *Ethnic and Racial Studies*, Vol. 34, No. 8, pp. 1392-1407.

Migreurop (2013) *Atlas of migration in Europe: A critical geography of migration policies*, Oxford: New Internationalist.

Additional reading

Bloch, A., Sigona, N., & Zetter, R. (2011) 'Migration routes and strategies of young undocumented migrants in England: a qualitative perspective' *Ethnic & Racial Studies*, 34(8), 1286-1302

Boswell, C. (2003) The 'External Dimension' of EU Immigration and Asylum Policy *International Affairs*, Vol. 79, No. 3, pp. 619-638.

Bosworth, M., & Guild, M. (2008) 'Governing through migration control' *The British Journal of Criminology*, 48, 6: 703-719

De Giorgi, A. (2010) 'Immigration control, post-Fordism, and less eligibility: A materialist critique of the criminalization of immigration across Europe', *Punishment & Society*, Vol.12, No. 2, pp. 147-167.

Geddes, A. (2005) Chronicle of a Crisis Foretold: The Politics of Irregular Migration, Human Trafficking and People Smuggling in the UK, *British Journal of Politics and International Relations*, Vol. 7, No. 3, pp. 324-339.

Koser, K. (2008) 'Why Migrant Smuggling Pays' *International Migration*, Vol. 46, No.2, pp.3-26.

Leonard, S. (2010) 'EU border security and migration into the European Union: FRONTEX and securitisation through practices', *European Security*, Vol. 19, No. 2, pp. 231-254.

Mitsilegas, V. (2012) 'Immigration control in an era of globalisation: Deflecting foreigners, weakening citizens, strengthening the state', *Indiana Journal of Global Legal Studies*, Vol. 9, No. 1, pp. 3-60.

Schapendonk, J. (2017): Navigating the migration industry: migrants moving through an African-European web of facilitation/control, *Journal of Ethnic and Migration Studies*, Vol. 44, No. 4, pp. 663-679.

Van Liempt and Sersli, S. (2013) 'State responses and migrant experiences with human smuggling: A reality check', *Antipode*, Vol. 45, No. 4, pp1029-1046.

Week 8: Responding to migration and diversity: Assimilation, race relations, multicultural and cohesion

Nation states respond to migration and diversity in different ways. The focus of this week is on responses to diversity in the UK, which have changed from assimilation, race relations and inequality to multiculturalism and then a shift to cohesion, integration and citizenship following the 2001 'riots' in towns in England. This lecture provides an overview of responses and considers why there have been changes in the policy frameworks and shifting agendas.

Required Reading

Bloch, A., Neal, S. and Solomos, J. (2013) *Race, Multiculture and Social Policy*, Basingstoke: Palgrave Macmillan, Chapter 2.

Pilkington, A. (2008) 'From institutional racism to community cohesion', *Sociological Research Online*, 13(3).

Additional Reading

Alexander, C. (2004) 'Imagining the Asian Gang: ethnicity, masculinity and youth after the 'riots'', *Critical Social Policy*, Vol. 24, No.4, pp.527-550.

Bagguley, P. and Hussain, Y. (2005) 'Citizenship, Ethnicity and Identity: British Pakistanis after the 2001 "riots"', *Sociology*, Vol. 35, No. 3, pp. 407-425.

Cantle, T. (2001) *Community Cohesion*, London: HMSO.

Casey, L. (2016) *The Casey Review: A review into opportunity and integration*, London: HMSO. (available on-line)

Commission on Integration and Cohesion (2007) *Our shared future*, London: Commission on Integration and Cohesion.

Denham, J. (2002) *Building Cohesive Communities*, London: HMSO.

Finney, N. and Simpson, L. (2009) *Sleepwalking to Segregation?*, Bristol: Policy Press.

Goulbourne, H. (1998) *Race Relations in Britain since 1945*, Macmillan

Kundnani, A. (2001) 'From Oldham to Bradford: the violence of the violated', *Race and Class*, Vol. 43, No. 2, pp.105-110.

McGhee, D. (2003) 'Moving to "our" common ground – a critical examination of community cohesion discourse in 21st century Britain', *Sociological Review*, Vol. 51, No.3, pp. 383-411.

McGhee, D. (2008) *The End of Multiculturalism?* Berkshire: Open University.

Parekh, B. et al (2000) *The Future of Multi-Ethnic Britain*, London: Profile Books.

Ratcliffe, P. (2012) "'Community Cohesion": Reflections on a Flawed Paradigm', *Critical Social Policy*, 32(2): 262-281.

Solomos, J. (2003) *Race and Racism in Britain*, Basingstoke: Macmillan.

Small, A. and Solomos, J. (2006) 'Race, Immigration and Politics in Britain: Changing Policy Agendas and Conceptual Paradigms', *International Journal of Comparative Sociology*, Vol. 47, No. 3-4, pp. 235-257.

Worley, C. (2005) 'It's not about race. It's about community': New Labour and community cohesion' *Critical Social Policy* Vol. 25, No. 4, pp. 483-496.

See also:

The Guardian/LSE (2012) *Reading the Riots: Investigating England's summer of disorder*, [http://eprints.lse.ac.uk/46297/1/Reading%20the%20riots\(published\).pdf](http://eprints.lse.ac.uk/46297/1/Reading%20the%20riots(published).pdf)

Week 9: Transnationalism: Connecting across borders

Globalisation alongside changes in technology, have made transnational connections much easier to maintain. This lecture will discuss transnational theory in relation to migration scholarship by particularly focussing on transnational everyday practices of migrants, which is still very much anchored to the wider social and structural contexts. In this way, this lecture will explore the different ways in which migrants engage in different types of transnational exchanges and practices— social, political, cultural and economic.

Required Reading

'Roots and routes: Understanding the lives of the second generation transnationally. *Journal of ethnic and migration studies*. 35(7), pp.1225-1242 [online source] Available from: <http://www.tandfonline.com/doi/abs/10.1080/13691830903006309>
Vertovec, S. (2001) 'Transnationalism and Identity'. *Journal of Ethnic and Migration Studies*. 27(4), pp. 573 - 582 [online source] Available from: <http://mzwvl.acw.be/attachments/article/677/Vertovec.pdf> (10/02/2015)

Additional Reading

Ahmed, S. (1999) 'Home and away: Narratives of migration and estrangement'. *International journal of cultural studies*. 2(3), pp.329-347 [online source] Available from: <http://journals.sagepub.com/doi/abs/10.1177/136787799900200303> (17/4/2015)
Ahmed, S., Fortier, A. M., Castañeda, C., & Sheller, M. (2003) *Uprootings/Regroundings: Questions of home and migration*. Oxford : Berg
Al-Ali, N., Black, R. and Koser, K. (2001) 'Refugees and transnationalism: The experiences of Bosnians and Eritreans in Europe' *Journal of Ethnic and Migration Studies*, Vol. 27, No. 4, pp. 615-634.
Al-Ali, N., Black, R. and Koser, K. (2001) 'The limits to 'transnationalism': Bosnian and Eritrean refugees in Europe as emerging transnational communities', *Ethnic and Racial Studies*, Vol. 24, No 4, p. 578-600.
Bhabha, H. (2012) *The Location of Culture*. London ; New York : Routledge
Bloch, A. (2008) 'Zimbabweans in Britain: Transnational activities and capabilities' *Journal of Ethnic and Migration Studies* Vol. 34, No. 2, pp. 287-305.
Blunt, A., & Dowling, R. (2006) *Home: Key ideas in geography*. Abingdon: Routledge
de Haas, H. (2012), The Migration and Development Pendulum: A Critical View on Research and Policy, *International Migration*, Vol. 50. No. 3, pp. 8–25.
Gamlen, A. 2008. "The Emigration State and the Modern Geopolitical Imagination." *Political Geography* 27(8): 840-856.
Gasparetti, F. (2009) 'The cultural meaning of food and its polyvalent role in the construction of identity among Senegalese migrants in Italy'. *Paper presented to the SOAS Food and Migration Workshop, London, February 2/3rd*. [online source] Available from:

http://www.soas.ac.uk/migrationdiaspora/seminarsevents/food_migration_abstracts/file49144.pdf?filename=Panel+1%3A+Fedora+Gasparetti. (3/2/2015)

Gowricharn, R. (2009) 'Changing forms of transnationalism', *Ethnic and Racial Studies*, Vol. 32, No. 9, pp. 1619-1638.

Hammond, L. (2004) *This place will become home: refugee repatriation to Ethiopia*. Ithaca ; London : Cornell University Press

Hannerz, U. (1996) *Transnational Connections: Culture, People, Places*. London : Routledge

Kivisto, P. (2001) 'Theorizing transnational immigration: A critical review of current efforts', *Ethnic and Racial Studies*, Vol. 24, No. 4, pp. 549-577.

Koser, K. (2007) 'Refugees, Transnationalism and the State' *Journal of Ethnic and Migration Studies*, Vol. 33, No. 2, pp. 233-254.

Lee, H. 2011. "Rethinking transnationalism through the second generation." *The Australian Journal of Anthropology* 22: 295–313.

Portes, A, Guarnizo, L., and Landolt, P. (1999) 'The study of Transnationalism: Pitfalls and promise of an emergent research field', *Ethnic and Racial Studies*, Vol. 22, No. 2, pp. 217-237.

Sperber, D. (1975) *Rethinking symbolism*. Cambridge : Cambridge University Press

Vertovec, S. (1999) 'Conceiving and researching transnationalism', *Ethnic and Racial Studies*, Vol. 22, No. 2, pp. 447-462.

Waldinger, R. (2008) 'Between "Here" and "There": Immigrant Cross-Border Activities and Loyalties', *International Migration Review*, Vol. 42, No. 1, pp. 3-29.

Week 10: Migration, race and racism

This lecture explores the relationship between race, racism and migration. We will consider how race and racism interact with migration historically and contemporarily, both in Western as well as non-Western societies. In order to show how migration informs and is informed by exclusionary and racialised practices, this lecture will present a case study of migration and racism in the context of contemporary India. By doing so, this lecture will explore the impacts of migration and racism on migrants in the Global North as well as the Global South.

Required Reading

Erel, U., Murji, K., and Nahaboo, Z. (2016) "Understanding the contemporary race–migration nexus." *Ethnic and Racial Studies* Vol. 39, No. 8: 1339-1360.

McDuie-Ra, D. (2012) "Beyond the 'Exclusionary City': North-East Migrants in Neo-liberal Delhi". *Urban Studies* Vol. 50, No. 8: 1625-1640

Additional Reading

Bloch, A. and Solomos, J. (2010) (eds.) *Race and Ethnicity in the 21st Century*, Basingstoke: Palgrave Macmillan.

Bloch, A., Neal, S. and Solomos, J. (2013) *Race, Multiculture and Social Policy*, Basingstoke: Palgrave Macmillan (Chapter 3).

Carter, B. and Virdee, S. (2008) 'Racism and the sociological imagination', *The British Journal of Sociology* Vol. 59, No. 4, pp: 661-679.

Fekete, Liz. (2001) "The emergence of xeno-racism." *Race and Class* Vol. 43, No. 2: 23-40.

Fox, J.E., Moros, L., Szilassy, E. (2012) 'The Racialization of the New European Migration to the UK', *Sociology*, Vol. 46. No. 4, pp. 680-695.

Kundnani, A (2001). "In a Foreign Land: The New Popular Racism." *Race & Class*

43.2.

Lentin, A (2014). 'Postracial Silences: the othering of race in Europe, in Hund, W.D. and Lentin, A. (eds.) *Racism and sociology* 5: 69. Download here:

[https://www.academia.edu/8538893/Postracial Silences the othering of race in Europe in Wulf D. Hund and Alana Lentin eds. Racism and Sociology. Berlin Lit. 2014?auto=download](https://www.academia.edu/8538893/Postracial_Silences_the_othering_of_race_in_Europe_in_Wulf_D._Hund_and_Alana_Lentin_eds._Racism_and_Sociology._Berlin_Lit._2014?auto=download)

McDuaie-Ra, D. (2012). *Northeast migrants in Delhi*. Amsterdam: Amsterdam Univ. Press.

Miles, R. and Brown, M. (2003) *Racism*. London: Routledge.

Smith, S. and Gregan, M. (2015). The Diaspora Within: Himalayan Youth, Education Driven Migration, and Future Aspirations in India. *Environment and Planning D: Society and Space* Vol. 33, No. 1, pp: 119-135.

Virdee, S. (2010) 'The Continuing Significance of 'Race': Racism, Anti-Racist Politics and Labour Markets' in Bloch, A. and Solomos, J. (eds.) *Race and Ethnicity in the 21st Century*, Basingstoke: Palgrave Macmillan, pp. 62-93 (available on blackboard).

Wouters, J. and Subba, T. (2013). The "Indian Face," India's Northeast, and "The Idea of India". *Asian Anthropology* Vol. 12, No. 2, pp: 126-140.

Week 11: Course overview, evaluation and revision session

This session summarises the course and engages with some of the wider themes and debates. Please come prepared with any questions you have about particular topics. We will go over the structure of the exam and how to best prepare for it. There will also be time for you to ask individual questions about your assessed essays.

Week 12: Consultation Week

Tutorial Guide

The expectation is that each week students will read at least one of the required readings and make 1-2 pages of notes based on the reading that summaries the main themes, arguments and where relevant the findings. This work forms the basis of the discussions and debates that we will have in class and so it is vital that all students read in order to contribute.

Week 1: General Introduction and discussion

No specific requirements in advance of the session but I would recommend reading:

Castles, S. (2013) 'The Forces Driving Global Migration', *Journal of Intercultural Studies*, Vol.34, No. 2, pp: 122-140

Week 2: Theoretical approaches

This week we consider the usefulness of theoretical approaches to understanding contemporary migration. When reading, please consider the extent to which you think migration theory might help us to understand contemporary migration. Be prepared to justify your point of view.

Week 3: Gender perspectives in migration studies

In this tutorial we will consider the extent and contexts in which gender intersects with migration and migration processes. Things to reflect on include: decisions to migrate, labour markets and gendered work and transnational obligations.

Week 4: Global labour markets and highly skilled migrants

Global labour markets rely on all different kinds of labour and skill levels. In this session we will focus on highly skilled migration and 'brain drain'. Consider the costs and benefits of highly skilled migration. On balance you think it is a positive or negative? Be prepared to argue your position. We will have a debate in this tutorial so be ready with your main points.

Week 5: Walking tour of Manchester

Week 6: Reading week

Week 7: Migration, border controls and their impact (dangerous journeys and the migration industry)

In this tutorial we watch a film *In This World* directed by Michael Winterbottom that highlights the impact of borders on journeys and the migration industry. In this dramatic re-creation, Jamal (Jamal Udin Torabi) and Enayat (Enayatullah) escape from Shamshatoo Refugee Camp in northwest Pakistan and embark on a perilous journey to England, where Jamal's uncle lives. Though they are initially caught by Iranian authorities and sent back, they ultimately make it through Iran to Istanbul, Turkey, smuggled there by paid human traffickers. To get to Italy, they must risk being shipped, and spend over a day in an unventilated container.

Week 8: Responding to migration and diversity: Assimilation, race relations, multiculturalism and cohesion

In this session we will consider the consequences of migration in terms of policy agendas. The focus is on the UK and in particular shifting policy frameworks around race relations, multiculturalism, cohesion and integration.

Week 9: Transnationalism: Connecting across borders

In this tutorial we focus on what factors influence transnational engagement and the different forms these activities might take. For instance, how and why does transnationalism vary depending on desire and capabilities, what impact does immigration status have and is generation relevant? Please consider these complex factors when reading for the tutorial and be prepared to discuss them.

Week 10: Migration, race and racism

The focus of this session is on the links between race, racism and migration. Please read the key readings so that we can do a comparative discussion on the relationship between migration and racism in the Western (UK) and non-Western (Indian) contexts.

Week 11: Review and preparation

This week we will focus on preparing for the exam. Essay feedback will also be incorporated into this session if needed but there is a half day feedback session offered on December 10th.

Week 12: Consultation week – no lecture or tutorial but I will be available for appointments.

Assignments and Assessments

Non-Assessed Assignment Details

Students are required to complete a **compulsory non-assessed assignment** to successfully complete the course (**5 marks will be deducted** from the final module mark if this is not completed). The non-assessed assignment will take the form of an **essay plan**, detailing the main areas and sub-areas to be covered in the assessed essay, alongside a **brief synopsis of between 100 and 150 words** of 4 articles, books, chapters or reports to be included in the essay. The synopsis should focus on the main content – central point(s) - of each article, book, chapter or report and its relevance to your essay. The total maximum word count for this formative assessment will be 800 words. The aim of this formative assessment is to prepare students for their essay and ensure that they start to critically engage with the relevant literature. Although this is non-assessed it is still compulsory and non-submission will be penalised with a deduction of 5%. Students should submit their formative assessment on Blackboard no later than 2 pm on **Friday 26th October**.

Note: Marks for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course material.

Assessed Coursework Details

One assessed essay with a maximum limit of 2,000 words (+ or – 10%) makes up 50% of the overall course mark. (See below for questions.)

Note: **You must include an accurate word count on the front page of your essay**. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Essay Questions

Please answer one of the following questions.

1. Can theoretical perspectives explain the complexity of global migration? Discuss in relation to three theoretical perspectives.
2. What are the different ways in which international migration might be gendered?
3. Do the costs of highly skilled migration outweigh the benefits? Discuss

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day, please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay, you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases an online Mitigating Circumstances Form must be completed and. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 5.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignment and examination questions cover different parts of the course. There is no overlap in topics. Assessed assignments cover the topics found in weeks

1-5; examination questions will offer options covering weeks 6-9. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You'll need to contribute regularly to group discussions to make the best use of this.)
- Written formative feedback will be given on your non-assessed assignment and is available on Grademark.
- Written formative and summative feedback will be given on your assessed coursework and is available on Grademark and during a dedicated feedback half day.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer, please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.



KNOW HOW

- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (chantel.riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here:

<http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:

<http://libassets.manchester.ac.uk/mle/introducing-referencing/>



KNOW HOW

6. ASSESSMENT CRITERIA

Sociology student's work is assessed into different class categories by using the following criteria:

High First Class (75+) Such answers fully answer the question in a coherent manner and can be expected to show excellence with respect to the following criteria:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Knowledge of the relevant literature.

First Class (70-74) Such answers are highly competent and provide a near-full and well-structured answer to the question and can be expected to indicate some of the following qualities:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Good knowledge of the relevant literature.

Upper-second Class (60-69) Such answers are overall competent and provide a generally well-structured answer to the question and can be expected to indicate most of the following qualities:

- A reasonable-to-good understanding of the material
- Clarity of analysis, of argument and of expression
- At least selective knowledge of the relevant literature.

Lower-second Class (50-59) Such answers indicate some understanding of the issues and provide an adequate answer to the question. They can be expected to show most of the following features:

- A basic understanding of the material
- Clarity of analysis and argument, albeit limited in extent
- Some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49) Such answers indicate only a rudimentary understanding of the issues and offer only partial answers to the question. They can be expected to show the following features:

- Sparse coverage of the material with several key topics missing
- Unsupported assertions and little clear analysis or argument
- Important errors and inaccuracies.

Fail (0-39) Such answers, at the upper end, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject, while, at the lower end, they fail to demonstrate the ability to engage with the question at all.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20281 Social Change in China

Semester: 1

Credits: 20

Convenor: Professor Yaojun Li

Contents

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5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s):	Professor Yaojun Li
Room:	2.13f Bridgeford Street Building
Telephone:	Ext. 50274
Email:	Yaojun.Li@manchester.ac.uk
Office Hours:	10-12am on Mondays It would be better to book in advance by email just in case quite a few people might come at the same time
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	3-5pm on Mondays, Crawford House Theatre 2
Tutorials:	Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis.
Reading week:	Monday 29th October – Friday 2nd November 2018
Feedback half-day:	10am-14pm on 3 rd Dec 2018, Week 10, for dedicated half-day discussion of assignment feedback
Assessed Coursework Submission:	Thursday 8 th November 2018 (Week 7), to be submitted online via TurnItIn. See details in section 2 below
Examination Period:	14 th January – 25 th January 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

- One assessed essay worth 50% of the total mark
- One two-hour examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

This course introduces you to a range of perspectives for understanding socio-economic developments in China since 1949, examining the shifts from a centrally-planned economy to a 'socialist market economy with Chinese characteristics'. We examine the major institutional divides and policy changes in China (the household registration system – *hukou* – and the work-unit type – *danwei*) to assess how they have affected people's life chances. We also discuss China's socio-economic development after the open-up and reforms policies since 1978, and its transition from one of the poorest countries to the second largest powerhouse in the world. We investigate the nature and degree of social inequalities in China.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Learning Outcomes

On completion of this unit successful students will be able to:

- Have a fairly good understanding of the complexity of the socio-economic lives of the 1.4 billion people living in China.
- Be able to apply theoretical knowledge to understand the major changes that have occurred and are still occurring in China since 1949.
- Evaluate competing analytical perspectives.
- Assess the strengths and weaknesses of empirical evidence.
- Employ the material available from the academic, media and policy sources to make effective arguments.
- Use library and electronic sources and resources.
- Undertake and present independent research on China.
- Present ideas and ask questions in group discussion.
- Work with others to develop ideas and make presentations.
- Develop a critical approach to contemporary debates on socio-economic lives in China.

Content

This course looks at the vast and profound socio-economic changes that have occurred and are still occurring in China, the most populous and fastest-developing country in the world, a country that was a 'blank sheet of poverty' in 1949 and is the second largest economic power in the world now.

The course will start by looking at the contextual factors, namely, the major, 'epochal', events that took place in China. Each of these events affected hundreds of millions of people's lives, especially events that have occurred since the founding of the People's Republic of China in 1949 (important events from 1840 to 1911 of the late Qing period, and 1911-1949 of the Republic period will also be available for interested students, to be placed in the slides at the end of the main content in Lecture 1; if, upon request by students, these events will also be discussed in lecture forms). The lectures will focus on the series of events after 1949 such as the socialist reconstructions, the 'Great Leap Forward' in the 1950s, the 'Great Cultural Revolution' from 1966 to 1976 (including the arrest of the 'Gang of Four'); the adoption of the opening-up and reforms policy in 1978; the dualist economic system between 1980 to 1992; the acceleration of the reforms since 1992 and the major expansion of higher educational section in 1998 resulting in over 30 million students studying now in China's universities, making it a major knowledge powerhouse in the years to come. Some of the major events occurred in recent years, such as the urbanisation drive in the last decade, and the 'semi-ending' of the One-child policy from 1st Jan. 2016, and the impacts are hard to evaluate. Nevertheless, it is important to have an idea of the occurrence of such events. As most of the reading materials are highly abstract and sometimes methodological, a lot of contextual information in the form of pictures and graphs will be presented to aid understanding.

The course will explore the major social and institutional divides in Chinese society (such as those between rural and urban '*hukou*' populations, and between different workplace '*danwai*' units) and the changing patterns of inequality these have produced. It will also explore Chinese welfare and family policies (including policies on family planning) and their impact on both everyday lives and Chinese demographic and social structures.

General Course Readings

Required readings are generally journal papers which should be accessible electronically via the course website or the university library. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. It is expected that you will access the materials as journal names, issue and page numbers are provided. If you have difficulty in accessing them, please email me and I will send them to you. There are many other papers provided in the Bibliography parts of the papers recommended on the reading list and you may also, if you have time, wish to read them. The following general textbooks are helpful too:

- Davis, Deborah and Feng Wang (eds) (2009) *Creating Wealth and Poverty in Postsocialist China*. Stanford University Press.
- Zang, Xiaowei (ed.) (2015) *Understanding Chinese Society*. Cambridge: Polity Press.
- Stockman, Norman (2000). *Understanding Chinese Society*. Cambridge: Polity Press.
- Jacka, Tamara, Andrew B. Kipnis and Sally Sargeson (2013) *Contemporary China: Society and Social Change*. Cambridge: CUP.
- Goodman, David S. G (2014). *Class in Contemporary China*. Cambridge: Polity, 2014.

Lectures and Reading List

The course will be delivered through a weekly session which will include a formal lecture component (2 hours), and a tutorial component (1 hour) for classroom discussion of key texts and supplementary readings, group activities, feedback on formative essays, and debates. Sources of key texts and supplementary readings are clearly provided in terms of journal names, issue and page numbers so that you could access them easily. Please note that it is your responsibility to access these reading materials as teachers are advised not to provide them ('copy-right' issues). However, if some texts are not easily accessible, please let the TA or me know and we shall provide them via email or Blackboard as appropriate. Please note that some changes to the order or content of the lectures might be made pending on the students' understanding and/or requirements on additional (or more thorough) discussion of certain aspects of China's socio-economic changes. Each lecture will have around two key readings and a couple of supplementary/additional readings.

It is noted here that the course content is being continually improved. When I find appropriate materials, I will add them to the relevant lectures as supplementary readings.

Lecture 1 A general introduction: major events in China - 1840 to now

The first lecture will start with a broad introduction of China: population, geography, ethnicity, and government institutions. It will then provide an overall view of the major events that occurred since the establishment of the People's Republic of China (PRC) in 1949. It will then review the major socio-political events in the first and the second half of the new PRC such as the socialist reconstruction of the economy, the three and five antis, the Great Leap Forward, the Famine, the Cultural Revolution, the Open and Reform policies, and the economic take-off. All these events are of epoch-making importance and are crucial for understanding the socio-political-economic changes that are happening in China today. In this lecture we shall also cover the rapid socio-economic development in China in the last three or four decades, and that in an international comparative perspective, issues not specifically covered in the subsequent lectures.

Some key events in what is called 'modern' China, namely, from around 1840 to 1949 will be covered in the slides in the latter part of the slide provision for your own reading or, if a majority of you request, I will talk about it in class. This part will look at the wars, treaties and major humiliating events in late Qing Dynasty, which set the seeds for change; the establishment of the Republic of China by Sun Yat-san in 1911 and subsequent turmoil in China including the Japanese invasion (1937-1945) and the civil war between the Nationalists (KMT) and the Communists (CCP) (1945-1949).

Key reading:

- Davis, Deborah S. 2000. "Social Class Transformation in Urban China: Training, Hiring, and Promoting Urban Professionals and Managers after 1949." *Modern China*: 251-75.
- Parish, W. L. (1981). Egalitarianism in Chinese Society. *Problems of Communism*, 29, 37-53.

Additional readings:

- Brown, Kerry (2013) *Contemporary China*. London: Palgrave.
- Davis, Deborah. 1992. "Skidding: Downward Mobility among Children of the Maoist Middle Class." *Modern China* 18:410-37.
- Hanes, W. Travis & Frank Sanello, 2002, *Opium Wars: the Addiction of One Empire and the Corruption of Another*, Sourcebook Inc.: Naperville
- Li, B., & Walder, A. G. (2001). Career Advancement as Party Patronage: Sponsored Mobility into the Chinese Administrative Elite, 1949-1996. *The American Journal of Sociology*, 106(5), 1371-1408.
- Xie, Y. and Zhou, X. (2014). 'Income inequality in today's China'. *Proceedings of the National Academy of Sciences of the United States of America*, 111(19): 6928-6933.
- Zhou, Xueguang and Nancy B. Tuma and Phyllis Moen. 1996. —Stratification Dynamics under State Socialism: The Case of Urban China, 1949-1993. *Social Forces* 74: 759-96.
- Zhou, X., P. Moen, and N.B. Tuma. 1998. —Educational Stratification in Urban China: 1949-1994. *Sociology of Education* 71:199-222.

Lecture 2 The Cultural Revolution and the Send-Down of Educated Youth

In this lecture, we shall move to the send-down experience during the Great Cultural Revolution: the causes, experiences and consequences, paying particular attention to the family origin effects on being sent down and returning to the city. We shall also talk about the 'worker-peasant-soldier students' who got some higher education during the turbulent years of the Cultural Revolution.

For both Lectures 1 and 2, we shall view many of the events that occurred during the first 30 years that have led to the events we are discussing. The numerous social-political economic campaigns, movements and programmes are unprecedented efforts aimed at bringing about an egalitarian society in China and we shall assess how successful they were. As large-scale national representative social surveys were nearly non-existent at that time, we shall complement our readings with some new analysis which I have conducted to help us understand what was happening at those times.

Key reading

- Deng, Z. and D. Treiman (1997) 'The Impact of the Cultural Revolution on Trends in Educational Attainment in the People's Republic of China'. *American Journal of Sociology*, 103: 391-428.
- Zhou, X., & Hou, L. (1999). Children of the Cultural Revolution: The State and the Life Course in the People's Republic of China. *American Sociological Review*, 64(1), 12-36.

Additional reading:

- Bernstein, T. P. (1977). *Up to the Mountains and down to the Villages: the Transfer of Youth from Urban to Rural China*. New Haven: Yale University Press.
- Bonnin, H. (2016) 'Restricted, Distorted but Alive: The Memory of the 'Lost Generation' of Chinese Educated Youth', *The China Quarterly*, 227: 752-772.
- Chen, K. and Cheng, X. (1999) 'Comment on Zhou and Hou: A Negative Life Event with Positive Consequences?' *American Sociological Review*: 64(1): 37-40.
- Gee, Kelvin A (2011) 'The sent-down youth of China: The role of family origin in the risk of departure to and return from the countryside,' *The History of Family*, 16(3): 190-206.
- Hannum, E. and Y. Xie. 1994. —Trends in Educational Gender Inequality in China: 1949-1985. *Research in Social Stratification and Mobility* 13:73-98.
- Harmel, R. and Yeh, Y. (2016) 'Attitudinal Differences within the Cultural Revolution Cohort: Effects of Sent-down Experience', *The China Quarterly*, 225: 234-252.
- Li, H., Rosenzweig, M. and Zhang, J. (2010) 'Altruism, favouritism and guilt in the allocation of family resources: Sophie's choice in Mao's massive send-down movement', *Journal of Political Economy*, 118(1): 1-38.
- Qian, Z. and Hudson, R. (2011) "'Send-down" in China: stratification challenged but not denied', *Research in Social Stratification and Mobility*, 29(2): 205-219.
- Rene, H. (2013) *China's Sent-Down Generation: Public Administration and the Legacies of Mao's Rustication*, Washington DC: Georgetown University Press.
- Seybolt, P.J. (2015) (ed.) *The rustication of urban youth in China: a social experiment*, London: Routledge.
- Song, Shige and Zheng, Lu (2016) 'The impact of the sent-down movement on Chinese women's age at first marriage', *Demographic Research* , Volume 34, Article, 28, pp: 797–826, <http://www.demographic-research.org/Volumes/Vol34/28/> DOI: 10.4054/DemRes.2016.34.28
- Xie, Y., Jiang, Y. and Greenman, E. (2008) 'Did the send-down experience benefit youth? A reevaluation of the social consequences of urban-rural force migration during China's cultural revolution', *Social Science Research*, 37(2): 686-700.
- Yang, W. and Yan, F. (2017) 'The annihilation of femininity in Mao's China: gender inequality of sent-down youth during the Cultural Revolution', *China Information*: 31(1): 63-83.
- Yang, J. and Li, S. (2011) 'The Impact of Rustication on Sent-Down Cohorts' Income', *Frontiers of Economics in China*, 6(2): 290-310.

Lecture 3: Culture – ethnicity, religion and tradition

China is a vast country with 56 ethnicities (the majority being Han). Most of the 55 minority ethnic minorities live in remote, mountainous and economically under-developed areas comprising 60% of China's territory. China is also multi-religious and has a long tradition with Confucianism being the guiding principle of most people's daily activities and interpersonal relations. Thus in this lecture we shall have a brief look at the ethnic relations, the preferential policies designed for ameliorating their disadvantages and the effects of such policies. We shall also have a brief look at the religious domains and traditions.

Key reading:

- Hannum, E., & Xie, Y. (1998). Ethnic stratification in Northwest China: Occupational differences between Han Chinese and national minorities in Xinjiang, 1982–1990. *Demography*, 35(3), 323-333.
- Gustafsson, B., & Sai, D. (2009). Temporary and persistent poverty among ethnic minorities and the majority in rural China. *Review of Income and Wealth*, 55(s1), 588-606.

Additional readings

- Attané, I., & Courbage, Y. (2000). Transitional stages and identity boundaries: The case of ethnic minorities in China. *Population and Environment*, 21(3), 257-280.
- Dreyer, J. (1968). China's minority nationalities in the Cultural Revolution. *The China Quarterly*, 35, 96-109.
- Campos, Bente Castro Yanjun Rene, and Martin Petrick. (2016) 'The impact of education on income inequality between ethnic minorities and Han in China, China Economic Review, 41, 253-267.
- Gustafsson, B., & Li, S. (2003). The ethnic minority-majority income gap in rural China during transition. *Economic Development and Cultural Change*, 51(4), 805-822.
- Hannum, E. (2002). Educational stratification by ethnicity in China: Enrollment and attainment in the early reform years. *Demography*, 39(1), 95-117.
- Hasmath, R. Ho, B. and Liu, E.M. (2012) 'Ethnic Minority Disadvantages in China's Labour Market', SSRN Electronic Journal, 3-16.
- Hoddie, M. (1998). Ethnic identity change in the People's Republic of China: An explanation using data from the 1982 and 1990 census enumerations. *Nationalism and Ethnic Politics*, 4(1-2), 119-141.
- Huang, W. and Zhou, Y. (2013) 'Marrying Minorities for More Children: One Child Policy and Cross-Ethnic Marriage in China', 1-12.
- Jacka, Tamara, Andrew Kipnis B., and Sally Sargeson. *Contemporary China: Society and Social Change*. Cambridge: Cambridge University Press. (chapters 6 and 7)
- Johnson, B and Chhetri, N. (2002) Exclusionary Policies and Practices in Chinese Minority Education: The Case of Tibetan Education', *Current Issues in Comparative Education*, 2(2): 142-151.
- Lamontagne, J. (1992). Improving the education of China's national minorities. In R. Douglas & D. H. Poonwassie (eds.) *Education and Cultural Differences: New Perspectives* (pp.183-209). Hamden: Garland Publishing.
- Lee, C. J. (1986). China's Korean minority. *The Politics of Ethnic Education*. Boulder: Westview Press.
- Li, X et al (2012) 'Introduction and Impact of Preferential Policies on Ethnic Minorities in China', 1-36.
- Li, Y. and Zhao, Y. (2017) 'Double Disadvantages— A Study of Ethnic and Hukou Effects on Class Mobility in China (1996-2014)' *Social Inclusion*, 5(1), 5–19.
- Lin, J. (1997). Policies and practices of bilingual education for the minorities in China. *Journal of Multilingual and Multicultural Development*, 18(3), 193-205.
- Ma, R. (2007). Bilingual education for China's ethnic minorities. *Chinese Education & Society*, 40(2), 9-25.
- McMillen, D. H. (1979). *Chinese communist power and policy in Xinjiang, 1949-1977*. Boulder: Westview Press.
- Park, C, B. and Han, J.Q. (1990) 'A Minority Group and China's One-Child Policy:

- The Case of Koreans', *Studies in Family Planning*, 21(3): 161-168.
- Postiglione, G. A. (1999) 'Making Muslims in China', in *China's National Minority Education: Culture, Schooling and Development*. Reference Books in International Education. London: Routledge, pp: 60-62.
- Postiglione, G. A. (2009) The education of ethnic minority groups in China. In J. Banks (Eds.) *The Routledge International Companion to Multicultural Education* (pp. 501-511). New York and London: Routledge.
- Postiglione, Gerard A. (2006) *Education and Social Change in China Inequality in a Market Economy*. Armonk, NY: M.E. Sharpe.
- Poston Jr, D. L., & Shu, J. (1987). The demographic and socioeconomic composition of China's ethnic minorities. *Population and Development Review*, 703-722.
- Sautman, B. (1998). Preferential policies for ethnic minorities in China: the case of Xinjiang. *Nationalism and Ethnic Politics*, 4(1-2), 86-118.
- Sautman, B. (1999). Ethnic law and minority rights in China: progress and constraints. *Law & Policy*, 21(3), 283-314.
- Yang, R., & Wu, M. (2009). Education for ethnic minorities in China: A policy critique. *SA-e DUC Journal*, 6(2), 117-131.
- Yusuf, F., & Byrnes, M. (1994). Ethnic mosaic of modern China: An analysis of fertility and mortality data for the twelve largest ethnic minorities. *Asia-Pacific population journal/United Nations*, 9(2), 25-46.
- Zang, X., & Li, L. (2001). Ethnicity and earnings determination in urban China. *New Zealand Journal of Asian Studies*, 3(1), 34-48.
- Zhu, Z. (2010). Higher education access and equality among ethnic minorities in China. *Chinese Education & Society*, 43(1), 12-23.

Lecture 4 Workplace unit (danwei) in China

Since the 1950s the workplace unit (danwei) system was implemented in China. The system divided the urban population between state- and collectively- owned sectors and within each more fine-grained distinctions, with people working in different units having differential entitlements to different benefits such as housing, childcare and education, pensions, etc. The system was gradually reformed from the 1980s onwards but is still in effect as access to a job in government agencies, public enterprises or civil service is still very difficult for most people, especially those from rural origins.

Key reading

- Lin, N., & Bian. Y. (1991). Getting ahead in urban China. *American Journal of Sociology*, 97, 657-88.
- Xie, Y., Lai, Q., & Wu, X. (2009). Danwei and Social Inequality in Contemporary Urban China. *Research in the Sociology of Work*, 19, 283-306

Additional reading

- Appleton, Simon, Lina Song, and Qingjie Xia. 2005. "Has China Crossed the River? The Evolution of Wage Structure in Urban China during Reform and Retrenchment " *Journal of Comparative Econometrics* 33(4): 644-63.
- Hurst, William. 2009. "The Chinese Worker after Socialism." *The China Quarterly* 198: 459-93.

- Whyte, Martin K. and Chunping Han. 2008. —Popular Attitudes Toward Distributive Injustice: Beijing and Warsaw Compared. *Journal of Chinese Political Science*, 13 (1), 29-52.
- Wu, X. (2013) 'Redrawing the boundaries: work units and social stratification in urban China', *Chinese Sociological Review*, 45(4): 6-28.

Lecture 5 The Household Registration System (hukou) in China

Since the 1950s the household registration system divided the population between the rural and the urban, restricting social mobility, with the great majority of the Chinese people bound to the land. Only a very small proportion of the 'best and brightest' could try to convert to urban hukou, usually via going to college/university, joining the army and becoming an officer. The system was only gradually relaxed in recent years in the urbanisation drive but access to urban hukou in big cities like Beijing and Shanghai is still tightly controlled.

Key reading

- Cheng, T., & Selden, M. (1994). The Origins and Social Consequences of China's Hukou System. *The China Quarterly* (139), 644-668.
- Treiman, D.J. (2012) 'The "difference between heaven and earth": Urban-rural disparities in well-being in China' *Research in Social Stratification and Mobility*, 30: 33-47.

Additional reading

- Chan, K. W. 2010. "The Household Registration System and Migrant Labour in China: Notes on a Debate." *Population and Development Review* 36(2): 357-64.
- Chan, Kam Wing, and Will Buckingham. 2008. "Is China Abolishing the Hukou System?" *The China Quarterly* 195: 582-606.
- Chan, Kam W. 2009. "The Chinese *Hukou* System at 50." *Eurasian geography and economics* 50(2):197-221.
- Chan, Kam Wing, and Li Zhang. 1999. "The Hukou System and Rural-urban Migration in China: Processes and Changes." *The China Quarterly* 160: 818-55.
- Hannum, E., Kong, Peggy and Yuping Zhang (2009) 'Family sources of educational gender inequality in rural China: A critical assessment', *International Journal of Educational Development*, 29: 474-486.
- Lui, Lake. 2016. "Gender, Rural-Urban Inequality, and Intermarriage in China." *Social Forces* 95(2):639-62.
- Mallee, Hein. 1995. "China's Household Registration System under Reform." *Development and Change* 26(1): 1-29.
- Wang, F.-L. (2005). *Organizing through Dividing and Exclusion: China's Hukou System*. Stanford, California: Stanford University Press.
- Wu, X., & Treiman, D. J. (2004). The Household Registration System and Social Stratification in China: 1955-1996. *Demography*, 41(2), 363-384.

Lecture 6 Open up and reform

Since 1978, a whole series of reform programmes were launched in China, beginning with rural reforms in 1978 demolishing the 'people's communes' and the urban reforms in 1985 reducing employment in state sectors and rapid development of market, private and mixed economies. There was a great debate whether this process would lead to meritocracy with political power to be reduced and market powers to increase, or whether redistributive powers were to be combined with market forces to produce new forms of inequality. Much research has been produced to test the theories, with mixed findings. Overall, socio-economic inequalities have deepened in the reform years. Hundreds of millions of people have been lifted out of poverty, most people's incomes have increased but there has also been rising disparities.

Key reading

Bian, Y., & Logan, J. R. (1996). Market transition and the persistence of power: the changing stratification system in urban China. *American Sociological Review*, 61(5), 739-758.

Nee, V. (1989). A Theory of Market Transition: From Redistribution to Markets in State Socialism. *American Sociological Review*, 54(5), 663-681.

Additional reading

Anagnost, Ann (2008) 'From 'Class' to 'Social Strata': grasping the social totality in reform-era China', *Third World Quarterly*, 29(3): 497 – 519.

Cao, Y. (2004). Behind the rising meritocracy: market, politics, and cultural change in urban China. *Social Science Research*, 33(3), 435-463.

Curran, D. J. (1998). 'Economic Reform, the Floating Population, and Crime: The Transformation of Social Control in China'. *Journal of Contemporary Criminal Justice*, 14(3), 262-280.

De Brauw A, Huang J, Rozelle S, et al. The evolution of China's rural labor markets during the reforms[J]. *Journal of Comparative Economics*, 2002, 30(2): 329-353.

Gaubatz, P. R. (1995). Urban Transformation in Post-Mao China: Impacts of the Reform Era on China's Urban Form. In D. S. Davis, R. Kraus, B. Naughton and E. J. Perry (Eds.), *Urban Spaces in Contemporary China : the Potential for Autonomy and Community in Post-Mao China*. New York : Woodrow Wilson Centre Press

Graham, C., & Pettinato, S. (2002). Frustrated achievers: Winners, losers and subjective well-being in new market economies. *Journal of Development Studies*, 38(4), 100-140.

Keister, L. A. & E. Paige Borelli (2012). "Market Transition: An Assessment of the State of the Field." *Sociological Perspectives* 55: 267-94.

Klein, L. R., & Özmucur, S. (2003). The estimation of China's economic growth rate. *Journal of Economic and Social Measurement*, 28(4), 187-202.

Nee, V. (1991). Social Inequalities in Reforming State Socialism: Between Redistribution and Markets in China. *American Sociological Review*, 56(3), 267-282.

Nee, V. (1996). The Emergence of a Market Society: Changing Mechanisms of Stratification in China. *The American Journal of Sociology*, 101(4), 908-949.

- Nee, V., & Cao, Y. (1999). Path Dependent Societal Transformation: Stratification in Hybrid Mixed Economies. *Theory and Society*, 28(6), 799-834.
- Nee, V., & Matthews, R. (1996). Market Transition and Societal Transformation in Reforming State Socialism. *Annual Review of Sociology*, 22, 401-435.
- Parish, William L., and Ethan Michelson. 1996. "Politics and Markets: Dual Transformations." *The American Journal of Sociology* Vol. 101:pp. 1042-59.
- Rona-Tas Akos. The first shall be last? Entrepreneurship and communist cadres in the transition from socialism[J]. *American journal of Sociology*, 1994: 40-69.
- Walder, Andrew G. 2002. "Markets and Income Inequality in Rural China: Political Advantage in an Expanding Economy." *American Sociological Review* Vol. 67:pp. 231-53.
- Zhou, Xueguang. 2000. "Economic Transformation and Income Inequality in Urban China: Evidence from Panel Data." *The American Journal of Sociology* Vol. 105:pp. 1135-74.

Lecture 7: One-child policy and consequences

For over 30 years since the 1980s, the Chinese government adopted the 'one-child' family planning policy. This policy was strictly implemented in the urban sector and largely so in the coastal areas amongst the Han. The ethnic minorities were not required to follow the policy and there were variations amongst the minorities depending on the locality and specific groupings. The policy was only lessened in recent years allowing couples to have two children if one or both of them were singletons. The policy was brought to an end from 1st Jan. 2016 and all couples could have two children but for Hans in urban areas, to have three or more is still not allowed (the issue is now the other way round: many young couples do not wish to have even the 2nd child). The one-child policy has had profound consequences on the socio-economic lives and social attitudes amongst the Chinese people. The family structure, interpersonal relationships, employment structures and old-care arrangements have all been affected. We shall in this lecture have a look at the one-child policy, its causes, and multifaceted consequences.

Required reading

- Bulte, E., Heerink, N., & Zhang, X. (2011). China's one-child policy and 'the mystery of missing women': Ethnic minorities and male-biased sex ratios. *Oxford Bulletin of Economics and Statistics*, 73(1), 21-39.
- Fong, Vanessa L. 2002. "China's One-Child Policy and the Empowerment of Urban Daughters." *American Anthropologist* 104(4): 1098-109.

Additional reading

- Chen Wei (2005). "Sex Ratios at Birth in China" http://www.cicred.org/Eng/Seminars/Details/Seminars/FDA/papers/18_ChenWei.pdf
- Cameron, L., Erkal, N., Gangadharan, L. & Meng, X. (2013). Little emperors: Behavioral impacts of China's One-Child Policy. *Science*, 339(6122), 953-957.
- Ebenstein, A. 2010. The "Missing Girls" of China and the unintended consequences of the One Child Policy. *Journal of Human Resources*, 45(1), 87-115.

- Farrer, J. (2002). Opening up and other stories. In "Opening up: youth sex culture and market reform in Shanghai". Chicago: University of Chicago Press.
- Hazel Wong, Wang Yunxian, Zhao Qun and Feng Yuan, Women and poverty in China, *Third World Resurgence* No. 177, May 2005
- Johansson, Sten and Ola Nygren. 1991. "The Missing Girls of China: A New Demographic Account", *Population and Development Review* 17 (March): 35-51.
- Klasen, S. and Wink, C. (2002). A turning point in mortality? An update on the number of missing women, *Population and Development Review*, 28, pp. 285-312.
- Liao, P. J. (2013). The one-child policy: A macroeconomic analysis. *Journal of Development Economics*, 101, 49-62.
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- Penelope, M. (2000). Conformity or Persecution: China's One Child Policy and Refugee Status. Australia: UNSW Law Journal.
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Lecture 8 Internal migration

Since the early 1980s, a great number of rural people went to find jobs in cities. Around 280 million migrant peasant workers are working in various jobs in the cities or more developed parts of the rural areas in the coastal provinces. As China became the 'world factory', migrant workers made a huge contribution to China's economic development but they suffered a great deal of inequality as they were poorly educated and many were not given the same treatment in terms of jobs they could get, the earnings they could make, or housing, children's educational opportunities, entrance examinations for university admission, medical care or pension rights. The migrant workers tend to do the heavy and dirty jobs shunned by the urbanites. However, in the last decade or so, in the drive for urbanisation, the Chinese government encourage them to buy a property and stay in the medium or small cities. Around three quarters of them actually do not wish to trade urban status with their status quo! Many of the migrant peasant workers are 'second' or even 'third' generations, who do not see their home villages as their 'destinations' but they also do not wish to lose their land. This poses a big challenge for restructuring both the urban and the rural lives. We shall in this lecture have a look at some of the challenges and social integration of the migrant peasant workers in cities.

Required reading

- Liang, Z. (2016) 'China's Great Migration and the Prospects of a More Integrated Society', *Annu. Rev. Sociol.* 42:451–71. DOI: 10.1146/annurev-soc-081715-074435
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Additional reading

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Lecture 9: Socio-economic inequality: mobility and education

The Chinese society is characterised by a great deal of social economic inequality associated with gender, danwei and hukou. Women are usually found in lower social positions with lower incomes. People in the rural sector, the migrant peasant workers and those in the urban sector employed in poor workplace organisations tend to fare much worse than their peers in the urban and especially employed in state agencies and government organisations. Class disparities in China may even be greater than in established capitalist societies such as Britain. In this lecture, we look at some aspects of such inequalities and some comparative work between social inequality in China and Britain.

Required reading

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- Wu, Xiaogang and Zhuonian Zhang (2015) 'Changes in educational inequality in China, 1990-2005: Evidence from the population census data', in *Globalisation, Changing Demographics, and Educational Challenges in East Asia*. Published online: 08 Mar

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Lecture 10 Quality of life/happiness/life satisfaction

China changed from being one of the poorest counties in 1949 to being the second largest economic powerhouse in the world at the present time. In the first 30 years, the country was still very poor but relatively equal. In the reform era, economic development proceeded in an unprecedented scale but inequality also rose to being one of the highest in the world. How do the Chinese people perceive their quality of life? Are most people happy? Who are feeling most deprived? What are the socio-economic determinants underlying people's perception of subjective well-being? Which theories could best account for the observed differences in people's subjective wellbeing in China? How do we explain the happiness variations in view of the vast socio-economic development in the last few decades? Happy losers, sad achievers or asymmetrical adaptors?

Required reading

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Tutorial Guide

Tutorial 1 How were elites chosen and trained in new PRC?

The review of the events in the lecture will hopefully have helped us gain a fairly good understanding of what happened in the initial years of the new China, from 1949 to 1965. We need to understand that the primary task was to consolidate the state power of the new regime. For this, the recruitment and promotion of professional and managerial elites was of key importance to the new regime's political survival, social security and economic development. While the new regime did not fall from sky and no complete rupture from the past was possible, there were many measures that were taken to ensure that the elite appointment and promotion served the purposes. Within this context, we discuss how much change or continuity there was with the pre-1949 years, focusing on Davis' paper.

Preparation:

- Davis, Deborah S. 2000. "Social Class Transformation in Urban China: Training, Hiring, and Promoting Urban Professionals and Managers after 1949." *Modern China*: 251-75.
- Li, B., & Walder, A. G. (2001). Career Advancement as Party Patronage: Sponsored Mobility into the Chinese Administrative Elite, 1949-1996. *The American Journal of Sociology*, 106(5), 1371-1408.

Questions for discussion:

- What were the criteria for professional and managerial recruitment and promotion in the early years of PRC?
- What measures were taken to ensure that the managers and professionals were politically loyal and technically competent?
- In what sense there was continuity or rupture with the past? Was there a fully independent middle class before 1949?
- Was there still class reproduction in this period? What evidence did Davis provide?

Tutorial 2 The Cultural Revolution and the Send-Down of Educated Youth

There are ideological and 'objective' reasons that led to the 'send-down' movement during the 'Great Cultural Revolution'. Mao wished to make sure that the red China he created could continue unchanged and he was anxious that 'revisionists' within

the CCP and the Government might usurp power, which led to his launch of the Cultural Revolution which soon went beyond his control. The economy was coming to a halt and millions of young people could not find jobs. As he saw the Cultural Revolution as an even more important 'project' he did than the overthrow of the KMT, he did not wish to stop the Cultural Revolution but was also unable to provide jobs, housing, food etc to the urban youths. Thus he called for them to 'go up the mountains and down the villages', causing miserable lives to the urban youths in the countryside.

Preparation

Deng, Z. and D. Treiman (1997) 'The Impact of the Cultural Revolution on Trends in Educational Attainment in the People's Republic of China'. *American Journal of Sociology*, 103: 391-428.

Zhou, X., & Hou, L. (1999). Children of the Cultural Revolution: The State and the Life Course in the People's Republic of China. *American Sociological Review*, 64(1), 12-36.

Questions for discussion:

- Combining Davis, Zhou and Hou, and my complementary analysis, what do you think about the continuity or rupture of early PRC with the past in terms of class inheritance?
- What are the relative positive and negative effects of the 'send-down' experiences?
- Taking into account the fact of 70% of the worker-peasant-soldier students from cadre families, how effective was the Cultural Revolution as an equalitarian project?

Tutorial 3: Ethnic disadvantages

China's 55 minority ethnic minorities live in poor, remote, mountainous and economically under-developed areas comprising 60% of China's territory. The Chinese government designated 5 Autonomous Regions at provincial levels and adopted a lot of preferential policies in education, employment, economic development, cadre and staff recruitment for the ethnic minorities. Yet even within the five autonomous regions, there are more Hans (around 55%) than minorities. The disparities between the coastal and ethnic regions widened especially during the reform years. There are debates on whether the preferential policies discriminated against the majority living alongside the minorities or what might have happened in the absence of the policies.

Preparation:

- Hannum, E., & Xie, Y. (1998). Ethnic stratification in Northwest China: Occupational differences between Han Chinese and national minorities in Xinjiang, 1982–1990. *Demography*, 35(3), 323-333.
- Li, Y. and Zhao, Y. (2017) 'Double Disadvantages– A Study of Ethnic and Hukou Effects on Class Mobility in China (1996-2014)' *Social Inclusion*, 5(1), 5–19.

You might find this interesting:

Gustafsson, B., & Sai, D. (2009). Temporary and persistent poverty among ethnic minorities and the majority in rural China. *Review of Income and Wealth*, 55(s1), 588-606.

Questions for discussion:

- What disadvantages are there facing the ethnic minorities?
- Did the preferential policies effectively remove the disadvantages faced by the minorities?
- What kind of unintended consequences did the preferential policies have, in terms of family planning, bilingual education, on people's life chances?
- Would equality of opportunity be a better policy for ethnic minorities?
- How would equality of condition be achieved in such situations?

Tutorial 4 How does workplace unit (danwei) serve as a stratification marker?

The workplace unit (danwei) system in China, especially in the pre-reform era and to some extent even in the current times are not only a production unit but also important welfare functions. At the macro level, the party and government agencies, public enterprises such as cultural, educational and health-care institutions, and state-owned enterprises have much more resources than the collective enterprises which again have more resources than the rural sector. But there are also vast differences within such workplace units. For instance, within the same university, people working in different departments could have earnings three or four times higher than peers working in other departments. Yet within the department, the bonuses could be quite 'even and fair'. Danwei is thus a very important stratification order and some scholars argue that it is even more important than family origin in life chances including intergenerational mobility.

Preparation

- Lin, N., & Bian, Y. (1991). Getting ahead in urban China. *American Journal of Sociology*, 97, 657–88.
- Wu, X. (2013) 'Redrawing the boundaries: work units and social stratification in urban China', *Chinese Sociological Review*, 45(4): 6-28.

Questions:

- What are the major differences in social prestige and status, economic security, stability and future prospects between different main danwei units?

- How would danwei affect people's social life and attitudes?
- What evidence is there that danwei is more important than class for intergenerational mobility?

Tutorial 5 The Household Registration System (hukou) in China

The household registration system was institutionalised in China since the 1950s which divided the population into rural and urban sectors. This was a most effective control system as rural people were bound to the land and not allowed to move to cities to work. While the system was gradually loosened in recent years, access to urban hukou in big cities like Beijing and Shanghai is still tightly controlled. Yet the latest development is that rural people do not wish to exchange their land with urban hukou even though they are happy to be able to work and make money in cities and still have their land and houses in the rural areas. Many older migrant peasant workers still wish to come back to their rural villages for their old life when they enjoy good social capital and fresh vegetables, clean air and uncontaminated food. This causes headaches for the Government's urbanisation programmes.

Preparation

Cheng, T., & Selden, M. (1994). The Origins and Social Consequences of China's Hukou System. *The China Quarterly* (139), 644-668.

Treiman, D.J. (2012) 'The "difference between heaven and earth": Urban-rural disparities in well-being in China' *Research in Social Stratification and Mobility*, 30: 33-47.

Questions for discussion:

- In what sense was the hukou a necessary measure in the 1950s?
- If you had to choose, would you rather be a 'sent-down' youth or a rural boy/girl in the 1960s/1970s?

Tutorial 6 Open up and reform

The reform policy that started in 1978 is widely seen as a watershed in the PRC history. China changed beyond recognition, not only economically, but socially and culturally. How do we understand the changes, continuities and consequences of the reform programme is an on-going debate.

Preparation

Bian, Y., & Logan, J. R. (1996). Market transition and the persistence of power: the changing stratification system in urban China. *American Sociological Review*, 61(5), 739-758.

Nee, V. (1989). A Theory of Market Transition: From Redistribution to Markets in State Socialism. *American Sociological Review*, 54(5), 663-681.

Questions for discussion:

- Is China heading towards meritocracy?
- Why does redistributive power persist and even strengthen in the post-reform China?
- Will marketization necessarily lead to greater equality?
- Who are the greatest winners and losers in the reform period?

Tutorial 7: One-child policy and consequences

The 'one-child' family planning policy produced millions of 'little emperors' in Chinese families where the whole extended family pooled all the love and resources onto the sole child in the family. In the vast countryside imbued with traditional culture and the objective need for boys to work in the fields, there were also severe gender disparities produced with many 'missing girls'. Now the one-child generation have come to age and are faced with the mounting challenges of looking after their ageing parents and aged grand-parents with a 2-4-8 family structure for young couples. This also has a significant implication for the economic development as the 'population dividend' that supported the economic take-off is becoming increasingly unavailable.

Preparation

Bulte, E., Heerink, N., & Zhang, X. (2011). China's one-child policy and 'the mystery of missing women': Ethnic minorities and male-biased sex ratios. *Oxford Bulletin of Economics and Statistics*, 73(1), 21-39.

Fong, Vanessa L. 2002. "China's One-Child Policy and the Empowerment of Urban Daughters." *American Anthropologist* 104(4): 1098-109.

Questions for discussion:

- What are the positive and negative effects of the one-child policy?
- In what sense does the one-child policy promote gender inequality and equality?
- What would be the long-term consequences of the one-child policy?

Tutorial 8 Internal migration

The rural reforms since the late 1970s freed the abundant labour in the countryside and the urban reforms in the mid-1980s attracted surplus rural labour into the lowest rungs of urban structure such as construction, manufacturing and commercial activities. The huge migration has hollowed the countryside and created many problems in cities. The rural migrant peasant workers were treated very unequally in cities as they lived in slums in the outskirts of cities for cheap renting, their children could not go to local schools in the cities, and even those educated in cities have to go back to their provinces for national examinations for college admission where the scores required are much higher than for the urban students. Given the dual hukou system, it was very difficult for them to gain socio-economic integration into urban life. Yet it is also true that many of the exceptionally 'self-selected' managed to become professionals, managers and entrepreneurs and some of these have returned to their origin places where they could bring their skills into good use.

Preparation

Liang, Zai (2016) 'China's Great Migration and the Prospects of a More Integrated Society', *Annu. Rev. Sociol.* 42:451–71. DOI: 10.1146/annurev-soc-081715-074435

Wang, F., Zuo X, Ruan D. (2001) 'Rural migrants in Shanghai: living under the shadow of socialism'. *International Migration Review*, 36(2): 520-545.

Questions for discussion:

- To what extent are rural migrant workers treated as second-class citizens in cities?
- What are the prospects and difficulties of social integration in urban life for the migrant workers?

Tutorial 9: Socio-economic inequality

Gender, hukou, class, ethnicity, region and workplace unit differences are interwoven in producing social inequalities in China. Great changes are taking place but social inequalities persist. Politics continues to play a paramount importance in social economic life in China. Social connections are also very important in shaping people's work and social lives. Scholars talk about political dependence, class inheritance and gender inequality in the processes of social stratification.

Preparation

Li, Y., Zhang, S., Kong, J. (2014) 'Social mobility in China and Britain: a comparative study', *International Review of Social Research*

Wu, Xiaogang and Zhuonian Zhang (2015) 'Changes in educational inequality in China, 1990-2005: Evidence from the population census data', in *Globalisation, Changing Demographics, and Educational Challenges in East Asia*. Published online: 08 Mar 2015; 123-152.

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Questions for discussion

- Why is there such much downward mobility in China?
- Is political influence becoming more or less important in people's career lives?
- In what aspects is China more unequal than Britain and in what aspects are the two countries similarly unequal?

Tutorial 10 Quality of life/happiness/life satisfaction

Wellbeing is both perceived and experienced, and is thus affected by both subjective and objective factors. Poverty and inequality could both affect wellbeing in a powerful way. There are many studies conducted by economists, psychologists, sociologists, epidemiologists on the causes and consequences of wellbeing. Increasingly,

scholars have turned their attention to status and changes of wellbeing by the Chinese people

Preparation

Brockmann, H., Delhey, J., Welzel, C., & Yuan, H. (2009). The China puzzle: Falling happiness in a rising economy. *Journal of Happiness Studies*, 10(4), 387-405.

Davey, G., & Rato, R. (2012). Subjective wellbeing in China: A review. *Journal of Happiness Studies*, 13(2), 333-346.

Zhao, Y., Li, Y. Heath, A. and Shryane, N. (2017) 'Inter- and intra-generational mobility effects on happiness in mainland China', *Research in Social Stratification and Mobility* 48: 54–66.

Questions for discussion

- What are the socio-economic determinants underlying people's perception of subjective well-being in China?
- Which theories could best account for the observed differences in people's subjective wellbeing in China?
- How do we explain the happiness variations in view of the vast socio-economic development in the last few decades?
- Are there really happy losers or sad achievers?

Assignments and Assessments

Non-Assessed Assignment Details: Short Presentation

You will carry out one presentation (of around 5-7 minutes) to your tutorial group during weeks 7-10. The presentation will be a critical review of an assigned (required) reading from the reading list. You will be expected to explain one key argument from the reading and bring other evidence to bear to illustrate the strengths and/or weaknesses of that argument. The evidence could be from that reading or other reading in the longer reading list. In addition to the verbal presentation you must present a visual aid to understanding, such as a powerpoint slide, a poster or a handout. A printed hardcopy of your visual aids must be handed in to your tutor on the day of your presentation.

Your tutor will give you written feedback on your presentation within a fortnight.

If you are absent through sickness the presentation will be re-arranged wherever possible. Absence from the session in which you are due to present requires formal mitigating circumstances (first contact Chantel.Riley@manchester.ac.uk) or visit the UG Office in the Arthur Lewis Building). Students with relevant disability issues that are formally recognised by the Disability Advisory and Support Service (formerly Disability Support Office) should contact the Course Convenor to arrange an alternative assignment.

Note: Presentations will not take up the majority of time in the tutorial. If you are not due to present you should still prepare for the tutorial as usual as there will be a full class discussion in relation to the issues described in the Tutorial Guide above.

Assessed Coursework Details

One assessed essay with a *maximum limit of 2,000 words* makes up 50% of the overall course mark. Generally essays of 1800-2000 words are appropriate but some could do shorter ones. Essays in excess of the maximum length allowed will also have marks deducted.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography. Please use standard styles for bibliography (Harvard style is preferred but other styles are also permitted as long as they are consistent).

Essay Questions

Please answer one of the following questions.

1. Was there a fully independent middle class in China before 1949? In what sense was there continuity or rupture with the past?
2. To what extent did class difference persist during the send-down project, and how was it manifested? What are the positive and negative effects of the 'send-down' experiences?
3. Outline the unintended consequences of the preferential policies in terms of family planning, bilingual education and quota recruitment on minorities' life chances and inter-ethnic relations. Have the preferential policies effectively removed the disadvantages faced by minorities?
4. Discuss the joint effects of workplace unit (danwei) and household registration (hukou) systems on Chinese people's life chances. In what senses were these systems perpetuating social inequalities?
5. If there is a difference between heaven and earth in China in terms of hukou differences, why did the Chinese people perceive so much more progress over the last five or ten years and feel generally happier than do their counterparts in former socialist countries?

(Note that you could focus on one element in a complex question, or combine elements from two question, or have a title of your own choice which is related to the topics covered above or, in some rare cases, even a topic from the next few lectures. This is because many of China's social issues are interrelated and there is no clear-cut separation of key issues. We also deliver the lectures with this in mind.)

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that the online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in the relevant section below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases an online Mitigating Circumstances Form must be completed and submitted. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 5 (50 marks). For the latter, past exam questions will be provided either via blackboard or in the lecture time nearer the time. Please note that the actual exams may not be the same as in the past year(s).

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination you will not be allowed to resit it except in the case of serious mitigating circumstances. If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Note: Assessed assignment and examination questions cover different parts of the course. There is no overlap in topics. Assessed assignments cover the topics found in weeks 1-5; examination questions will offer options covering weeks 6-10. You may choose any available question in both the assessed assignment and the examination. Mock exam items which might include some items from the past may be discussed in class nearly the end of the course. It is therefore very strongly advised that you do not miss lectures towards the end of the course!

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You'll need to contribute regularly to group discussions to make the best use of this.)
- Written formative feedback will be given on your non-assessed assignment
- Written formative and summative feedback will be given on your assessed coursework, available via Turnitin/Grademark.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via Turnitin/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left



corner of the feedback screen.

KNOW HOW

Additional Office Hours will be provided to discuss planning for coursework assessments. See p.2 above for times.

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 2 hours lectures and 1 tutorials
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide, undertake the required preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures and tutorials that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (chantel.riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided (yes, they are!) or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email every day and the Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:



<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology student's work is assessed into different class categories by using the following criteria:

High First Class (75+) Such answers fully answer the question in a coherent manner and can be expected to show excellence with respect to the following criteria:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Knowledge of the relevant literature.

First Class (70-74) Such answers are highly competent and provide a near-full and well-structured answer to the question and can be expected to indicate some of the following qualities:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Good knowledge of the relevant literature.

Upper-second Class (60-69) Such answers are overall competent and provide a generally well-structured answer to the question and can be expected to indicate most of the following qualities:

- A reasonable-to-good understanding of the material
- Clarity of analysis, of argument and of expression
- At least selective knowledge of the relevant literature.

Lower-second Class (50-59) Such answers indicate some understanding of the issues and provide an adequate answer to the question. They can be expected to show most of the following features:

- A basic understanding of the material
- Clarity of analysis and argument, albeit limited in extent
- Some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49) Such answers indicate only a rudimentary understanding of the issues and offer only partial answers to the question. They can be expected to show the following features:

- Sparse coverage of the material with several key topics missing
- Unsupported assertions and little clear analysis or argument
- Important errors and inaccuracies.

Fail (0-39) Such answers, at the upper end, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject, while, at the lower end, they fail to demonstrate the ability to engage with the question at all.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20402: Self and Society

Semester 2

Credits 20

Convenor: Dr Owen Abbott

Contents

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2. Course Content
 - A. Aims & Outcomes
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3. Feedback
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5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s):	Dr Owen Abbott
Room:	3.039 Arthur Lewis Building
Telephone:	Ext. 52921
Email:	owen.abbott@manchester.ac.uk
Office Hours:	Tuesdays 12-1pm Thursday 12-1pm Book in advance by email
Tutors:	Marta Fanasca and Niamh Kavanagh
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Wednesdays 10-12, Samuel Alexander Building, A115
Tutorials:	Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis.
Feedback half-day:	May 1 st , 10-2
Assessed Coursework Submission:	Thursday 28 th March 2019
Examination Period:	13 th May – 7 th June 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

- One compulsory non-assessed essay plan (5% penalty for non-submission)
- One assessed essay worth 50% of the total mark
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

This course will:

- Introduce students to sociological approaches to the study of self
- Provide students with a theoretical understanding of the links between self and society
- Provide students with conceptual tools for studying individuals in society

Learning Outcomes

On completion of this unit successful students will:

- have knowledge of the interconnections between self and society
- have an appreciation of why and how the study of individuals is important in sociology
- have a conceptual understanding of and be able to critically discuss how 'the social' can be studied through 'the individual'

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

General Course Readings

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below.

The requirement is that students do the required readings for each week before coming to the lectures and tutorials in order to contribute to class discussions. No

student should come to a class unprepared. For your essay and exam, you will be expected to also consult the 'Further reading' lists.

Much of the material covered during this module is discussed in Vanessa May's book:

May, V. (2013) *Connecting Self to Society: Belonging in a Changing World*, Basingstoke: Palgrave Macmillan.

Due to copyright restrictions, we are only allowed to digitise one chapter from this book to upload onto Blackboard, but several copies are available in the High Demand section of the library.

Most reading is specific to particular topics as described in the reading list below. The following of textbooks are also helpful and recommended (all of them are **available as ebooks** through the library website):

Adams, Matthew (2007) *Self and Social Change*, London: Sage.

Burkitt, Ian (2008) *Social Selves: Theories of Self and Society* (2nd edn), London: Sage.

Elliott, Anthony (2014) *Concepts of the Self* (3rd edn), Cambridge: Polity Press.

Elliott, Anthony (2016) *Identity Troubles: An Introduction*, London: Routledge.

Jenkins, Richard (2008) *Social Identity* (3rd ed), London: Routledge.

Lawler, Steph (2014) *Identity: Sociological Perspectives* (2nd edn), Cambridge: Polity.

Taylor, Gary & Spencer, Steve (eds) (2004) *Social Identities: Multidisciplinary Approaches*, London: Routledge

Woodward, Kath (ed.) (2004) *Questioning Identity: Gender, Class, Ethnicity* (2nd edn), London: Routledge.

Lectures and Reading List

This module introduces students to some of the key sociological theories on the self that understand the self as inherently social and relational: we are born into social groups and we gain a sense of self in interaction with others. The lectures will focus on different aspects of the development and expression of a self, making use of both classical and contemporary theories in the field as well as recent empirical research. The first half of the module covers key theoretical perspectives on the self. The second half of the module is concerned with particular aspects of the self. The following lecture topics will be covered:

1. Introduction: Self, society and belonging

2. A relational view of self and society
3. Presenting a self
4. Classed inequalities: Habitus, capital and symbolic boundaries
5. Ethnicity and inequality (including guest lecture by Rashida Bibi)
6. Embodied selves
7. Digital selves
8. Aging selves (Guest Lecture by Hayley James)
9. Globalisation and the creation of neoliberal subjects
10. Overview and exam prep

Lecture 1 Introduction: Self, society and belonging

The first lecture introduces students to the key concepts that will be examined throughout the module: self, society and belonging. We explore the role that similarity and difference play in the process of 'identification'. In addition, we discuss the concept of belonging as a way of examining the self-society connection.

Required reading

Jenkins, Richard (2008) *Social Identity* (3rd edn), London: Routledge. Read Chapter 2: 'Similarity and difference'

Further readings

*Adams, Matthew (2007) *Self and Social Change*, London: Sage. Recommended: Chapter 1: 'Self and social change' [Ebook available through the library website]

*Bancroft, Angus and Fevre, Ralf (2016) *Dead White Men and Other Important People*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 5 'In cahoots'

*Burkitt, Ian (2008) *Social Selves: Theories of Self and Society* (2nd ed), London: Sage. Recommended: Chapter 1 'Society and the self' [Ebook available through the library website]

*Calhoun, Craig (2003a) "'Belonging" in the cosmopolitan imaginary', *Ethnicities*, 3(4): 531-553.

*Calhoun, Craig (2003b) 'The variability of belonging: A reply to Rogers Brubaker', *Ethnicities*, 3(4): 558-68.

*Cohen, Anthony, (1982) 'Belonging: The experience of culture', in Cohen, Anthony (ed.), *Belonging: Identity and Social Organisation in British Rural Cultures*, Manchester: Manchester University Press.

Guibernau, Montserrat (2013) *Belonging: Solidarity and Division in Modern Societies*, Cambridge: Polity. Recommended: Chapter 2 'Belonging by choice'

*Jenkins, Richard (2000) 'Categorization: Identity, social process and epistemology', *Current Sociology*, 48(3): 7-25.

*Jenkins, Richard (2008) *Social Identity* (3rd edn), London: Routledge. Recommended: Chapter 4 'Understanding identification' and Chapter 11 'Symbolising belonging' [Ebook available through the library website]

*May, V. (2010) 'Lone motherhood as a category of practice', *Sociological Review*, 58(3): 429-443.

*May, Vanessa (2011) 'Self, belonging and social change', *Sociology*, 45(3): 363-78.

May, V. (2013) *Connecting Self to Society: Belonging in a Changing World*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 2 'Where it all began: The sociological classics' and Chapter 6 'Belonging: A window into social change'

*Shotter, John (1993) *Cultural Politics of Everyday Life*, Buckingham: Open University Press. Recommended: Chapter 10: 'The politics of identity and belonging'

Simmel, Georg (1950) 'The field of sociology', in Wolff, G. (ed. and trans.) *The Sociology of Georg Simmel*, pp. 3-25, New York, NY: The Free Press.

Simmel, Georg (1971a) 'Group expansion and the development of individuality' in *On Individuality and Social Forms*, Levine, Donald N. (ed), pp. 251-293, Chicago, IL: University of Chicago Press.

*Wiley, Norbert (1994) 'History of the self: From primates to present', *Sociological Perspectives*, 37: 527-545.

Lecture 2 A relational view of self and society

This lecture examines relational theories that depict society and the self as constituted in and through relationships. We discuss Simmel's and Elias's arguments that interaction lies at the core of society. We then move on to examine relational selves in light of George Herbert's Mead's theory of the 'generalized other'.

Required readings

Crossley, Nick (2006) *Reflexive Embodiment in Contemporary Society*, Maidenhead: Open University Press. Read Chapter 7: 'I, me and the other' [Ebook available through the library website]

May, V. (2013) *Connecting Self to Society: Belonging in a Changing World*, Basingstoke: Palgrave Macmillan. Read Chapter 4 'The relationship between self and society' pp. 39-49

- The second half of this chapter can be used as background reading for future lectures: 'Bourdieu on habitus' for Lecture 4; the sections 'Goffman on

presenting an acceptable self' and 'Cynical performers?' for Lecture 3; 'New twists in the presentations of self?' for Lecture 9

Further theoretical readings

*Bancroft, Angus and Fevre, Ralf (2016) *Dead White Men and Other Important People*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 6 'In Doni's club'

*Burkitt, Ian (2008) *Social Selves: Theories of Self and Society* (2nd ed), London: Sage. Recommended: Chapter 2: 'Dialogue and the social self' [Ebook available through the library website]

Cooley, Charles H. (1902) *Human Nature and the Social Order*, New York, NY: Charles Scribner's Sons. Especially Chapters I, V and VI

*Elias, Norbert (1991) *The Society of Individuals*, Oxford: Basil Blackwell. Part I: 'Individualisation in the social process'

*Elliott, Anthony (2013) *Concepts of the Self* (2nd edn), Cambridge: Polity Press. Recommended: Chapter 1: 'Self, society and everyday life' [Ebook available through the library website]

*Gergen, Kenneth J. (1999) *An Invitation to Social Construction*, London: Sage. Recommended: Chapter 5: 'Toward relational selves'

*Jenkins, Richard (2000) 'Categorization: Identity, social process and epistemology', *Current Sociology*, 48(3): 7-25.

*Jenkins, Richard (2008) *Social Identity* (3rd ed.), London: Routledge. Recommended: Chapter 6: 'Embodied selves' and Chapter 7 'Entering the human world' [Ebook available through the library website]

Martin, Jack (2005) 'Perspectival selves in interaction with others: Re-reading G.H. Mead's social psychology', *Journal for the Theory of Social Behaviour*, 35(3): 231-253.

May, V. (2013) *Connecting Self to Society: Belonging in a Changing World*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 8 'Relational belongings'

Mead, G.H. (1934) *Mind, Self, & Society: From the Standpoint of a Social Behaviorist*, Chicago: University of Chicago Press. Part III: 'The self'

*Ribbens McCarthy, (2012) 'The powerful relational language of 'family': Togetherness, belonging and personhood', *Sociological Review*, 60(1): 68-90.

Taylor, Charles (1989) *Sources of the Self*, Cambridge: Cambridge University Press.

*Wiley, Norbert (1994) *The Semiotic Self*, Cambridge: Polity Press. Recommended: Chapter 2: 'Peirce and Mead on the semiotic self'

Further empirical readings

- *Burr, Jennifer (2009) 'Exploring Reflective Subjectivity through the Construction of the "Ethical Other" in Interview Transcripts', *Sociology*, 43(2): 323–339.
- *de Castro, Lucia Rabello (2004) 'Otherness in me, otherness in others: Children's and youth's constructions of self and other', *Childhood*, 11: 469–493.
- *de la Rúa, A. de F. (2007) 'Networks and identifications: A relational approach to social identities', *International Sociology*, 22(6): 683-699.
- *Holdsworth, Clare & Morgan, David (2007) 'Revisiting the generalized other: An exploration', *Sociology*, 41(3): 401–417.
- *Mason, Jennifer (2004) 'Personal narratives, relational selves: Residential histories in the living and telling', *Sociological Review*, 52(2): 162-179.
- *May, V. (2016) 'When recognition fails: Mass Observation Project accounts of non-belonging', *Sociology*, 50(4): 748–763.
- *Nelson, Katherine (1989) 'Monologue as the linguistic construction of self in time', in Nelson, Katherine (ed.) *Narratives from the Crib*, Cambridge, MA: Harvard University Press.
- *Oikawa, Sara & Yoshida, Tomoko (2007) 'An identity based on being different: A focus on Biethnic individuals in Japan', *International Journal of Intercultural Relations*, 31(6): 633-653.
- Yeung, King-To & Martin, John Levi (2003) 'The looking glass self: An empirical test and elaboration', *Social Forces*, 81(3): 843-879.
- Watson, Rita (1989) 'Monologue, dialogue, and regulation', in Nelson, Katherine (ed.) *Narratives from the Crib*, Cambridge, MA: Harvard University Press.
- *Wouters, Cas (2011) 'How civilizing processes continued: Towards an informalization of manners and a third nature personality', *Sociological Review*, 59(1): 140–159.

Lecture 3 Presenting an acceptable self

In this lecture, we are going to consider the self as performed in social interaction. We are going to consider how and why social expectation is enacted through social interaction. This will be done primarily through the work of Erving Goffman. Goffman's work will also lead us to consider our susceptibility to situational influences on our behaviour, and what this susceptibility means for understanding the self. The theories explored in this session present the self as something we achieve through the employment of social rules that define acceptable and moral behaviour. However, we will acknowledge the possibility of variation within the enactment of norms, and explain why the facility to enact norms with 'individuality' is not equally distributed. We shall also explore issues of deviance and stigma in relation to social expectation.

Required readings

- 1) Scott, Susie (2015) *Negotiating Identity: Symbolic Interactionist Approaches to Social Identity*, Cambridge: Polity. Read Chapter 4 'Managing faces: Roles, performance and self-presentation' [Ebook – those of you wishing to focus on stigma will also want to read Chapter 6 'Spoiling careers']
- 2) And choose one from the following:
 - a) Donnelly, Christopher M. & Wright, Bradley R. E. (2013) 'Goffman goes to church: Face-saving and the maintenance of collective order in religious services', *Sociological Research Online*, 18(1): 18.
 - b) Scott, Susie (2007) *Shyness and Society: The Illusion of Competence*, Basingstoke: Palgrave Macmillan. Read Chapter 5 'Poise, performance and self-presentation'

Further readings

Abrams, Laura S. & Hyun, Anna (2009) 'Mapping a process of negotiated identity among incarcerated male juvenile offenders', *Youth & Society*, 41(1): 26-52.

*Bancroft, Angus and Fevre, Ralf (2016) *Dead White Men and Other Important People*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 7 'In the night' and Chapter 8 'In the morning'

Burkitt, Ian (2008) *Social Selves: Theories of Self and Society* (2nd ed), London: Sage. Recommended: Chapter 3: 'Ethics, self and performativity' [Ebook available through the library website]

Copes, Heith, Hochstetler, Andy & Williams, J. Patrick (2008) "'We weren't like no regular dope fiends": Negotiating hustler and crackhead identities', *Social Problems*, 55(2): 254-270.

*Elliott, Anthony (2001) *Concepts of the Self*, Cambridge: Polity Press. Recommended: Chapter 1: 'Self, society and everyday life'

Ellis-Sloan, Kyla (2014) 'Teenage mothers, stigma and their "presentations of self"', *Sociological Research Online*, 19(1): 9.

*Ellison, Nicole, Heino, Rebecca & Gibbs, Jennifer (2006) 'Managing impressions online: Self-presentation processes in the online dating environment', *Journal of Computer-Mediated Communication*, 11: 415-41.

Garfinkel, Harold (1967) *Studies in Ethnomethodology*, Englewood Cliffs, NJ: Prentice-Hall. Recommended: Chapter 5: 'Passing and the managed achievement of sex status in an intersexed person, part 1'

*Goffman, Erving (1955) 'On face-work', *Psychiatry*, 18(3): 213-231.

*Goffman, Erving (1959) *The Presentation of Self in Everyday Life*, Harmondsworth: Penguin Books. Recommended: Chapter 1 'Performances' pp. 28-82

*Goffman, E. (1963) *Stigma: Notes on the Management of Spoiled Identity*. New York: Prentice-Hall. Recommended: Chapter 4 'The self and its other' (though the whole book is worth reading)

Green, Gill, South, Nigel and Smith, Rose (2006) "They say that you are a danger but you are not": Representations and construction of the moral self in narratives of "dangerous individuals", *Deviant Behavior*, 27(3): 299–328.

*Jenkins, Richard (2008) *Social Identity* (3rd ed.), London: Routledge. Recommended: Chapter 8: 'Self-image and public image' and Chapter 15 'Categorisation and consequences' [Ebook available through the library website]

Kaufman, Peter (2003) 'Learning to not labor: How working-class individuals construct middle-class identities', *Sociological Quarterly*, 44(3): 481-504.

*König, Alexandra (2008) 'Which clothes suit me?: The presentation of the juvenile self', *Childhood*, 15(2): 225–237.

*Lawler, Steph (2014) *Identity: Sociological Perspectives* (2nd edn), Cambridge: Polity. Recommended: Chapter 6 'Masquerading as ourselves: self-impersonation and social life' [Ebook available through the library website]

*May, Vanessa (2008) 'On being a 'good' mother: The moral presentation of self', *Sociology*, 42: 470-486.

*Mendelson, Andrew L. & Papacharissi, Zizi (2010) 'Look at us: Collective narcissism in college student Facebook photo galleries', in Papacharissi, Zizi, *A Networked Self: Identity, Community and Culture*, London: Routledge. [E-book available through the library website]

Monaghan, Lee F. (2005) 'Big handsome men, bears and others: Virtual constructions of 'fat male embodiment'', *Body & Society*, 11(2): 81-111.

*Morgan, David (2009) *Acquaintances: The Space Between Intimates and Strangers*, Maidenhead: Open University Press. Recommended: Chapter 'Fleeting acquaintances in time and space' [Ebook available online through the library website]

Ochs, E. and L. Capps (2001) *Living Narrative: Creating Lives in Everyday Storytelling*. Cambridge, MA: Harvard University Press.

Park, Kristin (2002) 'Stigma management among the voluntarily childless', *Sociological Perspectives*, 45(1): 21-45.

Perrier, Maud (2013) 'Middle-class mothers' moralities and 'concerted cultivation': Class others, ambivalence and excess', *Sociology*, 47(4): 655-70.

*Presser, Lois (2004) 'Violent offenders, moral selves: Constructing identities and accounts in the research interview', *Social Problems*, 51(1): 82–101.

Scott, M.B. and Lyman, S.M. (1968) 'Accounts', *American Sociological Review* 33(1): 46–62.

*Shilling, Chris (2008) *Changing Bodies: Habit, Crisis and Creativity*, London: Sage. Recommended: Chapter 5: 'Presenting' pp. 64-86

Simi, Pete & Futrell, Robert (2009) 'Negotiating white power activist stigma', *Social Problems*, 56(1): 89–110.

*Throsby, Karen (2007) "'How could you let yourself get like that?': Stories of the origins of obesity in accounts of weight loss surgery', *Social Science & Medicine*, 65(8): 1561-1571.

*Tseëlon, Efrat (1992) 'Is the presented self sincere? Goffman, impression management and the postmodern self', *Theory, Culture & Society*, 9: 115-128.

*Van De Mierop, Dorien (2012) 'Maneuvering between the individual and the social dimensions of narratives in a poor man's discursive negotiation of stigma', *Narrative Inquiry*, 22(1):122–145.

*Ward, James & Winstanley, Diana (2005) 'Coming out at work: Performativity and the recognition and renegotiation of identity', *Sociological Review*, 53(3): 447-475.

*Zhao, Shanyang, Grasmuck, Sherri & Martin, Jason (2008) 'Identity construction on Facebook: Digital empowerment in anchored relationships', *Computers in Human Behavior*, 24(5): 1816-1836.

Lecture 4 Classed inequalities: Habitus, capital and symbolic boundaries

In this session, we examine Bourdieu's theories of habitus and capital, with a particular focus on how they explain the (re)production of social inequalities. Bourdieu noted the importance of cultural aspects of inequality, such as distinctions that are made between 'good' and 'bad' taste. We also explore sociological work, inspired by Bourdieu, on how boundaries between 'us' and 'them' are drawn. Using the example of social class inequalities, we also explore empirical research that focuses on how social inequalities are experienced, and their consequences for the self.

Required readings

- 1) Jensen, Tracey (2016) 'Social class', Huppatz, Kate, Hawkins, Mary and Matthews, Amie (eds.) *Identity and Belonging*, Basingstoke: Palgrave Macmillan. Pp. 26-39
- 2) And choose one of the following:
 - a) Archer, Louise (2011) 'Constructing minority ethnic middle-class identity: An exploratory study with parents, pupils and young professionals', *Sociology*, 45(1): 134–151.

- b) Skeggs, Bev (1997) *Formations of Class and Gender: Becoming Respectable*, London: Sage. Read Chapter 5: '(Dis)identifications of class: On not being working class'

Further readings

Archer, Louise (2012) "'Between authenticity and pretension": parents', pupils' and young professionals' negotiations of minority ethnic middle-class identity', *Sociological Review*, 60(1): 129-148.

*Bancroft, Angus and Fevre, Ralf (2016) *Dead White Men and Other Important People*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 12 'In two acts'

Bond, Matthew (2012) 'The bases of elite social behaviour: Patterns of club affiliation among members of the House of Lords', *Sociology*, 46(4): 613–632.

*Bonilla-Silva, Eduardo, Goar, Carla & Embrick, David G. (2006) 'When whites flock together: The social psychology of white habitus', *Critical Sociology*, 32(2–3): 229-253.

* Bottero, Wendy (2005) *Stratification: Social Division and Inequality*, London: Routledge. Recommended: Chapter 9 'Social space' [Ebook available from the library website]

*Bourdieu, Pierre (1977) *Outline of a Theory of Practice*, Cambridge: Cambridge University Press. Recommended: Chapter 2 'Structures and the habitus'

*Bourdieu, Pierre (1979) *Distinction: A Social Critique of the Judgement of Taste*, London: Routledge. Recommended: Chapter 3 'The habitus and the space of lifestyles' (and Chapter 4: 'The dynamics of the fields')

Bourdieu, Pierre (2002) 'Habitus', in Hillier, Jean & Rooksby, Emma (eds), *Habitus: A Sense of Place*, Aldershot: Ashgate, pp. 27-34.

Burkitt, Ian (2002) 'Technologies of the self: Habitus and capacities', *Journal for the Theory of Social Behaviour*, 32: 219-237.

*Chase, Elaine & Walker, Robert (2013) 'The co-construction of shame in the context of poverty: Beyond a threat to the social bond', *Sociology*, 47(4): 739–754.

*Ingram, Nicola (2011) 'Within school and beyond the gate: The complexities of being educationally successful and working class', *Sociology*, 45(2): 287–302.

Jenkins, Richard (2000) 'Categorization: Identity, social process and epistemology', *Current Sociology*, 48(3): 7-25.

*Jenkins, Richard (2008) *Social Identity* (3rd edn), London: Routledge. Recommended: Chapter 9 'Groups and categories' [Ebook]

* Lamont, Michèle (1992) *Money, Morals and Manners: The Culture of the French and the American Upper-Middle-Classes*, Chicago, IL: Chicago University Press. Chapter 4 'Most of my friends are refined: Keys to cultural boundaries'

*Lawler, Steph (2005) 'Disgusted subjects: The making of middle-class identities', *Sociological Review*, 53(3): 429-46.

*Lawler, Steph (2014) *Identity: Sociological Perspectives* (2nd edn), Cambridge: Polity. Recommended: Chapter 7 'The hidden privileges of identity' [Ebook available through the library website]

Lehmann, (2009) 'Becoming middle class: How working-class university students draw and transgress moral class boundaries', *Sociology*, 43(4): 631-647.

*May, V. (2013) *Connecting Self to Society: Belonging in a Changing World*, Basingstoke: Palgrave Macmillan. Read Chapter 4 'The relationship between self and society' section 'Bourdieu on habitus'

McNay, Lois (1999) 'Gender, habitus and the field: Pierre Bourdieu and the limits of reflexivity', *Theory, Culture & Society*, 16: 95-117.

*Nayak, Anoop (2006) 'Displaced masculinities: Chavs, youth and class in the post-industrial city', *Sociology*, 40(5): 813-831.

Pini, Barbara, McDonald, Paula & Mayes, Robyn (2012) 'Class contestations and Australia's resource boom: The emergence of the "cashed-up bogan"', *Sociology*, 46(1): 142–158.

Raisborough, Jayne, Frith, Hannah & Klein, Orly (2013) 'Media and class-making: What lessons are learnt when a celebrity chav dies?', *Sociology*, 47(2): 251–266.

*Savage, Mike, et al. (2013) 'A new model of social class? Findings from the BBC's Great British Class Survey experiment', *Sociology*, 47(2) 219–250.

Skeggs, Beverley (2004) *Class, Self, Culture*, London: Routledge. Recommended: Chapter 7: 'The methods that make classed selves'

*Southerton, Dale (2002) 'Boundaries of "us" and "them": Class, mobility and identification in a New Town', *Sociology*, 36(1): 171-193.

*Tyler, Imogen (2013) *Revolting Subjects: Social Abjection and Resistance in Neoliberal Britain*, London: Zed Books. Recommended: Chapter 6 'Britain and its poor' [Ebook]

van Eijk, Gwen (2013) 'Hostile to hierarchy? Individuality, equality and moral boundaries in Dutch class talk', *Sociology*, 47(3): 526–541.

*Wetherell, Margaret (2012) *Affect and Emotion: A New Social Science Understanding*, London: Sage. Recommended: Chapter 5 'Solidifying affect: Structures of feeling, habitus and emotional capital'

Lecture 5: Ethnicity, nationality and intersectional approaches to the study of inequality (including a guest lecture by Rashida Bibi)

In this lecture, we turn to examine inequalities based on 'race' and ethnicity. We begin by discussing postcolonial work on how 'race', ethnicity and national belonging are intertwined. We then go on to explore theories of intersectionality as a way of understanding the complex nature of inequality. Developed through Black feminist scholarship from the United States and Britain and critiques of white, middle-class feminism, intersectionality has been described as one of the most important recent theoretical contribution to social analysis. This lecture looks at intersecting racial, ethnic, gender and class differences and explores how the use of intersectionality theory can be used to illuminate the nature of different selves in and across spaces.

Required readings:

Bradley, Harriet (2016) *Fractured Identities: Changing Patterns of Inequality*, Cambridge: Polity. Read Chapter 6 "Race" and ethnicity: "Travelling in the West".

Brah, Avtar and Phoenix, Ann (2004) 'Ain't I a woman? Revisiting intersectionality', *Journal of International Women's Studies*, 5(3): 75-86.

Further readings on ethnicity and race

*Calhoun, Craig (2003b) 'The variability of belonging: A reply to Rogers Brubaker', *Ethnicities*, 3(4): 558-68.

*Bancroft, Angus and Fevre, Ralf (2016) *Dead White Men and Other Important People*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 13 'In essence'

*Bonilla-Silva, Eduardo, Goar, Carla & Embrick, David G. (2006) 'When whites flock together: The social psychology of white habitus', *Critical Sociology*, 32(2-3): 229-253.

*Buggs, Shantel Gabrieleal (2017) "'Your momma is day-glow white": Questioning the politics of racial identity, loyalty and obligation', *Identities*, 24(4): 379-397.

*Eade, John (1994) 'Identity, nation and religion: Educated young Bangladeshi muslims in London's 'East End'', *International Sociology*, 9: 377-394.

*Haw, Kaye (2010) 'Being, becoming and belonging: Young Muslim women in contemporary Britain', *Journal of Intercultural Studies*, 31(4): 345-361.

Ifekwunigwe, Jayne O. (1999) *Scattered Belongings: Cultural Paradoxes of "Race," Nation and Gender*, London: Routledge.

*Jensen, S. Q. (2011) 'Othering, identity formation and agency', *Qualitative Studies*, 2(2): 63-78.

- *Meinhof, Ulrike Hanna & Galasiński, Dariusz (2005) *The Language of Belonging*, Basingstoke: Palgrave. Recommended: Chapter 3 'The grammar of identity'
- *Rocha, Zarine L. (2012) 'Identity, dislocation and belonging: Chinese/ European narratives of mixedness in Aotearoa/New Zealand', *Identities*, 19(6): 673-690.
- *Yuval-David, Nira (2011) *The Politics of Belonging: Intersectional Contestations*, London: Sage. Recommended: Chapter 3 'The national question: From the indigenous to the diasporic' [Ebook]
- *Oostindie, Gert (2010) *Postcolonial Netherlands: Sixty-Five Years of Forgetting, Commemorating, Silencing*, Amsterdam: Amsterdam University Press. Recommended: Chapter 4 'The individualization of identity' [Ebook]
- *Skey, Michael (2011) *National Belonging and Everyday Life: The Significance of Nationhood in an Uncertain World*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 3 'Aggressively defensive'
- *Wallace, Derron (2017) 'Reading 'race' in Bourdieu? Examining black cultural capital among Black Caribbean youth in South London', *Sociology*, OnlineFirst <http://journals.sagepub.com/doi/pdf/10.1177/0038038516643478>
- *Weedon, Chris (2004) *Identity and Culture: Narratives of Difference and Belonging*, Open University Press, Maidenhead. Recommended: Chapter 2 'History, nation and identity'
- *Wemyss, Georgie (2006) 'The power to tolerate: Contests over Britishness and belonging in East London', *Patterns of Prejudice*, 40(3): 215-236.
- *Wemyss, Georgie (2009) *The Invisible Empire: White Discourse, Tolerance and Belonging*, Farnham: Ashgate. Recommended: Chapter 5 'Tolerance, the invisible empire and the hierarchy of belonging' [Ebook]

Further readings on intersectionality:

- *Collins, P.H., Bilge, S. (2016) *Intersectionality*, Polity Press: Cambridge. Recommended: Chapter 1 'What is intersectionality?' and Chapter 5 'Intersectionality and identity'
- *Collins, P.H. (2000) *Black Feminist Thought*, Routledge: New York. Recommended: Chapter 5 'The power of self-definition'
- *Crenshaw, Kimberle (1989) 'Demarginalising the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics', *University of Chicago Legal Forum*, 1: 139-167.
- *Dhoest, Alexander (2016) 'Identifications, communities and connections: Intersections of ethnicity and sexuality among diasporic gay men', *Identities*, 23(2): 174-192.

*Hoewer, Melanie (2014) 'Beyond the ethno-national divide: Intersecting identity transformations during conflict', *Identities*, 21(5): 448-465.

*Oleksy, E. (2011) 'Intersectionality at the crossroads', *Women's Studies International Forum*, 34(4): 263-270.

*Valentine, G. (2007) 'Theorizing and researching intersectionality: A challenge for feminist geography', *The Professional Geographer*, 59(1): 10-21.

Lecture 6 Embodied selves

This lecture introduces key theories on the self and the body. In particular, we focus on sociological arguments about the social construction of our bodies as gendered and classed. In other words, the way we hold and use our bodies is not merely the result of biology, but also reflects our social location. Furthermore, with a particular focus on the issue of body weight, we critically explore how discourses over 'normal' bodies are produced.

Required readings

Shilling, Chris (2012) *The Body and Social Theory* (3rd edn), London: Sage. Read Chapter 6 'The body and physical capital'

Herzig, Rebecca M. (2015) *Plucked: The History of Hair Removal*, New York: New York University Press. Read Chapter 'Shaven: "Arm-pit feminists" and women's liberation'

Further readings

*Boero, Natalie (2012) *Killer Fat: Media, Medicine, and Morals in the American "Obesity Epidemic"*, New Brunswick, NJ: Rutgers University Press. Recommended: Chapter 3 'Normative pathology and unique disease: Weight Watchers, Overeaters Anonymous, and behavioural treatments for the obesity epidemic' [Ebook]

*Burkitt, Ian (1999) *Bodies of Thought: Embodiment, Identity and Modernity*, London: Sage. Recommended: Chapter 4: 'The thinking body'

*Cahill, Spencer E. (2006) 'Building bodily boundaries: Embodied enactment and experience', in Waskul, Dennis & Vannini, Philip (eds) *Body/Embodiment: Symbolic Interaction and the Sociology of the Body*, Aldershot: Ashgate.

*Cherniavsky, Eva (2006) *Incorporations: Race, Nation, and the Body Politics of Capital*, Minneapolis, MN: University of Minnesota Press. [Ebook]

Crossley, Nick (1996) 'Body-subject/body-power: Agency, inscription and control in Foucault and Merleau-Ponty', *Body & Society*, 2: 99-116.

Crossley, Nick (2006) 'The networked body and the question of reflexivity', in Waskul, Dennis & Vannini, Philip (eds) *Body/Embodiment: Symbolic Interaction and the Sociology of the Body*, Aldershot: Ashgate.

*Davis, L.J. 2014. *The End of Normal: Identity in a Biocultural Era*. Michigan: University of Michigan Press. Recommended: Chapter 1 'The end of normal' [Ebook]

*Jackson, Stevi & Scott, Sue (2001) 'Putting the body's feet on the ground: Towards a sociological reconceptualisation of gendered and sexual embodiment', in Backett-Milburn, Kathryn & McKie, Linda (eds.) *Constructing Gendered Bodies*, Basingstoke: Palgrave.

*Jenkins, Richard (2008) *Social Identity* (3rd ed.), London: Routledge. Recommended: Chapter 6: 'Embodied selves' [Ebook available through the library website]

*Katrak, Ketu H. (2006) *The Politics of the Female Body: Postcolonial Women Writers*, New Brunswick, NJ: Rutgers University Press. Recommended: Chapter 1: 'Theorizing a politics of the female body: Language and resistance' [Ebook]

*Kwan, Samantha and Graves, Jennifer (2013) *Framing Fat: Competing Constructions in Contemporary Culture*, New Brunswick, NJ: Rutgers University Press. Recommended: Chapter 2 'Fat as frightful' [Ebook]

*Lau, Kimberly J. (2011) *Body Language: Sisters in Shape, Black Women's Fitness, and Feminist Identity Politics*, Philadelphia, PA: Temple University Press. Recommended: Chapter 4 'New bodies of knowledge' [Ebook]

Shilling, Chris (2008) *Changing Bodies: Habit, Crisis and Creativity*, London: Sage. Recommended: Chapter 2 'Embodying social action'

*Thomas, H. (2013) *The Body and Everyday Life*. London: Routledge. Recommended: Chapter 3 'Performing gender: The "body" in question' and Chapter 5 'Older bodies: Performing age, ageing and invisibility'

*Turner, Bryan S. (2008) *The Body & Society* (3rd edn), London: Sage. Recommended: Chapter 6 'The end of patriarchy?', Chapter 7 'The disciplines' and Chapter 8 'Government of the body' [Ebook]

*Young, Harvey (2010) *Embodying Black Experience: Stillness, Critical Memory, and the Black Body*, Ann Arbor: MI: University of Michigan Press. Recommended: Chapter 1 'The black body' [Ebook]

*Young, Iris Marion (2005) *On Female Body Experience: "Throwing Like a Girl" and Other Essays*, Oxford: Oxford University Press. Recommended: Chapter 2: 'Throwing like a girl: A phenomenology of feminine body comportment, motility and spatiality'

Lecture 7 Digital selves

In this lecture we explore the impact that advances in information and communication technologies, particularly the internet, have had on the self, and the on the relationship between the self and our surrounding world. We critically engage with some widespread assumptions about technology and social networking, such as the claim that our relationships have become more superficial as a consequence of our adoption of communication technologies, in order to determine what sociological sense we can make of these matters.

Required readings

Baym, Nancy K. (2010) *Personal Connections in the Digital Age*, Cambridge: Polity Press. Read Chapter 5 'New relationships, new selves?'

Chambers, Deborah (2013) *Social media and personal relationships: online intimacies and networked friendship*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 4 'Self-presentation online'

Further readings

*Agger, Ben (2012) *Oversharing: Presentations of Self in the Internet Age*, London: Routledge. [E-book available through the library website]

Agosto, Denise E., Abbas, June & Naughton, Robin (2012) 'Relationships and social rules: Teens' social network and other ICT selection practices', *Journal of the American Society for Information Science and Technology*, 63(6):1108-24.

*Bakardjieva, Maria (2004) 'Virtual togetherness: An everyday life perspective', in Feenberg, Andrew and Barney, Darin (eds) *Community in the Digital Age: Philosophy and Practice*, Oxford: Rowman & Littlefield.

*boyd, danah (2010) 'Social network sites as networked publics: Affordances, dynamics, and implications' in Papacharissi, Zizi, *A Networked Self: Identity, Community and Culture*, London: Routledge. [E-book available through the library website]

Bucher, Taina (2012) 'The friendship assemblage: Investigating programmed sociality on facebook', *Television & New Media*, 14(6): 479-493.

Clark, Lynn Schofield & Sywyj, Lynn (2012) 'Mobile intimacies in the USA among refugee and recent immigrant teens and their parents', *Feminist Media Studies*, 12(4): 485-495.

Collin, Philippa (2016) 'Digital media', in Huppatz, Kate, Hawkins, Mary and Matthews, Amie (eds.) *Identity and belonging*, Basingstoke: Palgrave Macmillan.

Cumiskey, Kathleen M. & Brewster, Kendra (2012) 'Mobile phones or pepper spray?', *Feminist Media Studies*, 12(4): 590-99.

Davis, Jenny (2010) 'Architecture of the personal interactive homepage: constructing the self through MySpace', *New Media & Society*, 12(7): 1103–1119.

*Davis, Katie (2012) 'Friendship 2.0: Adolescents' experiences of belonging and self-disclosure online', *Journal of Adolescence*, 35: 1527–1536.

*Elliott, Anthony (2016) *Identity Troubles: An Introduction*, London: Routledge. Recommended: Chapter 8 'Digital lives, miniaturized mobilities and identity'

*Elliott, Anthony & Urry, John (2010) *Mobile Lives*, London: Routledge. Recommended: Chapter 3 'Networks and inequalities' [E-book available through the library website]

*Ellison, Nicole B., Lampe, Cliff, Steinfeld, Charles & Vitak, Jessica (2010) 'With a little help from my friends: How social network sites affect social capital processes', in Papacharissi, Zizi, *A Networked Self: Identity, Community and Culture*, London: Routledge. [E-book available through the library website]

Enli, Gunn Sara & Thumim, Nancy (2012) 'Socializing and self-representation online: Exploring Facebook', *Observatorio Journal*, 6(1): 87-105.

Frizzo-Barker, Julie & Chow-White, Peter A. (2012) "'There's an app for that" Mediating mobile moms and connected careerists through smartphones and networked individualism', *Feminist Media Studies*, 12(4): 580-89.

*Fuchs, Christian (2014) *Social Media: A Critical Introduction*, London: Sage. Recommended: Chapter 7 'Facebook: A surveillance threat to privacy?'

*Gershon, Ilana (2011) 'Un-friend my heart: Facebook, promiscuity, and heartbreak in a neoliberal age', *Anthropological Quarterly*, 84(4): 865-94.

Green, Eileen & Singleton, Carrie (2009) 'Mobile connections: An exploration of the place of mobile phones in friendship relations', *Sociological Review*, 57(1): 125-144.

Harris, Anita (2008) 'Young women, late modern politics, and the participatory possibilities of online cultures', *Journal of Youth Studies*, 11(5): 481-95.

*Haythornthwaite, Caroline (2002) 'Strong, weak, and latent ties and the impact of new media', *The Information Society: An International Journal*, 18(5): 385-401.

*Hearn, Alison (2008) "'Meat, mask, burden": Probing the contours of the branded "self"', *Journal of Consumer Culture*, 8(2): 197–217.

Hjorth, Larissa & Lim, Sun Sun (2012) 'Mobile intimacy in an age of affective mobile media', *Feminist Media Studies*, 12(4): 477-84.

Holmes, Mary (2011) 'Emotional reflexivity in contemporary friendships: Understanding it using Elias and Facebook etiquette', *Sociological Research Online*, 16(1): 11, <http://www.socresonline.org.uk/16/1/11.html>

*Jamieson, Lynn (2013) 'Personal relationships, intimacy and the self in a mediated and global digital age', in Orton-Johnson, Kate and Prior, Nick (eds.) (2013) *Digital Sociology: Critical Perspectives*, Basingstoke: Palgrave Macmillan.

Lasén, Amparo & Casado, Elena (2012) 'Mobile telephony and the remediation of couple intimacy', *Feminist Media Studies*, 12(4): 550-559.

Livingstone, Sonia (2008) 'Taking risky opportunities in youthful content creation: Teenagers' use of social networking sites for intimacy, privacy and self-expression', *New Media & Society*, 10(3): 393-411.

Marwick, Alice E. & boyd, danah (2010) "'I tweet honestly, I tweet passionately': Twitter users, context collapse, and the imagined audience', *New Media & Society*, 13(1): 114-133.

*Mendelson, Andrew L. and Papacharissi, Zizi (2011) 'Look at us: Collective narcissism in college student Facebook photo galleries', in Papachariss, Zizi (ed.) *A Networked Self: Identity, Community, and Culture on Social Network Sites*, New York: Routledge. [E-book available through the library website]

McLaughlin, Caitlin & Vitak, Jessica (2011) 'Norm evolution and violation on Facebook', *New Media & Society*, 14(2) 299-315.

*Miller, Daniel (2011) *Tales from Facebook*, Polity: Cambridge. Recommended: Chapter 2 'Community'

*Murthy, Dhiraj (2012) 'Towards a sociological understanding of social media: Theorizing Twitter', *Sociology*, 46(6): 1059-1073.

Nadkarni, Ashwini & Hofmann, Stefan G. (2011) 'Why do people use Facebook?', *Personality and Individual Differences*, 57: 243-249.

* Palfrey, John and Gasser, Urs (2008) *Born Digital: Understanding the First Generation of Digital Natives*, New York: Basic Books. Read Chapter 1 'Identities'

*Papacharissi, Zizi (2011) 'Conclusion: A networked self', in Papachariss, Zizi (ed.) *A Networked Self: Identity, Community, and Culture on Social Network Sites*, New York: Routledge. [E-book available through the library website]

*Parks, Malcom R. (2010) 'Social network sites as virtual communities', in Papacharissi, Z. *A Networked Self: Identity, Community and Culture*, London: Routledge. [E-book available through the library website]

*Rice, Ronald E. and Haythornthwaite (2006) 'Perspectives on internet use: Access, involvement and interaction', in Lievrouw, Leah A. and Livingstone, S. (eds) *The Handbook of New Media: Social Shaping and Social Consequences of ICTs*, London: Sage.

Robards, Brady & Bennett, Andy (2011) 'MyTribe: Post-subcultural manifestations of belonging on social network sites', *Sociology*, 45(2): 303-317.

Sawchuk, Kim & Crow, Barbara (2012) "'I'm G-Mom on the Phone'", *Feminist Media Studies*, 12(4): 496-505.

Siibak, Andra (2010) 'Constructing masculinity on a social networking site: The case-study of visual self-presentations of young men on the profile images of SNS *Rate*', *Young*, 18(4): 403–425.

*Tomlinson, John (2007) *The Culture of Speed: The Coming of Immediacy*, London: Sage. Recommended: Chapter 5 'Media'

*Urry, John (2007) *Mobilities*, Cambridge: Polity. Recommended: Chapter 9 'Gates to heaven and hell' (and Chapter 8 'Connecting and imagining')

*van Dijck, José (2012) 'Facebook as a tool for producing sociality and connectivity', *Television & New Media*, 13(2): 160-176.

*Walker, Katherine (2000) "'It's difficult to hide it": The presentation of self on internet home pages', *Qualitative Sociology*, 23(1): 99-120.

*Wilson, Sarah (2015) 'Digital technologies, children and young people's relationships and self-care', *Children's Geographies*, Online first, DOI: 10.1080/14733285.2015.1040726

*Zhao, Shanyang, Grasmuck, Sherri and Martin, Jason (2008) 'Identity construction on Facebook: Digital empowerment in anchored relationships', *Computers in Human Behavior*, 24: 1816–1836.

Lecture 8 Ageing selves (Guest Lecture by Hayley James)

In this lecture, we explore the ways in which our experience of the passing of time comes to shape what kind of selves we are. First, this lecture will examine theories on how we experience time, and look at the ways in which time is socially regulated. We will then reflect on the consequences of this for ageing, particularly looking at the concept of the life-course and how this affects our selves. Finally, the lecture will consider the implications of these perspectives of ageing for how we think about and prepare for our later lives.

Required readings

Gubrium, J. and Holstein, J. (2016) Biographical work and the future of the ageing self J. Gubrium, T. Andreassen, P.K. Solvang (Eds.), *Reimagining the human service relationship*, Columbia University Press, New York

Spector-Mersel, Gabriela (2006) 'Never-ageing stories', *Journal of Gender Studies*, 15(1): 67–82.

Further readings

- *Adam, Barbara (1990) *Time and Social Theory*, Cambridge: Polity Press.
Recommended: Chapter 5 'Industrial time and power' Pp. 104-126
- Adam, Barbara (1995) *Timewatch: The Social Analysis of Time*, Cambridge: Polity Press. Recommended: Chapter 4 'The time economy of work relations' pp. 84-106
- *Bourdieu, P., 2000. *Pascalian Meditations*. Polity Press, Cambridge.
Recommended: Chapter 6 'Social being, time and the sense of existence.
- Cross, S., & Markus, H. (1991). Possible selves across the life span. *Human Development*, 34(4), 230–255.
- Dannefer, D. (2003). Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 58(6), S327-S337
- *Flaherty, Michael G. (2012) 'Age and agency: Time work across the life course', *Time & Society*, 22(2): 237–253.
- *Gershuny, Jonathan (2000) *Changing Times: Work and Leisure in Postindustrial Society*, Oxford: Oxford University Press. Recommended: Chapter 5 'The history and future of time use: Empirical evidence'
- *Gilleard, C. and Higgs, P (2013) The forth age and the concept of a social "Imaginary": A theoretical excursus. *Journal of Aging Studies*, 27 pp. 368-376
- *Laz, C (2003) Age embodied *Journal of Aging Studies*, 17, pp. 503-519
- *Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954.
- *May, V. (2017) 'Belonging across the lifetime', *British Journal of Sociology*, Early View, DOI: 10.1111/1468-4446.12276.
- *May, V. (2017) 'Belonging from afar: Nostalgia, time and memory', *Sociological Review*, 65(2): 401-415, DOI: 10.1111/1467-954X.12402.
- *May, V. (2016) 'What does the duration of belonging tell us about the self?', *Time & Society*, 25(3): 634–651, DOI:10.1177/0961463X16656853.
- Nelson, T. D. (2005). Ageism: Prejudice against our feared future self. *Journal of Social Issues*, 61(2), 207–221.
- *Neugarten, B.L., Moore, J.W. and Lowe, J.C. (1965) 'Age norms, age constraints, and adult socialization', *American Journal of Sociology*, 70(6): 710-17.
- *Nowotny, Helga (1992) 'Time and social theory: Towards a social theory of time', *Time & Society*, 1(3): 421-454.
- Phillipson C. (2013) Chapter 5: The Social Construction of Ageing. In: *Ageing*. Oxford: Wiley

*Phoenix, Cassandra and Sparkes, Andrew C. (2008) 'Athletic bodies and aging in context', *Journal of Aging Studies*, 22: 211-21.

Schwartz, Barry (1974) 'Waiting, exchange, and power: The distribution of time in social systems', *American Journal of Sociology*, 79(4): 841-870.

Southerton, Dale (2003) "'Squeezing time": Allocating practices, coordinating networks and scheduling society', *Time & Society*, 12(1): 5-25.

Southerton, Dale (2006) 'Analysing the temporal organization of daily life: Social constraints, practices and their allocation' *Sociology*, 40(3): 435-454.

*Southerton, Dale (2011) 'Are we running out of time?', May, Vanessa (ed.) *Sociology of Personal Life*, Basingstoke: Palgrave Macmillan. Pp. 121-133

Southerton, Dale & Tomlinson, Mark (2005) "'Pressed for time" – the differential impacts of a "time squeeze"', *Sociological Review*, 53(2): 215-239.

Thompson, E.P (1974[1967]) 'Time, work-discipline and industrial capitalism: Past and present' in Flinn, M. & Smout, T. (eds.) *Essays in Social History*, Oxford: Clarendon Press.

Tabboni, Simonetta (2001) 'The idea of social time in Norbert Elias', *Time & Society*, 10(1): 5-27.

*Twigg, J. (2004) The body, gender, and age: Feminist insights in social gerontology *Journal of Aging Studies*, 18, pp. 59-73

Urry, John (1994) 'Time, leisure and social identity', *Time & Society*, 3(2): 131-149.

Widerberg, Karin (2006) 'Embodying modern times: Investigating tiredness', *Time & Society*, 15(1): 105-120.

Zerubavel, Eviatar (1979) *Patterns of Time in Hospital Life*, Chicago, IL: University of Chicago Press. Recommended: Chapter 5 'The sociotemporal order'

*Zerubavel, Eviatar (1981) *Hidden Rhythms: Schedules and Calendars in Social Life*, Chicago, IL: University of Chicago Press. Recommended: Chapter 1 'Temporal regularity'

Lecture 9 Globalisation and the creation of neoliberal subjects

This lecture focuses on the impacts that the emergence of neoliberal capitalism and globalisation have had on the self. We explore the terms 'individualised neoliberal subject' and 'the entrepreneurial self'. We then go on to discuss how this new ideology of self, coupled with the dismantling of welfare states and an increase in inequalities, have led to the emergence of 'the precariat', a new class of people whose lives are characterised by precarious low-wage employment. We also engage with Tyler's work on 'revolting subjects' that focuses on groups of people made abject in contemporary discourses, as well as ways in which people revolt against such attempts at stigmatisation and exclusion.

Required readings

Tyler, Imogen (2013) *Revolting Subjects: Social Abjection and Resistance in Neoliberal Britain*, London: Zed Books. Read Chapter 7 'The kids are revolting' (and I also recommend that you read Chapter 1 'Social abjection')

Utrata, Jennifer (2017) "'Relying on myself alone": Single mothers forging socially necessary selves in neoliberal Russia', in Pugh, Allison J. (ed.) *Beyond the Cubicle: Job Insecurity, Intimacy, and the Flexible Self*, Oxford: Oxford University Press.

Further readings

*Amrute, Sareeta (2016) *Encoding Race, Encoding Class: Indian IT Workers in Berlin*, Durham, NC: Duke University Press. Recommended: Chapter 4 'The stroke of midnight and the spirit of entrepreneurship: A History of the Computer in India'

Bhabra, G. K. (2007) *Rethinking Modernity: Postcolonialism and the Sociological Imagination*, Basingstoke: Palgrave Macmillan.

*Bhabra, G. K. 2011. 'Cosmopolitanism and Postcolonial Critique' in M. Rovisco and M. Nowicka (eds) *The Ashgate Research Companion to Cosmopolitanism*. Ashgate: Farnham. [Ebook]

Bhabra, Gurinder K. (2016) 'Postcolonial reflections on sociology', *Sociology*, 50(5) 960–966.

*Bradley, Harriet (2016) *Fractured Identities: Changing Patterns of Inequality*, Cambridge: Polity. Recommended: Chapter 3 'Capitalism, modernity and global change' [Ebook]

Bröckling, Ulrich (2016) *The Entrepreneurial Self: Fabricating a New Type of Subject*, London: Sage. Recommended: Chapter 2 'Tracing the contours of the entrepreneurial self'

*Cabanas, Edgar and Illouz, Eva (2017) 'The making of a "happy worker": Positive psychology in neoliberal organisations', in Pugh, Allison J. (ed.) *Beyond the Cubicle: Job Insecurity, Intimacy, and the Flexible Self*, Oxford: Oxford University Press. [Ebook]

*Chase, Elaine & Walker, Robert (2013) 'The co-construction of shame in the context of poverty: Beyond a threat to the social bond', *Sociology*, 47(4): 739–754.

Connell, Raewyn (2007) *Southern Theory: The Global Dynamics of Knowledge in Social Science*, Cambridge: Polity. Recommended: Chapter 3 'Imagining globalisation'

*DeVecchio Good, Mary-Jo, Hyde, Sandra Teresa, Pinto, Sarah and Good, Byron J. (eds.) (2008) *Postcolonial Disorders*, Berkeley, CA: University of California Press. [Ebook]

*Dorling, Daniel (2011) *Injustice: Why Social Inequality Persists*, Bristol: Policy Press. Recommended: Chapter 4 “‘Exclusion is necessary’: Excluding people from society’ and Chapter 5 “‘Prejudice is natural’: A wider racism’ [Ebook]

*Elliott, Anthony (2014) *Concepts of the Self* (3rd edn), Cambridge: Polity Press. Recommended: Chapter 6 ‘The individualized self: From reinvention to mobile lives’ [Ebook]

*Elliott, Anthony (2016) *Identity Troubles: An Introduction*, London: Routledge. Recommended: Chapter 2 ‘The theory of new individualism’ and Chapter 7 ‘New global elites: On the new individualist arts of escape’ [Ebook]

*Elliott, Anthony and Lemert, Charles (2009) *New Individualism: The Emotional Costs of Globalization* (revised edn), London: Routledge. Recommended: Chapter 3 ‘Living in a privatized world: Coping with globalization’. [Ebook]

*Freeman, Carla (2014) *Entrepreneurial Selves: Neoliberal Respectability and the Making of a Caribbean Middle Class*, Durham, NC: Duke University Press. Recommended: Chapter 1 ‘Barbadian neoliberalism and the rise of a new middle-class entrepreneurialism’

Geva, Dorit (2017) ‘Globalising gender’, in Benzecry, Claudio E., Krause, Monika and Reed, Isaac Ariail (eds.) *Social Theory Now*, Chicago, IL: University of Chicago Press.

*Harvey, David (2005) *A Brief History of Neoliberalism*, Oxford: Oxford University Press. Recommended: Chapter 2 ‘The construction of consent’ [Ebook]

Hee, An Choi (2016) *A Postcolonial Self: Korean Immigrant Theology and Church*, Albany, NY: SUNY Press.

Hills, John (2015) *Good Times, Bad Times: The Welfare Myth of Them and Us*, Bristol: Policy Press.

*Lane, Carrie (2017) ‘Unemployed tech workers’ ambivalent embrace of the flexible ideal’, in Pugh, Allison J. (ed.) *Beyond the Cubicle: Job Insecurity, Intimacy, and the Flexible Self*, Oxford: Oxford University Press.

*McKenzie, Lisa (2015) *Getting By: Estates, Class and Culture in Austerity Britain*, Bristol: Policy Press. Recommended: Chapter 6 “‘The roof is on fire’: Despair, fear and civil unrest’

*Misri, Deepti (2014) *Beyond Partition: Gender, Violence, and Representation in Postcolonial India*, Champaign, IL: University of Illinois Press. ‘Epilogue: The violence of the oppressed’ [Ebook]

*Molé, Noelle (2010) ‘Precarious subjects: Anticipating neoliberalism in northern Italy’s workplace’, *American Anthropologist*, 112(1): 38-53.

*O’Hara, Mary (2015) *Austerity Bites: A Journey to the Sharp End of Cuts in the UK*, Bristol: Policy Press. Recommended: Chapters 4-7 [Ebook]

*Radhakrishnan, R. (1993) 'Postcoloniality and the boundaries of identity', *Callaloo*, 16(4): 750-771.

*Raisborough, Jayne (2016) *Fat Bodies, Health and the Media*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 'Fat and on benefits: The obese turn abese'

Sennett, Richard (1998) *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*, New York: W. W. Norton & Company.

*Shildrick, Tracy & MacDonald, Robert (2013) 'Poverty talk: How people experiencing poverty deny their poverty and why they blame "the poor"', *Sociological Review*, 61: 285-303.

*Skeggs, Beverley & Loveday, Vik (2012) 'Struggles for value: Value practices, injustice, judgment, affect and the idea of class', *British Journal of Sociology*, 63(3): 472-490.

*Standing, Guy (2011) *The Precariat: The New Dangerous Class*, London: Bloomsbury. [Ebook]

*Standing, Guy (2014) *The Precariat Charter*, London: Bloomsbury. Recommended: Chapter 2 'The austerity era' and Chapter 3 'The precariat grows' [Ebook]

*Tyler, Imogen (2015) 'Classificatory struggles: Class, culture and inequality in neoliberal times', *Sociological Review*, 63: 493-511.

*Tyrer, David (2013) *The Politics of Islamophobia: Race, Power and Fantasy*, London: Pluto Press. Recommended: Chapter 5 'Democrat, moderate, Other' [Ebook]

*Wacquant, Loïc (2008) *Urban Outcasts: A Comparative Sociology of Advanced Marginality*, Cambridge: Polity. Recommended: Chapter 1 'The return of the repressed: Riots, 'race' and dualization in three advanced societies'

*Wacquant, Loïc (2010) 'Crafting the neoliberal state: workfare, prisonfare, and social insecurity', *Sociological Forum*, 25(2): 197-220.

Lecture 10 Overview and exam prep

We conclude the module by taking a look back to identify theoretical strands that have run through the different lectures. Please come prepared with any questions you have about particular topics. The second half of the session will focus on exam preparation.

Required reading

Please review the lecture notes and your notes on the readings for Lecture 6-9

Tutorial Guide

The tutorials in this module are an integral part of the module programme and you will be assessed on their content *via* the assessment for this module. The tutorials provide you with an opportunity to participate, discuss, apply, enhance and problematise your knowledge. The amount of knowledge that you gain from the tutorials is dependent upon your preparation, willingness to participate and ability to orally discuss the theoretical issues at hand.

Attendance is compulsory and unauthorized absences will be recorded.

AIMS

- To discuss and critically evaluate theories on self and society
- To enhance students' presentation skills
- To promote and improve students' discursive skills
- To further students' research and reading skills

OBJECTIVES

By the end of the tutorial sessions you should be able to:

- Outline, discuss and critically evaluate specific theories
- Present relevant elements of a specific theory orally, in a coherent and sociologically considered manner
- Express your own views with recourse to (and sometimes rejection of) the literature covered in the programme
- Present arguments
- Answer questions about your chosen essay topic confidently

READINGS

The tutorial readings are the same as for the lectures and are listed below in order to avoid any confusion. You **must** read both required readings before each tutorial session! This is the minimum you will be expected to read. You will be expected to bring to class a 300-word summary of one of the readings each week in order to show to your TA that you have come prepared. These summaries will be peer reviewed by your class mates. If you consistently fail to bring such summaries to class (and in the absence of any mitigating circumstances), there will be a 5% penalty in your final mark for this module. The module outline contains a list of further readings.

Overview of tutorial topics:

- 1) Getting started – discussion of key concepts

- 2) Getting to grips with relationality
- 3) Interacting with other people
- 4) Creating social distinctions
- 5) Understanding the complexity of ethnicity
- 6) The socially shaped body
- 7) Do developments in digital technology lead to superficial selves and relationships?
- 8) Aging selves
- 9) Abject and precarious selves
- 10) Exam preparation

The following guidance gives you an indication of what will be covered in each tutorial to help guide your reading and preparation. Tutorial activities are not necessarily 'set in stone' and your TA may discuss alternative possibilities with you during the semester.

TUTORIAL 1 Getting started – discussion of key concepts

The aim of this tutorial is to develop your critical thinking about sociological ways of conceptualising the self. In particular, the focus of discussion will be on the different ways in which sociologists approach the relationship between self and society.

Required reading

Jenkins, Richard (2008) *Social Identity* (3rd edn), London: Routledge. Read Chapter 2: 'Similarity and difference'

Please read the required readings in preparation for this session, considering the following questions:

- What does Jenkins mean when he says that all human identities are *social* identities?
- What does Jenkins mean by 'difference paradigm'? In what ways does Jenkins agree with this difference paradigm? Which aspects of this paradigm does he disagree with and why?
- Why does Jenkins argue for the importance of similarity in the process of constructing social identities? What is the relationship between similarity and difference in this process?
- Jenkins says that notions of 'belonging' and 'community' are symbolic constructs, but nonetheless enormously consequential (p. 23). What do you think he means by this?

TUTORIAL 2 Getting to grips with relationality

The aim of this tutorial is to understand what a relational approach to self and society entails. This means understanding society as the result of interaction, as well as acknowledging the role played by others in the process of forming a self. We will discuss the consequences of such a relational approach in terms of how sociologists can theorise the relationship between self and society. For example, to what extent are we socially determined or capable of autonomous action?

Tutorial preparation

Ahead of this tutorial, please conduct what Garfinkel called a 'breaching experiment' with a friend or family member (please see May's chapter for an explanation of breaching experiments). This means breaching the norms of social interaction – e.g. when a friend asks you 'How are you?', ask them what exactly they mean by this: your physical health, your mental well-being, etc.

Observe what happens in this interaction, and include a discussion of your breaching experiment in your written report:

- How does your interlocutor react to your responses? What does this reveal about the social norms of interaction? E.g. which norm have you breached?
- How does this feel for you? Why might this be? What does this tell you about your relational self?

Required reading

Crossley, Nick (2006) *Reflexive Embodiment in Contemporary Society*, Maidenhead: Open University Press. Read Chapter 7: 'I, me and the other' [Ebook available through the library website]

May, V. (2013) *Connecting Self to Society: Belonging in a Changing World*, Basingstoke: Palgrave Macmillan. Read Chapter 4 'The relationship between self and society'

Please consider the following questions while reading:

- Describe the process of gaining a sense of self during childhood. Why can the resultant self be called relational?
- Explain in your own words Cooley's 'looking glass self'.
- Explain in your own words what the 'generalized other' is.
- Is there room for autonomy or agency in the relational view of the self? Are we merely acting according to social conventions? Why might our behaviour not be predictable?
- What might have been your primary identifications?
- What are your group identifications? Which of these are ones that you were 'born into'? Does your belonging to different groups feel different? How and why?

TUTORIAL 3 Interacting with other people

The aim of this tutorial is to consider the role that social norms and unwritten rules of social interaction play in how we present ourselves to and interact with other people. We will also be focusing on the issue of 'authenticity' – if we are 'presenting' an acceptable self according to social norms, does this mean we are not being 'authentic'? Is there such a thing as an 'authentic' self?

Tutorial preparation: Observe a public interaction (e.g. on a bus, in a café/restaurant/bar, in the cinema, etc.) and try to make sense of it using Goffman's concepts. Include a discussion of this observation in your written report.

Required readings

- 1) Scott, Susie (2015) *Negotiating Identity: Symbolic Interactionist Approaches to Social Identity*, Cambridge: Polity. Read Chapter 4 'Managing faces: Roles, performance and self-presentation'
- 2) And choose one from the following:
 - a. Donnelly, Christopher M. & Wright, Bradley R. E. (2013) 'Goffman goes to church: Face-saving and the maintenance of collective order in religious services', *Sociological Research Online*, 18(1): 18.
 - b. Scott, Susie (2007) *Shyness and Society: The Illusion of Competence*, Basingstoke: Palgrave Macmillan. Read Chapter 5 'Poise, performance and self-presentation'

Please use Scott's chapter 'Managing faces' to deepen your understanding of Goffman's terminology that is used in the empirical text (by Donnelly and Wright or by Scott)

Use the following questions to guide your reading:

Donnelly and Wright 'Goffman goes to church':

- What does it mean when a person is 'in wrong face or out of face'?
- What are the two processes of face-saving? What types of repair do people attempt under these? Provide examples from Donnelly and Wright's study of religious ceremonies.
- What does Goffman mean by 'offering'?
- What is the role of the 'enforcer'?

Scott 'Poise, performance and self-presentation':

- What does Scott mean when she says that shyness is 'performative' as opposed to something we simply 'have'?

- What is the role of the audience in the social production of shyness?
- How do shy people compare themselves to 'Competent Others', according to Scott?
- In what ways could shyness be seen as an 'authentic' performance?
- What are some of the self-presentation strategies that shy people adopt to conceal their perceived lack of social skills?
- Why might interactional competence be illusory? What similarities can we see between 'shy' people and those who present a 'competent' self?

Tutorial 4 Creating social distinctions

In this tutorial we will explore how social distinctions are created and upheld in practice, and how these are experienced by people. The focus will be on gaining an in-depth understanding of Bourdieu's concepts of habitus, capital and distinction, and being able to apply these to empirical material.

Tutorial preparation: Please bring to class a newspaper article or blog that discusses inequalities (e.g. on 'multiculturalism', 'chavs', same sex marriage or women's rights). In class, you will be asked to critically engage with this piece. Before class, think about what kinds of social distinction and symbolic boundaries are being made visible in the piece. During class, you will be asked to apply Bourdieu's concepts of habitus and capital to your chosen piece.

Required readings

- 3) Jensen, Tracey (2016) 'Social class', Huppatz, Kate, Hawkins, Mary and Matthews, Amie (eds.) *Identity and Belonging*, Basingstoke: Palgrave Macmillan.
- 4) And choose one of the following:
 - c) Archer, Louise (2011) 'Constructing minority ethnic middle-class identity: An exploratory study with parents, pupils and young professionals', *Sociology*, 45(1): 134–151.
 - d) Skeggs, Bev (1997) *Formations of Class and Gender: Becoming Respectable*, London: Sage. Read Chapter 5: '(Dis)identifications of class: On not being working class'

Please use the following questions to guide your reading:

Jensen:

- What are some of the different ways of defining 'social class'?

- Why do some sociologists argue that class is dead?
- Define Bourdieu's concepts habitus, capital and field, and how they related to each other.
- What does the term 'the precariat' refer to?

Archer:

- How do class and ethnicity come together to create social inequalities?
- Who were the focus of Archer's study? Why is it important to understand the experiences of middle-class ethnic minority people?
- Why is it that ethnic minority people are more reluctant than white people to identify themselves as middle class?
- Consider what role that the four forms of capital as identified by Bourdieu play in the research participants' class identifications.
- How might you use Bourdieu's concept of habitus to explain Archer's findings?
- Can you find instances of 'distinction' in operation in how the research participants talk about their experiences of class and ethnicity?

Skeggs:

- How does Skeggs use Bourdieu's four forms of capital to explain her research participants' class position? Why does Skeggs distinguish between 'class position' and 'class identity'?
- How are the research participants trying to improve their capital so as to distance themselves from being working class?
- What role does habitus in the research participants' attempts to distance themselves from being working class?
- Why is being 'respectable' so important to these women? How is respectability classed?
- Could you use Goffman's concept of stigma to explain the disidentifications with class voiced by Skeggs's research participants?

TUTORIAL 5 Understanding the complexity of ethnicity

The discussions in this tutorial will focus on understandings the complexity of ethnicity and experiences of racialisation in the context of post-colonial theorisation and as they intersect with gender and class.

Required readings:

Bradley, Harriet (2016) *Fractured Identities: Changing Patterns of Inequality*, Cambridge: Polity. Read Chapter 6 “Race” and ethnicity: “Travelling in the West”.

Brah, Avtar and Pheonix, Ann (2004) ‘Ain’t I a woman? Revisiting intersectionality’, *Journal of International Women's Studies*, 5(3): 75-86.

Please consider the following questions in relation to the readings:

Bradley:

- What are some of the consequences of colonialism?
- What does Bradley have to say about the hierarchies that exist between different (ethnic) groups?
- What impact has discrimination had on racialized groups in Britain?
- What is meant by post-colonialism?
- Bradley describes ethnic identity as ‘complex and fluid’ (p. 180). What are some of the consequences of this complexity and fluidity in terms of how people experience ethnic identity?

Brah and Phoenix:

- What is meant by ‘intersectionality’?
- Why is it important to analyse ‘simultaneous interlocking oppressions’? Provide empirical examples from Brah and Phoenix’s overview of the research literature.

Tutorial 6 The socially shaped body

In this tutorial, we examine how a person’s social location might be visible in their body and what consequences this might have for that person. We also discuss cultural differences in how embodied selves are viewed and understood.

Required reading

Shilling, Chris (2012) *The Body and Social Theory* (3rd edn), London: Sage. Read Chapter 6 ‘The body and physical capital’

Herzig, Rebecca M. (2015) *Plucked: The History of Hair Removal*, New York: New York University Press. Read Chapter ‘Shaven: “Arm-pit feminists” and women’s liberation’

Please use the following questions to guide your reading:

- Explain in your own words what Bourdieu means by ‘social location’, ‘habitus’ and ‘taste’. Why are these significant when it comes to understanding how bodies are formed?
- What are some of the gendered and classed differences that are visible in bodies? How do these come about?
- Describe in your own words what is meant by ‘body hexis’.

- What is 'physical capital'? What are the key characteristics of physical capital? Why are some forms of physical capital more valued than others? Please think of examples.
- Can you think of professional groups that are involved in defining what the 'legitimate body' should look like?
- What does the example of body hair tell us about the socially constructed nature of gendered bodies?
- What, according to Herzig, explains why women *started* to shave their body hair in the first place? Which broader social shifts were these reasons linked to?
- How did body hair become a political issue? What did body hair signify to second wave feminists in the 1960s and 1970s?

Tutorial 7 Do developments in digital technology lead to superficial selves and relationships?

The aim of this tutorial is to consider whether developments in ICT have led to a fundamental change in the self-society relationship. There exist many widespread assumptions about the negative effect that for example social networking is having on relationships and on the self. During this session, you will be asked to critically engage with such statements.

Required readings

Baym, Nancy K. (2010) *Personal Connections in the Digital Age*, Cambridge: Polity Press. Read Chapter 5 'New relationships, new selves?'

Chambers, Deborah (2013) *Social media and personal relationships: online intimacies and networked friendship*, Basingstoke: Palgrave Macmillan. Recommended: Chapter 4 'Self-presentation online'

The following questions will help guide your reading:

- How might 'impression management' changed, as a result of social networking sites, since Goffman coined the term in the 1950s?
- Please summarise Chambers's discussion of 'the digital other'. What new dimensions do you think that social networking sites add to Mead's conceptualisation of 'the generalised other'?
- How might the audiences of our 'presentations of self' changed thanks to social networking sites?
- Consider what the authors have to say about the claim that our interactions and selves online are superficial or 'less than real'?

- What are the different explanations for why we post personal information online (e.g. on Facebook)? How could you use these to counter the argument that people who post online are merely indulging in narcissism?
- What are the benefits of being able to present a self and interact with others online?
- What concerns do the authors raise in relation to our use of ICTs?

Tutorial 8 - The aim of this tutorial is to consider how we think about our ageing selves

Required reading:

Gubrium, J. and Holstein, J. (2016) Biographical work and the future of the ageing self J. Gubrium, T. Andreassen, P.K. Solvang (Eds.), Reimagining the human service relationship, Columbia University Press, New York

Spector-Mersel, Gabriela (2006) 'Never-aging stories', Journal of Gender Studies, 15(1): 67–82.

Consider the following questions:

Gubrium and Holstein:

- What are the two opposing conceptions of the self the authors outline? What are the challenges with these?
- What do the authors mean by biographical work? How does this concept overcome the challenges of the conceptions of self?
- How does biographical work relate to ageing selves?

Spector-Mersel:

- What is meant by 'social scripts'? In what way are these temporal?
- What is meant by 'social clocks'? Please also think of examples of social clocks that may have shaped your life/identity.
- Why does Spector-Mersel say that Western masculinity scripts are incomplete? What are the consequences of this for older men?

Tutorial 9 Abject and precarious selves

This tutorial aims to sharpen students' understanding of the ways in which globalization and neoliberal capitalism have contributed to 'abjection' and various forms of precarity. We also explore how certain groups of people, such as migrants and the poor, come to be defined as abject and the consequences this has for them.

During the tutorial, you will be provided with textual material to analyse with the help of the critical theories you have read for this session.

Required readings

Tyler, Imogen (2013) *Revolting Subjects: Social Abjection and Resistance in Neoliberal Britain*, London: Zed Books. Read Chapter 7 'The kids are revolting'

Utrata, Jennifer (2017) "‘Relying on myself alone’: Single mothers forging socially necessary selves in neoliberal Russia", in Pugh, Allison J. (ed.) *Beyond the Cubicle: Job Insecurity, Intimacy, and the Flexible Self*, Oxford: Oxford University Press.

Please consider the following questions while reading:

Tyler:

- What is Tyler's critique of the term 'underclass'?
- Tyler refers to the emergence of 'the new government of poverty'. What does she mean by this?
- What is the function of 'moral panics', according to Tyler?
- What does 'neoliberal citizenship' mean?

Utrata:

- What are some of the consequences of the shift from state socialism to market capitalism in Russia?
- In what ways and why is the ensuing insecurity gendered?
- What do you think Utrata means when she talks about 'socially necessary selves'?
- What are the characteristics of these new postsocialist selves as found by Utrata?

Tutorial 10 Exam preparation – mock exam

This final tutorial will consist of an exam preparation exercise. You will be asked to draft an answer to a mock exam question, after which answers will be peer reviewed.

Required reading

Please review the lecture notes and your notes on the readings for Lecture 6-9

Assignments and Assessments

Non-Assessed Assignment Details

One compulsory *non-assessed essay plan* of max 1,000 words (excluding bibliography), using one of the essay topics listed below. Your essay plan must offer detail of the following:

- 1) your essay topic,
- 2) which theorists you intend to use,
- 3) what your central argument will be and how you intend to structure this
- 4) a list of readings you intend to engage with (minimum 6 readings).

Please write this in full sentences – do not submit a list of bullet points.

Failure to complete this assignment will result in 5% of the overall mark for the course being deducted. You must submit your non-assessed essay online via Turnitin by **2pm on Monday 28th February 2019**.

Note: Marks for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course material.

Assessed Coursework Details

One compulsory *assessed essay* of 2,000 words +/-10% excluding bibliography. Submit online via Turnitin by **2pm on Thursday 28th March 2019**.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Essay Questions

Each essay topic should be discussed critically with the help of readings from at least two lectures (minimum 6 readings):

- 1) What does it mean when we say that self and society are relational? Discuss different ways in which the relational nature of the self becomes apparent.
- 2) How do (unwritten) rules or social norms shape the self?
- 3) Individual and collective identities are always constructed not only in terms of similarity and identification, but also in relation to an 'other' that we *dis*-identify with. Discuss in relation to class and/or ethnicity.
- 4) Provide a sociological analysis of how 'difference' becomes 'inequality', using class and/or ethnicity as an example.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 4.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignments are different in nature to exam questions. Similar topics may be covered but to answer the set assignments adequately you will have to cover those topics in a significantly different way. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

Save Your Feedback



- Informal verbal feedback will be given during lectures and in particular during labs.
- Written formative and summative feedback will be given on your assessed coursework, available via TurnItIn/GraderMark on the Blackboard System.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Feedback via TurnItIn/GraderMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;

- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:

<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>

The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

Very High First Class (90-100)

Such answers are **exceptional** and *fully* answer the question demonstrating the attainment of all learning objectives and in adherence to all guidelines. The answer will be expected to show an exceptional level of achievement with respect to the following criteria:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

High First Class (80-89)

Such answers are **outstanding** and provide a *near-full* and well-structured answer to the question and can be expected to indicate an outstanding level of achievement of all of the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- good knowledge of the relevant literature.

First Class (70-79)

Such answers are **excellent** and provide a *largely- full* and well-structured answer to the question and can be expected to indicate excellence in *some or most of* the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are **very good** and provide a generally well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- a good or very good understanding of the material;
- clarity of analysis, of argument and of expression;
- a demonstrable grasp of the relevant literature.

Lower-second Class (50-59)

Such answers are **good** and provide a clear answer to the question. They can be expected to show *most of* the following features:

- a firm understanding of the material;
- clarity of analysis and argument, albeit limited in extent;
- some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its

existence.

Third Class (40-49)

Such answers are **sufficient** and demonstrate a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show some of the following features:

- sparse coverage of the material with several key elements missing;
- unsupported assertions and a lack of clear analysis or argument;
- important errors and inaccuracies.

Fail (30-39)

Such answers are **insufficient** and, while showing some awareness of the area, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone, lacking in coherence, structure and evidence of independent thought.

Bad Fail (20-29)

Such answers are **inadequate** and fail to demonstrate the ability to engage with the question. They demonstrate only the most basic awareness of the area and may contain errors. They will be almost completely lacking in coherence, structure and evidence of independent thought.

Very Bad Fail (10-19)

Such answers are **severely inadequate** and exhibit an almost complete lack of engagement with the area or question.

Extremely Bad Fail (0-9)

Such answers are **profoundly inadequate** and exhibit a complete lack of engagement with the area or question.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20501 Social Thought from the Global South

Semester 1

Credits 20

Convenor: Dr Simin Fadaee

Contents

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2. Course Content
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3. Feedback
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5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s): Dr Simin Fadaee
Room: 4.049 Arthur Lewis
Telephone: Ext. 55958
Email: Simin.fadaee@manchester.ac.uk
Office Hours: Tuesdays 13.00 -14.00, Wednesdays 16.00 -17.00

Administrator: Chantel Riley
UG Office G.001 Arthur Lewis Building; (0161) 2753953;
chantel.riley@manchester.ac.uk

Times and Dates

Lectures: Tuesdays 15:00 – 18:00 Room: Alan Turing G.107
Reading week: **Monday 29th October – Friday 2nd November 2018**
Feedback half-day: Dedicated office hours for discussing assignment feedback will be available on Friday 11th January 2018
Assessed Coursework Submission: **Thursday 29th November**. Submit online. See further details in section 2 below.
Examination Period: 14th January – 25th January 2019
Resit Examination Period: 19th August – 30th August 2019

Assignments and Assessments

- One compulsory non-assessed small group presentation
- One assessed essay worth 50% of the total mark
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

The course unit aims to:

- Illustrate how and why classical and mainstream social theory is Eurocentric and constructed from the point of view of the global North.
- Demonstrate how a systematic engagement with the global South contributes to a more global and inclusive social science.
- Introduce students to the most important theories and social thinkers from the global South.
- Encourage students to critically reflect on the debates and issues raised by social thinkers from the global South.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Learning Outcomes

On completion of this unit successful students will be able to:

- Understand and engage critically with a number of respected and key theorists/issues from the South.
- Assess the relevance of Southern experience for understanding the contemporary world.
- Explore the distinctive contribution of social thoughts from the South for the generation of sociological knowledge.
- Develop a critical approach to social theory and recognise that it is possible to view the social world through different theoretical lenses.
- Develop the ability to compare sociological perspectives across the North-South divide.
- Assess the social and historical context within which theories and concepts develop.

General Course Readings

Required readings are made available electronically via the course website. Most of the other readings are available at the University Main Library. Most readings are specific to particular topics as described in the reading list below. There is no one textbook that is compulsory for this course (as no one book covers all the topics). There are however a few introductory books that will be useful for this course:

Bhambra, Gurminder K. (2014) *Connected Sociologies*. London: Bloomsbury.

Connell, Raewyn (2007) *Southern Theory: The Global Dynamics of Knowledge in Social Science*. Cambridge: Polity.

Dabashi, Hamid (2015) *Can Non-Europeans Think?* London and New York: Zed Books.

de Sousa Santos, B. (2007) (ed) *Another Knowledge is Possible: Beyond Northern Epistemologies*. London: Verso.

Alatas, Syed Farid and Vineeta Sinha (2017) *Sociological Theory Beyond the Canon*. London: Palgrave.

Comaroff, Jean and John L Comaroff (2011) *Theory from the South: Or, How Euro-America is Evolving toward Africa*. Boulder, CO: Paradigm Publishers.

Lectures and Reading List

The course will be divided to two main sections as well as an introduction and a conclusion. The first section will focus on three theories which originated as a collective endeavour of a number of scholars in the South: postcolonialism, subaltern studies and dependency theory. In the second section, our focus will be on the following individual social thinkers from different parts of the global South, their stories and social thoughts: Ibn Khaldun (Tunisia), Paulin Hountondji (Benin), Ernesto Laclau (Argentina), Veena Das (India), and Ali Shariati (Iran).

Lecture 1 Introduction: Social Thought from the Global South in Context

In this introductory session we look at the background context of classical social thought by revisiting how classical social theorists (like Marx, Durkheim and Weber) were reflecting on internal transformations of a particular context i.e. European societies. Hence, they either neglected the rest of the world or engaged with 'the rest' around the topic of 'global difference' which came about as the consequence of the process of colonial expansion. We show why sociology needs to be understood as shaped by imperialism and colonialism and discuss the significance of engaging with the thought of social theorists from formerly colonised and peripheral societies.

Required reading:

Connell, R. (2007) 'Empire and the Creation of a Social Science, Chapter 1 in *Southern Theory: The global dynamics of knowledge in social science*, Cambridge: Polity Press.

Additional readings:

Alatas, S. F. & Sinha, V. (2017) *Sociological Theory beyond the Canon*. London: Palgrave. (Introduction)

Bhambra, G. K. (2014) *Connected sociologies*. London: Bloomsbury Publishing. (Introduction)

Bhambra, G. K., & de Sousa Santos, B. (2017) 'Introduction: Global Challenges for Sociology'. *Sociology* 51 (1): 3-10.

Dabashi, H. (2015) *Can Non-Europeans Think?* London and New York: Zed Books.

de Sousa Santos, B. (2007) (ed) *Another Knowledge is Possible: Beyond Northern Epistemologies*. London: Verso. (Introduction)

Comaroff, J. and Comaroff, J. L. (2011) *Theory from the South: Or, How Euro-America is Evolving toward Africa*. Boulder, CO: Paradigm Publishers. (Chp. 1)

Connell, R. W. (1997) 'Why is Classical Theory Classical?' *American Journal of Sociology* 102(6): 1511-1557.

Connell, R. (2006) 'Northern Theory: The Political Geography of General Social Theory'. *Theory and Society* 35(2): 237-264.

Keim, W., Çelik, E., & Wöhrer, V. (2016). *Global Knowledge Production in the Social Sciences: Made in Circulation*. London: Routledge. (introduction)

Rodríguez, E. G., Boatcă, M., & Costa, S. (2016) *Decolonizing European Sociology: Transdisciplinary Approaches*. London: Routledge. (Introduction)

Lecture 2 Postcolonialism

Postcolonial theory or postcolonialism is the academic study of the legacy of colonialism in ex-colonies. It addresses the historical phenomenon of colonialism i.e. colonial practices and the foundations of dominance and authority in ex-colonies. Moreover, it draws on consequences and main aspects of colonialism and its human consequences after the end of the colonial rule. In this session we introduce some of the main arguments and issues of this theory by referring to the writings of some of the most important figures in the field such as Frantz Fanon, Edward Said and Dipesh Chakrabarty.

Required reading:

Memmi, A (2003) 'Does the Colonial Exist?' Chapter 1 in *The Colonizer and the Colonized*. London: Routledge.

Additional readings:

Ashcroft, B., Griffiths, G., & Tiffin, H. (2013) *Post-Colonial Studies: The Key Concepts*. London: Routledge.

Bhabha, H. K. (2004) *The Location of Culture*. London: Routledge.

Bhambra, G.K. (2007) *Rethinking Modernity: Postcolonialism and the Sociological Imagination*. Basingstoke: Palgrave.

Chakrabarty, D. (2000) *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton, N.J.: Princeton University Press. (Introduction)

Fanon, F. (2001) *The Wretched of the Earth*. London: Penguin.

Gandhi, L. (1998) *Postcolonial Theory: A Critical Introduction*. Edinburgh: Edinburgh University Press.

Loomba, A. (2005) *Colonialism/Postcolonialism*. London: Routledge.

Quayson, A. (2000) *Postcolonialism: Theory, Practice or Process?* Cambridge: Polity Press.

Quinn, R. (2017) *Orientalism*. London: Routledge.

Said, E.W. (2003) *Orientalism*. London: Penguin.

Lecture 3 Subaltern Studies

Subaltern studies first emerged as a series of journal articles published in India by a group of scholars who wanted to reclaim their history. Their main objective was to focus on the history from below and the marginalised rather than the elite. Inspired by the writings of Gramsci the group focused on the category of subaltern in terms of class, caste, gender, race, language and culture and hoped to give the masses back their agency. In other words, proponents of subaltern studies suggested that we need to find alternate sources to locate the voice of the subaltern historically. In this session we provide an overview of the context within which this theory emerged and will particularly discuss the work of two prominent leaders of the subaltern studies group Ranajit Guha and Gayatri Chakravorty Spivak.

Required reading:

Spivak, G.C. (1988) 'Subaltern Studies: Deconstructing Historiography' in Guha, R & Spivak, G.C. (eds) *Selected Subaltern Studies*. Oxford: Oxford University Press.

Additional readings:

Chakrabarty, D. (2002) *Historians of Modernity: Essays in the Wake of Subaltern Studies*. Chicago: University of Chicago Press.

Chakrabarty, D. (2015) 'Subaltern Studies in Retrospect and Reminiscence'. *South Asia: Journal of South Asian Studies* 38(1): 10-18.

Chatterjee, P. (2012) 'After Subaltern Studies'. *Economic and Political Weekly* 47 (35): 44-49.

Guha, R. (1997) *A Subaltern Studies Reader*. Minneapolis: University of Minnesota Press.

Guha, R & Spivak, G.C. (eds) (1988) *Selected Subaltern Studies*. Oxford: Oxford University Press.

Pandey, G. (2009) 'Can there be a Subaltern Middle Class? Notes on African American and Dalit history'. *Public Culture* 21(2), 321-342.

Sivaramakrishnan, K. (1995) Situating the Subaltern: History and Anthropology in the Subaltern Studies Project. *Journal of Historical Sociology* 8(4): 395-429.

Spivak, G.C. (1988) 'Can the Subaltern Speak?' In *Marxism and the Interpretation of Culture*. Nelson, C & Grossberg, L. (eds) Urbana: University of Illinois Press.

Lecture 4 Dependency Theory

Dependency theory emerged in response to modernisation theory and theories of development. It sought to link development to the emergence of capitalism and associated dependency and underdevelopment to the same processes. It was articulated by a group of Latin American scholars who debated the development of Latin American capitalism and offered various explanations for the particular situation of Latin American countries with respect to 'core' capitalist countries. In this session we discuss the main assumptions behind the dependency theory and show how the Guyanese scholar Walter Rodney used this theory to explain how Africa had been consciously exploited by Europeans.

Required reading:

Cardoso, F. H. (1972) 'Dependent Capitalist Development in Latin America'. *New Left Review* 74: 83-95.

Additional readings:

Amin, S. (1976) *Unequal Development: An Essay on the Social Formations of Peripheral Capitalism*. Hassocks: Harvester Press.

Cardoso, F.H. and Faletto, E. (1979) *Dependency and Development in Latin America*. Berkeley: University of California Press.

Dos Santos, T. (1970) 'The Structure of Dependence'. *The American Economic Review* 60(2):231-36.

Evans, P. (1979) *Dependent Development: The Alliance of Multinational, State and Local Capital in Brazil*. Princeton: Princeton University Press.

Kay, C. (1989) *Latin American Theories of Development and Underdevelopment*. London: Routledge.

Lall, S. (1975) 'Is "Dependence" a Useful Concept in Analysing Underdevelopment?' *World Development* 3 (11-12): 799-810.

Prebisch, R. (1962) *The Economic Development of Latin America and its Principal Problems*. New York: United Nations Economic Commission of Latin America.

Rodney, W. (1972) *How Europe Underdeveloped Africa*. London: Bogle-L'Ouverture Publication.

Vincent F. (1996) 'Dependency Theory: An Introduction', in Secondi, G. (ed) *The Development Economics Reader*. London: Routledge.

Wallerstein, I. (1983) *Historical Capitalism*. London: Verso.

Wilber, C.K. (ed) (1973) *The Political Economy of Development and Underdevelopment*. New York: Random House. (especially chapters written by Frank, Baran, Dos Santos, Furtado, Griffin)

Lecture 5 Ibn Khaldun

Ibn Khaldun was a Tunisian historiographer and historian who lived in the fourteenth century. He is recognised by many scholars as the father of sociology. He developed one of the first non-religious philosophies of history in his book *Muqadimmah* which means introduction. In his work Khaldun engaged with subjects such as historical method, geography, culture, economics, finance, public finance, society and state, religion, politics and the social context within which knowledge is imbedded. In this session we introduce those aspects of Khaldun's work which are relevant for sociological theory.

Required reading:

Alatas, S. F. (2017) '*Ibn Khaldun (1332-1406)*' in Alatas, S.F. & Sinha, V. *Sociological Theory beyond the Canon*. London: Palgrave.

Additional readings:

Abdullahi, A. A., & Salawu, B. (2012) 'Ibn Khaldun: A Forgotten Sociologist?' *South African Review of Sociology* 43(3): 24-40.

Alatas, S. F. (2006) 'Ibn Khaldūn and Contemporary Sociology'. *International Sociology* 21(6): 782-795.

Dhaouadi, M. (1990) 'Ibn Khaldun: The Founding Father of Eastern Sociology.' *International Sociology* 5(3): 319-335.

Fromherz, A.J. (2010) *Ibn Khaldun: Life and Times*. Edinburgh: Edinburgh University Press.

Irwin, R. (2018) *Ibn Khaldun: An Intellectual Biography*. Princeton: Princeton University Press.

Khaldun, I. (2015) *The Muqaddimah: An introduction to History*. Princeton, NJ., Princeton University Press.

Lacoste, Y. (1984) *Ibn Khaldun: The Birth of History and the Past of the Third World*. London: Verso.

Rabi, M.M. (1967) *The Political Theory of Ibn Khaldun*. Leiden: Brill.

White, H. V. (1959) 'Ibn Khaldun in World Philosophy of History.' *Comparative Studies in Society and History* 2 (1): 110-125.

Lecture 6 Paulin Hountondji

Although today we have empirical accounts of global patterns in knowledge the conceptual framework of the sociology of knowledge remains Northern centric. In this session we discuss the work of one of the most important scholars whose work has considerably influenced this field. Paulin Hountondji is a Beninese scholar who was educated in the French-speaking schools of the colony of Dahomey (now Benin). His work has been mostly concerned with the nature of African Philosophy and his main foci have been the epistemology of knowledge and ethnophilosophy.

Required reading:

Irele, A. (1996) 'Introduction' in *African Philosophy: Myth & Reality*, Hountondji, P.J. Bloomington: Indiana University Press.

Additional readings:

Bell, R.H. (1998) 'Narrative in African Philosophy'. *Philosophy* 64 (249): 363-379.

Connell, R. (2011) 'Paulin Hountondji's Postcolonial Sociology of Knowledge' Chp. 8 in *Confronting Equality: Gender, Knowledge and Global Change*. Cambridge: Polity.

Hountondji, P.J. (1995). Producing Knowledge in Africa Today the Second Bashorun MKO Abiola Distinguished Lecture. *African Studies Review* 38(3): 1-10.

Hountondji, P.J. (1996) *African Philosophy: Myth & Reality*. Bloomington: Indiana University Press.

Hountondji, P.J. (1997) *Endogenous Knowledge: Research Trails*. Dakar: Codesria.

Hountondji, P.J. (2002) *The Struggle for Meaning: Reflections on Philosophy, Culture and Democracy in Africa*. Athens: Ohio University Press.

Johnson, C. S. (1998) 'Paulin Hountondji, African Philosophy, and Philosophical Methodology'. *The Southern Journal of Philosophy* 36(2):179-195.

Ochieng, O. (2010) 'The African Intellectual: Hountondji and After'. *Radical Philosophy* 164: 25-37.

Lecture 7 Ernesto Laclau

Ernesto Laclau was an Argentine theorist. He is often referred to as the founder of post-Marxism. His ideas about radical democracy and populism has made a huge impact on activists and academics. Laclau's early work was influenced by Neo-Marxist debates of the 1970s and was mostly concerned with dynamics of capitalism, the role of state and revolutions in historical transformations. In his most influential work *Hegemony and Socialist Strategy* (1985) which he co-authored with his partner Chantal Mouffe he questioned Marxist economic determinism and significance of class as the main protagonist of capitalism. Later in his career Laclau focused on topics concerned with emancipation and populism. In this session we introduce

some of the most important aspects of Laclau's theory and discuss their relevance for contemporary progressive politics.

Required reading:

Devenney, M. et al. (2016) 'Ernesto Laclau'. *Contemporary Political Theory* 15: 304-335.

Additional readings:

Critchley, S. & Marchart, O. (eds) (2004) *Laclau: A Critical Reader*. London: Routledge.

Glynos, J., & Stavrakakis, Y. (2010) 'Politics and the Unconscious—An Interview with Ernesto Laclau'. *Subjectivity* 3(3): 231-244.

Kingsbury, D. V. (2016) 'From Populism to Protagonism (and Back?) in Bolivarian Venezuela: Rethinking Ernesto Laclau's on Populist Reason'. *Journal of Latin American Cultural Studies* 25(4): 495-514.

Laclau, E. & Mouffe, C. (1985) *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*. London: Verso.

Laclau, E. (1990) *New Reflections on the Revolution of Our Time*. London: Verso

Laclau, E. (2005) *On Populist Reason*. London: Verso.

Laclau, E. (2007) *Emancipation(s)*. London: Verso.

Norris, A. (2006) 'Ernesto Laclau and the Logic of "the Political"'. *Philosophy & Social Criticism* 32(1): 111-134.

Smith, A. M. (2012) *Laclau and Mouffe: The Radical Democratic Imaginary*. London: Routledge.

Lecture 8 Veena Das

Veena Das is an Indian anthropologist who has critically engaged with the question of Southern theory. Das believes that ethnographic research is possible in one's own society and the key question for her is how to practice anthropology in India. Her areas of specialisation are anthropology of social suffering and violence. India has long been a source of data for Western social theorists. However, Das engages with the debate around the possibility of a social science constructed from an Indian perspective. In this session we will engage with some of her most important contributions to this subject which also includes her critical involvement with the French anthropologist Louis Dumont and his writings on India.

Required reading:

Das, V. (1996) 'The Anthropological Discourse on India: Reason and its Other', Chp. 2 in *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.

Additional readings:

Connell, R. (2007) 'Power, Violence and the Pain of Colonialism' Chp. 8 in *Southern Theory: The Global Dynamics of Knowledge in Social Science*. Cambridge: Polity.

Chatterji, R. (2015) (ed) *Wording the World: Veena Das and Scenes of Inheritance*. New York: Fordham University Press.

Das, V. (ed) (1990) *Mirrors of Violence: Communities, Riots and Survivors in South Asia*. Oxford: Oxford University Press.

Das, V. (2007) *Life and Words: Violence and the Descent into the Ordinary*. Berkeley: University of California Press.

Das, V. (2008) 'Violence, Gender, and Subjectivity'. *Annual Review of Anthropology* 37: 283-299.

Das, V., & Nandy, A. (1985) 'Violence, Victimhood, and the Language of Silence'. *Contributions to Indian Sociology* 19(1): 177-195.

Martin, E. (2007). Review essay: Violence, language, and everyday life. *American ethnologist*, 34(4), 741-745.

Spencer, J. (1992) 'Problems in the Analysis of Communal Violence'. *Contributions to Indian Sociology* 26(2): 261-279.

Lecture 9 Ali Shariati

Ali Shariati was an Iranian sociologist and is widely considered the main ideologue of the 1979 Iranian Revolution. Shariati's main focus was on the sociology of religion. While living in Paris Shariati was influenced by the French intellectual left, Third Worldism and the African anticolonial movement. He sought to revive revolutionary aspects of Shiism and suggested Islam could be a dynamic religion committed to justice and social transformation. In this session we will discuss the intellectual and historical context within which Shariati came to prominence and will examine his most important view points on Islam.

Required reading:

Shariati, A. (1979) 'Approaches to understanding of Islam', chapter 1 in *On the Sociology of Islam*. Berkeley: Mizan Press.

Additional readings:

Abrahamian, E. (1982) 'Ali Shariati: Ideologue of the Iranian Revolution'. *MERIP Reports* 102: 24-28.

Bayat, A. (1990) 'Shariati and Marx: A Critique of an Islamic Critique of Marxism'. *Alif: Journal of Comparative Poetics* 10: 19-41.

Connell, R. (2007) 'Islam and Western Dominance' Chp. 6 in *Southern Theory: The Global Dynamics of Knowledge in Social Science*. Cambridge: Polity.

Dabashi, H. (1993) 'Ali Shari'ati: The Islamic Ideologue Par Excellence' Chp. 2 in *Theology of Discontent: The Ideological Foundation of the Islamic Revolution in Iran*. New York: New York University Place.

Davari, A. (2014) 'A Return to Which Self? Ali Shari'ati and Frantz Fanon on the Political Ethics of Insurrectionary Violence'. *Comparative Studies of South Asia, Africa and the Middle East*: 34(1): 86-105.

Ghamari-Tabrizi, B. (2004) 'Contentious Public Religion: Two Conceptions of Islam in Revolutionary Iran: Ali Shariati and Abdolkarim Soroush'. *International Sociology* 19(4): 504-523.

Shariati, A. (2015) *Marxism and other Western Fallacies: An Islamic Critique*. Berkeley: Mizan Press

Rahnama, A. (2014) *An Islamic Utopian: A Political Biography of Ali Shariati*. London: I.B. Tauris.

Lecture 10 Summary and Conclusion: Towards a Global Sociological Theory?

This session summarises the course and engages with some of the wider themes and debates that it has raised. Please come prepared with any questions you have about particular topics. There will also be time for you to ask questions about the exam.

Workshop Guide

Workshop 1 Social Thought from the Global South in Context

Preparation: Connell, R. (2007) 'Empire and the Creation of a Social Science, Chapter 1 in *Southern Theory: The global dynamics of knowledge in social science*, Cambridge: Polity Press.

Questions to consider:

- Write a brief extract and explain why you have chosen this course.
- To what extent do you think Connell's introductory chapter provides a good explanation for why we need a more global sociology?
- What are the strengths and weaknesses of Connell's arguments? What factors does she leave out?

Workshop 2 Postcolonial Theory

Preparation: Memmi, A (2003) 'Does the Colonial Exist?', Chapter 1 in *The Colonizer and the Colonized*. London: Routledge.

Questions to consider:

- What do you make of Memmi's question 'Does the colonial exist'?
- How does Memmi describe conditions of the colonized in relation to the colonizer? How does this impact the relationship between the colonizer and the colonized in his opinion?
- Can you connect emergence and success of anti-colonial struggles with Memmi's arguments?

Workshop 3 Subaltern Studies

Preparation: Spivak, G.C. (1988) 'Subaltern Studies: Deconstructing Historiography' in Guha, R & Spivak, G.C. (eds) *Selected Subaltern Studies*. Oxford: Oxford University Press:

Questions to consider:

- Why does Spivak criticise the Marxist analysis of Indian colonialism? Are you convinced by her criticism?
- What are the main characteristics of the subaltern studies group?
- What are the political repercussions of the introduction of subaltern studies?

Workshop 4 Dependency Theory

Preparation: Cardoso, F. H. (1972) 'Dependency and Development in Latin America'. *New Left Review* 74: 83-95.

Questions to consider:

- How does Cardoso's analysis of imperialism differ from that of Lenin's?
- What are the political consequences of new forms of dependencies according to Cardoso? Do you agree with his analysis?
- Do you think dependency theory is still relevant?

Workshop 5 Ibn Khaldun

Preparation: Alatas, S. F. (2017) '*Ibn Khaldun (1332-1406)*' in Alatas, S.F. & Sinha, V. *Sociological Theory beyond the Canon*. London: Palgrave.

Questions to consider:

- What is the most important aspect of Khaldun's theory according to you? Why?
- Do you think Ibn Khaldun's concepts can be applied to contemporary setting and societies?
- What are the causes and consequences of Khaldun's marginalisation in sociology and how can developing Ibn Khaldun's sociology influence sociological theory in general?

Workshop 6 Paulin Hountondji

Preparation: 'Irele, A. (1996) 'Introduction' in *African Philosophy: Myth & Reality*, Hountondji, P.J. Bloomington: Indiana University Press.

Questions to consider:

- What are the main issues Irele raise regarding what he calls 'the movement of African reflection'?
- Where do you see the connection between Hountondji's work and Frantz Fanon?
- How do you think Hountondji's work connects with the wider context of social thought in the global South?
- What do you think of ethnophilosophy? Can we talk of African philosophy? Indian philosophy? Chinese philosophy? Or Western philosophy?

Workshop 7 Ernesto Laclau

Preparation: Devenney, M. et al. (2016) 'Ernesto Laclau'. *Contemporary Political Theory* 15: 304-335.

Questions to consider:

- What is the most significant contribution of Laclau to Marxist theory?
- Where do you see the linkage between Laclau's engagement with Latin America's politics and his academic work?
- Which aspect of Laclau's theory could be most useful for activists in the contemporary setting (in the UK, Europe, Latin America or in general)?

Workshop 8 Veena Das

Preparation: Das, V. (1996) 'The Anthropological Discourse on India: Reason and its Other', Chp. 2 in *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.

Questions to consider:

- What is Das' main criticism of the anthropological/sociological discourse on India? How does this relate to the question of Southern theory?
- What do you think about Das' engagement with Dumont's work? Do you find it useful and relevant?
- According to Das what is the role of social sciences in understanding local contexts?

Workshop 9 Ali Shariati

Preparation: Shariati, A. (1979) 'Approaches to understanding of Islam', chapter 1 in *On the Sociology of Islam*. Berkeley: Mizan Press.

Questions to consider:

- Why does Shariati consider Islam a school of thought?
- According to Shariati how can social change happen?
- Do you think Shariati's thoughts can contribute to a deconstruction of the binary of Islam/modernity or Islam/West?

Workshop 10 Conclusion

There is no reading for this workshop. To prepare for this session, please go over your notes for this course and prepare a 3-minute speech in favour of/or against the need for a more global sociological theory.

Assignments and Assessments

Non-Assessed Assignment Details

To successfully complete the course, you must undertake a non-assessed assignment, as detailed below. You must take part in a group presentation on one of the theories/theorists that you chose from lectures 2 to 9. You will have to choose your topic during the first session. Then you connect with the others who present on the same topic and based on the required and additional literature provided for your topic you prepare a group presentation for the workshop allocated to that topic. The presentation should be about **the social scientific merits of the theory/ thinker you have chosen and their relevance for a better understanding of contemporary globalised world and/or their significance for contributing to a more global sociology**. You can also incorporate the guiding questions provided for each workshop into your presentation. Everyone in a group has to present. There will be 5% deduction in your mark for failure to present.

Assessed Coursework Details

There is one assessed essay question (2,000 words) that everybody must answer.

- Q. • Select your favourite theory/theorist from the course and explain why you think it is/they are most convincing/most relevant/most interesting.**

The deadline for the assessed essay is **Thursday 29th November, by 2pm**

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should

include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

Late Submission of Essays and Other Coursework will be penalised.

More information on the Policy on Submission of Work for Summative Assessment on Taught Programmes can be found on the Teaching and Learning Support Office website at:

<http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectionb-thepracticeofassessment/policyonsubmissionofworkforsummativeassessment/>

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases an online Mitigating Circumstances Form must be completed and submitted. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2-hour examination in which you will be required to answer two questions chosen from a selection of a number of questions.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination, you will not be allowed to resit it except in the case of serious mitigating circumstances. If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and workshops for group presentations and group discussions. (You'll need to contribute regularly to group discussions to make the best use of this course.)
- Written formative and summative feedback will be given on your assessed coursework, available via Turnitin/Grademark.
- Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via Turnitin/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left



corner of the feedback screen.

KNOW HOW

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials/workshops
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Workshop Preparation

Workshops are a central part of the course structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from workshops is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Workshop Guide, undertake the required preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.). It is not acceptable to attend a workshop without being fully prepared.

Attendance

You are expected to attend all lectures and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (chantel.riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:



<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology student's work is assessed into different class categories by using the following criteria:

High First Class (75+) Such answers fully answer the question in a coherent manner and can be expected to show excellence with respect to the following criteria:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Knowledge of the relevant literature.

First Class (70-74) Such answers are highly competent and provide a near-full and well-structured answer to the question and can be expected to indicate some of the following qualities:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Good knowledge of the relevant literature.

Upper-second Class (60-69) Such answers are overall competent and provide a generally well-structured answer to the question and can be expected to indicate most of the following qualities:

- A reasonable-to-good understanding of the material
- Clarity of analysis, of argument and of expression
- At least selective knowledge of the relevant literature.

Lower-second Class (50-59) Such answers indicate some understanding of the issues and provide an adequate answer to the question. They can be expected to show most of the following features:

- A basic understanding of the material
- Clarity of analysis and argument, albeit limited in extent
- Some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49) Such answers indicate only a rudimentary understanding of the issues and offer only partial answers to the question. They can be expected to show the following features:

- Sparse coverage of the material with several key topics missing
- Unsupported assertions and little clear analysis or argument
- Important errors and inaccuracies.

Fail (0-39) Such answers, at the upper end, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject, while, at the lower end, they fail to demonstrate the ability to engage with the question at all.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20601 Social Class and Inequality in Britain

Semester 1

Credits 20

Convenor: Professor Andrew Miles

Contents

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2. Course Content
 - A. Aims & Outcomes
 - B. Lectures & Reading List
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3. Feedback
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5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s):	Professor Andrew Miles
Room:	Arthur Lewis Building, 4 th Floor, 4.047
Telephone:	0161 275 3372
Email:	andrew.miles@manchester.ac.uk
Office Hours:	Thursdays 2-3, Fridays 1.30-2.30 (Please book in advance by Email)
Tutor:	Dr. Andrea Lizama Loyola
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Fridays 11am-1pm in Simon Building 4.04
Tutorials:	Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis. Tutorials are on Thursdays and start on 4 October.
Reading week:	Monday 29th October – Friday 2nd November 2018
Feedback half-day:	1pm-5pm on Thursday 13 th December
Non-assessed Coursework Submission:	2pm on Friday 2 nd November
Assessed Coursework Submission:	2pm on Tuesday 22 nd November
Examination Period:	14 th January – 25 th January 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

- One compulsory non-assessed essay plan (10% penalty for non-submission)
- One assessed essay (50% of total mark)
- One two-hour unseen examination at the end of the course (50% of total mark)

Review the following pages for full details of the assignments and assessments required on this course.

Communication

STUDENTS MUST READ THEIR UNIVERSITY E-MAILS REGULARLY, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

- To locate the concept of social class in sociological understandings of socio-cultural change in Britain;
- Critically examine the role of social class in identity formation, inequalities, and the power in contemporary British society;
- Provide theoretical frameworks and empirical materials to allow students to explore class indicators, processes, relationships and phenomena, and the contexts in which they occur.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Course Summary

This course will consider the re-emergence of social class as a primary category of a sociological understanding and analysis and assess its significance for interpreting contemporary inequalities and recent political developments. Set against the backdrop of post-war social and cultural change in Britain, it will begin by tracing the declining salience of class in sociological theory and political discourse before considering the recent development and impact of a more culturally sensitive model of class analysis associated, in particular, with the work of the French sociologist Pierre Bourdieu. This model holds that over the past three decades a new class system has emerged, polarised between a small wealthy elite at the top and a precariat at the bottom, with several more fluid and overlapping groups in between. We will then move on to examine how the key mechanisms of class formation are conceptualised and operationalised by researchers, paying particular attention to debates about social mobility, education and meritocracy. Thirdly it will consider the relationship between lifestyle and classed cultures, the politics of classification, and issues of intersectionality. Finally, the course will look at the particular role of elites in defining class-based spatial inequalities and political alignments in 'Brexit Britain'.

Learning Outcomes

On completion of this unit successful students will be able to:

- understand the recent development of class theory in historical, cultural and political context;
- be able to apply theoretical, empirical and recent historical knowledge to the understanding of contemporary socio-cultural inequalities and power relations
- evaluate different analytical and empirical approaches to studying processes of class formation and identity;
- demonstrate a reflective and critical approach to contemporary debates about culture, class and inequality;

- synthesise and summarise information from a range of sources in order to produce assessed coursework on a topic of their choice;
- demonstrate skills and support the learning of others in group discussion.

Course organisation and approach

This course is organised as follows:

- **Weekly two-hour lecture sessions.** Lectures will provide an overview of some of the main arguments and debates relating to a specific topic. These sessions will often include a workshop element, involving group work and/or practical tasks. Required reading and any workshop preparation must be completed in advance of lectures.
- **Weekly one-hour tutorials.** Tutorials present the opportunity to discuss particular issues and arguments in greater depth. These are organised around required reading(s) and provided questions, and may sometimes involve informal presentations or practical tasks. You should come to tutorials prepared to actively engage in group discussions.

NB. The bulk of your study time on this module will be spent on reading and private study. It is impossible to underestimate the importance of reading as widely as possible: as a general rule, the more you read, the better you are likely to do on this (or any other) unit.

General Course Reading

Where possible, required readings will be made available electronically via the course Blackboard site. All other readings should be available from the University Library. All journal articles and some books listed in this guide are available electronically via the Library.

There is no single textbook for this course. However, the following text is strongly recommended as an important point of departure. The work on which it is based has been central to the renewal of class analysis in the UK and it introduces many, if not all, of the topics we will cover (Blackwell's have ordered multiple copies of this book):

- Savage, M., Cunningham, N., Devine, F., Friedman, S., Laurison, D., Miles, A. Snee, H. and Wakeling, P. (2015). *Social Class in the 21st Century*. London: Pelican.

The following are also good at explaining the development of the field in general and some of the key approaches we will be considering:

- Atkinson, W. (2015). *Class*. Cambridge: Polity. (available online)
- Bottero, W. (2005). *Stratification: Social Division and Inequality*. London: Routledge. (available online)
- Roberts, K. (2011). *Class in Contemporary Britain*. Basingstoke: Palgrave Macmillan.

Lectures and Reading List

Lecture Topics

28 Sept.	Introduction: The rise, decline and return of social class
5 Oct.	Class in theory: From Marx to Bourdieu
12 Oct.	Social mobility and social class
19 Oct.	No more room at the top?: Elites and social closure
26 Oct.	Education, meritocracy and social reproduction
9 Nov.	'Disgusting subjects': Intersections of class, gender and ethnicity
16 Nov.	From Sub-cultures to Neo-tribes?
23 Nov.	Class, space and place
30 Nov.	Class politics and Brexit
7 Dec.	Conclusion and revision

Lecture 1. Introduction: The rise, decline and return of social class

Many have claimed that fundamental economic and social changes since the Second World War have eroded class boundaries and that it is now a tired and redundant concept. This introductory session explores this claim by reviewing the history of concern with, and sociological writing about, social class. It goes on to consider recent arguments that class in contemporary Britain has changed rather than disappeared.

Required reading:

Savage, M. (2016) 'The fall and rise of class analysis in British sociology, 1950-2016', *Tempo Social*, 28 (2): 57-72. Also available at: <http://eprints.lse.ac.uk/68676/>

Bottero W. (2009). 'Class in the 21st century', in Sveinsson KP (ed.) *Who Cares About the White Working Class?* London: Runnymede Trust, 7-15. Available at: <http://www.runnymedetrust.org/uploads/publications/pdfs/WhoCaresAboutTheWhiteWorkingClass-2009.pdf>

Additional reading:

Platt, L. (2011). *Understanding Inequalities: Stratification and Difference*. London: Polity. Chapter 2.

Devine, F. (2004) 'Talking about Class in Britain', in Devine, F. and Waters, M. (eds.) *Social Inequalities in Comparative Perspective*, Oxford: Blackwell, pp. 191-213.

Sutcliffe-Braithwaite, F. (2013). 'Class in the Development of British Labour Party Ideology, 1983–1997', *Archiv für Sozialgeschichte* 53

Bauman, Z., (1998). *Work, consumerism and the new poor*. Milton Keynes, Open University Press.

Savage, M., Cunningham, N., Devine, F., Friedman, S., Laurison, D., Miles, A. Snee, H. and Wakeling, P. (2015). *Social Class in the 21st Century*. London: Pelican. Chapter 1.

Bottero, W. (2005). 'Stratification and Social Distance' in *Stratification: social division and inequality*, Routledge: London, Chapter 1.

Crompton, R. (2008). 'Approaches to Class and Stratification Analysis' in *Class and Stratification* Polity Press: Cambridge, pp 8-24.

Goffman, E. (1951). 'Symbols of Class Status', *British Journal of Sociology*, 2: 294-304.

Devine, F. (1997), 'Towards a classless society?', in Jones, H. (ed), *Towards a Classless Society?*. Manchester: Manchester University Press.

Devine, F. (2009). 'Class', in Flinders, T., Gamble, A., Hay, C. and. Kenny, M. (eds), *The Oxford Handbook of British Politics*, Oxford: Oxford University Press.

Savage, M. (2000). *Class Analysis and Social Transformation*, Milton Keynes, Open University Press. Chapter 3.

Savage, M. (2007). 'Changing Social Class Identities in Post-War Britain: Perspectives from Mass-Observation'. *Sociological Research Online*, 12(3):6.

Scott, J. (1999). 'Class and Stratification' in Payne, G. (ed.), *Social Divisions*, London: Macmillan.

Wright, D. (2010). 'Cultural capital and tastes: the persistence of distinction', in Hall J. and Grindstaff L. (2010) (eds) *Handbook of Cultural Sociology*. London: Routledge.

Roberts, K. (2011). *Class in Contemporary Britain*. Palgrave. London. Chapter 1.

Atkinson, W. (2015). *Class*. Cambridge: Polity. Chapter 1.

Lecture 2. Class in theory: From Marx to Bourdieu

Beginning with Marx and Weber, this lecture summarises the main conceptual approaches to social class and how these have been mobilised by sociologists to define and measure it. In particular, it considers the challenge posed to John Goldthorpe's occupationally rooted NS-SEC class scheme by 'cultural class analysis', an approach based on the work of Pierre Bourdieu, which was recently operationalised by the controversial 'Great British Class Survey'.

Required Reading:

Savage, M., Devine, F., Cunningham, N., Taylor, M., Li, Y., Hjellbrekke, J., Le Roux, B., Friedman, S., Miles, A. (2013), 'A New Model of Social Class: Findings from the BBC's Great British Class Survey Experiment', *Sociology*, 47(2): 219-250.

Additional reading:

Bottero, W. (2005). *Stratification: Social Division and Inequality*. London: Routledge. Chapter 3.

Bottero, W. (2004), 'Class Identities and the Identity of Class', *Sociology*, 38 (5): 985-1003.

Goldthorpe, J. (2007). 'Cultural Capital: Some Critical Observations', *Sociologica* 2:1-22.

Bennett, T., Savage, M., Silva, E., Warde, A., Gayo-Cal, M., Wright, D. (2009). *Culture, Class, Distinction*. Chapters 1 and 14.

The 'Class Debate', in *Sociology*, 48(3): 427-462.

<http://journals.sagepub.com/toc/soca/48/3>

Skeggs, B. (2015), 'Introduction: stratification or exploitation, domination, dispossession, and devaluation?', *The Sociological Review*, 63: 373–392.

Atkinson, W. (2009). *Class, Individualisation and Late Modernity: In Search of the Reflexive Worker*. London: Palgrave.

Savage, M. (2000). *Class Analysis and Social Transformation*. Buckingham: Open University Press. Chapters 1 and 5.

Bourdieu, P. (2010). 'Classes and Classifications', in *Distinction: A Social Critique of the Judgment of Taste*. Polity. London. Chapter 8.

Bourdieu, P. (1986). 'The Forms of Capital', in Richardson, J.G. (ed.), *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood.

Flemmen, M. (2013). 'Putting Bourdieu to work for class analysis: reflections on some recent contributions', *British Journal of Sociology*, 64 (2): 325-343

Savage, M., Warde, A. and Devine, F. (2005). 'Capitals, Assets, and resources: some critical issues', *British Journal of Sociology*, 56: 31-47.

Savage, M., Devine, F., Cunningham, N., Friedman, S., Laurison, D., Miles, A., Snee, H., Taylor, M. (2015), 'On Social Class, Anno 1914', *Sociology*, 49 (6): 1011-1030.

Payne, G. (2013), 'Models of Contemporary Social Class: the Great British Class Survey', *Methodological Innovations Online* 8(1): 3-17.

Roberts, K. (2011). *Class in Contemporary Britain*. P Basingstoke: Palgrave Macmillan. Chapter 2.

Wright, E.O. (1984), 'A general framework for the analysis of class structure', *Politics and Society*, 13: 383-422.

Weininger, E. (2003), 'Foundations of Pierre Bourdieu's Class Analysis', in E.O Wright (ed.), *Approaches to Class Analysis*, Cambridge: Cambridge University Press.

Atkinson, W. (2015). *Class*. Cambridge: Polity. Chapters 3, 4 and 5.

Lecture 3. Social mobility and social class

Social mobility has recently become something of an obsession for policymakers in the UK. Yet it has long been a staple issue for sociologists interested in class and inequality. This session will consider how social mobility interacts with social class. It will look at how mobility is understood, measured and experienced, and assess the claim that there is a social mobility crisis in Britain.

Required Reading:

Goldthorpe, J. (2016), 'Social class mobility in modern Britain: changing structure, constant process', *Journal of the British Academy*, 4: 89–111.

Additional reading:

Savage, M. (2000). *Class Analysis and Social Transformation*, Buckingham: Open University Press. Chapter 4.

Bottero, W. (2005) *Stratification: Social Division and Inequality*. London: Routledge, Chapter 12.

Atkinson, W. (2015). *Class*. Cambridge: Polity. Chapter 6.

Roberts, K. (2011). *Class in Contemporary Britain*. Basingstoke: Palgrave Macmillan. Chapter 8.

Goldthorpe, J. (2012). 'Understanding – and Misunderstanding – Social Mobility in Britain: The Entry of the Economists, the Confusion of Politicians and the Limits of Educational Policy', *Barnett Papers in Social Research*. Department of Social Policy and Intervention, University of Oxford.

Goldthorpe, J. (2007), 'Outline of a Theory of Social Mobility' in *On Sociology. Numbers, Narratives and the Integration of Research and Theory*, Oxford: Oxford University Press. Chapter 11.

Savage M. (1997), 'Social Mobility and the Survey Method. A Critical Analysis', in Bertaux, D. and Thompson, P. (eds), *Pathways to Social Class. A Qualitative Approach to Social Mobility*, London: Transaction Publishers. Chapter 10.

Khan, O. and Shaheen, F. (eds.) (2017). *Minority Report: Race and Class in Post-Brexit Britain*. The Runnymede Trust. Contributions by Li and Platt: pp. 7-13.

Li, Y. and Heath, A (2016), 'Class Matters: A Study of Minority and Majority Social Mobility in Britain, 1982–2011', *American Journal of Sociology*, 122 (1): 162-200.

Miles, A., Savage, M., Bühlmann, F. (2013), 'Telling A Modest Story: accounts of men's upward mobility from the National Child Development Study', *British Journal of Sociology*, 62 (3): 418-441.

Friedman, S. (2015), 'Habitus Clivé and the Emotional Imprint of Social Mobility', *Sociological Review*, 64 (1): 129-147.

Friedman, S. and Savage, M. (2018). 'Time, accumulation and trajectory. Bourdieu and social mobility', in S. Lawler and G. Payne (eds.) *Social mobility for the 21st century: everyone a winner?* Sociological Futures. London: Routledge.

Mallman, M. (2018), Disruption in the working-class family: The early origins of social mobility and habitus clivé, S. Lawler and G. Payne (eds.) *Social mobility for the 21st century: everyone a winner?* Sociological Futures. London: Routledge.

Lecture 4: No more room at the top?: Elites and social closure

The Great British Class Survey project identified the emergence of an 'ordinary' wealth elite in opposition to an impoverished precariat as the dominant feature of Britain's new class landscape at the beginning of the 21st Century. This lecture looks at access to this elite and how 'getting ahead' via social mobility is mediated by cultural background as well as social origin.

Required Reading:

Friedman, S., Laurison, D., Miles, A. (2015), 'Breaking the 'Class Ceiling'? Social Mobility into Britain's Elite Occupations', *Sociological Review*, 63 (2): 259–289.

Additional reading:

Savage, M. (2015), 'Introduction to elites. From the "problematic of the proletariat" to a class analysis of "wealth elite"', *Sociological Review*, 63 (2): 223–239.

Savage, M., Cunningham, N., Devine, F., Friedman, S., Laurison, D., Miles, A. Snee, H. and Wakeling, P. (2015). *Social Class in the 21st Century*. London: Pelican. Chapter 6.

Laurison, D. and Friedman, S. (2016), 'The Class Pay Gap in Higher Professional and Managerial Occupations' *American Sociological Review*, 81 (4): 668-695.

Rivera, L. (2012). 'Hiring as Cultural Matching: The Case of Elite Professional Service Firms', *American Sociological Review* 77(6): 999–1022.

Ashley, L, Sommerlad, H, Duberley, J. and Scholarios, D. (2015), 'A *Qualitative Evaluation of Non-educational Barriers to the Elite Professions*,' London: Social Mobility and Child Poverty Commission.

Ashley, L. and Empson, L. (2012), 'Differentiation and Discrimination: Understanding Social Class and Social Exclusion in Leading Law Firms', *Human Relations*, 66, 2: 219-244.

Cook, A C., James G., Faulconbridge R, and Muzio., D. (2012), 'London's Legal Elite: Recruitment through Cultural Capital and the Reproduction of Social Exclusivity in City Professional Service Fields', *Environment and Planning A*, 44 (7): 1744–62.

Lizardo, O. (2006), 'How cultural tastes shape personal networks', *American Sociological Review*, 71(5): 778-807.

Lareau, A. (2015), 'Cultural Knowledge and Social Inequality', *American Sociological Review*, 80 (1): 1–27.

Macmillan, L, Tyler, C. and Vignoles, A. (2015), 'Who Gets the Top Jobs? The Role of Family Background and Networks in Recent Graduates' Access to High-Status Professions', *Journal of Social Policy*, 44, 3: 487–515.

Friedman, S., O'Brien, D., Laurison, D. (2017), "'Like skydiving without a parachute'": How Class Origin Shapes Occupational Trajectories in British Acting', *Sociology*, Vol. 51(5): 992–1010.

O'Brien, D., Allen, K., Friedman, S., Saha, A (2017), 'Producing and Consuming Inequality: A Cultural Sociology of the Cultural Industries', *Cultural Sociology*, Vol. 11(3): 271–282.

Brook, O., O'Brien, D., and Taylor, M. (2018, September 21), 'Inequality talk: How discourses by senior men reinforce exclusions from creative occupations', <https://doi.org/10.31235/osf.io/y6db7>

Rivera, L. (2015). *Pedigree: How Elite Students Get Elite Jobs*. Princeton: Princeton University Press.

Lecture 5: Education, meritocracy and social reproduction

This session examines the effect of different pathways into and through the education system on life chances and class cultures. It assesses the impact of the unprecedented expansion of the UK higher education system on patterns of social mobility and class inequality and considers the role of independent schools and meritocratic ideologies in the cultivation of new elites.

Required Reading:

Reeves, A, Friedman, S. Rahal, C. Flemmen, M. (2017), 'The Decline and Persistence of the Old Boy: Private Schools and Elite Recruitment 1897-2016', *American Sociological Review*, 82 (6) 1139-1166.

Additional reading:

- Wakeling, P. and Savage, M. (2015), 'Entry to elite positions and the stratification of higher education in Britain', *Sociological Review*, 63 (2): 290–320.
- Savage, M., Cunningham, N., Devine, F., Friedman, S., Laurison, D., Miles, A. Snee, H. and Wakeling, P. (2015). *Social Class in the 21st Century*. London: Pelican. Chapter 7.
- Bourdieu P. and Passeron, J-C. (1990). *Reproduction in Education, Society, and Culture*. New York: Sage.
- Sullivan, A. 2002. 'Bourdieu and Education: How Useful is Bourdieu's Theory for Researchers?', *Netherlands Journal of Social Sciences* 38 (2): 144–166.
- Khan, S. (2015), 'The Counter-Cyclical Character of the Elite', in Morgan, G, Hirsch, P, Quack, S. (eds.), *Elites on Trial (Research in the Sociology of Organizations*, Vol. 43) Bingley: Emerald Group Publishing Limited.
- Khan, S. (2010). *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton: Princeton University Press. Introduction and Chapters 1 and 5.
- Bond, M. (2012), 'The Bases of Elite Social Behaviour: Patterns of Club Affiliation among Members of the House of Lords', *Sociology* 46(4): 613–32.
- Ingram, N. (2011), 'Within school and beyond the gate: the complexities of being educationally successful and working class', *Sociology*, 45 (2): 287-302.
- Littler, J. (2018) *Against Meritocracy. Culture, Power and Myths of Mobility*. London: Routledge. Chapters 1 and 3.
- Iannelli, C. (2013), 'The role of the school curriculum in social mobility', *British Journal of Sociology of Education*, 34:5-6, 907-928.
- Reay, D., Crozier, J. and Clayton, J. (2009) 'Strangers in Paradise: Working Class Students in Elite Universities', *Sociology* 43(6): 1103-21.
- Reay, D. (2006). 'The zombie stalking English schools: social class and educational inequality', *British Journal of Educational Studies*, 54(3): 288–307.
- Reay, D. (2017). *Miseducation. Inequality, education and the working classes*. Bristol: Policy Press. Chapters 3, 4, 5, 6.
- Bradley, H. (2018), 'Moving on up? Social mobility, class and higher education', in S. Lawler and G. Payne (eds.) *Social mobility for the 21st century: everyone a winner?* Sociological Futures. London: Routledge.
- Bradley, H. (2013). *The Paired Peers Project Year 3 Report*, University of Bristol.
- Bathmaker, A., Ingram, N. and Waller, J. (2013) 'Higher education, social class and the mobilisation of capitals: recognising and playing the game', *British Journal of Sociology of Education*, 34 (5-6): 723-743.
- Hanley, L. (2017). *Respectable: crossing the class divide*. London: Penguin.

Lecture 6. 'Disgusting subjects': Intersections of class, gender and ethnicity

This lecture will consider how far gender and ethnic inequalities - usually treated as distinct forms of disadvantage – intersect with social class. It will look in particular at the ways in which new forms of snobbery create a double disadvantage for women and members of ethnic minorities who are from working-class backgrounds.

Required reading:

Anthias, F. (2012), 'Hierarchies of social location, class and intersectionality: Towards a translocational frame', *International Sociology* 28, (1): 121-138.

Jarness, V. and Friedman, S. (2016), "'I'm not a snob, but...". Class boundaries and the downplaying of difference', *Poetics*, 61:14-25.

Additional Reading:

Mears, A. (2015), 'Girls as Elite Distinction: The Appropriation of Bodily Capital', *Poetics*, 53: 22–37.

Rivera, L. and Tilcsik, A. (2016), 'Class Advantage, Commitment Penalty: The Interplay of Social Class and Gender in an Elite Labor Market', *American Sociological Review*, 81: 1097-1131.

Rivera, L. (2017), 'When Two Bodies Are (Not) a Problem: Gender and Relationship Status Discrimination in Academic Hiring', *American Sociological Review*, 82: 1111-1138.

McKenzie, L. (2013), 'Narratives from a Nottingham council estate: a story of white working-class mothers with mixed-race children', *Ethnic and Racial Studies*, 36 (8)1342-1358.

Khan, O. and Shaheen, F. (eds.) (2017). *Minority Report: Race and Class in Post-Brexit Britain*. The Runnymede Trust. Contributions by Virdee, Savage, Bhattacharyya, Shaheen and O'Hagan, Khan: pp. 14-27.

Friedman, S. and O'Brien, D. (2017), 'Resistance and Resignation: Responses to Typecasting in British Acting', *Cultural Sociology*, 11 (3) 359-377.

Rollock, N., Vincent, C., Gillborn, D., Ball, S. (2013), "'Middle class by Profession": Class status and identification amongst the Black middle classes', *Ethnicities*, 13(3): 253-275.

Lawler S. (1999), 'Getting Out and Getting Away: Women's Narratives of Class Mobility', *Feminist Review* 63 (3): 3-24.

Hayward, K. and Yar, M. (2006), 'The 'chav' phenomenon: Consumption, media and the construction of a new underclass', *Crime, Media, Culture*, 2: 9-28.

Jones, O. (2010). *Chavs: The Demonization of the Working Class*. London: Verso.

Lockyer, S. (2010), 'Dynamics of social class contempt in contemporary British television comedy', *Social Semiotics* 20 (2): 121- 138.

Reay D (2002), 'Shaun's Story: Troubling discourses of white working-class masculinities', *Gender and Education*, 14(3): 221-234.

Lawler, S. (2005), 'Disgusted subjects: the making of middle-class identities', *Sociological Review*, 53(3), 429-446.

Skeggs, B. (2004). *Class, Self, Culture*. London: Routledge. Chapter 3.

Skeggs, B. (1997). *Formations of Class and Gender*. London: Sage.

Willis, P. (1977). *Learning to Labour*. New York: Columbia University Press.

Lecture 7. From Subcultures to Neo-tribes?

This session will explore the constitution of postwar youth subcultures - such as Mods and Rockers, and Punks - as forms of class identity and political resistance. It will go on to consider arguments that these have been superseded in contemporary society by post subcultural lifestyle groups whose identities are transient, fluid and socially neutral.

Required reading:

Bennett, A. (1999), 'Subcultures or Neo-tribes? Rethinking the relationship between Youth, Style and Musical Taste', *Sociology*, 33 (3): 599-617.

Additional reading:

Schiermer, B. (2014), 'Late-Modern Hipsters: New Tendencies in Popular Culture', *Acta Sociologica* 57: 167-181.

Thornton, S. (1995), *Club Cultures: Music, Media and Subcultural Capital*. Cambridge: Polity Press. Chapter 3.

Legrand, E. (2018), 'Representing The Middle-Class 'Hipster': Emerging Modes Of Distinction, Generational Oppositions And Gentrification', *European Journal Of Cultural Studies*, 1-17.

Prieur, A., & Savage, M. (2013), 'Emerging forms of cultural capital', *European Societies*, 15(2), 246-267.

Hesmondhalgh, D. (2005), 'Subcultures, Scenes or Tribes? None of the Above', *Journal of Youth Studies*, 8:(1) 21-40.

Friedman, S., Savage, M., Hanquinet, L., Miles, A. (2015), 'Cultural sociology and new forms of distinction', *Poetics*, 53: 1-8

Clarke, G. (1990), 'Defending Ski-Jumpers: A Critique of Theories of Youth Subcultures', in Frith, S. and A. Goodwin (eds.) *On Record: Rock, Pop and the Written Word*. London: Routledge.

Clarke, J., Hall, S., Jefferson, T., Roberts, B. (1976), 'Subcultures, Cultures and Class: A Theoretical Overview', in Hall, S. and Jefferson, T. (eds.), *Resistance Through Rituals: Youth Subcultures in Post-War Britain*. London: Hutchinson.

Clarke, J. (1976). 'The Skinheads and the Magical Recovery of Community', in Hall, S. and Jefferson, T. (eds.), *Resistance Through Rituals: Youth Subcultures in Post-War Britain*. London: Hutchinson.

Cohen, S. (1987). *Folk Devils and Moral Panic: The Creation of the Mods and Rockers*. Oxford: Blackwell.

Hebdige, D. (1979). *Subculture: The Meaning of Style*. London: Routledge.

Hetherington, K. (1992), 'Stonehenge and Its Festival: Spaces of Consumption', in Shields, R. (ed.) *Lifestyle Shopping: The Subject of Consumption*. London: Routledge.

Malbon, B. (1998), 'Clubbing: Consumption, Identity and the Spatial Practices of Everyday Life', in Skelton, T. and Valentine, G. (eds.), *Cool Places: Geographies of Youth Culture*. London: Routledge.

McRobbie, A. (1980), 'Settling Accounts with Subcultures: A Feminist Critique', in Frith, S. and Goodwin, A. (eds.), *On Record: Rock, Pop and the Written Word*. London: Routledge.

Muggleton, D. (1997), 'The Postsubculturalist', in Redhead, S. et al (eds.), *The*

Clubcultures Reader: Readings in Popular Cultural Studies. Oxford: Blackwell.

Polhemus, T. (1997), 'In the Supermarket of Style', in Redhead, S. et al (eds.), *The Clubcultures Reader: Readings in Popular Cultural Studies*. Oxford: Blackwell.

Redhead, S. 1993 (ed.). *Rave Off: Politics and Deviance in Contemporary Youth Culture*. Aldershot: Avebury.

Sweetman, P. (2004), 'Tourists and Travellers? "Subcultures", Reflexive Identities and Neo-tribal Society', in Bennett, A. and Kahn-Harris, K. (eds.), *After Subculture: Critical Studies in Contemporary Youth Culture*. Basingstoke: Palgrave, Macmillan.

Lecture 8. Class, space, place

Class is spatial. We recognise geographies of advantage and disadvantage and associate places with particular class stereotypes. This lecture discusses how and why classifications of space and place have shifted in focus and become more loaded. In particular it explains how London has become a 'vortex' of the new elite formation, before considering the effects of local urban boundary drawing around process of gentrification and elective belonging.

Required reading:

Cunningham, N. and Savage, M. (2015), 'The secret garden? Elite metropolitan geographies in the contemporary UK', *The Sociological Review*, Vol. 63: 321–348

Additional reading:

Bridge, G. (2006), 'Perspectives on Cultural capital and the Neighbourhood,' *Urban Studies*, 4 (4): 719–730.

Butler, T. (2003), 'Living in the Bubble. Gentrification and its "others" in North London', *Urban Studies*, 40(12): 2469–2486.

Edensor, T. (2008), 'Mundane hauntings: commuting through the phantasmagoric working-class spaces of Manchester, England', *Cultural Geographies*, 15: 313–333.

Jeffery, B (2018). "I probably would never move, but ideally like I'd love to move this week": class and residential experience, beyond elective belonging, *Sociology*, 52 (2): 245–261.

Savage, M. (2014), 'Cultural capital and elective belonging: a British case study', in D. Thomă, C. Henning, & H. Schmid (eds.), *Social capital, social identities: From ownership to belonging*. Berlin: De Gruyter.

Savage, M., Bagnall, G., & Longhurst, B. (2005). *Globalisation and belonging*. London: Sage. Chapters 1, 2, 5.

Mckenzie, L (2015) *Getting By: Estates, Class and Culture in Austerity Britain*. Bristol: Policy Press.

Miles (2016) 'Telling tales of participation: exploring the interplay of time and territory in cultural boundary work using participation narratives', *Cultural Trends*, 25:3: 182–193.

Paton, K (2014) *Gentrification. A working-class perspective*. Farnham. Ashgate.

Lecture 9. Class politics and Brexit

This lecture addresses the question of how classed cultures affect politics, beginning with the longstanding debate about whether class matters for politics at all in 'post-modern' times. We then turn to the specific question of the relationship between class position and political participation in the context of Brexit and the ideological polarisation of the contemporary political landscape.

Required reading:

Weakliem, D. and Adams, J. (2011), 'What do we mean by class politics', *Politics and Society*, 39 (4): 475-495.

Savage, M. and Cunningham, N. (2016). 'Why inequality matters: the lessons of Brexit', Social Science Research Council's 'Items': <http://items.ssrc.org/why-inequality-matters-the-lessons-of-brexit/>

Additional readings:

Mackenzie, L. (2017), 'The Class Politics of Prejudice: Brexit and the land of No-hope and Glory', *British Journal of Sociology*, 68 (S1): 265-280.

Bourdieu, P. (1985). *Distinction*. Chapter 8, 'Culture and Politics'.

Goodhart, D. (2017). *The Road to Somewhere. The New Tribes Shaping British Politics*. London: Penguin. Chapters 1, 2, 9.

Cunningham, N., Miles, A. and Leguina, A. (2018), "'The Ghosts of Class': Space, Waste and Hope in the Ex-Industrial North', in Dodsworth, F. and Walford, A. (eds.), *A World Laid Waste? Responding to the Social, Cultural and Political Consequences of Globalisation*, New York: Routledge.

Flemmen, M. and Savage, M. (2017), 'The politics of nationalism and white racism in the UK', *British Journal of Sociology*, 68 (S1): 233-264.

Laurison, D. (2015), 'The right to speak: differences in political engagement among the British elite', *The Sociological Review*, 63 (2).

Evans, G. and Tilley, J. (2017). *The New Politics of Class. The Political Exclusion of the British Working Class*. Oxford: Oxford University Press. Chapters 7, 8, 9, 10.

Evans, G. and Tilley, J. (2017), 'The New Politics of Class after the 2017 General Election', *The Political Quarterly*, Vol. 88 (4).

Savage, M. (2012), 'Class, culture and politics' in Amenta, E. Nash K, and Scott, A (eds.), *The Wiley Blackwell Companion to Political Sociology*, Chichester: Wiley.

Birch, S., Gottfried, G., Lodge, G. (2013), 'Divided Democracy: Political Inequality in the UK and Why It Matters', Institute for Public Policy Research . Available at:

<https://www.ippr.org/publications/divided-democracy-political-inequality-in-the-uk-and-why-it-matters>

Kaufman, E. (2016). 'It's NOT the economy, stupid: Brexit as a story of personal values', LSE Blogs 7 July. Available at:

<http://blogs.lse.ac.uk/politicsandpolicy/personal-values-brexit-vote/>

Goodwin, M. and Heath, O. (2016), 'The 2016 referendum, Brexit and the left behind: an aggregate-level analysis of the result', *The Political Quarterly*, 8(3): 323-32.

Dorling, D. (2016), *Brexit: the decision of a divided county*.

Available at: www.dannydorling.org/?p=5568

Evans, G. and Mellon, J. (2016), 'Social class identity, awareness and political attitudes: why are we still working class?' *British Social Attitudes*, 33. Available at: www.bsa.natcen.ac.uk/latest-report/british-social-attitudes-33/social-class.aspx?ga=1.4084208.1794201168.1428527967

Bourdieu, P. (1979), 'Public Opinion Does Not Exist', in Mattelart, A. and Siegelau, S. (eds), *Communication and Class Struggle*, IG/IMMRC. Vol 1:124–30.

Wing, T. and Goldthorpe, J. (2007), 'Class and Status: The Conceptual Distinction and Its Empirical Relevance', *American Sociological Review* 72 (4): 512–32.

Lee, N., Morris, K., Kemeny, K. (2018), 'Immobility and the Brexit Vote', *Cambridge Journal of Regions, Economy and Society*, 11: 143–163.

Tutorial Guide

The following guidance gives you an indication of what will be covered in each tutorial to help guide your reading and preparation. Tutorial activities are not necessarily 'set in stone' and your TA may discuss alternative possibilities with you during the semester.

Tutorial for Lecture 1:

Preparation required:

Devine, F. (2004), 'Talking about Class in Britain', in Devine, F. and Waters, M. (eds.) *Social Inequalities in Comparative Perspective*, Oxford: Blackwell, pp. 191-213.

Tutorial Tasks:

All to bring in an example of current media reporting on an issue involving social class and inequality.

What do these reports reflect about the way that the relationship between class and inequality is understood today?

Tutorial for Lecture 2:

Preparation required:

From the list of additional readings under Lecture 2 above, read one of the articles critiquing the GBCS (i.e. by Bradley, Mills, Rollock or Dorling) in the 'Class Debate', in *Sociology*, 2014. Alternatively, read one of the following articles: Bottero 2004, Payne 2013, Flemmen 2013 or Goldthorpe 2007.

Tutorial Tasks:

Fill in the BBC Great British Class Survey (posted on Blackboard).

Do you feel that the BBC's class calculator adequately reflects your class position?

How important do you think cultural capital and social capital - as against occupation and economic capital - are to your social position?

Tutorial for Lecture 3:

Preparation required:

Read: Miles, A., Savage, M., Buhlmann, F. (2013), 'Telling A Modest Story: accounts of men's upward mobility from the National Child Development Study' *British Journal of Sociology*, 62, 3: 418-441.

Tutorial Tasks:

What is social mobility and what has it got to do with social class?

What are the main trends in social mobility in Britain since 1945 and how do we account for them?

How far do objective measures and subjective understandings of mobility align?

Tutorial for Lecture 4:

Preparation required:

Read: Friedman, S., O'Brien, D., Laurison, D. (2017), "Like skydiving without a parachute": How Class Origin Shapes Occupational Trajectories in British Acting', *Sociology*, 51(5): 992–1010.

Tutorial Tasks:

What is the class ceiling and why does it exist?

Why might restrictions on access to and progress in cultural occupations be particularly significant in reinforcing inequalities?

Tutorial for Lecture 5:

Preparation required:

Read: Reay, D., Crozier, J. and Clayton, J. (2009), 'Strangers in Paradise: Working Class Students in Elite Universities', *Sociology* 43(6): 1103-21

Tutorial Tasks:

In what ways does the experience of school and university education differ between social classes?

What are the challenges of upward social mobility through the education system?

Tutorial for Lecture 6:

Preparation required:

Read: McKenzie, L. (2013), 'Narratives from a Nottingham council estate: a story of white working-class mothers with mixed-race children', *Ethnic and Racial Studies*, 36:8, 1342-1358

Tutorial Tasks:

What are the main characteristics of the 'new snobbery'?

How far and in what ways do gender and ethnic inequalities reinforce or undermine social class?

Tutorial for Lecture 7:

Preparation required:

Read:

Friedman, S., Savage, M., Hanquinet, L., Miles, A. (2015), 'Cultural sociology and new forms of distinction', *Poetics*, 53: 1-8.

Legrand, E. (2018), 'Representing The Middle-Class 'Hipster': Emerging Modes Of Distinction, Generational Oppositions And Gentrification', *European Journal Of Cultural Studies*, 1-17.

Tutorial Tasks:

Does the concept of emerging cultural capital hold any water?

Does contemporary youth culture suggest that age is more important than class in accounting for tastes and lifestyles?

Tutorial for Lecture 8:

Preparation required:

Read: Jeffery, B. (2018). 'I probably would never move, but ideally like I'd love to move this week': class and residential experience, beyond elective belonging. *Sociology*, 52 (2), 245-261

Tutorial Tasks:

Is the concept of the North-South divide now redundant?

What is elective belonging and in what ways is it secured at the expense of the prescribed belonging of the marginalised?

What role does the creative city play in the spatialisation of class?

Tutorial for Lecture 9.

Preparation required:

Read: Mackenzie, L. (2017), 'The Class Politics of Prejudice: Brexit and the land of No-hope and Glory', *British Journal of Sociology* 68 (S1): 265-280.

Tutorial Tasks:

Why do better-off people tend to participate more in politics than the relatively disadvantaged?

How far can the Brexit vote be explained in terms of social class?

Tutorial for Lecture 10.

Preparation required:

Course revision

Tutorial Task:

Examination practice

Assignments and Assessments

Non-Assessed Assignment Details

Each week students are asked to read in advance the material suggested for the tutorials, and to answer related questions during the tutorials.

Students are expected to submit a compulsory non assessed essay plan (of between 500-750 words) on Turnitin on **Friday 2nd November by 2pm**. Please prepare your plan consisting of the following elements:

- Your chosen essay title (see list below);
- A short summary of your proposed overall argument;
- A series of bullet points outlining your proposed structure;
- A list, in the required bibliographic format, of at least five academic references which you intend to use in your essay, with a sentence describing how each reference will contribute to your essay.

There will be a 10% penalty for non-submission of this essay plan.

Feedback on the plan will be given by your TA in a scheduled feedback session.

Note: Feedback for compulsory non-assessed work should not be considered a 'predicted grade' for the course overall. The feedback provided is to allow you to judge your understanding of the course material.

Assessed Coursework Details

The assessment for this module will be 50% essay and 50% exam.

Your assessed essay should be 2,000 words in length (+/- 10%).

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

There will be a feedback half day in the final week of term (on Thursday 13th December), where students will receive oral feedback on essay.

Assessed Essay Questions

Please answer one of the following questions:

1. Critically assess whether the Great British Class Survey's new model of class represents a better way of understanding and measuring social class than the National Statistics Socio-economic Classification (NS-SEC) scheme?

2. What is social mobility and what role does it play in processes of inequality and class formation in 21st-Century Britain?
3. 'The class ceiling in cultural work is particularly significant for reinforcing wider societal inequalities.' Discuss.
4. How in a meritocratic system are contemporary UK elites able to maintain their advantages?
5. Evaluate the contention that the UK University system creates 'different worlds for different social classes'.
6. How far and why do gender or ethnic inequalities undermine or reinforce social class divisions?

Assessed Essay Submission

Deadline: 2pm on Tuesday 22nd November.

Your essay must be typed, double-spaced in a reasonable font (e.g. 12 point in Times New Roman or Arial).

Essays should be **submitted online** via Blackboard on Turnitin by deadline day and time given above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances online Form must be completed. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2-hour examination in which you will be required to answer two questions from a selection of 5.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and in particular during labs.
- Written formative and summative feedback will be given on your assessed coursework, available via TurnItIn/Gradermark on the Blackboard System.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.



KNOW HOW

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here:

<http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:
<http://libassets.manchester.ac.uk/ml/e/avoiding-plagiarism>



The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here:
<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:
<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*,

at:

<http://libassets.manchester.ac.uk/ml/e/introducing-referencing/>



KNOW HOW

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

High First Class (75+) Such answers fully answer the question in a coherent manner and can be expected to show excellence with respect to the following criteria:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Knowledge of the relevant literature.

First Class (70-74) Such answers are highly competent and provide a near-full and well-structured answer to the question and can be expected to indicate some of the following qualities:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Good knowledge of the relevant literature.

Upper-second Class (60-69) Such answers are overall competent and provide a generally well-structured answer to the question and can be expected to indicate most of the following qualities:

- A reasonable-to-good understanding of the material
- Clarity of analysis, of argument and of expression
- At least selective knowledge of the relevant literature.

Lower-second Class (50-59) Such answers indicate some understanding of the issues and provide an adequate answer to the question. They can be expected to show most of the following features:

- A basic understanding of the material
- Clarity of analysis and argument, albeit limited in extent
- Some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49) Such answers indicate only a rudimentary understanding of the issues and offer only partial answers to the question. They can be expected to show the following features:

- Sparse coverage of the material with several key topics missing
- Unsupported assertions and little clear analysis or argument
- Important errors and inaccuracies.

First and Second Years: Compensatable Fail (30-39)

Such answers fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone and lack coherence. NB – it is not possible to get a compensated pass for

compulsory course on your degree programme. There is also a limit to the number of compensated fails allowed in a single year. Please see your Programme Handbook for details.

First and Second Years: Uncompensatable Fail (0-29)

Such answers fail to demonstrate the ability to engage with the question.

Third years: Fail (0-39) Such answers, at the upper end, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject, while, at the lower end, they fail to demonstrate the ability to engage with the question at all.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20891 Gender, Sexuality and Culture

Semester 1

Credits 20

Convenor: Dr Petra Nordqvist

Contents

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2. Course Content
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5. Referencing & Plagiarism
6. Assessment Criteria
7. Essay Tips & Reading Strategies

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer:	Petra Nordqvist
Room:	Arthur Lewis 3.032
Telephone:	(0161 27) 50626
Email:	petra.nordqvist@manchester.ac.uk
Office Hours:	Tuesdays 13.00-15.00
Tutors:	Charlotte Branchu charlotte.branchu@manchester.ac.uk
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	Isaac Ali Siles isaac.silesbarcenas@postgrad.manchester.ac.uk
Administrator:	Chantel Riley; chantel.riley@manchester.ac.uk
	UG Office G.001 Arthur Lewis Building; (0161 27) 53953

Times and Dates

Lectures:	Tuesdays, 10.00-12.00, Schuster Blackett Theatre
Tutorials:	Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis.
Reading week:	Monday 29th October – Friday 2nd November 2018
Feedback half-day:	Wednesday 12th December, 12.00-16.00
Assessed Coursework Submission:	Assessed essay: Thursday 8 th November, 2pm via Blackboard
Examination Period:	14 th January – 25 th January 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

- One assessed presentation (5 minute talk plus visual aids to be handed in) worth 15% of the mark
- Coursework essay 1500 words worth 35% of the mark
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark
- Evidence of tutorial preparation (up to 500 words) for every tutorial week 2 – week 9 inclusive (failure to do so will result in a penalty deduction of 1% from your overall course mark per week, up to a maximum of 5%)

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

The course explores gender, sex and sexuality in society, and how they can be theorised. The course begins by looking at basic concepts of gender, and if it can be considered an 'essential' and inherent category within a person. We discuss what terms like 'essentialism', 'determinism' and 'social constructionism' means in terms of gender (lecture 1). These are discussions that appear throughout the module and that are relevant for understanding and theorising both gender and sexuality. In weeks 2-5 of the module we focus on gender in particular and in weeks 6-9 we focus more specifically on sexuality, although the overlaps between the two will be highlighted throughout. In week 2, we explore relations of sex and gender in society and the development of feminism and feminist theory. We thereafter go on to explore how sex and gender relations also need to be understood as shaped through race and class divisions (lecture 3). Next we will look at gendered

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

'regimes' in society and how masculinities and femininities operate and are socially constructed in everyday life (week 4). In week five we go on to looking specifically at how gender relations operate in media and in culture more broadly. Constructions of gender are intimately interlinked with constructions of sexualities, and in week 6, we shall begin to explore the historical development of expert knowledge about sex, gender and sexuality or 'sex science' (known as 'sexology'), and also consider some psychoanalytic theories about the development of gendered and sexual identities. After this, the work of Michel Foucault on the 'historical' construction of sexuality, and how experts have played a part in constructing such knowledge (week 7). We will then examine theories of gender/sexuality that have roots in 1960/70s 'liberation' politics, especially the lesbian/gay movement (week 8). In the same week we go on to critically explore forms of politics based on identities such as 'woman' or 'gay'. We assess the implications of Foucauldian and feminist understandings of 'difference' and focus in particular on queer theory, and the critique thereof. In week 9 we focus on experiences that cross gendered and sexual boundaries, in particular trans and intersex. The final session (lecture 10) and final tutorial **are crucial because they recap key theories and concepts in a way that is designed to maximise your success in the end of course examination.**

Learning Outcomes

On completion of this unit successful students will be able to:

- Apply their knowledge of sociological theory of gender and sexuality, including for example feminist theory and queer theory, to enable them to recognise the nature of sociological questions in this field.
- Appreciate, understand and interpret the complexity of the role of gender and sexuality in society, including conducting sociological analysis of diverse aspects of gender and sexuality, for example, how they interact with class and racial regimes and shape media and culture.
- Reason critically about the development of gender and sexuality and analyse how they shape social relations. This for example through the critical study of identity politics, and issues related to transgender and intersex.
- Develop a coherent analysis of a substantive topic, e.g. the intersections of gender and class, or the construction and history of sexuality.
- Develop skills in communication and presentation and engage constructively and effectively with others through workshop participation and especially the assessed presentations
- Interpret and critically evaluate evidence about society, gender and sexuality using a variety of sources

General Course Readings

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:

Beasley C (2003) *Gender and Sexuality. Critical Theories: Critical Thinkers*, London: Sage. [Available online via Library Catalogue]

Connell R. and Pearse R. (2014) *Gender: In World Perspective*, Cambridge: Polity [Available online via Library Catalogue]

Cranny-Francis A et al (eds) (2003) *Gender Studies: Terms and Debates*, London: Palgrave.

Jackson, S. and Scott, S. (2010) *Theorizing Sexuality*, Maidenhead: McCraw-Hill. [Available online via Library Catalogue]

Robinson, V and Richardson, D. (eds) (2015) *Introducing Gender and Women's Studies* (fourth edition), Basingstoke: Palgrave Macmillan.

Weeks, J. (2009) *Sexuality*. London: Routledge. [Available online via Library Catalogue]

For the broader theoretical context in which gender and sexuality should be understood, see:

Heaphy, B. (2007) *Late Modernity and Social Change: Reconstructing Social and Personal Life*, London: Routledge (especially chapters on identity and relationships). [Available online via Library Catalogue]

Module at a glance

Weekly outline of the lecture topics and key dates

Week	Lecture	Date	Lecture title	Tutorial
1	Lecture 1	25 Sept	Gender and sexuality: key terms and concepts	Tutorial 1
2	Lecture 2	2 Oct	Gender and feminisms	Tutorial 2
3	Lecture 3	9 Oct	Gender, race and class	Tutorial 3
4	Lecture 4	16 Oct	Masculinities and femininities	Tutorial 4
5	Lecture 5	23 Oct	Gender, media and culture Guest speaker: Neta Yodovich	Tutorial 5
6	Reading week – no lecture or tutorials			
7	Lecture 6	6 Nov	Sexualities: sex science and psychoanalysis Guest lecture: Dr James Hodgson	Tutorial 6
8	Lecture 7	14 Nov3	Foucault and 'the history of sexuality'	Tutorial 7
9	Lecture 8	20 Nov	Sexual identities and queer theory	Tutorial 8
10	Lecture 9	27 Nov	Trans and intersex	Tutorial 9
11	Lecture 10	4 Dec	Course review oriented towards exam prep	Tutorial 10
Feedback half-day Wednesday 12th of December 12-16				

Lecture 1: Gender and sexuality: key terms and concepts

This lecture will introduce the key themes and topics covered on the module. The teaching and assessment strategy will be explained. It will involve definitions of various concepts relating to gender and sexuality and begin to unpack what Weeks describes as the 'natural fallacy'. To what extent are the characteristics of masculinity and femininity linked to inborn or biological imperatives or to what extent do the markers of gender vary over time and across diverse cultural contexts? Is sexuality innate or socially constructed or a combination of the two? Can we separate gender from sex, or are they always interlinked? These debates will be framed in the context of 'essentialism' (innateness or unvarying human qualities or essences) and 'social constructionism' (the product of social structures, discourse and social interaction).

Required reading

Connell R. and Pearse R. (2014) *Gender: In World Perspective*, Cambridge: Polity ('Chapter 1. The question of gender') [Available online via Library Catalogue]

Additional reading (replace in full in BB)

- *Beasley C (2005) *Gender and Sexuality. Critical Theories: Critical Thinkers*, London: Sage. 'Chapter 1. Gender and feminism: an overview' (and more chapters in this collection are relevant)
- Bradley, H. (2007) *Gender* Cambridge: Polity Press
- Cranny-Francis, A. et al. (2003) 'Chapter 1: Ways of Talking', in *Gender Studies: Terms and Debates* London: Palgrave
- *Fuss, D (1989) *Essentially Speaking: Feminism, Nature and Difference* London: Routledge. Chapter 1 'The risk of essence', pp. 1-22.
- Hawkes, G. and Scott, J. (2005) *Perspectives in Human Sexuality*. Oxford: Oxford University Press
- Heaphy, B. (2007) *Late Modernity and Social Change: Reconstructing Social and Personal Life*. London: Routledge. [Available online via Library Catalogue]
- Jackson, M. (1987) 'Facts of Life' or the eroticization of women's oppression? Sexology and the Social Construction of Heterosexuality' pp. 52-81 in Caplan, P. (ed.) *The Cultural Construction of Sexuality* London: Routledge.
- *Jackson, S. and Scott, S. (2010) *Theorizing Sexuality*. Maidenhead: McCraw-Hill, Open University Press. Chapter 1: 'From Kinsey to queer and beyond' (pp. 5-23) [Book available online via Library Catalogue]
- Jackson, S. and Scott, S (eds.) (2002) *Gender: A Sociological Reader*. London: Routledge.
- Jackson, S. and Scott, S, eds. (1996) *Feminism and Sexuality: a Reader*. Especially Part 1 'Essentialism and social constructionism' – see Ch 1.5 'The social construction of female sexuality' by S Jackson, pp. 62-73.
- Jurik, N. and Siemsen, C. (2009) "Doing gender' as canon or agenda: A symposium on West and Zimmerman', *Gender and Society*, 23 (1): 72-75 (See this text for references to responses to West and Zimmerman's 1987 paper)

- Kessler, S. and McKenna, W. (1978) *Gender. An Ethnomethodological Account*. Chicago: University of Chicago Press. Chapter 5. 'Gender Construction in Everyday Life' and Chapter 6: Transsexualism; Toward a Theory of Gender.
- Kimmel, M., S. & Plante, R., F. (2004) *Sexualities: Identities, Behaviours & Society*. Oxford: Oxford University Press.
- Mac an Ghaill, M & Haywood, C. (2007) *Gender, Culture & Society: Contemporary Femininities and Masculinities*. London: Palgrave Macmillan.
- Ortner, S. (1974) 'Is female to male as nature is to culture?' In M. Z. Rosaldo and L. Lamphere (eds), *Woman, culture, and society*. Stanford, CA: Stanford University Press, pp. 68-87. [Available online through the library catalogue]
- Powell, A. and Sang, K. (2015) 'Everyday experiences of sexism in male-dominated professions: A Bourdieusian perspective', *Sociology*, 49(5): 919-936
- Richardson, D. (2015) 'Conceptualising Gender', in Robinson, V. and Richardson, D. (eds) *Introducing Gender and Women's Studies* (fourth edition), Basingstoke: Palgrave Macmillan. Chapter 1, pp. 3-22.
- Weeks, J. (1986/2010) *Sexuality*. London: Routledge.
- *West, C. and Zimmerman, D.H. (1987) 'Doing gender'. *Gender and Society*, 1(2): 125-151.
- Williams, C. L. and Stein, A. (eds) (2001) *Sexuality and Gender (Blackwell readers in sociology)*. Blackwell.
- Woodward, K and Woodward, S. (2009). *Why Feminism Matters: Lost and Found*. Basingstoke: Palgrave Macmillan

Lecture 2: Gender and feminisms

The women's liberation/feminist movements that emerged in the 1960s and 70s represented a critical moment for gender relations - and the gender order - in Western societies. They provided a crucial context in which new ideas about gender in/equality, gender difference and gender power were developed and articulated. This lecture considers feminist ideas/theories that aimed to address the questions raised by women's liberation. It will focus on feminist theories that explore gender differences in terms of overarching structures - such as 'patriarchy'. It considers the insights that these theories provide into: (i) the construction of gender differences and (ii) sexuality as a form of power. We will explore the idea that 'institutionalised' heterosexuality, pornography and sexual violence play a crucial part in women's subordination. We also explore how feminism has developed since the 1970s, particularly by looking at postmodern feminist thought, and also postfeminism.

Required reading

Jackson, S and Scott, S. (2010) *Theorising Sexuality*, Maidenhead: Open University Press. 'Chapter 4. Is heterosexuality still compulsory?' pp. 74-100

Additional reading

Aune, K and Holyoak, R. (2018) 'Navigating the third wave: Contemporary UK feminist activists and 'third-wave feminism'', *Feminist Theory*, 19(2): 183-203

- Beasley, C (2003) *Gender and Sexuality: Critical Theories, Critical Thinkers* London: Sage
- Dunne, G. (1997) *Lesbian Lifestyles*. Basingstoke: Macmillan. Chapter 1: 'Researching 'non-heterosexual women: Theoretical and methodological issues', pp. 1-37 (read especially pp. 11-20).
- Dworkin, A. 'Pornography', in Evans, M. (ed.) (1994) *The Woman Question* 2nd edition London: Sage
- Evans, A. and Riley, S. (2014) *Technologies of Sexiness: Sex, identity and consumer culture*. Oxford: Oxford University Press.
- Evans, A., Riley, S. and Shankar, A. (2010) 'Technologies of Sexiness: Theorizing Women's Engagement in the Sexualization of Culture', *Feminism & Psychology*, 20(1): 114-131
- *Holland, J., Ramazanoglu, C., Sharpe, S. and Thomson, R. (1998) *The Male in the Head: Young People, heterosexuality and Power*. London: the Tufnell Press. Read Chapter 2: Positioning Ourselves, Representing Others (pp. 14-30); Chapter 4 'Learning about sex: The gendering of sexual knowledge; Chapter 6: When bodies come together: Power, control and desire' and Chapter 9 'The male in the head' (pp. 171-191).
- *Humm, M. (1992) *Feminisms: A Reader* Hemel Hempstead: Harvester Wheatsheaf. "Chapter 3: Second Wave Feminism" pp.53-86
- *Jackson, S. (1996/1998) 'Heterosexuality and Feminist Theory' in Richardson, D. *Theorising Heterosexuality* Open University Press.
- Jackson, S. (1999) *Heterosexuality in Question* London: Sage.
- Jackson, S. (2015) 'Families, domesticities and intimacy: Changing relationships in changing times', Chapter 10 (pp. 169-187) in V. Robinson, V and D. Richardson (eds) (2015) *Introducing Gender and Women's Studies*. Fourth edition. Basingstoke: Palgrave Macmillan.
- Jackson, S. and Scott, S. (1996) *Feminism and Sexuality: A Reader* Edinburgh: Edinburgh University Press.
- *Kessler, S. and McKenna, W. (1978) *Gender. An Ethnomethodological Account*. Chicago: University of Chicago Press. Chapter 5. 'Gender Construction in Everyday Life' and Chapter 6: Transsexualism; Toward a Theory of Gender.
- McKinnon, C. (1992) 'Sexuality', in Crowley, H. and Himmelweit, S. (eds). *Knowing Women: Feminism and Knowledge* Buckingham: Open University Press (pp.114-116).
- Millet, K. (2000) *Sexual Politics* University of Illinois Press.
- Murphy, M. (2016) 'Hiding in Plain sight: The production of heteronormativity in medical education', *Journal of Contemporary Ethnography*, 45(3): 256-289
- Rich, A. (1992) 'Compulsory heterosexuality and lesbian existence' in Humm, M. *Feminisms: A Reader*, Hemel Hempstead: Harvester Wheatsheaf.
- *Richardson, D. (1997) 'Sexuality and Feminism' (pp. 152-174) in Robinson, V. and Richardson, D. (eds.) *Introducing Women's Studies* Basingstoke: Macmillan.
- Richardson, D. (ed.) (1996/1998) *Theorising Heterosexuality* Buckingham: Open University Press.
- *Segal, L. (1990) 'Chapter 9: The Belly of the Beast(II): Explaining Male Violence', in Segal, L. *Slow Motion: Changing Masculinities, Changing Men* London: Vigaro.
- Segal, L. (2000) *Why Feminism?* Colombia University Press.

- Smart, C. 'Theory into Practice: The Problem of Pornography' In Evans, M. (1994) *The Woman Question*. 2nd edition London: Sage.
- Thomas, E.J., Stelzl, M. and M.N. Lafrance (2017) 'Faking to finish: Women's accounts of feigning sexual pleasure to end unwanted sex', *Sexualities*, 20(3): 281-301.
- Tomlinson, B. (2018) 'Category anxiety and the invisible white woman: Managing intersectionality at the scene of argument', *Feminist Theory*, 19(2): 145-164
- Tong, R. (1989) *Feminist Thought- A Comprehensive Introduction* Unwin Hyman - Chapter 4- Radical feminism –Gender and Sexuality.
- Walby, S. (1990) *Theorizing Patriarchy* Oxford: Blackwell. Chapter 5 –Sexuality
- *West, C. and Zimmerman, D.H. (1987) 'Doing gender'. *Gender and Society*, 1(2): 125-151.

On postfeminism

- Egan, D.R. (2013) 'Lost objects: feminism, sexualisation and melancholia', *Feminist Theory* 14(3): 265-74 [doi: 10.1177/1464700113499843]
- Gill, R. (2007) 'Postfeminist media culture: elements of a sensibility', *European Journal of Cultural Studies* 10(2): 147-66 [doi: 10.1177/1367549407075898]
- Gill, R. (2007) *Gender and the Media*. Cambridge: Polity Press.
- Hansen, K.A. (2015) 'Empowered or objectified? Personal narrative and audiovisual aesthetics in Beyoncé's Partition', *Popular Music and Society*, online first (2015) [doi: 10.1080/03007766.2015.1104906]
- McRobbie, A. (2008) *The Aftermath of Feminism: Gender, Culture and Social Change*. London: Sage.
- McRobbie, Angela (2015) 'Notes on the Perfect: Competitive Femininity in Neoliberal Times'. *Feminist Media Studies*, 30(83): 3–20
- Pomerantz, S. and Raby, R. (2017) *Smart girls: Success, school, and the myth of post-feminism*. Oakland, CA: University of California Press.
- Redfern, C. and Aune, K. (2010) *Reclaiming the F Word: The New Feminist Movement*. London: Zed.
- Tasker, Y. and Negra, D. (eds) (2007) *Interrogating Postfeminism: Gender and the Politics of Popular Culture*. London: Duke University Press

Post post-feminism: #MeToo

- Mendes, K., Ringrose, J. and Keller, J. (2018) '#MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism', *European Journal of Women's Studies*, 25(2):236-246
- Zarkov, D. and Davis, K. (2018) Ambiguities and dilemmas around #MeToo: #ForHow Long and #WhereTo?', *European Journal of Women's Studies*, 25(1):3-9

Lecture 3: Gender, race and class

This lecture will consider the problems associated with assuming that it is possible to talk about 'men' and 'women' as one group, without appreciating that there are

differences within these groups. In this lecture we will explore how differences between women in terms of race and class, specifically, raises questions for feminist theory and feminist politics. Reading some key texts, we shall also explore how assumptions about 'women' as a group are often underpinned by specifically classed and racialised experiences. We shall highlight the importance of understanding how inequalities based on gender, race and class intersect in social life.

Required reading

Collins, P.H. (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. London: Routledge. Chapter 2: Distinguishing Features of Black Feminist Thought", pp.21-43

And

Tyler, I. and Bennett, B. (2010) "‘Celebrity chav’: fame, femininity and social class", *European Journal of Cultural Studies* 13:3

Additional reading

Amos, V and Parmar, P (1984) Challenging Imperial feminism, *Feminist Review*, 17, Autumn, 3-19. (also in Mirza, H. S. (ed.) *Black British Feminism*)

Aziz, R. (1992) 'Feminism and the Challenge of Racism: Deviance or difference?' in Crowley, H. and Himmelweit, S. (eds.) *Knowing Woman: Feminism and Knowledge*, Cambridge: Polity/Open University Press

*Beasley C (2005) *Gender and Sexuality: Critical Theories; Critical Thinkers*. Chapter 6 - Differences: Feminism and Race/Ethnicity/Imperialism (REI)- Hooks to Spivak, pp. 73-85. London: Sage. [Book available online via the UoM library catalogue]

*Brah, A. (1996) *Cartographies of Diaspora. Contesting Identities*. London: Routledge. See Chapter 5 'Difference, diversity, differentiation' (pp. 95-127).

Broad, K. L. (2002) 'Gay Lesbian and Bisexual and Trans? Gender/Sexuality Movements and Transgender Collective Identity (De)constructions', *International Journal of Sexuality and Gender Studies* 7(4): 241–64.

*Byrne, B. *White Lives: the Interplay of 'Race', Class and Gender in Everyday Life*. Routledge, London, 2006. See Chapter 1 'Knowing 'whiteness'', pp. 1-14.

Carby, H (1982) "White Woman Listen! Black Feminism and the Boundaries of Sisterhood" in Houston A. Baker, Jr., Manthia Diawara, and Ruth H. Lindeborg, (eds.) *Black British Cultural Studies: A Reader* Chicago: U of Chicago Press

*Collins, P.H. (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*, London: Routledge. 'Chapter 2. Distinguishing features of Black feminist thought', pp.21-43

Crenshaw, K.W. (1991) 'Mapping the margins: intersectionality, identity politics and violence against women of colour', *Stanford Law Review* 43:1241-1299

Flax, J. (1995) 'Postmodernism and gender relations in feminist theory' in Blair, M. and Holland, J. (eds.) *Identity and Diversity: gender and the experience of education* Buckingham: Open University Press. [also in Nicholson, L. J. (ed) (1990) Routledge].

- *Frankenberg, R. (1993) *White Women, Race Matters: The Social Construction of Whiteness* London: Routledge (esp. 'Introduction: Points of Origin, Points of Departure'), pp. 1-22
- Heaphy, B. (2007) *Late Modernity and Social Change: Reconstructing Social and Personal Life*. London: Routledge. [Available online through the library catalogue]
- Hill Collins, P (2000) *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (2nd ed.). London: Routledge.
- *hooks, b (1986) *Feminist Theory: from Margin to Center*. Boston, MA: South End Press. Hooks focuses on the intersections of class, gender and race.
- hooks, b. (1981) *Ain't I a Woman: Black Women and Feminism*. London: Pluto.
- Humm, M. (1992) 'Second wave feminism' (pp. 53-83). *Feminisms: A Reader*. Hemel Hempstead: Harvester Wheatsheaf.
- Kosnick, K. (2014) *Postmigrant Club Cultures in Urban Europe*. New York: Peter Lang AG. [Online access available through the library catalogue]
- Lawler, S. (2005) 'Disgusted subjects: The making of middle-class identities', *the Sociological Review*, pp. 429-446
- *Lindemann, G. (1997) 'The Body of Gender Difference'. In Davis, Kathy, ed. *Embodied Practices: Feminist Perspectives on the Body*. London: Sage Publications
- *Lorde, A. (1984) *Sister outsider: Essays and Speeches by Audre Lorde*. Berkeley/Toronto: Crossing Press. See 'An open letter to Mary Daly' (pp. 66-71). [Multiple copies available in the HD section in the library]
- Lorde, A., (1992) "Age, Race, Class, and Sex: Women Redefining Difference" in Crowley, H. and Himmelweit, S. (Eds.) *Knowing Women: Feminism and Knowledge* Oxford: Oxford UP
- Lovenduski, J. Randall, V. (1993) *Contemporary feminist politics: Women and Power in Britain*. Oxford: Oxford University Press. Chapter 3.
- *McClintock, A. (1995) *Imperial Leather. Race, Gender and Sexuality in the Colonial Contest*. London: Routledge. See chapter 'Introduction: Postcolonialism and the angel of progress' (pp. 1-17) and Chapter 3 'Imperial Leather: Race, cross-dressing and the cult of domesticity' (pp. 132-180). [Available as e-book through the library catalogue]
- McKenzie, L. (2015) *Getting By. Estates, Class and Culture in Austerity Britain*. Bristol: Policy Press.
- Mirza, H. (1997) *Black British Feminism* London: Routledge – see introduction.
- Reay, D (1998) Rethinking Social Class: Qualitative Perspectives on Class and Gender, *Sociology*, 32:2.
- Reay, D. (1997) Feminist theory, habitus and social class: Disrupting notions of classlessness, *Women's Studies International Forum*, 20: 225-233.
- *Reed, K. (2015) 'Racing the feminist agenda: Exploring the intersections between race, ethnicity and gender', chapter 8 (pp. 133-149) in V. Robinson and D. Richardson (eds) *Introducing Gender and Women's Studies*. Fourth edition. Basingstoke: Palgrave Macmillan.
- Saeed, T. (2018) *Islamophobia and Securitization. Religion, Ethnicity and the Female Voice*. Palgrave Macmillan. See Chapter 'Securitizing the Muslim Female: Islamophobia and the Hidden Terrorist' (pp. 57-83)

- *Skeggs, B. (1997) *Formations of Class and Gender: Becoming Respectable*. London: Sage. Chapter 3 'Historical legacies: Respectability and interpretation' (pp. 17-40) and Chapter 7 'Becoming respectably heterosexual' (pp. 118-138).
- Skeggs, B. (2001) 'The toilet paper: Femininity, class and mis-recognition', *Women's Studies International Forum*, 24 (3-4): 295-307
- *Skeggs, B. (2005) 'The Making of Class and Gender through Visualizing Moral Subject Formation', *Sociology*, 39(5): 965-98
- Spelman, E. (1990) *Inessential Woman: Problems of Exclusion in Feminist Thought* (particularly Chapter 5)
- Taylor, Y. (2007) *Working Class Lesbian Life: Classed Outsiders*, Basingstoke: Palgrave/Macmillan. (N.B. Yvette Taylor focuses on the intersections between class, gender and sexuality)
- Taylor, Y. (2010) (ed.) *Classed Intersections: Spaces, Selves, Knowledges*, Farnham: Ashgate Publishing Ltd.
- Taylor, Y. (2011) *Fitting into Place?* Farnham: Ashgate Publishing Ltd.
- Tomlinson, B. (2018) 'Category anxiety and the invisible white woman: Managing intersectionality at the scene of argument', *Feminist Theory*, 19(2): 145-164

On body modification, identity class and 'race'/ethnicity:

- Bourdieu, P. (1984 [2010]) *Distinction: A Social Critique of the Judgement of Taste*. Trans. Richard Nice. Abingdon: Routledge Classics.
- Crenshaw, K. (1989). 'Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics', *The University of Chicago Legal Forum*, 140: 139-167
- Fahs, B. (2011) 'Dreaded "Otherness": Heteronormative Patrolling in Women's Body Hair Rebellions', *Gender & Society*, 25/4: 451-472
- Holliday, R. and Elfvig-Hwang, J. (2012) 'Gender, Globalization and Aesthetic Surgery in South Korea', *Body and Society*, 18/2: 58-81
- Kaw, E. (1993) 'Medicalization of Racial Features: Asian American Women and Cosmetic Surgery', *Medical Anthropology Quarterly*, 7/1: 74-89
- McRobbie, Angela. 2004. 'Notes on "What Not to Wear" and Post-Feminist Symbolic Violence', *Sociological Review*, 52/2: 97-109
- Lawler, S. (2005) 'Disgusted Subjects: The Making of Middle-Class Identities', *The Sociological Review*, 53/3: 429-446
- Lawler, S. (2005) 'Introduction: Class, Culture and Identity', *Sociology*, 39/5: 797-806
- Lawler, S. (2008). *Identity: Sociological Perspectives*. Cambridge: Polity Press.
- Rice, C. (2002). 'Between Body and Culture: Beauty, Ability and Growing Up Female'. In Dhruvarajan, Vanaja and Vickers, Jill, eds. *Gender, Race, and Nation: A Global Perspective*. Toronto: University of Toronto Press: 147-183.
- Shildrick, M. (1999) 'This Body Which is Not One: Dealing with Differences', *Body and Society*, 5/2-3: 77-92
- Skeggs, B. (2004) *Class, Self, Culture*. London: Routledge.
- Tarlo, E. (2010) *Visibly Muslim: Fashion, Politics, Faith*. Oxford: Berg.
- Toerien, M. and Wilkinson, S. (2003). 'Gender and Body Hair: Constructing the Feminine Woman', *Women's Studies International Forum*, 26/4: 333-344

'Madam Satã' film screening - some specific readings:

- Green, J. N. (2001) 'Beyond carnival: Male homosexuality in twentieth-century Brazil', Chicago: University of Chicago Press. Chapter 3 'Control and cure: The medicolegal response, pp.107-146.
- Parker, R. (1995) "Changing Brazilian constructions of homosexuality." in *Latin American Male Homosexualities* by Stephen. O. Murray (ed), pp 241-255. Albuquerque: University of New Mexico Press.

Lecture 4: Masculinities/femininities

This lecture will consider theoretical and empirical work on the production of contemporary masculinities and femininities. It will introduce Connell's framework for understanding masculinities and femininities as dynamic and changing gender projects. We will explore how the concepts 'gender regimes', 'hegemonic masculinity' and 'emphasized femininity' can be employed to explore the material, social, cultural and institutional dynamics that shape diverse masculinities and femininities. In doing so, we will consider empirical studies on 'doing' gender *and* sexuality in the workplace and everyday life.

Required reading

- Frosh, S. Pheonix, A., and Pattman, R. (2002) *Young Masculinities: Understanding Boys in Contemporary Society*, Basingstoke: Palgrave. 'Chapter 3. Hegemonic masculinities'

And

- Pascoe, C.J and Bridges, T. (2016) *Exploring Masculinities: Identity, inequality, continuity and change*. Oxford: Oxford University Press. Chapter 'Introduction – exploring masculinities: history, reproduction, hegemony, and dislocation', pp. 1-34

Additional reading

- Adkins, L. (1995) *Gendered Work: Sexuality, Family and the Labour Market*, Buckingham: Open University Press. Chapter 1 'Introduction', pp. 1-20.
- Anderson, E. and Bullingham, R. (2013) 'Openly lesbian team sport athletes in an era of decreasing homophobia', *International Review for the Sociology of Sport*, 50(6): 647–660
- Barry, B. (2018) '(Re)fashioning masculinity: Social identity and context in men's hybrid masculinities through dress', *Gender and Society*, 32(5): 638-662
- Bradley, H. (2007) *Gender* Cambridge: Polity Press (Chapter 1 'What's in a name', pp. 14-32, and also pp. 44-48).
- Cockburn, C. (1991) *In the Way of Women: Men's Resistance to Sex Equality in Organisations* Basingstoke: Macmillan.

- Collier, R (2002) *Masculinities*, Review Essay, *Sociology*, 26(3): 737-742.
- Collinson, D. and Hearn, J. (1996) 'Men at Work: Multiple Masculinities, Multiple Workplaces' in Mac an Ghaill (ed.) *Understanding Masculinities* Buckingham: OUP.
- *Connell, R. W. (1995) *Masculinities*. (Chapter 3 'The social organization of masculinity')
- Connell, R. W. and Messerschmidt, J. (2005) 'Hegemonic masculinity: rethinking the concept', *Gender & Society*, 19: 829-859
- Delamont, S. (2001) *Changing Women, Unchanged Men?* Buckingham: Open University Press (OUP)
- *Halford, S. and Leonard, P. (2006) *Negotiating Gendered Identities at Work*. Basingstoke: Palgrave Macmillan.
- Halford, S. and Leonard, P. (1996) *Gender, Power and Organisations: an Introduction* Basingstoke: Palgrave Macmillan.
- Haywood, C. and Mac an Ghaill, M. (1997) 'A Man in the Making: Sexual Masculinities within changing training cultures', *The Sociological review*, 27(2): 261-72
- *Hochschild, A. (1983) *The Managed Heart: The Commercialisation of Human Feeling* Berkeley: University of California Press.
- Hochschild, A. (2003) *Commercialization of Intimate Life*. California: University of California Press. [Available in High Demand section in the library]
- Kimmel, M. S. (2005) *The Gender of Desire*. State University of New York Press.
- Lovenduski, J. and Randall V. (1993) 'The women's movement and the politics of equality at work', in *Contemporary feminist politics: women and power in Britain* Oxford: Oxford University Press.
- MacAnGhaill, M. ed. (1996) *Understanding Masculinities* Buckingham: Open University Press. London: Routledge.
- McCormack, M. (2012) *The Declining Significance of Homophobia. How Teenage Boys are Redefining Masculinity and Heterosexuality*. Oxford: Oxford University Press.
- *McCormack, M., & Anderson, E. (2010). 'It's just not acceptable any more': The erosion of homophobia and softening of masculinity at an English sixth form. *Sociology*, 44(5): 843-859
- *McRobbie, A. (1997) 'Bridging the gap: Feminism, Fashion and Consumption', in *Feminist Review* 55: 73-89
- *Messerschmidt, J. (2016) *Masculinities in the Making. From the local to the global*. London: Rowman and Littlefield.
- Messerschmidt, J. (2018) *Hegemonic Masculinity: Formulation, Reformulation, and Amplification*. Rowman and Littlefield. Chapter 4 'Amplification', pp. 71-108 and Chapter 5 'Theory', pp. 109-132 [Available online via Library Catalogue]
- Monaghan, L. and Atkinson, M. (2014) *Challenging myths of masculinity: Understanding physical cultures*. Farnham: Ashgate.
- Morgan, D. (1992) *Discovering Men*. London: Routledge.
- Morgan, D. (2005) *Gender, Bodies and Work*. London: Ashgate.
- *Powell, A. and Sang, K. (2015) 'Everyday experiences of sexism in male-dominated professions: A Bourdieusian perspective', *Sociology*, 49(5): 919-936
- Reay, D. (1997) Feminist Theory, Habitus and Social Class: Disrupting Notions of Classlessness, *Women's Studies International Forum*, 20: 225-233.

- Roper, M. and Tosh, J. (1991) *Manful Assertions*.
- Seidler, V (1997) *Man Enough: Embodying Masculinities* London: Sage
- Simpson P (2012) Perils, Precariousness and Pleasures: Middle-Aged Gay Men Negotiating Urban 'Heterospaces' *Sociological Research Online*, 17 (3): 23-
www.socresonline.org.uk/17/3/23.html.
- Skeggs, B. (2004) *Class, Self and Culture* London: Routledge
- Walby, S. (1986) *Patriarchy at Work: Patriarchal and Capitalist Relations in Employment* Cambridge: Polity.
- Walby, S. (1997) *Gender Transformations* London: Routledge. Chap 2

Lecture 5: Gender, media and culture

Media sources increasingly play an important role in our social lives, from online newspapers, 24-hour news channels, music-streaming services, to social media such as YouTube, Facebook and Twitter. Mass media is recognised to be more than 'just entertainment', but rather a mediating source of gendered representations and scripts and a key socialising agent. This lecture will introduce some of the key theories on gender, media and culture paying close attention to issues of representation, resistance and reclamation. We will examine the relationship between different types of media, the interplay of language, politics and power, and how gender norms and stereotypes are perpetuated, culture transmitted and identity negotiated. We will touch on a range of genres and forms, drawing on examples from newspapers, magazines, advertising, literary texts, film, television and radio. We will draw our discussions together by focusing on multi-media representations of gender in music worlds and the strategies used by activists to reclaim and reinvent gender positive cultural spaces.

Required reading

Mulvey, L. (2009) *Visual and Other Pleasures*. 2nd edition. Basingstoke: Palgrave Macmillan. See Chapter 3 (pp. 14-30) 'Visual pleasure and narrative cinema'.

Or

Hall, S. (1997). *Representation: Cultural Representations and Signifying Practices*. London: Sage. Chapter 4: The Spectacle of the Other (pp. 223-277)

The tutorials will also look at two music videos by different artists - the first is 'Blurred Lines' by Robin Thicke <https://www.youtube.com/watch?v=yyDUC1LUXSU> and the second is 'Hard Out Here' by Lily Allen <https://youtu.be/E0CazRHB0so>. Please watch the videos in advance of the session.

Additional reading

Ali, N. (2012) 'From riot grrrl to girls rock camp: Gendered spaces, musicianship and the culture of girl making' *Networking Knowledge* 5: 141-160.

- Benwell, B. (2002). 'Is there anything "new" about these lads? The textual and visual construction of masculinity in men's magazines'. In L. Litosseliti (Ed.). *Gender Identity and Discourse Analysis* (pp. 149-74). Philadelphia, PA, USA: John Benjamins.
- *Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity* (New York: Routledge. See Chapter IV: 'Bodily inscriptions, performative subversions', (pp. 175-193). [Available online through the library website]
- *Clawson, M.A. (1999) 'When women play the bass: Instrument specialization and gender interpretation in alternative rock music.' *Gender & Society* 13(2): 193-210
- Cogan, B. and Cogan, G. (2006) 'Gender and authenticity in Japanese popular music: 1980–2000.' *Popular Music and Society* 29: 69-79
- *Cameron, D. (2007). 'Dreaming of Genie: Language, gender difference and identity on the web'. In S. Johnson, and A. Ensslin, (Eds.). *Language in the Media* (pp. 234-249). London: Continuum.
- *Davies, H. (2001) 'All rock and roll is homosocial: The representation of women in the British rock music press.' *Popular Music* 20(3): 301-319
- *Downes, J. (2012) 'The expansion of punk rock: Riot grrrl challenges to gender power relations in British indie music subcultures.' *Women's Studies* 41(2): 204-237
- Fredrickson, B. L., & Roberts, T.-A. (1997) 'Objectification theory: Toward an understanding women's lived experiences and mental health risks'. *Psychology of Women Quarterly*, 21, 173 – 206
- Garrison, E.K. (2000) 'US feminism - Grrrl style! Youth (sub)cultures and the technologic of the third wave.' *Feminist Studies* 26(1): 141-170
- *Hall, S. (1993) 'Deviance, Politics and the Media', Chapter 3 (pp. 62-90) in Abelow, H., Barale, A. B. and Halperin, D. (eds.) (1993) *Lesbian and Gay Studies Reader* London: Routledge.
- *Hall, S. (1997) *Representation: Cultural Representations and Signifying Practices*. London: Sage. Chapter 4: The Spectacle of the Other (pp. 223-277)
- Hatton, E. & Trautner, M.N. (2013) 'Images of powerful women in the age of 'choice feminism' '. *Journal of Gender Studies* 22: 65-78
- Hawkins, S. (2009) *The British Pop Dandy: Masculinity, Popular Culture and Music*. Aldershot: Ashgate.
- Hill, R. (2016) *Gender, Metal and the Media: Women Fans and the Gendered Experience of Music*. Basingstoke: Palgrave Macmillan.
- Langman, L. (2008) 'Punk, porn and resistance - carnivalization and the body in popular culture.' *Current Sociology* 56: 657-677
- Leonard, M. (2007) *Gender in the music industry: rock, discourse, and girl power*. Aldershot & Burlington: Ashgate.
- McLaughlin, L. (1997) 'Class difference and indifference in feminist media studies'. *Javnost-the Public* 4: 27-40
- McRobbie, A. and Garber, J. (2012) 'Girls and subcultures', pp. 177-188 in Hall, S. and T. Jefferson (Eds.) *Resistance through Rituals. Youth subcultures in post-war Britain*, 2nd Ed. London: Routledge. [Available online through the library website]
- O'Shea, S. (2014) 'Embracing difference in feminist music worlds: a Ladyfest case study', pp. 184-217 in Crossley, N., McAndrew, S. and P. Widdop (Eds.) *Social Networks and Music Worlds*. London: Routledge.

- Payne, J.G. (2012) 'The logics of sisterhood: Intra-feminist debates in Swedish feminist zines'. *European Journal of Women's Studies* 19: 187-202
- Pompper, D., Lee, S. & Lerner, S. (2009) 'Gauging outcomes of the 1960s social equality movements: Nearly four decades of gender and ethnicity on the cover of the Rolling Stone magazine'. *Journal of Popular Culture* 42: 273-290
- Reitsamer, R. (2012) 'Female pressure: A translocal feminist youth-oriented cultural network'. *Journal of Media & Cultural Studies* 26: 399-408
- Schilt, K. (2003) ' "I'll resist with every inch and every breath" - girls and zine making as a form of resistance'. *Youth & Society* 35: 71-97
- *Smelik, A. (2009) 'Lara Croft, Kill Bill, and the battle for theory in feminist film studies', pp.178-192 in Buikema, R. and Tuin, I.v.d. (Eds.) *Doing Gender in Media, Art and Culture*, London: Routledge

Reading suggestions on fandom, gender and feminism

- Busse, K. (2013). Geek hierarchies, boundary policing, and the gendering of the good fan. *Participations: Journal of Audience and Reception Studies*, 10 (1), 73–91.
- Gay, R. (2014). *Bad feminist*. New York, NY: Harper Collins.
- Jenkins, H. (1992). *Textual poachers*. London, UK: Routledge.
- Orme, S. (2016). Femininity and fandom: the dual-stigmatisation of female comic book fans. *Journal of Graphic Novels and Comics*, 7 (4), 403-416.
- Petersen, A. H. (2012). That teenage feeling: Twilight, fantasy, and feminist readers. *Feminist Media Studies*, 12(1), 51-67.
- Salter, A., & Blodgett, B. (2017). *Toxic geek masculinity in media: Sexism, trolling, and identity policing*. New York, NY: Springer.
- Yodovich, N. (2016). "A Little Costumed Girl at a Sci-Fi Convention": Boundary Work as a Main Destigmatization Strategy Among Women Fans. *Women's Studies in Communication*, 39(3), 289-307.

Lecture 6: Sexualities: Sex sciences and psychoanalysis

Guest lecturer: Dr James Hodgson

Gender and sexuality is deeply interlinked, and we now turn to understanding sexuality as a topic with a focus and history of its own. In the late 19th and early 20th centuries, a new field of knowledge began to evolve called "sexology," or the science of sex. Sexologists energetically devised elaborate taxonomies of bodies and desires and coined many new terms that we now take for granted (such as homosexuality, frigidity, transvestism, and so on). In so doing, rigid divisions were created separating "normal" from "abnormal," "deviant" or "perverse." Freud's work was especially contentious. His work emphasized the importance of 'repressed' sexuality in the formation of the unconscious, in shaping gendered subjectivities, and to the maintenance of 'civilised' society. Later in the twentieth century sex experts, including Kinsey and Masters & Johnson, were credited with 'demystifying' sex. In

this lecture we consider the influence and implications of sex science for our understandings of gender and sexuality.

Required reading

Hawkes, G. (1996) *A Sociology of Sex and Sexuality* Buckingham: OUP. 'Chapter 4. The science of sex'

And

Jamie Scot (2013) 'Shock the gay away: secrets of early gay aversion therapy revealed', *Huffington Post*, 28th June. Available at:

http://www.huffingtonpost.com/jamie-scot/shock-the-gay-away-secrets-of-early-gay-aversion-therapy-revealed_b_3497435.html

Additional reading

Bland, L. and Doan, L. eds. (1998) *Sexology Uncensored: The Documents of Sexual Science* Cambridge: Polity Press.

*Bland, L. and Doan, L. eds. (1988) *Sexology in Culture: Labelling Bodies and Desires* Cambridge: Polity Press.

*Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge.

Butler, J (1990) 'Gender Trouble, Feminist Theory and Psychoanalytic Discourse' in Nicholson, L., (ed). *Feminism/Postmodernism*. London: Routledge.

Chodorow, N. (1992) 'The psychodynamics of the family life', in Crowley, H. and Himmelweit, S. eds. *Knowing Women: Feminism and Knowledge* Cambridge: Polity/Open University Press.

Cranny-Francis, A. et al. (2003) 'Chapter 1: Ways of Talking', in *Gender Studies: Terms and Debates* London: Palgrave

Irvine, J. M. (2005) *Disorders of Desire: Sexuality and Gender in Modern American Sexology* Philadelphia: Temple University Press.

*Jackson, M. (1987) 'Facts of Life...Sexology and the Social Construction of Heterosexuality' in Caplan, P. (ed.) *The Cultural Construction of Sexuality* London: Routledge. [Available as an e-book through the library website]

Jackson, M. (1994) *The Real Facts of Life: Feminism and the Politics of Sexuality, c. 1850-1940* London: Taylor and Francis.

*Jackson, S. and Scott, S (2010) *Theorising Sexuality: Theorising Society*. Open University Press. Chapter 1: 'Conceptualising sexuality: From Kinsey to queer and beyond.' pp. 3-23.

Jordanova, L. J. (1980) 'Natural facts: A Historical Perspective on Science and Sexuality' in MacCormack, C. and Strathern, M. (eds) *Nature, Culture and Gender* Cambridge: Cambridge University Press.

Kline, W. (2005) *Building a Better Race: Gender, Sexuality and Eugenics* University of California Press.

Medd, J. (2002) "'The Cult of the Clitoris': Anatomy of a National Scandal' *Modernism/modernity* 9, no. 1 (January 2002): 21-49.

- Stanley, L. (1995) *Sex surveyed, 1949-1994: from Mass-Observation's 'Little Kinsey' to the National Survey and the Hite Reports*. London: Taylor and Francis
- *Porter, R. ed. (1994) *Sexual Knowledge, Sexual Science: the History of Attitudes to Sexuality* Cambridge: Cambridge University Press.
- Porter, R. and Hall, L. (1995) *The Facts of Life: The Creation of Sexual Knowledge in Britain, 1650-1950* Newhaven: Yale University Press.
- Rose, H (1996) 'Gay Brains, Gay Genes and Feminist Science Theory' [New essentialism and scientific authority] in Weeks, J. and Holland, J. (eds.) *Sexual Cultures: Communities, Values and Intimacy* Basingstoke: Macmillan.
- Segal, L. (1992) 'Sensual Uncertainty, or Why the Clitoris is not enough' in Crowley, H. and Himmelweit, S. eds. *Knowing Women: Feminism and Knowledge* Cambridge: Polity/Open University Press.
- *Spiegelhalter, D. (2015) *Sex by numbers: What statistics can tell us about sexual behaviour*, Profile Books.
- Turner, B. (1995) *Medical Power and Social Knowledge* London: Sage. see Chapter 5 'Women's Complaints: Patriarchy and Illness'.
- *Weeks, J. (1985) *Sexuality and its Discontents* London: Routledge Chapter 4 'Nature had nothing to do with it': the role of sexology' pp. 61-95 [Available as an e-book through the library website]
- Weeks, J. (1989) *Sex, Politics and Society* London: Longman - Chapter 8 'Theorisation of Sex'.

Psychoanalysis – some specific readings:

- Elliot, A. (2002) *Psychoanalytic Theory: an Introduction* (2nd Ed) London: Routledge (chapters 1 and 5).
- Craib, I. (2001) *Psychoanalysis – a Critical Introduction*. Cambridge: Polity
- *Chodorow, N. (1989) *Feminism and Psychoanalytic Theory* Cambridge: Polity
- Cranny-Francis, A. et al, (eds.) (2003) *Gender Studies: Terms and Debates* London: Palgrave
- Freud, S. 'Lecture 33: Femininity', in Freud, S. *New Introductory Lectures on Psychoanalysis* Harmondsworth; Penguin Freud Library, Vol 2.
- Freud, S. (various) *3 Essays on the Theory of Sexuality* - various publishers
- *Fuss, D. (1995) *Identification Papers: Readings on Psychoanalysis, Sexuality and Culture* London: Routledge.
- Gallop, J. (1982) *Feminism and Psychoanalysis* Basingstoke: Macmillan.
- Grigg, R. (1999) *Female Sexuality: The Early Psychoanalytic Controversies*. Rebus Press.
- Harding, C. (ed.) (2001) *Sexuality- Psychoanalytic Perspectives* Brunner-Routledge
- *Hawkes, G. (1996) *A Sociology of Sex and Sexuality* Buckingham:OUP Chapter 2, section 2.2 on Freud.
- Holloway, W. 'Gender Difference and the Production of Subjectivity' in Crowley, H. and Himmelweit, S. (eds). (1992) *Knowing Women: Feminism and Knowledge* Cambridge: Polity/Open University Press. (pp240-274).
- Jackson, S. (1996) 'Heterosexuality as a Problem for Feminist Theory' in Adkins, L. and Merchant, V. eds. *Sexualizing the Social* Basingstoke: Macmillan
- Minsky, R. ed. (1996) *Psychoanalysis and Gender: An Introductory Reader* London: Routledge

- Minsky, R. (1992) 'Lacan' in Crowley, H. and Himmelweit, S. (eds.) *Knowing Women: Feminism and Knowledge* Cambridge: Polity/Open University Press.
- Mitchell, J. (1974/2000) *Psychoanalysis and Feminism* Harmondsworth: Allen Lane/Penguin.
- Rose, J. (1994) 'Femininity and its Discontents' in Evans, M. (ed.) *The Woman Question* 2nd edition. Sage. [on feminism and psychoanalysis].
- *Vance, C. (1992) 'Social Construction Theory: Problems in the History of Sexuality' pp. 132-145 in Crowley, H. and Himmelweit, S. eds. *Knowing Women: Feminism and Knowledge* Buckingham: Open. University Press.
- *Weeks, J. (1985) *Sexuality and its Discontents*. London: Routledge Chapter 6 'Sexuality and the Unconscious', and Chapter 7 'Dangerous Sexualities' [Available as an e-book through the library website]

'Madam Satã' film screening - some specific readings:

- Green, J. N. (2001) 'Beyond carnival: Male homosexuality in twentieth-century Brazil', Chicago: University of Chicago Press. Chapter 3 'Control and cure: The medicolegal response, pp.107-146.
- Parker, R. (1995) "Changing Brazilian constructions of homosexuality." in *Latin American Male Homosexualities* by Stephen. O. Murray (ed), pp 241-255. Albuquerque: University of New Mexico Press.

Lecture 7: Foucault and the 'history' of sexuality

Michel Foucault's work on the 'history' of sexuality offered a novel (and highly influential) way of theorising the social and historical construction of sexuality. In tracing a 'history of the present', and stressing the role of sexuality in shaping social life, Foucault focused partly on expert narratives on sexuality (such as those associated with 'sex science' and psychoanalysis), to explore modern sexuality as a 'discursive' construct. He argued against the idea that the history of sexuality should be seen as the product of social structures (such as the class system), and also against the assumption in Freudian sexology that the history of sexuality is also one of sexual 'repression'. He focussed instead on modern sexuality as a product of the micro operations of omnipresent power. This lecture will introduce key aspects of Foucault's work, and consider how modern sexualities are products of 'discipline', 'regulation' and 'resistance'.

Required reading

- Foucault, M. (1979) *The History of Sexuality Volume 1: An Introduction*, Harmondsworth: Penguin. 'Chapter 1. The incitement to discourse'

Additional reading

- *Bordo, S (1993) 'Feminism, Foucault and the Politics of the Body' in Ramazanoglu, C. ed. (1993) *Up against Foucault: Explorations of Some Tensions between Foucault and Feminism* London: Routledge.
- Crowley, H. and Himmelweit, S. (1992) *Knowing Women: Feminism and Knowledge* Cambridge: Polity/Open University Press – Chapter 6 'Subjectivity and Identity' – see Discourse and Foucault (pp235-239).
- *Diamond, I. And Quinby, L. (eds.) (1988) *Feminism & Foucault: reflections on resistance* Northeastren University.
- *Foucault, M. (1979/1990) *The History of Sexuality Volume 1* Harmondsworth: Penguin.
- *Halperin D. (1995) *Saint Foucault: Towards a Gay Hagiography?* Oxford: Oxford University Press.
- *Hartsock, N. (1999) 'Foucault on Power: A Theory for Women?' in Nicholson, L. N. (Ed) *Feminism/Postmodernism*. New York: Routledge.
- *Heaphy, B. (2007) *Late Modernity and Social Change: Reconstructing Social and Personal Life*. London: Routledge. [Available online through the library catalogue]
- Jackson, S. And Scott, S. (2010) *Theorising Sexuality*. McGraw-Hill: The Open University Press.
- Martin, B. (1992) 'Feminism, Criticism and Foucault' pp. 275-286, in Crowley, H. and Himmelweit, S. (eds.) *Knowing Women: Feminism and Knowledge* Buckingham: Open University Press.
- McNay, L. (1992) *Foucault and feminism: power, gender and the self*. Cambridge: Polity.
- *McNay, L. (1994) *Foucault: A Critical Introduction*. Cambridge: Polity.
- McNeil, M. (1993) 'Dancing with Foucault: Feminism and power-knowledge' pp. 147-178 in Ramazanoglu, C. ed. (1993) *Up against Foucault: Explorations of Some Tensions between Foucault and Feminism* London: Routledge.
- *O' Farrell, C. (2005) *Michel Foucault*, London: Sage.
- *Ramazanoglu, C. ed. (1993) *Up against Foucault: Explorations of Some Tensions between Foucault and Feminism* London: Routledge.
- *Ransom, J. (1993) 'Feminism, difference and discourse: The limits of discursive analysis for feminism' pp. 123-146 in Ramazanoglu, C. ed. (1993) *Up against Foucault: Explorations of Some Tensions between Foucault and Feminism* London: Routledge.
- Sanger, T. (2010) *Trans People's Partnerships. Towards and Ethics of Intimacy*. Palgrave Macmillan. See Chapter 2 'Theorising Intimacy: A Foucauldian Approach' (pp. 20-46) [Book available online through the library catalogue]
- Sawicki, J. (1991) *Disciplining Foucault: Feminism, Power, and the Body* London: Routledge.
- *Spargo, T. *Foucault and Queer Theory* Cambridge: Icon Books.
- *Vance, C. (1992) 'Social Construction Theory: Problems in the History of Sexuality' in Crowley, H. and Himmelweit, S. (eds.) *Knowing Women: Feminism and Knowledge* Buckingham: Open. University Press.
- Weeks, J. (1986/2009) *Sexuality*. London: Routledge.
- Weeks, J. (1989) *Sex, Politics and Society* London: Longman - Chapter 1 'Sexuality and the Historian'

*Weeks, J. (1991) 'Uses and abuses of Michel Foucault', in Weeks, J. *Against Nature* London: Rivers Oram.

Lecture 8: Sexual identity politics and queer theory

Gay liberation, influenced by women's liberation, is often seen as one of the most high profile and, in the long term, one of the most successful movements in influencing social and legal change. This lecture will introduce ideas and theories that emerged in 'lesbian and gay studies' and consider different conceptualisations of sexual liberation. It will consider influential work on lesbian, gay and other marginalised sexual identities as powerful 'sexual stories'. The lecture will consider the theoretical implications of viewing sexual identities as (necessary) 'fictions' (Weeks 1985) and work that has elaborated radical implications of sexual 'stories' from the 1970s onwards (Plummer 1995). We shall then move to consider the political implications of the 'deconstructive turn' associated with queer theory (aiming to lay bare the discursive constituents of gender/sexuality). Queer theory highlighted the unstable, changing nature of binary categories (men/women, heterosexual/homosexual) assumed in liberationist thinking, and challenged the very possibility of liberation itself. We will consider the political and theoretical implications of deconstructing gender and sexuality in such a radical way.

Required reading

Weeks, J. (1985) *Sexuality and its Discontents*, London: Routledge. 'Chapter 8. Movements of affirmation: identity politics', pp. 185-210

And

Carrera, M. V., DePalma, R. & Lameiras, M. (2012) 'Sex/gender identity: Moving beyond fixed and 'natural' categories', *Sexualities*, 15(8): 995-1016.

Additional reading

*Abelove, H., Barale, A. B. and Halperin, D. (eds.) (1993) *Lesbian and Gay Studies Reader* London: Routledge.

Acosta, Katie (2016) 'Cultivating a lesbian serial identity', *Sexualities* 19(5-6): 517-534.

Andersson, Catrine (2017) 'Governing through love: Same-sex cohabitation in Sweden', *Sexualities*, 20(5-6): 604-621.

Bech, H. (1997) *When Men Meet* Cambridge: Polity

Beemyn, B. and Eliason, M. eds. (1996) *Queer Studies: A Lesbian, Gay, Bisexual and Transgender Anthology*. New York: New York University Press.

*Blasius, M. (2001) *Sexual identities, Queer Politics: Lesbian, Gay, Bisexual and Transgender Politics*. Princeton University Press.

Blasius, M. and Phelan, S. (1997) *We Are Everywhere: a Historical Sourcebook of Gay and Lesbian Politics*. London: Routledge.

- Broad, K. L. (2002) 'Gay Lesbian and Bisexual and Trans? Gender/Sexuality Movements and Transgender Collective Identity (De)constructions', *International Journal of Sexuality and Gender Studies* 7(4): 241–64.
- Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity* Routledge. See also the preface of the second edition (1999) pp 171-90 of this text for a good definition of 'performativity'. Butler develops performativity in response to criticism – see Butler (1993). *Bodies that Matter: on the Discursive Limits of Sex*. London: Routledge
- Butler, J. (1991) 'Imitation and Gender Insubordination' pp. 307-320 in Abelove, H., Barale, A. B. and Halperin, D. (eds.) (1993) *Lesbian and Gay Studies Reader* London: Routledge.
- Callis, A. S. (2014) 'Bisexual, pansexual, queer: Non-binary identities and the sexual borderlands', *Sexualities*, 17(1/2) 63–80.
- Carter, D (2004) *Stonewall: The Riots That Sparked the Gay Revolution*. St Martin's Press.
- Cruikshank, M. (1992) *The Gay and Lesbian Liberation Movement* London: Routledge.
- Edwards, T. (1994) *Erotics and Politics: Gay Male Sexuality, Masculinity and Feminism* London: Routledge.
- Eschle (2001) *Global Democracy, Social Movements and Feminism*. Colorado: Colorado University Press (ch 6).
- Escoffier, J. (1992) 'Generations and Paradigms: Mainstreams in Lesbian and Gay Studies' *Journal of Homosexuality* pp7-26 *
- Flax, J. (1995) 'Postmodernism and gender relations in feminist theory' in Blair, M. and Holland, J. (eds.) *Identity and Diversity: gender and the experience of education* Buckingham: Open University Press. [also in Nicholson, L. J. (ed) (1990) Routledge].
- *Fuss, D. (ed.) (1991) *Inside/Out: Lesbian Theories/Gay theories* London: Routledge.
- Galas, J. (2003) *The Gay Rights Movement*. Greenhaven Press. ISBN:0737711582
- Gamson, J. (2001) 'In/Visibility. Talking Freaks: Lesbian, Gay, Bisexual, and Transgender Families on Daytime Talk TV', in Bernstein M and Reimann R (eds) *Queer Families, Queer Politics: Challenging Culture and the State*, Columbia: Columbia University Press.
- Grewal I, and Kaplan, C. (1994) Introduction: Transnational Feminist Practices and Questions of Postmodernity. In Grewal I, and Kaplan, C. (Eds.) *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices*. Minnesota: University of Minnesota Press.
- *Hemmings, C. (1993) 'Resituating the bisexual body: From identity to difference', pp. 118-138 in Bristow, J. and A. Wilson (eds) *Activating Theory: Lesbian, Gay, Bisexual Politics*. London: Routledge.
- *Hennessy, R. (2000) *Profit and Pleasure: Sexual Identities in late Capitalism*. Routledge.
- Jackson, S (2003) 'Heterosexuality, Heteronormativity and Gender Hierarchy: Some Reflections on Recent Debates', in Weeks et al (eds) *Sexualities and Society* Cambridge: Polity.
- Jackson, S. and Scott, S (2010) *Theorising Sexuality: Theorising Society*. Open University Press. Chapter 4 'Is heterosexuality still compulsory' pp. 74-100. [Available online through the library catalogue]

- *Jagose, A. (1996) *Queer Theory: An Introduction*. New York: New York University Press. See Chapter 2 and Chapter 6 'Limits of identity' (pp. 58-71).
- Jeffries, S. (2002) *Unpacking Queer Politics: A Lesbian Feminist Perspective*. Polity.
- Kosnick, K. (2014) *Postmigrant Club Cultures in Urban Europe*. New York: Peter Lang AG. [Available online through the library catalogue]
- Lahti, A. (2015) 'Similar and equal relationships? Negotiating bisexuality in an enduring relationship', *Feminism & Psychology* 25: 431-448
- Lynch, I. and Maree, D. (2013) Negotiating heteronormativity: Exploring South African bisexual women's constructions of marriage and family, *Feminism & Psychology*, 23: 459-477
- *McIntosh, M. (1968/1981) 'The Homosexual Role' in Plummer, K (ed.) *The Making of The Modern Homosexual*. London: Hutchinson
- Medhurst, A. and Munt, S. R. (1997) *Lesbian and Gay Studies: a Reader* London: Cassell
- Monro, S. (2016) *Bisexuality: Identity, politics and theories*. Basingstoke: Palgrave Macmillan. [Available online through the University library catalogue]
- *Moon, L (2008) (Ed) *Feeling Queer or Queer Feelings?* London: Routledge (ch 1).
- Neary, Aoife (2016) 'Civil Partnership and marriage: LGBT-Q political pragmatism and the normalization imperative', *Sexualities*, 19(7): 757-779.
- Plummer, K. (1981) *The Making of The Modern Homosexual* London: Hutchinson.
- *Plummer, K. (1992) 'Speaking its name: Inventing lesbian and gay studies' in Plummer, K. (ed) *Modern Homosexualities* London: Routledge*
- Plummer, K. (1995) *Telling Sexual Stories*. London: Routledge. See Chapter 2: 'An invitation to a sociology of stories' (pp. 18-31) and Chapter 6 'The modernization of gay and lesbian stories' (pp. 81-96)
- Richardson, D. (1992) 'Constructing Lesbian Identities', in Plummer, K. (ed.) *Modern Homosexualities* London: Routledge*
- Roseneil, S. (2000) 'Queer Frameworks and Queer Tendencies: Towards and Understanding of Postmodern Transformations of Sexuality' *Sociological Research Online* 5(3) <http://www.socresonline.org.uk/5/3/roseneil.html>
- Sandfort, T. (2000) *Lesbian and Gay Studies: An Introductory Interdisciplinary Approach* London: Sage.
- Seidman, S. (1997) *Difference Troubles: Queer Theory an Introduction*. New York University Press.
- *Seidman, S. (ed.) (1996) *Queer Theory/Sociology* Oxford: Blackwell.
- Storr, M. (2002) *Bisexual Spaces: A Geography of Sexuality and Gender* London: Routledge.
- Storr, M. (2002) *Bisexual Spaces: A Geography of Sexuality and Gender*. London: Routledge.
- Sullivan, N. (2003) *A Critical Introduction to Queer Theory* New York University Press.
- *Vicus, M. (1992) 'They wonder to which sex I belong': The Historical Roots of Lesbian Identity, in *Which Homosexuality*
- Vicus, M. (1996) *Lesbian Subjects – A Feminist Study Reader* Indiana University Press
- Weeks, J. (1997/1989) *Coming Out* London: Quartet.
- Weeks, J., Heaphy, B. and Donovan, C. (2001) *Same Sex Intimacies* London: Routledge.

Wilton, T. (1995) *Lesbian Studies: Setting the Agenda* London: Routledge
Wiseman, V. (1996) *Queer By Choice: Lesbian, Gay Men and The Politics of Identity* London: Routledge.

Lecture 9: Trans and intersex

This final lecture on the module considers intersexuality and transgender as sexual and gender identities that challenge deeply held beliefs about sex, sexuality and gender. An intersex person is born with sexual anatomy, reproductive organs, and/or chromosome patterns that do not fit the typical definition of male or female. A transgender person experiences a mismatch between their gender identity/gender expression and their assigned sex. This lecture explores recent debates on intersex and transgender, including recent media exposures and representations of intersex and transgender people (eg Caster Semenya in the 2009/16 World Championships and the appearance of Caitlyn Jenner in *Vanity Fair*). We shall look at how intersex and transgender expose sexual and gender categories in society and also how they relate to both feminist and sexual liberation politics.

Required reading

Bettcher, T.M (2014) 'Trapped in the Wrong Theory: Rethinking Trans Oppression and Resistance', *Signs: Journal of Women in Culture and Society*, 39(2): 383-406

Additional reading

Amy-Chinn, D. (2012) 'The taxonomy and ontology of sexual difference: implications for sport', *Sport in Society*, 15(9): 1291–1305

*Bishop, K. (2016) 'Body Modification and Trans men: The Lived Realities of Gender Transition and Partner Intimacy', *Body and Society*, 22(1):62-91

Canoy, N.A. (2015) 'Intimacy is not free of charge': An intersectional analysis of cultural and classed discourses of intimacy among gay and transgender identities', *Sexualities*, 18(8): 921-940

*Fausto-Stirling, A. (2000) *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books.

Garrison, S. (2018) 'On the limits of 'trans enough': Authenticating trans identity narratives', *Gender & Society*, 35(5): 613-637

*Halberstam, J. (2005) *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*. New York: New York University Press. See Chapter 1 'Queer temporalities and postmodern geographies' pp. 1-21.

*Hines, S. (2006) 'Intimate Transitions: Transgender Practices of Partnering and Parenting', *Sociology*, 40 (2): 353-371

Hines, S. (2006) 'What's the difference? Bringing particularity to Queer Studies of transgender', *Journal of Gender Studies*, 15(1): 49-66

Hines, S. and Sanger, T. (eds) (2010) *Transgender Identities: Towards a Social Analysis of Gender Diversity*. London: Routledge. (Available online through the library website)

- *Hird, M. (2000) 'Gender's nature. Intersexuality, transsexualism and the 'sex'/gender' Binary', *Feminist Theory*, 1(3): 347-364
- Hird, M. (2002) 'For a Sociology of Transsexualism', *Sociology*, 36(3): 577-595
- Ingrey, J. 'Problematising the cisgendering of school washroom space: Interrogating the politics of recognition of transgender and gender non-conforming youth', *Gender and Education*, 30@ 774-789
- Latham, JR (2016) 'Trans men's sexual narrative-practices: Introducing STS to trans and sexuality studies', *Sexualities*, 19(3): 347-368
- Luca. B. (2008) 'Building Boxes and Policing Boundaries: (De)Constructing Intersexuality, Transgender and Bisexuality', *Sociology Compass*, 2 (2): 519-536
- *Monro, S. and L. Warren (2004) 'Transgendering citizenship', *Sexualities* 7(3): 345-62.
- Monro, S. (2010) 'Towards a sociology of gender diversity: The Indian and UK cases' pp. 242-258 in Hines, S. and T. Sanger, T. (eds) *Transgender Identities: Towards a Social Analysis of Gender Diversity*. London: Routledge.
- Moon, L (2008) (Ed) *Feeling Queer or Queer Feelings?* London: Routledge (ch 1).
- *Pfeffer, C. (2008) 'Bodies in relation – bodies in transition: lesbian partners of trans men and body image', *Journal of Lesbian Studies*, 12(4): 325-45.
- *Preves, S. (2004) *Intersex and Identity. The Contested Self*. New Brunswick: Rutgers University Press. See Ch 4 'Stigma, Secrecy and Shame', pp. 60-86.
- *Psihopaidas, D. (2017) 'Intimate standards: Medical knowledge and self-making in digital transgender groups', *Sexualities* 20(4): 412-427
- Roen, K. (2001) 'Transgender Theory and Embodiment: The risk of racial marginalisation', *Journal of Gender Studies*, 10(3): 253-263
- Sanger, T. (2008) 'Trans governmentality: the production and regulation of gendered subjectivities', *Journal of Gender Studies*, 17(1): 41-53.
- Sanger, T. (2010) *Trans People's Partnerships. Towards and Ethics of Intimacy*. Palgrave Macmillan.
- Serano, J. (2007) *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. San Francisco: Seal Press.
- Stryker, S. (2013) '(De)subjugated knowledges: an introduction to transgender studies', in S. Stryker and S. Whittle (eds) *The Transgender Studies Reader 2*, New York and London: Routledge. Whittle, S., L. Turner and M. Al-Alami (2013) [Available online via Library Catalogue]
- Vannini, A. and Fornssler, B. (2011) 'Girl, Interrupted: Interpreting Semenya's Body, Gender Verification Testing, and Public Discourse', *Cultural Studies ↔ Critical Methodologies*, 11(3): 243-257
- Wilson, M., Simpson, P.L., Butler, T.G., Yap, L. and B. Donovan (2017) "You're a woman, a convenience, a cat, a poof, a thing, an idiot": Transgender women negotiating sexual experiences in men's prisons in Australia', *Sexualities*, 20(3): 380-402

Lecture 10: Exam preparation session

This participatory, student-centred, **exam-oriented** session will give you opportunities to discuss theoretical issues/share ideas and pull together the themes

covered in the course. The final tutorial will follow will do the same but also enable you to discuss any problems with assignments to help you with future work.

No reading is required.

Tutorial Guide

Tutorial 1 – Getting started and key concepts

Preparation required

Connell R and Pearse R (2014) *Gender: In World Perspective*, Cambridge: Polity
(‘Chapter 1. The question of gender’)

Workshop Tasks

Prepare to discuss the following questions:

1. Does gender have more to do with nature or nurture?
2. What does it mean to say that gender is socially constructed?
3. Does the idea of a stable ‘gender identity’ stand up to critical scrutiny?
4. Are there more than two (three? four?) genders?
5. How do gender and sexuality interrelate?

Introductions, key information and questions about the course (assessed presentations, tutorial preparation notes and essay).

Your tutor will talk to you about your assessed presentations (starting in tutorial 3) and you will be given a chance to sign up to a topic/week.

Your tutor will also explain to you about handing in your reading notes each week (compulsory), starting in week 2 of term, via Blackboard. If you fail to do so, you will have up to 5% deducted from your final mark on the module (please see the section on assignments and assessments for more details).

Tutorial 2 – Gender and feminisms

Preparation required

Jackson, S and Scott, S. (2010) *Theorising Sexuality*. Maidenhead: Open University Press. 'Chapter 4. Is heterosexuality still compulsory?' pp. 74-100

Workshop Tasks

Prepare to discuss the following questions:

1. What does it mean to see heterosexuality not as an individual preference, but as a social institution?
2. What is queer theory?
3. What are the similarities and differences between how feminists and queer theorists analyse gender and heterosexuality?
4. What is the relationship between gender, sexuality and heterosexuality, according to Jackson and Scott? How do they each relate to one another?
5. Give examples of how gender, sexuality and heterosexuality emerge in different ways in different dimensions of social life.
6. What are the strengths of Jackson and Scott's argument? What are the limitations? For example, what do they have to say about the intersections between ethnicity and gender/sexuality?
7. Is heterosexuality still compulsory? What do you think?

Jackson and Scott are critical of queer theory in this text. If you want to know more about queer theory, there are some useful chapters in:

Beasley C (2003) *Gender and Sexuality. Critical Theories: Critical Thinkers*, London: Sage. See eg 'Chapter 9. Queering gender, queering feminism' (pp. 105-114) and 'Chapter 15. Queer theory: Jagose, Seidman' (pp. 161-174)

Tutorial 3 – Gender, race and class

Preparation required

Preparation required

Collins, P.H. (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. London: Routledge. Chapter 2: Distinguishing Features of Black Feminist Thought", pp. 21-43

Workshop Tasks

Prepare to discuss the following questions:

1. What does Hill Collins mean when she says that US Black women face intersecting oppression?
2. How might racial segregation be differently experienced by men and women? How might gender segregation be shaped by race/ethnicity?
3. What is 'a rhetoric of colour blindness' (p. 23) and why it is problematic in terms of fighting injustice and racism?
4. According to Hill Collins, what is the connection between experience and consciousness? Is there a U.S Black woman standpoint? How might it change over time?
5. What is your view about the idea that a group can have a standpoint, that there can be such a thing as a 'group knowledge'?
6. What are the strengths and weaknesses of Hill Collins' framework?

Tutorial 4 – Masculinities and femininities

Preparation required

Frosh, S. Pheonix, A., and Pattman, R. (2002) *Young Masculinities*, Basingstoke: Palgrave. 'Chapter 3. Hegemonic masculinities', pp. 75-98

And

Pascoe, C.J and Bridges, T. (2016) *Exploring Masculinities: Identity, inequality, continuity and change*. Oxford: Oxford University Press. Chapter 'Introduction – exploring masculinities: history, reproduction, hegemony, and dislocation', pp. 1-34

Workshop Tasks

Prepare to discuss the following questions:

1. What factors according to the reading cause us to perform our gender – masculinity or femininity – in certain ways?
2. How do Pascoe and Bridges, and Frosh *et al*, theorise masculinities – why are they plural eg are males trapped within a gender regime of masculinity?
3. What does it mean to be 'reflexive' about our gender and/or sexuality? Give examples of how males and females can be reflexive about these.
4. What did you like or dislike about Frosh *et al*'s theorising?
5. Give examples of how gender (and/or sexuality) intersects with other social processes or factors to produce complex forms of subjectivity (being a person)?
6. Why might some young people follow fashion and associate themselves with certain branded clothes or goods?

Tutorial 5 – Gender, media and culture

Required Reading

Mulvey, L. (2009) *Visual and Other Pleasures*. Basingstoke: Palgrave Macmillan.
'Chapter 3. Visual pleasure and narrative cinema', pp. 14-30

Workshop Tasks

This session looks at two music videos by different artists - the first is 'Blurred Lines' by Robin Thicke <https://www.youtube.com/watch?v=yyDUC1LUXSU> and the second is 'Hard Out Here' by Lily Allen <https://youtu.be/E0CazRHB0so>. Please watch the videos in advance of the session.

Allen's video is in response to Thicke's more controversial one; however both videos have been criticised for a number of reasons.

With reference to the reading for this week, discuss the following:

1. Thinking about sexual objectification theories what can we say about each video – does the amount of body parts revealed differ by gender? Does this matter?
2. Gender is represented differently in both music videos: how is it mediated? What language is used and how can language create a power dynamic? Give examples.
3. Are there any instances of how language is used with or against the images to challenge these power dynamics?
4. Can you think of any other music videos similar to Thicke's and/or Allen's? If so discuss.
5. How might you use theories and concepts from the reading to analyse the videos? Can you make connections between the reading for today and Thicke and Allen's videos?

In this workshop we will also devote time to essay writing preparation.

Tutorial 6 – Sex science (sexology) and Freud: norms and perversions

Preparation required

Hawkes, G. (1996) *A Sociology of Sex and Sexuality*, Buckingham: OUP. 'Chapter 4. The science of sex'

And

Jamie Scot (2013) 'Shock the gay away: secrets of early gay aversion therapy revealed', *Huffington Post*, 28th June. Available at:

http://www.huffingtonpost.com/jamie-scot/shock-the-gay-away-secrets-of-early-gay-aversion-therapy-revealed_b_3497435.html

Workshop Tasks

Prepare to discuss the following questions in relation to the above readings:

1. What is sexology? What ideas and assumptions unite the various sexologists and what was new about their views on gender, sex and sexuality?
2. What enduring effects have sex science (including psychoanalysis) had in terms of how gender, sex and sexuality are regarded?
3. In what ways is sexuality 'repressed' in our everyday lives and culture?

Tutorial 7 – Foucault and the history of sexuality

Preparation required

Foucault, M. (1979) *The History of Sexuality Volume 1: An Introduction*, Harmondsworth: Penguin. 'Chapter 1. The incitement to discourse'

Workshop Tasks

Prepare to discuss the following questions in relation to the above reading:

1. How does Foucault challenge psychoanalytic explanations of gender and sexuality?
2. For Foucault, how was the subject of sex transformed into discourse?
3. Give examples of institutions that have produced discourses on sex. Can you think of modern equivalents and how these work?
4. What is meant by the policing of sex? Give some examples.
5. What are the strengths of Foucault's account?
6. What are its weaknesses?

Tutorial 8 – Sexual liberation and sexual identities

Preparation required

Weeks, J. (1985) *Sexuality and its Discontents*, London: Routledge. 'Chapter 8. Movements of affirmation: identity politics', pp. 185-210

And

Carrera, María Victoria, DePalma, Renée & Lameiras, Maria (2012) 'Sex/gender identity: Moving beyond fixed and 'natural' categories', *Sexualities*, 15(8): 995-1016.

Workshop Tasks

Prepare to discuss the following questions in relation to the above reading:

1. What are identity politics and how do they contrast with poststructuralist cultural politics? What is the key difference in how they theorise human subjects.
2. What might be the risks or dangers of identity politics?
3. What benefits has it brought for marginalized social groups?
4. What did you like about the key reading? What did you disagree with?
5. What do Week's terms 'necessary fictions' and 'strategic essentialism' convey?
6. Are identity politics around gender and sexuality exclusionary or do they represent an opportunity to further a positive politics of sexual/gender difference?
7. Outline the main terms of the debate on how sexual practices have been discussed within feminist theorising. How has theorising around gender politics differed from that around alternative sexualities?

Tutorial 9 – Trans and intersex

Preparation required

Vannini, A. and Fornssler, B. (2011) 'Girl, interrupted: interpreting Semenya's body, gender verification testing, and public discourse', *Cultural Studies ↔ Critical Methodologies*, 11(3): 243–257

And

McRae, D. (2016) 'The return of Caster Semenya: Olympic favourite and ticking timebomb', *The Guardian*, 29th July. Available at:
<https://www.theguardian.com/sport/2016/jul/29/the-return-of-caster-semenya-olympic-favourite-and-ticking-timebomb>

And

Karkazis, K. (2016) 'The ignorance aimed at Caster Semenya flies in the face of the Olympic spirit', *The Guardian*, 23rd August. Available at:
<https://www.theguardian.com/commentisfree/2016/aug/23/caster-semenya-olympic-spirit-iaaf-athletes-women?INTCMP=sfl>

Workshop Tasks

Prepare to discuss the following questions in relation to the above readings:

1. What makes sport an important arena for studying a sex-gender system?
2. How are essentialist binary categories of male and female reaffirmed through discussions of the Caster Semenya case? How are the discussions shaped by ideas and ideologies of sporting?
3. In what sense does Semenya's body represent a threat to the existing order in sport?
4. How does the rhetoric of 'fairness' shape the discourse around gender in sport? What has that meant for Semenya and her body?
5. Vannini and Fornssler claim that Semenya "lack[s] the lack" (p. 250) and so cannot be a woman. What do they mean?
6. Semenya competed again in the Olympics in Rio 2016. How was her performance reported?

Also prepare to think about the following questions before the seminar:

1. Can you call yourself 'whatever you want'? What choices do we have over how we are defined in terms of our gender and sexuality?
2. What challenges do intersexuality and transgender offer to normative/hegemonic discourse relating to sex, gender and sexuality?

Tutorial 10 – Recap and exam preparation

This will involve a recap of the main themes, issues and theories in the previous weeks **but is mainly oriented towards the end of course exam**. The tutorial leaders will consult with learners about how this should be structured. It will build on lecture 10 that also focuses on recapping main themes but provides hints on how to structure and marshal evidence and treat theories in a more critical way.

Assignments and Assessments

The assessment for this module will be a 15% presentation, 35% essay and 50% exam. Students must also submit evidence of tutorial preparation (up to 500 words) for every tutorial; failure to do so will result in a penalty deduction of 1% from your overall course mark per week, up to a maximum of 5%.

Non-assessed Assignment Details

There is one non-assessed assignment on this module: submission of tutorial preparation notes.

Tutorial Preparation Notes

You must submit evidence of tutorial preparation (up to 500 words) for every tutorial (week 2 – week 9 inclusive); failure to do so will result in a penalty deduction of 1% from your overall course mark per week, up to a maximum of 5%. You should read the tutorial guide (above) and the required reading(s). Make notes on the reading, relating them to the issues raised by the questions for your next tutorial. Include your reflections on the reading and any relevant puzzles or questions you would like to ask others in the tutorial. *You do not have to answer every discussion point on your preparation document – you might focus your notes on the issues you find most interesting, puzzling or useful.* Ensure the document includes your name and registration number. **You must then upload your tutorial notes into the folder assigned to your tutorial group in Blackboard by midnight the day before the relevant tutorial.** Click on the 'Assessment' section in the left hand pane in Blackboard and then in the 'Tutorial presentation notes' folder. Be careful to upload to the right group and tutor. Late submission will not be accepted.

You must also bring with you a copy of your notes (either as a print out, as handwritten bullet points, or on a laptop/tablet) to the tutorial so that you can draw on them in the tutorial discussion.

You will not be given feedback on these notes unless you ask for it. If you want some feedback on a particular week, have a chat to your tutor and ask if they can read your notes that week and provide some feedback on them.

If you are unable to attend and/or prepare for a tutorial you should contact your tutor by email, ideally ahead of time. Unexcused absences will result in the penalty deduction for non-submission of non-assessed work. A poor attendance record may also have other penalties – see 'Your Commitment' below.

Assessed Coursework Details

Presentations (15%)

You will need to carry out one 5-7 minute presentation to your tutorial group during tutorials 3-9. This will be **a critical review of one piece of reading** (which must be a different reading from the required reading[s] that week) chosen from the module outline for the relevant week. If you need help in choosing, try one of the readings from 'your' week marked *. You will be expected to explain one key argument from the reading and bring other evidence to bear to illustrate the strengths and/or weaknesses of that argument. If relevant, make connections to other reading on the module, and/or to events reported on in the media. In addition to the verbal presentation you must present a visual aid to understanding, such as a PowerPoint slide, a poster or a handout. **You must upload an electronic copy of your visual aid onto Blackboard into the 'Presentations' folder (available under the Assignment folder).** Further guidance is available on Blackboard.

Please note that in putting together your presentation, you must be careful not to plagiarise. After submission, the slides are being checked using anti-plagiarism software. Just like when you write your essay, take care to use your own words, and if you quote from an article, you need to show clearly that it's a quote by using quotation marks.

If appropriate, you may draw on the article you discuss in your presentation in your essay and exam. However, the material that you have put together for the presentation can never be the sole basis for an essay or exam paper because these assessments ask different questions and require you to engage in a much wider range of readings and reference properly.

Your tutor will mark and give you written feedback on your presentation within a fortnight.

There will be a maximum of three presentations per tutorial; and normally there will be two presentations each week. Please note that presentations will never take up the majority of time in the tutorial. If you are not due to present you should still prepare for the tutorial as usual as there will be a full class discussion in relation to the issues described in the Tutorial Guide above.

If you are absent through sickness the presentation will be re-arranged wherever possible. Absence from the session in which you are due to present requires formal mitigating circumstances (first contact Chantel.Riley@manchester.ac.uk or visit the UG Office in the Arthur Lewis Building). Students with relevant disability issues that are formally recognised by the Disability Advisory and Support Service (DASS) should contact the course convenor to arrange an alternative assignment.

What you learn from doing the presentation

The presentation is a chance for you to develop more in-depth understandings of the topics and readings that we cover on the module. It is also an opportunity to get feedback from your tutor on how your work is developing. The aim is for you to develop your skills in understanding sociological ideas, presenting ideas and theories in a clear and accessible way, and also in engaging with questions and (constructive) feedback from the audience at the end of the presentation. These are some key skills you need to learn from your degree programme. The presentation will also be an opportunity to develop your understanding of gender and sexuality through learning from your peers.

Feedback on your presentation

You will get feedback on various elements of the presentation and you will receive your mark (out of 100%) based on these criteria:

- Structure
- Content
- References to the literature
- Delivery
- Length of the presentation
- Visual aids

Structure: You need to have an **introduction** and a **conclusion** to your presentation. Your peers will not be experts in this area the way you now are, so you need to introduce your topic to them in a logical, structured way.

There are many different ways of structuring a good presentation. For example, you could do it chronologically if you want to provide a historical view, or you could set the presentation title as a question, and then set out to answer it. It helps to signpost the order in which you are going to present things. The important thing is that the structure is clear to the audience, and helps them understand the topic.

Content: The presentation should encapsulate your engagement with one key argument in your reading. You should present this to the class so that everyone understands.

References to the literature: Make sure that you make references to the literature as you assess the argument of the article that you have chosen. You can make a really strong presentation if you draw on other reading in your presentation (eg the required readings from this or other weeks).

Delivery: Try to deliver your presentation with clarity and enthusiasm! Most of your colleagues will be just as nervous about their own presentations and they will make an appreciative and supportive audience.

Length of the presentation: Keep the presentation 5-7 minutes – don't make it too short or too long.

Visual aids: Along with your presentation you need to present visual aids: Powerpoint slide[s], a poster or a handout. Make sure these are clear, helpful and well organised. Think about how much information you put on your slide; try and avoid putting too little information or too much on your visual aid.

General comments and grade: This is the overall impression, and grade.

One compulsory assessed essay (35%)

The maximum essay length is 1,500 words +/-10%. You must include a word count on the front of your essay or suffer a 2% penalty to your overall mark. The essays must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial).

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Essay Questions 2018/19

Please answer one of the following questions:

1. Write a critique of the popular assumption that gender differences between men and women are biological and so based in nature. Use theories that draw on social constructionist perspectives to develop your argument.
2. Are radical feminist ideas from the 1960s and 1970s useful for thinking about women's experiences today? Provide an analysis drawing on empirical examples and substantiation.
3. What is the relationship between gender, race and class in structuring people's experiences of the world? In answering this question, you can explore how all three intersect, or you can focus on gender and *one* more aspect of identity (so class *or* race).
4. Provide an analysis of how gendered regimes of masculinities and femininities impact on everyday life. Draw on empirical examples and substantiation.
5. Mass media transmits cultural and gender norms. Discuss with reference to two media sources why gender representation matters and how cultural theories can help us unravel these meanings. Provide empirical examples.

Coursework Submission

Coursework must be typed and double-spaced in a reasonable font (eg 12 point in Times New Roman or Arial).

Essays should be **submitted online** via Blackboard by **2pm on the day of submission specified on p. 2 of this document**. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes Turnitin plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. The mark published through Turnitin will show your mark before the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (eg medical reasons). In such cases an online Mitigating Circumstances Form must be completed and submitted. Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

Exam

A **two-hour exam** requires you to answer **two questions** from a selection of four questions (see below) from the exam paper (which closely follow the lecture/tutorial topics in weeks 6-9). The course is designed in such a way that you will need to cover different topics for each element of assessment. Wording of both the assessed assignment options and the examination questions clearly indicates which key topic from the course should be covered.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination you will not be allowed to re-sit it except in the case of serious mitigating circumstances. If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignments are different in nature to exam questions. Similar topics may be covered but to answer the set assignments adequately you will have to cover those topics in a significantly different way. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You'll need to contribute regularly to group discussions to make the best use of this.)
- Written formative and summative feedback will be given on your assessed coursework, *ie* your presentation and essay.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback



to refer to later by using the print icon in the bottom left corner of the feedback screen.

KNOW HOW

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. This will be between **1pm and 5pm on Tuesday the 5th of December**. Instructions for how to sign up will be sent out nearer the time.

YOUR FEEDBACK TO US

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials;
- At least 3 hours reading the key reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the key reading, notes on the key reading, preparation exercises etc) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the tutor and your programme administrator in advance if possible (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room, notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate referencing in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Sociology we recommend use of the Harvard system of referencing, which is described in detail here:

<http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a references list which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:

 <http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

 <http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>

KNOW HOW

The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

[x?DocID=2870](http://documents.manchester.ac.uk/display.aspx?DocID=2870)

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

High First Class (75+) Such answers fully answer the question in a coherent manner and can be expected to show excellence with respect to the following criteria:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Knowledge of the relevant literature.

First Class (70-74) Such answers are highly competent and provide a near-full and well-structured answer to the question and can be expected to indicate some of the following qualities:

- Insight and depth of understanding of the material
- The exercise of critical judgement along with clarity of analysis and of expression
- Good knowledge of the relevant literature.

Upper-second Class (60-69) Such answers are overall competent and provide a generally well-structured answer to the question and can be expected to indicate most of the following qualities:

- A reasonable-to-good understanding of the material
- Clarity of analysis, of argument and of expression
- At least selective knowledge of the relevant literature.

Lower-second Class (50-59) Such answers indicate some understanding of the issues and provide an adequate answer to the question. They can be expected to show most of the following features:

- A basic understanding of the material
- Clarity of analysis and argument, albeit limited in extent
- Some awareness of the relevant literature.
- Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49) Such answers indicate only a rudimentary understanding of the issues and offer only partial answers to the question. They can be expected to show the following features:

- Sparse coverage of the material with several key topics missing

- Unsupported assertions and little clear analysis or argument
- Important errors and inaccuracies.

First and Second Years: Compensatable Fail (30-39)

Such answers fail to deal with the question in a way that suggests more than a fragmented and shallow acquaintance with the subject. They are often error-prone and lack coherence. NB – it is not possible to get a compensated pass for a compulsory course on your degree programme. There is also a limit to the number of compensated fails allowed in a single year. Please see your Programme Handbook for details.

First and Second Years: Uncompensatable Fail (0-29)

Such answers fail to demonstrate the ability to engage with the question.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY20962: Racism and Ethnicity in the UK

Semester 2

Credits 20

Convenor: Rohini Rai

Contents

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5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s):	Rohini Rai
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Office Hours:	Wednesdays 2-4pm
Tutors:	Rashida Bibi (rashida.bibi@manchester.ac.uk) Mahwish Rana (mahwish.rana@manchester.ac.uk) Isaac Siles Barcenas (isaac.silesbarcenas@manchester.ac.uk)
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Tuesdays 2pm-4pm, Schuster Building BRAGG Theatre.
Tutorials:	Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis.
Feedback half-day:	Tuesday, 30 th April 2019.
Assessed Coursework Submission:	Thursday, 4 th April 2019.
Examination Period:	13 th May – 7 th June 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

- One compulsory non-assessed essay plan (5% penalty for non-submission) due by 2pm on Thursday, 7th March 2019.
- One assessed essay worth 50% of the total mark due by 2 pm on Thursday, 4th April 2019.
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark.

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

This course introduces students to the sociology of racism and ethnicity, using the UK experience as a case study. It explores the origins and development of racism within Britain, examining how it has shaped, and continues to shape the nature of British society. We look at the role 'race thinking' has played in the production of inequalities and exclusions, as well as how it informs notions of national identity. The course engages with contemporary debates and theoretical advances, particularly in relation to multiculturalism, critical whiteness studies, and 'post-race'. The module aims to:

- To provide an introduction to theorisations of racism and ethnicity.
- Introduce students to the ways in which Racism and Ethnicity interact with other forms of social difference such as nation, gender, class, and religion.
- Encourage students to evaluate the role of racism in the structure of British society.
- To explore current theoretical debates around key issues such as institutional racism, Islamophobia, post-race, Brexit, and critical whiteness studies.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Learning Outcomes

On completion of this course, students will be able to:

- Have gained a deeper understanding of a range of theoretical tools to understand contemporary debates about 'race', ethnicity and difference.
- To critically engage with key texts and theoretical ideas.
- Be able to analyse the role of 'racism' in the structure of British society and its interaction with other forms of social differentiation such as class and gender.
- Have a critical understanding of contemporary developments in the sociology of racism and ethnicity in the UK.
- Be able to apply theoretical ideas to empirical issues.
- Be able to construct and defend your own arguments in an analytically rigorous fashion.

General Course Readings

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:

Anthias, F. and Yuval-Davis, N. (1993) *Racialized Boundaries: Race, nation, gender, colour and class and the anti-racist struggle*, London: Routledge.

Back, L. and Solomos, J. (eds.) (2009) *Theories of Race and Racism: A Reader*, London: Routledge.

Garner, S. (2017) *Racisms: An Introduction (Second Edition)*, London: Sage (highly recommended)

Meer, N. (2014) *Key Concepts in Race and Ethnicity*, London: Sage.

Rattansi, A. (2007) *Racism: A Very Short Introduction*, Oxford: Oxford University Press.

See also the following academic journals which focus on issues relevant to the course: *Ethnic and Racial Studies*, *Ethnicities*, *Identities: Global Studies in Culture and Power*, *Journal of Ethnic and Migration Studies*, *Patterns of Prejudice*, *Race and Class*.

Lectures and Reading List

Overview of course structure:

Weeks	Dates	Topics
1.	29.01.2019	Introducing 'race', ethnicity and racism(s)
2.	05.02.2019	The <i>making</i> of 'race': Racialization.
3.	12.02.2019	Intersections: 'Race', class and gender.
4.	19.02.2019	Making the familiar 'strange': Critical whiteness.
5.	26.02.2019	'Us' vs 'Them': 'Race', nation, migration and Brexit (Guest lecture by Natalie).
6.	05.03.2019	'Living with difference': Diversity, multiculturalism and place.
7.	12.03.2019	'Addressing inequalities': Institutional racism.
8.	19.03.2019	'Can religion be raced?' Islamophobia (Guest lecture by Rashida).
9.	26.03.2019	'Can we abandon 'race'?' Post-race.
10.	02.04.2019	Revision.

Lecture 1:

Introducing 'Race', Ethnicity and Racism(s)

In this session we will set out the aims and objectives of the course and explain the structure and the workload involved. We will also look at the idea of 'race' and the processes through which it has been made significant. Here, 'race' is viewed as a social construction that possesses a social rather than 'natural' quality. As sociologists of 'race' we have to examine not what 'race' is but more importantly what 'race' is asked to do, and how it is made socially meaningful through historical processes, ideological and institutional mechanisms, and everyday practices. We will also outline the concepts of 'ethnicity' and 'racism', looking at the interrelationship between 'race', ethnicity, and racisms.

Required reading/viewing

Garner, S. (2017) *Racisms: An Introduction*, London: Sage (Chapter 1).

Hall, S. (1997) 'Race as a Floating Signifier', London: Media Education Foundation.

Additional reading

Alexander, C. and Knowles, C. (eds.) (2005) *Making Race Matter: Bodies, Space and Identity*, Basingstoke: Palgrave (Introduction).

Anthias, F. and Yuval-Davis, N. (1993) *Racialized Boundaries: Race, nation, gender, colour and class and the anti-racist struggle*, London: Routledge (Chapter 1).

Back, L. and Solomos, J. (2009) *Theories of Race and Racism: A Reader* (Second Edition), London: Routledge (Part One).

Bulmer, M. and Solomos, J. (1998) 'Introduction: Re-thinking ethnic and racial studies.' *Ethnic and Racial Studies*, 21(5): 819-837.

Essed, P. (1991) *Understanding Everyday Racism: An Interdisciplinary Theory*, London: Sage.

Garner, S. (2017) *Racisms: An introduction* (Second Edition), London: Sage (Chapters 3 and 9).

Golash-Boza, T. (2016) 'A critical and comprehensive theory of race and racism.' *Sociology of Race and Ethnicity*, 2(2): 129-141.

Goldberg, D.T. (1990) 'The Social Formation of Racist Discourse', in Goldberg (ed.) *Anatomy of Racism*, Minneapolis, MN: University of Minnesota Press, pp.295-318.

Goldberg, D.T. (1999) 'The Semantics of Race', in M. Bulmer and J. Solomos (eds.) *Racism*, Oxford: Oxford University Press (pp.362-377).

Guillaumin, C. (1999) 'The Changing Face of "Race"', in M. Bulmer and J. Solomos (eds.) *Racism*, Oxford: Oxford University Press (pp.355-362).

Hall, S. (2013) 'The Spectacle of the "Other"', in S. Hall (ed.) *Representation: Cultural Representations and Signifying Practices*, London: Sage (pp. 223-290).

Hall, S. (2017) *The Fateful Triangle: Race, Ethnicity, Nation*. Cambridge, MA: Harvard University Press (Chapter 1).

Knowles, C. (2003) *Race and Social Analysis*, London: Sage (Chapter 1).

- Lentin, A. (2008) *Racism: A Beginner's Guide*, London: OneWorld (Chapters 1-2).
- Lentin, A. (2015) 'What does race do?', *Ethnic and Racial Studies*, 38(8):1401-1406.
- Meer, N. (2014) *Key Concepts in Race and Ethnicity*, London: Sage, pp. 37-42 and 113-119.
- Mitchell, W.J.T. (2012) *Seeing Through Race*, Cambridge, MA: Harvard University Press, Chapter 1.
- Rattansi, A. (2007) *Racism: A Very Short Introduction*, Oxford: Oxford University Press.
- Spencer, S. (2014) *Race and Ethnicity: Culture, Identity and Representation*, London: Routledge, Chapter 2.
- Winant, H. (2000) 'The Theoretical Status of the Concept of Race', in L. Back and J. Solomos (eds.) *Theories of Race and Racism: A Reader*, London: Routledge, pp.181-190.

Lecture 2:

Racialization: The *making* of 'race'

Having interrogated the idea and significance of 'race' in the previous lecture, we now turn our attention to the concept of 'racialization'. If 'race' is not inherently meaningful or socially significant then what should be the object of sociological analysis? In recent decades, 'racialization' has become a key tool for sociologists, coming to be used in a range of ways to describe and analyse the processes through which groups, social problems and relations, institutions and social structures come to be 'racialized'. In this lecture, we will examine 'racialization' as a concept, exploring the ways in which it has been employed. We will move on to consider how groups come to be 'racialized' and start to think about how 'racialization' operates and the utility it has for sociologists as an analytic tool.

Required reading

- Garner, S. (2017) *Racisms: An Introduction*, London: Sage, Chapter 2.
- Fox, J.E., Morosanu, L. and Szilassy, E. (2013) 'The Racialization of the New European Migration to the UK', *Sociology*, 46(4): 680-695.

Additional reading

- Banton, M. (1977) *The Idea of Race*, London: Tavistock Press.
- Barot, R. and Bird, J. (2001) 'Racialization: The Genealogy and Critique of a Concept', *Ethnic and Racial Studies*, 21(4): 601-618.
- Fanon, F. (1992) 'The Fact of Blackness', in J. Donald and A. Rattansi (eds.) *'Race', Culture and Difference*, London: Sage, pp.220-240.
- Fassin, D. (2011) 'Racialization: How to Do Races With Bodies', in F.E. Mascia-Lees (ed.) *A Companion to the Anthropology of the Body and Embodiment*, Oxford: Blackwell, <https://www.sss.ias.edu/files/pdfs/Fassin/Racialization.pdf>
- Gans, H. (2017) 'Racialization and racialization research.' *Ethnic and Racial Studies*, 40(3): 341-352.
- Garner, S. (2013) 'The racialisation of asylum in provincial England', *Identities: Global Studies in Culture and Power*, 20(5): 503-521.

- Garner, S. (2017) 'Accommodation crisis: the racialization of travellers in twenty-first century England', *Ethnic and Racial Studies* (online first).
- Garner, S. and Selod, S. (2015) 'The Racialization of Muslims: Empirical Studies of Islamophobia', *Critical Sociology*, 41(1): 9-19.
- Goldberg, D.T. (2014) *Sites of Race*, Cambridge: Polity (Chapter 2).
- Murji, K. (2017) *Racism, Policy and Politics*. Bristol: Policy Press (Chapter 2)
- Meer, N. (2013) 'Racialization and religion: Race, culture and difference in the study of antisemitism and Islamophobia', *Ethnic and Racial Studies*, 36(3): 385-398.
- Meer, N. (2014) *Key Concepts in Race and Ethnicity*, London: Sage, pp. 125-130.
- Meer, N. and Modood, T. (2010) 'The Racialisation of Muslims', in A.K. Vakil and S. Sayyid (eds.) *Thinking Through Islamophobia*, London: Hurst and Co.
- Miles, R. (1989) *Racism*, London: Routledge, Chapter 3.
- Murji, K. and Solomos, J. (eds.) (2005) *Racialization: Studies in Theory and Practice*, Oxford: Oxford University Press (see especially Introduction and chapters by Banton, Kushner, Pheonix, and Rattansi).
- Omi, M. and Winant, H. (2014) *Racial Formation in the United States* (Third Edition), London: Routledge, Chapter 4.
- Parker, D. and Song, M. (2006) 'New ethnicities online: reflexive racialisation and the internet', *Sociological Review*, 54(3): 575-594.
- Small, S. (1994) *Racialised Barriers: The Black Experience in the United States and England in the 1980s*, London: Routledge, especially pp.29-39.
- Song, M. (2014) 'Challenging a culture of racial equivalence', *British Journal of Sociology*, 65(1): 107-129.

Lecture 3:

Intersections: 'Race', Class and Gender

This week's lecture will explore the intersection of racial and ethnic difference with that of gender and class and the growing interest in 'intersectionality'. It will primarily focus on the impact of black feminist scholarship from the United States and Britain and the critiques of white feminist theory, considering its theoretical and political implication. We will also move on to consider the fragmentation of black feminist writing around issues of 'difference'.

Required Reading

Anthias, F. and Yuval-Davis, N. (1993) *Racialized Boundaries: Race, nation, gender, colour and class and the anti-racist struggle*, London: Routledge, Chapter 4.

Additional Reading

Ali, S. et al (2010) 'Intersectionality, Black British Feminism and Resistance in Education', *Gender and Education*, 22(6): 647-661.

- Andersen, M.L. (2010) 'The Nexus of Race and Gender: Parallels, Linkages, and Divergences in Race and Gender Studies', in P.H. Collins and J. Solomos (eds.) *The SAGE Handbook of Race and Ethnic Studies*, London: Sage, pp.166-187.
- Anthias, F. (2006) 'Intersectionality and Feminist Politics', *European Journal of Women's Studies*, 13(3): 193-209.
- Aziz, R. (1992) 'Feminism and the challenge of racism: deviance and difference' in H. Crowley and S. Himmelweit (eds.) *Knowing Women*, Cambridge: Polity.
- Back, L. and Solomos, J. (eds.) (2009) *Theories of Race and Racism: A Reader*, London: Routledge, Part 5.
- Brah, A. (2009) 'Difference, Diversity, Differentiation: Processes of racialisation and gender,' in L. Back and J. Solomos (eds.) *Theories of Race and Racism: A Reader*, London: Routledge, pp.503-518.
- Brah, A. and Phoenix, A. (2004) 'Ain't I A Woman? Revisiting Intersectionality', *Journal of International Women's Studies*, 5(3): 75-86.
- Carby, H. (1982) 'White Woman Listen! Black Feminism and the boundaries of sisterhood' in CCCS, *The Empire Strikes Back*, London: Hutchinson.
- Collins, P.H. (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*, London: Routledge.
- Crenshaw, K. (1989) 'Demarginalising the Intersection of Race and Sex: A Black Feminist Critique of Anti-Discrimination Doctrine, Feminist Theory, and Anti-Racist Politics', *University of Chicago Legal Forum*, 139: 383-394. Available at <http://lic.law.ufl.edu/~hernandez/Women/crenshaw.pdf>
- Crenshaw, K. (1991) 'Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color', paper presented at the World Conference Against Racism; at: www.hsph.harvard.edu/grhf/WoC/feminisms/crenshaw.html
- Davis, A. (1981) *Women, Race and Class*, Women's Press
- Garner, S. (2017) *Racisms: An Introduction*, London: Sage (Chapter 4).
- hooks, b (1982) *Ain't I A Woman: Black Women and Feminism*, London: Pluto Press.
- hooks, b (1990) *Yearning: race, gender and cultural politics*, South End Press
- James, J. and Sharpley Whiting, T.D. (eds.) (2000) *The Black Feminist Reader*, Oxford: Blackwell.
- James, W. and Harris, C. (eds.) (1993) *Inside Babylon*, London: Verso (Chapters by Lewis, Mama and Williams)
- Lorde, A. (1992) 'Age, race, class, sex: women redefining difference' in H. Crowley & S. Himmelweit (eds.) *Knowing Women*, Cambridge: Polity.
- Mirza, H. (ed.) (1997) *Black British Feminism: A Reader*, London: Routledge.
- Mirza, H. and Joseph, C. (eds.) (2010) *Black and Postcolonial Feminisms in New Times: Researching Educational Inequalities*, London: Routledge (see especially introduction and chapter by Ahmed).

- Mohanty, C. (1988) 'Under western eyes: Feminist scholarship and colonial discourses', *Feminist Review*, 30 (Autumn): 61-88.
- Nash, J.C. (2013) 'Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality', *Meridians: feminism, race, transnationalism*, 11(2): 1-24.
- Parmar, P. (1982) 'Gender, race and class: Asian women in resistance', in CCCS (ed.) *The Empire Strikes Back*, London: Hutchinson, pp.236-275.
- Phoenix, A. (2016) 'Re-narrating feminist stories: Black British women and transatlantic feminisms.' In K. Davis and M. Evans (Eds.) *Transatlantic conversations: feminism as travelling theory*, London: Routledge (pp. 55-68).
- Puwar, N. and Raghuram, P. (eds.) (2003) *South Asian Women in the Diaspora*, London: Berg.
- Reynolds, T. (2002) 'Re-thinking a black feminist standpoint', *Ethnic and Racial Studies*, 25(4): 591-606.

Lecture 4:

Critical Whiteness: *Making the familiar 'strange'(?)*

In this lecture we will explore the emergence of critical whiteness studies in the United States and Britain. This work examines the category 'White' historically and in contemporary society. In particular, we will focus on the intersection of Whiteness with gender, national and class identities, and evaluate the strengths and limitations of the 'critical whiteness' paradigm.

Required Reading

- Andersen, M.L. (2003) 'Whitewashing Race: A Critical Perspective on Whiteness', in A.W. Doane, and E. Bonilla-Silva (eds.) (2003) *White Out: The Continuing Significance of Racism*, New York: Routledge, pp.21-34.
- Dyer, R. (2000) 'The matter of whiteness', in L. Back and J. Solomos (eds.) *Theories of Race and Racism: A Reader*, London: Routledge, pp. 539-548.

Additional Reading

- Ahmed, S. (2004) 'Declarations of whiteness: The non-performativity of whiteness', *borderlands*, 3(2) <http://www.borderlands.net.au/vol3no2_2004/ahmed_declarations.htm>
- Back, L. (2010) 'Whiteness in the Dramaturgy of Racism' in P. Hill Collins and J. Solomos (eds.) *Sage Handbook of Race and Ethnic Studies*, London: Sage.
- Bonnett, A. (1996) "'White Studies': the problems and project of a new research agenda", *Theory, Culture and Society*, 13(2): 145-55
- Bonnett, A. (2000) *White Identities: Historical and International Perspectives*, Pearson Education.
- Byrne, B. (2006) *White Lives: the interplay of "race", class and gender in everyday life*, London: Routledge.

Delgado, R. and Stefancic, J. (eds.) (1997) *Critical White Studies: Looking Behind the Mirror*, Philadelphia, PA: Temple University Press.

Doane, A.W. and Bonilla-Silva, E. (eds.) (2003) *White Out: The Continuing Significance of Racism*, New York: Routledge.

Dyer, R. (1997) *White*, London: Routledge.

Frankenberg, R. (1993) *White Women, Race Matters: the social construction of Whiteness*, London: Routledge.

Frankenberg, R. (2001) 'The Mirage of an Unmarked Whiteness', in B.B. Rasmussen, E. Klinenberg, I.J. Nexica, and M. Wray (eds.) *The Making and Unmaking of Whiteness*, Durham, NC: Duke University Press (pp.72-96).

Garner, S. (2006) 'The Uses of Whiteness: What Sociologists Working on Europe Can Draw from US Research on Whiteness', *Sociology*, 40(2): 257-275.

Garner, S. (2007) *Whiteness: An Introduction*, London: Routledge.

Garner, S. (2017) *Racisms: An Introduction*, London: Sage. (Chapter 11)

Garner, S. (2017) 'Surfing the third wave of whiteness studies: reflections on Twine and Gallagher', *Ethnic and Racial Studies*, 40(9): 1582-1597.

Ignatiev, N. and Garvey, J. (eds.) (1996) *Race Traitor*, New York: Routledge.

Levine-Rasky, C. (2013) *Whiteness Fractured*, London: Routledge.

Marable, M. (ed.) (2002) 'Whiter Whiteness?', *Souls*, 4(4): 45-73.

McIntosh, P. (1995) 'White privilege and male privilege: a personal account of coming to see correspondences through work in Women's Studies' in R. Delgado and J. Stefancic (eds.) *Critical White Studies* (pp.291-299).

Nayak, A. (2007) 'Critical Whiteness Studies', *Sociology Compass*, 1(2): 737-755.

Rasmussen, B.B., Klinenberg, E., Nexica, I.J. and Wray, M. (eds.) *The Making and Unmaking of Whiteness*, Durham, NC: Duke University Press.

Riggs, D.W. (ed.) (2004) 'Why Whiteness Studies?', *Borderlands*, 3(2)
<http://www.borderlands.net.au/issues/vol3no2.html>

Roediger, D. (1991) *The Wages of Whiteness*, New York: Verso.

Roediger, D. (1994) *Towards the Abolition of Whiteness*, New York: Verso.

Steyn, M. and Conway, D. (2010) 'Introduction: Intersecting whiteness, interdisciplinary debates', *Ethnicities*, 10(3): 283-291.

Twine, F.C. and Gallagher, J. (2008) 'The future of whiteness: a map of the "third wave"', *Ethnic and Racial Studies*, 31(1): 4-24.

Lecture 5:

‘Us’ vs ‘Them’: ‘Race’, Nation, Migration and Brexit

In this session we will look into the relationship between ‘race’, migration and nation. We will explore the ways in which ideas of the nation are constructed through notions of racial belonging and exclusion (particularly of migrants), and how racial discourses are formed in the organisation of social structures. This will be done by firstly looking into the debates around ‘race’ and nation that emerged in post-war Britain (such as Enoch Powell’s ‘Rivers of Blood’ speech) and then tying it up to a more contemporary phenomenon- Brexit. After the EU Referendum of 2016 whereby Britain withdrew from the European Union, many debates surrounding the economic, political, social and cultural aspects of Brexit have emerged. Further, a distinct feature of Brexit has also been an increase in race-attacks, hate-speech and legitimisation of anti-immigrant sentiments. In this lecture, we will therefore explore how ideas of ‘race’ and its relationship with migration and nation has played a central role British society and politics, especially in this era of Brexit.

Required Reading

Garner, S. (2010) *Racisms: An Introduction*, London: Sage (Chapter 5).

Virdee, S. and McGeever, B. (2017) ‘Racism, Crisis, Brexit.’ *Ethnic and Racial Studies* (online first).

Additional Reading

Anderson, B. (1991) *Imagined Communities*, London: Verso.

Anthias, F. and Yuval-Davis, N. (1993) *Racialized Boundaries*, London: Routledge, (Chapter 2)

Balibar, E. and Wallerstein, I. (1991) *Race, Nation, Class: Ambiguous Identities*, London: Verso.

Becker, S.O., Fetzer, T. and Novy, D. (2017) *Who Voted for Brexit? A Comprehensive District-Level Analysis*. CEPR Discussion Paper, <https://ssrn.com/abstract=2949802>

Bhabha, H. (ed.) (1990) *Nation and Narration*, London: Routledge.

Bhambra, G. (2017) Locating Brexit in the pragmatics of race, citizenship and Empire,’ in W. Outhwaite (ed.) *Brexit: Sociological Responses*, London: Anthem.

Bowler, R. (2017) *Whiteness, Britishness and the Racist Reality of Brexit*, Sunderland: Centre for Applied Social Sciences, <http://sure.sunderland.ac.uk/8463/>

Bulmer, M. and Solomos, J. (eds.) (1999) *Racism*, Maidenhead: Open University Press (Section VI).

Calhoun, C. (2017) ‘Populism, nationalism and Brexit.’ In W. Outhwaite (ed.) *Brexit: Sociological Responses*, London: Anthem.

Ford, R. and Goodwin, M. (2017) 'Britain After Brexit: A Nation Divided', *Journal of Democracy*, 28(1): 17-30.

Gilroy, P. (2002[1987]) *There Ain't No Black in the Union Jack*, London: Hutchinson (Chapter 2), pp.41-83.

Gilroy, P. (1993) *Small Acts*, London: Serpent's Tail, (Part 1)

Goldberg, D.T. (2002) 'Racial States' in D.T. Goldberg and J. Solomos (eds.) *A Companion to Racial and Ethnic Studies*, Oxford: Blackwell, pp.233-258.

Goulbourne, H. (1991) *Ethnicity and Nationalism in Post-Imperial Britain*, Cambridge: Cambridge University Press.

Lawrence, E. (1982) 'Just plain common sense: the "roots" of racism', in CCCS, *The Empire Strikes Back*, pp.47-94.

Omi, M. and Winant, H. (2002) 'Racial Formation' in P. Essed and D.T. Goldberg (eds.) *Race Critical Theories*, Oxford: Blackwell, pp.123-145.

Parekh, B. (2000) *The Future of Multi-Ethnic Britain*, London: Runnymede Trust, (Chapters 1 and 2).

Small, S. and Solomos, J. (2006) 'Race, immigration and politics in Britain: Changing policy agendas and conceptual paradigms 1940s-2000s', *International Journal of Comparative Sociology*, 47: 235-257.

Smith, A.M. (1994) *New Right Discourse on Race and Sexuality, Britain, 1968-1990*, Cambridge: Cambridge University Press (Chapters 1 and 4).

Solomos, J. (2003) *Race and Racism in Britain*, Basingstoke: Palgrave.

Valluvan, S. (2017) 'Defining and challenging the new nationalism', *Juncture*, 23(4): 232-239.

Younge, G. (2016) 'Brexit: A disaster decades in the making', *Guardian*, June 30, <https://www.theguardian.com/politics/2016/jun/30/brexit-disaster-decades-in-the-making>

Lecture 6:

'Living with Difference': Diversity, Multiculture and Place

Since the turn of the century, concerns over the impacts that increasing racial and ethnic diversity are having on the nation and its spaces have assumed a key role within media and policy discourses. Riots in the summer of 2001, and concerns over racial and ethnic segregation have seen renewed calls for greater social cohesion and integration within cities, towns and neighbourhoods. In this lecture we explore how changing racial and ethnic demographics and settlement patterns are manifesting in shifting spatial and social relations. We will consider how diversity is being negotiated within different types of places—particularly urban settings. We will critically examine the focus on 'everyday multicultural' and 'conviviality', exploring the conditions that seem to both generate a greater ease with difference, but also the factors through which racial and ethnic conflict and racism persists.

Required reading

Neal, S. et al (2013) 'Living multicultural: understanding the new spatial and social relations of ethnicity and multicultural in England', *Environment and Planning C*, 31(2): 308-323.

Nayak, A. (2017) 'Purging the nation: race, conviviality and embodied encounters in the lives of British Bangladeshi young women', *Transactions of the Institute of British Geographers*, 42(2): 289-302.

Additional Reading

Amin, A. (2002) 'Ethnicity and the multicultural city: living with diversity,' *Environment and Planning A*, 34: 959-980.

Back, L. and Sinha, S. (2012) 'New hierarchies of belonging', *European Journal of Cultural Studies*, 15(2): 139-154.

Back, L. and Sinha, S. (2016) 'Multicultural conviviality in the midst of racism's ruins', *Journal of Intercultural Studies*, 37(5): 517-532.

Beider, H. (2015) *White Working Class Voices: Multiculturalism, Community-Building and Change*. Bristol: Policy Press.

Bynner, C. (2017) 'Intergroup relations in a super-diverse neighbourhood: the dynamics of population composition, context and community', *Urban Studies* (online first).

Erel, U. (2011) 'Complex belongings: racialization and migration in a small English city', *Ethnic and Racial Studies*, 34(12): 2048-2068.

Gilroy, P. (2004) *After Empire: Melancholia or Convivial Culture?* London: Routledge.

Gilroy, P. (2006) 'Multiculture in times of war', *Critical Quarterly*, 48(4): 27-45.

Hickman, M., Crowley, H. and Mai, N. (2008) *Immigration and social cohesion in the UK: The rhythms and realities of everyday life*, York: Joseph Rowntree Foundation.

Hudson, M., Phillips, J., Ray, K. and Barnes, H. (2007) *Social cohesion in diverse communities*, York: Joseph Rowntree Foundation.

Jones, H. et al (2015) 'Urban multicultural and everyday encounters in semi-public franchised café spaces.' *Sociological Review*, 63(3): 644-661.

Karner, C. and Parker, D. (2011) 'Conviviality and conflict: Pluralism, resilience and hope in inner-city Birmingham', *Journal of Ethnic and Migration Studies*, 37(3): 355-372.

Neal, S., Bennett, K., Cochrane, A. and Mohan, G. (2018) *Lived Experiences of Multiculture: The New Social and Spatial Relations of Diversity*, London: Routledge.

Phillips, D., Athwal, B., Robinson, D. and Harrison, M. (2014) 'Towards intercultural engagement: building shared visions of neighbourhood and community in an era of new migration.' *Journal of Ethnic and Migration Studies*, 40(1): 42-59.

Sanderson, P. and Thomas, P. (2014) 'Troubling identities: race, place and positionality among young people in two towns in Northern England', *Journal of Youth Studies*, 17(9): 1168-1186.

Thomas, P., Busher, J., Macklin, G. and (2017) 'Hopes and Fears: Community cohesion and the "white working class" in one of the "failed" spaces of multiculturalism', *Sociology*,

- Vertovec, S. (2007) 'Superdiversity and its implications,' *Ethnic and Racial Studies*,
- Watson, S. (2017) 'Making multiculturalism', *Ethnic and Racial Studies*, 40(15): 2635-2652.
- Wessendorf, S. (2014) *Commonplace Diversity: Social Relations in a Super-Diverse Context*, Basingstoke: Palgrave.
- Wessendorf, S. (2014) *Researching social relations in super-diverse neighbourhoods*, IRiS Working Paper Series, No.2/2014, University of Birmingham.
- Wise, A. and Noble, G. (2016) 'Convivialities: An Orientation', *Journal of Intercultural Studies*, 37(5): 423-431.

Lecture 7:

'Addressing Inequalities': Institutional Racism

In recent years, the term 'institutional racism' has gained increasing currency as a means of bringing attention to broader racialised inequalities across various domains of social life, including institutions such as education, health, employment, and criminal justice. In this lecture we will explore the origins of the term, its meanings, and consider the critiques that have been levelled against it as an idea. We will investigate the utility of the concept as a means of uncovering and challenging racism and examine alternative ways of considering racialised inequalities that situate institutions in relation to both interpersonal but also structural racism.

Required reading

Phillips, C. (2011) 'Institutional racism and ethnic inequalities: An expanded multilevel framework.' *Journal of Social Policy*, 40(1): 173-192.

Additional Reading

Alexander, C. and Arday, J. (eds.) (2015) *Aiming Higher: Continuing inequalities for black and minority ethnic people in higher education*. London: Runnymede Trust.

Alexander, C., Weekes-Bernard, D. and Arday, J. (Eds.) (2015) *The Runnymede School Report: Race, education and Inequality in Contemporary Britain*, London: Runnymede Trust.

Anthias, F. (1999) 'Institutional racism, power and accountability', *Sociological Research Online*, 4:1.

Arday, J. and Mirza, H. (Eds.) (2018) *Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy*, Basingstoke: Palgrave.

Bhopal, K. (2016) 'Race, education and inequality', *British Journal of Sociology of Education*, 37(3): 488-497.

Bhopal, K. and Maylor, U. (Eds.) (2014) *Educational Inequalities: Difference and Diversity in Schools and Higher Education*, London: Routledge.

Bloch, A., Neal, S. and Solomos, J. (2013) *Race, Multiculture and Social Policy*, Basingstoke: Palgrave (Chapters 2, 5, and 7).

Bowling, B., Parmar, A. and Phillips, C. (2012) 'Policing ethnic minority communities', in T.Newburn (Ed.) *Handbook of Policing*, London: Routledge.

Cabinet Office (2017) *Race Disparity Audit, Summary Findings from the Ethnicity Facts and Figures Website*, London: Cabinet Office,
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/650723/RDAweb.pdf

Cole, M. (2004) “‘Brutal’ and stinking” and “difficult to handle”: the historical and contemporary manifestations of racialization, institutional racism and schooling in Britain’, *Race, Ethnicity and Education*, 7(1): 35-56.

El-Enany, N. and Bruce-Jones, E. (eds.) (2017) *Justice, Resistance and Solidarity: Race and Policing in England and Wales*. London: Runnymede Trust.

Equality and Human Rights Commission (2016) *Healing A Divided Britain*, London: EHRC.

Garner, S. (2017) *Racisms: An Introduction*. London: Sage, Chapter 6.

Gillborn, D. (2008) *Racism and Education: Coincidence or Conspiracy?*, London: Routledge.

Gillborn, D. and Mirza, H. (2000) *Educational Inequality: Mapping race, class and gender: A synthesis of research evidence*, University of London: Institute of Education.

Gillborn, D. and Rollock, N. (2010) ‘Education’, in A. Bloch and J. Solomos (Eds.) *Race and Ethnicity in the 21st Century*, Basingstoke: Palgrave.

Law, I., Phillips, D. and Turney, I. (2004) *Racism in Higher Education*, Stoke: Trentham Books.

Patel, T.G. and Tyrer, D. (2012) *Race, Crime and Resistance*, London: Sage, Chapter 4.

Pilkington, A. (2013) ‘The interacting dynamics of institutional racism in higher education.’ *Race, Ethnicity and Education*, 16(2): 225-245.

Rowe, M. (2004) *Policing, Race and Racism*, London: Routledge.

Rowe, M. (Ed.) (2007) *Policing Beyond Macpherson: Issues in Policing, Race and Society*, London: Routledge.

Souhami, A. (2014) ‘Institutional racism and police reform: an empirical critique.’ *Policing and Society*, 24(1): 1-21.

Sveinsson, K.P. (Ed.) (2010) *Ethnic Profiling: The Use of “Race” in UK Law Enforcement*, London: Runnymede Trust.

Sveinsson, K.P. (Ed.) (2012) *Criminal Justice V. Racial Justice: Minority ethnic overrepresentation in the criminal justice system*, London: Runnymede Trust.

Lecture 8:

Islamophobia: ‘Can religion be raced?’

In the wake of 9/11, July 7, the hostility towards Islam and Muslims has increased dramatically across the 'West'. This week we will consider the nature of contemporary 'Islamophobia', considering its development in the UK, and tracing its historical antecedents. We will examine how anti-Muslim racism manifests in society and the impacts it has upon representations and experiences of Muslims. We will also think about the conceptualization of 'Islamophobia' and its relationship to race, religion, and culture.

Required reading

Garner, S. and Selod, S. (2015) 'The Racialization of Muslims: Empirical Studies of Islamophobia', *Critical Sociology*, 41(1): 9-19.

Elahi, F. and Khan, O. (2017) *Islamophobia: Still A Challenge for Us All*. London: Runnymede Trust (chapters by Alexander, Hussain, Awan and Zempi, and Cohen and Tufail, and Rashid).

Additional reading

Abbas, T. (2005) *Muslim Britain: Communities Under Pressure*, London: Zed Books.

Abbas, T. (2007) Muslim minorities in Britain: Integration, multiculturalism and radicalism in the post-7/7 period', *Journal of Intercultural Studies*, 28(3): 287-300.

Abbas, T. (2011) 'Islamophobia in the UK: Historical and Contemporary Political and Media Discourses in the Framing of a Twenty-First Century Anti-Muslim Racism', in J. Esposito and I. Kalin (eds.) *Islamophobia: The Challenge of Pluralism in the 21st Century*, Oxford: Oxford University Press, pp.63-76.

Alam, Y. and Husband, C. (2013) 'Islamophobia, community cohesion and counter-terrorism policies in Britain', *Patterns of Prejudice*, 47(3): 235-252.

Alexander, C., Redclift, V. and Hussain, A. (eds.) (2013) *The New Muslims*, London: Runnymede Trust.

Allen, C. (2010) *Islamophobia*, Aldershot: Ashgate.

Britton, J. (2015) 'Muslims, racism and violence after the Paris attacks', *Sociological Research Online*, 20(3)

Elahi, F. and Khan, O. (2017) *Islamophobia: Still A Challenge for Us All*. London: Runnymede Trust.

Fekete, L. (2009) *A Suitable Enemy: Racism, Migration and Islamophobia in Europe*, London: Pluto.

Garner, S. (2010) *Racisms: An introduction*, London: Sage, Chapter 11.

Halliday, F. (1999) 'Islamophobia Reconsidered', *Ethnic and Racial Studies*, 22(5): 892-902.

Hussain, Y. and Bagguley, P. (2013) 'Funny Looks: British Pakistanis' experiences after 7 July 2005', *Ethnic and Racial Studies*, 36(1): 28-46.

Jackson, L. (2017) *Islamophobia in Britain: The Making of a Muslim Enemy*, Basingstoke: Palgrave.

Klug, B. (2012) 'Islamophobia: A concept comes of age', *Ethnicities*, 12(5): 665-681.

- Kundnani, A. (2007) 'Integrationism: Anti-Muslim Racism', *Race and Class*, 48(4): 24-44.
- Kundnani, A. (2014) *The Muslims Are Coming: Islamophobia, Extremism and the Domestic War on Terror*, London: Verso.
- Meer, N. (2014) *Key Concepts in Race and Ethnicity*, London: Sage, pp.69-74.
- Modood, T. (2005) *Multicultural Politics: Racism, Ethnicity and Muslims in Britain*, Edinburgh: Edinburgh University Press.
- Moosavi, L. (2015) 'Orientalism at home: Islamophobia in the representations of Islam and Muslims by the New Labour government', *Ethnicities*, 15(5): 652-674.
- Moosavi, L. (2015) 'The Racialization of Muslim Converts in Britain and Their Experiences of Islamophobia', *Critical Sociology*, 41(1): 41-56.
- Muslim Council of Britain (2015) *British Muslims in Numbers*, London: MCB.
- Poynting, S. and Mason, V. (2006) "'Tolerance, freedom, justice, and peace?': Britain, Australia and Anti-Muslim racism since 11 September 2001", *Journal of Intercultural Studies*, 27(4): 365-391.
- Poynting, S. and Mason, V. (2007) 'The resistable rise of Islamophobia: Anti-Muslim racism in the UK and Australia before 11 September 2001', *Journal of Sociology*, 43(1): 61-86.
- Runnymede Trust (1997) *Islamophobia: A Challenge for Us All*, London: Runnymede Trust.
- Saeed, A. (2007) 'Media, Racism and Islamophobia: The Representation of Islam and Muslims in the Media', *Sociology Compass*, 1(2): 443-462.
- Saeed, T. (2016) *Islamophobia and Securitization: Religion, Ethnicity and the Female Voice*, Basingstoke: Palgrave.
- Sayyid, S. and Vakil, A. (eds.) (2010) *Thinking Through Islamophobia: Global Perspectives*, London: C Hurst and Co.
- Taras, R. (2013) "'Islamophobia never stands still': race, religion, and culture", *Ethnic and Racial Studies*, 36(3): 417-433.
- Tyrer, D. (2013) *The Politics of Islamophobia: Race, Power and Fantasy*, London: Pluto.
- Williamson, M. and Khiabany, G. (2010) 'UK: The veil and the politics of racism', *Race and Class*, 52(2): 85-96.
- Zempi, I. and Awan, I. (2016) *Islamophobia: Lived Experiences of Online and Offline Victimization*, Bristol: Policy Press.
- Zempi, I. and Chakraborti, N. (2014) *Islamophobia, Victimization, and the Veil*, Basingstoke: Palgrave.

(see also relevant readings from Week 2 on 'racialisation')

Lecture 9:

Post-race: 'Can we abandon 'race'?'

In the contemporary period, there has emerged a popular and political discourse that suggests 'race' no longer matters. The election of President Obama in the US is central to a

view that argues we are now in an age of 'post-race'. In Britain too, such ideas have become dominant. The term 'post-race' captures the way in which politicians and the media, particularly those on the right, argue that systemic racism has been largely eradicated from society. Others argue that we must move beyond 'race thinking' to challenge the power of this form of identification and categorisation (e.g. Gilroy). This week we will consider the foundations of these arguments and examine the implications these have in terms of analysing and addressing enduring racisms.

Required reading

Lentin, A. (2008) 'Europe and the silence about race', *European Journal of Social Theory*, 11(4): 487-503.

Additional reading

Bhopal, K. (2018) *White Privilege: The Myth of a Post-Racial Society*, Bristol: Policy Press.

Gallagher, C. (2015) 'Colour-blind egalitarianism as the new racial norm', in K. Murji and J. Solomos (eds.) *Theories of Race and Ethnicity: Contemporary Debates and Perspectives*, Cambridge: Cambridge University Press, pp.40-56.

Gilroy, P. (1998) 'Race Ends Here', *Ethnic and Racial Studies*, 21(5): 838-847.

Gilroy, P. (2000) *Against Race: Imagining Political Culture Beyond the Colour Line*, New Haven, CT: Harvard University Press.

Goldberg, D.T. (2006) 'Racial Europeanization', *Ethnic and Racial Studies*, 29(2): 331-364.

Goldberg, D.T. (2009) *The Threat of Race: Reflections on Racial Neoliberalism*, Oxford: Wiley-Blackwell.

Goldberg, D.T. (2015) *Are We All Post-Racial Yet?* Cambridge: Polity Press.

Harries, B. (2014) 'We Need to Talk about Race', *Sociology*, 48(6): 1107-1122.

Kapoor, N. (2013) 'The advancement of racial neoliberalism in Britain', *Ethnic and Racial Studies*, 36(6): 1028-1046.

Lentin, A. (2011) 'What happens to anti-racism when we are post-race?', *Feminist Legal Studies*, 19(2): 159-168.

Lentin, A. (2012) 'Post-race, post-politics: The paradoxical rise of culture after multiculturalism', *Ethnic and Racial Studies*, 37(8): 1268-1285.

Lentin, A. and Titley, G. (2011) *The Crises of Multiculturalism: Racism in a Neoliberal Age*, London: Zed, Chapter 2-3.

Nayak, A. (2006) 'After race: Ethnography, race and post-race theory', *Ethnic and Racial Studies*, 29(3): 411-430.

Paul, J. (2014) 'Post-racial futures: imagining post-racialist anti-racism(s)', *Ethnic and Racial Studies*, 37(4): 702-718.

Rhodes, J. (2009) 'Revisiting the 2001 Riots: New Labour and the Rise of "Colourblind Racism"', *Sociological Research Online*, 14(5).

Song, M. (2015) 'Does a recognition of mixed-race move us towards post-race?', in K. Murji and J. Solomos (eds.) *Theories of Race and Ethnicity: Contemporary Debates and Perspectives*, Cambridge: Cambridge University Press (pp.74-93).

St. Louis, B. (2015) 'Can race be eradicated? The post-racial problematic', in K. Murji and J. Solomos (eds.) *Theories of Race and Ethnicity: Contemporary Debates and Perspectives*, Cambridge: Cambridge University Press (pp.114-137).

Valluvan, S. (2016) 'What is post-race and what does it reveal about contemporary racisms?' *Ethnic and Racial Studies*, 39(6):

Lecture 10:

Revision

This week we will focus on preparing for the exam. We will go over the key points of the topics covered between week 5 to week 9.

Tutorial Guide

The following guidance gives you an indication of what will be covered in each tutorial to help guide your reading and preparation. Tutorial activities are not necessarily 'set in stone' and your TA may discuss alternative possibilities with you during the semester.

Tutorial 1:

Introducing 'race', ethnicity and racism(s).

Preparation required

Read the required readings specified in the reading list above by Garner, and watch the Stuart Hall lecture from 1997, 'Race, the floating signifier'. What does Hall mean by this term, what does he argue about the nature of 'race'? How does Garner define racism? How did the idea of 'race' emerge?

Tutorial Tasks

In this tutorial we will consider what it means to say that 'race' is made, that it is a social rather than a biological reality. How is 'race' made? What does it mean to say that 'race' is socially constructed? If so, why should sociologists still be interested in 'race' and ethnicity? How have the ideas explored in the opening lecture and tutorial activities impacted upon your thinking on 'race'?

Tutorial 2:

Racialization: The 'making' of 'race'

Read the chapter by Garner (2010) and the article by Fox et al (2012). The chapter by Garner provides an overview of the concept of 'racialization' and draws on three examples to demonstrate how it can be applied. The second article looks at the processes by which

Eastern European migrants have been subjected to racialisation. Consider the following questions:

1. What is racialization? How does it shift the focus of race scholarship?
2. Why does Garner suggest racialisation is useful for sociologists? How does it shift the object of analysis?
3. How have Fanon and Miles used the notion of racialization?
4. What do the three examples Garner uses reveal about different forms of racialization?
5. How have Eastern European migrants been 'racialised'? Why do the authors use the idea of 'racialization'?
6. What role has immigration legislation and the tabloid media played in this process?
7. How do we account for the different forms of racialization to which Hungarians and Romanians have been subject?

Tutorial Tasks

The tutorial aims to introduce students to the concept of 'racialization'. Drawing on the readings above, it considers how racialization shifts the attention of sociologists, exploring the implications of this. Secondly, we will think more critically about how specific groups, social relations, social problems come to be racialized? What conditions facilitate racialization? If we wanted to racialize a new group within society how would this process occur?

Tutorial 3:

Intersections: 'Race', gender and class

Preparation required

Read the chapter by Anthias and Yuval-Davis (1993), which outlines some of the key issues surrounding the relationships between race, class and gender. Consider the following questions:

1. How have feminism and sociology failed to adequately engage with the relationship between race and gender?
2. What are the defining features of the black feminist critique of white feminism?
3. How do the authors draw on notions of 'patriarchy' and Marxist accounts of race and gender to suggest that feminism has failed to engage with racism?
4. Using the example of the labour market, how do the authors view the 'intersections' of race, class and gender?
5. Why do you think this analytical perspective is important?

Tutorial Tasks

In this tutorial we will consider a number of related issues relating to black feminism. What are the key components of black feminist critique? Why is it necessary to think about the relationship between race, class, and gender? How does the idea of 'intersectionality' change how you think about your own social locations? Do you see any limitations within the framework of black feminism (consider particularly notions of 'difference' and essentialism) Can sisterhood transcend 'difference'?

Tutorial 4:

Critical Whiteness: *Making the familiar 'strange'*

Preparation required

Read the articles by Dyer (2000) and Andersen (2003). Dyer's piece is an extract from his 1997 book *White*, in which he called for a critical academic focus on the issue of whiteness and its positioning as normative even invisible. Dyer's article should help you to think about whiteness in a new way and to understand the types of questions that have been central to the emerging field of critical whiteness studies as well as some of the potential problems associated with such a project. In the second chapter, Andersen picks up in more detail on some of these issues. She offers an evaluation of the field, pointing to the insights this work has generated but also exploring the problems that must be addressed within this enterprise. Consider the following questions when reading:

1. What does Dyer see as being the value in rendering 'whiteness' visible as a racial identity, of making it 'strange'?
2. Why must for Dyer any analysis of whiteness retain a sense of its overarching 'power'?
3. What are the potential pitfalls in shifting analytic focus onto whiteness that Dyer identifies?
4. How do you reflect on 'whiteness' having read Dyer's piece? When did you become aware of 'whiteness' and your relationship to it?
5. What factors have led to the emergence of whiteness studies according to Andersen?
6. What key themes does Andersen identify within whiteness studies?
7. How does she evaluate this field of study?

Tutorial Tasks

In this tutorial we will consider the contribution of critical whiteness studies. What do you think whiteness studies contribute to the sociology of racism and ethnicity? What problems do you see in the study of 'whiteness'? How might these issues be avoided or negated? Who counts as 'white'? Is everyone equally 'white'? How do you now reflect on 'whiteness', having completed the readings?

Tutorial 5:

'Us' vs 'Them': 'Race, Nation, Migration and Brexit

Read the Garner (2010) chapter entitled 'Race, Nation, State'. This chapter introduces the key theorisations of the relationship between race, nation, and state. Here you will be introduced to the important works of scholars such as Omi and Winant who suggest we can see nations as 'racial formations', and David Theo Goldberg, who argues that western European nations can be seen as 'racial states'. Consider the following questions while reading Garner:

1. What is the significance of Omi and Winant's 'racial formation' thesis for examining the relationship between race, state and nation?
2. What are the defining features of 'racial states' according to Goldberg?
3. What is the relationship between gender, race, and nation?

4. Discuss the significance of the three examples Garner gives of the ways in which state's 'make race'.

Apart from that, read Virdee and McGeever (2017) who consider the role that 'race' and racism played within the Brexit referendum result and its fallout. They argue that 'race' has long been a central feature of crises in British society, and they use Brexit as a means to explore some of the ways in which 'race' and racism manifest in contemporary society. Consider the following questions while reading Virdee and McGeever (2017):

1. What is the nature and features of the two-longings the authors identify as driving Brexit: namely, nostalgia for the nation's past, and a retreat from globalization?
2. Why do the authors see 'race' as being central to understanding Brexit?
3. What significance do they attribute to 'Englishness' in Brexit?
4. What do they argue does Brexit reveal about the contemporary nature and significance of racism in society?

You could also read the Enoch Powell 'Rivers of Blood' speech to look into the relationship between 'race', nation and migration in post-War Britain and explore the continuity-change of this in the contemporary Brexit era.

Tutorial Tasks

In this tutorial we will discuss the relationship between 'race', nation and migration right from post-war era to contemporary times of Brexit. We will explore the role that 'race' and racism played particularly in the Brexit campaign, the vote, and its aftermath. In this way, we will discuss how and why race continues to matter in contemporary society?

Tutorial 6:

'Living with difference': Diversity, Multiculture and Place

Preparation required

Read the articles by Neal et al (2013) and Nayak (2017). The Neal et al article considers the changing spatial and social relations of ethnicity and multiculture in England, as demographic and residential changes are altering the spaces in which migrants and established minorities live, which in turn is transforming social relationships. The article explores the dominant ways in which these transitions have been understood. It also points to the way in which multiculture is lived and negotiated in different types of spaces. The Nayak paper presents a different picture in relation to diversity, conviviality and urban space. He, in drawing on the lived experience of British Bangladeshi women in a deprived area in the North East of England, points to the challenges of cultivating conviviality in the face of racism and exclusionary notions of locality and nation. Consider the following questions:

In relation to the Neal et al reading:

1. What types of claims about racial and ethnic difference are evident in debates which focus on concerns over segregation and polarisation? How valid are these arguments?

2. How is the increasing 'multicultural drift' being reflected in new settlement patterns and forms of social relation? What differences are evident between places?
3. What do the authors identify as the important aspects of the shift to focus on conviviality and everyday multiculturalism? What insights can this generate?
4. What must caution be exercised in relation to the emphasis on conviviality and everyday multiculturalism?

In terms of the Nayak reading:

1. Why does he warn of the dangers of an over emphasis on conviviality and everyday multiculturalism?
2. Why does Nayak see 'multicultural interaction' as 'precarious' with reference to the experience of British Bangladeshi women?
3. How does racism prevent the development of more convivial forms of engagement?
4. What does Nayak view as signs of hope for more tolerant coexistence within the case study he presents? What might be the barriers to achieving this do you think?

Tutorial Tasks

In the tutorial we will consider how increasing levels of diversity or 'superdiversity' are reconfiguring spaces in Britain. We will consider the emerging interest in everyday multiculturalism and conviviality, examining the conditions that can foster these types of interethnic interaction. Alternatively, we will also explore the factors that might mitigate against such convivial encounters, where racism and exclusionary ideas of belonging and hierarchy persist.

Tutorial 7:

'Addressing inequalities': Institutional Racism

Preparation required

Read the 2011 article by Coretta Phillips in which the author sets out her 'expanded framework' for considering institutional racism and racial and ethnic inequalities. In it she calls for an approach that recognizes the production of inequalities at various different levels of society, and the need to situate institutions and their actions within this wider framework. Consider the following questions:

1. Why does Phillips suggest that we need to look at how racialization operates at the micro-, meso- and macro-levels?
2. How does she identify these processes as working at micro-, meso-, and macro-levels within the domains of education and police stop and search?
3. How do you think Phillips' argument advances understandings of institutional racism and inequalities? What does the emphasis on the different scales at which racialization operates do for us in understanding and tackling racism and inequality?

Tutorial Tasks

In this tutorial we will consider the idea of institutional racism and evaluate its relative merits. While the term itself has been fundamentally important in raising issues of racism within key societal institutions, sociologists have questioned its usefulness as a tool for understanding and countering racism and inequality. We will discuss the idea of institutional racism, and consider how we might apply Phillips' framework in order to address racisms.

Tutorial 8:

Islamophobia: '*Can religion be raced?*'

Preparation required

Read the Garner and Selod (2015) article, which argues for the deployment of 'racialization' to understand and conceptualize Islamophobia. Read also the sections by Alexander, Hussain, Awan and Zempi, and Cohen and Tufail, and Rashid from the (2017) Runnymede Trust report into Islamophobia. Consider the following questions when reading:

1. Why do Garner and Selod authors view Islamophobia as a form of racism?
2. Why do they suggest that 'religion can be raced'?
3. What do the empirical studies they discuss reveal to us about the nature of Islamophobia?
4. Why does Alexander view Islamophobia as a form of racism?
5. What is the impact of hate crime on Muslims?
6. How are Prevent policies impacting upon Muslim communities?
7. How do gender and Islamophobia interact?

Tutorial Tasks

In this tutorial we will consider the nature of contemporary 'Islamophobia'. You should be prepared to talk about the themes you identify in the newspaper article you have found. We will also think about the extent to which 'Islamophobia' should be conceptualized as a form of racism? How does the idea of 'racialization' help us to understand Islamophobia? What is the relationship between gender and Islamophobia?

Tutorial 9:

Post-race: '*Can we abandon 'race'?*'

Preparation required

The reading by Lentin (2008) considers what she refers to as an increasing 'silence' about 'race' within European politics, and particularly the UK despite the persistence of racism, exclusion, and inequality. When reading the article, consider the following questions:

1. What role does racism play within Europe's image of itself?
2. How does Lentin view 'race'?
3. According to Lentin, how has the issue of racism been approached in postwar Europe? What was the significance of the Holocaust within this?

4. For Lentin what is the importance of the shift from ideas of 'race' to 'culture'?
5. What role does Lentin see 'race' as continuing to play in contemporary debates about integration and nation?

Tutorial Tasks

In this tutorial we will discuss the idea of 'post-race'. We will consider the types of claims that are being made by those who suggest we are living in a 'post-racial' era? What happens to notions of racism within such claims? What are the limitations but also the opportunities offered by abandoning 'race'? To what extent do you think the contemporary UK can be characterised as 'post-racial'? Can we ever be 'post-racial'?

Tutorial 10:

Revision

Preparation required

There are no readings for this week. However, keeping the forthcoming exam in mind, prepare for the tutorials by going through previous weeks' materials- lecture slides, readings, notes, etc. and by writing down any key points, arguments, questions that you would like to clarify or discuss.

Tutorial Tasks

In this tutorial, we will prepare for the exams. We will go through the key points/arguments of previous weeks' topics. We will clarify and discuss any areas that are unclear. We will also discuss how we plan to structure the exam answer and what content we would include within that structure.

Assignments and Assessments

Non-Assessed Assignment Details:

For the (compulsory) non-assessed essay,

- You will have to submit a detailed essay **plan** of 800 words addressing one of the assessed essay questions listed below. This will be submitted via blackboard by **2pm on 7th March 2019**.
- Failure to do this would lead to a **deduction of 5 per cent** from the final course mark.
- The essay plan must include the basic structure and content (key points) for the forthcoming assessed essay.

Note: Marks for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course material.

Assessed Coursework Details

For your assessed essay, you must answer one of the following four questions (in 2000 words). This is to be submitted via Blackboard by **2pm on 4th April 2019**.

Essay Questions

1. 'Race' is best understood as a social rather than a natural phenomenon. Discuss.
2. Assess the contribution that the concept of 'racialization' has made to sociological understandings of 'race' and racism.
3. Discuss the theoretical and political implications of black feminism.
4. Critically evaluate the strengths and limitations of critical whiteness studies.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). Full guidance on mitigating circumstances is available here:

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer two questions from a selection of 6.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignment and examination questions cover different parts of the course. There is no overlap in topics. Assessed assignments cover the topics found in weeks 1-4; examination questions will offer options covering weeks 5-9. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All sociology courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and in particular during labs.
- Written formative and summative feedback will be given on your assessed coursework, available via TurnItIn/Grademmark on the Blackboard System.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.

KNOW HOW

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. A sign-up sheet will be circulated during lectures for you to allocate yourself to a slot. See p. 2 above for times.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask

for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (Chantel.Riley@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In sociology we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at: <http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at: <http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

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University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Sociology students' work is assessed into different class categories by using the following criteria:

Very High First Class (90-100)

Such answers are **exceptional** and *fully* answer the question demonstrating the attainment of all learning objectives and in adherence to all guidelines. The answer will be expected to show an exceptional level of achievement with respect to the following criteria:

- ☐ ☐ insight and depth of understanding of the material;
- ☐ ☐ the exercise of critical judgement along with clarity of analysis and of expression;
- ☐ ☐ knowledge of the relevant literature.

High First Class (80-89)

Such answers are **outstanding** and provide a *near-full* and well-structured answer to the question and can be expected to indicate an outstanding level of achievement of all of the following qualities:

- ☐ ☐ insight and depth of understanding of the material;
- ☐ ☐ the exercise of critical judgement along with clarity of analysis and of expression;
- ☐ ☐ good knowledge of the relevant literature.

First Class (70-79)

Such answers are **excellent** and provide a *largely- full* and well-structured answer to the question and can be expected to indicate excellence in *some or most of* the following qualities:

- ☐ ☐ insight and depth of understanding of the material;
- ☐ ☐ the exercise of critical judgement along with clarity of analysis and of expression;
- ☐ ☐ knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are **very good** and provide a generally well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- ☐ ☐ a good or very good understanding of the material;
- ☐ ☐ clarity of analysis, of argument and of expression;
- ☐ ☐ a demonstrable grasp of the relevant literature.

Lower-second Class (50-59)

Such answers are **good** and provide a clear answer to the question. They can be expected to show *most of* the following features:

- ☐ ☐ a firm understanding of the material;
- ☐ ☐ clarity of analysis and argument, albeit limited in extent;
- ☐ ☐ some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Such answers are **sufficient** and demonstrate a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show some of the following features:

- sparse coverage of the material with several key elements missing;
- unsupported assertions and a lack of clear analysis or argument;
- important errors and inaccuracies.

Fail (30-39)

Such answers are **insufficient** and, while showing some awareness of the area, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone, lacking in coherence, structure and evidence of independent thought.

Bad Fail (20-29)

Such answers are **inadequate** and fail to demonstrate the ability to engage with the question. They demonstrate only the most basic awareness of the area and may contain errors. They will be almost completely lacking in coherence, structure and evidence of independent thought.

Very Bad Fail (10-19)

Such answers are **severely inadequate** and exhibit an almost complete lack of engagement with the area or question.

Extremely Bad Fail (0-9)

Such answers are **profoundly inadequate** and exhibit a complete lack of engagement with the area or question.