

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY30041: Sociology of Human-Animal Relations

Semester: 1

Credits: 20

Convenor: Dr Richie Nimmo

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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

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Administrator:	Chantel Riley chantel.riley@manchester.ac.uk UG Office G.001 Arthur Lewis Building; (0161) 27 53953.

Times and Dates

Lectures:	Mondays 14.00-17.00 Williamson G47.
Workshops:	Reading-based discussion workshops will follow each lecture, so you <u>must</u> complete the required reading <i>before</i> the lecture (see the Workshop/Tutorial guide in the second half of this course outline).
Reading week:	Monday 29th October – Friday 2nd November (no classes).
Additional office hours:	Additional office hours for <i>discussion and feedback on essay plans</i> will be available on Thursday 29th November 10.00–14.00 (email by 5pm on Weds 28 th Nov for an appointment).
Feedback half-day:	Additional office hours for one-to-one feedback on essays and/or consultation on exam revision will be available on Monday 14th January 10.00–14.00 (email in January if you wish to make an appointment).
Assessed Coursework Submission:	Assignments to be submitted via Turnitin by 2pm on the deadline. See further details in section 2 below.
Examination Period:	14 January – 25 January 2018
Resit Examination Period:	19 August – 30 August 2018

Assignments and Assessments

- One 3000 word assessed essay, worth 50% of total course mark, to be submitted by 2pm on **Tuesday 11th December 2018**.
- One 2 hour unseen examination in the January examination period at the end of the course, worth 50% of total course mark.

Refer to later pages of this course unit for full details of assignments and assessments.

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 significance of human-animal relations for understanding human societies. With reference to the diverse and often controversial roles of animals in modern societies, as pets, as foods, as entertainment, as laboratory animals, and as agricultural machines and commodities, it examines the important but often unacknowledged role of nonhuman animals in human social life.

Throughout history nonhuman animals have played key roles in human societies. In different historical periods and in different cultures animals have been key sources of calories, clothing, labour power, transport, physical protection and companionship, as well as cultural symbolism, identities, mythology and religious beliefs. In late modern societies, animals and the various products derived from their bodies continue to play a huge role in both material and cultural aspects of human social organisation. This has led some to argue that it is necessary to understand social life as comprising more than just the interactions between human beings, and this course takes up that argument.

The course draws upon philosophical, historical and cultural approaches to trace how human-animal relations have changed over time and how these changes have been connected to social transformations, with an emphasis upon changing human-animal relations in modernity. The deeply ambiguous and contested place of animals in modern societies is explored in depth, with reference to the diverse roles of animals in different locales, from the home to the farm, from the zoo to the laboratory. In this way the course combines 'macro' and 'micro' analysis, exploring the nature of human-animal interactions in everyday life as well as in rationalised modern systems of production and consumption.

Learning Outcomes

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

- Appreciate the importance of human-animal relations for understanding human social life.
- Explain how the relations between humans and nonhuman animals have changed over time in relation to social transformations.
- Understand the diverse and often ambiguous roles of animals in a range of social institutions and locales.
- Identify the changing ideological functions of animals in various modern discourses and representations.
- Understand how social relations between human beings are interconnected with human-animal relations.
- Critically assess the material and cultural significance of nonhuman animals in late modern societies.

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

Required readings will wherever possible be made available electronically via the course website. All other readings should be available from the University Library, either through the E-journals catalogue, as an E-book, or as a hard copy. Remember that all journal articles can be accessed online through the University Library. Multiple copies of several key books have been placed in High Demand. 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:

- Margo DeMello (2012) *Animals and Society: An Introduction to Human-Animal Studies*. (A good current textbook in human-animal studies).
- Adrian Franklin (1999) *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*. (A core text, highly useful for several weeks of the course).
- Barbara Noske (1997) *Beyond Boundaries: Humans and Animals*. (Another core text).
- Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species: Readings in Human-Animal Relations*. (Contains many useful readings and extracts).
- Nik Taylor (2013) *Humans, Animals and Society: An Introduction to Human-Animal Studies*. (Another good textbook).
- Samantha Hurn (2012) *Humans and Other Animals: Cross Cultural Perspectives in Human-Animal Interaction*. (An excellent introduction and overview, from a broadly anthropological perspective, but still relevant for the course).

The following edited collection is available in the University Library High Demand section. It contains many of the course readings, which can be sought here if you cannot find them elsewhere. Volume 3 is particularly useful:

- David Inglis and Rhoda Wilkie (2007) *Animals and Society: Critical Concepts in the Social Sciences*.

E-books

The following useful texts are available as electronic books through the University Library catalogue (click on the 'e-book' link from the search results page). Note that there are limits on how many pages can be printed from e-books, so before you start printing, check that there are not other chapters that you will need to print as required readings later.

- Aubrey Manning and James Serpell (eds) (1994) *Animals and Human Society: Changing Perspectives*.
- Linda Kalof (ed) (2007) *Looking at Animals in Human History*.
- Leslie Irvine (2004) *If You Tame Me: Understanding our Connections with Animals*.
- Kay Peggs (2012) *Animals and Sociology*.
- Rob Boddice (ed) (2011) *Anthropocentrism: Humans, Animals, Environments*.
- Margo DeMello (2012) *Society and Animals: An Introduction to Human-Animal Studies*.
- Erica Fudge (2002) *Animal*.

Journals

Many of the course readings are located in academic journals, which can be accessed through the University Library's Electronic Journals collection.

For access to most journals you will need to choose the option for '[Institutional log-in](#)' or '[Shibboleth](#)', and then select University of Manchester or The University of Manchester Library from a list of institutions.

The following journals have been key forums for publication of scholarly work in the international interdisciplinary field of human-animal studies and critical animal studies. They contain an abundance of relevant articles, and if you require additional or alternative reading material you should browse some of these journals:

- *Society and Animals: Journal of Human-Animal Studies*
- *Animal Studies Journal* <http://www.aasq.org.au/animal-studies-journal>
- *Humanimalia: A Journal of Human/Animal Interface Studies*
<http://www.depauw.edu/humanimalia/>
- *Anthrozoos: A Multidisciplinary Journal of the Interaction of People and Animals*
- *Journal for Critical Animal Studies*

The following recent animal-themed issues of non-specialist journals are also dedicated to human-animal relations, and contain useful articles:

- *Theory, Culture and Society*, special issue on 'Nature-Cultures: Science, Affect and the Nonhuman', Vol. 30, No. 7-8, Dec 2013. <http://tcs.sagepub.com/content/30/7-8.toc>
- *Environment and Society: Advances in Research*, special issue on 'Human-Animal Relations', Vol. 4, No. 1, Dec 2013.
<http://www.berghahnjournals.com/view/journals/environment-and-society/4/1/environment-and-society.4.issue-1.xml>
- *American Quarterly*, special issue on 'Species/Race/ Sex', Vol. 65, No. 3, Sept. 2013.
http://muse.jhu.edu/journals/american_quarterly/toc/aq.65.3.html

Websites

The following websites provide a wealth of useful reference materials and resources, as well as numerous links to articles, bibliographies, videos, and other relevant sites:

- <http://www.animalsandsociety.org/>
- <http://www.h-net.org/~animal/>
- <http://www.aasq.org.au/>
- <http://www.britishanimalstudiesnetwork.org.uk>

Films

Nonhuman animals and human-animal relations have long been a significant presence in film. As such any list of films with animal 'characters' or important animal dimensions would be very long. But fairly recent films that are centrally about animals or diverse aspects of human-animal relations, and which speak to some of the themes of this course, include:

- Earthlings (2005)
- Project Nim (2011)
- Facing Animals (2012)
- The Ghosts in Our Machine (2013)
- Oink: Man Loves Pig (2017)
- Okja (2017)
- Food Inc. (2009)
- Leviathan (2012)
- Blackfish (2013)
- An Elephant Never Forgets (2014)
- Carnage (2017)

Lectures and Reading List

Lecture 1 – Thinking with Animals: The ‘Animal’ and the ‘Human’

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 introduce ‘the question of the animal’ and consider what it might mean to ‘think with animals’. This will involve outlining the significance of animals as powerful symbols and recurrent icons in both intellectual discourse and wider cultural forms, pointing to their status as our most important and problematic ‘others’. This in turn helps to explain why animals are impossible to ignore and why they tend to make their presence felt, whether implicitly or explicitly, whenever we consider what it means to be human.

Required reading

Erica Fudge – ‘Introduction’, in Erica Fudge (2002) *Animal*.

Recommended reading

Tim Ingold – ‘Introduction’, in Tim Ingold (ed) (1988) *What is an Animal?*

Margo DeMello – ‘Human-Animal Studies’, ‘Human-Animal Borders’, and ‘Animals in Human Thought’, Chapters 1 and 2 (in Part I) and Chapter 14 (in Part IV) of DeMello (2012) *Animals and Society: An Introduction to Human-Animal Studies*.

Barbara Noske – ‘The Question of Human-Animal Continuity’, Chapter 5 in Noske (1997) *Beyond Boundaries: Humans and Animals*.

Boria Sax (2011) – ‘What is this Quintessence of Dust? The Concept of the Human’, Chapter 1 in Rob Boddice (ed) *Anthropocentrism: Humans, Animals, Environments*.

Samantha Hurn – ‘Animality’ and ‘Continuity’, Chapters 2 and 3 in Samantha Hurn (2012) *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*.

Further reading

Sabrina Tonutti – ‘Anthropocentrism and the Definition of “Culture” as a Marker of the Human/Animal Divide’, Chapter 8 in Rob Boddice (ed) (2011) *Anthropocentrism: Humans, Animals, Environments*.

Tim Ingold – Chapter 7 ‘The Animal in the Study of Humanity’, pp. 84-97, in Tim Ingold (ed) (1988) *What is an Animal?*

Paul Shepard (1996) *The Others: How Animals Made us Human* (especially ‘Introduction: The Encounter’, ‘Part I: The Animal Fare’, and ‘Part III: Identity’).

Barbara Noske – ‘Human-Animal Discontinuities?’, Chapter 6 in Noske (1997) *Beyond Boundaries: Humans and Animals*.

Gary Steiner (2005) *Anthropocentrism and its Discontents: The Moral Status of*

Animals in the History of Western Philosophy ('Introduction' and chapters 1-5).
 Matthew Calarco – 'Introduction: The Question of the Animal' in Matthew Calarco
 (2008) *Zoographies: The Question of the Animal from Heidegger to Derrida*.
 Lorraine Daston and Greg Mitman – 'Introduction' in Daston and Mitman (eds)
 (2005) *Thinking with Animals: New Perspectives on Anthropomorphism*.
 Lorraine Daston and Gregg Mitman – 'The How and Why of Thinking with Animals',
 article 1 in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.
 Jacques Derrida – 'And Say the Animal Responded?' in Derrida (2008) *The Animal
 That Therefore I Am*, Chapter 1.
 Claude Levi-Strauss – 'The Totemic Illusion', reading 27 in Linda Kalof and Amy
 Fitzgerald (eds) (2007) *The Animals Reader*.
 Richard Ryder (2000) *Animal Revolution: Changing Attitudes Towards Speciesism*.
 Mary Midgely (2006) *What is Anthropomorphism? Animals and Why They Matter*,
 University of Georgia Press

Lecture 2 - The Zoological Connection: Animals and Sociology

Animals have been an ambivalent presence in sociology. Much of the history of the discipline has involved a concerted effort to stress the absolute division between humans and animals, with humans being essentially social creatures and animals essentially natural, being governed by instinct. This has often led to animals being conceived as thoroughly separate from and outside of human society, as though there was a conceptual wall separating the two. There have always been cracks in this wall however, from Karl Marx's reflections on animal labour to Max Weber's comments on the potentially meaningful nature of animal behaviour. These cracks have grown much larger of late, with the emergence of an increasingly confident sociology of human-animal relations, associated with a burgeoning interdisciplinary field of human-animal studies. This lecture therefore examines the double-history of animals in sociology, on the one hand the history of their use as an 'other' against which to define human beings and human society, but also the more recent history of sociological attempts to acknowledge the incredibly diverse relations between humans and animals and to understand how animals are a constant and important presence in social life.

Required reading

Clifton Bryant (1979) 'The Zoological Connection: Animal-Related Human Behaviour',
 in *Social Forces*, Vol. 58, No. 2, pp. 399-421.
 David Nibert (2003) 'Humans and Other Animals: Sociology's Moral and Intellectual
 Challenge', in *International Journal of Sociology and Social Policy*, 23, 3, pp. 5-25.

Recommended reading

Clinton Sanders (2006) 'The Sociology of Human-Animal Interactions and
 Relationships', at H-Animal.Net.

<https://networks.h-net.org/node/16560/pages/32228/sociology-human-animal-interaction-and-relationships-clinton-r-sanders>

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

Ted Benton – 'Marx on Humans and Animals: Humanism or Naturalism', in Ted Benton (1993/4) *Natural Relations: Ecology, Animal Rights and Social Justice*, pp. 23-57.

Olin Myers (2003) 'No Longer the Lonely Species: A Post-Mead Perspective on Animals and Sociology', in *International Journal of Sociology and Social Policy*, 23, 3, pp. 46-68.

Rhoda Wilkie and Andrew Mckinnon (2013) 'George Herbert Mead on Humans and Other Animals: Social Relations After Human-Animal Studies', in *Sociological Research Online*, 18, 4.

Further reading

Janet Alger and Steven Alger (2003) 'Drawing the Line Between Humans and Animals: An Examination of Introductory Sociology Textbooks', in *International Journal of Sociology and Social Policy*, 23, 3, pp. 69-93.

Clifton Flynn (2003) 'A Course is a Course, Of Course, Of Course (Unless it's an Animals and Society Course): Challenging Boundaries in Academia', in *International Journal of Sociology and Social Policy*, 23, 3, pp. 94-108.

Richard York and Philip Mancus (2013) 'The Invisible Animal: Anthrozoology and Macro-Sociology', *Sociological Theory*, 31, 1, pp. 75-91.

Arnold Arluke and Clinton Sanders – 'Introduction' in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.

Richie Nimmo (2011) 'The Making of the Human: Anthropocentrism in Modern Social Thought', in Rob Boddice (ed) *Anthropocentrism: Humans, Animals, Environments*.

David Goode (2007) *Playing with My Dog Katie: An Ethnomethodological Study of Dog-Human Interaction*.

Read Bain (1928) 'The Culture of Canines: A Note on Subhuman Sociology', in *Sociology and Social Research*, 13, pp. 545-556. (Also available in Volume 3 of David Inglis and Rhoda Wilkie, 2007, *Animals and Society: Critical Concepts in the Social Sciences*).

Lecture 3 - Domestication: Human-Animal Relations Before Modern Societies

This is the first of two lectures that outline how the dominant forms of human-animal relations have changed in relation to broad historical transformations in social structure and social organisation. Two inter-related aspects of human-animal relations will be considered throughout: firstly, the changing material contribution of animals to human societies, and secondly attitudes towards animals and the changing meanings of animals in cultural forms and religious symbolism. The links between human-animal relations and social relations between human beings will

also be given attention. This lecture examines these aspects prior to the emergence of modern societies and looks at conflicting understandings of human-animal relations in hunter-gatherer societies and the transition to the earliest domestication of animals and the emergence of agriculture.

Required reading

Tim Ingold – 'From Trust to Domination: An Alternative History of Human-Animal Relations', Chapter 1 in Aubrey Manning and James Serpell (eds) (1994) *Animals and Human Society: Changing Perspectives*.

Samantha Hurn – 'Domestication', Chapters 5 in Samantha Hurn (2012) *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interaction*.

Recommended reading

Samantha Hurn – 'The West and the Rest', Chapter 4 in Samantha Hurn (2012) *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interaction*.

Stephen Budiansky (1992) *The Covenant of the Wild: Why Animals Chose Domestication* (especially 'Visions of Nature', pp. 1-17).

John Knight (2012) 'The Anonymity of the Hunt: A Critique of Hunting as Sharing', *Current Anthropology*, 53, 3: 334-335.

Erica Hill (2013) 'Archaeology and Animal Persons: Toward a Prehistory of Human-Animal Relations', *Environment and Society: Advances in Research*, 7: 117-136.

Margo DeMello – 'Animals "in the Wild" and in Human Societies' and 'The Domestication of Animals', Chapters 4 and 5 in Margo DeMello (2012) *Animals and Society: An Introduction to Human-Animal Studies*.

Barbara Noske – 'The Road Towards Domestication', Chapter 1 in Barbara Noske (1997) *Beyond Boundaries: Humans and Animals*.

Further reading

Domestication and Before:

Steven Mithien – 'The Hunter-Gatherer Pre-History of Human-Animal Interactions', reading 14 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Linda Kalof – 'Prehistory, before 5000BC', Chapter 1 in Linda Kalof (ed) (2007) *Looking at Animals in Human History*. [E-book]

Juliet Clutton-Brock – 'The Unnatural World: Behavioural Aspects of Humans and Animals in the Process of Domestication', Chapter 2 in Aubrey Manning and James Serpell (eds) (1994) *Animals and Human Society*. [E-book]

Juliet Clutton-Brock (1989) *The Walking Larder: Patterns of Domestication, Pastoralism and Predation*.

Roger Caras (1996) *A Perfect Harmony: The Intertwining Lives of Animals and Humans Throughout History* (many chapters useful but especially Chapter 1, 'The Other Scenario' and Chapter 6, 'Cattle: A Fierce Giant Subdued', pp. 91-102).

Ancient Society and the Middle Ages:

Calvin Schwabe – ‘Animals in the Ancient World’, Chapter 3 in Aubrey Manning and James Serpell (eds) (1994) *Animals and Human Society*. [E-book]

Linda Kalof – ‘Antiquity, 5000BC – AD500’, and ‘The Middle Ages, 500 – 1400’, Chapters 2 and 3 in Linda Kalof (ed) (2007) *Looking at Animals in Human History*.

Esther Cohen – ‘Animals in Medieval Perceptions: The Image of the Ubiquitous Other’, Chapter 4 in Aubrey Manning and James Serpell (eds) (1994) *Animals and Human Society*. [E-book]

Lecture 4 – Animals in Contemporary Societies: Modernity to Late Modernity

This is the second of two lectures that outline the dominant forms of human-animal relationship in different historical periods and trace how these have changed in relation to broad historical transformations in social structure and social organisation. The previous lecture looked at human-animal relations prior to the emergence of early modern societies; this lecture will focus upon the dramatic changes as well as striking continuities that characterise human-animal relations in modern and late modern societies. Particular emphasis will be given to shifting cultural roles of animals and the double-relationship whereby human social divisions and hierarchies have been projected onto the animal world, whilst at the same time animals have been used to naturalise and legitimise these social divisions and hierarchies.

Required reading

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

Recommended reading

Adrian Franklin – ‘Good to Think With: Theories of Human-Animal Relations in Modernity’ Chapter 2 in Franklin (1999) *Animals and Modern Cultures*.

Keith Thomas – ‘Men and Animals’, Chapter 3 in Keith Thomas (1983) *Man and the Natural World: Changing Attitudes in England, 1500-1800*, pp. 92-142.

Barbara Noske - ‘The Devaluation of Nature’, Chapter 4 in Barbara Noske (1997) *Beyond Boundaries: Humans and Other Animals*.

Harriet Ritvo – ‘Animals in Nineteenth Century Britain: Complicated Attitudes and Competing Categories’, chapter 6 in Aubrey Manning and James Serpell (eds) (1994) *Animals and Human Society: Changing Perspectives*. [E-book]

Further reading

Harriet Ritvo (1987) *The Animal Estate: The English and Other Creatures in the Victorian Age* (especially Chapter 3, ‘A Measure of Compassion’, pp. 125-166).

Jeremy Rifkin – ‘Meat and Gender Hierarchies’ and ‘Beef, Class and Nationalism’, Chapters 34 and 35 in Rifkin (1992) *Beyond Beef: The Rise and Fall of the Cattle Culture*.

Linda Kalof – ‘The Renaissance, 1400-1600’, ‘The Enlightenment, 1600-1800’, and ‘Modernity, 1800-2000’, Chapters 4, 5 and 6 in Linda Kalof (ed) (2007) *Looking at*

Animals in Human History. [E-book]

Adrian Franklin – ‘Naturalizing Sports: Hunting and Angling in Modernity’, Chapter 6 in Adrian Franklin (1999) *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*, pp. 105-125.

Andreas-Holger Maehle – ‘Cruelty and Kindness to the ‘Brute Creation’: Stability and Change in the Ethics of the Man-Animal Relationship, 1600-1850’, Chapter 5 in Aubrey Manning and James Serpell (eds) (1994) *Animals and Human Society: Changing Perspectives*. [E-book]

James Turner – “‘This Humane and Civilising Charity’”, and ‘Man Becomes an Animal’, Chapters 3 and 4 in Turner (1980) *Reckoning with the Beast: Animals, Pain and Humanity in the Victorian Mind*.

Ben Rogers (2003) *Beef and Liberty: Roast Beef, John Bull and the English Nation*.

Lecture 5 – ‘Pets’: Animals as Companions and Kin

This is the first of four lectures each of which will take an in-depth look at certain key aspects of human-animal relations in contemporary societies. This lecture focuses on the phenomenon of ‘pet’-keeping, the practice of keeping animals as domestic companions, objects of care and affection, and even members of the ‘family’. The emergence of ‘pet-keeping’ will be outlined and the nature of the human-pet relationship explored, with various contrasting perspectives considered. These range from the view that close relations with pets function as surrogates for meaningful and intimate relations with other human beings, to perspectives which, on the contrary, suggest that people’s interactions with their pets are real and significant interactions which should not be dismissed as impoverished surrogates for human-human relationships merely because they cross species boundaries. A related question is whether the human-pet relationship is mutually beneficial or a form of human domination over animals involved and a repression or manipulation of their ‘nature’.

Required reading

Rebekah Fox (2006) ‘Animal Behaviours, Post-Human Lives: Everyday Negotiations of the Animal-Human Divide in Pet-keeping’, in *Social and Cultural Geography*, 7, 4, 525-537.

James Serpell – ‘People in Disguise: Anthropomorphism and the Human-Pet Relationship’, Chapter 6 in Lorraine Daston and Gregg Mitman (eds) (2005) *Thinking with Animals: New Perspectives on Anthropomorphism*.

Recommended reading

Kay Milton – ‘Anthropomorphism or Egomorphism?’ The Perception of Non-human Persons by Human Ones’, Chapter 12 in John Knight (ed) (2005) *Animals in Person: Cultural Perspectives on Human-Animal Intimacy*, pp. 255-271.

Yi-Fu Tuan – ‘Animal Pets: Cruelty and Affection’, Chapter 6 in Yi-Fu Tuan (1984) *Dominance and Affection: The Making of Pets*, pp. 88-114.

- Leslie Irvine – ‘Them and Us’ and ‘From Pets to Companion Animals’, Chapters 2 and 3 in Leslie Irvine (2004) *If you Tame Me: Understanding Our Connections with Animals*. [E-book]
- Nickie Charles and Charlotte Davies (2008) ‘My Family and Other Animals: Pets as Kin’, in *Sociological Research Online*, 13, 5.
- Harriet Ritvo – ‘The Emergence of Modern Pet-Keeping’, in *Anthrozoos*, 1, 3, 1987, pp. 158-165 (Also available in David Inglis and Rhoda Wilkie (eds) (2007) *Animals and Society: Volume 4*, reading 52).

Further reading

- Margo DeMello – ‘The Pet Animal’, Chapter 8 in Margo DeMello (2012) *Animals and Society: An Introduction to Human-Animal Studies*.
- Leslie Irvine – ‘Pampered or Enslaved? The Moral Dilemmas of Pets’, in *The International Journal of Sociology and Social Policy*, 24, 9, 2004, pp. 5-17.
- Clinton Sanders – ‘Close Relationships Between Humans and Nonhuman Animals’, article 5 in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.
- Becky Tipper (2011) ‘“A Dog Who I Know Quite Well”: Everyday Relationships Between Children and Animals’, *Children’s Geographies*, 9, 2, pp. 145-165.
- James Serpell and Elizabeth Paul – ‘Pets and the Development of Positive Attitudes to Animals’, Chapter 7 in Aubrey Manning and James Serpell (eds) (1994) *Animals and Human Society: Changing Perspectives*. [E-book]
- Caitlin Rose Myers (2015) ‘“I’m Told I’m Famous on the Internet!” Henri the Cat and the Critical Possibility of Anthropomorphism’, in *Humanimalia: Journal of Human/Animal Interface Studies*, 6, 2, pp. 21-32. [open access online]
- Samantha Hurn – ‘Pets’, Chapter 8 in Samantha Hurn (2012) *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*.
- Kathleen Kete, ‘The Embourgeoisement of the Beast’, in Kathleen Kete (1994) *The Beast in the Boudoir: Petkeeping in Nineteenth-Century Paris*, pp. 39-55. (Also available in David Inglis and Rhoda Wilkie (eds) (2007) *Animals and Society: Volume One*, reading 7).
- Janet Alger and Steven Alger – ‘The Human-Cat Connection’, chapter 3 in Janet Alger and Steven Alger (2003) *Cat Culture: The Social World of a Cat Shelter*.
- Adrian Franklin – ‘Pets and Modern Culture’, Chapter 5 in Adrian Franklin (1999) *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*.
- Clinton Sanders (1999) *Understanding Dogs*. [E-book]
- Anthony Podberscek, Elizabeth Paul and James Serpell (eds) (2000) *Companion Animals and Us: Exploring the Relationships Between people and Pets*.
- Donna Haraway (2003) *The Companion Species Manifesto: Dogs, People, and Significant Otherness*.
- Mary Midgely (1979) ‘Brutality and Sentimentality’, *Philosophy*, 54 (209) p. 385-389.

Lecture 6 - Animals as Workers, Machines and Commodities

This lecture will explore the 'dark side' of contemporary human-animal relations, examining the industrial-scale human exploitation of animals involved in intensive animal agriculture or 'factory farming' in the modern 'meat' and dairy industries. Whereas the animals we keep as 'pets' are often valued as individuals and members of the family, the anonymous animals many of us eat or otherwise use on an everyday basis are valued only for the economic and nutritional value of their bodies and the many products derived from their bodies, whether meat, milk, eggs, leather, or fur. The lecture will thus examine the way animals are used within rationalised modern systems of production and consumption, with a focus not just upon the ethical issues arising, but upon the sociological question of how such troubling human-animal relations are managed, made invisible or left unacknowledged as a condition of our everyday practices. The historical relations between the 'disassembly' line of the slaughterhouse and the modern 'assembly' line of factory production will be traced, as will the provocative parallels between what some see as animal 'slavery' and historical instances of human slavery and genocide, before considering some of the challenges facing contemporary moves towards higher standards of farm animal welfare.

Required reading

Joel Novek (2005) 'Pigs and People: Sociological Perspectives on the Discipline of Nonhuman Animals in Intensive Confinement', in *Society and Animals*, 13, 3, pp. 221-244.

Jocelyne Porcher and Tiphaine Schmitt (2012) 'Dairy Cows: Workers in the Shadows?', in *Society and Animals*, 20, pp. 39-60.

Recommended reading

Diana Stewart, Rebecca Shewe and Brian Gunderson (2013) 'Extending Social Theory to Farm Animals: Addressing Alienation in the Dairy Sector', in *Sociologia Ruralis*, Volume 53, No. 2.

Lewis Holloway (2007) 'Subjecting Cows to Robots: Farming Technologies and the Making of Animal Subjects', in *Environment and Planning D: Society and Space*, Vol. 25, No. 6, pp. 1041-1060.

Barbara Noske – 'Domestication under Capitalism' and 'The Animal-Industrial Complex', Chapters 2 and 3 in Barbara Noske (1997) *Beyond Boundaries: Humans and Animals*.

Richie Nimmo (2015) 'The Bio-Politics of Bees: Industrial Farming and Colony Collapse Disorder', in *Humanimalia: Journal of Human/Animal Interface Studies*, 6, 2, pp. 1-20.

Henry Buller and Carol Morris (2003) 'Farm Animal Welfare: A New Repertoire of Nature-Society Relations or Modernism Re-embedded?', *Sociologia Ruralis*, 43, 3, pp. 216- 237.

Further reading

'Meat' Production and Consumption:

Margo DeMello – 'The Making and Consumption of Meat', Chapter 7 in DeMello (2012) *Society and Animals: An Introduction to Human-Animal Studies*.

Adrian Franklin – 'Animals and the Agricultural Industry: From Farming to Animal Protein Production', Chapter 7 in Franklin (1999) *Animals and Modern Cultures*.

Bill Winders and David Nibert – 'Consuming the Surplus: Expanding 'Meat' Consumption and Animal Oppression', in *The International Journal of Sociology and Social Policy*, 24, 9, 2004, pp. 76-96.

David Nibert – 'The Promotion of "Meat" and its Consequences', reading 20 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Carol Adams – 'The Sexual Politics of Meat', reading 19 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Jeremy Rifkin – 'The Industrialisation of Beef', part four in Jeremy Rifkin (1992) *Beyond Beef: The Rise and Fall of the Cattle Culture*.

Laurie Winn Carlson – 'The Industrialisation of Meat, chapter 8 in Laurie Winn Carlson (2001) *Cattle: An Informal Social History*.

William Thompson (1983) 'Hanging Tongues: A Sociological Encounter with the Assembly Line', in *Qualitative Sociology*, 6, 3, pp. 215-237.

Kay Peggs – 'Consumption of the Animal', Chapter 6 in Kay Peggs (2012) *Animals and Sociology*. [E-book]

Rhoda Wilkie – 'Sentient Commodities and Productive Paradoxes: The Ambiguous Nature of Human-Livestock Relations in Northeast Scotland', in *Journal of Rural Studies*, 21, 2, 2005, pp. 213-230.

'Dreaded Comparisons' and Entangled Oppressions

Marjorie Spiegel (1988) *The Dreaded Comparison: Human and Animal Slavery*.

Marjorie Spiegel – 'In Defense of Slavery', reading 3 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Margo DeMello – 'Human Oppression and Animal Suffering', Chapter 13 in DeMello (2012) *Society and Animals: An Introduction to Human-Animal Studies*.

Kay Peggs – 'Animals, Social Inequalities and Oppression', Chapter 3 in Kay Peggs (2012) *Animals and Sociology*. [E-book]

Carol Adams – 'The Rape of Animals, the Butchering of Women', Chapter 2 in Carol Adams (1996) *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*.

Charles Patterson (2002) *Eternal Treblinka: Our Treatment of Animals and the Holocaust*.

David Sztybel (2006) 'Can the Treatment of Animals be Compared to the Holocaust?' *Ethics and the Environment*, 11, 1, pp. 97-132.

Roberta Kalechofsky (2003) *Animal Suffering and the Holocaust: The Problem with Comparisons*.

Karen Davis (2006) *The Holocaust and the Henmaid's Tale: A Case for Comparing Atrocities*.

Peter Singer (1974) 'All animals are equal', *Philosophic Exchange*, 5(1).

Lecture 7 - The Zoological Gaze: Animals, Power and Vision

Unless they are our pets or our food, most of our contemporary encounters with animals involve us watching or gazing at them as a form of spectacle or entertainment. Animals are ascribed such roles in zoos, circuses and television documentaries, as well as in various sports involving animals such as bullfighting, dog racing, hunting and horse racing. In all of these cases animals in different ways become metaphors and symbols both for 'wild' nature and for particular human qualities and characteristics. This lecture therefore looks at animals as spectacle and entertainment in various contexts, with a particular focus upon zoos. The contested status of zoos will be explored, with critics pointing to the historical emergence of zoos from royal menageries and animal 'freak shows', and arguing that contemporary zoos are little different in essence, being no more than prisons for animals which provide their human audience with lowbrow entertainment and voyeuristic pleasures. Others regard zoos more neutrally as sites of human-animal encounters of a particular kind, whilst defenders of zoos maintain that the contemporary zoo is centrally about education and conservation rather than simple entertainment. These debates will be assessed in the context of the broader question of how to understand the social function of animals as symbol and spectacle.

Required reading

Alan Beardsworth and Alan Bryman – 'The Disneyization of Zoos', article 21 in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.

Irus Braverman (2011) 'Looking at Zoos', in *Cultural Studies*, 25, 6, pp. 809-842.

Recommended reading

Adrian Franklin – 'The Zoological Gaze', Chapter 4 in Adrian Franklin (1999) *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*.

John Berger – 'Why Look at Animals?', in John Berger (1980) *About Looking*. (Also available in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*, reading 26).

Matthew Chrulew (2011) 'Managing Love and Death at the Zoo: The Biopolitics of Endangered Species Preservation', in *Australian Humanities Review*, 50: 137-157.

Ralph Acampora (2005) 'Zoos and Eyes: Contesting Captivity and Seeking Successor Practices', *Society and Animals*, 13, 1: 69-88.

Randy Malamud – 'Exhibiting Imperialism', 'Cages' and 'Spectatorship', Chapters 2, 3 and 5 of Randy Malamud (1998) *Reading Zoos: Representations of Animals and Captivity*. [E-book]

Randy Malamud – ‘Zoo Spectatorship’, reading 24 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Harriet Ritvo – ‘Exotic Captives’, Chapter 5 in Harriet Ritvo (1987) *The Animal Estate: The English and Other Creatures in the Victorian Age*.

Further reading

Margo DeMello – ‘Display, Performance and Sport’, Chapter 6 in DeMello (2012) *Society and Animals: An Introduction to Human-Animal Studies*.

Kay Peggs – ‘Animals, Leisure and Culture’, Chapter 7 in Kay Peggs (2012) *Animals and Sociology*. [E-book]

More on Zoos and the Zoological Gaze:

Vicki Croke (1997) *The Modern Ark: The Story of Zoos, Past Present and Future*.

Nigel Rothfels – ‘Introduction: Entering the Gates’ and ‘Chapter 1: The Gardens of History’, in Rothfels (2002) *Savages and Beasts: The Birth of the Modern Zoo*.

Robert Mullan and Garry Marvin (1998) *Zoo Culture*.

Other Animal Spectacles:

Samantha Hurn – ‘Hunting and Blood Sports’, Chapter 14 in Samantha Hurn (2012) *Humans and Other Animals: Cross-Cultural Perspectives*.

Rhonda Evans, DeAnn Kalich and Craig Forsyth – ‘Dogfighting: Symbolic Expression and Validation of Masculinity’, reading 23 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Garry Marvin – ‘On Being Human (in the bullfight)’, Chapter 8 in Garry Marvin (1988) *Bullfight*, pp. 128-142. (Also available in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*, reading 22).

Sarah Pink (1997) *Women and Bullfighting: Gender, Sex, and the Consumption of Tradition*.

Michael Atkinson and Kevin Young – ‘Greyhound Racing and Sports-Related Violence’, article 20 in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.

David Pierson – ‘Representations of the Animal World on the Discovery Channel’, article 22 in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.

Margo DeMello – ‘Animals in Literature and Film’, Chapter 16 in Margo DeMello (2012) *Society and Animals: An Introduction to Human-Animal Studies*.

Lecture 8 - Animals, Science and Gender

This lecture looks at some of the key ways in which animals have been understood and treated by modern science. From Enlightenment philosopher Descartes’ influential argument that animals lacked souls and were therefore merely ‘clockwork of flesh and blood’, to contemporary vivisection laboratories and their defenders, science has persistently reduced animals to biological objects in the name of scientific objectivity and human superiority. This lecture explores why this has been the case, by tracing how animals have been positioned relative to categories of

'nature' and the 'human' within the philosophical architecture of scientific knowledge. It will examine how this works in practice by looking at the infrastructure of animal science as well as the ongoing controversy surrounding animal testing, before considering more sociological accounts of vivisection laboratories and of how animal researchers manage their perceptions of the animal-objects in question. But there is more than one relationship between science and animals. 'Sentience science' or cognitive ethology - the biological study of animals' subjective experience - is becoming politically relevant, and is arguably challenging the conventional notion that animals have impoverished experiential capabilities. Some scientists like Francois Wemelsfelder are arguing forcefully for reinstatement of the 'subject' back into biological research methods, in order to understand more about their lives.

Required reading

Lynda Birke – 'Into the Laboratory', chapter 4 in Lynda Birke (1994) *Feminism, Animals and Science: The Naming of the Shrew*, pp. 43-53.

Wemelsfelder, Francoise (2012) 'A Science of Friendly Pigs: Carving out a Conceptual Space for Addressing Animals as Sentient Beings', in Lynda Birke and Jo Hockenhull (eds) *Crossing Boundaries: Investigating Human-Animal Relationships*.

Recommended reading

Lynda Birke (2012) 'Animal Bodies in the Production of Scientific Knowledge: Modelling Medicine', in *Body and Society*, 18, 3-4, pp. 156-178.

Lynda Birke – 'Exploring the Boundaries: Feminism, Animals and Science', chapter 7 in Carol Adams and Josephine Donovan (eds) (1995) *Animals and Women: Feminist Theoretical Explorations*.

Pru Hobson-West (2012) 'Ethical Boundary Work in the Animal Research Laboratory', in *Sociology*, 46, 4, pp. 649-663.

Pru Hobson-West (2012) 'Beasts and Boundaries: An Introduction to Animals in Sociology, Science and Society', in *Qualitative Sociology Review*, 3, 1: 649-663.

Margo DeMello – 'Animals and Science', Chapter 9 in Margo DeMello (2012) *Animals and Society: An Introduction to Human-Animal Studies*.

Samantha Hurn – 'Science and Medicine', Chapter 12 in Samantha Hurn (2012) *Humans and Other Animals: Cross Cultural Perspectives*.

Further reading

The Cartesian Legacy and Beyond:

Rene Descartes – 'From the Letters of 1646 and 1649', reading 9 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Rene Descartes – 'Animals Are Machines' in Tom Regan and Peter Singer (eds) *Animal Rights and Human Obligations*, pp. 60-66.

Gary Steiner (2005) *Anthropocentrism and its Discontents: The Moral Status of Animals in the History of Western Philosophy* (Chapter 6: 'Descartes on the Moral Status of Animals').

Harold Herzog – 'Human Morality and Animal Research', article 15 in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.

Donna Haraway – 'Introduction: The Persistence of Vision', in Donna Haraway (1989) *Primate Visions: Gender, Race and Nature in the World of Modern Science*.

Animal Experimentation:

Lynda Birke, Arnold Arluke and Mike Michael (2007) *The Sacrifice: How Scientific Experiments Transform Animals and People*.

Richard Ryder (1985) 'Speciesism in the Laboratory', in Peter Singer (ed) (1985) *In Defence of Animals: The Second Wave*, pp. 87-103

James Turner (1980) – 'Science and Sensibility', Chapter 6 in James Turner (1980) *Reckoning with the Beast: Animals, Pain and Humanity in the Victorian Mind*.

Mary Phillips – 'Savages, Drunks and Lab Animals: The Researchers Perception of Pain', in *Society and Animals*, 1, 1, 1993, pp. 61-81.

Paul White – 'The Experimental Animal in Victorian Britain', Chapter 3 in Lorraine Daston and Gregg Mitman (eds) (2005) *Thinking with Animals: New Perspectives on Anthropomorphism*.

Cognitive Ethology/Sentience Science:

Vicki Hearne (2007) *Animal Happiness: Moving Exploration of Animals and their Emotions*.

Frans De Waal (2016) *Are We Smart Enough to Know How Smart Animals Are?*

Jonathan Balcombe (2007) *Pleasurable Kingdom: Animals and the Nature of Feeling Good*.

Jonathan Balcombe (2016) *What a Fish Knows: The Inner Lives of our Underwater Cousins*.

Mark Bekoff (2013) *Why Dogs Hump and Bees get Depressed: The Fascinating Science of Animal Intelligence, Emotions, Friendship, and Conservation*.

Lecture 9 - Nonhuman Selves: Animals as Subjects and Multispecies Methods

A central feature of the burgeoning interdisciplinary field of animal studies has been the concerted attempt to understand animals as subjects rather than objects, and to explore how best to develop a knowledge of forms of animal subjectivity. This has meant breaking with the anthropocentric foundations of much of modern Western thought, which has traditionally reserved the status of subjects for human beings, and instead theorising nonhuman animals as fully conscious and sentient beings, with selves that could be considered 'social', although perhaps of a different kind from human social selves. This lecture examines the contribution of human-animal sociology to theorisations of animal selfhood, and embodied interactions between human and nonhuman subjects. A key focus will be the question of language, the supposed lack of which amongst animals has long been one of the key arguments

cited by those who wish to retain a notion of the social subject as exclusively human. Contemporary studies of animal behaviour, however, increasingly acknowledge that many animals, from primates to birds and dolphins, are in fact very complex social communicators. Finally we will look at the practice of 'multi-species ethnography' in sociology. The movement away from the linguistic turn in the social sciences and the increased emphasis upon corporeality, sensoriality and the embodied nature of social life, has led to greater acknowledgement of the importance of the non-linguistic aspects of social interaction. This has opened the way to studies of human-animal interactions as the embodied social relations of equally (if differently) social beings. But is it possible for sociologists to adequately understand the embodied communication of meaning from another species? What methodological tools might we adopt in a research practice?

Required reading

Janet Alger and Steven Alger (1997) 'Beyond Mead: Symbolic Interaction between Humans and Felines', *Society and Animals*, 5, 1, pp. 65-81.

Henry Buller (2015) 'Animal Geographies II: Methods', *Progress in Human Geography*, 39, 3, pp. 374–384.

Recommended reading

Clinton Sanders (2003) 'Actions Speak Louder than Words: Close Relationships Between Humans and Nonhuman Animals', in *Symbolic Interaction*, 26, 3, pp. 405-426.

Leslie Irvine – 'Rethinking the Self: Mead's Myopia', and 'Self Versus Other: The Core Self', Chapters 6 and 7 in Irvine (2004) *If You Tame Me: Understanding our Connections with Animals*. [E-book]

Keri Brandt – 'Human-Horse Communication', article 29 in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.

Colin Jerolmack (2009) 'Humans, Animals, and Play: Theorizing Interaction When Inter-subjectivity is Problematic', in *Sociological Theory*, 27, 4, pp. 371-389.

Raymond Madden (2014) 'Animals and the Limits of Ethnography', *Anthrozoos*, 27, 2, pp. 279–293

Donna Haraway (2008) *When Species Meet*, Minneapolis: University of Minnesota Press, pp. 20-27.

Ken Shapiro (1990) 'Understanding Dogs through Kinaesthetic Empathy, Social Construction, and History', *Anthrozoos*, 3, 3, pp. 184-195

Henry Buller (2012) "'One slash of light, then gone", Animals as Movement', *Études rurales*, (189), pp.139-153.

Further reading

Cary Wolfe (2003) 'In the Shadow of Wittgenstein's Lion: Language, Ethics and the Question of the Animal', in Cary Wolfe (ed) *Zoontologies: The Question of the Animal*.

- Leslie Irvine (2012) 'Sociology and Anthrozoology: Symbolic Interactionist Contributions', in *Anthrozoos: A Multidisciplinary Journal of the Interactions of Animals and People*, Vol. 25, Supplement 1, pp. 123-137.
- Leslie Irvine – 'Animal Selfhood', article 31 in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.
- Arnold Arluke and Clinton Sanders – 'Learning from Animals', in Arnold Arluke and Clinton Sanders (1996) *Regarding Animals*, pp. 41-57.
- Leslie Irvine – 'Looking at Animals, Glimpses of Selves', chapter 4 in Leslie Irvine (2004) *If you Tame Me: Understanding Our Connections with Animals*. [E-book]
- Janet Alger and Steven Alger – 'Cat Culture, Human Culture: An Ethnographic Study of a Cat Shelter', in *Society and Animals*, 7, 3, 1999, pp. 199-218.
- Janet Alger and Steven Alger – 'Culture and Self in the Domestic Cat', Chapter 7 in Alger and Alger (2003) *Cat Culture*, pp. 184-198.
- Kara White (2013) 'And Say the Cat Responded? Getting Closer to the Feline Gaze', in *Society and Animals*, Vol. 21, No. 1, pp. 93-104.
- Hilbert, R. (1994) 'People are Animals: Comment on Sanders and Arluke's "If Lions Could Speak"', in *The Sociological Quarterly*, 35, 3, pp. 533-536.
- David Dillard-Wright (2009) 'Thinking Across Species Boundaries: General Sociality and Embodied Meaning', in *Society and Animals: Journal of Human-Animal Studies*, 17, 1, pp. 53-71.
- Richie Nimmo (2012) 'Animal Cultures, Subjectivity and Knowledge: Symmetrical Reflections Beyond the Great Divide', in *Society and Animals: Journal of Human-Animal Studies*, 20, 2, pp. 173-192.

Lecture 10 – Post-humanism: Beyond the Human/Animal Divide

This final session will look at how the human/animal boundary is being challenged in recent theoretical developments. Innovations in biotechnology have complicated the relationship between humans and animals in previously unimaginable ways. Practices such as animal-to-human gene transfer or 'xenotransplantation', the genetic modification of animals, agricultural bio-technology and animal cloning, effectively blur established categories and domains as 'human' and 'animal', 'social' and 'natural' are increasingly mixed up, entangled and reconfigured in new and challenging imbroglios. At the very same time, we are increasingly aware of the unprecedented and unsustainable impact of human activity upon the natural world, leading some to propose that we have entered a new epoch characterised by decisive human global responsibility for the fate of nature and all other species, the age of 'the Anthropocene'. The significance of these developments will be explored in relation to the emergence of 'post-humanism', an interdisciplinary theoretical current across the humanities and social sciences which challenges the fundamental logic of the human/animal divide along with some of our most basic notions of what it means to be human, with significant social and ethical implications.

Required reading

Lynda Birke and Mike Michael (1998) 'The Heart of the Matter: Animal Bodies, Ethics, and Species Boundaries', in *Society & Animals* 6, 3, pp. 245-261.

Nik Taylor – 'Anthropomorphism and the Animal Subject', Chapter 12 in Rod Boddice (ed) (2011) *Anthropocentrism: Humans, Animals, Environments*, 265-279. [E-book]

Recommended reading

Donna Haraway – 'Cyborgs to Companion Species: Reconfiguring Kinship in Technoscience', in Haraway (ed) (2003) *The Haraway Reader*, pp. 295-320.

Nina Varsava (2014) 'The Problem of Anthropomorphous Animals: Toward a Posthumanist Ethics', *Society and Animals*, 22, 5, pp. 520-536.

Donna Haraway (2003) *The Companion Species Manifesto: Dogs, People, and Significant Otherness*.

Donna Haraway (2007) *When Species Meet (Posthumanities)*.

Further reading

Stefan Herbrechter (2012) 'Posthumanism, Subjectivity, Autobiography', in *Subjectivity*, 5, 3, pp. 327-347.

Nick Brown and Mike Michael – 'Risky Creatures: Institutional Species Boundary Change in Biotechnology Regulation', in *Health, Risk and Society*, 6, 3, 2004, pp. 207-222.

Phil McNaghen (2004) 'Animals in their Nature: A Case Study on Public Attitudes To Animals, Genetic Modification and "Nature"', *Sociology*, Vol. 38, No. 3, 533-551.

Donna Haraway – 'Cyborgs to Companion Species: Reconfiguring Kinship in Technoscience', reading 35 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Ben Campbell – 'How Biotechnology Makes Human Kinship with Wildlife Visible', chapter 8 in Maggie Bolton and Cathrine Degnen (eds) *Animals and Science: From Colonial Encounters to the Biotech Industry*, pp. 220-245.

Sarah Franklin – 'Origins', in Sarah Franklin (2007) *Dolly Mixtures: The Remaking of Genealogy*.

Sarah Franklin – 'Dolly's Body: Gender, Genetics and the New Genetic Capital', reading 34 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Sarah Whatmore – 'Hybrid Geographies: Rethinking the "Human" in Human Geography', in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Gilles Deleuze and Felix Guattari – 'Becoming Animal', reading 7 in Linda Kalof and Amy Fitzgerald (eds) (2007) *The Animals Reader*.

Gary Steiner – 'Postmodern Conceptions of the Human-Animal Boundary', Chapter 9 in Gary Steiner (2005) *Anthropocentrism and its Discontents: The Moral Status of Animals in the History of Western Philosophy*.

Paul Shepard (1996) *The Others: How Animals Made us Human*, Part VI: 'Counterplayers' (especially Chapter 21: 'The Great Interspecies Confusion', and Chapter 24: 'The Many and the Fuzzy: Plurality and Ambiguity').

Richie Nimmo (2015) 'Apiculture in the Anthropocene: Between Posthumanism and Critical Animal Studies', Chapter 10 in HARN editorial collective (eds) *Animals in the Anthropocene: Critical Reflections on Non-human Futures*, Sydney University Press, pp. 177-199.

Cary Wolfe (2010) *What is Post-Humanism?*

Tutorial/Workshop 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 without being fully prepared and ready to participate.*

Tutorials for this course will focus on critical discussion of key readings.

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

- *Thoroughly reading the required readings, making some notes on key points, and bringing printed hardcopies to the tutorial, annotated with your notes, and ready for discussion. Alternatively it is acceptable to bring a laptop or i-pad with the reading on it to refer to if you wish, to save on printing, but you must make notes and prepare to discuss the reading. Note that the readings can sometimes be lengthy or challenging, so ensure that you allocate sufficient time.*

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 – Thinking with Animals: The ‘Animal’ and the ‘Human’

Preparation required:

- Carefully read (at a minimum) the required readings specified in the reading list.
- Make one or two pages of notes on what you take to be their key points, as well as your thoughts on the arguments/issues they raise.
- Bring a printed hardcopy of each reading to the tutorial, annotated with your marginal notes, highlights and/or underlinings.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Reading 1

Erica Fudge – ‘Introduction’, in Erica Fudge (2002) *Animal*.

Questions

1. Erica Fudge suggests that there is a paradox at the heart of our relationship with animals – what is it? Please elaborate.
2. Why does she say that the history of our current ways of living with animals is important? And what example does she give to illustrate this?
3. What dominant metaphors does the anthropologist Annabelle Sabloff suggest that we routinely use in our relations with animals? What further metaphor does she propose that we need?

4. Why does Fudge believe that an examination of Christian theology is important in understanding the contradictions in our lived relations with animals? And what sort of human-animal relation is inscribed in Genesis?
5. What is the alternative interpretation of (or current within) Christian thought on nonhuman animals? How is Adam's mythical naming of animals understood in this view?
6. What example does Fudge use to illustrate how difficult it can sometimes be to decide which of these two Christian visions best applies to a given human-animal relationship? Please elaborate.
7. What is common to both views of the human-animal relationship contained within the Bible?
8. What kinds of visions of human-animal relations are found in, a) The Qu'ran?, and b) Buddhism? How are these similar to and/or different from the Christian view?
9. What was so radical and shocking about Darwin's 1859 theory of evolution?
10. What central point does Fudge suggest that HG Wells' novel *The Island of Dr Moreau* illustrates about our modern relations with animals? Who are we in the story?

TUTORIAL 2 - The Zoological Connection: Animals in Sociology

Preparation required:

- Carefully read (at a minimum) the required readings specified in the reading list.
- Make one or two pages of notes on what you take to be their key points, as well as your thoughts on the arguments/issues they raise.
- Bring a printed hardcopy of each reading to the tutorial, annotated with your marginal notes, highlights and/or underlinings.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Reading 1

Clifton Bryant – 'The Zoological Connection: Animal-Related Human Behaviour', in *Social Forces*, Vol. 58, No. 2, 1979, pp. 399-421.

Questions

1. Why does Bryant argue that ignoring animals is actually detrimental to sociology?
2. What approach does he take to the idea of animals as sentient creatures deserving of certain rights?
3. Do you think that Bryant's assessment of the likely social consequences of the animal welfare movement is fair?

4. How does he characterise the human-animal relations involved in the history of work/labour?
5. Do you find anything odd or unsatisfactory about Bryant's suggestion that animals may in future replace humans in certain work tasks?
6. What do you make of his suggestion that animals often play the role of 'surrogate humans' in certain social contexts?
7. Bryant refers to pet cemeteries as vivid testimony to the anthropomorphism at the centre of many people's relationships with their pets. Do you agree?
8. What is Clifton Bryant's overall argument and how far do you agree with him?

Reading 2

David Nibert (2003) 'Humans and Other Animals: Sociology's Moral and Intellectual Challenge', *International Journal of Sociology and Social Policy*, 23, 3, 2003: 5-25.

Questions

1. Why does Nibert believe that what he calls 'speciesism' needs to be understood in a particular way?
2. How does he apply the three 'prongs' of Donald Noel's theory of oppression to nonhuman animals?
3. Do you find anything problematic about Nibert's view of hunter-gatherers?
4. Why does Nibert link human health as well as environmental problems to animal exploitation under capitalism?
5. What is his critique of the pharmaceutical industry?
6. Why does he suggest that economic hardship tends to intensify animal exploitation?
7. According to Nibert, how are a) attributions of intelligence, and b) social constructions of masculinity and femininity, linked to oppression?
8. How does Nibert suggest that sociology should regard nonhuman animals?

TUTORIAL 3 - Domestication: Animals Before Modern Societies

Preparation required:

- Carefully read (at a minimum) the required readings specified in the reading list.
- Make one or two pages of notes on what you take to be their key points, as well as your thoughts on the arguments/issues they raise.
- Bring a printed hardcopy of each reading to the tutorial, annotated with your marginal notes, highlights and/or underlinings.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Reading 1

Tim Ingold – 'From Trust to Domination: An Alternative History of Human-Animal Relations' (1994).

Questions

1. According to Ingold, how are hunter-gatherers (HGs) typically categorised in Western accounts of human relations with nature?
2. What does he argue about the dichotomy between 'wild' and 'domestic'? And what is the role of the idea of 'control' in this?
3. Why are ownership and domestication 'impossible' for HGs?
4. How did early anthropologists, Western explorers, missionaries and traders portray HG life?
5. Can the killing of an animal by HGs be seen as non-violent?
6. What is meant by a 'cosmic economy of sharing'?
7. What does Ingold suggest is the key difference between how HGs and farmers perceive and relate to animals?
8. How does modern Western thought distinguish between domination and domestication? And why does Ingold say this is misleading?

Reading 2

Samantha Hurn – 'Domestication', Chapter 5 from Hurn (2012) *Humans and Other Animals*.

Questions

1. What was wrong with colonial views of the Neolithic 'revolution'?
2. Why may it be a mistake to see the shift toward domesticating animals and cultivating plants as a 'choice'?
3. What sort of perception of animals and nature does 'persistence hunting' tend to lead to and why?
4. Why has domestication long been regarded as an example of human control over animals?
5. Are there any potential problems with using contemporary HG peoples as a supposed window onto our historic past?
6. Why does contemporary scholarship suggest that it may be problematic to understand domestication either purely in terms of 'control', or purely in terms of 'symbiosis'?
7. What are 'post-domestic' human-animal relations? And how convincing do you find this category?

TUTORIAL 4 - Animals in Contemporary Society: Modernity to Late Modernity

Preparation required:

- Carefully read (at a minimum) the required reading specified in the reading list.
- Make one or two pages of notes on what you take to be the key points, as well as your thoughts on the issues it raises.
- Bring a printed hardcopy of the reading to the tutorial, annotated with your marginal notes, highlights and/or underlinings.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Reading 1

Adrian Franklin – ‘From Modernity to Postmodernity’, Chapter 3 from Franklin (1999) *Animals and Modern Cultures*.

Questions

1. What key trends in human-animal relations were already well underway by the beginning of the 20th century?
2. What was the ‘moral discourse of modernity’ and how was it connected to a particular regime of human-animal relations?
3. What were the principal ‘themes’ of modernity according to Franklin, and what did this mean for animals?
4. How did the arrival of cheap motorised transport mark the transition to a new set of human-animal relations in the Fordist period?
5. What were the key characteristics of human-animal relations in the Fordist period, according to Franklin?
6. In what way was ‘livestock’ a highly ambiguous category throughout the Fordist period? And how was this ambiguity managed?
7. How did human-animal relations in urban areas begin to change from the 1960s/70s onwards?
8. How did new forms of media representation of animals begin to challenge scientific approaches?
9. How have relations with ‘pets’ changed in the post-Fordist period?
10. Why has meat-eating declined since the 1970s, according to this approach?
11. What is ‘misanthropy’, and why has it tended to become more generalised throughout society since the dissolution of Fordism? Is this convincing?
12. How persuasive do you find Franklin’s argument concerning the link between ‘ontological security’ and human-animal relations?

TUTORIAL 5 – ‘Pets’: Animals as Companions and Kin

Preparation required:

- Carefully read (at a minimum) the required readings specified in the reading list.
- Make one or two pages of notes on what you take to be their key points, as well as your thoughts on the arguments/issues they raise.
- Bring a printed hardcopy of each reading to the tutorial, annotated with your marginal notes, highlights and/or underlinings.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Reading 1

James Serpell – ‘People in Disguise: Anthropomorphism and the Human-Pet Relationship’ (2005).

Questions

1. In what way does Serpell suggest that his discussion of anthropomorphism differs from most previous discussions?
2. Why does he believe that pet-keeping is difficult to understand from an evolutionary point of view? Do you see any problems with the reasoning here?
3. Why does Serpell dismiss two common negative views of the nature of pet-ownership? And what alternative view does he propose?
4. How can pets perform a ‘social support’ role even if they are dependants whose motives cannot be compared with those of humans? What light does Sheila Bonas’ study shed on this?
5. Is it always important that people’s anthropomorphic interpretations of their pets’ behaviour may be mistaken or deluded? Please elaborate.
6. Why does Serpell believe that ‘anthropomorphic selection’ can have negative consequences for animal welfare?
7. What does Serpell say is remarkable or unique about the interspecies relations that he argues have been enabled by anthropomorphism?

Reading 2

Rebekah Fox – ‘Animal Behaviours, Post-Human Lives: Everyday Negotiations of the Human-Animal Divide in Pet-Keeping’ (2006).

Questions

1. What is the dual-status of pets that Fox suggests pet owners must negotiate (e.g. in their decisions about their pet’s welfare and treatment)?
2. Why does Fox believe that viewing the pet-human relationship as little more than a relationship of domination is too simplistic?

3. How did people mobilise discourses of biological 'instinct' in relation to their pets? And why does Fox suggest that such explanations are never fully or completely accepted even by those who use them?
4. What important role does Fox (with Haraway) suggest that anthropomorphism plays in human-pet relationships?
5. What is a 'post-humanist perspective', and why does Fox suggest that a post-humanist perspective calls for a re-evaluation of anthropomorphism?
6. What does Fox say about 'embodied intimacy' in human-pet relations, and why does she suggest that people may often be reluctant to admit this intimacy?
7. In what way might human relations with unusual pets such as snakes and reptiles reveal the limits of animal rights arguments?

TUTORIAL 6 - Animals as Workers, Commodities and Machines

Preparation required:

- Carefully read (at a minimum) the required readings specified in the reading list.
- Make one or two pages of notes on what you take to be their key points, as well as your thoughts on the arguments/issues they raise.
- Bring a printed hardcopy of each reading to the tutorial, annotated with your marginal notes, highlights and/or underlinings.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Reading 1

Joel Novek – 'Pigs and People: Sociological Perspectives on the Discipline of Nonhuman Animals in Intensive Confinement' (2005).

Questions

1. How did the economic structure of animal production systems change from the mid-20th century?
2. What role does Novek see for social scientists in examining the regulation of animals in intensive confinement?
3. Explain the main features of the following theoretical approaches:
 - Labour process theory.
 - Foucauldian 'bio-power'.
 - Actor-Network Theory (as a prominent kind of post-humanist theory).
4. What were the potential advantages of indoor pig production systems and how were the main obstacles to them overcome?
5. How was the reproduction cycle of pigs subjected to discipline in the new indoor systems?

6. What is the legitimating ideology of intensive industrial animal production, according to Novek? And are there signs that this may be breaking down?
7. How has (some) science begun to change (some) views of nonhuman animals?
8. How have changes in production technology and organisation affected humans and animals in parallel ways?
9. How viable is the comparison of agricultural animals with exploited human workers?
10. Could a case be made that nonhuman animals are capable of 'resistance'? Can you think of any examples?
11. What is the key strength of the post-humanist approach, and how has it been criticised?

Reading 2

Jocelyne Porcher and Tiphaine Schmitt (2012) 'Dairy Cows: Workers in the Shadows?', in *Society and Animals*, 20, pp. 39-60.

Questions

1. What are the main issues raised or covered?
2. What are the key arguments? And how persuasive do you find them?
3. What concepts are deployed and what is their significance?
4. What did you find to be particularly interesting, useful or enlightening?
5. What if anything did you find to be especially abstract or difficult to understand?
6. What if anything did you find problematic or contentious, and why?
7. Do you see any interesting connections or implications for issues or arguments covered in previous weeks?

TUTORIAL 7 - The Zoological Gaze: Animals, Power and Vision

Preparation required:

- Carefully read (at a minimum) the required reading specified in the reading list.
- Make one or two pages of notes on what you take to be the key points, as well as your thoughts on the arguments/issues it raises.
- Bring a printed hardcopy of the reading to the tutorial, annotated with your marginal notes, highlights and/or underlinings.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Reading 1

Alan Beardsworth and Alan Bryman – 'The Disneyization of Zoos', article 21 in Arnold Arluke and Clinton Sanders (eds) (2009) *Between the Species*.

Questions

1. How did the logic behind the menagerie begin to change from the 1700s?
2. How are the 'recreational gaze' and the 'male gaze' related to 'the zoological gaze'?
3. How are zoos in the late modern period reinventing themselves and why?
4. What is 'Disneyization' and what forms does it take? Can you give some examples?
5. What is 'theming' and how does it help to assuage the tension between contemporary public sensibilities and the traditional role of zoos?
6. How does 'wildness' enter into the theming of zoos? What role does it play?
7. Why do Beardsworth and Bryman suggest that the commercialisation and commodification of animals in zoos is ironic? And how is the irony resolved?
8. What is 'emotional labour' and what form does it take in zoos?
9. How persuasive is it to regard animals in themed zoos as workers or 'cast members' in the leisure industry?
10. Why are 'animatronic quasifications' increasingly employed in zoos?
11. How do themes of conservation and education help to legitimise the zoo?

Reading 2

Irus Braverman (2011) 'Looking at Zoos', in *Cultural Studies*, 25, 6, pp. 809-842.

Questions

1. What are the main issues raised or covered?
2. What are the key arguments? And how persuasive do you find them?
3. What concepts are deployed and what is their significance?
4. What did you find to be particularly interesting, useful or enlightening?
5. What if anything did you find to be especially abstract or difficult to understand?
6. What if anything did you find problematic or contentious, and why?
7. Do you see any interesting connections or implications for issues or arguments covered in previous weeks?

TUTORIAL 8 - Animals, Science and Gender

Preparation required:

- Carefully read (at a minimum) the required readings specified in the reading list.
- Make one or two pages of notes on what you take to be their key points, as well as your thoughts on the arguments/issues they raise.
- Bring a printed hardcopy of each reading to the tutorial, annotated with your marginal notes, highlights and/or underlinings.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Reading 1

Lynda Birke – 'Into the Laboratory', chapter 4 in Lynda Birke (1994) *Feminism, Animals and Science: The Naming of the Shrew*, pp. 43-53.

Questions

1. Why should the status and use of animals in science be an important issue for feminists?
2. How does gender connect to the issue of animal use in science?
3. What motivation does Birke suggest may underlie cruelty in laboratories, slaughterhouses and intensive agriculture?
4. What examples does she give of how scientists involved in using animals may manifest ambivalent beliefs about them?
5. In what ways does Birke suggest that the organisation of animal laboratories facilitates objectivity and detachment?
6. In what way does she suggest that human-animal relations acquire an 'overlay of gender' in the scientific laboratory?
7. What is the significance of 'de-individuation' in the laboratory?
8. What three differences between lab studies and field studies does Birke point to?
9. What do some feminists suggest is inadequate about scientific opposition to animal rights discourse?

Reading 2

Wemelsfelder, Françoise (2012) 'A Science of Friendly Pigs: Carving out a Conceptual Space for Addressing Animals as Sentient Beings', in Lynda Birke and Jo Hockenhull (eds) *Crossing Boundaries: Investigating Human-Animal Relationships*.

Questions

1. How does Wemelsfelder describe the traditional scientific approach to animal sentience?
2. Why does she think that the emphasis on objectivity is problematic?
3. What are the key features of the epistemology she wants to develop?
4. Why is it so important to find the animal's 'perspective'?
5. How does Wemelsfelder think one should approach the investigation of an animal's perspective? In what way is the 'right kind of relation' important?
6. How does she describe the difference between a subject and an object?
7. What is the importance of body language for Wemelsfelder?
8. Can you describe something about the process of QBA assessment?

TUTORIAL 9 - Nonhuman Selves: Animals as Subjects & Multispecies Methods

Preparation required:

- Carefully read (at a minimum) the required readings specified in the reading list.
- Make one or two pages of notes on what you take to be their key points, as well as your thoughts on the arguments/issues they raise.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Reading 1

Janet Alger and Steven Alger (1997) 'Beyond Mead: Symbolic Interaction between Humans and Felines', in *Society and Animals*, 5, 1, pp.65-81.

Questions

1. In what ways did the cat owners in the Algers' study attribute selfhood or subjectivity to their cats? Give some examples and explain their significance.
2. In what ways did the cat owners regard their cats as unique individuals?
3. Why can the interactions between cats and their owners not be understood simply in terms of mechanical or instinctive behaviours and conditioned responses?
4. What are 'collective representations' and how do Alger and Alger suggest that these emerge in human-feline interaction?
5. How might the study of interaction between Alzheimers sufferers and their carers contribute to our understandings of 'mindedness' in interaction, and why?
6. What do Alger and Alger suggest are the implications of their findings for sociology as a discipline?

Reading 2

Henry Buller (2014) 'Animal Geographies II: Methods', *Progress in Human Geography*, 39, 3, pp. 374–384.

Questions

1. What does Buller think are the key problems in geographers' approaches to animal studies?
2. What are his three principles for including the animal's point of view in research – the 'radical triple challenge'?
3. What contribution has Actor-Network Theory (ANT) made to thinking about human-animal relations? And what are its limitations in this respect?
4. What is 'multi-species ethnography' and how does it go beyond spoken language? Provide some examples.
5. What are the kinds of attention that Buller feels needs to be paid?

6. What, for him, is the point of human-animal relational studies?
7. What does Buller call for towards the end of his piece?

TUTORIAL 10 – Post-humanism: Beyond the Human/Animal Divide

Preparation required:

- Carefully read (at a minimum) the required readings specified in the reading list.
- Make one or two pages of notes on what you take to be their key points, as well as your thoughts on the arguments/issues they raise.

Tutorial activities:

Working in small groups, consider and discuss the following questions.

Readings 1 and 2

Birke, Lynda and Mike Michael (1998) 'The Heart of the Matter: Animal Bodies, Ethics, and Species Boundaries', in *Society & Animals* 6, 3, pp. 245-261.

Nik Taylor – 'Anthropomorphism and the Animal Subject', Chapter 12 in Rod Boddice (ed) (2011) *Anthropocentrism: Humans, Animals, Environments*, 265-279. [E-book]

Questions

1. What are the main issues raised or covered?
2. What are the key arguments? And how persuasive do you find them?
3. What concepts are deployed and what is their significance?
4. What did you find to be particularly interesting, useful or enlightening?
5. What if anything did you find to be especially abstract or difficult to understand?
6. What if anything did you find problematic or contentious, and why?
7. Do you see any interesting connections or implications for issues or arguments covered in previous weeks?

Assignments and Assessments

Assessed Essay Details

One 3,000 word assessed essay. Due for submission (via BlackBoard) by 2pm on **Tuesday 11th December 2018.**

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. Your word count should include all text in the essay (including any in-text references, footnotes, tables and so on) but does *not* include the bibliography.

Choose one of the following questions:

1. Critically discuss both, a) anthropocentrism, and b) anthropomorphism, as ways of thinking about human and nonhuman animals.
2. Should sociology focus exclusively on relationships between human beings? Explain your answer with reference to empirical as well as conceptual and ethical considerations.
3. How convincing is the view that domesticated animals effectively 'chose' domestication? Discuss with reference to alternative perspectives on domestication.
4. How were changes in human-animal relations linked to social, cultural and economic changes in EITHER the modern period, OR the late-modern/post-modern period? Use examples to support your answer.
5. Is the practice of keeping companion animals or 'pets' a form of 'playful domination'? Assess this view with reference to alternative perspectives on companion animals.
6. Drawing upon concepts from critical social theory, discuss the usefulness of understanding the situation of animals in factory farms as analogous to, a) industrial labourers, b) slaves, c) prisoners.
7. To what extent can human-animal relations in modern zoos be understood using the concepts of panopticism and spectacle?
8. Is scientific knowledge inherently anthropocentric? Discuss with reference to the role of gender and 'objectivity' in scientific ways of knowing nonhuman animals.
9. To what extent can and should nonhuman animals be regarded as social subjects or nonhuman persons? Explain your answer.
10. How is the human/animal divide being challenged by developments in EITHER biotechnology OR posthumanist theory?

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 stated 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 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 10, with each question corresponding broadly to the topic covered in that week of the course.

Examination past papers are available on BlackBoard in the 'Past Exam Papers' folder.

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.

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 so there is potential for significant overlap in material that is relevant for particular combinations of questions. Wording of both the assessed assignment options and the examination questions clearly indicates which key topic from the course should be covered. **Do not choose examination questions that cover the same key topic as your assessed assignment** – such answers will receive a mark of zero. Note that to ensure clarity question numbers will be used consistently across both assessments, so if for example you answer assessed essay Q.1 you must not answer examination Q.1.

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 of this).
- Written formative and summative feedback will be given on your assessed coursework.
- 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.
- 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.

A Feedback Half-Day will be held to facilitate additional one-to-one discussion of assignment feedback and preparation. See p. 2 above for times and how to make an appointment.

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 (William.Start@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 using these 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 – 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

SOCY30082: Forced Migration

Semester: 2

Credits: 20

Convenor: Domenica Urzi

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:

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):	Domenica Urzi
Room:	3.033 Arthur Lewis Building
Telephone:	Ext. 57808
Email:	domenica.urzi@manchester.ac.uk
Office Hours:	Friday 11.45-12.45 by appointment
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Friday 13.00-16.00, Simon 5.04
Feedback half-day:	May 3 rd , 9.00-13.00
Assessed Coursework Submission:	March 21 st 2019
Examination Period:	May 13 th – June 7 th 2019
Resit Examination Period	19 th August – 30 st 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 emails 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 Forced Migration and the complex factors that result in forced migration. Students will explore international responses and the legal instruments that govern all categories of forced migrants and to be able to critically assess their adequacy in the 21st century. Students will critically evaluate the relevance of theories to help our understanding of forced migration and experiences of different types of forced migrant. Students will also have an understanding of the gendered dimensions of forced migration and the diversity of experiences among forced migrants in host countries.

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

At the end of the course students should be able to:

- Demonstrate knowledge and understanding of key concepts in forced migration and the main causes of different types of forced migration.
- Engage in a theoretically informed discussions relating to global movements of forced migrants and the application of theory to these global movements.
- To synthesis, summarise and critically evaluate information from a range of sources including academic and grey literature in order to produce assessed coursework.
- Have understood the main international instruments, including human rights treaties, governing forced migrants and forced migration.
- 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:

Bloch, A. and Doná, G. (2018) (eds.) *Forced Migration: Current issues and debates*, London: Routledge.

Castles, S. (2003) 'Towards a sociology of forced migration', *Sociology*, Vol. 37, No. 1, pp. 13-34.

- 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)
- Fiddian-Qasmiyeh, E., Loescher, G., Long, K. and Sigona, N. (2014) (eds.) *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: Oxford University Press.
- Indra, D. (1999) *Engendering Forced Migration: Theory and practice*, New York: Berghahn Books.
- Loescher, G. (2001) *The UNHCR and World Politics: A perilous path*, New York: Oxford University Press.
- Marfleet, P. (2006) *Refugees in a Global Era*, Basingstoke: Palgrave.
- UNHCR (2017) *Global Trends: Forced displacement in 2016*. Geneva: UNHCR,

Key Journals

Journal articles are key for this course – they are often more up to date than books and more accessible. The key journals where you will find relevant articles include:

Ethnic and Racial Studies
International Migration Review
Journal of Ethnic and Migration Studies
Journal of Refugee Studies
Forced Migration Review

Lectures and Reading List

The course covers the key theoretical, legal, policy, political and social aspects of forced migration as well as the lived experiences of forced migrants in contemporary society.

Week 1: Feb 1	Introduction: Key terms, categories and concepts
Week 2: Feb 8	Refugees: international responses and legal instruments
Week 3: Feb 15	Forced migrants and human rights – detention
Week 4: Feb 22	Deportation: Reasons, processes and impact
Week 5: March 1	Gender and sexuality: shaping the experiences of the asylum process, displacement and settlement
Week 6: March 8	New technology and forced migration
Week 7: March 15	Europe's 'refugee crisis': policy, borders and individual agency. Including a visiting session under social responsibility in the curriculum from Tesfie Tesfaslassie
Week 8: March 22	Irregular migrants: A 21 st century issue
Week 9: March 29	Refugee integration: theory and policy
Week 10: April 5	Course overview, evaluation and revision session

Lecture 1: Key terms, categories and concepts

This session will provide an introduction to the key terms, categories and concepts that we will be using during this module. We will also explore forced migration as a global phenomenon, including the demography and geography of forced migration.

Required reading

Chimini, B.S. (2009) The Birth of a 'Discipline': From Refugee to Forced Migration Studies, *Journal of Refugee Studies*, 22(1): 11-29.

Additional reading

Dun, O. and Gemenne, F. (2008) Defining 'environmental migration' Forced Migration Review, 31 (pp. 10-11) all issue on climate change and displacement <http://www.fmreview.org/climatechange>

FitzGerald, D.S. and Arar, R. (2018) 'The Sociology of Refugee Migration', *Annual Review of Sociology*, 44: 387-406.

Hoogvelt, A. (2001) *Globalisation and the Post-Colonial World*, Basingstoke: Macmillan, 2nd edition.

UNHCR (2017) *Global Trends: Forced displacement in 2016*. Geneva: UNHCR, <http://www.unhcr.org/globaltrends2017>

Zetter, R. (2007) 'More labels, fewer refugees: Remaking the refugee label in an era of globalisation', *Journal of Refugee Studies*, 20(2): 72-192.

Lecture 2: Refugees and the development of international responses and legal instruments

In this session the evolution and changing role of the international refugee regime (UNHCR) and the legal instruments that are in place, particularly the 1951 Convention on the Status of Refugees will be examined. We will reflect on the Convention and consider whether it meets the protection needs and diversity of 21st century forced migrants.

Required reading

See *Forced Migration Review*, No. 10, 2001, 'UNHCR and the Convention at 50: Fighting fit or in need of a by-pass?'

<http://www.fmreview.org/en/FMRpdfs/FMR10/fmr10full.pdf>

See the article by Erika Feller.

Betts, A. (2010) 'The refugee regime complex', *Refugee Survey Quarterly*, 29(1): 12-37.

Forced migration or refugee studies?

These three papers form part of a special issue and should be read together.

Cohen, R. (2007) 'Response to Hathaway', *Journal of Refugee Studies*, 20(3): 370-376.

DeWind, J (2007) 'Response to Hathaway', *Journal of Refugee Studies*, 20(3): 381-385.

Hathaway (2007) 'Forced migration studies: Could we agree just to 'date'? *Journal of Refugee Studies*, 20(3): 349-369.

Additional reading

Barnett, L. (2002) 'Global governance and the evolution of the international refugee regime', *International Journal of Refugee Law*, 14(2 and 3): 238-262.

Barutciski, M. and Suhrke, A. (2001) 'Lessons from the Kosovo refugee crisis: Innovations in protection and burden-sharing', *Journal of Refugee Studies*, 14(2): 95-115.

Betts, A. and Loescher, G. (2014) 'Introduction: Continuity and Change in Global Refugee Policy', *Refugee Survey Quarterly*, 33(1): 1-7.

Gallagher, D. (1989) 'The evolution of the International Refugee System', *International Migration Review*, 23(3): 579-598.

Loescher, G. (2001) *The UNHCR and World Politics: A perilous path*, New York: Oxford University Press.

Loescher, G. (1993) *Beyond charity: international cooperation and the global refugee problem*, New York and Oxford: Oxford University Press.

Ward, P. (2014) 'Refugee Cities: Reflections on the Development and Impact of UNHCR Urban Refugee Policy in the Middle East', *Refugee Survey Quarterly*, 33(1):77-93.

Lecture 3: Forced migrants and human rights: Detention

Forced migrants – with the exception of recognised refugees - are particularly vulnerable to human rights abuses and amongst the least able to access their rights. In this session we look first at human rights statutes and treaties in relation to forced migrants and then focus on breaches to these rights by drawing on the specific example of detention. We will consider why detention is used and what questions it raises in different contexts.

Required reading

Nethery, A. and Holman, R. (2016) Secrecy and human rights abuse in Australia's offshore immigration detention centres, *The International Journal of Human Rights*, 20(7): 1018-1038.

Additional reading

- Bloch, A. and Schuster, L. (2005) 'At the extremes of exclusion: Deportation, detention and dispersal', *Ethnic and Racial Studies*, 28(3): 491-512.
- Bosworth, M. and Vannier, M. (2016) 'Human Rights and Immigration Detention in France and the UK', *European Journal of Migration and Law* Vol. 18, Issue, 2:157 – 176.
- Fiske, L. (2016) 'Human Rights and Refugee Protest against Immigration Detention: Refugees' Struggles for Recognition as Human' *Refuge*, 32(1). <https://refuge.journals.yorku.ca/index.php/refuge/article/view/40380/36380>
- Flynn, M. B. (2016) 'From Bare Life to Bureaucratic Capitalism: Analyzing the Growth of the Immigration Detention Industry as a Complex Organization,' *Contemporary Readings in Law and Social Justice* Vol. 8, No. 1: 70–97.
- Mainwaring, C. (2012) 'Constructing a Crisis: the Role of Immigration Detention in Malta', *Population, Place and Space*, 18(6): 687–700.
- Martin, F. and Curran, J. (2007) 'Separated Children: A Comparison of the Treatment of Separated Child Refugees Entering Australia and Canada', *International Journal of Refugee Law*, Vol. 19, No. 3, pp. 440-470.
- Mountz, A., Coddington, K., Catania, R.T., and Loyd, J. (2013) 'Conceptualizing detention: Mobility, containment, bordering, and exclusion', *Progress in Human Geography*, 37(4): 522-541.
- Nethery, A., (2013) 'Exporting Detention: Australia-funded Immigration Detention in Indonesia', *Journal of Refugee Studies*, 26(1): 88-109
- Silverman, S.J. and Massa, E. (2012) 'Why immigration detention is unique', *Population, Place and Space*, 18(6): 677–686 (2012)

Lecture 4: Deportation: Reasons, processes and impact

Deportation while once an exceptional policy is now an accepted part of nation state's responses to migration control. Deportation, the physical removal of a migrant from the territory of one state to another, may take place against the will of those being deported. This session will explore the development of deportation as a policy, the way it is framed theoretically and the impact of deportation on those who are removed.

Required reading

- Majidi, N. and Schuster, L. (2018) 'Deportation and forced return', Chapter 6 in Bloch, A. and Doná, G. (eds.) *Forced Migration: Current issues and debates*, London: Routledge.
- Schuster, L. and Majidi, N. (2013) 'What happens post-deportation? The experience of deported Afghans', *Migration Studies*, Vol. 1, No. 2: 221–240.

Additional reading

- Anderson, B. Gibney, M. and Paoletti, E. (2011) 'Citizenship, deportation and the boundaries of belonging', *Citizenship Studies*, 15(5): 547–63.
- Bloch, A. and Schuster, L. (2005) 'At the extremes of exclusion: Deportation, detention and dispersal', *Ethnic and Racial Studies*, 28(3): 491-512.

- Collyer, M. (2012) Deportation and the Micropolitics of Exclusion: The Rise of Removals from the UK to Sri Lanka. *Geopolitics* 17(2): 276-292.
- Coutin, S. (2015) Deportation Studies: Origins, Themes and Direction *Journal of Ethnic and Migration Studies* 41(4): 671-81.
- De Genova, N. (2002) Migrant Illegality and Deportability in Everyday Life. *Annual Review of Anthropology* 31(1): 419-447.
- Galvin, T. (2015) 'We Deport Them but They Keep Coming Back': The Normalcy of Deportation in the Daily Life of 'Undocumented' Zimbabwean Migrant Workers in Botswana, *Journal of Ethnic and Migration Studies*, 41:4, 617-634.
- Gibney, M. (2008) 'Asylum and the expansion of deportation in the United Kingdom', *Government and Opposition*, 43(2): 139-43.
- Gibney, M. (2013) Is deportation a form of forced migration? *Refugee Survey Quarterly* 32(2): 116-129.
- Schuster, L. and Majidi, M. (2015) Deportation stigma and re-migration. *Journal of Ethnic and Migration Studies* 41(4): 635-652.
- Walters, W. (2016) The Flight of the Deported: Aircraft, Deportation, and Politics, *Geopolitics*, 21(2): 435-458.

Lecture 5: Gender and sexuality: Shaping experiences of the asylum process, displacement and settlement

The centrality of gender and sexuality will be explored in this lecture. First, what are the forms of persecution experienced and how might gender and sexuality interact with these? Secondly, what are the limitations of the 1951 Convention and how do asylum processes deal with the forms of persecution experienced by women and LGBTQ people? Thirdly, how does gender intersect with the experiences of refugees at different stages of the refugee cycle?

Required reading

- Jaji, R. (2009) 'Masculinity on Unstable Ground: Young refugee men in Nairobi, Kenya', *Journal of Refugee Studies*, 22(2): 177-194.
- Shuman, A and Boher, C. (2014) 'Gender and cultural silences in the political asylum process', *Sexualities*, 17(8): 939-957.

Additional reading

- Bloch, A., Galvin, T. and Harrell-Bond, B. (2000) 'Refugee women in Europe: Some aspects of the legal and policy dimensions', *International Migration*, 38(2): 169-190.
- Freedman, J. (2016) 'Engendering Security at the Borders of Europe: Women and the Mediterranean 'Crisis'', *Journal of Refugee Studies*, 29(4): 568-582.
- Gerard, A. and Pickering, S. (2014) 'Gender, Securitization and Transit: Refugee Women and the Journey to the EU', *Journal of Refugee Studies*, 27(3): 338-359.
- Griffiths, M. (2015) "'Here, Man Is Nothing!": Gender and Policy in an Asylum Context', *Men and Masculinities*, 18(4): 468-488.
- Haffejee, B. and East, J.F. (2016) African Women Refugee Resettlement: A Womanist Analysis, *Journal of Women and Social Work*, 31(2): 232-242.
- Hart, J. (2008) 'Dislocated Masculinity: adolescence and the Palestinian nation in exile', *Journal of Refugee Studies*, 21(1): 64-81
- Koyama, J. (2014) 'Constructing gender: Refugee women working in the United

- States', *Journal of Refugee Studies*, 28(2): 258-275.
- Lewis, R. A. (2014). "Gay? Prove it": The politics of queer anti-deportation activism' *Sexualities*, 17(8): 958-975.
- Mahmud, M. (1996) 'Crimes against honour: Women in international refugee law', *Journal of Refugee Studies*, 9(4): 367-82.
- McDonald-Norman, D. (2017) 'No one to bear witness: Country information and LGBTQ asylum seekers', *Refuge*, 33(2).
<https://refuge.journals.yorku.ca/index.php/refuge/article/view/40438/36457>
- Pickering, S. and Cochrane, B. (2012) 'Irregular border-crossing deaths and gender: Where, how and why women die crossing borders', *Theoretical Criminology*, 17(1): 27-48.
- Sivakumaran, S. (2007) 'Sexual violence against men in armed conflict', *The European Journal of International Law*, 18(2): 253-276.
- Valhi, N. (2001) 'Women and the 1951 Convention: 50 years of seeking visibility', *Refuge*, pp. 25-35.
<http://pi.library.yorku.ca/ojs/index.php/refuge/article/viewFile/21227/19898>

Lecture 6: New Technology and Forced Migration

Technology is now a central component in the lives of refugees as well as a central part of the state's apparatus designed to control migration. This session explores the role of technology in border regimes and in the lives of refugees in the course of their journey and transit but also in terms of transnational lives and notions of home.

Required reading

- Gillespie, M. Ampofo, L., Cheesman, M., Faith, B., Iliadou, E., Issa, A., Osseiran, S. and Skleparis, D. (2016) *Mapping Refugee Media Journeys Smartphones and Social Media Networks* The Open University / France Médias Monde
<http://www.open.ac.uk/ccig/research/projects/mapping-refugee-media-journeys>
- Zijlstra, J. and van Liempt, I. (2017) 'Smart(phone) travelling: understanding the use and impact of mobile technology on irregular migration journeys', *Int. J. Migration and Border Studies*, 3(2/3): 174-191.

Additional reading

- Aas, K. F. (2011) 'Crimmigrant' Bodies and Bona Fide Travellers: Surveillance, Citizenship and Global Governance', *Theoretical Criminology*, 15(3): 331-346
- Alencar, A. (2017) 'Refugee Integration and Social Media: A Local and Experiential Perspective', *Information, Communication and Society*,
<http://www.tandfonline.com/doi/full/10.1080/1369118X.2017.1340500>
- Andersson, R. (2015) Hardwiring the frontier? The politics of security technology in Europe's 'fight against illegal migration', *Security Dialogue*, 1-18.
- Broeders, D. (2007) The new digital borders of Europe: EU databases and the surveillance of irregular migrants, *International Sociology*, 22(1): 71-92.
- Dekker, R. and Engbersen, G. (2014) 'How social media transform migrant networks and facilitate migration', *Global Networks*, Vol. 14, No. 4, pp.401-418
- Doná, G. (2015) Making homes in limbo: embodied virtual "homes" in prolonged conditions of displacement, *Refuge* 31(1): 67-73
- Doná, G and Godin, M. (2018) 'Mobile technologies and forced migration', Chapter 8 In Bloch, A. and Doná, G. (eds.) *Forced Migration: Current issues and debates*, London: Routledge.

- Godin, M. and Doná, G. (2016) 'Refugee voices' New social media and the politics of representation, *Refuge*, 32(1): 60-71
- Harney, N. (2013) Precarity, affect and problem solving with mobile phones by asylum seekers, refugees and migrants in Naples, Italy, *Journal of Refugee Studies*, 26(4): 541-557

Week 7: Europe's 'refugee crisis'.

In this lecture we shall examine the so called 'refugee crisis'. We consider the development of European policy and the implications of policy on those seeking to enter 'Fortress Europe' and on those who want to move within Europe but are in theory restricted. We examine the ways in which borders and borderzones are changing and agency of individuals to make decisions within constraints of policies.

Required reading

- Mainwaring, C. (2016). Migrant agency: Negotiating borders and migration controls, *Migration Studies*, 4(3): 289–308.
- Schuster, L. (2011) 'Dublin II and Eurodac: examining the (un)intended(?) consequences', *Gender, Place & Culture: A Journal of Feminist Geography*, 18(3): 401-416.

See also:

Issue of Forced Migration On-line, January 2016 *Destination Europe*
<http://www.fmreview.org/destination-europe>

Additional reading

- Boccardi, I. (2002) *Europe and Refugees: Towards an EU asylum policy*, The Hague and London: Kluwer Law International.
- Böcker, A. and Guild, E. (2002) *Implementation of the Europe Agreements in France, Germany, the Netherlands and the UK*, London: Platinum.
- Boswell, C. (2003) The 'External Dimension' of EU Immigration and Asylum Policy', *International Affairs (Royal Institute of International Affairs 1944-)*, 79(3): 619-638.
- Brekke, J-P. and Brochmann, G. (2015). Stuck in Transit: Secondary Migration of Asylum Seekers in Europe, National Differences, and the Dublin Regulation, *Journal of Refugee Studies*, 28(2): 145-162.
- Crawley H, Skleparis D (2018) Refugees, migrants, neither, both: Categorical fetishism and the politics of bounding in Europe's 'migration crisis'. *Journal of Ethnic and Migration Studies* 44(1): 48-64
- De Giorgi, A. (2010) 'Immigration control, post-Fordism, and less eligibility: A materialist critique of the criminalization of immigration across Europe', *Punishment & society*, 12(2): 147-167.
- Gerard, A. and Pickering, S. (2014) 'Gender, Securitization and Transit: Refugee Women and the Journey to the EU', *Journal of Refugee Studies*, 27 (3): 338-359.
- Leonard, S. (2010) 'EU border security and migration into the European Union: FRONTEX and securitisation through practices', *European Security*, 19(2): 231-254.

Schain, M. (2010) The shaping of European immigration policy during the past decade, *International Journal of Economics and Business Research*, 2(1): 112-124.

Schuster, L. (2011) 'Turning refugees into 'illegal migrants': Afghan asylum seekers in Europe', *Ethnic and Racial Studies*, 34(9): 1392-1407.

Lecture 8: Irregular migrants: A 21st century issue

The numbers of undocumented migrants continues to grow globally. This week we think about irregular or undocumented migration and migrants. More specifically we consider irregular migration, and it's locations within the forced migration paradigm, nation state agendas and the consequent realities of everyday life for irregular migrants.

Required reading

Cleaveland, C. and Pierson, L. (2009) 'Parking lots and police: undocumented Latinos' tactics for finding day labour jobs', *Ethnography*, 10(4): 515–33.

Gomberg-Muñoz, R. (2010) 'Willing to Work: Agency and Vulnerability in an Undocumented Immigrant Network', *American Anthropologist* 11(2): 295–307.

Additional reading

Bloch, A. (2010) 'The Right to Rights? Undocumented migrants from Zimbabwe living in South Africa', *Sociology*, 44(2): 233-250.

Bloch, A. (2013) 'The Labour Market Experiences and Strategies of Young Undocumented Migrants', *Work, Employment and Society*, 27(2): 272-287.

Bloch, A., Kumarappan, L. and McKay, S. (2015) 'Employer Sanctions: The impact of workplace raids and fines on undocumented migrants and ethnic enclave employers,' *Critical Social Policy* 3(1):132-151

Cvajner, M. and Sciortino, G. (2010) 'Theorizing Irregular Migration: The Control of Spatial Mobility in Differentiated Societies', *European Journal of Social Theory*, 13(3): 389–404

Holmes, S. (2007) "Oaxacans Like to Work Bent Over": The Naturalization of Social Suffering among Berry Farm Workers, *International Migration*, 45(3): 39-68.

Reeves, M. (2013) 'Clean fake: authenticating documents and persons in migrant Moscow', *American Ethnologist*, 40(3): 508–24.

Triandafyllidou, A. (ed.) (2010) *Irregular Migration in Europe. Myths and Realities*, Surrey: Ashgate

Vasta, E. (2011) 'Immigrants and the paper market: borrowing, renting and buying identities', *Ethnic and Racial Studies*, 34(2): 87- 206.

Willen, S. S. (2007) 'Toward a critical phenomenology of "illegality": State power, criminalization, and abjectivity among undocumented migrant workers in Tel Aviv, Israel', *International Migration*, 45(3): 8-36.

Lecture 9: Refugee integration: theory and practice

This session will critically examine theoretical models of refugee integration from its inception through to current thinking. Once the theory is understood the session will consider the practice and then explore the realities for refugees through the lens of employment, dispersal and community, education, citizenship and (in)security, education and language. Experiences will differ depending on both pre-migration and post-migration experiences.

Required reading

Ager, A., & Strang, A. (2008). Understanding Integration: A Conceptual Framework. *Journal of Refugee Studies*, 21(2), 166–191.

Additional reading

- Bloch, A. (2008) 'Refugees in the UK Labour Market: The Conflict between Economic Integration and Policy-led Labour Market Restriction', *Journal of Social Policy*, 37(1): 21-36.
- Cheung, S., & Phillimore, J. (2017) 'Gender and Refugee Integration: A Quantitative Analysis of Integration and Social Policy Outcomes', *Journal of Social Policy*, 46 (2): 211–230.
- Daley, C. (2009) 'Exploring community connections: community cohesion and refugee integration at a local level', *Community Development Journal*, 44(2): 158–171.
- Hammond, L. (2013) 'Somali Transnational Activism and Integration in the UK: Mutually Supporting Strategies', *Journal of Ethnic and Migration Studies*, 39(6): 1001–1017.
- Phillimore, J. (2012a) 'Implementing integration in the UK: lessons for integration theory, policy and practice', *Policy and Politics*, 40(4): 525–545.
- Platts-Fowler, D., & Robinson, D. (2015) 'A place for integration : refugee experiences in two English cities', *Population, Space and Place*, 21(5): 476–491.

Lecture 10: 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.

Tutorial Guide

Each week read a minimum of one of the key readings to prepare for the tutorial. I expect students to make notes based on the reading(s) and to be ready to discuss and reflect on the reading(s) in relation to the lecture.

Tutorial 2: International responses and legal instruments

Tutorial 3: Detention

Tutorial 4: Deportation

Tutorial 5: Gender and sexuality

Tutorial 6: New Technology

Tutorial 7: Europe and the 'refugee crisis'

Tutorial 8: Irregular migrants: A 21st century issue

Tutorial 9: Refugee integration

Tutorial 10: Review and exam preparation

Assignments and Assessments

Non-Assessed Assignment Details

You must include an accurate word count on the front page of your non-assessed assignment and your assessed 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 for each piece of work to avoid loss of marks.**

You 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**. Please select one of the essay questions listed below and use this assessment to begin thinking through how you will answer the question. In the essay plan outline the main areas and arguments that you intend to cover in your essay and link these to the readings you have done. I would expect you to engage with a minimum of 4 readings, from the reading list, for this formative assessment but you can include more. The total maximum word count for this formative assessment is 800 words. The aim is to prepare you for the essay and to ensure that you 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 Feb 27th 2019 by 2 p.m.

Note: Marks for compulsory non-assessed assignments 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 3,000 words 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. To what extent and with what effect has UNHCR developed its role in response to the changing nature of forced migration? Discuss drawing two examples to illustrate your arguments.
2. Is the 1951 Convention worth keeping? Discuss.
3. Is the use of detention in direct contravention of human rights? Illustrate your answer by drawing on two geographical contexts.
4. Why do states use deportation and is it an effective form of immigration control? Discuss in relation to both the policy itself and the consequences of deportation on forced migrants.

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:

www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/useful-documents/

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 - 4 and 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:

Save Your 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 in Grademark and in a meeting.
- Written formative and summative feedback will be given on your assessed coursework and is available on Grademark and in a meeting.
- 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/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.

Additional Office Hours will be provided to discuss planning for coursework assessments. See p.2 above for times.

Feedback 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. 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 with the question at all.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY30092 Changing Social Attitudes

Semester 2

Credits 20

Convenor: Dr Dharmi Kapadia

Contents

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2. Course Content
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 - B. Lectures/ Tutorial Guide & 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):	Dharmi Kapadia
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Teaching Assistant:	Andrea Aparicio Castro (email: andrea.apariciocastro@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/ Workshops:	Weeks 1 – 6: Lecture: 1 – 2pm, Roscoe 1.001 Computer Workshop: 2 – 4pm, Humanities Bridgeford Street 2.88 Weeks 7 – 10: Lecture & Tutorial: 1 – 4pm Roscoe 1.001
Non-Assessed Coursework Submission	Monday 18 th February, 2pm
Assessed Coursework Submission:	Thursday 7 th March, 2pm
Feedback half-day:	Wednesday 3 rd April, 9.30am – 12.30pm
Examination Period:	13 th May – 7 th June 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

1. Non-assessed plan of research report (5% deducted from assessed work for non-submission)
2. Assessed research report (50%)
2. Exam (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

A. Aims and Outcomes

Course Aims

This is an exciting and innovative module that will bring together social trends, sociological theory and quantitative and qualitative research methods to look at changing social attitudes in the UK (and elsewhere) since the 1980s. This will be achieved through an inquiry-based, research-led approach to teaching in which students learn by doing.

Since the 1980s the UK has undergone a series of changes. The proportion of people employed in manufacturing has declined as industries such as new media have emerged and grown. There has been a communications revolution. Thirty years ago only the very rich owned mobile phones and no-one really had access to the internet. Today that has all changed as people, from politicians to ordinary people, now communicate through a whole host of means, such as Facebook and Twitter. The economy has become more globalised and society has become more diverse, new products, foods and music come in from all over the world. The UK is experiencing a demographic change too. Half of those who are born today can expect to live to 100 years old. All of these changes have impacted on how people see themselves and the society in which they live. Over that period the UK has undergone some dramatic political changes. It both became a member of the European Union and will now leave the EU although how and when Brexit will occur is still unknown. We saw the rise and fall of Thatcherism and Blairism and saw social unrest in many major cities from London to Leeds. At the same time the UK has seen a rise in nationalism across the country despite, or perhaps because of the growing multiculturalism of the population. All of this impacts on how we see the world, and how we see the world impacts on what (political) action we think should be taken. Hence it is crucial that we understand how opinions and attitudes have changed.

Overall the course aims to:

1. Critically examine the development of social attitudes in the UK since the 1980s;
2. Contextualise trends in social attitudes within wider political, economic and cultural developments;
3. Use empirical data from the British Social Attitudes Survey and qualitative studies to critically assess sociological debates about the changing nature of society;
4. Critically evaluate how data on social attitudes are produced, analysed and presented.

Learning Outcomes

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

- Demonstrate knowledge and understanding of key concepts in relation to changing social attitudes
- Demonstrate knowledge and understanding the main sociological theories and the causes and consequences of social change.
- Develop the ability to critically evaluate sociological theories of and the impact of global and local contexts on changes in social attitudes in the UK since the 1980s.
- Critically assess and present qualitative and quantitative data on social attitudes
- To synthesise, summarise and critically evaluate information from a range of sources including academic and grey literature in order to produce assessed coursework.

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:

General recommended course material

- Phillips, D., Curtice, J., Phillips, M. and Perry, J. (eds.) (2018), *British Social Attitudes: The 35th Report*, London: The National Centre for Social Research. Available at http://www.bsa.natcen.ac.uk/media/39284/bsa35_full-report.pdf
- Park A, Bryson C, Clery C, Curtice J and Phillips M. (2013). *British Social Attitudes: the 30th Report*. NatCen: London. Available at http://www.bsa.natcen.ac.uk/media/38723/bsa30_full_report_final.pdf
- Field, A. (2013) *Discovering Statistics using IBM SPSS Statistics* (4th edition). London: Sage Publications Ltd.
- Marr, A. (2009). *A History of Modern Britain*. Pan: London.
- McSmith, A. (2011). *No Such Thing as Society: A History of Britain in the 1980s*. Constable and Robinson: London
- Pakulski, J and Waters, M. (1995). *The Death of Class*. Sage: London.
- Beck, U. (1992). *Risk Society: Towards a New Modernity*. Sage: London.
- Beck, U and Beck-Gernsheim, E. (2001). *Individualization: Institutionalized Individualism and its Social and Political Consequences*. Sage: London.
- Goldthorpe JH. (1980). *Social Mobility and Class Structure in Modern Britain*. Oxford University Press: Oxford.
- Dorling, D. (2011) *Injustice: Why Social Inequality Persists*. Policy Press: Bristol
- Modood, T. (2007). *Multiculturalism*. Policy Press: Oxford
- Lentin, A and Titley, G. (2011). *The Crises of Multiculturalism: Racism in a Neoliberal Age*. Zed Books Ltd: New York

Other course materials:

British Social Attitudes (BSA) Survey Website – details of the survey and past and recent reports

<http://www.bsa.natcen.ac.uk/>

<http://www.natcen.ac.uk/our-research/research/british-social-attitudes/>

B. Lectures and Reading List

In this module we will explore the impact that social, economic and cultural changes have had on how people in the UK see the world. We will draw on a wide range of learning materials, including sociological theories and high quality secondary to contextualise and analyse trends in British social attitudes over the past 3 decades. Each week we will discuss a different issue, such as attitudes to political protest, immigration, or social class and look at how attitudes have developed over time. Weekly sessions will i) describe trends over time (using British Social Attitudes (BSA) Survey data and findings from relevant qualitative studies); ii) contextualise these trends within wider social change; and iii) introduce relevant sociological theories. The course is very much built around a unique data set based on data from 30+ years of the British Social Attitudes Survey (BSAS). Students will learn to both use this dataset for their own research and interpret findings from the data on a wide range of topics.

The BSA Survey has been conducted every year since 1983. Every year over 3,000 people are asked what they think it is like to live in Britain and how they think Britain is run. So far over 90,000 people have taken part in the study so far making it an invaluable and highly reliable source of information about the UK. New questions are added each year to reflect current issues, but all questions are designed with a view to repeating them periodically to chart changes over time. The survey is a critical gauge of public opinion, and is used by the Government, journalists, opinion formers and academics. Because it allows us to track these changes over such a long period of time these data form the core of the module and we will return to them each week to examine these trends, drawing on sociological theories and other sources of information to try to understand what drives them and what they mean for Britain and the wider world.

The 3 hour teaching sessions will be a blend of some traditional lecture format and student-led group work. The sessions will have a strong practical element and you will be expected to bring relevant materials to class in order to work on analysing and/or interpreting data in relation to sociological theories. This follows inquiry based learning practices. So be prepared to get involved!

Week 1: Changing Britain, Changing attitudes

Lecture: In this introductory lecture we will look at the changing nature of British society and Britain's place in the world over the past 30 years. This will help to set the scene to the coming session. We will briefly examine changes to the sectorial composition of the economy, the nature of the education system, the globalization of the economy and society. We will then draw on a number of key sociological theorists, such as Beck, Giddens, Bauman and Harvey, to look at how their ideas about the shift to a Second or Late modernity could help us to understand and interpret these changes

Computer Workshop: We will start to use the British Social Attitudes Survey in the statistical package, SPSS. This first workshop covers the basics of using SPSS i.e. how to open a dataset, finding out how many people responded to the survey, producing simple tables and graphs and entering your own data.

Recommended reading

Harding, R. (2018) Key Findings in Phillips, D., Curtice, J., Phillips, M. and Perry, J. (eds.) (2018), *British Social Attitudes: The 35th Report*, London: The National Centre for Social Research, pp.4 -27.
Available at http://www.bsa.natcen.ac.uk/media/39284/bsa35_full-report.pdf

Additional Reading

Park et al. (2013). Key Findings: How and why Britain's attitudes and values are changing in Park et al. (2013) *British Social Attitudes 30*. London: NatCen. Available online at http://www.bsa.natcen.ac.uk/media/38723/bsa30_full_report_final.pdf

Voas, D. (2014) Towards a sociology of attitudes, *Sociological Research Online*, 19(1), 12. Available online at <https://journals-sagepub-com.manchester.idm.oclc.org/doi/abs/10.5153/sro.3289?journalCode=sroa> with university username and password

Week 2: Protest, trust and political attitudes

Britain and the British can appear to be contradictory. On the one hand stoicism and not wishing to complain are seen to be quintessential British attitudes. On the other hand the past 30 years have seen some of the biggest protests in British history. From the protests at Greenham Common against the placement of US cruise missiles and the Miner's Strike to the Poll Tax riots and the Stop the War demonstrations the British have been prepared to protest for their causes. In this session we will look at the changing nature of political attitudes in Britain and look to see how these vary for different groups and how major events shape and are shaped by these attitudes.

Computer Workshop: Today we will use the British Social Attitudes Survey 2009 Teaching Dataset; this has a reduced number of variables to make analysis easier for first time users. We will look at how trust in politicians has changed over time. We will learn how to create frequency tables, and how to look at two variables together in a 2-way crosstabulation.

Recommended reading

Henn, M., & Foard, N. (2012). Young people, political participation and trust in Britain. *Parliamentary Affairs*, 65(1), 47-67. Available online at <https://academic-oup-com.manchester.idm.oclc.org/pa/article/65/1/47/1464259> with university username and password.

Lee, L. & Young, P. (2013) A disengaged Britain? Political interest and participation over 30 years in Park et al. (2013) *British Social Attitudes 30*. London: NatCen, pp.62-86. Available online at http://www.bsa.natcen.ac.uk/media/38723/bsa30_full_report_final.pdf

Additional Reading/ Resources

Dempsey, N. & Johnston, N. (2018) Political disengagement in the UK: who is disengaged? House of Commons Briefing Paper Number CBP-7501. Available online at <https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7501>

Tilley, J. (2002). Political generations and partisanship in the UK, 1964–1997. *Journal of the Royal Statistical Society: Series A* (Statistics in Society), 165(1), 121-135.

The Parliamentary Office of Science and Technology (2015) UK Parliament. *Trends in Political Participation*. POSTNOTE 498. London: UK Parliament. Available online at <http://researchbriefings.parliament.uk/ResearchBriefing/Summary/POST-PN-0498#fullreport>

General election turnout 1945 – 2017. <http://www.ukpolitical.info/Turnout45.htm>

Week 3: Live to work or work to live? Attitudes to work

Lecture: The nature of work has changed dramatically over the past 30 years. Old manufacturing industries have declined whilst the services and knowledge economy has continued to grow. There are new ways of working too, including hot desking, flexiworking and telecommuting. These changes in the way we work can be expected to have an impact on how we think about work. Work was often considered to be central to our identities. People would often ask what you did when you met them. Now however work competes with a number of other potential identities, not least those that revolve around consumption and leisure. Work has also become more stressful as we are increasingly plugged into the 24/7 global economy. This too might lead many to have more negative feelings about work.

Computer Workshop: We will continue working with the BSA 2009 Teaching Dataset to look at how attitudes to working mothers have changed over time. We will look at crosstabulations in more detail, learn how to conduct a statistical test called the Chi-squared test. In addition we will learn how to present data in stacked bar charts, and save output from SPSS ready to present in written reports. You will also be given the workshop materials for Week 4 so you can prepare your non-assessed research report plan.

Recommended reading:

Tinklin, T., Croxford, L., Ducklin, A., & Frame, B. (2005). Gender and attitudes to work and family roles: the views of young people at the millennium. *Gender and Education*, 17(2), 129-142. Available online at <https://www.tandfonline-com.manchester.idm.oclc.org/doi/abs/10.1080/0954025042000301429> with university username and password.

Additional Reading:

Kelley, N., Warhurst, C. & Wishart, R. (2018) Work and welfare: the changing face of the UK labour market in Phillips, D., Curtice, J., Phillips, M. and Perry, J. (eds.) (2018), *British Social Attitudes: The 35th Report*, London: The National Centre for Social Research, pp.30 -47. Available at http://www.bsa.natcen.ac.uk/media/39284/bsa35_full-report.pdf

Rubery, J. (2015) Change at work: feminisation, flexibilisation, fragmentation and financialisation, *Employee Relations*, 37 (6) 633-644. Available online at <https://doi.org/10.1108/ER-04-2015-0067> with university username and password.

Vigoda, E. (2000). Organizational politics, job attitudes, and work outcomes: Exploration and implications for the public sector. *Journal of Vocational Behavior*, 57(3), 326-347. Available online <https://www-sciencedirect-com.manchester.idm.oclc.org/science/article/pii/S0001879199917426> with university username and password.

Week 4: A classless society? Class identification and attitudes to social class in Britain

Lecture: In 1979 Margaret Thatcher came to power. Throughout her stay in power she sought to privatise many of the national industries and in so doing to dismantle the Trades Union movement. In response there were waves of industrial action and riots. Many still see this period as the fulmination of class politics in Britain. However with the fall of the Berlin Wall in 1989 and the collapse of the Soviet Union in 1991 many felt that this era was over and that, deprived from its ideological underpinnings in Soviet-Marxism, that class was no longer a meaningful concept. Sociological theories reflected this shift. In 1996 Pakulski and Waters said the seemingly unspeakable and declared the 'death of class'. More recently Beck has talked about the individualistic society in which class only exists as a 'zombie category'. However class appears to be making a comeback! Along with the BBC, Mike Savage and Fiona Devine ran the Great British Class survey and found that far from being consigned to the dustbin of history social class has adapted and remains relevant to millions today. In the political arena Jeremy Corbyn is seen by many to represent the return of classic social democratic rhetoric and the class politics of the 1980s. In this session we will explore what people in Britain think about class and whether there are 'real' differences in opinion between classes.

Computer Workshop: We will continue to use the BSA to look at what people think of the death penalty in the UK. You will learn how to download the data that you need for your research reports. In addition, we will learn how to 'weight' our data, recode variable and how to look at the relationship between 3 variables.

Recommended reading

Heath, A., Savage, M. and Senior, N. (2013) The role of class in shaping social attitudes. In: Park et al. *British Social Attitudes 30*. NatCen: London, pp173 -199. Available online at http://www.bsa.natcen.ac.uk/media/38723/bsa30_full_report_final.pdf

Additional Reading

Atkinson, W. (2007). Beck, individualization and the death of class: a critique. *British Journal of Sociology*: 58(3):349-66. Available online at <https://onlinelibrary-wiley-com.manchester.idm.oclc.org/doi/10.1111/j.1468-4446.2007.00155.x> with university username and password

Savage, M., Devine, F., Cunningham, N. et al. (2013). A New Model of Social Class: Findings from the BBC's Great British Class Survey Experiment, *Sociology*: 47 (2): 219-250. Available online at <https://journals-sagepub-com.manchester.idm.oclc.org/doi/abs/10.1177/0038038513481128> with university username and password.

Week 5: The incomplete revolution. Attitudes to gender roles in the UK

Lecture: Since the 1980s there have been many changes in women's role in society. Indeed the decade was dominated by our first female Prime Minister. Many hoped that as more and more women entered the workforce and gained greater financial independence gender inequality would become a thing of the past. Yet despite legislation such as the Equal Pay Act and the fact that we now have our second ever female Prime Minister, women still earn less than men for equivalent jobs in the UK. Although women do occupy more senior positions than they did in the past, the glass ceiling still appears to be there preventing true equality. Moreover we have seen a worrying rise in attacks on women and the 'return' of sexist attitudes, and indeed an increase in the reporting of sexual violence against women (#MeToo). In this session we will look at how attitudes to and by women have changed over the past 30 years and see what this means for sociological theories of gender.

Computer Workshop: In this session we will learn how to use three years of the BSA survey data in preparation for your assessed research report.

Recommended reading

Taylor, E. A. & Scott, J. (2018) Gender: New consensus or continuing battleground in Phillips, D., Curtice, J., Phillips, M. and Perry, J. (eds.) (2018), *British Social Attitudes: The 35th Report*, London: The National Centre for Social Research, pp.56-85. Available at http://www.bsa.natcen.ac.uk/media/39284/bsa35_full-report.pdf

Additional reading and learning materials

Scott, J. & Clery E. (2013) An incomplete revolution? In: Park at al. *British Social Attitudes 30*. NatCen: London. Available online at http://www.bsa.natcen.ac.uk/media/38723/bsa30_full_report_final.pdf

Swim, J. K., Hyers, L. L., Cohen, L. L. and Ferguson, M. J. (2001), Everyday Sexism: Evidence for Its Incidence, Nature, and Psychological Impact From Three Daily Diary Studies. *Journal of Social Issues*, 57(1): 31–53. Available online at

<https://pdfs.semanticscholar.org/eccb/b43ace89a99d348cb27271f052bbe6a4b20e.pdf>

Everyday sexism website <http://www.everydaysexism.com/>

Week 6: 'There is no such thing as society'. Changing attitudes to welfare in Britain

Lecture: Thatcher's attempts to privatise the UK economy were as much ideological as it was political. They were informed by a neo-liberal doctrine that sees government interference in the economy as bad for business and individual well-being. A key aim of the Conservative government then as now was to reduce public spending on welfare. This was accompanied by an increasingly negative media discourse around welfare claimants who were labelled as dole-dossers and scroungers. Such moral discourses are nothing new and can be traced back to the Victorian Poor Laws. What seems to change is are the villains of the piece, from the vagrant in Victorian times to the single mother in the 1990s to the illegal immigrant today. In this session we will look at how attitudes to welfare have changed in Britain over the last 30 years and explore the wider political and social contexts in which these trends occur.

Computer Workshop: This workshop has been reserved for any questions that students have about the assessment due on Thursday 7th March. You can use the time to consult further with the lecturer and teaching assistant about your research reports.

Recommended reading

Pearce, N. & Taylor, E. (2013) Changing attitudes towards the role of the state. In: Park et al. *British Social Attitudes 30*. NatCen: London, pp.33-61. Available online at http://www.bsa.natcen.ac.uk/media/38723/bsa30_full_report_final.pdf

Additional Reading

Blekesaune, M., & Quadagno, J. (2003). Public attitudes toward welfare state policies a comparative analysis of 24 nations. *European Sociological Review*, 19(5), 415-427. Available online at https://www-jstor-org.manchester.idm.oclc.org/stable/3559532?seq=1#metadata_info_tab_contents using university username and password.

Blekesaune, M. (2007). Economic conditions and public attitudes to welfare policies. *European Sociological Review*, 23(3), 393-403. Available online at https://www-jstor-org.manchester.idm.oclc.org/stable/4621230?seq=1#metadata_info_tab_contents using university username and password.

Kelley, N., Warhurst, C. & Wishart, R. (2018) Work and welfare: the changing face of the UK labour market in Phillips, D., Curtice, J., Phillips, M. and Perry, J. (eds.) (2018), *British Social Attitudes: The 35th Report*, London: The National Centre for Social Research, pp.30 -47. Available at http://www.bsa.natcen.ac.uk/media/39284/bsa35_full-report.pdf

Week 7: Multicultural Britain? Attitudes to ethnic groups and immigration

Lecture: At the time of writing the EU is experiencing the greatest immigration 'crisis' in its history. Hundreds of thousands of men, women and children are fleeing war and poverty around the world and are looking to Europe to start a better life. The reaction amongst European leaders and the media has, at times, been barbaric. Migrants have been referred to as a 'plague' or a 'swarm' as European leaders literally build walls to keep them out. The UK has not been immune to such reactions. Over the past 30 years Britain has become an increasingly multi-ethnic and multicultural society. There has always been migration into the UK; Britain is a nation of migrants, composed of the various invading groups such as the Romans, Saxons and Vikings who eventually settled. Britain has also always tried to attract skilled labourers to come to our shores to build our economy, whether this is Belgian weavers in the 13th Century or West Indian bus drivers after the Second World War. However the nature of recent migration, which is more voluminous and more diverse, is seen to cause greater problems. Not that previous times were more tolerant. From medieval pogroms against Jews in York to Enoch Powell's famous 'Rivers of Blood' speech, ethnic tension and scapegoating have been ever present. Today we are seeing the rise of ethno-nationalist policies and groups in the UK and across Europe. In this session we will look at attitudes towards and amongst different ethnic groups in the UK from the 1980s until today and explore the contexts in which attitudes change.

Tutorial: You will be expected to engage in group discussion around the recommended readings and engage in debate about changing social attitudes with respect to this topic. As this topic will be the basis for one of the exam questions, you will be encouraged to think about what evidence you will use in the exam setting e.g. the BSA reports, other official statistics, journal articles, books.

Recommended reading

Karlsen, S. & Nazroo, J. (2014) Ethnic and religious variations in the reporting of racist victimization in Britain: 2000 and 2008/2009, *Patterns of Prejudice* 48(4), 370-397. Available online at <https://www-tandfonline-com.manchester.idm.oclc.org/doi/abs/10.1080/0031322X.2014.951160> with university username and password

Storm, I., Sobloweska, M. & Ford, R. (2017) Is ethnic prejudice declining in Britain? Change in social distance attitudes among ethnic majority and minority Britons, *The British Journal of Sociology*, 68(3), 410-434. Available online at <https://onlinelibrary-wiley-com.manchester.idm.oclc.org/doi/full/10.1111/1468-4446.12250> with university username and password.

Additional Reading

Heath, A. & Demireva, N. (2014) Has multiculturalism failed in Britain? *Ethnic & Racial Studies*, 37(1), 161-180. Available online at <https://www-tandfonline-com.manchester.idm.oclc.org/doi/abs/10.1080/01419870.2013.808754> with university username and password

McLaren, L. M. (2003) Anti-immigrant prejudice in Europe: Contact, Threat Perception, and Preference for the Exclusion of Migrants, *Social Forces*, 81(3), 909-936. Available online at <https://academic-oup-com.manchester.idm.oclc.org/sf/article/81/3/909/2234701> with university username and password.

Nagayoshi, K. & Hjerm, M. (2015) Anti-immigration attitudes in different welfare states: Do types of labor market policies matter? *International Journal of Comparative Sociology*, 56(2), 141-162. Available online at <https://journals-sagepub-com.manchester.idm.oclc.org/doi/abs/10.1177/0020715215591379?journalCode=cosa> with university username and password

Schneider, S. L. (2008) Anti-Immigrant Attitudes in Europe: Outgroup Size and Perceived Ethnic Threat, *European Sociological Review*, 24(1): 53-67. Available online at <https://academic-oup-com.manchester.idm.oclc.org/esr/article/24/1/53/463221> with university username and password

Week 8: 'Til death do us part? Changing attitudes to marriage and family life

Lecture: Family life in Britain has become more varied and fluid than it was in the past. From the recent legalisation of civil partnerships through to the use of IVF notions of traditional family formation have been successively problematized. Rates of divorce and remarriage remain high leading to range of new family formations, step-families, reconstituted families and so on. In later life many people are forming new partnerships following widowhood but are opting to 'life together alone'. However, whilst many regard this as a victory for tolerance, not everyone has been positive about these changes. Many people with traditional or conservative viewpoints, notably those from various religious groups, have voiced concern that this will undermine marriage, which they see as a vital foundation for a stable society. In this lecture we will look at the changing nature of the family and people's attitudes to marriage and family life in Britain over the past 30+ years. We will draw on both the survey data and qualitative data from a range of sources to see how these have changed and what these changes mean for sociological theories.

Tutorial: You will be expected to engage in group discussion around the recommended readings and engage in debate about changing social attitudes with respect to this topic. As this topic will be the basis for one of the exam questions, you will be encouraged to think about what evidence you will use in the exam setting e.g. the BSA reports, other official statistics, journal articles, books.

Recommended Readings:

- Park, A. & Rhead, R. (2013) Changing attitudes towards sex, marriage and parenthood. In: A. Park et al. (eds) *British Social Attitudes 30*. NatCen: London. Available online at http://www.bsa.natcen.ac.uk/media/38723/bsa30_full_report_final.pdf
- Smart, C. (2007) Chapter 1: Introduction in *Personal Life: New directions in sociological thinking*. Polity Press: Cambridge. Available online via the Library website.

Additional Readings

- Gubernskaya, Z. (2010). Changing Attitudes toward Marriage and Children in Six Countries. *Sociological Perspectives*, 53 (2): 179-200. Available online at https://www.jstor-org.manchester.idm.oclc.org/stable/10.1525/sop.2010.53.2.179?seq=1#metadata_info_tab_contents with university username and password.
- Haskey, J (2001). Cohabitation in Great Britain: Past, present and future trends-and attitudes. *Population Trends*, 103. London: ONS. Available online at <http://www.ons.gov.uk/ons/rel/population-trends-rd/population-trends/no--103--spring-2001/cohabitation-in-great-britain.pdf>
- Higgins, L. T, Zheng, M., Liu, Y. & Hui Sun, C. (2002). Attitudes to Marriage and Sexual Behaviors: A Survey of Gender and Culture Differences in China and United Kingdom. *Sex Roles*, 46(3-4): 75-89. Available online at <https://link-springer-com.manchester.idm.oclc.org/article/10.1023/A:1016565426011> with university username and password.
- Smart, C. & Shipman, B. (2004) Visions in monochrome: families, marriage and the individualization thesis. *The British Journal of Sociology*, 55(4): 491 – 509. Available online at <https://onlinelibrary-wiley-com.manchester.idm.oclc.org/doi/full/10.1111/j.1468-4446.2004.00034.x> using university username and password.
- Swales, K. & Taylor, E. A. (2017) Moral Issues. In: E. Clery, J. Curtice & R. Harding (eds.) *British Social Attitudes 34*. Natcen: London. Available online at http://www.bsa.natcen.ac.uk/media/39147/bsa34_moral_issues_final.pdf

Week 9: The fall and rise of religion in the UK since the 1980s

Lecture: It has been argued that we have become or are becoming a post-secular society. After a fairly steady decline in rates of religious participation and a rise in the number of people who claim to be atheists there seems to have been a renaissance in religiosity and wider spiritual beliefs. Some of this is connected to the changing demographic profile in the UK as migrant communities tend to have higher rates of religious participation and religious identification. However the changes are broader, and more global than this. For many religion and/or spiritualism offer a bastion against an increasingly bureaucratic and ravenous form of capitalism. This was exemplified by the meeting between pre-eminent sociologist and arch-rationalist Jurgen Habermas and the then Pope Benedict XVI. On the other side there are those, such as Richard Dawkins, who see this as a worrying slide to irrationality that must be stopped. However some see this militant rationalism as a sort of religion in its own kind. In this session we will look at trends in the religious and spiritual beliefs of those living in Britain and ask what they can tell us about these debates.

Tutorial: You will be expected to engage in group discussion around the readings and engage in debate about changing social attitudes with respect to this topic. As this topic will be the basis for one of the exam questions, you will be encouraged to think about what evidence you will use in the exam setting e.g. the BSA reports, other official statistics, journal articles, books

Recommended reading:

Habermas, J. (2008) Notes on post-secular society. *New Perspectives Quarterly*, 25(4): 17-29. Available at <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-5842.2008.01017.x>

Voas, D. & Crockett, A. (2005). Religion in Britain: Neither Believing nor Belonging. *Sociology* 39(1): 11–28. Available online at <https://journals-sagepub-com.manchester.idm.oclc.org/doi/abs/10.1177/0038038505048998> with university username and password

Additional Reading

British Religion in Numbers (BRIN) website. <http://www.brin.ac.uk/2017/religion-and-the-british-social-attitudes-2016-survey/> BRIN is hosted at the University of Manchester. The project was originally funded between 2008 and 2010 by [Religion and Society](#), a major research programme of the ESRC and AHRC.

Davie, G. (1990) 'Believing Without Belonging: Is This the Future of Religion in Britain?' *Social Compass*, 37(4): 455-69. Available at <http://journals.sagepub.com/doi/abs/10.1177/003776890037004004>

Lee, L. (2012) 'Religion: losing faith?', in *British Social Attitudes 28*, British Social Attitudes Survey, London: SAGE Publications Ltd, pp. 173-184. Available at <http://methods.sagepub.com.manchester.idm.oclc.org/book/british-social-attitudes-28> using university username and password.

Norris, P. & Inglehart, R. (2004) Chapter 4: The Puzzle of Secularization in the United States and Western Europe in *Sacred and Secular: Religion and Politics Worldwide*. New York: Cambridge University Press. Available online via Library website

Week 10: Beyond the horizon: What will the future trends in social attitudes be?

Lecture: How will British social attitudes change in the near and not-so-near future? What are the big challenges to UK society on the horizon and how do you think that people will react to them and what will the consequences of those reactions be? In this final session we will use all that we have learnt and use the data to project forward to think about what the contours of a future Britain might look like and how this will affect attitudes in the country.

Tutorial: Essay planning to help with exam preparation. We will look through past exam questions and work in groups to plan how we would answer these questions.

There is no reading for this week.

Assignments and Assessments

Non-Assessed Assignment Details: Research Proposal

Write a 1,000 (+/- 10%) word research proposal for your intended project using the British Social Attitudes Survey. You can choose to do your research project on any topic that we are covering in the course. You may also choose a topic outside the course as long as it falls within the area of 'social attitudes'. Please check with your lecturer and/or teaching assistant re your chosen topic if you are in any doubt.

Your research proposal must contain the following sections: literature review, research questions, methods, analysis plan and references.

The deadline is **Monday 18th February at 2pm**. Please submit via Turnitin on Blackboard.

More detailed guidance will be provided in lectures, computer workshops and on Blackboard.

Assessed Coursework Details

Write a 3,000 word (+/-10%) research report. In the report you must analyse data from 3 separate years of the British Social Attitudes survey to examine trends in social attitudes on a topic of your choice from one of topics we have covered on the course. You may cover a topic outside the course as long as this has been approved by your lecturer. You must include at least one Chi-squared test in your analyses.

The report must contain the following sections: Abstract; Literature Review; Methods; Results; Discussion/Conclusion; References. You may also want to include an Appendix if appropriate.

More detailed guidance will be provided in lectures, computer workshops and on Blackboard.

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, but does not include tables, references and appendices.

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:

- 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.

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>

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

SOCY30112 Postcolonial Theory and Politics

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, 3 rd Floor Arthur Lewis Building
Telephone:	Ext. 58987
Email:	nadim.mirshak@manchester.ac.uk
Office Hours:	Mondays 1-2, Tuesdays 2-3 Please book in advance by e-mail
Tutors:	Charlotte Branchu
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Fridays 10:00-13:00 Roscoe 3.3
Additional office hours	Additional office hours for discussing assignment plans will be available. Please schedule in advance by appointment.
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 4th 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 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. Course Aims

This course is focused on developing students' ability to engage with a range of approaches that shaped postcolonial thinking and practice. The course explores the different concepts and themes proposed by different fields of postcolonial theory in order to better understand both contemporary and historical social processes – ranging from a critical understanding of the broader historical sweep of capitalism to the particularities of contemporary migration and European nationalisms.

The course develops an overview of early, canonical postcolonial thought (e.g. Fanon and Said), alongside recent postcolonial critiques (e.g. Bhabra) of contemporary sociology and its conceptual legacies, whilst also addressing influential postcolonial readings of various foundational sociological themes (capitalism, the nation-state, feminism, and war). Various noteworthy concepts which students will explore include Orientalism, Eurocentricism, Othering, hybridity and diaspora, necropolitics, Islamophobia and the War on Terror, postcolonial humanism and cosmopolitanism, and postcolonial methodology. The course will also engage the emergent field of 'decoloniality', a field which places a heightened emphasis on active political intervention and anti-racist social consciousness.

The course offers students the opportunity to engage in individual and collective close-reading of key texts. It is a requirement of the course that students read the required reading each week and bring a copy/laptop to the sessions, along with their preparation notes. All required readings are available on the course Blackboard site. If students have any difficulty accessing Blackboard they should email Nadim immediately.

Learning Outcomes

On completion of this unit successful students will:

- be familiar with contemporary debates in postcolonial theory and politics.
- have developed advanced skills in reading and presenting primary sociological texts.
- understand the importance of theoretical frameworks in postcolonial accounts of substantive contemporary political issues.
- be able to critically examine major contemporary political, social, and cultural issues.

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

All required readings are available electronically via the course Blackboard. All other readings should be available from the University Main Library. Most readings are specific to particular topics as described in the reading list below. There is no textbook for this course but the following resources are all instructive in providing relevant overviews.

Ghandi, Leela (1998) *Postcolonial Theory: A Critical Introduction*, Edinburgh: Edinburgh University Press

Mongia, Padmini (ed.) (1996) *Contemporary postcolonial theory: A reader*, London: Arnold

Shaikh, Nermeen (2007) *The Present as History: critical perspectives on global power*. Columbia University Press.

Williams, Patrick and Chrisman, Laura (1993) *Colonial Discourse and post-colonial theory: A Reader*, New York: Harvester Wheatsheaf

Young, Robert (2003) *Postcolonialism: A Very Short Introduction*, Oxford: Oxford University Press

Other introductory readings include:

Ali, N., Kalra, V., and Sayyid, S. (eds.) (2006) *A Postcolonial People: South Asians in Britain*, London: Hurst and Company (Introduction and Chapter 1)

Appiah, Kwame Antony (1991) 'Is the post- in postmodernism the post- in postcolonial?' *Critical Inquiry* 17 (Winter), pp.336-57

Asad, Talal (2003) *Formations of the Secular: Christianity, Islam, Modernity (Cultural Memory in the Present)*, Stanford: Stanford University Press.

Ashcroft, Bill, Griffiths, Gareth and Tiffin, Helen (1989) *The Empire Writes Back: Theory and practice in post-colonial literatures*, London: Routledge:

Ashcroft, Bill, Griffiths, Gareth and Tiffin, Helen (1998) *Postcolonial Studies: The Key Concepts*, London: Routledge.

Chambers, I and Curtis, L. (eds.) (1995) *The post-colonial question. Common skies, divided horizons*, London: Routledge.

Childs, P. and Williams, P. (1997) *An introduction to post-colonial theory*, London: Harvester Wheatsheaf.

Dabashi, Hamid (2015) *Can Non-Europeans think?* London: Zed Books

Lewis, Reina and Mills, Sara (eds.) (2003) *Feminist Postcolonial Theory: A Reader*, Edinburgh: Edinburgh University Press.

Loomba, Ania (2005) *Colonialism/Postcolonialism*, Routledge: London.

Simon, D. (1998) 'Rethinking (post) modernism, postcolonialism and post-traditionalism: South-North Perspectives' in *Environment and Planning D: Society and Space*, 16, pp. 219-245.

Spivak, Gayatri Chakravorty (1990) *The post-colonial critic: interviews, strategies, dialogues* (edited by Sarah Harasym), New York: Routledge.

Spivak, Gayatri Chakravorty (1999) *A Critique of Postcolonial Reason*, Cambridge, MA: Cambridge University Press
Prashad, V. (2007) *The Darker Nations: A People's History of the Third World*, London: The New Press
Young, Robert (2001) *Postcolonialism: An Historical Introduction*, Oxford: Blackwell Publishers

2. B. Lectures and Reading List

Lecture 1: Introduction to Postcolonial Theory

This course is designed to provide an introduction to some of the main authors and themes within postcolonial theory. Postcolonial theories offer critiques of modernist conceptions of the subject, foregrounding issues of power and racism in particular. They also raise important methodological questions for understanding political, economic and social relations in the postcolonial era. This introductory lecture will provide an overview of some of these basic critiques regarding the emergence of the West as both a concept and colonial power and the terms by which European colonial ascendancy has shaped and continues to shape sociological thought and research priorities. Students will be also advised on the requirements and expectations of the course.

Required Reading

There is no set tutorial reading for the first week, but students should read through this course outline and familiarise themselves fully with the structure of the course, the course requirements, and course assessments. Students should also ensure that they can access the course Blackboard page, where all the required readings are available for download. Should students wish to read a text as background for this lecture, any of the following readings are instructive.

Additional Reading

Hall, S. (1992) 'The West and the Rest: Discourse and Power', in Hall, S. and Gieben, B. (eds.) *Formations of Modernity*, London: Polity Press, pp. 185-225.

and/or

Hall, S. (1992) 'Introduction', in S. Hall and B. Gieben (eds.) *Formations of Modernity*, Cambridge: Polity/OUP.

and/or

Young, R. (2001) 'Concepts in History: Colonialism, Imperialism, Neocolonialism, Postcolonialism' in *Postcolonialism: An Historical Introduction*, Oxford: Blackwell Publishers, pp. 13 – 57.

Lecture 2: The Colonial Subject

The lecture explores the impact of European colonialism on birthing particular racial and ethnic hierarchies. The lecture will address how the subjectivities particular to the colonial era produce particular exclusions and anxieties. The lecture will pay particular attention to the work of Frantz Fanon, who remains the defining figure in shaping a wide array of critiques regarding European power and epistemologies. Fanon develops a number of psychoanalytic driven concepts regarding the experience of colonialism: including 'inferiority complex', 'racialization and raciology', and the particular demands of engaging in anti-colonial resistance. His writings continue to influence both academics and activists across the Global South as well as those committed to anti-racism from within Europe.

Required Reading

Fanon, Frantz (1967) *Black Skin/White Masks*, New York: Grove Press (**Chapter 5**: 'The fact of Blackness'), pp. 109-140.

Stretch Reading

Fuss, Diana (1994) 'Interior colonies: Frantz Fanon and the politics of identification', *Diacritics*, Summer/Fall, pp. 20-42.

Additional Reading:

Alessandrini, A. C. (1999) *Frantz Fanon: critical perspectives*, London: Routledge.

Bergner, G. (1995) 'Who is this masked woman, or the role of gender in Fanon's *Black Skin White masks*', *PMLA*, 110.1 January, 75-88.

Bhabha, H. (1994) 'Interrogating identity: Fanon and the postcolonial prerogative' in: *The location of culture*, London: Routledge.

Bhabha, H. (1986) 'Forward' in Fanon, F. *Black Skin, White Masks*, Pluto Press: London, pp. vii-xxvi (also available in Williams and Chrisman (1993) (eds.) *Colonial Discourse and Post-Colonial Theory: A Reader*, New York: Harvester Wheatsheaf) – **A very influential piece** critiquing earlier European interpretations of Fanon.

Fanon, F. (1965) *The Wretched of the Earth*, London: MacGibbon.

Fanon, F. (2018) *Alienation and Freedom*, London: Bloomsbury.

Gates, H. L. Jnr (1992) 'Critical Fanonism', *Critical Inquiry*, 17, 457-470.

Gendzier, I. L. (1973) *Frantz Fanon: A Critical Study*, London: Wildwood House.

Gibson, N. C. (2003) *Fanon: The Postcolonial Imagination*, Cambridge: Polity.

Haddour, A. (2006) *The Fanon Reader*, London: Pluto Press.

Lee, C. J. (2015) *Frantz Fanon: Toward a Revolutionary humanism*, Athens, OH: Ohio University Press.

Mbembe, A. (2001) *On the Postcolony*, Berkeley, CA: University of California Press.

Nayar, P. K. (2013) *Frantz Fanon*, London: Routledge.

Spivak, G. C. (1988) 'Can the Subaltern Speak?', in Nelson, C. and Grossberg, L. (eds.), *Marxism and the Interpretation of Culture*, pp. 271-313.

There are also a number of interesting audio-visual materials available online about Fanon and his legacy. A recent high-profile documentary, *Concerning Violence*, is also a highly instructive and acclaimed piece addressing the thought and influence of Fanon upon postcolonial resistance. You can view the trailer here: <https://www.youtube.com/watch?v=dIQwKP3j1zc>

Also watch: Frantz Fanon, his life, his struggle, his work (directed by Cheikh Djemai): <https://manchester.kanopy.com/video/frantz-fanon-his-life-his-struggle-his-work>

Lecture 3: Deconstructing Colonial Discourses

A major aspect of the postcolonial method is its distinctive and expansive approach to discourse. Indeed, postcolonialism might have been the most significant area in terms of ushering in the currently prevalent social science focus on discourse. This attentiveness to discourse was particularly championed by Edward Said, who, alongside Fanon, is considered the founding figure of postcolonial theory. Said, in developing his seminal concept of Orientalism, demonstrated that European supremacy was not primarily and/or solely a result of force but was solidified and rationalised through the particular kind of knowledges that it produced. These Eurocentric knowledges ('epistemes') were able to normalise and legitimate the superiority of white Europeans and colonial rule more broadly. Said's analytic emphasis on literature and painting (and cultural texts more generally) was central to the parallel rise of Cultural Studies, a discipline which was pivotal in popularising postcolonial thinking (e.g. Stuart Hall and Paul Gilroy).

Required reading

Said, E. (1978) *Orientalism*, London: Routledge ('Introduction' and Part I in Chapter 1: 'Knowing the Oriental'), pp. 1-49.

Other Readings

- Abaza, M. and Stauth, G. (1988) Occidental Reason, Orientalism, Islamic Fundamentalism: A critique, *International Sociology*, 4, pp. 343-364.
- Ansell-Pearson, K., Parry, B. and Squires, J. (eds.) (1997) *Cultural readings of imperialism: Edward Said and the gravity of history*, London: Lawrence & Wishart.
- Ashcroft, B. and Ahluwalia, P. (2008) *Edward Said*, London: Routledge.
- Bayoumi, M. and Rubin, A. (2000) *The Edward Said Reader*, New York: Vintage.
- Hall, C. (2004) Edward Said, *History Workshop Journal*, 57, pp. 235-243.
- Iskandar, A. and Rustom, H. (2010) *Edward Said: A Legacy of Emancipation and Representation*, Berkeley: University of California Press.
- Jayawardena, K. (1995) *The White Women's Other Burden: Western Women and South Asia during British Colonial rule*, New York: Routledge.
- Kennedy, V. (2000) *Edward Said: A critical introduction*, Oxford: Polity Press.
- Lewis, R. (1996) *Gendering Orientalism: Race, Femininity and Representation*, London: Routledge.

- Lockman, Z. (2004) *Contending visions of the Middle East: the history and politics of Orientalism*, Cambridge: Cambridge University Press.
- McCarthy, C. (2010) *The Cambridge Introduction to Edward Said*, Cambridge: Cambridge University Press.
- McClintock, A. (1995) *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, London: Routledge (Chapter I 'The lay of the land: Genealogies of Imperialism').
- Said, E. (1993) *Culture and Imperialism*, London: Chatto & Windus.
- Said, E. (1981) *Covering Islam: How the Media and the Experts Determine How we See the Rest of the World*, London: Routledge and Kegan Paul.
- Said, E. (1983) *The World, the Text, and the Critic*, Cambridge, MA: Harvard University Press.
- Said, E. (1998) Edward Said in Conversation with Neeladri Bhattacharya, Suvir Kaul and Ania Loomba, *Interventions: International Journal of Postcolonial Studies*, 1, pp. 81-96.
- Samiei, M. (2010) Neo-Orientalism? The relationship between the West and Islam in our globalised world, *Third World Quarterly*, 31:7, pp. 1145-1160.
- Sardar, Z. (1999) *Orientalism*, Buckingham: Open University Press.
- Sweet, D.L. (2017) *Avant-garde Orientalism: the Eastern 'Other' in twentieth century travel narrative and poetry*, Cham: Palgrave Macmillan.
- Warraq, I. (2007) *Defending the West: a critique of Edward Said's Orientalism*, New York: Prometheus Books.
- Young, R.J.C. (1995) *Colonial Desire: Hybridity in Theory, Culture and Race*, London: Routledge.

There are also a number of interesting audio-visual materials available online about Said and his legacy. Watch: <https://manchester.kanopy.com/video/edward-said-orientalism>

Lecture 4: The Postcolonial Critique of the Sociological Canon

Having covered the foundations provided by Fanon and Said alike, this lecture looks specifically at the *contemporary* postcolonial critique of *sociology* specifically. This critique not only addresses the Eurocentric and colonial assumptions informing the frameworks of Weber, Durkheim and even Marx (the classical trinity of sociological thinking), but also vitalises this critique in terms of the values and priorities informing *contemporary* sociological practice. Attention is given to how sociology frames a particular social and political problem, how it deploys certain conceptual frameworks, and also how sociology employs certain methodological practices when seeking to produce empirical content.

Required Reading:

- Bhabra, G. (2007) 'Sociology and Postcolonialism: Another 'Missing' Revolution?', *Sociology*, 41:5, pp. 871-884.

Additional Reading:

- Adams, J., Clemens, E.S. and Orloff, A.S. (eds.) (2005) *Remaking Modernity: Politics, History and Sociology*, Durham: Duke University Press.
- Asad, T (2009), The Idea of an Anthropology of Islam, *Qui Parle*, 17:2, pp. 1-30.
- Back, B. (2009) 'Global Attentiveness and the Sociological Ear', *Sociological Research Online*, 14:4.
- Bernard, A., Elmarsafy, Z. and Murray, S. (2016) *What postcolonial theory doesn't say*, London: Routledge.
- Bhambra, G. (2009) *Rethinking Modernity: Postcolonialism and the Sociological Imagination*, Basingstoke: Palgrave (read pp. 1 – 35: Including Introduction and Chapter 1).
- Bhambra, G. (2011) Historical Sociology, Modernity, and Postcolonial Critique, *The American Historical Review*, 116:3, pp. 653-662.
- Bhambra, G. (2014) *Connected Sociologies*, London: Bloomsbury.
- Bhambra, G. (2016) Postcolonial Reflections on Sociology, *Sociology*, 50:5, pp. 960-966.
- Bhattacharyya, G. (2003) South Asian Cultural Studies--Lessons from Back Home?, *South Asian Popular Culture*, 1:1, pp. 3-11.
- Chakrabarty, D. (2000) 'Introduction' in *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press.
- Connell, R. (2007) *Southern Theory: The Global Dynamics of Knowledge in Social Science*, Cambridge: Polity.
- Connell, R., Collyer, F., Mayia, J. and Morrell, R. (2017) Toward a global sociology of knowledge: Post-colonial realities and intellectual practices, *International Sociology*, 32:1, pp. 21-37.
- Connell, R. (2018) Decolonizing Sociology, *Contemporary Sociology*, 47:4, pp. 399-407.
- Encarnacion, G.R., Boatca, M. and Costa, S. (eds.) (2010) *Decolonizing European Sociology: transdisciplinary approaches*, Farnham: Ashgate.
- Go, J. (2013) 'For a Postcolonial Sociology', *Theory and Society*, 42:1, pp. 25-55.
- Go, J. (2017) Decolonizing Sociology: Epistemic Inequality and Sociological Thought, *Social Problems*, 64:2, pp. 194-199.
- Lazarus, N. (2011) What postcolonial theory doesn't say, *Race and Class*, 53:1, pp. 3-27.
- McLennan, G. (2013) 'Postcolonial Critique: The Necessity of Sociology', *Postcolonial Sociology (Political Power and Social Theory)*, 24, pp.119-144.
- McLennan, G. (2014) Complicity, complexity, historicism: problems of postcolonial sociology, *Postcolonial Studies*, 17:4, pp. 451-464.
- Mignolo, W.D. (2007) Delinking: The rhetoric of modernity, the logic of coloniality and the grammar of decoloniality, *Cultural Studies*, 21:2/3, pp. 449-514.
- Stacey, J. and Thorne, B. (1985) The Missing Feminist Revolution in Sociology, *Social Problems*, 32:4, pp. 301-316.
- Steinmetz, G. (2014) The Sociology of Empires, Colonies, and Postcolonialism, *Annual Review of Sociology*, 40, 77-103.

Lecture 5: Postcolonialism and Capitalism

Whilst the preceding lectures provide an extensive overview of the relevant theoretical foundations underpinning postcolonial practice, the remaining lectures

turn to particular substantive themes key to sociology in order to approach it from a postcolonial perspective. The first of these is perhaps the prevailing theme of 20th century sociology: namely, capitalism. Postcolonial readings of capitalism generate a variety of pressing considerations. It was argued that Marxist and neo-Marxist analysis of capitalism did not sufficiently fold in the global scale and detail of capitalist accumulation and labour exploitation. Attention to the relationship of the colonies and colonial labour to capitalist development compelled therefore two key theoretical advances. First, European readings of class are substantially unsettled, whereby greater attention was required regarding the role of force and violence, the role of racism as a central engine of capitalist exploitation, and also how other positions within the capitalist class structure other than the bourgeoisie and proletariat binary become visible. Second, as the world moved into a postcolonial era, a particular understanding of migrant labour was also necessitated in terms of its centrality to capitalism and exploitation alongside the prevalent role of transnational corporations and organisations in reproducing capitalist inequality.

Required Reading

Hoogvelt, A. (2001) *Globalisation and the Postcolonial World: The Political Economy of Development*, Baltimore, MD: John Hopkins University Press --- **(Read pp. 21 – 28).**

And

Loomba, A. (2005) *Colonialism/Postcolonialism*, Routledge, London --- **(Read pp. 107-115)**

Stretch Reading

Hoogvelt, A. (2001) *Globalisation and the Postcolonial World: The Political Economy of Development*, Baltimore, MD: John Hopkins University Press (pp. 173-196).

Additional Readings

Chakrabarty, D. (1989) *Rethinking Working-Class History: Bengal 1890-1940*, Princeton: Princeton University Press.

Chakrabarty, D. (2015) Subaltern Studies in Retrospect and Reminiscence, *South Asia: Journal of South Asian Studies*, 38, pp. 10-18.

Chatterjee, P. (2016) Rethinking Postcolonial Capitalist Development, *Comparative Studies of South Asia, Africa and the Middle East*, 36:1, pp. 102-111.

Chaturvedi, V. (2000) *Mapping Subaltern Studies and the Postcolonial*, London: Verso.

Chibber, V. (2013) *Postcolonial Theory and the Specter of Capital*, London: Verso.

Dirlik, A. (1998) *The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism*, Oxford: Westview.

Guha, R. (1983) *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi: Oxford University Press.

- Guha, R. and Spivak, G.C. (1988) *Selected Subaltern Studies*, Oxford: Oxford University Press.
- Guha, R. (1994) *Subaltern Studies: Writings on South Asian History and Society*, Oxford: Oxford University Press.
- Guha, R. (1997) *Dominance without Hegemony*, Cambridge, MA: Harvard University Press.
- Guha, R. (ed.) (1997) *A Subaltern Studies Reader, 1986-1995*, Minneapolis: University of Minnesota Press.
- Jayawardena, K. (2003) *Nobodies to Somebodies*, London: Zed Books.
- Prashad, V. (2008) *The Darker Nations: A People's History of the Third World*, New York: New Press.
- Prashad, V. (2014) *The Poorer Nations: A Possible History of the Global South*, London: Verso.
- Rodney, W. (2012) *How Europe Underdeveloped Africa*, London: Verso.
- Roy, A. (2015) 'Who's Afraid of Postcolonial Theory?', *International Journal of Urban and Regional Research*, 40:1, pp. 200-209.
- Ulmer, M.J. (1980) Multinational Corporations and Third World Capitalism, *Journal of Economic Issues*, 14:2, pp. 453-471.
- Warren, R. (ed.) (2017) *The Debate on Postcolonial Theory and the Specter of Capital*, London: Verso.
- Young, R. (2001) 'Marx on Colonialism and Imperialism' in *Postcolonialism: An Historical Introduction*, Oxford: Blackwell Publishers, pp. 101-112.

Lecture 6: Postcolonial Feminist Critiques and the Politics of Location

One of the prevailing influences of postcolonial theory is its sharp and productive remaking of feminism. Postcolonial feminism, sometimes analogous with Black or Intersectional feminism, has had an exceptional influence upon contemporary political activism. It has generated an alternative set of feminist perspectives which are not as susceptible to the white normativity constitutive of most 20th Century feminist activism. By providing a perspective informed by the experience of women in the Global South, postcolonial feminism has shepherded a more variegated and contingent view of what constitutes a woman or the female experience; and also raised awareness of how the problems putatively characteristic of patriarchy shift in terms of the other processes at play – e.g. racism, class inequality, citizenship status, etc. Postcolonial feminism has also been very critical of how certain feminist values or symbols have often been appropriated in servicing or legitimating broader colonial and/or neo-colonial practices.

Required Readings

- Mohanty, C. (1991) 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in Mohanty, C., Russo, A and Torres, L. (eds.) *Third World Women and the Politics of Feminism*, Bloomington: Indiana Press.

Stretch reading

Mahmood, S. (2004) 'Chapter 1: The Subject of Freedom' in *Politics of Piety: The Islamic Revival and the Feminist Subject*, Princeton University Press.

Other Readings:

- Ahmed, S. (2017) *Living a Feminist Life*, Durham: Duke University Press.
- Amireh, A. (2000) 'Framing Nawal El Saadawi: Arab Feminism in a Transnational World', *Signs*, 26:1, pp. 215-249.
- Carby, H. (1982) 'White Woman Listen! Feminism and the Boundaries of Sisterhood', in Centre for Contemporary Cultural Studies (ed.) *The Empire Strikes Back: Race and Racism in 70s Britain*, London: Hutchinson, pp. 212-235.
- Delphy, C. (2015) *Separate and Dominate: Feminism and Racism after the War on Terror*, London: Verso.
- Frankenberg, R and Mani, L. (1993) 'Crosscurrents, cross talk: race, postcoloniality and the politics of location', *Cultural Studies*, 7:2, pp. 292-310.
- John, M. (1996) *Discrepant Dislocations: Feminism, Theory and Postcolonial Histories*, Berkeley: University of California Press.
- Johnson-Odim, C. (1991) 'Common themes, different contexts: Third World Women and Feminism', in Mohanty, C.T, Russo, A and Torres, L. (eds.), *Third World Women and the Politics of Feminism*, Bloomington: Indiana Press.
- Kaplan, C. (1994) 'The politics of location as transnational feminist critical practice' in Grewal, I. and Kaplan, C. (eds.), *Scattered Hegemonies. Postmodernity and transnational feminist practices*, Minneapolis: University of Minnesota Press, pp. 137-152.
- Lewis, R. and Mills, S. (2003) *Feminist Postcolonial Theory: A Reader*, New York: Routledge.
- Mani, L. (1990) 'Multiple mediations: feminist scholarship in the age of multinational reception', *Feminist Review*, 35, pp. 24-31.
- Moraga, C. and Anzaldua, G. (eds.) (1983) *This Bridge Called My Back: Writings by radical women of colour*, Watertown, Mass: Persephone Press
- Narayan, U. (1997) *Dislocating Cultures: identities, traditions and third-world feminism*, London: Routledge.
- Sa'ar, A. (2005) Postcolonial Feminism, The Politics of Identification, and the Liberal Bargain, *Gender and Society*, 5, pp. 680-700.
- Sa'dawi, N. (2010) 'A Postmodern Christian-Muslim Feminist', *Journal of Middle East Women's Studies*, 6:3, pp. 183-187.
- Sa'dawi, N. (2015) *The Hidden Face of Eve: Women in the Arab World*, London: Zed Books.
- Senevirante, P. (2018) 'Marxist Feminism Meets Postcolonial Feminism in Organizational Theorising: Issues, Implications and Responses', *Journal of International Women's Studies*, 19:2, pp. 186-196.
- Spivak, G. C. (1985) 'Three women's texts and a critique of imperialism', *Critical Inquiry*, 12:1, pp. 262-80.
- Suleri, S. (1992) 'Women skin Deep: Feminism and the post-colonial condition', *Critical Inquiry*, Summer, pp. 756-769 (also available in Williams, Patrick and Chrisman, Laura (1993) *Colonial Discourse and post-colonial theory. A Reader*, New York: Harvester Wheatsheaf, pp. 244-256)

Lecture 7: Nations and Nationalism

A key idea of Western social science aggressively deconstructed by postcolonial scholars was the *nation*. Western thought had assumed the nation to be a given feature of history, a community which is organically situated. Postcolonial thought dismantled this basic ontology, revealing how the nation is an 'imagined community' and how its mobilisation (construction) was central to the articulation of imperial racism and capitalism alike. Postcolonial thinkers have accordingly also addressed how the European projection of the nation-state as the principle component unit of sovereignty and international relations is central to the lasting and renewed conflicts across the Global South. These discussions will also set us up for subsequent lectures in which world conflict and alternative postcolonial imaginaries will be explored.

Required Reading

Bhabha, H.K. (1990) 'Introduction: narrating the nation' in H.K. Bhabha (ed.) *Nation and Narration*, London: Routledge, pp. 1-7

Huddart, D. (2006) 'The Nation' in *Homi Bhabha*, London: Routledge, pp. 68-81

Stretch Reading

Chatterjee, P. (1994) *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton, NJ: Princeton University Press (**Chapter 1: 'Whose Imagined Community?'**)

Other readings:

Anderson, B. (1983) *Imagined Communities*, London: Verso.

Anderson, B. (1998) *The Spectre of Comparisons: Nationalism, Southeast Asia and the World*, London: Verso.

Anthias, F., Yuval-Davis, N. and Cain, H. (1992) *Racialized Boundaries: Race, Nation, Gender, Colour and Class and the Anti-Racist Struggle*, London: Routledge.

Asad, T. (2018) *Secular Translations: Nation-State, Modern Self, and Calculative Reason*, New York: Columbia University Press.

Balibar, E. and Wallerstein, I.M. (1991) *Race, Nation, Class: Ambiguous Identities*, London: Verso.

Chatterjee, P. (1986) *Nationalist Thought and the Colonial World: A Derivative Discourse*, Minneapolis: University of Minnesota Press.

Cocks, J. (2002) 'A New Cosmopolitanism: V.S. Naipaul and Edward Said', *Constellations*, 7:1, pp. 46-63.

Fanon, F. (1967) *The Wretched of the Earth*, Penguin – Read 'On national culture'.

Garner, S. (2010) *Racisms: An Introduction*, Los Angeles, California: SAGE.

Gilroy, P. (2005) 'A New Cosmopolitanism', *Interventions*, 7:3, pp. 287-292.

Gilroy, P. (2008) 'Cosmopolitanism, Blackness and Utopia: A Conversation with Paul Gilroy', *Transitions*, 98, pp. 116-135.

- Gilroy, P. (2010) 'Planetary and Cosmopolitics', *British Journal of Sociology*, 61: 3, pp. 620-626.
- McClintock, A., Mufti, A., Shohat, A. (eds.) (1997) *Dangerous Liaisons: Gender, nations and postcolonial perspectives*, Minneapolis: University of Minnesota Press.
- Mishra, P. (2012) *From the Ruins of Empire: The Revolt against the West and the Remaking of Asia*, New York: Allen Lane.
- Natarajan, N. (1997) 'Women, Nation, and narration in *Midnight's Children*' In: Grewal, I. and Kaplan, C. (eds.) *Scattered Hegemonies. Postmodernity and transnational feminist practices*, Minneapolis: University of Minnesota Press, pp. 76-89.
- Persram, N. (1997) 'In my father's house there are many mansions: the nation and postcolonial desire', in Mirza, H. (ed.) *Black British Feminism: A Reader*, London: Routledge, pp. 205-216.
- Robbins, B. and Cheah, P. (1998) *Cosmopolitics: Thinking and Feeling Beyond the Nation*, Minneapolis: University of Minnesota Press.
- Scott, D. & Hirschkind, C. (2006) *Powers of the Secular Modern: Talal Asad and His Interlocutors (Cultural Memory of the Present)*, Stanford University Press.
- Valluvan, S. (2015) 'Cosmopolitanism and Intelligibility' in Chan, F., Schiller, N.G., and Irving, A. (eds.) *Whose Cosmopolitanism*, New York: Bergahn.

Lecture 8: War and Violence

One theme revealingly marginal to 20th Century sociology has been the question of war and violence. Postcolonial theorists argue that this oversight is indicative of Western sociology's Eurocentric complacency, whereby it has been oblivious or fleeting in its account of how the Global South has been continuously ravaged by the making of war, wars which often carry a significant, if at times indirect, Western presence. It is also argued that violence is central to how contemporary power asserts itself. This lecture will therefore address how different postcolonial scholars have situated the role of war and violence in determining contemporary inequality. Important scholars engaged here will include Fanon, Mbembe, Mamdani, and Asad. Given the contemporary context of the global War on Terror, particular attention will be given here to postcolonial readings of Islamophobia and the particular continuities with previous colonial regimes of rule.

Required Reading

Mamdani, M. (2002) 'Making Sense of Political Violence in Postcolonial Africa', *Identity, Culture and Politics*, 3:2, pp. 1-24

Stretch reading

Asad, T. (2010) 'Thinking about terrorism and just war', *Cambridge Review of International Affairs*, 23:1, pp. 3-24.

Additional Reading

- Arendt, H. (1979) *Eichmann in Jerusalem: a report on the banality of evil*, Hammondsworth: Penguin.
- Arendt, H. (1973) *The Origins of Totalitarianism*, New York: Harcourt.
- Asad, T. (2007) *On Suicide Bombing*, New York: Columbia University Press.
- Butler, J. (2009) *Frames of war: when is life grievable?* London: Verso.
- Chamayou, B. (2012) *Manhunts: A Philosophical History*, Princeton, NJ: Princeton University Press.
- Gilroy, P. (2006) 'Multiculture in times of war', *Critical Quarterly*, 48:4, pp. 27- 45.
- Gilroy, P. (2013) '1981 and 2011: From Social Democratic to Neoliberal Rioting', *South Atlantic Quarterly*, 112:3, pp. 550-558.
- Gregory, D. (2004) *The Colonial Present: Afghanistan, Palestine, and Iraq*, Oxford: Blackwell.
- Gregory, D. and Pred, A. (2007) *Violent Geographies: Fear, Terror and Political Violence*, Abingdon: Routledge.
- Kundnani, A. (2014) *The Muslims are coming! Islamophobia, Extremism, and the Domestic War on Terror*, London: Verso.
- Mamdani, M. (2002) 'Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism', *American Anthropology*, 104:3, pp. 766-775.
- Mbembe, A. (2003) 'Necropolitics', *Public Culture*, 15:1, pp. 11-40.
- Prashad, V. (2012) *Arab Spring, Libyan Winter*, Edinburgh: AK Press.

Lecture 9: Postcolonial Methodology and Decolonial Praxis

Whenever a sociological researcher approaches the research field, a number of obvious questions arise. How do we choose a research problem? Who sets the broader political framing of that problem? What tools do we employ to research that problem? Who become the subjects of that research? And how do we represent the material we 'find'? These are all questions, which whilst intrinsic to any research practice, have been substantially repurposed via the postcolonial turn. This lecture will visit some of these debates and also point to wider debates around 'decolonial' praxis – a theme which is specifically interested in moving away from the bias towards the Global North and advocates a strong and grounded political purpose to any research and academic undertaking.

Required Reading

- Back, L. and Puwar, N. (2012) 'A manifesto for Live Methods: Provocations and Capacities', *Sociological Review*, 60, pp. 6-17.
- Rankin, K. (2010) 'Reflexivity and Postcolonial Critique: Towards an Ethics of Accountability in Planning Praxis', *Planning Theory*, 9:3, pp. 181-199.

Additional Reading

- Amin, A. (2013) 'Telescopic urbanism and the poor', *City*, 17:4, pp. 476-492.
- Arday, J. and Mirza, H.S. (eds.) (2018) *Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy*, Cham: Palgrave Macmillan.
- Bhabra, G.K., Kerem, N. and Gebrial, D. (eds.) (2018) *Decolonizing the University*, London: Pluto Press.
- Kwoba, B., Chantiluke, R. and Nkopo, A. (2018) *Rhodes Must Fall: The Struggle to Decolonise the Racist Heart of Empire*, London: Zed Books.
- Masalha, N. (2012) *The Palestine Nakba: Decolonising History, Narrating the Subaltern, Reclaiming Memory*, London: Zed Books.
- Mbembe, A.J. (2016) 'Decolonizing the University: New Directions', *Arts and Humanities in Higher Education*, 15:1, pp. 29-45.
- McLennan, G. (2013), 'Postcolonial Critique: The Necessity of Sociology', in Julian Go (ed.) *Postcolonial Sociology: Political Power and Social Theory*, Volume 24, pp.119 – 144.
- Mignolo, W. D. (2011) *The Darker Side of Western Modernity: Global Futures, Decolonial Options*, Durham: Duke University Press.
- Mignolo, W. D. (2007) 'DELINKING: The Rhetoric of Modernity, the Logic of Coloniality, and the Grammar of De-Coloniality', *Cultural Studies*, 21:2, pp. 449-514.
- Mignolo, W.D. (2000) *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*, Princeton: Princeton University Press.
- Msila, V. (ed.) (2017) *Decolonising Knowledge for Africa's Renewal: Examining African Perspectives and Philosophies*, Randburg: KR Publishing.
- Ngugi wa Thiong'o (1986) *Decolonising the Mind: The Politics of Language in African Literature*, London: Currey.
- de Sousa Santos, B. (2016) *Epistemologies of the South: Justice against Epistemicide*, London: Routledge.
- de Sousa Santos, B. (2007) *Another Knowledge is Possible: Beyond Northern Epistemologies*, London: Verso.
- Sinha, S. and Back, L. (2013) 'Making Methods Sociable: Dialogue, Ethics and Authorship in Qualitative Research', *Qualitative Research*, 5:1.
- Smith, L.T. (2012) *Decolonizing Methodologies: Research and Indigenous Peoples*, London: Zed Books.
- Sullivan, S. and Tuana, N. (eds.) (2007) *Race and Epistemologies of Ignorance*, Albany, State University of New York Press.

Lecture 10: Review and Revision Session

In this session we will also devote time to course review and exam preparation.

2. C. Workshop Guide

Each workshop is based on a set of questions. These are designed to: assist in general understanding of the text; focus attention on the key aspects of the text; form the basis of group discussion in the tutorial; and assist in writing essays or exam questions on the topic. Some of these questions are straightforward, while others may be difficult to answer, since they are designed to stretch students' skills in comprehension and verbal presentation. Students should read the text through, and then turn to the questions and make brief notes in answer to them, noting the page of the text where the answer can be found. These notes will act as a kind of index to the text in the group discussion.

The set of questions are available on Blackboard in each week's lecture folder.

For every workshop you should bring:

- The Required Reading in hardcopy or digital format.
- Your notes in answer to the Workshop Guide questions, which should be handed in or e-mailed to me at the end of each tutorial. **There is a 2% deduction for every 2 sheets that are not submitted.**
- Pen and paper for making further notes about the reading, since these workshops are for collective thinking, discussion, and writing.

2. D. Assignments and Assessments

Non-Assessed Assignment Details

Each week students are required to hand in a sheet of notes in answer to the Tutorial Guide questions. **There is a 2% deduction for every 2 sheets that are not submitted.**

Or **alternatively**, if students wish for their notes to assume a more narrative format, it is acceptable to provide a **short** report on the reading: **1** side of type-written A4 paper which consider the following four questions:

1. What is/are the main arguments of the author?
2. In what literature is the article located? (I.e. who is he/she agreeing with/arguing against?)
3. What is the political context of her argument?
4. What questions, issues or problems does the reading raise for you? – i.e. what does it have to add to the concerns of the course; are there problems in the argument; what more would you like to have seen discussed etc.

Assessed Coursework Details

3,000 word assessed essay (50% of final unit grade).

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

1. Discuss the relationship between colonial power and racial subjectivity with particular reference to Frantz Fanon.
2. Outline and appraise Said's concept of 'Orientalism'.
3. Examine the postcolonial critique of sociology.
4. Outline how postcolonialism has reappraised prevailing analyses of capitalism.
5. How has the nation and nationalism been critiqued by postcolonial thinkers?
6. Discuss the challenges that postcolonial thinking poses to traditional Western feminism.
7. Discuss the prominence given to violence in postcolonial theory.
8. Appraise the methodological critiques developed by postcolonial theorists.
9. Critically apply any of the course topics covered to a contemporary political issue. (You **must obtain approval** from Nadim on the topic(s) and issue that you intend to address).

The deadline for the essay is Thursday 4th April at 2pm.

Coursework Submission

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.

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 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

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 so there is potential for significant overlap in material that is relevant for particular combinations of questions. Wording of both the assessed assignment options and the examination questions clearly indicates which key topic from the course should be covered. **Do not choose examination questions that cover the same key topic as your assessed assignment** – such answers will receive a mark of zero. Note that to ensure clarity question numbers will be used consistently across both assessments, so if you answer assessed assignment Q.1 you must not answer examination Q.1.

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:

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

SOCY30121; Housing and Home Semester 1 Credits 20 Professor Sue Heath

Contents

1. Essential Information
2. Course Content
 - A. Aims & Outcomes
 - B. Lectures & Reading List
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 - 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):	Professor Sue Heath
Room:	Arthur Lewis Building, room 3.030
Telephone:	Extension 52493 (0161-275-2493 from an external line)
Email:	sue.heath@manchester.ac.uk
Office Hours:	Mondays 2-4 and Wednesdays 10-12
Tutors:	N/A
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Mondays 9-12, Simon 4.04
Tutorials:	N/A
Reading week:	Monday 29th October – Friday 2nd November 2018
Feedback half-day:	Wednesday 9 th January 2019
Assessed Coursework	
Submission:	Thursday 29 th November 2018
Examination Period:	14 th January – 25 th January 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

Non-assessed essay plan, assessed essay (50% of total mark) and one two hour exam (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

2A. AIMS AND OUTCOMES

Course Aims

- To provide an overview of key concepts and theoretical perspectives relevant to the sociological study of housing and home
- To consider the significance of material, temporal and spatial factors in exploring the links between housing and identity
- To demonstrate the usefulness of studying housing and home from a lifecourse perspective
- To critically examine different forms of household-based domestic living arrangements and the implications of these different arrangements for the conduct of everyday life

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

The unit will start by introducing some key concepts in the sociological study of housing and home, before going on to explore the concept of home through a number of different lenses and perspectives. The final part of the module will consider domestic living arrangements at two distinct points in the lifecourse: in youth and in later life. The significance of material, temporal and spatial factors in exploring housing and home, and the usefulness of studying housing and home from a life course perspective, will be cross-cutting themes.

Learning Outcomes

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

- demonstrate a knowledge and understanding of different contemporary sociological approaches to studying housing and home;
- have an appreciation of the significance of material, temporal and spatial factors in exploring the links between housing and identity across the lifecourse;
- reflect on their own experiences of housing and home in a theoretically-informed manner;
- synthesise and summarise information from a range of sources, including independent research, in order to produce assessed coursework on a topic of their choice;
- demonstrate skills in group work.

2.B LECTURES AND READING LISTS

General Course Readings and Textbooks

This document contains a wide variety of recommended readings on the sociology of housing and home, and you should make as much use of these references as possible, whilst also making discoveries of your own. Please remember that our scheduled sessions 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 workshops 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 of the required readings will be made available electronically via Blackboard, 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.

If you wish to buy a course textbook, then this is the one to buy:

Atkinson, Rowland and Jacobs, Keith (2016) *House, Home and Society*, Basingstoke; Palgrave Macmillan - there are several copies of this book in the university library: 331.83 A130.

It covers many, although not all, of the topics you will study, and generally provides a good overview of sociological perspectives on the field of housing studies. Unfortunately it is £32 to buy new, but you can pick up second hand copies for less on Amazon or other book sellers.

The other book I would recommend buying is an incredibly powerful ethnographic study of the housing experiences of America's urban poor (£10.99):

Desmond, Matthew (2016) *Evicted: Poverty and Profit in the American City*, Penguin Books (339.0973 D15)

The following book provides a very readable account by two journalists about the perils of the contemporary private rented sector in the UK:

Walker, R and Jeraj, S (2016) *The Rent Trap: How we Fell into It and How we Get out of It*, London: Pluto Press.

There are lots of cheap second hand copies of this book available online.

This short and affordable little book (£7.99) provides a readable overview of academic work on the theme of home:

Fox, M (2016) *Home: A Very Short Introduction*, Oxford: Oxford University Press (not in library)

If you are interested in the policy context of contemporary housing issues, then the following paper provides a useful summary of recent UK developments:

Stephens, M and Stephenson, A (2016) 'Housing policy in the austerity age and beyond', in M.Fenger, J. Hudson and C.Needham (eds) *Analysis and Debate in Social Policy, 2016: Social Policy Review 28*, Bristol: Policy Press – available as an ebook via the library.

Key journals dedicated to publishing the latest theory and research on housing and home include *Housing, Theory and Society*, *Housing Studies*, and *Home Cultures*. These are interdisciplinary journals and include lots of work written from a sociological perspective. These journals are available electronically via the library website.

Summary of lecture topics

The unit will cover the following topics:

1. Building blocks and key concepts
2. Housing, lifecourse and generation
3. Tenure and ontological security
4. Conceptualising and critiquing home
5. Homelessness and its threat
6. House, home and consumption: the aesthetics of housing
7. Alternative forms of housing consumption: communal living
8. Young people and housing: the rise of Generation Rent
9. Housing in later life
10. Revision session

The unit will start by introducing some key concepts in the sociological study of housing and home, before going on to explore the concept of home through a number of different lenses and perspectives. The final part of the module will consider domestic living arrangements at two distinct points in the lifecourse - in youth and in later life – and will finish with a revision session. The significance of material, temporal and spatial factors in exploring housing and home, and the usefulness of studying housing and home from a life course perspective, will be cross-cutting themes.

You are expected to come to the workshops having done the necessary readings (a reading by way of background to the lecture part of the session and a second reading for discussion in the workshop part of the session) and having gathered any additional materials requested of you.

Lecture 1 (24 September 2018): Building blocks and key concepts

This first session will provide you with an overview of the unit and consider why sociologists should study housing and home. We will start by considering the (often invisible) centrality of housing to the framing of our everyday lives and go on to think about the relationship between theory and the study of housing. We will then unpack a number of key concepts and terms, including the scope of the terms 'housing' and 'home', the concept of 'the household' and the role of household members as primary users and consumers of housing, and the important concept of 'tenure'. Finally, we will consider Peter King's arguments for using the language of 'dwelling' rather than 'housing'.

Required reading

Atkinson, R and Jacobs, K (2016) *House, Home and Society*, Basingstoke; Palgrave Macmillan (331.83 A130) – chapter 1, 'House, Home and Society' (available as a pdf on Blackboard).

Additional readings

- Allen, G and Crow, G (2001) *Families, Households and Societies*, Basingstoke: Macmillan (321.1 A107) – chapter 1, 'Changing families, changing households' (pdf on Blackboard).
- Clapham, D (2005) 'Households and families', chapter 2 of *The Meaning of Housing: A Pathways Approach*, Bristol: Polity Press (available as an e-book)
- Jones, G (2000) 'Experimenting with households and inventing 'home'', *International Social Science Journal*, 52, 2, 183-94.
- Kemeny, J. (1984) 'The social construction of housing facts', *Scandinavian Housing and Planning Research*, 1, 3, 149-64.
- King, P (2004) *Private Dwelling: Contemplating the Use of Housing*, London: Routledge. (Kantorowich library: 720.1 K15) – chapter 1 'What is dwelling?' available as pdf on Blackboard.
- King, P. (2009) 'Using theory or making theory: can there be theories of housing?', *Housing, Theory and Society*, 26, 1, 41-52.

Lecture 2 (1 October 2018): Housing, lifecourse and generation

This session will explore the relationship between housing, lifecourse and generation. We will consider how expectations and experiences of housing shift and change at different stages of the lifecourse. We will also explore the relationship between housing and the concept of generation, and how these ideas are mobilised in the claims which are frequently made by the media about intergenerational conflicts between 'Baby Boomers' and 'Millennials'. In our first workshop we will explore these ideas further by focusing on the theme of intergenerational support for housing and its link to *intragenerational* inequalities.

Required readings

Beer, A and Faulkner, D (2011) 'Housing over the life course: housing histories, careers, pathways and transitions', chapter 2 of *Housing Transitions through the Life Course: Aspirations, Needs and Policy*, Bristol: Policy Press (chapter available as a pdf on Blackboard, whilst the book as a whole is available as an e-book via the library) – please read this chapter to inform your understanding of the lecture content.

AND any one of the following readings for the workshop discussion:

Druta, O and Ronald, R (2016) 'Young adults pathways into homeownership and the negotiation of intra-family support: a home, the ideal gift', *Sociology*, online first.

Heath, S and Calvert, E (2013) 'Gifts, loans and intergenerational support for young adults', *Sociology*, 47, 6, 1120-35.

Hoolachan, J. and McKee, K. (2018) 'Inter-generational housing inequalities: Baby Boomers versus the Millennials', *Urban Studies*, online first publication.

Additional readings

Albertini, M and Kohli, M (2013) 'The generational contract in the family: An analysis of transfer regimes in Europe', *European Sociological Review*, 29, 4, 828-40.

Albertini, M. Tosi, M and Kohli, M, (2018) 'Parents' housing careers and support for adult children across Europe', *Housing Studies*, 33, 2, 160-177.

Clapham, D (2005) 'Housing pathways', chapter 1 of *The Meaning of Housing: A Pathways Approach*, Bristol: Polity Press (e-book)

Colic-Peisker, V., Ong, R. and Wood, G (2015) 'Asset poverty, precarious housing and ontological security in older age: an Australian case study', *International Journal of Housing Policy*, 15, 2, 167-186.

Coulter, R (2016) 'Parental background and housing outcomes in young adulthood', *Housing Studies*, 33, 2, 201-223 (UK focus).

Druta, O & Ronald, R (2018) 'Intergenerational support for autonomous living in a post-socialist housing market: homes, meanings and practices', *Housing Studies*, 33:2, 299-316. (Focuses on Romania).

Easthope, A., Liu, Edgar., Judd, B and Burnley, I. (2015) 'Feeling at home in a multigenerational household: the importance of control', *Housing, Theory and Society*, 32, 2, 151-170.

Ford, J et al (2002) 'Conceptualising the contemporary role of housing in the transition to adult life in England', *Urban Studies*, 39, 13, 2455-467.

Forrest, R. and Yip, N. (2013) *Young People and Housing: Transitions, Trajectories and Generational Fractures*, London: Routledge (331.83 F42, also available as an ebook) – see especially, but not only, chapters 3 and 9. Includes chapters on several different countries.

Giele, J and Elder, G. (1998) , 'Lifecourse research: development of a field', chapter one in Giele and Elder (eds) *Methods of Lifecourse Research: Qualitative and Quantitative Approaches*, Thousand Oaks: Sage (e-book)

Gulbrandsen, L (2015) 'Housing market and family relations in a welfare state', *Critical Housing Analysis*, 2, 1, 74-81 (focuses on Norway).

Heath, S. (2018), 'Siblings, fairness and parental support for housing in the UK', *Housing Studies*, 33, 2, 284-298

- McKee, K. (2012) 'Young people, home ownership and future welfare', *Housing Studies*, 27, 6, 253-62 (UK focus)
- Köppe, S. (2018) 'Passing it on: inheritance, coresidence and the influence of parental support on homeownership and housing pathways', *Housing Studies*, 33, 2, 224-246. (UK focus).
- Lennartz, C and Helbrecht, I. (2018) 'The housing careers of younger adults and intergenerational support in Germany's 'society of renters'', *Housing Studies*, 33, 2, 317-336.
- Resolution Foundation (2018) *A New Generational Contract: The Final Report of the Intergenerational Commission*, London: Resolution Foundation:
<https://www.intergencommission.org/>
- Ronald, R. and Lennartz, C (2018) 'Housing careers, intergenerational support and family relations', *Housing Studies*, 33, 2, 147-159 (provides a comprehensive overview of key issues).
- Ronald, R., Kadi, J and Lennartz, C (2015) 'Home ownership-based welfare in transition', *Critical Housing Analysis*, 2, 1, 52-64 (UK focus).
- Searle, B and McCollum, D (2014) 'Property-based welfare and the search for generational equality', *International Journal of Housing Policy*, 14, 4, 325-43 (UK focus).

Workshop

Please read one of the three highlighted readings (see full references above: either Droua and Ronald, Heath and Calvert or Hoolachan and McKee) before coming to class. The workshop discussion will focus on the issue of intergenerational transfers of resources and family support for housing. In preparation for the workshop please summarise the main argument(s) of your selected article and also consider the following questions:

- how do your housing experiences to date compare with those of your parents/other older relatives? (Ask them if you're not sure!)
- have you or your siblings received support from family members in connection with housing and/or do you/they anticipate doing so in the future? In what ways? (eg monetary support, material support, advice, ability to move back in with family members etc).
- How do family support and state support for housing interact with each other, if at all? (Think: this varies from country to country).
- What are the immediate, medium and longer term consequences of differential access to family support for housing?
- What does your chosen article contribute to these debates?

Session 3 (8 October 2018): Tenure and ontological security

This session will focus on a key debate in housing studies: the relationship between housing tenure and ontological security. Our starting point will be an important distinction between home ownership societies and renter societies, and we will then focus on Peter Saunders's much debated UK-based study from 1990, *A Nation of Homeowners*, in which he argued that home ownership offered the optimum conditions for the attainment of ontological security. We will consider the nature of

his claims and then focus on how relevant they are in the contemporary post-recession housing market.

Required readings

Saunders, P. (1990) *A Nation of Home Owners*, London: Unwin Hyman (Blue 2 - 331.83 S259) – pages 290-304 (extract from chapter 5: 'A home of one's own' – full chapter available on Blackboard as a pdf).

AND any one of the following three articles for our workshop discussion:

Hiscock, R., Kearns, A., MacIntyre, S. and Ellaway, A. (2001) 'Ontological security and psycho-social benefits from the home: qualitative evidence on issues of tenure', *Housing, Theory and Society*, 18 (1–2): 50–66 (based on research in Scotland).

Dupuis, A. & Thorns, D. (1998) 'Home, home ownership and the search for ontological security', *Sociological Review*, 46(1), pp. 24–47 (based on research in New Zealand)

Easthope, H. (2014) 'Making a rental property home', *Housing Studies* 29, 5, 579–596 (based on a comparison of Australia and Germany).

Additional readings

Bone, J and O'Reilly, K (2010) 'No place called home: the causes and social consequences of the UK housing 'bubble'', *The British Journal of Sociology*, 61, 2, 231-55.

Clapham, D (2005) *The Meaning of Housing: A Pathways Approach*, Bristol: Polity Press (e-book): pages 89-104 and 146-151.

Coulter, R (2018) 'Parental background and housing outcomes in young adulthood', *Housing Studies*, 33, 2, 201-223.

Crow, G. (1989) 'The post-war development of the modern domestic ideal', in G.Allan and G.Crow (eds) *Home and Family: Creating the Domestic Sphere*, Basingstoke: Palgrave Macmillan ((306.8 A2).

Desmond, M. (2016) *Evicted: Poverty and Profit in the American City*, London: Penguin Books.

Devine, F and Heath, S (1999) *Sociological Research Methods in Context*, Basingstoke: Macmillan – chapter 5 'Housing: Saunders' 'A Nation of Homeowners' (307 D73) – this is a methodological critique of Saunders' study.

Fitzpatrick, S and Pawson, H (2014) 'Ending security of tenure for social renters: transitioning to 'ambulance service' social housing?', *Housing Studies*, 29, 5, 597-615.

Forrest, Ray and Murie, Alan, (1995) *Housing and Family Wealth: Comparative International Perspectives*, London: Routledge - Chapter 4, 'Accumulating evidence: housing and family wealth in Britain'.

Gurney, C (1999) 'Pride and prejudice: discourses of normalisation in public and private accounts of home ownership', *Housing Studies*, 14, 2, 163-83.

Gurney, C. (1999) 'We've got friends who live in council houses': power and resistance in home ownership', in J. Hearn and S. Roseneil (eds.) *Consuming Cultures: power and resistance*. Basingstoke: Macmillan.

- Hodkinson, S and Robbins, G (2013) 'The return of class war conservatism? Housing under the UK Coalition Government', *Critical Social Policy*, 33, 1, 57-77
- Lutherova, S (2014) 'Sweet property o'mine', *Home Cultures*, 11,1, 79-102.
- McKenzie, L (2015) *Getting By: Estates, Class and Culture in Austerity Britain*, Bristol: Policy Press (available as an e-book and hard copies in the library)
- Mee, K (2007) 'I ain't been to heaven yet? Living here, this is heaven to me': Public housing and the making of home in Inner Newcastle', *Housing, Theory and Society*, 24:3, 207-228.
- Moffatt, S., Lawson, S., Patterson, R., Holding, E., Dennison, A., Sowden, S., and Brown, J. (2016) 'A qualitative study of the impact of the Bedroom Tax', *Journal of Public Health*, 38, 2, 197-205.
- Murie, A and Williams, P (2015) 'A presumption in favour of home ownership? Reconsidering housing tenure strategies', *Housing Studies*, 30, 5, 656-76.
- Reid, C.K. (2017) 'Financialisation and the sub-prime subject: the experiences of homeowners during California's housing boom', *Housing Studies*, 32, 6, 793-815.
- Rowlands, R and Gurney, C (2001) 'Young people's perceptions of housing tenure: a case study in the socialisation of tenure prejudices', *Housing, Theory and Society*, 17, 121-30.
- Saunders, P. (1984) 'Beyond housing classes: the sociological significance of private property rights in means of consumption' *International Journal of Urban and Regional Research*, 8, 2, 202
- Saunders, P (1989) 'The meaning of 'home' in contemporary English culture', *Housing Studies*, 4, 3, 177-92.
- Saunders, P (2016) *What went Wrong with Home Ownership in Britain and How to Start Putting it Right*, London: Civitas – link from Blackboard (<http://www.civitas.org.uk/publications/restoring-a-nation-of-home-owners/>)
- Stephens, M and Stephenson, A (2016) 'Housing policy in the austerity age and beyond', in M.Fenger, J. Hudson and C.Needham (eds) *Analysis and Debate in Social Policy, 2016: Social Policy Review 28*, Bristol: Policy Press – available as an ebook via the library.
- Waldron, R and Redmond, D (2016) '"We're just existing, not living!" Mortgage stress and the concealed costs of coping with crisis', *Housing Studies*, 32, 5, 584-612.
- Watt, P. (1996) 'Social stratification and housing mobility', *Sociology*, 30, 3, 533-50.

Workshop

Please read one of the three highlighted readings before coming to class (Hiscock et al, Dupuis and Thorne, or Easthope). The workshop discussion will focus on arguments concerning the link between ontological security and housing tenure. In preparation for the discussion summarise the main argument(s) of your chosen paper and consider your responses to the following questions:

- What is ontological security and how has this concept been applied specifically to housing?
- What is the presumed link between ontological security and housing tenure?
- What contribution does your chosen article make to these debates?

- How do these ideas relate to your own experiences of housing, including your experiences of student housing? And to your future housing expectations?

Session 4 (15th October 2018): Conceptualising and critiquing home

What do we mean when we talk about 'home'? Saunders' work and that of his critics opened up an important discussion about the link between housing, home and ontological security. In this session we will further unpack the concept of 'house-as-home' and its ambiguities, and will explore some of the often taken for granted understandings of home, not least the conflation of home and family. We will also be welcoming Dr Ruth Webber as a guest lecturer, who will speak about her recent research on migrants' experiences of home and how their sense of home relates to the objects, people and places in their lives. Dr Webber will then lead a workshop on our own understandings of home, for which you are requested to bring along to the session an object or a photograph which you feel speaks to your own understanding of what and where home is.

Required reading

Blunt, A and Dowling, R. 2006) *Home*, London: Routledge (910.11 B95) – chapter 3, 'Residence: house-as-home' (ebook).

AND any one of the following readings for the workshop discussion:

Ahmed, S. (1999) 'Home and away: Narratives of migration and estrangement', *International Journal of Cultural Studies*, 2, 3, 329-347

Hammond, L. (2004) *This place will become home: refugee repatriation to Ethiopia*. Ithaca ; London: Cornell University Press – Chapter 3, 'A Patchwork of Emplacements' Ithaca ; London: Cornell University (325.26 H2, also available online as an ebook)

Rabikowska, M. (2010) 'The ritualisation of food, home and national identity among Polish migrants in London'. *Social Identities*, 16, 3, 377-398.

Additional readings

Allen, G and Crow, G (eds) (1989) *Home and Family: Creating the Domestic Sphere*, Basingstoke: Macmillan (306.8 A2)

Atkinson, R and Blandy, S (2017) *Domestic Fortress: Fear and the New Home Front*, Manchester: Manchester University Press (309.73 A121) – chapter 3, 'A shell for the body and mind' (available as a pdf on Blackboard).

Atkinson, R and Jacobs, K (2016) *House, Home and Society*, Basingstoke: Palgrave Macmillan – chapter 4, 'The household, gender and sexuality'.

Blunt, A and Dowling, R. 2006) *Home*, London: Routledge (910.11 B95) – the entire book is worth reading, including the chapter on transnational homes.

Boccagni, P. (2017) *Migration and the Search for Home: Mapping Domestic Space in Migrants' Everyday Lives*. Springer (325.B91 Kantorowich Library, also available as an ebook).

- Chapman, T and Hockey, J (eds) (1999) *Ideal Homes? Social Change and Domestic Life*, London: Routledge. (301 C282)
- Clapham, D (2005) 'Houses and homes', chapter 5 of *The Meaning of Housing: A Pathways Approach*, Bristol: Polity Press (e-book)
- Delap, L (2011) 'Housework, housewives and domestic workers: twentieth century dilemmas of domesticity', *Home Cultures*, 8, 2, 189-209.
- Douglas, M. (1991) 'The idea of a home: A kind of space', *Social Research* 58(1), 287-307.
- Easthope, H. (2004) 'A place called home', *Housing, Theory and Society*, 21, 3, 128-38.
- Gorman-Murray, A (2007) 'Reconfiguring domestic values: meanings of home for gay men and lesbians', *Housing, Theory and Society*, 24, 3, 229-46.
- Hamlett, J. (2010) *Material Relations: Domestic Interiors and Middle-Class Families in England, 1850-1910*, Manchester: Manchester University Press – see especially, but not only, chapter 1 'Inside middle-class homes: the limits of privacy' (747 H213)
- Hayden, D (1981) *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighbourhoods and Cities*, MIT Press (396.6 H1) – chapter 1 'The grand domestic revolution' – available as a pdf on Blackboard.
- James, A. (2013) 'Home talk: girls talking about family togetherness', *Home Cultures*, 10, 3, 315-28.
- Johnston, L. & Valentine, G. (1995) 'Wherever I lay my girlfriend, that's my home: the performance and surveillance of lesbian identities in domestic environments' in D. Bell & G. Valentine (eds), *Mapping Desire: Geographies of Sexualities*, London: Routledge (136.1 B58)
- Madigan, R., Monroe, M and Smith, S (1990) 'Gender and the meaning of home', *International Journal of Urban and Regional Research*, 14, 4, 625-47.
- Madigan, R and Monroe, M (1991) 'Gender, house and home: social meanings and domestic architecture in Britain', *The Journal of Architectural and Planning Research*, 8, 2, 116-32.
- Madigan, R and Monroe, M (1999) 'The more we are together': domestic space, gender and privacy', in T.Chapman and J.Hockey (eds) *Ideal Homes? Social Change and Domestic Life*, London: Routledge. (301 C282)
- Mallett, S. (2004) 'Understanding home: A critical review of the literature', *Sociological Review*, 52, 1, 62–89
- Morgan, D (1996) *Family Connections: An Introduction to Family Studies*, Polity Press – chapter 8, 'Home' (321.1 M136) – available as a pdf on Blackboard.
- Saunders, P (1990) *A Nation of Home Owners*, London: Unwin Hyman (Blue 2 - 331.83 S259) – pages 304-313, 'A woman's place?' (extract from chapter 5: 'A home of one's own' – full chapter available on Blackboard as a pdf).
- Saunders, P and Williams, P (1988) 'The constitution of the home: Towards a research agenda', *Housing Studies*, 3, 2, 81-93.
- Scott, P (2013) *The Making of the Modern British Home: The Suburban Semi and Family Life Between the Wars*, Oxford: OUP (323.353 S4 and an ebook)
- Scott, S (2009) *Making Sense of Everyday Life*, Cambridge: Polity Press – chapter 4, 'Home' (301 S433) - available as pdf via Blackboard.
- Tolia-Kelly, D.P. (2006) 'A journey through the material geographies of diaspora Cultures: Four modes of environmental memory' in: Burrell, K. & Panayi, P. (eds.) *Histories and Memories: Migrants and their History in Britain*. London :

- Tauris Academic Studies. pp. 149 - 171 (325.1 B4) (Available as a pdf on Blackboard).
- Tolia-Kelly, D.P. (2010) *Landscape, Race and Memory: Material Ecologies of Citizenship*. Farnham : Ashgate Publishing Group (304.20941 TOL) – see especially chapter 5 'Material memories: visual and material cultures in the South Asian home' (available as a pdf on Blackboard).
- Vertovec, S. (2001) 'Transnationalism and Identity'. *Journal of Ethnic and Migration Studies*. 27, 4, pp. 573 – 582.
- Watson, S and Austerberry, H. (1981) 'A woman's place: a feminist approach to housing in Britain', *Feminist Review*, 8, 49–62.
- Watson, S (1986) 'Women and housing or feminist housing analysis?', *Housing Studies*, 1, 1, 1-10.
- Wilson, S., Houmøller, K. and Bernays, S. (2012) "Home, and not some house": Young people's sensory construction of family relationships in domestic spaces', *Children's Geographies*, 10(1): 95-107.

Workshop

The focus of the discussion will be on our own understandings of home. Please bring along to the session an object or a photograph which you feel speaks to your own understanding of *what* and *where* home is. And please read one of the highlighted readings before coming to class. In preparation for the discussion summarise the main argument(s) of your chosen article and consider what it contributes to discussions about the links between a sense of home and the objects, people and places in our lives.

Session 5 (22nd October 2018): No place to call home? Homelessness and its threat

The loss of a home is, according to Atkinson and Jacobs, 'one of the most significant and damaging crises within the range of human experience' (2016: 56). This session will consider some of the ways in which the loss of home can come about, whether in the literal sense of no longer having a physical roof over one's head or in the more psychosocial sense of no longer feeling that your dwelling place offers you a safe haven. In exploring these issues we will also unpack the concept of 'hidden homelessness'.

Required reading

EITHER Atkinson, R and Jacobs, (2016) *House, Home and Society*, Basingstoke; Palgrave Macmillan (331.83 A130) – chapter 5, 'The loss of home'
OR Somerville, P (1992) 'Homelessness and the meaning of home: rooflessness or rootlessness?', *International Journal of Urban and Regional Research*, 16, 4, 529-39.

AND any one of the additional readings listed overleaf which are marked with an asterisk, for the workshop discussions.

Additional readings

- Atkinson, R (2000) 'The hidden costs of gentrification: displacement in central London', *Journal of Housing and the Built Environment*, 15, 4, 307-26
- Bramley, G and Fitzpatrick, S (2017) 'Homelessness in the UK: who is most at risk?' *Housing Studies*, 33, 1, 96-116.
- *Brueckner, M., Green, M and Siggers, S (2011) 'The trappings of home: young homeless people's transitions towards independent living', *Housing Studies*, 26, 1, pp1-16.
- Desmond, M (2016) *Evicted: Poverty and Profit in the American City*, New York: Crown (339.0973 D15).
- Dunne, G., Prendergast, S. and Telford, D. (2002) 'Young, gay, homeless and invisible: a growing population?', *Culture, Health and Sexuality*, Vol. 4, No. 1, pp. 103–15.
- Elliot, J and Pais, J (2006) 'Race, class and Hurricane Katrina: social differences in human responses to disaster', *Social Science Research*, 35, 2, 295-321.
- *Kellett, P and Moore, J (2002) 'Roots to home: homelessness and home-making in contrasting societies', *Habitat International*, 27, 1, 123-41.
- Margaretten, E (2015) *Street Life Under a Roof: Youth Homelessness in South Africa*, Urbana: University of Illinois Press (available as an e-book).
- *McCarthy, L (2018) '(Re)conceptualising the boundaries between home and homelessness: the *unheimlich*', *Housing Studies*, 33:6, 960-985.
- McLaughlin, P (2013) 'Couch surfing on the margins: the reliance on temporary living arrangements as a form of homelessness amongst school-age home leavers', *Journal of Youth Studies*, 16, 4, 521-45.
- Moffatt, S., Lawson, S., Patterson, R., Holding, E., Dennison, A., Sowden, S., and Brown, J. (2016) 'A qualitative study of the impact of the Bedroom Tax', *Journal of Public Health*, 38, 2, 197-205.
- *Parsell, C (2012) 'Home is where the house is: the meaning of home for people sleeping rough', *Housing Studies*, 27, 2, 159-73.
- Power, E (2016) 'Renting with pets: a pathway to housing insecurity?', *Housing Studies*, online first article.
- Teo, P and Chiu, M (2016) 'An ecological study of families in transitional housing: "housed but not homed"', *Housing Studies*, online first article.
- *Tunåker, C (2015) "No place like home? Locating homeless LGBT youth", *Home Cultures*, 12, 2, 241-259
- Valentine, G. Skelton, T and Butler, R (2003) 'Coming out and outcomes: negotiating lesbian and gay identities with, and in, the family', *Environment and Planning D: Society and Space*, 21, 4, 478-99.

Workshop

Please read one of the five additional readings that are marked with an asterisk before coming to class. The workshop discussions will focus on interrogating some of our taken for granted assumptions concerning various dimensions of the concept of home. In preparation for the workshop, please write a summary of the main argument(s) of your chosen article and also consider your responses to the following questions:

- What key features appear to define home in the specific case studies explored in your chosen reading? And/or what features negate a sense of home?
- How, in your chosen article, do notions of home, homeliness and unhomeliness relate to physical dwelling space?
- What do your answers imply for a more complex understanding of the concept of home than one that equates home with housing/a roof over one's head?

**READING WEEK: 29th OCTOBER TO 2ND NOVEMBER:
NO LECTURE THIS WEEK**

Session 6 (5 November 2018): House, home and consumption: the aesthetics of housing

This session will focus on the sensory, aesthetic and spatial aspects of domestic life and how they contribute to creating homely or unhomely atmospheres. Following on from Ruth Webber's guest lecture in week 4 (when we considered the links between material objects and a sense of home), we will also focus on the home as a major site of consumption and will consider contrasting sociological approaches to understanding the relationship between the home, material culture and consumption practices.

Required reading

Woodward, I (2007), *Understanding Material Culture*, London: Sage – chapter 1, 'The Material as Culture. Definitions, Perspectives, Approaches' - there is a pdf of this chapter available here: <https://uk.sagepub.com/en-gb/eur/understanding-material-culture/book225857#resources> (accessible via the 'preview' tab).

AND Rosenberg, B (2005) 'Scandinavian dreams: DIY, democratisation and IKEA', *Transformations*, 11, article 2 (online journal): http://www.transformationsjournal.org/issues/11/article_02.shtml

Additional readings

Bachelard, G. (1969, 1994) *The Poetics of Space*, Boston: Beacon Books.

Back, L (2015) 'Why everyday life matters: class, community and making life livable', *Sociology*, 49, 5, 8320-36.

Chapman, T (1999) 'Stage sets for ideal lives: images of home in contemporary show homes', in T.Chapman and J.Hockey (eds) *Ideal Homes? Social Change and Domestic Life*, London: Routledge. (301 C282)

Cieraad, I (ed) (2006) *At Home: An Anthropology of Domestic Space*, Syracuse University Press (Blue 4: 728 C66) – see in particular, but not only, chapters 5, 6, 11 and 12.

Cieraad, I (2010) 'Homes from home: memories and projections', *Home Cultures*, 7, 1, 85-102.

- Clarke, A (2001) 'The aesthetics of social aspiration', in D. Miller (ed) *Home Possessions: Material Culture Behind Closed Doors*, Berg (available as an e-book).
- Costa Santos, S., Bertolino, N., Hicks, S., Lewis, C. and May, V. (2019) *Home and Community: Lessons from a Modernist Housing Estate*, London: Routledge, chapter 3 'Spatial home-making in Claremont Court: Negotiating the ideal modern home' (available as an ebook).
- Daniels, I (2001) 'The 'untidy' Japanese house', in D. Miller (ed) *Home Possessions: Material Culture Behind Closed Doors*, Berg (available as an e-book).
- Daniels, I (2011) *The Japanese House: Material Culture in the Modern Home*, Oxford: Berg.
- Gregson, N. (2011) *Living with Things: Ridding, Accommodation, Dwelling*, Sean Kingston. (306.3 G11)
- Gregson, N and Crewe, L (2003) *Second-Hand Cultures*, Oxford: Berg (380.12 G78).
- Heath, S., Davies, K., Edwards, G and Scicluna, R. (2018) *Shared Housing, Shared Lives; Everyday Experiences across the Lifecourse*, London: Routledge (331.83 H244) – chapter 5 'The spatial organisation of shared living'.
- Hingley, L (2013) 'Unmade beds', *Home Cultures*, 10, 1, 63-74.
- Hurdley, R (2006) 'Dismantling mantelpieces: narrating identities and materialising culture in the home', *Sociology*, 40, 4, 717-733.
- Jørgensen, C (2016) 'The space of the family: emotions, economy and materiality in homeownership', *Housing, Theory and Society*, 33,1, 98-113.
- Mackay, M and Perkins, H (2016) 'The globalising world of DIY house improvement: interpreting a cultural and commercial phenomenon', *Housing Studies*, online first article.
- Mackay, M and Perkins, H. (2017) 'DIY dreams and the potential of home', *Housing, Theory and Society*, Online first article.
- Madigan, R and Monro, M (1996) "House beautiful": style and consumption in the home", *Sociology*, 30, 1, 41-57.
- Miller, D. (2001) *Home Possessions: Material Culture Behind Closed Doors*, Berg (available as an e-book) – especially but not only chapters 2, 6 and 10.
- Miller, D (2009) *The Comfort of Things*, Cambridge: Polity. (306.4 M10)
- Miller, D (2013) *Stuff*, Cambridge: Polity (339.4 M68 and available as an e-book) chapter 2 or 3 ('Theories of things' or 'Houses: accommodating theories')
- Pahl, K (2012) 'Every object tells a story: intergenerational stories and objects in the homes of Pakistani heritage families in South Yorkshire, UK', *Home Cultures*, 9, 3, 303-27.
- Pink, S (2004) *Home Truths: Gender, Domestic Objects and Everyday Life*, Oxford: Berg (396.6 P18).
- Rosenberg, B (2011) 'Home improvement: domestic taste, DIY and the property market', *Home Cultures*, 8, 1, 5-23.
- Silva, E and Wright, D (2009) 'Displaying desire and distinction in housing', *Cultural Sociology*, 3, 1, 31-50.
- Woodward, I (2007), *Understanding Material Culture*, London: Sage – chapter 8, 'Material culture, narratives and social performance: objects in context'.

Workshop

In preparation for the workshop, please read Rosenberg's 2005 article on IKEA ('Scandinavian dreams: DIY, democratisation and IKEA') and summarise his main

arguments. Please also skim through the current IKEA catalogue with a particular focus on the 'feature stories' which address the nature of the contemporary home as represented by IKEA. You can read the catalogue online via this link:

<http://www.ikea.com/gb/en/customer-service/catalogue-and-brochures/>

Please consider your responses to the following questions:

- According to Rosenberg, in what senses might IKEA serve as a metaphor for explaining recent socio-cultural change?
- How successful is IKEA in fusing 'the elitism of design with its mass cultural branded image'.
- What is the relationship between housing, furnishings and lifestyle in popular culture and how does this relate to postmodern theories of consumption?
- How is the contemporary home represented in the most recent IKEA catalogue and how might this relate to Rosenberg's ideas of 'IKEA-as-metaphor'?

Session 7 (12 November 2018): Alternative forms of housing consumption: shared and communal living arrangements

Within societies dominated by privatised notions of housing, home and domesticity, living with people to whom you are unrelated rather than with family members is a relatively unusual living arrangement, except during young adulthood when shared living is common. This session focuses on communal forms of housing and housing consumption, most notably in the form of intentional communities, squats, shared housing co-operatives and cohousing. We will consider some of the sociological challenges posed by communal living arrangements and will explore the nature of relationships which emerge in such living arrangements. We will then consider the most recent manifestation of communal living, known as 'co-living'.

Required reading

Heath, S., Davies, K., Edwards, G and Scicluna, R. (2018) *Shared Housing, Shared Lives: Everyday Experiences Across the Lifecourse*, London: Routledge - chapter 2 'Shared living and domestic intimacy: the challenges of sharing' (331.83 H244) – chapter available as a pdf on Blackboard.

AND

Jarvis H. (2013) 'Against the tyranny of single-family dwelling: insights from Christiana at 40', *Gender, Place and Culture* 2013, 20, 8, 939-959

Additional readings

Abrams, P., McCulloch, A., Abrams, S. and Gore, P. (1976) *Communes, Sociology and Society*. Cambridge: Cambridge University Press – see in particular chapters 1 and 2 (chapter 2 is available as a pdf on Blackboard) (323.35 A4)

- Brint, S (2001) 'Gemeinschaft revisited: a critique and reconstruction of the community concept', *Sociological Theory*, 19, 1-23.
- Chapman, T., Hockey, J and Wood, m (1999) 'Daring to be different? Choosing an alternative to the ideal home', in T.Chapman and J.Hockey (eds) *Ideal Homes? Social Change and Domestic Life*, London: Routledge. (301 C282).
- Cook, M (2014) *Queer Domesticities: Homosexuality and Home Life in Twentieth-Century London*, Basingstoke: Palgrave – ch 7 "Gay Times": the Brixton squatters' (available as a pdf on Blackboard).
- Hayden, D (1981) *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighbourhoods and Cities*, MIT Press (396.6 H1) – chapter 11 'Homes without kitchens and towns without housework'.
- Heath, S (2004) 'Peer-shared households, quasi-communes and neo-tribes', *Current Sociology*, 52, 2, 161-179.
- Heath, S and Kenyon, E (2001) 'Single young professionals and shared household living', *Journal of Youth Studies*, 4, 1, 83-100.
- Jarvis, H (2011) 'Saving space, sharing time: integrated infrastructures of daily life in cohousing', *Environment and Planning A*, 43, 560-77.
- Jarvis, H. (2015)'Towards a deeper understanding of the social architecture of cohousing: evidence from the UK, the USA and Australia', *Urban Research and Practice* 2015, 8, 1, 93-105.
- Kanter, R. (1972) *Commitment and Community: Communes and Utopias in Sociological Perspective*, Harvard: Harvard University Press.
- Kearns, K. (1981) 'Urban squatter strategies: social adaptation to housing stress in London', *Urban Life*, 10, 2, 123-53.
- Kenyon, E and Heath, S (2001) 'Choosing This Life: Narratives of choice amongst house sharers', *Housing Studies*, 16, 5, 619-35. (39)
- Laviolette, P. (2008). 'A matter of 'co-opportunism': (in)alienability in London social housing', *City and Society*, 20(1), 130–149.
- Miller, T (1999) *The 60s Communes: Hippies and Beyond*, New York: Syracuse University Press.
- Procupez, V. (2008). 'Beyond home: forging the domestic in shared housing', *Home Cultures*, 5(3), 327-348.
- Rigby, A (1974) *Alternative Realities: A Study of Communes and their Members*, London: Routledge and Kegan Paul.
- Shenker, B. (1986) *Intentional Communities: Ideology and Alienation in Communal Societies*, London: Routledge – see chapter 1 in particular
- Studio Weave (2018) *Living Closer: The Many Faces of Cohousing* – link from Blackboard.
- Vaizey, S (2007) 'Structure, culture, and community: the search for belonging in 50 urban communes', *American Sociological Review*, 72, 851-73.
- Williams, J (2005b) 'Designing neighbourhoods for social interaction: the case of cohousing', *Journal of Urban Design*, 10, 2, 195-227.

Workshop

In preparation for this workshop, please read the two required readings. As you read, think about the following discussion points:

- What are the key distinctions between home and family life in communal contexts compared with nuclear family living in 'ordinary' houses?

- What are the sociological challenges posed by communal living?
- What are some of the broader societal challenges that might be addressed by communal living?

Session 8 (19th November 2018): Young people and housing: the rise of Generation Rent

Over the last few decades, young people's housing transitions have changed quite dramatically. This session will provide an overview of changing patterns in young people's housing transitions, with an initial focus on the UK. The massification of higher education has led to more young people leaving home for the first time to go to university. In turn, greater numbers of young people are experiencing shared housing both as students and beyond, or experiencing returns to the parental home when other options are unavailable. Home ownership is increasingly elusive and reliance on the private rented sector is widespread - hence the epithet 'Generation Rent'. In the workshop we will consider the changing nature of housing transitions for young people outside of the UK.

Required reading

Hoolachan, J., McKee, K., Moore, T, and Soaita, A (2017) "Generation rent" and the ability to 'settle down': economic and geographical variation in young people's housing transitions', *Journal of Youth Studies*, 20, 1, 63-78.

AND

Any of the readings listed under the section headed 'Additional readings on young people's housing pathways *outside of the UK*'.

Additional readings on young people's housing pathways in the UK

Berrington, A and Stone, J (2014) 'Young adults' transitions to residential independence: the role of social and housing policy', in L.Antonucci, M.Hamilton and S.Roberts, S. (eds) *Young People and Social Policy in Europe: Dealing with Risk, Inequality and Precarity in Times of Crisis*, Basingstoke: Palgrave Macmillan (ebook).

Clapham, D., P. Mackie, S. Orford, I. Thomas, and K. Buckley (2014) "The housing pathways of young people in the UK." *Environment and Planning A* 46 (8): 2016–2031.

Coulter, R. (2018). 'Parental background and housing outcomes in young adulthood', *Housing Studies*, 33, 2, 201-223.

Druta, O and Ronald, R (2017) 'Young adults pathways into homeownership and the negotiation of intra-family support: a home, the ideal gift', *Sociology*, 51, 4, 783-799.

Ford, J et al (2002) Conceptualising the contemporary role of housing in the transition to adult life in England, *Urban Studies*, 39, 13, 2455-467.

Forrest, R. and Yip, N. (2013) *Young People and Housing: Transitions, Trajectories and Generational Fractures*, London: Routledge (331.83 F42) – see especially, but not only, chapters 1 and 4

- Heath, S (2008) *Housing Choices and Issues for Young People in the UK*, York: Joseph Rowntree Foundation (link from Blackboard).
- Heath, S and Calvert, E (2013) 'Gifts, loans and intergenerational support for young adults', *Sociology*, 47, 6, 1120-35.
- Holdsworth, C. (2006) 'Don't you think you're missing out, living at home?' Student experiences and residential transitions', *Sociological Review*, 54, 3, 485-519.
- Lewis, J., West., Roberts, J., and Noden, P (2016) 'The experience of co-residence: young adults returning to the parental home after graduation in England', *Families, Relationships and Societies*, 5 (2) pp. 247-262.
- Munro, M and Livingston, M (2012) 'Student Impacts on urban neighbourhoods: policy approaches, discourses and dilemmas', *Urban Studies* 49, 8, 1679–1694.
- Roberts, J., Noden, P., West, A and Lewis, J. (2016) 'Living with the parents: the purpose of young graduates' return to the parental home in England', *Journal of Youth Studies*, 19, 3, 319-337.
- Roberts, S. (2013) 'Youth studies, housing transitions and the 'missing middle': time for a rethink', *Sociological Research Online*, 18, 3, 11.
- Rugg, J., Ford, J. and Burrows, R. (2004) 'Housing advantage? The role of student renting in the constitution of housing biographies in the United Kingdom', *Journal of Youth Studies*, 7, 1, 19–34.
- Rugg, J and Quilgars, D (2015) 'Young people and housing: a review of the present policy and practice landscape', *Youth and Policy*, 114, 5-16.

Additional readings on young people's housing pathways outside of the UK

- Arundel, R and Ronald, R (2016) 'Parental co-residence, shared living and emerging adulthood in Europe: semi-dependent housing across welfare regime and housing system contexts', *Journal of Youth Studies*, 19:7, 885-905.
- Berngruber, A. (2015) 'Generation boomerang' in Germany? Returning to the parental home in young adulthood, *Journal of Youth Studies*, 18, 10, 1274-1290.
- Campos, B., Yiu, C., Shen, J, Liao, K and Maing, M (2016) 'The anticipated housing pathways to home ownership of young people in Hong Kong', *International Journal of Housing Policy*, online first article.
- Deng, W, Hoekstra, J and Elsinga, M (2016) 'The changing determinants of homeownership amongst young people in urban China', *International Journal of Housing Policy*, online first.
- Forrest, R. and Yip, N. (2013) *Young People and Housing: Transitions, Trajectories and Generational Fractures*, London: Routledge (331.83 F42) – see chapters on other national contexts.
- Forrest, R & Xian, S (2017) 'Accommodating discontent: youth, conflict and the housing question in Hong Kong', *Housing Studies*, 33, 1, 1-17
- Hochstenbach, C and Boterman, W (2015) 'Navigating the field of housing: housing pathways of young people in Amsterdam', *Journal of Housing and the Built Environment*, 30, 257-274.
- Lennartz, C, Arundel, R and Ronald, R. (2015) 'Younger adults and homeownership in Europe through the global financial crisis', *Population, Space and Place*, online first article.

- Lennartz, C and Helbrecht, I. (2018) 'The housing careers of younger adults and intergenerational support in Germany's 'society of renters'', *Housing Studies*, 33, 2, 317-336.
- Mandic, S. (2008) 'Home-leaving and its structural determinants in Western and Eastern Europe: an exploratory study', *Housing Studies*, 23, 4, 615-637.
- Moreno Minguez, A (2016) 'Economic crisis and the new housing transitions of young people in Spain', *International Journal of Housing Policy*, 16, 2 165-183.

Workshop

In preparation for this workshop, please read the piece by Hoolachan et al (2017) AND any one of the readings listed in the section above ('Additional readings on young people's housing pathways *outside of the UK*'). Please consider your responses to the following questions:

- What similarities and differences are there in young people's housing pathways in the UK and in your chosen country?
- What are the key factors influencing housing pathways in your chosen country?
- How useful is it to draw comparisons between young people's housing pathways in different countries in this way?

Session 9 (26 November 2018): Housing in later life

Having considered a range of issues to do with housing in young adulthood, our focus in this session will be on housing and home in later life. We will consider some of the key features of housing pathways in later life, including contemporary debates about 'ageing in place' and age-specific housing developments, such as retirement villages and sheltered housing, as well as debates about downsizing and 'the hoarding of housing' by older generations. Dr Camilla Lewis will also be giving a guest lecture on various aspects of ageing in place, firstly through referring to her research on urban regeneration in East Manchester and its impacts on older residents, and then through talking about 'Homeshare', a scheme that seeks to facilitate ageing in place through bringing together older and younger generations to live together in the same dwelling.

Required reading

Means, R (2007) 'Safe as houses? Ageing in place and vulnerable older people in the UK' *Social Policy & Administration*, 41, 1, 65-85.

AND for the workshop discussion:

Park and Ziegler (2016) 'A home for life? A critical perspective on housing choice for 'downsizers' in the UK', *Architecture, Media, Politics, Society*, 9, 2, 1-21.

Additional readings

Bohle, P et al (2013) 'Housing choice in retirement; community versus separation', *Housing Studies*, 29, 1, 108-27.

- Clapham, D (2005) 'Housing pathways in later life', chapter 8 of *The Meaning of Housing: A Pathways Approach*, Bristol: Polity Press (e-book).
- Clough, R., Leamy, M., Miller, V and Bright, L (eds) (2004) *Housing Decisions in Later Life*, Basingstoke: Palgrave Macmillan (362.6 C98)
- Coleman, T., Kearns, R and Wiles, J (2015) 'Older adults' experiences of home maintenance issues and opportunities to maintain ageing in place', *Housing Studies*, 31, 8, 964-83.
- Evans, S. (2009) *Community and Ageing: Maintaining Quality of Life in Housing with Care*, Bristol: Policy Press (e-book) – see especially but not only chapters 4 and 6.
- Ewart, I and Luck, R (2013) 'Living from home: older people looking beyond the house', *Home Cultures*, 10, 1, 25-42.
- Fairhurst, E (1999) 'Fitting a quart into a pint pot: making space for older people in sheltered housing', in T.Chapman and J.Hockey (eds) *Ideal Homes? Social Change and Domestic Life*, London: Routledge. (301 C282).
- Fox O'Mahony, L & Overton, L (2015) 'Asset-based welfare, equity release and the meaning of the owned home', *Housing Studies*, 30, 3, 392-412.
- Glass, A (2013) 'Lessons learnt from a new elder cohousing community', *Housing Studies*, 27, 4, 348-68.
- Glass, A and Skinner, J (2013) 'Retirement communities: we know what they are... or do we?', *Housing Studies*, 27, 1-2, 61-88.
- Gurney, C and Means, R (1993) 'The meaning of home in later life', in S Arber and M Evandrou (eds) *Ageing, Independence and the Life Course*, Jessica Kingsley (362.6 A87).
- Hillcoat-Nalletamby, S and Ogg, J. (2013) 'Moving beyond 'ageing in place': older people's dislikes about their home and neighbourhood environments as a motive for wishing to move', *Ageing and Society*, 34, 10, 1771-96.
- Hockey, J (1999) 'The ideal of home: Domesticating the institutional space of old age and death', in T.Chapman and J.Hockey (eds) *Ideal Homes? Social Change and Domestic Life*, London: Routledge. (301 C282).
- Lewis, Camilla. (2016) "'Regenerating community'? Urban change and narratives of the past." *The Sociological Review* 64, 4, 912-928.
- Lewis, C. (2017) Turning houses into homes: Living through urban regeneration in East Manchester. *Environment and Planning A*, 49(6), pp.1324-1340.
- Leyerzapf, H., Visse, M., De Beer, A. and Abma, T (2016) 'Gay-friendly elderly care: creating space for sexual diversity in residential care by challenging the hetero norm', *Ageing and Society*, 38, 2, 352-377.
- Lundgren, E (2000) 'Homelike housing for elderly people? Materialised ideology', *Housing, Theory and Society*, 17, 3, 109-20.
- Petersen, M and Minnery, J (2012) 'Understanding daily life of older people in a residential complex: the contribution of Lefebvre's social space', *Housing Studies*, 28, 6, 822-44.
- Severinsen, C., Breheny, M and Stephens, C (2016) 'Ageing in unsuitable places', *Housing Studies*, 31, 6, 714-28.
- Stones, D., & Gullifer, J. (2016). 'At home it's just so much easier to be yourself': older adults' perceptions of ageing in place. *Ageing & Society*, 36(3), 449-481
- van Steenwinkel, I., Baumers, S and Heylighen, A. (2012) 'Home in later life: a framework for the architecture of home environments', *Home Cultures*, 9, 2, 195-217.

- Warnes, A and Cranes, M (2010) 'The causes of homelessness amongst older people in England', *Housing Studies*, 21, 3, 401-21.
- Westwood, S (2015) 'We see it as being heterosexualised, being put into a care home': gender, sexuality and housing care preferences among older LGB individuals in the UK', *Health and Social Care in the Community*, 24, 6, 155-63.
- Wiles, J.L., Leibing, A., Guberman, N., Reeve, J. and Allen, R.E., (2012) 'The meaning of "aging in place" to older people', *The Gerontologist*, 52(3), pp.357-366.

Workshop

In preparation for this workshop, please read the article by Park and Ziegler (2016) and summarise its main arguments. As you read, think about the following discussion points:

- How do discourses of 'ageing in place' and 'downsizing' relate to each other? Can they co-exist? If not, why not?
- What sorts of factors affect decisions to downsize and how do they relate to the view of housing as a intragenerational issue?
- How does tenure and asset wealth affect the decision (not to mention the ability) to downsize?
- Is it reasonable to expect older people to downsize?
- What do you think of Park and Ziegler's recommendations?

Session 10 (3 December 2018) Revision session

This final session will consider the key themes covered in the unit and will also provide guidance on how to prepare for the exam. The 'seen' question will also be given to students in this session and advice given on how to approach it.

2C. ASSIGNMENTS AND ASSESSMENTS

This unit has the following assignments and assessments:

- One compulsory non-assessed essay plan (10% penalty for non-submission)
- One 3000 word assessed essay related to topics covered in weeks 1-5 (50% of total mark)
- One two hour unseen examination at the end of the course (50% of total mark)

Non-assessed essay plan

You are expected to produce a *non-assessed* essay plan by **Tuesday 6th November 2018** to help you prepare for the 3000-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 (no more than 1 side of A4)
- 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.

Please note: you will not be given a mark for your plan, nor will it contribute in any way to the mark you will be awarded for your actual essay (although **there will be a 10% penalty if you do not submit a plan**). You will receive written comments on your ideas, as well as suggestions for how you might develop them further. This will allow you to judge your understanding of course material, and give you some preliminary feedback on your essay plan.

Assessed Essay (3,000 words) (50% of module mark): due in on Thursday 29th November, by 2pm

Essay titles

You are required to choose one of the following essay titles (all related to ideas introduced in weeks 2 to 5):

1. In what ways is housing an intergenerational issue, and with what consequences for intergenerational relations? Include examples from more than country.
2. Critically assess Saunderson's contention that home owners are more likely to experience ontological security than renters, making sure to distinguish between renters in the private rented sector and renters in social housing.
3. What makes a house a home?
4. To what extent, if at all, are the concepts of *rooflessness* and *homelessness* synonymous?

FAQS ON ESSAYS

Q. Is there any flexibility in relation to these titles?

A. Yes! I am open to the negotiation of alternative titles or the tailoring of the set titles to reflex your own research interests, as long as they are related to themes covered in the first five sessions. Talk to Sue Heath asap if you wish to negotiate an alternative or tailored title.

Q. How many references should I use in writing my essay?

A. You are expected to refer to at least 5 academic references, by which I mean journal articles, books, and chapters in edited collections, in addition to any official reports and sources of statistical evidence which you might wish to include. As a general rule, the wider you read and, importantly, *critically engage with your reading*, the better your essay is likely to be.

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 they are relatively up to date and that they are sociological in nature: if in doubt, ask Sue Heath.

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 (eg. 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 29th November 2018**.

Q. How long should it be?

A. Your essay must be no longer or shorter than 3000 words plus or minus 10%: in other words it must be between 2700 and 3300 words (excluding the bibliography). **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.**

Q. Will I be allowed an extension if I need one?

A. Extensions may be granted 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. A Mitigating Circumstances Form must be submitted *before the due date of the assessed work*. Students are advised to refer to the University's Policy on Mitigating Circumstances (available on the student intranet) for what constitutes grounds for mitigation. If a Mitigating Circumstances Form is submitted after the due date then good reason must be given for the delay.

Q. Can I submit my coursework via email?

A. No. You must submit your coursework via Blackboard.

Coursework submission

The deadline for the assessed essay is **Thursday 29th November, by 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 above and on page 1 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.

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.

End of semester exam (50% of mark)

The final exam will be based on the material covered in lectures 6 to 9, and will also include a seen synoptic question relating to broad course themes, for which you will be able to draw on material covered in the first part of the course should you wish (including material linked to your assessed essay). The seen question will be given to you in the final week of the course to allow you to prepare your answer in advance. You will have a choice of six exam questions and must answer any two of them. In preparing for the exam, make sure you read widely around your chosen topics, including key readings, but also making extensive use of additional readings listed in

the course handout (essential!) and that you are able to refer to specific research examples to illustrate your arguments. 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 notes on 'topic x'
- Unpick the question's constituent parts
- Avoid generalisations and use evidence
- Refer to relevant writers by name

Further details of the exam and how best to revise for it will be covered in the final session of the semester. Sample exam questions will be made available towards the end of the unit.

3. FEEDBACK

The School of Social Sciences is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate fora is it possible for us to feed *back* on the *student's work*.

Feedback on non-assessed essay plan: you will receive written feedback on your plan from Sue Heath, and will also have the opportunity to discuss this feedback with her in person on either **the afternoon of Monday 19th November or the morning of Tuesday 20th November**.

Feedback on the assessed essay: individual feedback will be provided **via Blackboard on Thursday 20th December**. Sue Heath will be available to meet with students wishing to discuss their feedback in person after the Christmas vacation on **Tuesday 8th January**.

Feedback on the end of semester exam: generic feedback on the exam will be provided in the form of a summary of overall performance, common strengths and weaknesses etc. Students are also free to meet with Sue Heath to discuss their individual performance.

Students will get informal verbal feedback throughout the course within tutorials.

We also draw your attention to the variety of generic forms of feedback available to you on this as on all SOSS courses. These include: meeting the lecturer/tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); presenting a question on the discussion board on Blackboard; and obtaining feedback from your peers during tutorials.

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 of lectures and tutorials;
- At least 3 hours reading the Key Readings;
- 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.

Workshop Preparation

Workshops 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 Workshop Guide for each course, undertake the required workshop preparation, and bring all relevant materials (copies of the Key Reading, your notes on the Key Reading, your responses to the discussion questions etc.) to every tutorial. **It is not acceptable to attend a workshop 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, as a courtesy to the lecturer and your fellow students. 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 lecture because of illness or other good reason you should notify Sue Heath **and** your Programme Administrator in advance if possible. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to your 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.

Course Readings

There is a 'Required Reading' identified for each lecture and a set reading for each workshop. These are usually available electronically on Blackboard. This is the **minimum** that students should read each week: no student should come to a session without full preparation. Essays will require further reading from the 'Additional Reading' for each lecture. These readings are available from the John Rylands University Library or from online sources.

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

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>



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/>

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.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY30141: Sociology of the Body

Semester 1

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
Room:	3.028 Arthur Lewis Building (ring me and I will meet you at the 3 rd floor reception)
Telephone:	0161 275 4902
Email:	c.olcese@manchester.ac.uk
Office Hours:	Tuesdays 14:00-15:00 & Thursdays 11:00-12:00
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; 0161 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Thursdays 13:00-16:00, Hum Bridgeford St G33
Reading week:	Monday 29 th October – Friday 2 nd November 2018
Feedback half-day:	Wednesday 28 th November, 10:00 - 13:00
Assessed Coursework Submission:	Tuesday 13 th November (Week 8). 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 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 explore the position of the body in social life; the ways in which it shapes and is shaped by social life.
- To reflect upon what sociology can teach us about the human body.
- To deepen our understanding of the social world through an examination of the body.
- To identify and engage with key sociological debates concerning the body and its place in social life.

Learning Outcomes

On completion of this unit successful students will:

- Be familiar with a number of competing conceptions of the body.
- Be able to debate the relative merits and problems of those conceptions.
- Be familiar with a number of competing conceptions of the place of the body in social life.
- Be able to debate the relative merits and problems of those conceptions.
- Have a deeper understanding of 'body', 'society' and their interrelationships.

General Course Readings

Required readings will be made available electronically here 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:

Crossley, N. (2001) *The Social Body*, London, Sage.

Crossley, N. (2006) *Reflexive Embodiment in Contemporary Society*, Buckinghamshire, Open University Press.

Malacrida, C. and Low, J. (eds) (2008) *Sociology of the Body (A Reader)*, Oxford, Oxford University Press.

Fraser, M., & Greco, M. (2004) *The body: A Reader*, London, Routledge.

Shilling, C. (2003 or 2012) *The body and social theory*, London, Sage.

Turner, B. S. (1996). *The body and society: Explorations in social theory*, London, Sage.

Watson, J., & Nettleton, S. (2002) *The body in everyday life*, London, 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

Lectures and Reading List

This course is concerned with the human body and its place in social life; this requires us to reflect on what our bodies are, their relationship to cognition/knowledge, and to the social and physical context. This first part of the course covers how the body has been traditionally understood in Western thinking, how classical and contemporary sociology have dealt with our embodied nature, the main theoretical traditions and debates in the 'sociology of the body' and 'carnal sociology', and what sociology - as an embodied practice - involves. This mainly theoretical discussion includes the changing relationship between sociology (and social sciences in general) and biology in the current 'postgenomic' age. We will also explore controversies within sociology regarding how best to approach the body (i.e. comparing naturalistic and social constructivist approaches) and what the recent interest and focus on the body has meant for the sociological imagination and beyond. The second part of the course links these theoretical debates to contemporary sociological research on key substantive topics and issues involving the body. We will discuss the current obesity crisis (in the context of 'normal/better bodies?' versus 'abnormal/disabled bodies' but also 'body and inequalities'); eating disorders (as both 'disciplined bodies' and 'emotional bodies'); sexuality (in 'gendered bodies'); tattoos (as 'expressive bodies' and/or 'commercialised bodies'); bodies in movement (i.e. walking, running, boxing); reproduction technologies and other practices seemingly monitoring and 'enhancing bodies'.

Week 1: Sociology and the Body

What is social about the body? What is the contribution of sociological knowledge about the body? Are there controversies within sociology regarding how best to approach the body? What is sociology as an embodied pursuit and practice and why is it relevant? What is the relationship between sociology and other disciplines that have traditionally dealt with the body (i.e. biology)? What has the recent interest and focus on the body within sociology meant for the 'sociological imagination' and beyond?

In this introductory class, we will begin to address these important questions mindful that most of the future sessions are designed to progressively deepen this initial discussion; I will also provide an overview of the course and how you can navigate and make the best of its structure and available resources.

As any sociological reflection on the human body must confront its biological, as well as social, nature, we will explore the status of the relationship between sociologists and biologists. We will see that, historically, this relationship has been mostly uneasy due to often diverging ways to explain human behaviours. However, drawing on ideas from both sociology and biology, we will see why the relationship between biology and society could be described as a two-way influence. That is, our biological nature affects the type of social world that we can create but, at the same time, the properties and dynamics of the social world, and our place within it, acts back upon our biology with sometimes dramatic effects. Illustrations of this complex relationship will be the focus of the session on 'normal bodies, better bodies' in week 9, addressing the social impact of recent body monitoring, enhancing and optimising biotechnologies.

Key Reading

Chris Shilling (2007) 'Sociology and the body: classic traditions and new agendas', *The Sociological Review*, 55 (1): 1-18

Meloni, M. (2014) Biology Without Biologism, *Sociology* 48(4), 731-46.

Additional Reading

- Benton, T. (1991) Biology and Social Science, *Sociology* 25(1), 1-29.
- Bone, J. (2009) 'Beyond Biophobia: A Response to Jackson and Rees, *Sociology* 41 (5): 917-930', *Sociology*, 43(6), 1181-1190.
- Carolan, M (2005) Society, Biology and Ecology, *Organisation and Environment* 18(4), 393-421.
- Crossley, N. (2001) 'Embodiment and social structure: a response to Howson and Inglis, *The Sociological Review*, 49 (3): 318-326.
- Freund, P. (1988) Bringing Society into the Body, *Theory and Society* 17(6), 839-64.
- Howson, A. and David Inglis, D. (2001) 'The body in sociology: tensions inside and outside sociological thought. *The Sociological Review*, pp. 297-317.
- Inglis, D., & Howson, A. (2002) 'Sociology's sense of self: a response to Crossley and Shilling', *The Sociological Review*, 50(1): 136-139.
- Jackson, M. (1983). Knowledge of the Body. *Man*, 327-345.
- Jackson, S., & Rees, A. (2007). The appalling appeal of nature: The popular influence of evolutionary psychology as a problem for sociology, *Sociology*, 41(5), 917-930.
- Lock, M. (1993) 'Cultivating the body: Anthropology and epistemologies of bodily practice and knowledge', *Annual review of anthropology*, 22(1), 133-155.
- Meloni, M., Williams, S., & Martin, P. (2016). The biosocial: sociological themes and issues, *The Sociological Review Monographs*, 64(1): 7–25.
- Morning, A. (2008). Reconstructing race in science and society: Biology textbooks, 1952–2002. *American Journal of Sociology*, 114(S1), S106-S137.
- Nettleton, S. and Watson, J.(1998) 'The body in everyday life: An Introduction' in Nettleton, S. and Watson, J. (eds.) *The Body in Everyday Life*.
- Rose, N. (2013) 'The human sciences in a biological age', *Theory, Culture & Society*, 30(1), 3-34.
- Shilling, C. (2001) 'Embodiment, experience and theory: in defence of the sociological tradition', *The Sociological Review*, 49(3): 327-344.
- Sahlins, M. (1977) *The Uses and Abuses of Biology*, University of Michigan Press.
- Sharp, K. (1992) Biology and Social Science: A Reply to Ted Benton, *Sociology* 26(2), 219-24.
- Turner, B. S. (2008) 'Sociology and the Body' in *Body and Society*, pp: 33-56
- Williams, S. (2006) 'Medical Sociology and the Biological Body', *Health*, 10(1): 5-30.
- Williams, S, Birke, L and Bendelow, G. (2003) *Debating Biology*, London, Routledge.
- Wilson, E.O. (2012) *The Social Conquest of Earth*, New York, Liveright.

See also:

Interdisciplinary workshop on 'Corporealities: The Contested Body in 19th and 20th Century Medical Photography and Illustration', organised at University of Warwick, April 2005 available at <https://warwick.ac.uk/fac/arts/history/chm/events/recent/corporealities/>

Week 2: Mind/Body Dualism & Early Sociological Challenges

In this lecture we look in detail at the issue of mind/body dualism tracking it back to its most famous philosophical exposition in the work of René Descartes in the early 1600s, at the very dawn of the modern age. We consider why Descartes advocated dualism, how this conception of the relationship between mind and body is still highly established and pervasive in Western culture although many people are now challenging this dualism and advancing alternatives. In this session, we also explore early sociological challenges to the Cartesian dualism through the work of two founding fathers: Durkheim and Simmel. Although their work is not centered on the body and does not fully challenge the mind-body split as the phenomenologists will - the focus of next week lecture - we will see how both scholars share an understanding of the embodied experience as crucial for the constitution of society. In both scholars, the body provides a source of social symbols, a marker of social symbols and forms, and a means through which individuals attach to or distance themselves from others. Their work covers a number of themes interrelated and central to the course: mind-body dualism, embodiment, the conflict between biological impulses and social norms, self and society, and body modification/maintenance. Considering these themes, as Durkheim and Simmel discuss them, is important not only because their work was highly innovative and remains relevant and influential but also because it gives us the opportunity to sample first-hand how the various themes discussed on the course overlap and relate to one another within the context of a broad sociological perspective.

Key Reading

Crossley, N. (2001) Mind/Body Dualism, in his *The Social Body*, London, Sage, pp.8-21.

Shilling, C. (2001) 'Embodiment, experience and theory: in defence of the sociological tradition', *The Sociological Review*, 49(3): 327-344.

Additional Reading

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

Bellah, R. (2005) 'Durkheim and ritual', in J. Alexander & P. Smith (eds.), *The Cambridge Companion to Durkheim* (pp. 183-210), Cambridge, Cambridge University Press.

Coulter, J. (1979) *The Social Construction of Mind*, London, Macmillan.

Crossley, N. (2006) 'Identity, Individualism and Risk', in his *Reflexive Embodiment in Contemporary Society*, Buckinghamshire, Open University Press, pp.11-23.

Descartes, R. (1641/1968) *Discourse on Method and The Meditations*, Harmondsworth, Penguin.

Durkheim, E. (1915) *The Elementary Forms of the Religious Life*, New York, Free Press (Introduction and chapter 1).

Durkheim, E. (1974) 'Individual and Collective Representations', in his *Sociology and Philosophy*, New York, Free Press, pp. 1-34.

Durkheim, E. (1973) The Dualism of Human Nature and Its Social Conditions, in *Emile Durkheim: On Morality and Society* (ed. R Bellah), Chicago, University of Chicago Press, pp.149-66.

Friedland, R. (2005) 'Drag kings at the totem Ball: The erotics of collective representation in Émile Durkheim and Sigmund Freud', in J. Alexander & P. Smith (eds.), *The Cambridge Companion to Durkheim* (pp. 239-273). Cambridge: Cambridge University Press.

- 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.
- 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.
- Leder, D. (1990) *The Absent Body*, Chicago, Chicago University Press.
- Ryle, G. (1949) *The Concept of Mind*, Harmondsworth, Penguin.
- Simmel, G. (1903) 'The metropolis and mental life', in *The People, Place, and Space Reader* (pp. 223-225), Taylor and Francis.
- Shilling, C. (2005) 'Embodiment, emotions, and the foundations of social order: Durkheim's enduring contribution', in J. Alexander & P. Smith (Eds.), *The Cambridge Companion to Durkheim* (pp. 211-238).
- Shilling, C , (1997), 'The undersocialized conception of the embodied agent in modern sociology', *Sociology*, 31 (4): 737-754.
- Shilling, C, (1999), 'Towards an embodied understanding of the structure/agency relationship', *The British Journal of Sociology*, 50 (4): 543-562.
- Shilling, C, and Mellor, P.A.(2001) *The Sociological Ambition. Elementary Forms of Social and Moral Life*, London, Sage.
- Simmel, G., & Levine, D. (1971) *On individuality and social forms : selected writings (of) Georg Simmel*, Chicago, University of Chicago Press.
- Stewart, J., (1999), 'Georg Simmel at the lectern: The lecture as embodiment of text', *Body & Society*, 5(4): 1-16.
- Turner, B. (1999) The Possibility of Primitiveness, *Body and Society* 5(2-3), 39-50.
- Weinstein, D. (2000) *Heavy Metal*, Boston, Da Capo Press.
- Williams, J. and Copes, H. (2005) 'How Edge Are You?', *Symbolic Interaction*, 28(1): 67-89.

Week 3: Embodiment: Phenomenology's Influential Breakthrough

Building upon last week's session, this lecture focuses in detail upon phenomenological reflections on embodiment. The phenomenological critique of Cartesian dualism requires that we think about the human body in a very different way from that suggested by Descartes and. Of all of the phenomenologists, Merleau-Ponty, in particular, considers how. In doing so, he offers fascinating and important insights into the nature of human behaviour, meaning, affect, intersubjectivity and habit which can enrich the sociological understanding of these central facets of human life. Gender was something of a blind spot for Merleau-Ponty. However, we will see how a number of feminists, otherwise inspired by his (and other phenomenologists') approach, have sought to make embodiment more sensitive to gender differences.

Key Reading

- Crossley, N. (2012) Phenomenology and the Body, in Turner, B. (2012) *Routledge Handbook of Body Studies*, London, Routledge, 130-144.
- Hughes, A., & Witz, A. (1997). Feminism and the matter of bodies: from de Beauvoir to Butler. *Body & Society*, 3(1), 47-60.

Additional Reading

Crossley, N. (2001) *The Social Body*, London, Sage (esp. Chapter 5 & 7).

Crossley, N. (2001) Merleau-Ponty, in Turner, B. and Elliott, A (2001) *Profiles in Contemporary Social Theory*, London, Sage, 30-42.

Crossley, N. (2008) Sociology, in Reynolds, J. and Diprose, R. (2007) *Merleau-Ponty: Key Concepts*, New York, Acumen, 228-39

Crossley, N. (2010) Body, Technique and Reflexivity: Sartre in Sociological Perspective, in Morris, K. (2010) *Sartre on the Body*, Hampshire, Palgrave, pp. 215-30.

Grimshaw, J. (1999) *Working Out With Merleau-Ponty*, Arthurs, J. and Grimshaw, J. (1999) *Women's Bodies*, London, Cassell, 91-116.

Moran, D. (2015) 'Between Vision and Touch: From Husserl to Merleau-Ponty', in Kearney, R. and Treanor, B. (Eds.) *Carnal Hermeneutics*, New York, Fordham University Press.

Morris, K. (2010) *Sartre on the Body*, Hampshire, Palgrave.

Munro, R., & Belova, O. (2008). The body in time: Knowing bodies and the 'interruption' of narrative. *The Sociological Review*, 56(2_suppl), 87-99.

Young, I. (1980) Throwing Like a Girl, *Human Studies* 3, 137-56.

Young, I. (1998) Throwing Like a Girl Revisited, in Welton, D. (1998) *Body and Flesh*, Oxford, Blackwell, 286-90.

Week 4: Body and Self, Situated and in Interaction

In this lecture we consider another perspective upon embodiment and self, that of symbolic interactionism and further developments of its core ideas. Symbolic interactionists, reflecting the broader trend in sociology, have only really begun to address the body directly in their work relatively recently. However, the body has been very important at a tacit level from the very inception of the approach and in this lecture we draw this out and discuss it, whilst also considering some of the more explicit discussions of the body in more recent symbolic interactionist work.

In this session we also consider the relationship between body and self over time. In particular, we reflect on Giddens' argument that our experience of embodiment today is fundamentally different to experiences in the past; we increasingly make choices about our bodies as we effectively have no choice but to make such choices. Furthermore, we discuss the 'environment of risk' within which we make such choices according to Giddens and his argument about the necessity for social actors in the contemporary world to manage risk.

Key Reading

Fine, G. A. (1993). The sad demise, mysterious disappearance, and glorious triumph of symbolic interactionism. *Annual review of sociology*, 19(1), 61-87.

Giddens, A. (1991) *The Trajectory of the Self*, Chapter 3 of his *Modernity and Self-Identity*, Cambridge, Polity, pp.70-108.

Additional Reading

Blumer, H. (1986) *Symbolic Interactionism*, Berkeley, University of California Press.

- Cooley, C. (1902) *Human Nature and Social Order*, New York, Charles Scribner's Sons.
- Crossley, N. (2006) The Networked Body and the Question of Reflexivity, in Waskul, D. and Vannini, P. (2006) *Body/Embodiment*, Aldershot, Ashgate, pp. 21-34.
- Crossley, N. (2006) In the Gym: Motives, Meanings and Moral Careers, *Body and Society* 12(3), 23-50.
- Esala, J. and Del Roso, J. (2011) Emergent Objects, Developing Practices; Human/Non-Human Interactions in Reiki Training, *Symbolic Interaction* 34(4), 490-513.
- Faircloth, C, Boylstein, c, Rittman, M and Young, M. (2004) Disrupted Bodies, *Symbolic Interaction*, 27(1), 71-87.
- Giddens, A. (1990) *The Consequences of Modernity*, Cambridge, Polity.
- Giddens, A. (1990) *The Transformation of Intimacy*, Cambridge, Polity.
- Irwin, K. (2001) Legitimizing the First Tattoo, *Symbolic Interaction* 24(1), 49-73.
- March, K. (2000) Who Do I Look Like? *Symbolic Interaction* 23(4), 359-73.
- Mead, G.H. (1967) *Mind, Self and Society*, Chicago, Chicago University Press.
- Monaghan, L. (1999) Creating the Perfect Body, *Body and Society* 5(2-3), 267-90.
- O'Leary, E. (n.d.). (2013). *Gestalt therapy around the world*. John Wiley & Sons.
- Plummer, K. (2003). Queers, bodies and postmodern sexualities: A note on revisiting the "sexual" in symbolic interactionism. *Qualitative Sociology*, 26(4), 515-530.
- Phelan, M and Hunt, S. (1998) Prison Gang Members' Tattoos as Identity Work, *Symbolic Interaction* 21(3) 277-98.
- Shilling, C. (2003) *The Body and Social Theory*, London, Sage, see esp. Chapters 8 and 9.
- Waskul, D. and van der Riet, P. (2002) The Abject Embodiment of Cancer Patients, *Symbolic Interaction* 25(4), 487-513.
- Weigert, A. J., & Gecas, V. (2005). Symbolic interactionist reflections on Erikson, identity, and postmodernism', *Identity*, 5(2): 161-174.
- Williams, J. and Copes, H. (2005) How Edge Are You? *Symbolic Interaction* 28(1), 67-89.

Week 5: Body and De/Civilising Processes

In this lecture we begin by looking at the work of Norbert Elias. In his *The Civilising Process*, he tracks changes in human sensibilities, manners and self-control between the early middle ages and the early twentieth century, arguing that we see a progressive and cumulative shift towards what, by today's standards, we would regard as a 'more civilised' way of being. Many ways of acting which were common place in the 14th and 15th centuries seem quite shocking to us today, he observes. We wouldn't do them and we would be revolted at the thought that others would. In this lecture we discuss this trend and the explanation which Elias gives for it. We also consider the argument that this trend effectively came to an end and perhaps even began to reverse during the latter part of the twentieth century.

Key Reading

Shilling, C (1993) 'The Civilised Body', Chapter 7 of his *The Body and Social Theory*, London, Sage, pp. 131-51.

Elias, N. (1994) *The Civilising Process*, Oxford, Blackwell 'Sociogenesis of the Antithesis of Kultur and Zivilisation in German Usage' pp. 5-30; 'Shame and Repugnance', pp. 414-420).

Additional Reading

Atkinson, M. (2004) Tattooing and Civilising Processes, *Canadian Review of Sociology and Anthropology* 41(2), 125-47.

Atkinson, M. (2012). Norbert Elias and the body. In *Routledge Handbook of Body Studies* (pp. 62-74). Routledge.

Bauman, Z. (1979). Book Review: The Phenomenon of Norbert Elias. *Sociology*, 13(1), 117-125.

Crossley, N. (2006) *Reflexive Embodiment in Contemporary Society*, Buckinghamshire, Open University Press. (Chapter 2 especially.)

Dunning, E. (2013) *Sport matters: Sociological studies of sport, violence and civilisation*, London, Routledge.

Elias, N. (1994) *The Civilising Process*, Oxford, Blackwell.

Elias, N. and Dunning, E. (1986) *The Quest for Excitement*, Oxford Blackwell.

Malcolm, D. (2013). Cricket, violence and social conflict: an Eliasian examination. *Journal of aggression, conflict and peace research*, 5(4), 211-219.

Gurney, C. (2000) *Accommodating Bodies*, in McKie, L and Watson, N. (2000) *Organising Bodies*, London, Macmillan, 55-80.

Mennell, S. (1990). Decivilising processes: Theoretical significance and some lines of research. *International Sociology*, 5(2), 205-223.

Redner, H. (2015) *The Civilising Process – According to Mennell, Elias and Freud: A Critique*, Thesis Eleven 127(1), 95-111.

Szokolczai, A. (2003). *Reflexive historical sociology*. Routledge.

Wouters, C. (1977) *Informalisation and the Civilising Process*, in Gleichmann, P, Gouldsblom, J, and Kortel, H. (1977) *Human Figurations*, Amsterdam, Stichting Amsterdams sociologisch Tijdschrift, 473-53. (Photocopies of this available in the 'high demand' section of the library.)

Wouters, C. (1986) *Formalisation and Informalisation*, *Theory, Culture and Society* 3(2), 1-18.

Week 6: Reading Week

No class.

Week 7: Disciplined Bodies

In this session we look at the work of Michel Foucault. Like Elias, he is interested in the 'disciplining' of bodies which he associates with modern and, especially, early modern societies (eighteenth and nineteenth centuries). For Foucault, however, this has a particular political resonance. Where many political and social theories suggest that social order is an effect of ideas or ideologies, Foucault insists that this is underpinned by what he calls 'body power'; that is, a form of control exercised over bodies both by external agencies and by individuals themselves (who have internalised these external policing functions). We explore these ideas in this lecture, asking also what 'the body' is for

Foucault, and considering the work of a number of feminists who have applied and developed Foucault's ideas to the disciplining of female bodies and femininity but also race.

Key Reading

Foucault, M. (1979) 'The Body of the Condemned', in his *Discipline and Punish*, Harmondsworth, Penguin, pp. 3-31.

Bordo, S. (2004) *Unbearable weight: Feminism, Western culture, and the body*, Berckley, Univ of California Press. (Part 1 on eating disorders.)

Additional Reading

Ali, S. (2004). Reading racialized bodies: learning to see difference. *Cultural bodies: Ethnography and theory*, 76-97.

Ball, Kirstie. "Organization, surveillance and the body: Towards a politics of resistance." *Organization* 12, no. 1 (2005): 89-108.

Bartky Lee, S. (2012) ' Foucault, Femininity and the Modernisation of Patriarchal Power', in her *Femininity and Domination Studies in the Phenomenology of Oppression*, Hoboken: Taylor and Francis, pp. 63-82.

Butler, J. (2002). *Gender trouble*, London, Routledge.

Crossley, N.(1996) 'Body-Subject/Body Power: Agency, Inscription and Control in Foucault and Merleau-Ponty', *Body and Society*, 2(2), pp.99-116.

Crossley, N. (1995a) 'Body Techniques, Agency and Intercorporeality: On Goffman's Relations in Public', *Sociology*, 29(1): 133-149

Crossley, N.(1993), *The Politics of the Gaze: Between Foucault and Merleau-Ponty*, *Human Studies* 16(4), pp. 399-419.

Ettorre, E. (2000). Reproductive genetics, gender and the body: 'Please Doctor, may I have a normal baby?'. *Sociology*, 34(3), 403-420.

Foucault, M. (1979) *Discipline and Punish*, Harmondsworth, Penguin.

Foucault, M. (1979) *The History of Sexuality Vol 1*, Harmondsworth, Penguin.

Foucault, M. (1980) *Power/Knowledge*, Brighton, Harvester (this is a collection of interviews and lectures, most of which are relevant and each of which can be read as a stand alone piece).

Gilman, S. (1999) 'The Racial Nose' in her *Making the body beautiful: A cultural history of aesthetic surgery*, Princeton: University Press, pp: 85-118.

Gimlin, D. (2006). The absent body project: Cosmetic surgery as a response to bodily dys-appearance. *Sociology*, 40(4): 699-716.

Grosz, E. A. (1995) *Space, time, and perversion: Essays on the politics of bodies*, New York: Routledge.

Grosz, E. A. (1994) *Volatile bodies: Toward a corporeal feminism*. Indiana University Press.

Haraway, D. (2013) *Simians, cyborgs, and women: The reinvention of nature*, London, Routledge.

Hartmann, H. (1979) 'Capitalism, Patriarchy and Job Segregation by Sex', in Z.R. Eisenstein (ed.) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press.

Levin, D. (1989) *The Body Politic: the embodiment of praxis in Foucault and Habermas*, *Praxis International*, 9 (1-2): 112-32.

Petchesky, R. P. (1987). Fetal images: The power of visual culture in the politics of reproduction. *Feminist studies*, 13(2), 263-292.

Sassatelli, R. (2000). The commercialization of discipline: keep-fit culture and its values. *Journal of Modern Italian Studies*, 5(3), 396-411.

Schrock, D., Reid, L. and Boyd, E. (2005) 'Transsexuals' Embodiment of Womanhood', *Gender & Society*, 19(3): 317-335.

Seidman, S. (2013). Defilement and disgust: Theorizing the other, *American Journal of Cultural Sociology*, 1(1), 3-25.

Witz, A. (2000) 'Whose Body Matters? Feminist Sociology and the Corporeal Turn in Sociology and Feminism', *Body & Society*, 6(1): 1-24.

Witz, A., & Marshall, B. L. (2003) 'The quality of manhood: masculinity and embodiment in the sociological tradition', *The Sociological Review*, 51(3), 339-356.

Week 8: Body & Inequalities

In this lecture we begin by discussing the work of Pierre Bourdieu, in particular his argument that much of social action is steered by an embodied sense or disposition, captured by his concept of 'habitus', rather than conscious and rational decisions. We then consider his further argument that habitus are shaped by individuals' positions in 'social space' such that we effectively embody our social class and this strongly influences our life chances and potential for action (we will consider how this is intersected by gender and race too). Finally, we will turn to specific forms of body practices, modification and maintenance. Bourdieu argues that these too are shaped by social inequalities, such that, for example, boxing is associated with working class men whilst yoga is more typically practiced by middle class women. We will also explore Bourdieu's theory about structural inequalities in relation to current research on 'health inequalities'. Why does obesity concern people from more disadvantaged backgrounds? Why do certain types of illnesses (i.e. autoimmune diseases) tend to affect more women than men? To what extent are these 'medical problems' a consequence of 'social problems'/social inequalities? Is there an interplay between biological modifications and social inequalities? We will ask what evidence there is for Bourdieu's arguments, how his theoretical framework has been adapted and challenged, to capture inequalities in current society.

Key Reading

Williams, S. (1995) *Theorising Class, Health and Lifestyles: Can Bourdieu Help Us?* *Sociology of Health and Illness* 17(5), 577-604.

Bourdieu, P. (2004) The peasant and his body, *Ethnography*, 5(4), 579-599.

Additional Reading

Adkins, L., and Skeggs, B. (eds.) (2004) *Feminism after Bourdieu*, Oxford: Blackwell.

Bennett, T, Savage, M, Silva, E, Warde, A, Gayo-Cal, M and Wright, D. (2009) *Culture, Class, Distinction*, London, Routledge. (Chapter 9 especially).

Bourdieu, P. (1984) *Distinction*, London, Routledge. (pp.190-91 and 206-22 especially)

Bourdieu, P. (1990) *The Logic of Practice*, Cambridge, Polity.

Bourdieu, P. (1977) Remarques provisoires sur la perception du corps, *Actes de la recherche en sciences sociales* 14: 51-4. (If you can read French)

- Bourdieu, P. (1990) 'Belief and the Body' in his *The logic of practice* (R. Nice, Trans.; pp. 66–79), Cambridge, Polity.
- Reay, D. (2004). Gendering Bourdieu's concepts of capitals? Emotional capital, women and social class. *The Sociological Review*, 52(2_suppl), 57-74.
- Connell, C., & Mears, A. Bourdieu and the Body. In *The Oxford Handbook of Pierre Bourdieu*.
- Crossley, N. (2001) *The Social Body*, London, Sage. (Chapter 6 especially.)
- Crossley, N. (2006) *Reflexive Embodiment in Contemporary Society*, Buckinghamshire, Open University Press. (Chapter 2 especially.)
- Crossley, N. (2013) Habit and Habitus, *Body and Society* 19, 2/3: 136-61.
- Dixon-Woods, M., Williams, S. J., Jackson, C. J., Akkad, A., Kenyon, S., & Habiba, M. (2006). Why do women consent to surgery, even when they do not want to? An interactionist and Bourdieusian analysis. *Social science & medicine*, 62(11), 2742-2753.
- Skeggs, B. (1997). *Formations of class & gender: Becoming respectable* (Vol. 51). Sage.
- Lahire, B. (2011) *The Plural Actor*, Cambridge, Polity.
- Shilling, C. (2003) 'The Body, Physical Capital and Social Inequalities' in his *The Body in Social Theory*, London.
- Wacquant, L. J. (1995). Pugs at work: Bodily capital and bodily labour among professional boxers. *Body & society*, 1(1), 65-93.

For empirical data and debates on the relationship between social inequalities and health inequalities:

- Action on Smoking and Health (2016) *Health Inequalities and Smoking*, http://www.ash.org.uk/files/documents/ASH_1017.pdf
- Li, L, Manor, O and Power, C. (2004) Are Inequalities in Height Narrowing? *Archives of Disease in Childhood* 89(11), 1018-23.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1719697/pdf/v089p01018.pdf>
- National Obesity Observatory (2012) *Adult Obesity and Socio-Economic Status*, http://www.noo.org.uk/uploads/doc/vid_16966_AdultSocioeconSep2012.pdf
- Office for National Statistics (2015) *Trend in Life Expectancy at Birth and at Age 65 by Socio-Economic Position Based on the National Statistics Socio-Economic Classification, England and Wales: 1982-1986 to 2007-2011*, <http://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/lifeexpectancies/bulletins/trendinlifeexpectancyatbirthandatage65bysocioeconomicpositionbasedonthenationalstatistics socioeconomic classification england and wales/2015-10-21>
- Walker, M, Shaper, A and Wannamethee, G. (1988) Height and Social Class in Middle Aged British Men, *Journal of Epidemiology and Community Health* 42, 299-303, <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1052743/pdf/jepicomh00228-0091.pdf>

Week 9: Normal Bodies, Better Bodies?

In this session we take a closer look at recent debates regarding developments in biomedicine, bioscience and biotechnology, with particular reference to questions of human 'enhancement' and 'optimisation' (marking the boundaries between 'normal', 'able', 'better' bodies and 'abnormal',

'disabled bodies'), creating, patenting and marketing life (and the relationship of these developments with health inequalities, 'exploited bodied', and the property of the body in this scenario). We will also stretch our sociological imagination by reflecting on what these developments might mean for the future of humanity and what the risks associated with the emerging 'bioeconomy' (alliances between states and industries to develop new medical markets) might be.

Key Reading

Clarke, A. E., Shim, J. K., Mamo, L., Fosket, J. R., & Fishman, J. R. (2003). Biomedicalization: Technoscientific transformations of health, illness, and US biomedicine. *American sociological review*, 161-194.

Williams, S. J. (1997). Modern medicine and the "uncertain body": from corporeality to hyperreality?. *Social Science & Medicine*, 45(7), 1041-1049.

Additional Reading

Bauman, Z. (1992). Survival as a social construct. *Theory, Culture & Society*, 9(1), 1-36.

Boyle, James (1996) *Shamans, Software and Spleens: Law and the Construction of the Information Society*. Cambridge: Harvard University Press. (Chapter 9)

Haraway, D. in Fraser, M., & Greco, M. (2004). *The body: A reader*. Routledge.

Helmreich, S. (2008). Species of biocapital. *Science as Culture*, 17(4), 463-478.

Lock, M. M. (2002). *Twice dead: Organ transplants and the reinvention of death*, Berkeley: Univ of California Press.

Lupton, D. (1996). Constructing the menopausal body: The discourses on hormone replacement therapy. *Body & society*, 2(1), 91-97.

Morning, A. (2008). Reconstructing race in science and society: Biology textbooks, 1952–2002. *American Journal of Sociology*, 114(S1), S106-S137.

Novas, C. and Rose, N. (2004) 'Genetic Risk and The Birth of the Somatic Individual', in Fraser, M., & Greco, M., *The body: A reader*, Routledge.

Rose, N. (2009). *The politics of life itself: Biomedicine, power, and subjectivity in the twenty-first century*. Princeton University Press (Chapter 1).

Rose, N. (2001). The politics of life itself. *Theory, culture & society*, 18(6), 1-30.

Webster, A. (2006) *New technologies in health care : challenge, change and innovation*, Basingstoke: Palgrave Macmillan.

Williams, S. J. (1997). Modern medicine and the "uncertain body": from corporeality to hyperreality?. *Social Science & Medicine*, 45(7), 1041-1049.

Week 10: Emotional and Expressive Bodies

In this session we focus on the emotional dimensions and dynamics of bodies, with particular reference to sociological and gendered matters of emotional labour and the commercialisation of human feeling today. As an example of the complex nature of emotions, their embodied quality and connection to cognition, we focus on the human experience/condition of pain. To what extent does pain disrupt our taken-for-granted worlds?

Key Reading

- Williams, S. J., & Bendelow, G. A. (1996) 'The Emotional Body' *Body & Society*, 2(3), 125-139.
- Freund, P. E. (1990). The expressive body: a common ground for the sociology of emotions and health and illness. *Sociology of health & illness*, 12(4), 452-477.

Additional Reading

- Atkinson, M. (2002). Pretty in ink: Conformity, resistance, and negotiation in women's tattooing. *Sex Roles*, 47(5-6), 219-235.
- Bendelow, G., & Williams, S. (1995). Pain and the mind-body dualism: a sociological approach. *Body & Society*, 1(2), 83-103.
- Crossley, N. (2006). *Reflexive embodiment in contemporary society: The body in late modern society*. McGraw-Hill Education (UK).
- Elster, J. (1999). *Alchemies of the Mind: Rationality and the Emotions*. Cambridge University Press, pp. 283-319.
- Ferreira, V. S. (2014). Becoming a heavily tattooed young body: From a bodily experience to a body project. *Youth & Society*, 46(3), 303-337.
- Hochschild, A. R. (1979). Emotion work, feeling rules, and social structure. *American journal of sociology*, 85(3), 551-575.
- Hochschild, A. (2003). *The managed heart : commercialization of human feeling*, Berkeley: University of California Press.
- Jackson, S., & Scott, S. (1997). Gut reactions to matters of the heart: Reflections on rationality, irrationality and sexuality. *The Sociological Review*, 45(4), 551-575.
- Leder, D. (2016) 'The Experiential Paradoxes of Pain', *The Journal of Medicine and Philosophy: A Forum for Bioethics and Philosophy of Medicine*, Volume 41 (5): 444–460.
- Theodosius, C. (2006). Recovering emotion from emotion management. *Sociology*, 40(5), 893-910.
- Turner, B. S. (1999). The possibility of primitiveness: Towards a sociology of body marks in cool societies. *Body & Society*, 5(2-3), 39-50.
- Williams, S. J. (1998). Health as moral performance: Ritual, transgression and taboo. *Health*, 2(4), 435-457.

Week 11: Bodies in Movement

Understanding the corporeal character of social life requires also to reflect on the dynamic nature of body. Much research on disciplined, medicalised, gendered, etc. body discussed earlier implies a 'static body'. In this session we consider that people move in concrete bodily activities like sports and dance, games and meditation, outdoor activities and festivals. To understand bodily movement requires a theory of practice which illuminates the culture of inter-bodily situations and relations. Bodies don't move in isolation. Bodily movements in sports and other activities are always occurring in relation to others and/or to something. Therefore a sociological study of 'bodies in motion' always requires a cultural, relational, embedded analysis. Although this session focuses mainly on 'body in motion', as argued by Eichberg (2007), to fully understand the dynamic nature of the human body require to reflect on their emotional dimension too (as emotions move bodies) and their potential political dimension when bodies aggregate like in social movements.

Key Reading

Nettleton, S. (2015) 'Fell runners and walking walls: towards a sociology of living landscapes and aesthetic atmospheres as an alternative to a Lakeland picturesque', *The British Journal of Sociology*, 66(4): 759-778.

Green, J., Steinbach, R., & Datta, J. (2012) 'The travelling citizen: Emergent discourses of moral mobility in a study of cycling in London', *Sociology*, 46(2), 272-289.

Additional Reading

Aalten, A. (2007) 'Listening to the dancer's body', *The Sociological Review*, 55(1): 109- 125.

Aldred, R. (2010). 'On the outside': constructing cycling citizenship. *Social & Cultural Geography*, 11(1), 35-52.

Browning, B. (1995). *Samba: Resistance in motion*. Indiana University Press.

Crossley, N. (2004). The circuit trainer's habitus: Reflexive body techniques and the sociality of the workout. *Body & society*, 10(1), 37-69.

Crossley, N. (2006). In the gym: Motives, meaning and moral careers. *Body & Society*, 12(3), 23-50.

Fraleigh, S. (1987). *Dance and the lived body : a descriptive aesthetics* . Pittsburgh, Pa.: University of Pittsburgh Press.

Hindmarsh, J., & Pilnick, A. (2007) Knowing bodies at work: Embodiment and ephemeral teamwork in anaesthesia. *Organization studies*, 28(9), 1395-1416.

Hughes, B., & Paterson, K. (1997). The social model of disability and the disappearing body: Towards a sociology of impairment. *Disability & society*, 12(3), 325-340.

Lewis, N. (2000) 'The Climbing Body, Nature and the Experience of Modernity', *Body & Society*, 6(3-4):58-80.

Loy, J. W. (1991) 'Introduction—Missing in action: The case of the absent body', *Quest*, 43(2), 119-122.

Olcese, C., & Savage, M. (2015). Notes towards a 'social aesthetic': Guest editors' introduction to the special section. *The British journal of sociology*, 66(4), 720-737.

Tulle, E. (2007). Running to run: Embodiment, structure and agency amongst veteran elite runners. *Sociology*, 41(2), 329-346.

Scott, S. (2010) 'How to Look Good (Nearly) Naked: The Performative Regulation of the Swimmer's Body', *Body & Society*, 16(2):143-168.

Wacquant, L. (2004). *Body & soul*. Oxford: Oxford University Press.

Wainwright, S. P., & Turner, B. S. (2006). 'Just crumbling to bits'? An exploration of the body, ageing, injury and career in classical ballet dancers. *Sociology*, 40(2), 237-255.

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: Sociology and the Body

Preparation required:

Readings

Chris Shilling (2007) 'Sociology and the body: classic traditions and new agendas', *The Sociological Review*, 55 (1): 1-18

Meloni, M. (2014) 'Biology Without Biologism', *Sociology* 48(4): 731-46.

Before your tutorial

1. Read the key readings (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 Tasks

Screening: We will watch a documentary on what makes us humans and what factors might influence the answer to this question.

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

- What is social about the body?
- What is the sociological contribution to the understanding of the body?
- In what (sociologically relevant) ways do biological processes impact upon social life?
- In what ways do social processes impact upon biological processes?
- Why and how is changing the relationship between biology and sociology?
- Are biology and sociology necessarily competing accounts of human life or might they work together?
- What is 'normalcy'? What is 'disability'? Are there competing perspectives? If so, what factors shape these different understandings?

- With the human body as 'upgradeable' more than ever, what do we gain or lose in the process?
- How much of it can we alter and still be human?

Tutorial W2: Mind/Body Dualism

Preparation required:

Readings

Crossley, N. (2001) 'Mind/Body Dualism', in his *The Social Body*, London, Sage, pp.8-21.

Shilling, C. (2001) 'Embodiment, experience and theory: in defence of the sociological tradition', *The Sociological Review*, 49(3): 327-344.

Before your tutorial

1. Read the key readings (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. Have you ever experienced a body-mind split? AND/OR have you ever experienced a 'gut feeling'? If so, would you like to share your experience/story with the group? Can you think of a way to convey your embodied experience in a vivid/embodied way? (i.e. Bringing an illustrative object that we can touch and see, making us do a brief exercise or movement, drawing a picture, etc.) You can be imaginative regarding how to share your story; the purpose it is to make us understand the embodied nature of your experience as well as possible.

Tutorial Activities

Storytelling: Sharing of 'body-mind split' and 'gut feeling' experiences.

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

- Do you believe, on the basis of your own experience, that our minds and bodies are separate 'substances'? How persuasive is Descartes' argument?
- What kinds of phenomena and circumstances might persuade us that mind and body are separate?
- What kinds of phenomena might persuade us that they are not?
- Do you believe that mental life is tucked away in an invisible domain, such that we have no direct access to the minds of others?
- To what extent are our immediate bodily inclinations in conflict with the demands of society? What are Durkheim's ideas on this?
- In what way can we say that Durkheim and Simmel see the body as an 'experiential judge' of the social contexts it inhabits?
- What happens when people interact in Simmel's account?
- What is gratitude? Why would society break apart without it according to Simmel?

- What social groups can you think of which put 'bodily' demands upon their members and what are those demands?

Tutorial W3: Embodiment

Preparation required:

Readings

Crossley, N. (2012) 'Phenomenology and the Body', in Turner, B. (2012) *Routledge Handbook of Body Studies*, London, Routledge, pp. 130-144.

Hughes, A., & Witz, A. (1997) 'Feminism and the matter of bodies: from de Beauvoir to Butler', *Body & Society*, 3(1): 47-60.

Before your tutorial

1. Read the key readings (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 a couple of talks discussing different types of (and approaches to) embodiment to use and compare in our discussion.

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

- On what basis do the phenomenologists challenge Descartes?
- How does their idea of 'body' differ from Descartes'?
- Does their account of embodiment resonate with your own experience?
- What are the three dimensions of embodiment according to Sartre?
- Can you think of any specific social practices that are deeply informed by embodiment? How so?
- In what ways have feminists sought to challenge the legacies of Cartesian dualism?

Tutorial W4: Body and Self, Situated and in Interaction

Preparation required:

Readings

Fine, G. A. (1993) 'The sad demise, mysterious disappearance, and glorious triumph of symbolic interactionism', *Annual review of sociology*, 19(1), 61-87.

Giddens, A. (1991) 'The Trajectory of the Self', Chapter 3 of his *Modernity and Self-Identity*, Cambridge, Polity, pp.70-108.

Before your tutorial

1. Read the key readings (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. Can you think of 'different you' depending on the social context? What differences can you identify of these 'selves' of yours? What influences them?

Tutorial Activities

Storytelling: We will share stories and perceptions of our different selves to enhance the discussion on social interactionism/interactions, identity, and what affects them.

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

- What does Mead mean by 'I' and 'me' and how does this distinction relate to the body?
- In what ways do we project our identities through our bodies?
- Does this vary by context?
- To what extent, if at all, does Giddens' claim that our bodies are increasingly 'chosen' by us resonate with our own experience?
- To what extent do we actively 'manage' our bodies and to what extent is that process mediated by considerations of risk?
- Does the current obesity crisis challenge Giddens' view?
- What about the claim that our 'body management' is governed by strict (largely gendered) norms?
- What is the role of the body in subcultures?

Tutorial W5: Body and De/Civilising Processes

Preparation required:

Readings

Shilling, C (1993) 'The Civilised Body', Chapter 7 of his *The Body and Social Theory*, London, Sage, pp. 131-51.

Elias, N. (1994) *The Civilising Process*, Oxford, Blackwells. (One or both of the following chapters: 'Sociogenesis of the Antithesis of Kultur and Zivilisation in German Usage' pp. 5-30; 'Shame and Repugnance', pp. 414-420.)

Before your tutorial

1. Read the key readings (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 a film/documentary on disgust.

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

- What do we think of the medieval practices and prohibitions described by Elias? Are they as shocking to us 'moderns' as he believes they will be?
- Is it true that the behaviour of children gives us an indication of our own 'natural state' and, if so, is that natural state as Elias describes?
- What is the relationship between the civilising processes described by Elias and sports?
- Does the relaxation of certain norms since the 1960s indicate a rolling back of the civilising process?
- Or does it suggest that we actually enjoy even greater levels of self-control?
- Can you imagine any political dimension attached to the civilising/de-civilising processes described?
- What do you find disgusting and why?

Tutorial W6

Reading week – No tutorial.

Tutorial W7: Disciplined Bodies

Preparation required:

Readings

Foucault, M. (1979) 'The Body of the Condemned', in his *Discipline and Punish*, Harmondsworth, Penguin, pp. 3-31.

Bordo, S. (2004) *Unbearable weight: Feminism, Western culture, and the body*, Berkeley, Univ of California Press. (Part 1 on eating disorders.)

Before your tutorial

1. Read the key readings (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. Have you ever experienced your body as an object of discipline? In what practice and/or situation? Has the 'disciplining' come from you and/or others? If so, do you regard the experience as shared/collective or mainly private? N.B. This is an invitation to facilitate a critical engagement with theory and research on the body by linking this to personal experience; given the sensitive nature of the topic, it is absolutely fine if you choose not to share your experience. If you decide to tell the group your experience, I also invite you to think carefully about how much you want to share, and why.

Tutorial Activities

Storytelling: Sharing of experiences about disciplining our own bodies and/or our bodies being disciplined.

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

- Do we still live in disciplinary societies?
- Does it make sense to think of 'working out in the gym' as a form of power?
- If so, can you think of other examples?
- What are the different conceptions of 'the body' that we find in Foucault?
- Are any of them persuasive or do we need another way of thinking about the body?
- How have feminists responded to Foucault's ideas?
- Is the application of Foucault's ideas to gender persuasive?

Tutorial W8: Body & Inequalities

Preparation required:

Readings

Williams, S. (1995) 'Theorising Class, Health and Lifestyles: Can Bourdieu Help Us?', *Sociology of Health and Illness* 17(5): 577-604.

Bourdieu, P. (2004) 'The peasant and his body', *Ethnography*, 5(4), 579-599.

Before your tutorial

1. Read the key readings (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 an excerpt from two very different films exploring inequalities to boost our discussion of the readings.

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

- How is the body contributing to the production/reproduction of social class according to Bourdieu?
- How do Bourdieu's ideas compare with those of Elias and Giddens?
- What is 'emotional capital'? Why was this concept coined? Do you find it useful?
- What is 'body capital'? In what social contexts do you think this might be relevant?
- When thinking about the reproduction of social inequalities, do you think that class, gender, and race work in the same way?
- In what ways are social class and consumption related? How is the body affected by this relationship?

- Does the fast changing and diverse nature of contemporary societies undermine the role which Bourdieu attributes to habitus?

Tutorial W9: Normal Bodies, Better Bodies?

Preparation required:

Readings

Clarke, A. E., Shim, J. K., Mamo, L., Fosket, J. R., & Fishman, J. R. (2003) 'Biomedicalization: Technoscientific transformations of health, illness, and US biomedicine', *American sociological review*, 161-194.

Williams, S. J. (1997) 'Modern medicine and the "uncertain body": from corporeality to hyperreality?', *Social Science & Medicine*, 45(7): 1041-1049.

Before your tutorial

1. Read the key readings (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. Identify some of the most controversial positions/authors in the media on the debate about the changing relationship between biology/science and society in light of recent developments in bioscience and biotechnology; bring a news article, a video, a book, etc. that you came across – anything that illustrates effectively the controversial position – to the tutorial and be prepared to summarise the main points of your select media piece.

Tutorial Activities

Role play: Depending on the pieces that you have brought to the tutorial, you will identify people that could be in the same 'pressure group', 'social movement', professional association than yours; in a staged debate, each group will have the same few minutes available to introduce their position/main arguments and persuade the audience of their soundness and expose the weaknesses of the position of the other competing groups.

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

- To what extent are we entering an era of biomedical enhancement?
- What are the actual/potential challenges associated with the development of biomedical technologies?
- What are the actual/potential advantages associated with the development of biomedical technologies?
- What do you think make us 'human'?
- What is the role of sociology in this scenario?

Tutorial W10: Emotional and Expressive Bodies

Preparation required:

Readings

Williams, S. J., & Bendelow, G. A. (1996) 'The Emotional Body', *Body & Society*, 2(3): 125-139.

Freund, P. E. (1990) 'The expressive body: a common ground for the sociology of emotions and health and illness', *Sociology of health & illness*, 12(4): 452-477.

Before your tutorial

1. Read the key readings (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

Experiential learning exercise: We will engage in a couple of exercises designed to provide you with some insights on the embodied quality of emotions, their connection to cognition, and how the environment affects what we feel and how we think.

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

- What are emotions? Are they 'irrational'?
- What are the sociological insights gained from focusing on 'emotional work'?
- Can provide some examples of the 'commercialisation of human feeling'? What elements and processes does this involve?
- What is the relationship between emotions, body and identity?
- Do emotions evolve over time?
- Why have feminists written extensively on emotions?

Tutorial W11: Bodies in Movement

Preparation required:

Readings

Nettleton, S. (2015) 'Fell runners and walking walls: towards a sociology of living landscapes and aesthetic atmospheres as an alternative to a Lakeland picturesque', *The British Journal of Sociology*, 66(4): 759-778.

Green, J., Steinbach, R., & Datta, J. (2012) 'The travelling citizen: Emergent discourses of moral mobility in a study of cycling in London', *Sociology*, 46(2), 272-289.

Before your tutorial

1. Read the key readings (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 a documentary on bodies in sport and/or art and their political potential.

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

- How does movement affect our way of seeing things?
- Can you think of a book (i.e. Sillitoe's 'The Loneliness of the Long-Distance Runner', Murakami's 'What I Talk About When I Talk About Running', etc.), film (i.e. Gast's 'When We Were Kings', Linsell's 'Dancing Dreams'), etc. that illustrates the transformative power of movement?
- What is the role of the body in the 'social aesthetic' advocated by Olcese and Savage?
- Do you see any connection/link between the different types of movement experienced by bodies? (i.e. Being moved by emotions, exercising, politically demonstrating.)
- What is 'existential capital' in Nettleton's paper? What is her contention?
- What are the features of the 'moral body' emerging in the context of London mobility?
- Do you agree with the risks/problems identified by Green et al. in relation to these moralising discourses?
- Can you think of other discourses moralising the body carrying similar risks?

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.

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. In what ways is the body social?

2. 'Human social life is not reducible to biology but the two interact and shape one another.' Explain and discuss.
3. What is the 'mind-body dualism'? Why, and to what extent, is it still alive?
4. 'Classical sociology did not bequeath to us ready-made theories of embodiment. Yet considerations about the body are central in early sociological critiques of urbanisation, rationalisation, capitalism, and the intensification of money economy.' Critically assess.
5. How do the phenomenologists challenge Cartesian dualism? In what ways is their conception of the body different to Descartes'? Do you agree with their critique?
6. In what ways do we project our identities through our bodies?
7. Our bodies are increasingly a matter of choice according to Anthony Giddens. What does he mean? Identify and discuss evidence in support and/or against his argument.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Calibri, 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:

<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.

This is a new course so there are no past papers available on line. There have been earlier courses with the same name but their content was different so please do not use any past exam papers that you may come across on-line. You will be supplied with a mock exam paper to use for exam revision purposes in the run up to the exam.

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 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/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.

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 your 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 Key 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:

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.

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
SOCIOLOGY**COURSE UNIT OUTLINE 2018/19**

SOCY30151 'Secrets, Lies and Mass Deception' Semester: 1 Credits: 20 Convenor: Dr Andrew Balmer

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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

Lecturer(s): Dr Andrew Balmer
Room: 3.052
Telephone: 016127 52275
Email: andrew.balmer@manchester.ac.uk

Office Hours: Tuesday 1-3pm. You must book in advance (even if on the day) using the links on Blackboard. If you cannot make this time, let me know and we can find an alternative time to meet up.

Lectures: Friday 1-4pm, Ellen Wilkinson Building A2.16

Essay Help Extra Hours: 10.00-12.00 and 15.00-17.00 on 13th November – book a slot using the link on Blackboard.

Mode of assessment:

- One compulsory non-assessed essay plan (5% penalty for non-submission)
- One assessed essay worth 50% of the total mark
- One two-hour unseen multiple choice examination to be taken at the end of the course worth 50% of the total mark

Reading Week: Monday 29th October – Friday 2nd November 2018

Course Administrator: Chantel Riley, Chantel.Riley@manchester.ac.uk
Telephone: 016127 53953

COURSEWORK DEADLINES

Non-assessed Essay Plan: 2pm, Thursday 25th October
Essay: 2pm, Thursday 29th November.

Communication: Students must read their University e-mails regularly, as important information will be communicated in this way.

Examination period: 14.01.2019 – 25.01.2019
Re-sit Examination period: 19.08.2019 – 30.08.2019

Extensions

You **MUST** contact your Programme Administrator in your home school to request an extension. Your Programme Administrator is the only individual authorized to grant a deadline extension.

- If granted an extension, the student will be provided with written confirmation of the extension and the new due date.
- A student who asks for an extension must complete the correct Mitigating Circumstances Form (available from their Programme Administrator) and provide evidence of the reasons for seeking extension.
- If granted an extension, a student will normally have to submit her/his project before the beginning of the examination period.

Late Submission of Essays

There will be a penalty of 10 points per day for up to 5 days (including weekends) for any assessed work submitted after the specified submission date, unless the student's Home School grants an extension. After 5 days a mark of 0 will be assigned.

Please note a "day" is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed. There are no discretionary periods or periods of grace. A student who submits work at 1 second past a deadline or later will therefore be subject to a penalty for late submission.

2. COURSE CONTENT

Course Aims

This course explores the 'dark side' of the truth. Historically, sociology, philosophy and other human science disciplines have focused on truth, emphasizing its importance in social organization and political order. Truth has even been understood as a necessary foundation on which society is built. But lurking beneath the truths we speak and rely upon are a great many secrets we keep, lies we tell and deceptions we practice. Moreover, there is significant evidence that the state deceives its citizens and fears have grown over the past few decades regarding the media's manipulation of readers and whether journalists are still able to hold our leaders to account. This course covers some of the ways in which secrets, lies and mass deception form part of everyday social life and broader structures of social organization.

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:

- Describe and analyse the use of secrecy within everyday personal life and family relationships.
- Describe the ways in which secret societies work and how they have developed in relationship to the state and culture of which they form a part.
- Conceptualise lying and deception, their relationship and exemplify these concepts.
- Critically evaluate the role of lie detection devices in society and how they work.
- Critically review the existing literature on the function of secrets, lies and mass deception in everyday life and social order.

General Readings

The course covers a diverse set of topics and so there is no single 'textbook' to read for this whole module. However, some of the course is based on the following book, which I wrote, and which covers some topics which are not explored in the lecture course. There are copies in the library and I have arranged for the book to be fully open-access using the link below.

Balmer, A.S. (2018) [*Lie Detection and the Law: Torture, Technology and Truth*](#), Abingdon: Routledge.

Lectures, Workshops and Reading List

This course is roughly divided into three sections that consider, in order: 1) secrecy; 2) lying; and 3) mass deception. Each of these topics relates to themes in the work of the sociologist Georg Simmel, whose approach to social life underpins some of the more recent analyses that the course examines.

Below are required and recommended readings for the course week-by-week. These are readings which you would be wise to read to help you to understand the lectures. They are not enough for you to understand the topic. To understand the topics we cover fully you need to engage with a significant number of further readings.

A selection of further readings are listed on the Blackboard site. These are readings which you can use to explore the field more generally and to concentrate your reading on topics which might inform your arguments for your essay and exam. Of course, these are not definitive lists and there are many other books and articles available through the library which will support your understanding and allow you to write excellent essays and exams.

All required readings are listed on Blackboard with a link to the correct website (either 'digitised' by the library, a section of an Ebook, or an electronic journal). You will need your central university username and password to access these materials.

Lecture One: Georg Simmel's Sociological Approach to Secrecy

Required Reading

Frisby, D. (2002) 'The Foundation of Sociology' pp. 32-42 in *Georg Simmel* (Taylor and Francis E-Library Edition, 2004), London: Routledge. For this week, you just need to read pages 32-42 (sections 3.1 and 3.2), but it is a good idea to read the whole of section 3 when you have time.

Simmel, G. (1950) 'Secrecy' (Chapter 3, pp. 330-343) in *The Sociology of Georg Simmel*, (translated and edited by K. H. Wolff), Illinois: The Free Press. [[download the book using the pdf link on the right-hand side of the page, or find a copy in the library]]

- For this week, you just need to read Part 4, Chapter 3, pages 330-343, but the whole of Part 4 is useful, so it is a good idea to read it all now if you can, or when you have time. It is a difficult reading but we will explore its content during the course, so stick with it knowing that you will get some help further down the line.

Recommended Reading

Simmel, G. (1910) How is Society Possible? *American Journal of Sociology*, 16 (3): 372-391.

Tefft, S.K. (1980) 'Secrecy, Disclosure and Social Theory' in Stanton K. Tefft (Ed.) *Secrecy: A Cross-Cultural Perspective*, London: Human Sciences Press. (This is not available online but there are copies in the library)

Balmer, A.S. (2018) "Chapter 8: Lying" in [*Lie Detection and the Law: Torture, Technology and Truth*](#), Abingdon: Routledge. [chapter 8 refers back to material throughout the book, so it might be wise to read some other portions at some point, but if you're specifically looking for content on Simmel, Chapters 1 and 8 are the best]

Workshop One: Simmel's Approach to Secrecy

To help you to prepare for this week's workshop, make sure that you do the required reading for this week and consider the following questions:

1. What does it mean to say that Simmel's approach to social life was 'relational'?
2. What are the implications of Simmel's insights into how society functions for our understanding of secrecy?
3. In what ways are secrets part of social life? Are they required or do we choose whether or not to keep secrets?
4. Is secrecy necessarily a bad thing, according to Simmel?
5. Does Simmel's account adequately deal with some of the important features of social life which might be bound-up with secrecy, e.g. power, inequality, gender, sexuality, etc.?

Lecture Two: Family Secrets

Required Reading

Smart, C. (2011) Families, secrets and memories, *Sociology* 45(4) 539-553.

Foucault, M. (1978) The West and the Truth of Sex, *SubStance* 6/7 (20): 5-8.

Recommended Reading

Smart, C. (2009) Family Secrets – Law and Understandings of Openness in Everyday Life, *Journal of Social Policy* 38 (4) 551-567.

Workshop Two: Family Secrets

To help you to prepare for this week's workshop make sure that you do the required reading for this week and consider the following questions:

1. What are 'family secrets'? Are there different types of family secret?
2. What is the relationship between family secrets and power?
3. How does Foucault's analysis of confession fit into Smart's analysis of secret-keeping in families?
4. Why do people keep secrets from their family members? Are secrets kept from family members necessarily bad/immoral?
5. Why do families (as a social unit) keep secrets from outsiders? Is it inevitable that families should have their secrets?

Lecture Three: Secret Societies Part I: Freemasonry

Required Reading

Urban, H.B. (2001) The Adornment of Silence: Secrecy and Symbolic Power in American Freemasonry, *Journal of Religion and Society* 3: 1-29.

Simmel, G. (1950) 'Secret Societies' (Part 4 Chapter 4, pp. 345-378) in *The Sociology of Georg Simmel*, (translated and edited by K. H. Wolff), Illinois: The Free Press. [[download the book using the pdf link on the right-hand side of the page]]

- For this week, you need to read Part 4 Chapter 4, pp. 345-378, at least, and if you have not read Chapters 1-3 of Part 4 by this point it is a good idea to catch up.

Walker, C.D.B. (2008) 'Preface: A Note on Freemasonry' in *A Noble Fight: African American Freemasonry and the Struggle for Democracy in America*, Chicago, University of Illinois Press.

- The preface is just 3 pages long and provides a very short introduction to some of the key facts about Freemasonry lodge structure.

It is also worth having a look around the official website of the United Grand Lodge of England to see how Freemasons present themselves today: <http://www.ugle.org.uk/what-is-freemasonry>

Recommended Reading

Hackett, D.G. (2014) Chapter 5 'Gender, Protestants, and Freemasonry, 1850–1920' (pp. 125-148) in *That Religion in Which All Men Agree: Freemasonry in American Culture*, Berkeley: University of California Press.

Bullock, S.C. (1996) *Revolutionary Brotherhood: Freemasonry and the Transformation of the American Social Order, 1730-1840*, Chapel Hill: University of North Carolina Press.

Workshop Three: Freemasons

To help you prepare for this workshop, make sure that you consider the following questions:

1. What factors contributed to the emergence of Freemasonry?
2. Why were men attracted to Freemasonry?
3. What role do symbols and myths play in Freemasonry?
4. What are Simmel's key contributions to our understanding of secret societies?
5. What is 'adornment' and how does it come about in the social form of a secret society?

Lecture Four: Secret Societies Part II: Scientology

Required Reading

Urban, H.B. (2006) Fair Game: Secrecy, Security, and the Church of Scientology in Cold War America, *Journal of the American Academy of Religion* 74 (2): 356-389.

Raine, S. (2009) Surveillance in a New Religious Movement: Scientology as a Case Study, *Religious Studies and Theology* 28 (1): 63-94.

If you're not sure what Scientology is before you do the readings above, then this article in the Telegraph briefly summarises some of the Church's claims and history. There are lots of documentaries on scientology, including 'Going Clear', 'Leah Remini – Scientology and the Aftermath' and Louis Theroux's 'My Scientology Movie' which mostly centre on former scientology members' accounts of their time in the Church. Remember that these documentaries are not peer-reviewed, though, and are not thus not trusted academic sources, but they are quite interesting nonetheless. You can refer to these kinds of documentaries in your written work, if you wish, but do not depend upon them as evidence for your argument.

Recommended Reading

Tefft, S.K. (1992) 'A Dialectical Framework for the Study of Secret Society Power in State Systems' in *The Dialectics of Secret Society Power in States*, London: Humanities Press.

Simmel, G. (1950) 'Secret Societies' (Part 4 Chapter 4, pp. 345-378) in *The Sociology of Georg Simmel*, (translated and edited by K. H. Wolff), Illinois: The Free Press. [[download the book using the pdf link on the right-hand side of the page]]

- This was set last week as a required reading, so if you didn't read it last week, make sure that you read it this week.

Coleman, G. (2015) 'Project Chanology – I came for the Lulz but Stayed for the Outrage' Chapter 2, pp. 53-80 in *Hacker, Hoaxer, Whistleblower, Spy: The Many Faces of Anonymous*, London: Verso.

Workshop Four: Scientology

In this workshop we will reflect on the key features of secret societies such as Freemasonry and Scientology to examine what it is that attracts people to become members and how power operates within the secret society as a social form. To help you to prepare make sure that you do the required reading for this week and consider the following questions:

1. How have the activities of the Church of Scientology been informed by the period in which the Church was founded?
2. How did Scientology change in relationship to the actions of other groups (such as the FDA, Project Chanology and so forth)?
3. What does Urban mean by saying the relationship between Scientology and the US government was 'dialectical'?
4. What is dianetics and how does it relate to secrecy, truth, power and privacy?
5. What light does the case of Scientology shed on our appreciation of the relationship between secrecy and power?
6. What is a dialectical relationship according to Tefft and why do they come about?

Lecture Five: Philosophy of Lying

Required Reading

Griffiths, P.J. (2004) 'Lying' (pp. 25-40) in *Lying: An Augustinian Theology of Duplicity*, Grand Rapids, Michigan: Brazos Press.

Fallis, D. (2009) What is Lying? *The Journal of Philosophy* 106 (1): 29-56.

Recommended Reading

Augustine, A. (1952) 'Lying' (pp. 45-110) in Roy J. Dererrari (ed), *Treatises on Various Subjects (The Fathers of the Church, Volume 16)*, Washington D.C.: Catholic University of America Press.

Bok, S. (1978) 'Is the Whole Truth Attainable?' Chapter 1 pp. 3-16 in *Lying: Moral Choice in Public and Private Life*, New York: Vintage Books.

Fallis, D. (2014) Are Bald-Faced Lies Deceptive after All? *Ratio* 28 (1): 81-96.

Workshop Five: Empirical Philosophy of Lying

To help you to prepare for this week's workshop make sure that you do the required reading for this week and consider the following questions:

1. What does St. Augustine hope to achieve by providing a definition of lying?
2. What ontological connections does Augustine make in his account?
3. What role does Christianity/ God play in Augustine's explanation of what lying is?
4. How does Augustine show that it is possible to tell the truth in order to deceive?
5. Does telling a lie require the intention to deceive?
6. Overall, does Augustine provide an adequate definition of lying? What are its weaknesses and strengths?

Lecture Six: Sociology of Lying and Deception

Required Reading

Goffman, E. (1974) 'Designs and Fabrications' pp. 83-122 in *Frame Analysis*, New York: Harper and Row.

Shilling, C. and Mellor, P.A. (2015) For a Sociology of Deceit: Doubled-Identities, Interested Actions and Situational Logics of Opportunity, *Sociology* 49(4): 607-623.

Simmel, G. (1950) 'Knowledge, Truth and Falsehood in Human Relations' (Part 4 Chapter 1, pp. 307-316) in *The Sociology of Georg Simmel*, (translated and edited by K. H. Wolff), Illinois: The Free Press.
[[download the book using the pdf link on the right-hand side of the page]]

- This was set earlier in the course as a recommended reading, so if you didn't read before then make sure that you read it this week.

Recommended Reading

Goffman, E. (1959) 'Discrepant Roles' in *The Presentation of Self in Everyday Life*, London: Penguin Press.

Hunt, J. and Manning, P.K. (1991) The Social Context of Police Lying, *Symbolic Interaction* 14 (1): 51-70.

Workshop Six: Sociology of Lying

This week we will explore how sociologists can contribute to understanding lying as a social phenomenon, examining what it is that makes sociology different from philosophy in this regard. To help you to prepare make sure that you do the required reading for this week and consider the following questions:

1. Which theorists do Shilling and Mellor use in their advocacy for a sociology of deceit?

2. What contribution do each of these theories make to their account of deception in contemporary society?
3. Do you think that we lie more today than people did 200 years ago? Can we extend Simmel's sociological comments on secrecy to encompass this claim?
4. What does Goffman contribute to our understanding of lies and deception?
5. In what ways do sociological approaches to lying differ to the philosophical analyses we reviewed last week?

Lecture Seven: Torture, Technology and Truth

Required Reading:

Leo, R.A. (1992) From Coercion to Deception: The Changing Nature of Police Interrogation in America, *Crime, Law and Social Change* 18 (1): 35-59.

Pilarczyk, I.C. (1996) Between a Rock and a Hot Place: The Role of Subjectivity in the Medieval Ordeal by Hot Iron, *Anglo-American Law Review* 25 (1): 87-112.

Recommended Reading:

Colman, R.V. (1974) Reason and Unreason in Early Medieval Law, *Journal of Interdisciplinary History* 4 (4): 571-591.

Leo, R.A. (2008) *Police Interrogation and American Justice*, Cambridge, MA.: Harvard University Press.

Balmer, A.S. (2018) "Chapter 2: Truth and Lies from Torture to Technology" in [*Lie Detection and the Law: Torture, Technology and Truth*](#), Abingdon: Routledge.

Workshop Seven: Torture Today

This week we reflect on changes in torture in the West and how they have been related to shifting problems in social order.

To help you to prepare make sure that you do the required reading for this week and consider the following questions:

1. Was torture in the middle ages and medieval period an irrational, animalistic practice?
2. In what ways did the use of torture change in England over time?
3. Why did torture come to an end in the medieval period?
4. How did the American police use torture in the decades around the 1920s and what brought this to an end?
5. How has torture changed today? Why do we use torture?
6. Are confessions extracted through torture reliable?

Lecture Eight: Lie Detection

Required Reading:

Alder, K. (1998) To Tell the Truth: The Polygraph Exam and the Marketing of American Expertise, *Historical Reflections* 24 (3): 487-525.

Bunn, G.C. (2007) Spectacular Science: The Lie Detector's Ambivalent Powers, *History of Psychology*, 10 (2): 156-178.

Recommended Reading:

Bunn, G.C. (2012) "A Trick of the Burlesque Employed ... Against Dishonesty": The Quest for Euphoric Security' Chapter 7, pp. 134-153 in *The Truth Machine: A Social History of the Lie Detector*, Baltimore: John Hopkins University Press.

Balmer, A.S. (2018) "Chapter 6: Polygraph Interrogations" in [*Lie Detection and the Law: Torture, Technology and Truth*](#), Abingdon: Routledge.

Balmer, A.S. (2018) "Chapter 7: Subjects of Suspicion" in [*Lie Detection and the Law: Torture, Technology and Truth*](#), Abingdon: Routledge.

Workshop Eight: Lie Detection

In this workshop we will discuss the ways in which lie detection techniques (from torture to technology) have changed and ways in which they have remained the same. To help you to prepare, consider the following questions.

1. Are there any commonalities between the way in which torture works and how the polygraph machine works?
2. Why did lie detection succeed in America?
3. Whom has been subjected to lie detection and why? How has this changed over time?
4. How do the police try to extract confessions from people by using the polygraph machine?
5. Are confessions made after polygraph tests reliable?

Lecture Nine: Mass Deception

Required Reading:

Herman, E.S. and Chomsky, N. (1988) 'A Propaganda Model' in *Manufacturing Consent: The Political Economy of the Mass Media*, New York: Pantheon.

Eyerman, R. (1981) False Consciousness and Ideology in Marxist Theory, *Acta Sociologica* 24 (3): 43-56.

Recommended Reading:

Mullen, A. (2010) Twenty Years On: The Second-Order Prediction of the Herman-Chomsky Propaganda Model, *Media, Culture and Society* 32 (4): 673-690.

Mullen, A. and Klaehn, J. (2010) The Herman-Chomsky Propaganda Model: A Critical Approach to Analysing Mass Media Behaviour, *Sociology Compass* 4 (4): 215-229.

Herman, E.S. and Chomsky, N. (2002) *Manufacturing Consent: The Political Economy of the Mass Media*, 2nd edition, New York: Pantheon.

Workshop Nine: Mass Deception

In this workshop we will explore the ways in which Western governments and media have deceived or misinformed the public through propaganda. To help you to prepare for this workshop, consider the following questions:

1. What is 'false consciousness' according to Gramsci and key figures from the early years of the Frankfurt School?
2. How can false consciousness help us to explain why people who lose out in the capitalist system of economics do not rise-up and overthrow their political and economic leaders?
3. What are the five filters of the propaganda model outlined by Herman and Chomsky?

4. How does the propaganda model link to the Marxist/ Frankfurt School concept of false consciousness?
5. What has changed today? Is propaganda in the media the same as when Herman and Chomsky conducted their analysis?

Lecture Ten: The Era of Bullshit

Required Reading:

Janson, S.C. (2016) Secrecy, Confidentiality and "Dirty Work": The Case of Public Relations, *Secrecy and Society* 1(1).

Dinan, W. and Miller, D. (2007) 'Public Relations and the Subversion of Democracy' in *Thinker, Faker, Spinner, Spy: Corporate PR and the Assault on Democracy*, London: Pluto Press.

Recommended Reading:

Frankfurt, H. G. (2005) *On Bullshit*, Princeton, N.J: Princeton University Press.

Read, B. (2018) Truth, Masculinity and the Anti-elitist Backlash against the University in the Age of Trump, *Teaching in Higher Education*, 23 (5): 593-605.

Workshop Ten: A Post-Truth Society?

To help you prepare for this week's workshop, consider the following questions:

1. What is public relations and what is its role in capitalist society?
2. How does public relations fit into the propaganda model?
3. What do political commentators tend to mean when they claim we are now living in a 'post-truth' society?
4. What can the propaganda model and the concept of false consciousness tell us about claims that we have recently entered a 'post-truth' era?
5. Do we live in a post-truth society?

Assignments and Assessments

Non-Assessed Assignment Details

For the non-assessed assignment you must create an essay plan which outlines how you will go about answering your assessed essay question.

Non-Assessed Essay Plan Format

The non-assessed essay plan can take whatever format you like, however it must not exceed 1,200 words (excluding references).

Note: You must include an accurate word count on your submitted plan. Note that the Turnitin system allows me to check the word count of the your submitted document.

In preparing your plan, it might be helpful to consider the following questions:

1. What is the question that you will answer in your essay? What are the 'parts' of this question which make up the question as a whole?
2. Which readings will you be drawing on to help you to answer this question?
3. What is your argument and how does this draw on the key readings?
4. What examples will you be using in your answer to this question? How do they help you to explain your argument?
5. What conclusion will you reach? Does it follow naturally from your argument?

Non-submission of the non-assessed work will incur a penalty of -5 marks from your overall unit score.

Note: There is no lower word limit, so in order to avoid a 5 point reduction for non-submission it is better to submit something, even if it is just a few bullet points, than submit nothing at all.

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

The format for the assessed coursework is an essay of 3000 words.

There is a +/- 10% word count bracket, making the lower word limit 2,700 words, and the upper limit 3,300 words. Note, however, that I take into consideration how you've used the word limit. If you write closer to the upper limit I will assess whether you have made enough substantive points to warrant the extra words used; if you have written closer to 2,700 words I will assess if you could have done more to significantly improve your essay by making use of the full 3000 words available.

Essay questions:

1. Critically evaluate Georg Simmel's sociological approach to secrecy.
2. Critically assess the arguments put forward by Foucault and Smart regarding sex, truth and secrecy within the family, and evaluate whether these positions are contradictory or can be fruitfully brought together.
3. Using at least one example, critically evaluate the role that adornment plays in the attraction of members to a secret society.

4. Using Scientology as an example, critically evaluate the ways in which power and secrecy are entwined with regard to secret organisations.

5. Does St. Augustine provide an adequate definition of lying? If not, can the failings be corrected?

The list of questions above covers the material from the first five weeks of the course, since these will be taught well before the non-assessed essay plan deadline, which will allow you to receive some instruction in these topics prior to your submission of the non-assessed essay and do some extra reading to refine your plans. However, you can choose to answer a question on a later topic if you wish. Please discuss this with the course convener in order to formulate a question.

Note: You can come up with a question of your own if you like. However, **you must talk to the course convener** about this to get some advice on whether the question is appropriate and on the exact wording of the question.

Note: You do not have to answer the question which you wrote your non-assessed essay plan upon, but you must make this decision knowing that it means you will not have received substantive formative feedback on your plan.

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 the 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 (e.g. 12 point in Cambria Math, 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 in the assessments section of this document above (unless given alternative, 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 and submitted. Full guidance on mitigating circumstances is available here:

www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/useful-documents/

Examination Details

This course is also assessed via a 2 hour multiple choice examination.

There are no past papers available. However, support will be provided during the module lectures and workshops to help you to prepare for the multiple choice exam.

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 online 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 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.
- Written formative and summative feedback will be given on your assessed coursework, available via Turnitin.
- 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 Blackboard online system for details.

Feedback Half Day will be provided to allow in-depth discussion of feedback on your coursework assessments. See Blackboard online system for details.

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 required 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.

Workshop Preparation

Workshops 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 workshops is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the information for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the required readings, notes on these, preparation exercises, etc.) to every workshop. 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

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>

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/>

1. ESSAY 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

SOCY30161: Deindustrialization, People and Place

Semester 1

Credits 20

Convenor: Dr James Rhodes

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):	James Rhodes
Room:	3.046, Arthur Lewis Building
Telephone:	0161 306 6930
Email:	james.rhodes@manchester.ac.uk
Office Hours:	Tuesdays, 2-3; Wednesdays, 3-4
Tutors:	N/A
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Tuesdays 10-1, Simon Building, Room 1.34
Tutorials:	Tutorial/workshops will take place within the three-hour session
Reading week:	Monday 29th October – Friday 2nd November 2018
Feedback half-day:	TBA
Assessed Coursework Submission:	Tuesday 11 th December by 2pm
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 (5% penalty for non-submission) due by 2pm on Friday 9th November 2018.
- One assessed essay worth 50% of the total mark due by 2 pm on Tuesday 11th December
- 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

Deindustrialization, is a term referencing the process whereby traditional industry and manufacturing jobs have migrated from formerly industrial areas and communities. Over the last three decades a growing body of scholarship has identified deindustrialization as signalling more than simply the loss of industrial work. Initial approaches to deindustrialization often focused on the 'body count'- factory closures, economic implications, and the immediate impacts of job losses. However, more recently, deindustrialization has been reframed as a more fundamentally social, political and cultural process, the impacts of which are as significant as industrialization itself. It is identified as having important psychological, affective, cultural and social impacts upon a range of people and places, undermining traditional ways of life, forms of identity, and structures of feeling. In the present period, it has become a ubiquitous term, cited as central to a range of debates regarding widening social and spatial inequalities, forms of nostalgia for the industrial past, a 'crisis of masculinity', and the political resentments that fuelled the election of Donald Trump in the United States and Brexit in the UK.

This course outlines how sociologists and social scientists/humanities scholars have approached deindustrialization theoretically, methodologically and empirically. The course considers debates around deindustrialization and its consequences- focusing on its impacts upon communities, inequalities, and identities. The module will examine the cultural impacts of deindustrialization evident in changing aesthetics ('ruin porn' and the rise of the 'post-industrial city') and identities (class, gender), as well as emerging cultural practices and sentiments (heritage/memory, political resentment). In doing so it engages with questions pertinent to economic, political and cultural sociology. The course will encourage students to think critically about how deindustrialization shapes contemporary society and culture, and in the assessed essay, students will select their own case study to critically evaluate through the theories introduced in the course.

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

The module aims to:

- Introduce students to sociological and related interdisciplinary ways of examining deindustrialization and its impacts on contemporary society, providing them with a critical understanding of its economic, social, political and cultural impacts.
- Introduce students to different theoretical approaches for thinking through the process of deindustrialization and its impacts upon people and places.
- Give students an awareness of how industrial transformation connects to broader social, cultural and political structures and processes within society.
- Allow students to explore the relationships between deindustrialization and specific areas of society and culture- such as race, gender, class, and place-based identity.
- Encourage students to use the theories examined in the course to think critically about the impacts of deindustrialization on society.

Learning Outcomes

On completion of this course, students will have acquired the following skills:

Knowledge and Understanding:

- Understand the complex ways in which deindustrialization interacts with other structures and processes in shaping society through its impact on people and places
- Apply their knowledge of social science theories of deindustrialization to a range of contemporary issues.

Intellectual skills:

- Evaluate competing analytical perspectives
- Assess the strengths and weaknesses of empirical evidence
- Employ material available from academic, media and policy sources to make effective arguments.
- Develop a critical approach to academic, media and policy texts.

Practical skills:

- Deep reading skills.

- Organisational skills
- Improved skills in communication and argument
- Use of library and electronic sources and resources
- Develop skills in research

Transferable skills and personal qualities:

- Presenting ideas and asking questions in group discussion
- Observation and listening skills including the ability to reflect on assumptions and prejudgements
- Critical engagement with the key contemporary societal issue
- Reflect on the position of those in other places and positions, better understanding the wider contexts in which lives are lived

General Course Readings

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 books are helpful:

Cowie, J. and Heathcott, J. (eds.) (2003) *Beyond the Ruins: The Meanings of Deindustrialization*. Cornell, NY: ILR Press.

High, S. and Lewis, D. (2007) *Corporate Wasteland: The Landscape and Memory of Deindustrialization*. Cornell, NY: ILR Press.

High, S., MacKinnon, L. and Perchard, A. (eds.) (2017) *The Deindustrialized World: Confronting Ruination in Postindustrial Places*. Toronto: University of British Columbia Press.

Mah, A. (2012) *Industrial Ruination, Communities and Place: Landscapes and Legacies of Urban Decline*. Toronto: University of Toronto Press.

Overview of course structure

Week 1: Introduction: Deindustrialization, People and Place (September 25, 2018)

Week 2: Living through Deindustrialization (October 2, 2018)

Week 3: Work, Poverty and Precarity (October 9, 2018)

Week 4: Gender, Class and Identity (October 16, 2018)

Week 5: Memory, Heritage and 'Smokestack Nostalgia' (October 23, 2018)

Week 6: Cities, Culture and Regeneration (November 6, 2018)

Week 7: Tour of Manchester (November 13, 2018)

Week 8: Industrial ruins and representation (November 20, 2018)

Week 9: Craft Work (November 27, 2018)

Week 10: Politics, Resentment and Deindustrialization (December 4, 2018)

Topic guide

WEEK 1: INTRODUCTION: DEINDUSTRIALIZATION, PEOPLE AND PLACE

The study of deindustrialization has developed significantly over the last few decades, as a response to both manufacturing decline and economic restructuring, and the growing realisation of the scale and complexity of its continuing and evolving impacts on both people and places. This introductory lecture will outline the causes of deindustrialization, and the development of the scholarship focusing on it through various 'waves' (High, 2013). Significantly, we will examine the call for scholars to move beyond the 'body count' of job losses, to instead explore its wider social, political, and cultural implications. The lecture will ask how and why can think about deindustrialization sociologically.

KEY READING:

Cowie, J. and Heathcott, J. (2003) *Beyond the Ruins: The Meanings of Deindustrialization*. Cornell, NY: ILR Press. Introduction.

High, S. (2013) "The wounds of class:" A historiographical reflection on the study of Deindustrialization, 1973-2013.' *History Compass*, 11(11): 994-1007.

ADDITIONAL READING:

Bluestone, B. and Harrison (1982) *The Deindustrialization of America*: New York: Basic Books

Byrne, D. (2002) 'Industrial culture in a post-industrial world: The case of the North East of England', *City*, 6 (3): 279-289

Dudley, K. (1994) *The End of the Line: Lost Jobs, New Lives in Postindustrial America*. Chicago: Chicago University Press. Introduction and Conclusion.

Harvey, D. (1989) *The Condition of Postmodernity*, Oxford: Blackwell.

High, S. and Lewis, D. (2007) *Corporate Wasteland: The Landscape and Memory of Deindustrialization*. Cornell, NY: ILR Press, Especially chapter 2.

High, S., MacKinnon, L. and Perchard, A. (eds.) (2017) *The Deindustrialized World: Confronting Ruination in Postindustrial Places*. Toronto: University of British Columbia Press. Introduction.

Kirk, J., Contrepolis, S. and Jefferys, S. (eds.) (2011) *Changing Work and Community Identities in European Regions: Perspectives on the Past and Present*, Basingstoke: Palgrave. Introduction.

Lash, S. and Urry, J. (1987) *The End of Organized Capitalism*, Cambridge: Polity.

Linkon, S.L. (2018) *The Half-Life of Deindustrialization: Working-Class Writing about Economic Restructuring*, Ann Arbor, MI: University of Michigan Press. Introduction.

Mah, A. (2012) *Industrial Ruination, Communities and Place: Landscapes and Legacies of Urban Decline*. Toronto: University of Toronto Press. Introduction.

Parnaby, A. (2013) 'Life among the ruins: Deindustrialization in historiographical perspective.' *Labour/Le Travail*, 72: 279-293.

Strangleman, T. (2017) 'Deindustrialisation and the historical sociological imagination: making sense of work and industrial change.' *Sociology*, 51(2): 466-482.

Strangleman, T. and Rhodes, J. (2014) 'The 'new' sociology of deindustrialization?: Understanding industrial change.' *Sociology Compass*, 8(4): 411-21.

Strangleman, T., Rhodes, J. and Linkon, S.L. (2013) 'Introduction to crumbling cultures: Deindustrialization, class and memory.' *International Labour and Working-Class History*, 84: 7-22.

Tomlinson, J. (2016) 'Deindustrialization- not decline: A new meta-narrative for post-war British history', *Twentieth Century British History*, 27(1): 76-99.

WEEK 2: LIVING THROUGH DEINDUSTRIALIZATION

This week's lecture will explore the impacts of deindustrialization upon workers, communities and places. The loss of manufacturing jobs marks more than simply an economic loss, it also represents a profound shift in social and spatial relations, in individual and collective's identities and self-worth, as well changes in the look and feel of places. It can therefore be seen as an economic, material, cultural and emotional/affective shift. The decline, abandonment, of deindustrialized

communities has been described through tropes of loss, displacement and trauma, and we will consider how we might make sense of the localised impacts of economic restructuring, and the way it has served as marking a particular kind of disruption of life.

KEY READING:

Stenning, A. (2005) 'Re-placing work: economic transformations and the shape of a community in post-socialist Poland', *Work, Employment and Society*, 19(2): 235-259.

Russo, J. and Linkon, S.L. (2009) 'The social costs of deindustrialization', in R. McCormack et al. (eds.) *Manufacturing a Better Future for America*, Alliance for American Manufacturing.

ADDITIONAL READING:

Beer, S. (2018) 'Living the cruel futures of industrial change', *Social and Cultural Geography*, 19(1): 102-119.

Bluestone, B. and Harrison (1982) *The Deindustrialization of America*: New York: Basic Books. Chapter 3.

Cowie, J. and Heathcott, J. (eds.) *Beyond the Ruins: The Meanings of Deindustrialization*, Cornell: ILR Press (see chapters by Russo and Linkon, May and Morrison, and Hart and K'Meyer).

Dudley, K. (1994) *The End of the Line: Lost Jobs, New Lives in Postindustrial America*. Chicago: Chicago University Press.

Foden, M., Fothergill, S. and Gore, T. (2014) *The state of the coalfields: Economic and social conditions in the former mining communities of England, Scotland and Wales*, Sheffield Hallam University.

Kirk, J., Contrepois, S. and Jefferys, S. (eds.) (2011) *Changing Work and Community Identities in European Regions: Perspectives on the Past and Present*, Basingstoke: Palgrave.

Linkon, S.L. and Russo, J. (2002) *Steeltown U.S.A.: Work and Memory in Youngstown*. Lawrence, KS: University Press of Kansas. Especially chapter 4.

MacKenzie, R. et al (2005) "'All that is solid?': Class, identity and the maintenance of a collective orientation amongst redundant steelworkers', *Sociology*, 40(5): 833-852.

Mah, A. (2009) 'Devastation but also home: place attachment in areas of industrial decline', *Home Cultures*, 6(3): 287-310.

McDonald, P., Mayes, R. and Pini, B. (2012) 'Mining work, family and community: A spatially-oriented approach to the impact of the Ravensthorpe nickel mine closure in remote Australia', *Journal of Industrial Relations*, 54(1): 22-40.

Minchin, T. (2009) "'It knocked this city to its knees': the closure of Pillowtex Mills in Kannapolis, North Carolina and the decline of the US textile industry', *Labor History*, 50(3): 287-311.

Modell, J. and Brodsky, C. (1998) *A Town Without Steel: Envisioning Homestead*, Pittsburgh, PA: University of Pittsburgh Press.

Newman, K.S. (1985) 'Turning your back on tradition: symbolic analysis and moral critique', *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, 14(1/3): 109-150.

Pappas, G. (1989) *The Magic City: Unemployment in a Working-Class Community*, Ithaca, NY: Cornell University Press.

Pini, B., Mayes, R. and McDonald, P. (2010) 'The emotional geography of a mine closure: A study of the Ravensthorpe nickel mine in Western Australia', *Social and Cultural Geography*, 11: 559-574.

Revilla, J.C., Jefferys, S. and Tovar Martinez, F. (2013) 'Collective identities in the age of restructuring: Old and new class, space and community-based identities in six European regions', *International Sociology*, 28(4): 391-408.

Strangleman, T. (2001) 'Networks, place and identities in post-industrial mining communities', *International Journal of Urban and Regional Research*, 25(2): 253-267.

Waddington, D., Critcher, C., Dicks, B. and Parry, D. (2001) *Out of the Ashes? The Social Impact of Industrial Contraction and Regeneration on Britain's Mining Communities*, London: Stationery Office.

Walkerdine, V. (2010) 'Communal beingness and affect: an exploration of trauma in an ex-industrial community', *Body and Society*, 16(1): 91-116.

Walley, C. (2013) *Exit Zero: Family and Class in Postindustrial Chicago*. Chicago: University of Chicago Press.

WEEK 3: WORK AND PRECARIETY

Deindustrialization is part of a wider socio-economic and political restructuring of society, often captured in the transition from a 'Fordist' to a 'Post-Fordist' society, marked particularly by the shift from a society dominated by manufacturing to service industries, and from more 'managerial' (often described as Fordist-Keynesian) state policies to those dominated by market-based (neoliberal) approaches. In this week we will explore the labour market polarisation linked to deindustrialization,

focusing particularly on the issue of low-wage and insecure work for those at the bottom ends of the labour market. We will consider the bases of this work insecurity and consider how it is negotiated. There will be an examination of the idea that changes in class composition have produced a new 'precariat', through a consideration of the continuities and discontinuities in work and society after large-scale deindustrialization and changes in state governance. We will also ask how ideas about a more previous social and economic order play an important part in shaping 'precarity' and its potential politics.

KEY READING:

Standing, G. (2011) *The Precariat: The New Dangerous Class*, London: Bloomsbury. Chapter 1 (see rest of book for additional reading).

Burrows, S. (2013) 'Precarious work, neo-liberalism and young people's experiences of employment in the Illawarra region', *The Economic and Labour Relations Review*, 24(3): 380-396.

ADDITIONAL READING:

Aguiar, L.M. (2006) 'Janitors and sweatshop citizenship in Canada', *Antipode*, 38(3): 440-461.

Arnold, D. and Bongiovim, J.R. (2013) 'Precarious, informalizing and flexible work: transforming concepts and understandings', *American Behavioural Scientist*, 57(3): 289-308.

Betti, E. (2016) 'Gender and precarious labour in a historical perspective: Italian women and precarious work between Fordism and post-Fordism' *International Labor and Working-Class History*, 89 (Spring): 64-83.

Doussard, M. (2013) *Degraded Work: The Struggle at the Bottom of the Labour Market*, Minneapolis: University of Minnesota Press.

Doussard, M., Peck, J. and Theodore, N. (2009) 'After Deindustrialization: Uneven Growth and Economic Inequality in "Postindustrial Chicago"', *Economic Geography*, 85(2): 183-207.

Edgell, S., Gottfried, H. and Granter, E. (eds.) (2017) *The Sage Handbook of the Sociology of Work and Employment*, London: Sage (see chapters 16, 17 and 23).

Kalleberg, A.L. (2009) 'Precarious work, insecure workers: employment relations in transition', *American Sociological Review*, 74: 1-22.

- Kalleberg, A.L. (2018) *Precarious Lives: Job Insecurity and Well-Being in Rich Democracies*, Cambridge: Polity.
- Lambert, R. and Herod, A. (eds.) (2016) *Neoliberal Capitalism and Precarious Work: Ethnographies of Accommodation and Resistance*, Cheltenham: Edward Elgar.
- Mole, N.J. (2010) 'Precarious subjects: anticipating neoliberalism in northern Italy's workplace', *American Anthropologist*, 112(1): 38-53.
- Neilson, B. and Rossiter, N. (2008) 'Precarity as a political concept, or Fordism as exception', *Theory, Culture and Society*, 25(7-8): 51-72.
- Newman, K. (1999) *No Shame In My Game: The Working Poor in the Inner City*, New York: Russell Sage Foundation.
- Paret, M. (2016) 'Precarious class formations in the United States and South Africa', *International Labor and Working-Class History*, 89 (Spring): 84-106.
- Peck, J. and Theodore, N. (2010) 'Labour markets from the bottom-up', in S. McGrath Champ and A. Herod (eds.) *Handbook of Employment and Society: Working Space*, Cheltenham: Edward Elgar.
- Shildrick, T., MacDonald, R. and Webster, C. (2012) *Poverty and Insecurity in 'Low-Pay, No-Pay Britain'*. Bristol: Policy Press.
- Spyridakis, M. (2018) 'Employment precariousness and social reproduction in the shipbuilding industry of Piraeus', in S. Narotzky and V. Goddard (eds.) *Work and Livelihoods: History, Ethnography and Models in Times of Crisis*, London: Routledge.
- Standing, G. (2011) *The Precariat: The New Dangerous Class*, London: Bloomsbury.
- Taft, C.E. (2016) *From Steel to Slots: Casino Capitalism in the Postindustrial City*, Cambridge: Harvard University Press. Chapter 3: 'The Postindustrial Factory'.
- Varga, J. (2013) 'Breaking the heartland: creating the precariat in the US lower rust belt', *Globalizations*, 3(3-4): 430-446.
- Wilson, S. and Ebert, N. (2013) 'Precarious work: Economic, sociological and political perspectives', *The Economic and Labour Relations Review*, 24(3): 263-278.

WEEK 4: GENDER, CLASS AND IDENTITY

In this week's lecture, we will examine the impacts of deindustrialization on (predominantly white) working-class masculinities and femininities. The industrial order of the postwar period was predicated on a (variable and uneven) sexual contract, often with clear gendered divisions of labour. Relatedly, gender identities were produced through this order, with dominant constructions of masculinity forged through notions of physical labour and the status of the 'breadwinner'. We

will consider how deindustrialization has worked to unsettle these formations. Changes in the economy and the sexual division of labour following deindustrialization, have reconfigured work and gendered practices. However, within these emergent regimes, the older industrial order continues to exist as a 'structure of feeling' even as the bases of this formation have been eroded.

KEY READING:

Nayak, A. (2003) 'Last of the "Real Geordies"? White masculinities and the sub-cultural response to Deindustrialization', *Environment and Planning D: Society and Space*, 21(1): 7-25.

Bennett, K. (2015) 'Women and economy: complex inequality in a post-industrial landscape', *Gender, Place and Culture*, 22(9): 1287-1304.

ADDITIONAL READING:

Broughton and Walton (2006) 'Downsizing masculinity: Gender, family and fatherhood in Post-industrial America', *Anthropology of Work Review*, 27(1): 1-11.

Dolby, N., Dimitriadis, G. and Willis, P. (eds.) (2004) *Learning to Labour in New Times*, London: Routledge.

McDowell, L. (2000) 'Learning to serve? Employment aspirations and attitudes of young working-class men in an era of labour market restructuring', *Gender, Place and Culture*, 7(4): 399-416.

McDowell, L. (2001) 'Life without father and Ford revisited: gender, class and employment change in the new millennium', *Transactions of the Institute of British Geographers*, 26(4): 448-464.

McDowell, L. (2002) 'Transitions to work: Masculine identities, youth inequality and labour market change', *Gender, Place and Culture*, 9(1): 39-59.

McDowell, L. (2003) *Redundant Masculinities? Employment Change and White Working Class Youth*. Oxford: Blackwell.

McDowell, L. (2012) 'Post-crisis, post-Ford, and post-gender? Youth identities in an era of austerity', *Journal of Youth Studies*, 15(5): 573-590.

McDowell, L. (2014) 'The sexual contract, youth, masculinity, and the uncertain promise of waged work in austerity Britain', *Australian Feminist Studies*, 29(79): 31-49.

McDowell, L., Rootham, E. and Hardgrove, A. (2014) 'Precarious work, protest masculinity and communal regulation: South Asian young men in Luton, UK', *Work, Employment and Society*, 28(6): 847-864.

- Nayak, A. (2003) "'Boyz to Men': Masculinities, schooling and labour transitions in deindustrial times', *Educational Review*, 55(2): 147-159.
- Nixon, D. (2009) "'I can't put a smiley face on': working-class masculinity, emotional labour, and service work in the 'new' economy', *Gender, Work and Organisation*, 16(3): 300-322.
- Rootham, E. and McDowell, L. (2015) 'Symbolic violence and cruel optimism: young men, un(der)employment and the Honda layoffs in Swindon', in C. Harker (ed.) *Conflict, Violence and Peace: Geographies of Children and Young People*, 11: 1-17.
- Taylor, I. and Jamieson, R. (1997) "'Proper little mesters': nostalgia and protest masculinity in deindustrialized Sheffield', in S. Westwood and S. Williams (eds.) *Imagining Cities: Scripts, Signs, Memory*, London: Routledge, 152-178.
- Walker, C. and Roberts, S. (eds.) (2017) *Masculinity, Labour and Neoliberalism: Working-Class Men in International Perspective*. Basingstoke: Palgrave.
- Walkerdine, V. and Jimenez, L. (2012) *Gender, Work and Community After Deindustrialization*, Basingstoke: Palgrave. Chapters 5-8.
- Ward, M.R.M. (2015) *From Labouring to Learning: Working-Class Masculinities, Education and Deindustrialization*. Basingstoke: Palgrave.
- Weis, L. (1990) *Working Class Without Work: High School Students in a Deindustrializing Economy*, New York: Routledge.
- Weis, L. (2003) 'Gender, masculinity and the new economy', *The Australian Educational Researcher*, 30(3): 111-129.
- Weis, L. (2004) *Class Reunion: The Remaking of the American White Working-Class*, London: Routledge.

WEEK 5: MEMORY, HERITAGE AND 'SMOKESTACK NOSTALGIA'

In the wake of deindustrialization, struggles over the loss of industry and traditional forms of employment are paralleled by contestations over memory as people reflect back on an era and a set of relations that no longer exist. On particular, transformations in the meaning and identities of places leads to attempts to The passing of the industrial age has been marked by a strong desire for its commemoration, evident in the rise of industrial heritage projects. However, processes of heritage and memory are highly charged, given that questions about what is remembered, and in what ways, are shaped by power, place and identity. For some, heritage or other 'official' forms of memory serve to sanitize history, as the struggles of working-class communities become marginalised within overly nostalgic forms of representation. For others, they operate largely as a commodity,

employed within new forms of urban regeneration. This is often contrasted with the ways in which those who have lived with and through deindustrialization remember it. Here, 'living' memories can act as powerful accounts of loss and critique, operating as practices that 'regenerate' communities and act as calls for recognition and claims to place and belonging. This week we will examine why and how memory becomes so contested in the wake of deindustrialization, exploring different ways in which the industrial past is memorialised and considering what is at stake within these struggles over the meaning of the past. We will also ask whether we can dismiss this memory work simply as 'smokestack nostalgia'- as some have done-or can it represent a more critical and progressive force.

KEY READING:

Meier, L. (2016) 'Metalworkers' nostalgic memories and optimistic official representations of a transformed industrial landscape', *The Sociological Review*, 64(4): 766-785.

Smith, L. and Campbell, G. (2017) "'Nostalgia for the future": memory, nostalgia and the politics of class', *International Journal of Heritage Studies*, 23(7): 612-627.

ADDITIONAL READING:

Bennett, K. (2009) 'Telling tales: Nostalgia, collective identity and an ex-mining village', in M. Smith, J. Davidson, L. Cameron, and L. Bondi (eds.) *Emotion, Place and Culture*, Burlington, VT: Ashgate, pp.187-205.

Clark, A. and Gibbs, E. (2017) 'Voices of social dislocation, lost work and economic restructuring: Narratives from marginalised localities in the "New Scotland"', *Memory Studies* (online first).

Clarke, J. (2015) 'Closing time: Deindustrialization and nostalgia in contemporary France', *History Workshop Journal*, 79(1): 107-125.

Dicks, B. (2000) *Heritage, Place and Community*, Cardiff: University of Wales Press.

Dicks, B. (2008) 'Performing the hidden injuries of class in coal-mining heritage', *Sociology*, 42(3): 436-452.

Emery, J. (2018) 'Belonging, memory and history in the north Nottinghamshire coalfield', *Journal of Historical Geography*, 59: 77-89.

Fink, L. (2006) 'When community comes home to roost: The southern milltown as lost cause', *Journal of Social History*, 40(1): 119-145.

High, S. (2018) *One Job Town: Work, Memory and Betrayal in Northern Ontario*, Toronto: University of Toronto Press.

- High, S. and Lewis, D. (2007) *Corporate Wasteland: The Landscape and Memory of Deindustrialization*. Cornell, NY: ILR Press. Chapter 3.
- Linkon, S.L. and Russo, J. (2002) *Steeltown U.S.A.: Work and Memory in Youngstown*. Lawrence, KS: University Press of Kansas. Chapter 3.
- Mah, A. (2012) *Industrial Ruination, Communities and Place: Landscapes and Legacies of Urban Decline*. Toronto: University of Toronto Press.
- Meier, L. (2013) 'Encounters with haunted industrial workplaces and emotions of loss: class-related senses of place within the memories of metalworkers', *Cultural Geographies*, 20(4): 467-483.
- Muehlebach, A. (2017) 'The body of solidarity: heritage, memory and materiality in post-industrial Italy', *Comparative Studies in Society and History*, 59(1): 96-126.
- Rhodes, J. (2013) 'Youngstown's ghost: memory, identity and deindustrialization', *International Labour and Working Class History*, 84, Fall 2013: 55-77.
- Smith, L., Shackel, P.A., and Campbell, G. (eds.) (2011) *Heritage, Labour and the Working Classes*, London: Routledge.
- Stanton, C. (2006) *The Lowell Experiment: Public History in a Postindustrial City*, Amherst: University of Massachusetts Press.
- Stephenson, C. and Wray, D. (2005) 'Emotional regeneration through community action in post-industrial mining communities: The New Herrington Miners' banner partnership', *Capital and Class*, 29(3): 175-199.
- Summerby-Murray, R. (2002) 'Interpreting deindustrialized landscapes of Atlantic Canada: memory and industrial heritage in Sackville, New Brunswick', *The Canadian Geographer*, 46(1): 48-62.
- Wodz, K. and Gnieciak, M. (2018) 'Post-industrial landscape: space and place in the personal experiences of residents of the former working-class estate of Ksawera in bedzin', in S. Narotzky and V. Goddard (eds.) (2018) *Work and Livelihoods: History, Ethnography and Models in Times of Crisis*, London: Routledge.

WEEK 6: CULTURE, CITIES AND REGENERATION

Deindustrialization has marked a dramatic shift in the material and symbolic economy of cities, from what we might term the 'industrial' to the 'creative' city. As urban areas have shifted from sites oriented towards production to culture and consumption, landscapes have been fundamentally altered through sustained and contested processes of urban regeneration and gentrification. Within these processes

there has been a physical and representational restructuring of urban spaces as cities increasingly compete to attract mobile capital and residents, particularly the so-called 'creative class'. While this marks an important change in forms of urbanism, the industrial past is never fully obliterated, but instead comes to be incorporated into contemporary city life in varied and complex ways as a marker of local identity and urban authenticity. We will consider shifts in the nature of urban place-making, the role ideas of the 'industrial' play within these processes, and the types of urban inequalities that result.

Key reading:

Zimmerman, J. (2008) 'From brew town to cool town: Neoliberalism and the creative city development strategy in Milwaukee', *Cities*, 25(4): 230-242.

Tyrer, P. and Crinson, M. (2005) 'Totemic Park: Symbolic representation in post-industrial space', in M. Crinson (ed.) *Urban Memory: History and Amnesia in the Modern City*, London: Routledge, pp.99-117.

Additional reading:

Curran, W. (2007) "'From the Frying Pan to the Oven": Gentrification and the experience of industrial displacement in Williamsburg, Brooklyn', *Urban Studies*, 44(8): 1427-1440.

Florida, R. (2003) 'Cities and the creative class', *City and Community*, 2(1): 3-19.

Florida, R. and Adler, (2018) 'The patchwork metropolis: The morphology of the divided postindustrial city', *Journal of Urban Affairs*, 40(5): 609-624.

Hamnett, C. and Whitelegg, G. (2007) 'Loft conversion and gentrification in London: From industrial to postindustrial land use', *Environment and Planning A: Economy and Space*, 39(1): 106-124.

Kohn, M. (2010) 'Toronto's distillery district: consumption and nostalgia in a post-industrial landscape', *Globalizations*, 7(3): 359-369.

Matthews, V. and Picton, R.M. (2014) 'Intoxifying gentrification: brew pubs and the geography of post-industrial heritage.' *Urban Geography*, 35(3): 337-356.

Neumann, T. (2018) 'Reforging the steel city: Symbolism and space in post-industrial Pittsburgh', *Journal of Urban History*, 44(4): 582-602.

Peck, J. (2005) 'Struggling with the creative class', *International Journal of Urban and Regional Research*, 29: 740-770.

- Rofe, M. (2004) 'From "problem city" to "promise city": gentrification and the revitalization of Newcastle', *Australian Geographical Studies*, 42(2): 193-206.
- Short, J.R. Benton L M, Luce W B, and Walton J. (1993) "Restructuring the Image of an Industrial City", *Annals of the Association of American Geographers*, 83(2): 207-224.
- Taft, C. E. (2016) *From Steel to Slots: Casino Capitalism in the Postindustrial City*, Cambridge, MA: Harvard University Press. Chapter 2, pp. 57-96.
- Waite, G. and Gibson, C. (2009) 'Creative small cities: rethinking the creative economy in place', *Urban Studies*, 46(5-6): 1223-1246.
- Watson, S. (1991) Gilding the smokestacks: the new symbolic representations of deindustrialized regions', *Environment and Planning D: Society and Space*, 9(1): 59-70.
- Wilson, D. (2017) 'Making creative cities in the Global West: The new polarization and ghettoization in Cleveland, USA and Glasgow, UK', in Gerhard, U., Hoelscher, M. and Wilson, D. (eds.) *Inequalities in Creative Cities: Issues, Approaches, Comparisons*, Basingstoke: Palgrave, pp.107-127.
- Zukin, S. (1995) *The Culture of Cities*, Cambridge: Blackwell.
- Zukin, S. (2010) *Naked City: The Death and Life of Authentic Urban Places*, Oxford: Oxford University Press. Introduction and Chapter 1.

WEEK 7: REMAKING MANCHESTER

This week we will go on a walking tour of Manchester, considering the city's industrial heritage and processes of regeneration and gentrification. Given Manchester's legacy as the world's first industrial city, and its designation as 'Cottonopolis', and more recently as a regeneration 'success' story, the city offers a particularly relevant lens through which to consider the evolving relationships between deindustrialization, people and place. We will consider how the past becomes transformed through the remaking of the city and considering the types of changes and discontents this produces. A reading list will be made available to accompany this and there will be a chance to answer an essay and exam question on this case study of Manchester.

WEEK 8: INDUSTRIAL RUINS AND REPRESENTATION

This week's lecture will focus on industrial ruins and the representation of heavily deindustrialized spaces. Ruins have long been a source of intense fascination and aesthetic pleasures, and in the contemporary period, industrial ruins have come to

represent what High terms the 'deindustrial sublime'. By some, it is argued that ruins are exoticised and dislodged from their wider political-economic context stripping them of political meaning. Instead they are viewed as offering voyeuristic and recreational pleasures through forms of urban exploration and the production of what have been termed 'ruin porn'. Others argue however, that in contrast to authorised forms of memory and carefully curated forms of urban regeneration, ruins represent an 'excessive space' (Edensor, 2005) which can generate different forms of remembering, different ways of being, and provide the potential basis for critiques of the contemporary political and economic order. In the lecture, we will explore these issues, with a particular focus on the city of Detroit, which has come to be the exemplary site of urban ruin.

Key reading:

Edensor, T. (2005) 'The ghosts of industrial ruins: Ordering and disordering memory in excessive space', *Environment and Planning D: Society and Space*, 23(6): 829-849.

Leary, J.P. (2011) 'Detroitism', *Guernica*, January 15.

Additional reading:

Appel, D. (2015) *Beautiful Terrible Ruins: Detroit and the Anxiety of Decline*, New Brunswick, NJ: Rutgers University Press.

Arnold, S. (2015) 'Urban decay, photography and film: Fetishism and the apocalyptic imagination', *Journal of Urban History*, 41(2): 326-339.

Barndt, K. (2010) 'Industrial ruins in the postindustrial landscapes of Germany', in J. Hell and A. Schonle (eds.) *Ruins of Modernity*, Durham: Duke University Press, pp.270-293.

DeSilvey, C. and Edensor, T. (2012) 'Reckoning with ruins', *Progress in Human Geography*, 37(4): 465-485.

Dobraszczyk, P. (2017) *The Dead City: Urban Ruins and the Spectacle of Decay*, London: IB Taurus (especially chapters 1, 2, 5, and 6)

Edensor, T. (2005) *Industrial Ruins: Space, Aesthetics and Materiality*, Oxford: Berg.

Garrett, B. (2016) 'Urban exploration as heritage placemaking', in H. Orange (ed.) *Reanimating Industrial Spaces: Conducting Memory Work in Post-Industrial Societies*, London: Routledge.

High, S. and Lewis, D. (2007) *Corporate Wasteland: The Landscape and Memory of Deindustrialization*. Cornell, NY: ILR Press. Chapter

- Kinney, R.J. (2016) *Beautiful Wasteland: The Rise of Detroit as America's Postindustrial Frontier*, Minneapolis, MN: University of Minnesota Press, Chapter 2.
- Mah, A. (2012) *Industrial Ruination, Communities and Place: Landscapes and Legacies of Urban Decline*. Toronto: University of Toronto Press.
- Mah, A. (2017) 'Ruination and post-industrial urban decline', in S. Hall and R. Burdett (eds.) *Sage Handbook of the 21st Century City*, London: Sage.
- Millington, N. (2013) 'Post-industrial imaginaries: Nature, Representation and Ruin in Detroit, Michigan', *International Journal of Urban and Regional Research*, 37(1): 279-296.
- Stoler, L.A. (2008) 'Imperial debris: Reflections on ruins and ruination', *Cultural Anthropology*, 23(2): 191-219.
- Storm, A. (2014) *Post-industrial Landscape Scars*, Basingstoke: Palgrave.
- Swanton, D. (2012) 'Afterimages of steel: Dortmund', *Space and Culture*, 15(4): 264-282.
- Zebracki, M., Doucet, B. and De Brant, T. (2018) 'Beyond picturesque decay: Detroit and the photographic sites of confrontation between media and residents.' *Space and Culture* (online first).

WEEK 9: CRAFT WORK

Recent years have witnessed the re-emergence of craft-based skills, products and practices, both in the form of DIY but also more formal activities. The rise of 'craftism' has been interpreted in a number of different ways and we will explore these debates this week. For some the return to crafts is a response to the rise of 'immaterial' labour that typifies the contemporary deindustrialized age, reaching back to a craft-oriented pre-industrial era. Others push this further, arguing that it represents- or at least has the potential to- a form of progressive, oppositional politics rooted in concerns around contemporary capitalism, sustainability, and feminism. Against, this some identify the insecure economic position of many craft workers as marking the normalization of precarity and governmental discourses about self-reliance and individualism. Other scholars have focused on the geographies of craft, locating the practices of craft to industrial legacies of manufacturing and experiences of deindustrialization. We will consider the role of time, space and politics in the rise of craft.

Key reading:

Dawkins, N. (2011) 'Do-it-Yourself: The precarious work and post-feminist politics of handmaking (in) Detroit', *Utopian Studies*, 22(2): 261-284.

Hatcher, J. and Tu, T.L.N. (2017) "'Make what you love": Homework, the handmade, and the precarity of the maker movement', *WSQ: Women's Studies Quarterly*, 45(3-4): 271-286.

Additional reading:

Anisef, J., Haines, T. and Bursey, T. (2014) 'Pulling strings: Textiles. Community and DIY in post-industrial Hamilton', *Textile Society of America 2014 Biennial Symposium Proceedings: New Directions: Examining the Past, Creating the Future*, Los Angeles, California, September 10-14, 2014.

Banks, M. (2010) 'Craft labour and creative industries', *International Journal of Cultural Policy*, 16(3): 305-321.

Bell, E., Mangia, C., Taylor, S. and Toraldo, M.L. (eds.) (2018) *The Organization of Craft Work: Identities, Meanings and Materiality*, London: Routledge.

Carr, C. and Gibson, C. (2016) 'Geographies of making: rethinking materials and skills for volatile futures', *Progress in Human Geography*, 40(3): 297-315.

Dudley, K.M. (2014) *Guitar Makers: The Endurance of Artisanal Values in North America*, Chicago: University of Chicago Press.

Gibson, C. (2018) 'Material inheritances: how place, materiality, and labour process underpin the path-dependent evolution of contemporary craft production', *Economic Geography*, 92(1): 61-86.

Jakob, D. (2012) 'Crafting your way out of recession? New craft entrepreneurs and the global economic downturn', *Cambridge Journal of Regions, Economy and Society*, 6(1): 127-140.

Kovesi, C. and Kern, L. (2018) "'I choose to be here": Tensions between autonomy and precarity in craft market vendors', *City and Community*, 17(1): 170-186.

Luckman, S. (2013) 'The aura of the analogue in a digital age: women's crafts, creative markets, and home-based labour after Etsy', *Cultural Studies Review*, 19(1).

Luckman, L. and Thomas, S. (eds.) (2018) *Craft Economies*, London: Bloomsbury.

Miller, C. (2017) 'The contemporary geographies of craft-based manufacturing', *Geography Compass*, 11(4): 1-13.

Ocejo, R.E. (2017) *Masters of Craft: Old Jobs in the New Urban Economy*, Trenton: Princeton University Press.

Thurnell-Read, T. (2014) 'Craft, tangibility and affect at work in the microbrewery', *Emotion, Space and Society*, 13:46-54.

Williams, K.A. (2011) "'Old time mem'ry": Contemporary urban craftism and the politics of doing-it-yourself in postindustrial America', *Utopian Studies*, 22(2): 303-320.

Wilson, K. (2017) *Tinkering: Australians Reinvent DIY Culture*, Monash University Publishing.

WEEK 10: POLITICS, RESENTMENT AND DEINDUSTRIALIZATION

In 2016, the election of Donald Trump and the victory of the Vote Leave campaign in the EU Referendum in the UK, saw a renewed emphasis on the 'white working-class' as a resentful and populist political segment of society. Indeed, the election of Trump and Brexit relate to longer anxieties about the rise of right-wing populism and anti-immigrant, anti-establishment movements such as UKIP and the Tea Party. In this lecture we will explore the role that deindustrialization and its legacies might have played in these developments. We will consider how economic restructuring and changing patterns of political mobilisation and engagement have in some circumstances produced a, by turns resentful, nostalgic, and exclusionary nationalistic sentiments.

KEY READING:

McQuarrie, M. (2017) 'The revolt of the Rust Belt: place and politics in the age of anger.' *British Journal of Sociology*, 68(S1): S120-152.

Thorleifsson, C. (2016) 'From coal to UKIP: the struggle over identity in post-industrial Doncaster', *History and Anthropology*, 27(5): 555-568.

ADDITIONAL READING:

Antonucci, L., Horvath, L., Kutiyski, Y. and Krouwel, A. (2017) 'The malaise of the squeezed middle: challenging the narrative of the "left behind" Brexiter', *Competition and Change*, 21(3): 211-229.

Balthazar, A.C. (2017) 'Made in Britain: Brexit, teacups and the materiality of the nation', *American Ethnologist*, 44(2): 220-224.

Bhambra, G. (2017) 'Brexit, Trump and "methodological whiteness": on the misrecognition of race and class', *British Journal of Sociology*, 68(S1): S214-232.

- Evans, G. (2017) 'Brexit Britain: Why we are all postindustrial now', *American Ethnologist*, 44(2): 215-219.
- Ford, R. and Goodwin, M. (2014) 'Understanding UKIP: Identity, social change and the left behind', *Political Quarterly*, 85(3): 277-284.
- Gest, J. (2016) *The New Minority: White Working Class Politics in an Age of Immigration and Inequality*, Oxford: Oxford University Press.
- Goodwin, M. and Heath, O. (2016) 'The 2016 referendum, Brexit and the left behind: An aggregate-level analysis of the result', *Political Quarterly*, 87(3): 323-332.
- Gusterson, H. (2017) 'From Brexit to Trump: Anthropology and the rise of populist nationalism', *American Ethnologist*, 44(2): 209-214.
- Hochschild, A. (2016) *Strangers in Their Own Land: Anger and Mourning on the American Right*, New York: The New Press.
- Kalb, D. (2011) 'Introduction', in D. Kalb and G. Halmai (eds.) *Headlines of nation, subtexts of Class: Working-class Populism and the Return of the Repressed in Neoliberal Europe*, New York: Berghahn.
- King, D. and LeGales, P. (2017) 'The three constituencies of the state: why the state has lost unifying energy.' *British Journal of Sociology*, 68(S1): S11-33.
- Lamont, M., Park, B.Y. and Ayala-Hurtado, E. (2017) 'Trump's electoral speeches and his appeal to the American white working class.' *British Journal of Sociology*, 68(S1): S153-180.
- McKenzie, L. (2017) 'The class politics of prejudice: Brexit and the land of no-hope and glory', *British Journal of Sociology*, 68(S1): S265-S280.
- McNamara, K.R. (2017) *Explaining the new class cleavages: Geography, post-industrial transformations and everyday culture*, SSRN, <http://dx.doi.org/10.2139/ssrn.3059222>
- Pied, C. (2018) 'Conservative populist politics and the remaking of the "white working class" in the US.' *Dialectical Anthropology*, 42: 193-206.
- Prasad, M., Hoffman, S.G. and Bezila, K. (2016) "Walking the Line: White Working Class and the Economic Consequences of Morality," *Politics and Society* 44(2): 281-304.
- Walley, C. (2017) 'Trump's election and the "white working class": what we missed', *American Ethnologist*, 44(2): 231-236.

TUTORIAL/WORKSHOP GUIDE

WORKSHOP 1: INTRODUCTION: DEINDUSTRIALIZATION, PEOPLE AND PLACE

Preparation required

Read the required readings specified in the reading list above by Cowie and Heathcott (2003) and High (2013). Consider the following questions:

1. Why do Cowie and Heathcott suggest that the study of deindustrialization needs to move 'beyond the ruins' and beyond the 'body count'?
2. What significances and social, cultural and political impacts do Cowie and Heathcott attribute to deindustrialization?
3. How do the three distinct 'waves' of scholarship identified by High point to the development of academic interest in deindustrialization?
4. Why are people and place central to the study of deindustrialization?

Workshop Tasks

In this workshop we will consider the significance of deindustrialization. We will examine how the loss of manufacturing jobs has impacted on people, places, social relations, culture and politics. We will outline how scholars have approached the study of deindustrialization, and how approaches have shifted over time as its effects continue to unfold.

WORKSHOP 2: LIVING THROUGH DEINDUSTRIALIZATION

Preparation required

Read the articles by Stenning (2005) and Russo and Linkon (2009). The article by Stenning, draws on the case of a deindustrialized steel town in post-socialist Poland, to explore how communities are impacted by economic restructuring. Mah's paper looks at two deindustrialized neighbourhoods in Newcastle in the UK and Niagara Falls in the US. Here she considers the legacies of deindustrialization, and tensions between places existing both sites of 'devastation' but also 'home'. Consider the following questions:

1. What is the relationship between work and community outlined by Stenning? Why does she reject the idea that the loss of industry automatically means the demise of a 'community'?

2. What is the significance of work to community in the context of Poland?
3. How does Stenning suggest relationships to work have changed with the decline of the steel industry there and the shift to a capitalist economy?
4. In what ways does Stenning suggest community has been transformed? How do these formations live on?
5. What does the paper by Russo and Linkon tell us about the wide ranging impacts of deindustrialization?
6. What domains of social and economic life are impacted upon by deindustrialization?
7. What do both papers indicate about both the impacts of deindustrialization as a process, which disrupts the lives of individuals and communities?

Workshop Tasks

In this tutorial we will consider the economic, social and affective impacts of deindustrialization, as a process that transforms local economies, communities and lives. Building on last week, we will explore how and why deindustrialization signals more than simply a process of economic restructuring. We will ask how the lives of workers, families, communities, and places themselves were transformed via the loss of industrial work.

WORKSHOP 3: WORK AND PRECARIITY

Preparation required

Read the papers by Standing (2011) and Burrows (2013). The former outlines Standing's concept of the precarity, and traces its antecedents and developments. Burrows, focuses on the experiences of young people in a former industrial town in Australia, considering how they orient themselves towards work in the context of precarity. Consider the following questions when reading:

1. How does Standing account for the current interest in precarity and the precariat?
2. How does Standing link globalisation and neoliberalism to the rise of the precariat?
3. How does Standing define the 'precariat' and what distinguishes it from the industrial 'working-class'?
4. What varieties of the precariat does Standing identify and what is 'precaritisation'?

5. What are the '4 A's' that Standing links to precarity?
6. According to Burrows, what is the relationship between neoliberalism, economic restructuring and precarious work?
7. Why are young people particularly vulnerable to precarious forms of work?
8. How does Burrows suggest young people are navigating and experiencing precarious work?
9. What factors have led to the emergence of whiteness studies according to Andersen?
10. What key themes does Andersen identify within whiteness studies?
11. How does she evaluate this field of study?

Workshop Tasks

In this tutorial we will consider how deindustrialization and subsequent economic restructuring has created a polarised labour market. We will particularly focus on the experiences of those in low-wage work, focusing on the nature of working conditions and its relationship to poverty and insecurity. We will discuss the term 'precariat' considering its utility in explaining changing forms of class composition and identity.

WORKSHOP 4: GENDER, CLASS AND IDENTITY

Preparation required

Read the articles by Nayak (2003) and by Bennett (2015), which examine. Nayak using ethnographic methods explores the cultural responses of young white working class men Newcastle to deindustrialization, considering how the strategies of adaption and incorporation he observe bear traces of the area's industrial history. From the perspective of different generations of women in an ex-mining area, Bennett examines the complex inequalities that result, shaped by regimes of economy, gender and place. Consider the following questions:

1. How does Nayak situate the 'Real Geordies' within Newcastle's industrial past and its more recent experiences of deindustrialization?
2. How do the 'Real Geordies' incorporate both industrial and de-industrial legacies into their gendered practices and identities? How do traditional ideas about masculinity get reworked in the relative absence of manufacturing work?
3. What does Bennett's work reveal about the distinctive experiences of women in deindustrialized communities?

4. Why does she employ the notion of 'complex inequality' to explain the position of the women she studies?
5. How do the experiences of Nayak and Bennett's subjects differ? What do they reveal about the gendered experience of deindustrialization?

Tutorial Tasks

In this tutorial we will consider how deindustrialization has impacted upon gender and experiences and forms of working-class identity. We will consider differences in the experiences of men and women, as well as exploring important questions about generational differences as both industrial work and culture comes to eroded through deindustrialization.

WORKSHOP 5: MEMORY, HERITAGE AND 'SMOKESTACK NOSTALGIA'

Preparation required

Read the article by Meier (2016), which compares official representations of a town's transition from a manufacturing to a knowledge-based economy with those of industrial workers who directly experienced this shift. Also read the paper by Smith and Campbell (2017), which through an exploration of a number of industrial heritage projects, considers how 'nostalgia' can act as a progressive political force. Consider the following questions:

1. Why are memories inherently social for Meier?
2. How do class and place figure in these memories?
3. How do the memories of workers relate to the more official representations of the city, its industrial past and its 'regenerated' present and future? What do you think is the value of these memories?
4. Why according to Smith and Campbell is 'nostalgia' so contested in the wake of deindustrialization?
5. What is the difference between 'reactionary' and 'progressive' nostalgia according to them?
6. Do you think industrial memory and heritage projects can be dismissed as 'smokestack nostalgia' or overly romantic forms of memory?
7. What do the heritage projects they discuss and the response of people to them reveal about the impacts of deindustrialization?
8. What might be the political value of a progressive form of nostalgia?

Workshop Tasks

In this workshop we will discuss what is at stake when considering questions of memory, heritage and nostalgia as they relate to deindustrialization. We will consider the importance of work, place and class in memory work, and consider why memory becomes so contested in the context of economic and cultural restructuring. We will also examine different forms of memory and what the recollections of workers and residents of deindustrialized communities reveal about what they perceive to have been lost. Finally, we will ask whether these forms of memory operate simply as 'smokestack nostalgia', or whether they can be the basis for more critical and progressive political responses.

WORKSHOP 6: CITIES, CULTURE AND REGENERATION: FROM THE 'INDUSTRIAL' TO THE 'CREATIVE' CITY

Preparation required

Read the Zimmerman (2008) article, which traces the redevelopment discourses and practices of city leaders in Milwaukee, Wisconsin. The article examines how notions of 'creativity' and class have shaped the reorientation of the city's symbolic and material economy. Also, read the chapter by Tyrer and Crinson (2005) exploring the redevelopment of Trafford Park in Manchester. Consider the following questions when reading:

1. How does Zimmerman suggest ideas of 'creativity' and the 'creative class' have informed the transformation of Milwaukee?
2. How has Milwaukee been rebranded and what role has the city's industrial past played here?
3. What have the implications of this been in terms of both the character of urban space and the nature of urban inequalities?
4. Why and how do Tyrer and Crinson use the idea of the 'totem' and 'totemic space' to explain the ways in which the 'symbolic vocabulary' of the industrial past continues to exert significance?
5. How is the tension they identify between the industrial and the post-industrial evident in the redevelopment of Trafford Park?
6. Can you think of examples elsewhere in Manchester or other towns/cities you are familiar with, where the 'industrial' has informed regeneration?

Workshop Tasks

In this workshop we will consider contemporary processes of urban regeneration. There are three aspects of this that we will discuss in particular, with reference to

contemporary examples. Firstly, we will examine how have deindustrialized cities sought to rebrand themselves in the purportedly 'post-industrial present'. Secondly, we will explore how the signs and symbols of the industrial era animate contemporary towns and cities, considering the role this symbolic economy might play. Finally, there will be a consideration of the relationship between these forms of urban redevelopment and contemporary urban inequalities.

WORKSHOP 7: REMAKING MANCHESTER

This week we will take a guided walking tour of Manchester considering the city's industrial past and its more recent regeneration.

WORKSHOP 8: RUINS AND REPRESENTATION

Preparation required

Read the articles by Edensor (2005) and Leary (2011). The Edensor article considers the significance of industrial ruins, suggesting that they serve to disorder carefully managed normative urban spaces. The article explores the critical potential of ruins to disrupt dominant conceptions of cities and of capitalist relations more generally, and the way in which they can operate as a form of remembering. The Leary paper focuses on the way in which ruins have figure within contemporary representations of Detroit. Tracing depictions of the city and its ruinous landscape he considers the different forms such accounts have taken and their implications. Consider the following questions:

1. According to Edensor, how do industrial ruins provoke different forms of memory?
2. How do ruins disrupt the way in which urban space is ordered?
3. What do the 'ghosts' and 'hauntings' of industrial ruins reveal about contemporary society and its pasts?
4. What types of memory do ruins trigger for Edensor?
5. Why role does ruination play in the representations of Detroit identified by Leary?
6. How is Detroit and its ruins subject to different forms of 'representation'? Leary outlines three different 'subgenres' of narratives about Detroit, what are they and what is their nature?
7. Why is Leary critical of the types of portrayal of the city that he identified as 'Detroitism'?

Workshop Tasks

In this workshop we will consider the contested meanings and regimes of representation that surround industrial ruins. We will ask why ruins are both a focus for fascination and how they are used by different constituencies such as former workers, urban explorers, photographers, etc. We will ask how ruins might stimulate forms of memory and nostalgia, political critique, but also new forms of cultural practice. Questions will be posed about what the value is of retaining industrial ruins.

WORKSHOP 9: CRAFT AND WORK

Preparation required

Read the article by Dawkins (2011) that considers the politics of DIY craft practices in Detroit. Also read the paper by Hatcher and Tu (2017), which explores the issue of 'precarity' in relation to the rise of the 'maker' movement, through a case study in Alabama. When reading the article, consider the following questions:

1. What significance does Dawkins see in the emphasis on the 'handmade' and 'craftwork' in Detroit and contemporary society more generally?
2. What is the nature of the link between Detroit and 'crafting' practices?
3. What is the link between precarity and precarious work and crafting according to Dawkins?
4. How might we read 'craftwork' as a response to post-Fordism?
5. What does Dawkins argue about the gendered politics of 'crafting'?
6. How do Hatcher and Tu account for the rise of the 'makers' movement?
7. What drove Chanin to create her fashion business in Alabama?
8. What relationship do Hatcher and Tu identify between the 'maker' movement and precarity?
9. What associations do the authors make between deindustrialization and the 'maker' movement in Alabama?

Workshop Tasks

In this tutorial we will discuss the contemporary cultural emphasis placed on 'craft' and making. We will consider the cultural politics underlying it, considering the impulses seemingly driving this return to craftwork. Indeed, what is interesting here

is the way in which 'crafting' can be situated as a response to the 'post-industrial present' and deindustrialization, as well as the invocation of a more pre-industrial set of dispositions and practices. We will also discuss the nature of the purported political potential of 'crafting' as a rejection of contemporary capitalism and work, alongside arguments, which posit it as a form of labour that normalises precarity.

WORKSHOP 10: POLITICS, RESENTMENT AND DEINDUSTRIALIZATION

Preparation required

Read the articles by McQuarrie (2017) and Thorleifsson (2016). The reading by McQuarrie (2017) considers the importance of geography and place in explaining the support for Trump in the US. While accepting that issues of race and class were significant drivers of voters that elected Trump, he focuses instead on how the economic and political dynamics of the 'Rust Belt' help us to understand a growing disconnect between the working-classes there and the Democratic Party. Thorleifsson's article situates rising support for UKIP in Doncaster in 2015 to the political and economic changes in the town, examining the conditions that have produced what she terms 'coal nationalism'. Consider the following questions:

1. Why does McQuarrie argue that we need to pay greater attention to place in explaining the election of Donald Trump in 2016?
2. How does this attention to place complicate dominant narratives about the Trump victory?
3. What significance does McQuarrie attribute to deindustrialization and what he calls 'economic peripheralization' and the 'dismantling' of a previous social order?
4. What role does 'political peripheralization' play in the breakdown between the Democrats and the 'Rust Belt'?
5. How role has economic restructuring played in the shifting political landscape of Doncaster according to Thorleifsson?
6. What role do nostalgia and uncertainty play in the support for UKIP in the context of both decline and regeneration?
7. How have ideas of cosmopolitanism and English nationalism been mobilised and/or resisted in the town?

Workshop Tasks

In this tutorial we will discuss the election of Donald Trump and the Brexit referendum result, and how these events might be linked in some way to deindustrialization and its impacts. We will explore the notion of a 'white working class' which has been 'left behind' by economic and political developments and how these shifts might be producing a form of reactionary nationalist right-wing politics that plays on ideas of resentment, nostalgia and anti-immigrant/anti-establishment sentiments.

Assignments and Assessments

Non-Assessed Assignment Details

For the non-assessed essay you will be asked to submit a 1500 word essay plan addressing one of the assessed essay questions listed below. This will be submitted via blackboard by **2pm on 9th November 2018**.

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. There will be a 5 per cent penalty from the final course mark for failure to submit this assignment.

Assessed Coursework Details

For your assessed essay, you must answer one of the following ten questions (3000 words). This is to be submitted via Blackboard by 2pm on 11th December 2018

1. Why should we study deindustrialization?
2. How does deindustrialization disrupt the lives of people and places?
3. To what extent is work 'precarity' a new phenomenon?
4. How has deindustrialization impacted upon gender and class identities?
5. To what extent can the memory practices associated with deindustrialized places and communities be described as 'smokestack nostalgia'?
6. Assess the nature and the impacts of urban regeneration on formerly 'industrial cities'
7. Discuss the nature and impacts of Manchester's regeneration from 'industrial' to 'post-industrial' city?
8. Why have industrial ruins become sites of fascination in the contemporary period?
9. How do we explain the re-emergence of 'craft' work in the contemporary period?
10. What does the rise of right-wing populism in the US and the UK suggest about the relationship between whiteness, class and deindustrialization?

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). In such cases a Mitigating Circumstances Form online. Full guidance on mitigating circumstances is available [here](#):

<https://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 9.

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.

The exam will also contain questions on topics covered in the assessed essays. You will not be permitted to answer the same topic in both the essay and the exam.

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 turnitin.
- Written formative and summative feedback will be given on your assessed coursework, available via turnitin and there will be a feedback drop-in with the course convenor.

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

- 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.

Additional Office Hours will be provided to discuss planning for coursework assessments and can be arranged by email.

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.

Workshop Preparation

Workshops 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 workshops 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 workshop. 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.

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>



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/>

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

SOCY30171 Identity, Power and Modernity

Semester 1

Credits 20

Convenor: Dr Nick Thoburn

Contents

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2. Course Content
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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 Nick Thoburn
Room:	Arthur Lewis Building 3.051
Telephone:	Extension 52496
Email:	N.Thoburn@manchester.ac.uk
Office Hours:	Tuesdays 12:30-2:00 and 6:00-6:30 by email appointment
Tutors:	
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Tuesdays 2:00-5:00 Kilburn Building Theatre 1.3
Tutorials:	Lecture and workshop take place in the same room
Reading week:	Monday 29th October – Friday 2nd November 2018
Feedback half-day:	4 th December 2018, 9:30-1:30 by email appointment
Assessed Coursework Submission:	8 th November 2018 (week 7)
Examination Period:	14 th January – 25 th January 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

One 3,000 word essay (50% of final grade)

One exam comprising two essays (50% of final grade)

Weekly reading notes to be submitted and monitored, not marked. 2% penalty for every two not submitted

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 identity and power in contemporary society, focusing on themes of capitalism, sexuality, the city, architecture, brands, neoliberalism, and racialisation. The first part of the course explores the understanding of modernity developed by Marx and Foucault, an experience that Marx describes as one of continuous change, where 'all that is solid melts into air'. We will look in particular at the way that Foucault analyses the operation of power in modernity, no longer a 'deductive' power to take life, but a 'productive' power that invests the human body and species. The course then turns to consider a series of substantive themes in the analysis of modernity, exploring each through the work of one prominent writer or social theorist: Saree Makdisi, Walter Benjamin, Georg Simmel, Naomi Klein, Paul Gilroy, Wendy Brown, and Donna Haraway.

The course offers students the opportunity to engage in individual and collective close reading of key texts. **It is a requirement of the course that students read the Required Reading each week AND bring a copy to the sessions, along with their preparation notes.** All Required Readings are available on the course Blackboard site. If students have any difficulty accessing Blackboard they should email Nick Thoburn immediately.

Learning Outcomes

On completion of this unit successful students will:

- be familiar with contemporary debates in identity and power
- have developed advanced skills in reading primary sociological texts
- understand the importance of theoretical frameworks in sociological accounts of substantive issues

Course Readings

All required readings are available electronically via the course 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. There is no textbook for this course.

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

Lectures and Reading List

Lecture 1. Introduction to the course and housekeeping

This lecture introduces the core themes of the course and considers the nature of 'modernity' as a dynamic experience of social, cultural, and technological change, where certain kinds of 'identity' are socially produced through complex relations of power and knowledge. Students will be advised as to the requirements and expectations of the course.

Required Reading

There is no set tutorial reading for the first week. Instead, students should read through this course outline and familiarise themselves fully with the structure of the course, the course requirements, and course assessments. Students should also ensure that they can access the course Blackboard page, where all the Required Readings are available for download. Should students wish to read a text as background for this lecture, I have placed Berman's classic essay on modernity on Blackboard in the week 1 folder.

Additional Reading

Hall, S. (1992) 'Introduction', in S. Hall and B. Gieben (eds) *Formations of Modernity*, Cambridge: Polity/OUP.

Berman, M. (1982) 'Introduction', in *All That is Solid Melts into Air: The Experience of Modernity*, London: Verso.

Lecture 2. Capitalism and Modernity: Karl Marx

This lecture explores Marx's (1818–1883) understanding of modernity and capitalism. It introduces the core categories of Marx's theory of human society (or 'historical materialism') – labour, needs, modes of production – and considers the specific forms this takes in capitalism. Emphasis is placed on how Marx conceives the forces of dynamism and change in capitalism – where 'all that is solid melts into air' – and the 'class' forms of identity resultant upon this. We will also touch on how Marx's understanding of class relates to his understanding of gender and racialization, themes that we will return to later in the course. Marx understands the power dynamics of capitalism. Drawing attention to the *Communist Manifesto* as a particular kind of text, the session will end with a look at the 'manifesto' as a political mode of writing.

Required Reading

Marx, K. and Engels, F. (2002) 'Bourgeois and Proletarians', in *The Communist Manifesto*, London: Penguin Books.

Additional Reading

Balibar, E. (2007) *The Philosophy of Marx*, London: Verso.

Harvey, D. (1982) *The Limits to Capital*, Oxford: Blackwell.

Harvey, D. (2010) *A Companion to Marx's Capital*, London: Verso.

Harvey, D. (2011) *The Enigma of Capital: And the Crises of Capitalism*, London: Profile Books.

Heinrich, M. (2004) *An Introduction to the Three Volume's of Marx's Capital*, New York: Monthly Review Press. [Very good advanced introduction, also available here: <https://leandromarshall.files.wordpress.com/2012/05/heinrich-michael-an-introduction-to-the-three-volumes-of-karl-marxs-capital.pdf>]

Marx, K. (1908) *Value, Price and Profit*, London: Twentieth Century Press [also available on: <https://www.marxists.org/archive/marx/>]

Marx, K. (1963) *Karl Marx: Selected Writings in Sociology and Social Philosophy*, Bottomore, T. B. and M. Rubel (eds), Harmondsworth: Penguin [This book usefully collects sections of Marx under themes.]

Marx, K. (1977) *Selected Writings*, D. McLellan (ed.), Oxford: Oxford University Press [esp. the chapter 'Wage-Labour and Capital', also available on <https://www.marxists.org/archive/marx/>]

Marx, K. *Capital: A Critique of Political Economy Volume 1*, London: Penguin. [for the terms we study, see especially Chs 6-10, and 15]

McLellan, D. (1980) *The Thought of Karl Marx: An Introduction*, London: Macmillan.

Osborne, P. (2005) *How to Read Marx*, London: Granta. [very useful, advanced introduction]

Puchner, M. (2006) *Poetry of the Revolution: Marx, Manifestos, and the Avant-Gardes*, Princeton: Princeton University Press – Part 1, especially Chs 1-3 [discussion of the 'manifesto' form]

Sayer, D. (1991) *Capitalism and Modernity: An Excursus on Marx and Weber*, London: Routledge. - Introduction and Chs 1 and 2

An excellent web resource for Marx's work, though you should try and reference printed volumes where possible: <https://www.marxists.org/archive/marx/>

A series of 13 excellent lectures by David Harvey on Marx's *Capital*: <http://davidharvey.org/reading-capital/>

There is also an excellent audio file of a talk by David Harvey called 'The Enigma of Capital', where he introduces Marx's theory of capitalism (covering themes of value, credit, labour, capitalist limits, the state, imperialism and much more) and explains its relevance for understanding the 2008 economic crisis. But this is advanced and fast moving, don't expect to be able to follow it all! For streaming or download: <https://backdoorbroadcasting.net/2008/11/harc-the-enigma-of-capital/>

Week 3. Power/Knowledge and Discipline: Michel Foucault 1

Michel Foucault's (1926–1984) work on madness, sexuality, discipline, governmentality, and ethics has been greatly influential in the contemporary analysis of power and identity. This lecture considers his understanding of 'power/knowledge' and 'discursive formations' before moving to look in detail at the specific form of modern power that he describes as a shift from 'sovereign power' (the 'deductive' power to 'take life or let live') to 'biopower' ('power over life'), where power invests the human body and species. This week we focus on one mode of biopower called 'discipline', which seeks to make the human body both productive and docile. We will look in particular at how this works through the social regime of 'Panopticism'.

Required Reading

Foucault, M. (1979) 'Panopticism', in *Discipline and Punish: the Birth of the Prison*, London: Penguin.

Additional Reading

See me for advice on specific sections of the following readings (depending on interest and essay topic).

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. [especially Part 3 - Discipline]

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. [especially part 4]

Foucault, M. (1997) *Ethics: The Essential Works Volume 1*, London: Penguin.

Dreyfus, H. L. and Rabinow, P. (1982) *Michel Foucault: Beyond Structuralism and Hermeneutics*, Brighton: Harvester.

McNay, L. (1994) *Foucault: A Critical Introduction*, Cambridge: Polity.

Lecture 4. Biopower and Sexuality: Michel Foucault 2

Building from last week's lecture on discipline, we turn now to consider a second mode of modern biopower, the investment in the *population* and *species*. The focus here is placed on Foucault's analysis of sexuality, understood to be a meeting point between disciplinary techniques and power over the population and species. We will also develop an account of the specific form of modern subjectivity associated with the regime of sexuality, where a central place is taken by confessional practice.

Required Reading

Foucault, M. (1980) 'Right of Death and Power over Life', in *The History of Sexuality, Volume I: An Introduction*, London: Penguin.

Additional Reading

See Lecture 3

Lecture 5. Space, Architecture and Power in the Israeli Occupation of Palestinian Territories: Saree Makdisi

This week we turn to consider how place and architecture can organise relations of power and domination. We will focus on the case of the Israeli occupation of Palestinian territories, and Frank Gehry's original plans for the Jerusalem Museum of Tolerance. The workshop will consider the interaction of architectural design, geographical location, the organisation of movement, racialisation, and international politics. In focusing on Saree Makdisi's *Critical Inquiry* essay 'The Architecture of Erasure' and the critical responses to it in that journal we will also see how academic writing courses with relations of power and conflict.

Required Reading

Makdisi, S. (2010) 'The Architecture of Erasure', *Critical Inquiry* 36(3): 519-559.

Additional Reading

Brown, W. (2010) *Walled States, Waning Sovereignty*, New York: Zone Books.

Chomsky, N. and I. Pappe (2010) *Gaza in Crisis: Reflections on Israel's War Against the Palestinians*, London: Penguin.

Flapan, S. (1988) *The Birth of Israel: Myths and Realities* (New York: Pantheon Books. [on the history of Israel/Palestine]

Gehry, F. (2010) 'Critical Response 1, Response to Saree Makdisi's "The Architecture of Erasure"', *Critical Inquiry* 36(3): 560-562. [See also Makdisi's response in the same journal issue]

Kelly, T. (2006) 'Documented Lives: Fear and the Uncertainties of Law During the Second Palestinian Intifada', *Journal of Royal Anthropological Institute*, 12, 89-107.

Makdisi, S. (2008) *Palestine Inside Out: An Everyday Occupation*, London: W. W. Norton.

Pappe, I. (2007) *The Ethnic Cleansing of Palestine*, One World Publications [on the history of Israel/Palestine]

Pappe, I. (2018) 'Israel's new law is a form of apartheid', *The Hindu* <https://www.thehindu.com/opinion/op-ed/israels-new-law-is-a-form-of-apartheid/article24513993.ece> [on Israel's 2018 'Nation State Law']

Segal, R. and E. Weizman (eds) (2003) *A Civilian Occupation: The Politics of Israeli Architecture*, London: Verso.

Weizman, E. (2007) *Hollow Land: Israel's Architecture of Occupation*, London: Verso. [excellent on the architectural/spatial aspects of the occupation – along with Makdisi, students should use this as a key text for essays on this topic]

Weizman, E. (2012) *The Least of All Possible Evils: Humanitarian Violence from Arendt to Gaza*, London: Verso.

READING WEEK – NO LECTURE

Lecture 6. Brands and Commodity Culture: Naomi Klein

Many corporations have in the last few decades shifted from being defined by *particular products* to being defined by their *brands* – that is, collections of images, emotions, meanings, and experiences. This has become an important feature of cultural and economic life and sociological interest. This lecture explores the nature, dynamics and cultural effects of brands and their relation to new forms of identity, emotion, seduction and experience.

Required Reading

Klein, N. (2000) 'The Brand Expands', *No Logo*. London: Flamingo.

Additional Reading

Aronczyk, M. and Powers, D. eds (2010) *Blowing Up the Brand*, New York: Peter Lang.

Arvidsson, A. (2005) *Brands: Meaning and Value in Media Culture*, London: Routledge.

Bandinelli, C. and Arvidsson, A (2013) 'Brand yourself a changemaker!' *Journal of Macromarketing*, 33:1, 67–71

Banet-Weiser, S. (2012) *Authentic™: The Politics of Ambivalence in a Brand Culture*. New York: New York University Press

Hearn, A. (2008). 'Meat, Mask, Burden: Probing the Contours of the Branded "Self"' *Journal of Consumer Culture*, 8:2

Julier, G. (2014) *The Culture of Design*. London: Sage. [esp. ch 7, 'Branded Places']

Klein, N. (2000) *No Logo*, London: Flamingo. (especially Chs 3, 5, 6 and 9)

Klein, N. (2010) 'How Corporate Branding has Taken Over America', [very interesting on the use of marketing techniques to brand Obama], <https://www.theguardian.com/books/2010/jan/16/naomi-klein-branding-obama-america>

Lash, S. and Lury, C. (2007) *Global Culture Industry*, Cambridge: Polity.

Lury, C. (2014) 'Interfaces: The Mediation of Things and the Distribution of Behaviours', in P. Harvey et al, *Objects and Materials: A Routledge Companion*, London: Routledge.

Lury, C. (2009) 'Brands as Assemblages: Assembling Culture', *Journal of Cultural Economy* 2(1-2): 67-82.

Lury, C. (2004) *Brands: The Logos of the Global Economy*, London: Routledge.

- McAllister, M and West, E. (eds.) 2013. *Routledge Companion to Advertising and Promotional Culture*. London: Routledge
- Marwick, A. (2013) *Status Update: Celebrity, Publicity and Branding in the Social Media Age*, New Haven: Yale University Press [esp ch 4, 'Self-branding']
- Moor, L. (2009) 'Global Brands', *Global Media and Communication*, 5(1).
- Moor, L. (2007) *The Rise of Brands*, London: Berg.
- Moor, L. (2003) 'Branded Spaces: The Scope of New Marketing', *Journal of Consumer Culture* 3(1): 39-60.
- Ross, A. (ed.) (1997) *No Sweat: Fashion, Free Trade, and the Rights of Garment Workers*, London: Verso

Lecture 7. 'Race' and the Black Atlantic: Paul Gilroy

Concepts of 'race' and practices of racism have a central place in the development of modernity, and in debates about the nature of power, identity and oppression, from the European Enlightenment on. This lecture considers the nature of 'race' and racism, contemporary forms of 'new racism', and Paul Gilroy's understanding of the racialised countercultural politics of the 'black Atlantic'.

Required Reading

Gilroy, P. (1993) 'One Nation Under a Groove', in *Small Acts: Thoughts on the Politics of Black Cultures*. London: Serpent's Tale.

Additional Reading

- Back, L. (1996) *New Ethnicities and Urban Culture: Racisms and Multiculture in Young Lives*, London: UCL Press.
- Back, L. and Solomos, J. (eds) (2000) *Theories of Race and Racism: A Reader*, London: Routledge.
- Banton, M. (1998) *Racial Theories*, Cambridge: Cambridge University Press.
- Centre for Contemporary Cultural Studies (eds) (1982) *The Empire Strikes Back: Racism in 70s Britain*, London: Hutchinson.
- Garner, S. (2010) *Racisms: An Introduction*, London: Sage
- Solomos, J. and Back, L. (1996) *Racism and Society*, London: Macmillan.
- Miles, R. (1989) *Racism*. London: Routledge.
- Murji, K. and Solomos, J. (2005) *Racialization: Studies in Theory and Practice*, Oxford: Oxford University Press
- Gilroy, P. (2000) *Between Camps: Nations, Cultures and the Allure of Race*, London: Penguin.
- Gilroy, P. (1993) *The Black Atlantic: Modernity and Double Consciousness*, London: Verso.
- Gilroy, P. (1987) *There Ain't No Black in the Union Jack*, London: Hutchinson. (see esp. chs 2 and 3 for 'new racism')
- Hall, S. (1992) 'New Ethnicities' in J. Donald and A. Rattansi (eds) *'Race', Culture and Difference*, London: Sage.
- hooks, b. (1992) *Black Looks: Race and Representation*, London: Turnaround.
- Moten, F. (2003) *In the Break: The Aesthetics of the Black Radical Tradition*, Minneapolis: University of Minnesota Press.

Redclift, V. (2014) 'New Racisms, New Racial Subjects? The Neol-liberal Moment and the Racial Landscape of Contemporary Britain', *Ethnic and Racial Studies* 37(4): 577-588.

Virdee, S. (2014) *Racism, Class and the Racialized Outsider*, London: Palgrave

Lecture 8. Sensation and the City: Georg Simmel and Walter Benjamin

The work of the German social theorists Georg Simmel (1858–1918) and Walter Benjamin (1892–1940) has been greatly influential in the analysis of modernity and postmodernity. The city – and its peculiar forms of sensation and experience – has a central place in their social theories. This lecture focuses on Simmel's account of sensation and his understanding of the social and mental life of the metropolis, and Benjamin's understanding of the porosity and intensity of the city. Note: there are two (relatively short) Required Readings for this week.

Required Reading

Simmel, G. (1997) 'The Metropolis and Modern Life', in D. Frisby and M. Featherstone (eds) *Simmel on Culture*, London: Sage.

AND

Benjamin, W. (1978) 'Naples', *Reflections*, New York: Schocken Books.

Additional Reading

Benjamin, W. (1978) 'A Berlin Chronicle' and 'Moscow' in *Reflections: Essays, Aphorisms and Autobiographical Writings*, New York: Schocken Books.

Benjamin, W. (1983) *Charles Baudelaire: a Lyric Poet in the era of High Capitalism*, London: Verso. [see chapter on the flaneur]

Benjamin, W. (1999) *The Arcades Project*, trans. H. Eiland and K. McLaughlin, London: Harvard University Press.

Benjamin, W. (1979) *One Way Street and Other Writings*, London: Verso. [Includes his city essays]

Buck-Morss, S. (1989) *The Dialectics of Seeing: Walter Benjamin and the Arcades Project*, London MIT.

Caygill, H. (1998) *Walter Benjamin: The Colour of Experience*, London: Routledge [see the ch. on cities]

Frisby, D. (1984) *Georg Simmel*, London: Tavistock.

Frisby, D. (1985) *Fragments of Modernity: Theories of Modernity in the Work of Simmel, Kracauer and Benjamin*, Cambridge: Polity Press.

Frisby, D. (1992) *Simmel and Since*, London: Routledge.

Frisby, D. and M. Featherstone, M. (eds) (1997) *Simmel on Culture*, London: Sage. [A good source for Simmel's shorter essays, including 'Sociology of the Senses']

Gilloch, G. (1996) *Myth and Metropolis: Walter Benjamin and the City*, Cambridge: Polity Press.

Held, D. (1980) *Introduction to Critical Theory: Horkheimer to Habermas*, London: HarperCollins. [See sections on Benjamin.]

Knabb, K. (1981) *Situationist International Anthology*, Berkeley: Bureau of Public Secrets [see especially 'Formulary for a new urbanism' (1-4) and 'Theory of the Derive' (50-4)]

Koolhaas, R. et al. (2001) *Mutations*, Actar.

Simmel, G. (1971) *On Individuality and Social Forms: Selected Writings*, London: University of Chicago Press.

Simmel, G. (1993) *The Philosophy of Money*, London: Routledge.

Simmel, G. (1993) 'The stranger', in C. Lemert (ed.) *Social Theory: The Multicultural and Classic Readings*, Oxford: Westview.

Szondi, P. (1998) 'Walter Benjamin's City Portraits' in G. Smith (ed.) *On Walter Benjamin: Critical Essays and Recollections*, London: MIT.

Lecture 9. Markets and the Neoliberal Individual: Wendy Brown

In this lecture we consider the nature of 'neoliberalism', the dominant mode of governance today, where market-rationality is extended from the economic realm to the social and the state. We will consider the nature and place of the 'individual' and the 'market' in classical economic liberalism, and see how these have changed in neoliberalism, where we will pay special attention to the role of the 'enterprise'. We will also trace the historical emergence of neoliberalism from Pinochet and Thatcher to the current Conservative government. Following Wendy Brown's work, we will consider also the way neoliberalism contributes to a depoliticisation of social conflict by treating social problems with market solutions.

Required Reading

Brown, W. (2006) 'American Nightmare: Neoliberalism, Neoconservatism, and De-Democratization', *Political Theory* 34(6): 690-714.

Additional Reading

This is a long bibliography to cover the different perspectives and points of focus that you could take on neoliberalism

Bauman, Z. (2017) 'How Neoliberalism Prepared the Way for Donald Trump', <http://www.democraticaudit.com/2017/01/12/how-neoliberalism-prepared-the-way-for-donald-trump-by-zygmunt-bauman/> [The literature on the nature of Trump's relation to neoliberalism is of course ongoing. Look out for writing by Wendy Brown, Judith Butler, Melinda Cooper and others on the topic]

Berlant, L. (2011) *Cruel Optimism*, Duke: Duke University Press [This is heading off topic a little, but useful if you are interested in the affective conditions of neoliberal culture, the 'impasses' it generates amidst conventional narratives of family and work]

Brown, W. (2003) 'Neoliberalism and the End of Liberal Democracy', *Theory and Event* 7(1) [this essay is also in *Edgework*]

Brown, W. (2005) *Edgework: Critical Essays on Knowledge and Politics*, Princeton: Princeton University Press.

Cooper, M. (2012) 'Workfare, Familyfare, Godfare: Transforming Contingency into Necessity' *The South Atlantic Quarterly* 111(4): 643-661. [good on neoliberal blurring of work/unemployment and neoliberal social policy]

Dardot, P. and Laval, C. (2013) *The New Way of the World: On Neoliberal Society*, Verso: London and New York [very good, mix of Foucault and Marx for understanding neoliberal society and subjectivity]

Fisher, M. and J. Gilbert (2013) 'Capitalist Realism and Neoliberal Hegemony: A Dialogue', *New Formations* 80/81 [special issue on neoliberal culture – see other articles as your particular interests] https://www.lwbooks.co.uk/sites/default/files/nf8081_07fisher_gilbert.pdf

- Foucault, M. (2008) *The Birth of Biopolitics: Lectures at the Collège de France 1978-79*, trans. G. Burchell, London: Palgrave [Ch 6 is the main section for Foucault's influential work on neoliberalism]
- Hall, S. (2011) 'The March of the Neoliberals', *The Guardian*, September 12, <http://www.theguardian.com/politics/2011/sep/12/march-of-the-neoliberals> [a good summary of the key features of contemporary neoliberalism]
- Harvey, D. (2007) *A Brief History of Neoliberalism*, Oxford: Oxford University Press. [a good short book on the history and ideology of neoliberalism]
- Hackworth, J. (2012) *Faith-Based: Religious Neoliberalism and the Politics of Welfare in the United States*, Athens: University of Georgia Press.
- Lazzarato, M. (2009) 'Neoliberalism in Action: Inequality, Insecurity and the Reconstitution of the Social', *Theory, Culture and Society*, 26(6): 109-133.
- Lemke, T. (2001) 'The Birth of Bio-Politics: Michel Foucault's Lecture at the College de France on Neo-Liberal Governmentality', *Economy and Society*, 30(2): 190-207.
- McNay, L. (2009) 'Self as Enterprise: Dilemmas of Control and Resistance in Foucault's *The Birth of Biopolitics*,' *Theory, Culture and Society*, 26(6): 55-77.
- Muggeridge, L. (2014) 'Corroding the Welfare State: A Look Inside the Big Society', *Pieria*, http://www.pieria.co.uk/articles/corroding_the_welfare_state_a_look_inside_the_big_society brief but very good on the role of 'social enterprises' in privatisation
- Mirowski, P. (2014) *Never Let a Serious Crisis Go to Waste: How Neoliberalism Survived the Financial Meltdown*, London: Verso
- Saad-Filho, A. and D. Johnston (eds) (2004) *Neoliberalism: A Critical Reader*, Cambridge: Pluto Press. [a large edited collection]
- Silva, J. M. (2013) *Coming Up Short: Working-Class Adulthood in an Age of Uncertainty*, Oxford: Oxford University Press. Especially chapter 4 on the self-construction of the hardened neoliberal self among those who least benefit from it.
- Wacquant, L. (2009) *Punishing the Poor: The Neoliberal Government of Social Insecurity*, North Carolina: Duke University Press. [if you are interested in exploring the welfare aspects of neoliberalism]

Lecture 10. Cyborg Feminism: Donna Haraway

PLUS Exam preparation session

This lecture considers Donna Haraway's suggestion that new forms of technology, production and control have created a world not of distinct human, animal, and technical entities, but of complex 'cyborg' relations. The focus is on the nature of the cyborg condition and the anti-essentialist feminist politics that emerges from this situation. We will also explore the relation between Haraway's 'Cyborg Manifesto' and Marx's *Communist Manifesto*.

In this session we will also devote time to exam preparation.

Required Reading

Haraway, D. (1991) 'A Cyborg Manifesto', in *Simians, Cyborgs and Women: The Reinvention of Nature*. London: FAB.

Additional Reading

Bukatman, S. (2000) 'Terminal Penetration' in *The Cybercultures Reader* (also in *Terminal Identity*, Duke University Press)

Clynes, M. E. and Kline, N. S. (1995) 'Cyborgs and Space' in C. H. Gray (ed.) *The Cyborg Handbook*, London: Routledge.

Dell, D. and Kennedy, B. (eds) (2000) *The Cybercultures Reader*, London: Routledge.

Dery, M. (1996) 'Cyborging the Body Politic: Obsolete Bodies and Posthuman Beings' in *Escape Velocity*, New York: Grove Press.

Featherstone, M. and Burrows, R. (eds) *Cyberspace, Cyberbodies, Cyberpunk: Cultures of Technological Embodiment*, London: Routledge.

Grebowicz, M. and Helen Merrick, H. (2013) *Beyond the Cyborg: Adventures with Donna Haraway*, Columbia: Columbia University Press.

Haraway, D. (1991) 'Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective', in *Simians, Cyborgs and Women: The Reinvention of Nature*, London: Free Association Books.

Haraway, D. (2004) 'Cyborgs, Coyotes, and Dogs: A Kinship of Feminist Figurations and There are Always More Things Going on Than You Thought! Methodologies as Thinking Technologies', in Haraway, D. *The Haraway Reader*, London: Routledge.

Lupton, D. (2000) 'The Embodied Computer User' in *The Cybercultures Reader*

Workshop Guide

Each workshop is based on a set of questions. These are designed to: assist in general understanding of the text; focus attention on the key aspects of the text; form the basis of group discussion in the workshop; and assist in writing essays or exam questions on the topic. Some of these questions are straightforward, while others are difficult to answer, since they are designed to stretch students' skills in comprehension and verbal presentation. Students should read the text through, and then turn to the questions and make brief notes in answer to them, noting the page of the text where the answer can be found. These notes will act as a kind of index to the text in the group discussion.

For every tutorial students should bring:

- This Course Unit Outline, since it contains the questions that are the basis for work in the tutorial.
- The Required Reading in hardcopy (not in digital format – you need to be able to write on it).
- A sheet of notes in answer to the Workshop Guide questions, which should be handed in at the end of each tutorial. There is a 2% deduction for every 2 sheets that are not submitted. If students miss a week, they should bring the missing sheet to the next tutorial.
- Pen and paper for making further notes about the reading, since these tutorials are for collective thinking, discussion, *and* writing.

Tutorial 1. Introduction and Housekeeping

In this introductory tutorial we will outline the course requirements, tutorial structure, and assessments. We will also do an exercise in close reading and discussion. There is no set tutorial reading for this week, but students should read through this guide and familiarize themselves fully with the structure of the course and the course requirements. Students should also ensure that they can access the course Blackboard page, where all the Tutorial Readings are kept.

Tutorial 2. Capitalism and Modernity: Karl Marx

Required Reading: Marx, K, and Engels, F. (2002) 'Bourgeois and Proletarians', in *The Communist Manifesto*, London: Penguin Books.

1. What is the 'spectre of communism' and how do Marx and Engels engage with it? (Careful, this line is often misunderstood.)
2. What is 'class struggle' and what form does it take in capitalism?
3. What happens to 'feudal, patriarchal, idyllic relations' and what are they replaced with?
4. How creative is capitalism?
5. What do they mean by the expression 'all that is solid melts into air'?
6. In what sense is capitalism a 'sorcerer'? (There are two major senses, focus on the first one here)
7. Where does the proletariat come from, and how does it exist?
8. How does the proletariat become a political subject?
9. How does the proletariat differ from all preceding classes that 'got the upper hand'?

Tutorial 3. Power/Knowledge and Discipline: Michel Foucault 1

Required Reading: Foucault, M. (1979) 'Panopticism', in *Discipline and Punish: the Birth of the Prison*, London: Penguin.

1. What is the difference in forms of control between leprosy and the plague?

2. Why is treatment of the plague important for Foucault's analysis of discipline?
3. What is the Panopticon and how does it work? Describe this in detail, step by step.
4. In what sense does the Panopticon 'automatize' and 'disindividualize' power?
5. In what sense does the inmate of the Panopticon 'become the principle of their own subjection'?
6. What relation does the Panopticon have to knowledge and experiment?
7. In what sense is power 'productive'?
8. In what sense is the Panopticon a 'diagram'?
9. In what sense does discipline develop beyond a technique of 'exception', and what role does 'police' have here?
10. What is 'docility-utility' and how is it related to capitalism?
11. What is the relationship between bourgeois equality and discipline?

Tutorial 4. Biopower and Sexuality: Michel Foucault 2

THIS WEEK WE WILL ALSO DISCUSS THE REQUIREMENTS OF THE ASSESSED ESSAY. THIS WEEK AND NEXT, STUDENTS ARE ENCOURAGED TO MAKE INDIVIDUAL OFFICE HOUR MEETINGS TO DISCUSS THEIR ESSAY PLAN.

Required Reading: Foucault, M. (1980) 'Right of Death and Power over Life', in *The History of Sexuality, Volume I: An Introduction*, London: Penguin.

1. What is the relationship of 'Sovereign power' to life?
2. What kind of power has replaced it, and what is *its* relation to life?
3. What are the two initial poles of this new kind of power?
4. In what, and how, are these two poles of power joined?
5. Does power 'repress' sexuality?
6. What are the 'four great lines of attack' of sexuality?
7. In what sense is 'sex' a product of sexuality...
8. and what role does it have for sexuality? (these two questions are closely related – and difficult! But they are absolutely key to his argument, and often missed, so spend time on them)
9. What is the internal operating principle of sexuality, and what role does confession have here? (in an essay, see also the chapter 'Scientia Sexualis' for this point)
10. How do 'bodies and pleasures' suggest a counter-attack to sexuality?

Tutorial 5. Space, Architecture and Power in the Israeli occupation of Palestinian territories

1. What is the relationship between nationality and ethnicity in Israel?
2. Given the above, what is the intractable problem for Israel and how does it address it?
3. In what sense does Israel practice 'apartheid', and how does this differ from South African apartheid?

4. What are the characteristics of the two 'geographies' produced by Israel's 'matrix of control'? (This and the following question are intended to encourage students to explain the 'matrix of control', step-by-step in a logical order. In an essay, this part is absolutely key, because it is the general form by which specific features of the occupation takes shape)
5. Outline how the following are constructed as concrete instances of the matrix of control: a) roads, b) checkpoints, c) settlements, d) the barrier wall (Note, each of these both articulates general features of the matrix of control *and* does so with specific features that differ from the others)
6. What are the global and local characteristics of Gehry's style of architecture?
7. How do walls and other aspects of the matrix of control feature in Gehry's design for the Jerusalem Museum of Tolerance?
8. In what sense does the Museum 'reframe the particular as the universal'?
9. What place does 'tolerance' have in this?
10. What is the 'erasure of erasure' and what place does the Museum play in it?

Tutorial 6. Brands and Commodity Culture: Naomi Klein

Required Reading: Klein, N. (2000) 'The Brand Expands', *No Logo*. London: Flamingo.

1. What relation do brands have to culture?
2. In what sense does branding move from 'interruption' to 'integration' with culture?
3. How has the magazine industry changed with the rise of branding?
4. How do *Dawson's Creek* and J. Crew clothes exemplify a 'merger' between media and brand?
5. In what sense are the Spice Girls a brand?
6. How does Nike exemplify Klein's argument that brands are concerned more with 'meanings' than 'products'?
7. Describe the processes by which Michael Jordan was created as an aspect of Nike's brand.
8. What is brand 'synergy'?

Tutorial 7. 'Race' and the Black Atlantic: Paul Gilroy

Required Reading: Gilroy, P. (1993) 'One nation under a groove', in *Small Acts: Thoughts on the Politics of Black Cultures*. London: Serpent's Tale.

1. To study the politics of 'race', what two aspects must we consider?
2. What does Gilroy mean when he says race is 'imagined', and what factors play a role in shaping it?
3. What form of racism is this essay concerned with?
4. What place does 'crisis' have in it?
5. What place does 'culture' and 'biology' have in this kind of racism?
6. How does this 'new' or 'cultural' racism work? Plot the stages in a logical order, starting with the notion that it presents two groups, one of which is 'British'

7. What role do 'law' and 'education' play in it?
8. What is the 'populism of new racism'?
9. In what sense is black cultural nationalism 'essentialist'?
10. In what sense does the culture of the black diaspora exist beyond the nation?

Tutorial 8. Sensation and the City: Georg Simmel and Walter Benjamin

Required Reading: Simmel, G. (1997) 'The metropolis and modern life', in D. Frisby and M. Featherstone (eds) *Simmel on Culture*, London: Sage.

AND

Benjamin, W. (1978) 'Naples', *Reflections*, New York: Schocken Books.

Simmel

1. In what sense is the human a 'differentiating' creature?
2. What does the metropolitan type of individuality consist of?
3. What are the two layers of the psyche he identifies, and how are they related to metropolitan life?
4. What is the role of money and the market in the metropolis?
5. What does he mean when he writes that there has been 'a reduction of qualitative values to quantitative ones'?
6. What is the 'blasé attitude', and what is its source?
7. What is 'reserve'?
8. What kind of freedom does the metropolis offer?
9. What is 'cosmopolitanism'?
10. How does the city promote differentiation?

Benjamin

1. How do visitors fare in Naples?
2. What does Benjamin mean when he says that the architecture is 'porous'?
3. In what sense is the city a 'theatre of unforeseen constellations'?
4. In what sense are activity and things 'mobile'?
5. What happens to Sundays and feast days in Naples?
6. What happens to private life?
7. What relation do these aspects of Naples have to do with poverty?

Tutorial 9. Markets and the Neoliberal Individual

Required Reading: Wendy Brown 'American Nightmare: Neoliberalism, Neoconservatism, and De-Democratization'

1. For Brown, what is a 'political rationality' (in contrast to an 'ideology')?
2. What is classical 'economic liberalism' and how does neoliberalism differ from it?
3. For neoliberalism, what role does the market have in social and political affairs?

4. What place does the 'entrepreneur' have in neoliberalism?
5. What happens to 'law' in neoliberalism?
6. What effects does neoliberalism have on democratic principles of: egalitarianism, universalism, political liberty, active citizenry, the public good, and the free press?
7. What happens to 'social problems' in neoliberalism?
8. What function does a Christian fundamentalist model of 'truth' have in de-democratisation in the US?

Tutorial 10. Cyborgs Feminism: Donna Haraway. PLUS Exam Preparation

Required Reading: Haraway, D. (1991) 'A Cyborg Manifesto', in *Simians, Cyborgs and Women: The Reinvention of Nature*. London: FAB.

In this session we will also devote time to exam preparation. Students should attend with a list of the topics they plan on revising for the exam.

1. What is a cyborg?
2. In what sense does the cyborg have no 'origin story'?
3. What are the three 'boundary breakdowns' that give rise to the cyborg?
4. How does 'coding' work?
5. What is the 'homework' economy?
5. What is wrong with the political subject of 'woman'?
6. What alternatives does cyborg politics offer?

Assignments and Assessments

Non-Assessed Assignment Details

Each week, students are required to hand in a sheet of notes in answer to the Workshop Guide questions. There is a 2% deduction for every 2 sheets that are not submitted. If students miss a week, they should bring the missing sheet to the next tutorial. I will return the notes in the following week's workshop.

Assessed Coursework Details

3,000 word assessed essay (+/-10%) excluding the bibliography in the word count. 50% of final unit grade.

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

1. '[The Panopticon] is an important mechanism, for it automatizes and disindividualizes power. Power has its principle not so much in a person as in a certain concerted distribution of bodies, surfaces, lights, gazes; in an arrangement whose internal mechanisms produce the relation in which individuals are caught up' (Michel Foucault). Discuss this passage in terms of Foucault's understanding of 'discipline'.
2. What are the key features of Foucault's account of 'sexuality'?
3. How is the built environment used in the occupation of the Palestinian territories?
6. What are 'brands'? Discuss with examples.
7. 'Culture is conceived ... as a fixed property of social groups rather than a relational field in which [social groups] encounter one another and live out social, historical relationships' (Paul Gilroy). Discuss in terms of 'new racism' and Gilroy's concept of the 'black Atlantic'.
4. Critically consider Simmel's understanding of the specific intellectual and emotional forms of interaction and sensation that characterise modern city life. You should use examples in your answer.
5. 'As porous as this stone is the architecture. Building and action interpenetrate in the courtyards, arcades, and stairways. In everything they preserve the scope to become a theatre of new, unforeseen constellations' (Walter Benjamin). Discuss in terms of Benjamin's account of Naples and *EITHER* Berlin *OR* Moscow.
8. Critically consider the central principles of the political rationality of 'neoliberalism'?
9. How does Haraway's concept of the 'cyborg' present an anti-essentialist account of contemporary identity? What kinds of political alliances does it suggest?

Coursework Submission

Coursework must be typed, double- or 1.5-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 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 10.

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.

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 so there is potential for significant overlap in material that is relevant for particular combinations of questions. Wording of both the assessed assignment options and the examination questions clearly indicates which key topic from the course should be covered. **Do not choose examination questions that cover the same key topic as your assessed assignment** – such answers will receive a mark of zero. Note that to ensure clarity question numbers will be used consistently across both assessments, so if you answer assessed assignment Q.1 you must not answer examination Q.1.

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, tutorials, and office hours 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.
- 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.



Additional Office Hours will be provided to discuss planning for coursework assessments. Your lecturer will contact you about these.

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 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

SOCY30182

The Sociology of Cultural Participation and Cultural Policy

Semester 2

Credits 20

Convenor: Professor Andrew Miles

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):	Professor Andrew Miles
Room:	Arthur Lewis Building, 4 th floor, Room 4.047
Telephone:	0161 275 3372
Email:	andrew.miles@manchester.ac.uk
Office Hours:	Mondays 13:00 - 15:00
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Mondays 09.00-12.00, Zochonis B25
Non-assessed Coursework Submission:	2pm on Monday 11th March 2019 (Week 7) on Turnitin
Assessed Coursework Submission:	2pm on Wednesday 3rd April 2019 (Week 10) on Turnitin
Feedback half-day	1pm-5pm on Monday 29th 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 (max 600 words) to be handed in Week 6, Monday **11th March 2019**, 2pm (5% penalty for non-submission)
- An assessed essay (3,000 words +/- 10%) worth 50% of the total course mark to be handed in in Week 10, Wednesday **3rd April 2019**, 2pm, on topics discussed in the first half of the course (Weeks 1-5).
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total course mark, on topics discussed in the second half of the course (Weeks 6-10).

2. COURSE CONTENT

Course Aims

- Establish the theoretical and political provenance of 'culture' and 'cultural value';
- Examine the role of cultural participation and policy in creating and reproducing social inequalities;
- Provide theoretical frameworks and empirical materials to allow students to explore the contexts and scales, processes and impacts of cultural distinction in practice and policy.

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 examines how the practices, preferences and things we call 'culture' have gained their status and legitimacy; focusing on the ways in which cultural taste and participation are implicated in processes of demarcation and contestation between people and places, and how such processes are negotiated in and reinforced by cultural policy. Drawing on some of the major theoretical paradigms in cultural theory it will consider how culture is used as a critical and performative term, counterposing the association of 'elite' cultural forms and institutions with distinction to arguments asserting the cultural value of popular and everyday cultural practices, and examine the role of taste and participation in reproducing social inequalities of class, age, gender race. Against this backdrop, the course explores the development of contemporary cultural governance in Britain in relation to patterns of elite formation and power and considers the argument that 'cultural omnivorousness' has led to the end of the 'high culture' system.

Learning Outcomes

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

- understand theories of culture and value in in historical and political context;
- understand different analytical and empirical approaches to studying cultural taste, participation and value;
- apply theoretical, empirical and recent historical knowledge to the understanding of cultural inequalities, power and policy development;
- demonstrate a reflective and critical and approach to contemporary debates about participation and policy;
- 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

The lecture component of the lecture-workshop sessions will focus on framing key theoretical developments and contributions to the literature on respective session themes, making use of classic texts in the field and recent debates in key journals, together with illustrations using media and data. Workshop discussion and group work will be organised around the reading of texts, extracts, interpretation of media material, and exercises with data. Use will be made of local case study examples where appropriate and there may be an opportunity to incorporate site visits and observation work in connection with some sessions. Video materials will be suggested as recommended viewing in advance of particular workshops and shorter video or audio materials will be used within teaching sessions.

The course will utilise Blackboard to deliver the module's course content, core readings, lecture slides, any supplementary materials such as video materials, and communication. 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. Remember that everything is not equally important in a book, a chapter or an article. Be smart and active about your approach to reading: get the key ideas of the author, the key evidence and data, and try to see how the readings relate to one another.

General Course Reading

There is no single textbook for this course. Most reading is specific to particular topics as described in the weekly reading lists. However, the following are recommended for their coverage of themes and debates in different sections of the course:

- Stewart, S. (2013). *A Sociology of Culture, Taste and Value*. Basingstoke: Palgrave Macmillan
- 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.
- Inglis, D. (2005). *Culture and Everyday Life*. London: Routledge.
- O'Brien, D. 2013. *Cultural Policy: Management, Value and Modernity*. London: Routledge.
- Bell, D. and Oakley, K. (2015). *Cultural Policy*. London: Routledge.

Course Structure

Week 1. Introduction

Part One: Culture, identity and power

Week 2. Cultural capital and social class

Week 3. Cultures of everyday life

Week 4. Emerging cultural capital and the new snobbery

Part Two: Cultural policy

Week 5. Governing and funding culture

Week 6. Culture and place

Week 7. The social impact of the arts

Part Three: Cultural work

Week 8. Cultural production

Week 9. Cultural workers and the creative industries

Week 10. Social mobility, culture and inequality

Session 1. Introduction

- (a) Discussion of the meanings, dimensions and social significance of 'culture' and cultural participation.
- (b) Review of course outline and assessment.
- (c) Video. Episode 1 ('Working-class taste') of *All in the Best Possible Taste*. BAFTA award-winning documentary in which artist Grayson Perry investigates the meaning of taste in contemporary Britain.

Session 2. Cultural capital and social class

This lecture and workshop session explores Pierre Bourdieu's model of culture, class and social reproduction, starting from his seminal work *Distinction: A Social Critique of the Judgment of Taste*. Bourdieu argued that people's cultural tastes are the key markers of social class boundaries, with privileged groups using their preferences for 'highbrow' ('legitimate') culture as a means of expressing their superiority over other groups, particularly the working classes, who tend to prefer 'lowbrow' culture. In this session we will discuss the different components of Bourdieu's framework, how relevant his arguments are today and how far they are applicable beyond France in the 1960s (the source of his data).

Key readings

- Bourdieu, P. 2010. 'The Sense of Distinction', in *Distinction: A Social Critique of the Judgment of Taste*. London: Routledge: 255-317.
- Stewart, S. 2012. 'Reflections on sociology and aesthetic value', *Distinktion: Scandinavian Journal of Social Theory*, 13:2, 153-167, DOI: 10.1080/1600910X.2011.613483
- Ward, A. 2017. 'Reassessing cultural capital' in A. Warde, *Consumption: a sociological analysis*, Basingstoke: Palgrave, (Chapter 7, pp.127-153).

Additional readings

- Weininger, E.B. 2005. 'Foundations Of Pierre Bourdieu's Class Analysis', in E.O. Wright (ed.), *Approaches to Class Analysis*. Cambridge: Cambridge University Press. Available online at <https://www.ssc.wisc.edu/~wright/Chapter%204%20--%20Weininger%20Jan%202004doc.pdf>
- Bourdieu, P. 1997. 'The forms of capital', in A.H. Halsey, H. Lauder, P. Brown and A.S. Wells (eds.) *Education: Culture, Economy and Society*. Oxford: Oxford University Press, pp. 46-55. Available on-line at: <http://www.marxists.org/reference/subject/philosophy/works/fr/bourdieuforms-capital.htm>
- Bourdieu, P., and Darbel, A.1997 [1966]. *The Love of Art: European Art Museums and Their Public*. Cambridge: Polity Press.
- Lamont, M. 1992. *Money, Morals, and Manners: The Culture of the French and American Upper-Middle Class*. Chicago, IL: University of Chicago Press.
- Holt, D. 1997. 'Distinction in America? Recovering Bourdieu's Theory of Taste from its Critics', *Poetics* 25: 931-1020.
- Bennett, T and Silva, E. 2011. 'Introduction: Cultural capital—Histories, limits', *Poetics* 39: 427-443.
- Edgerton, J.D and Roberts, L. W. 2014. 'Cultural capital or habitus? Bourdieu and beyond in

the explanation of enduring educational inequality, *Theory and Research in Education*, Vol. 12(2) 193–220.

Goldthorpe, J. 2007. Cultural Capital: Some Critical Observations', *Sociologica* 2:1-22.

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.

Bennett, T., Savage, M., Silva, E., Warde, A., Gayo-Cal, M., Wright, D. (2009). *Culture, Class, Distinction*. London: Routledge.

Workshop and discussion tasks

(a) Watch episodes 2 and 3 of Grayson Perry's *All In The Best Possible Taste*

<https://www.dailymotion.com/video/x52nw5h> (middle-class taste)

https://www.youtube.com/watch?v=w_FNojYS7rQ (upper-class taste)

(b) Bring in a cultural item you are particularly attached to, or a photo of the same.

Be prepared to explain why you like it, and consider the following questions:

Where do you think your taste comes from?

Does it say anything about you as a person?

Are some tastes better than others, if so why?

What cultural forms, practices and items do you particularly dislike

Do you think Bourdieu's work on taste applies to the contemporary UK, or in other countries, as well as it did in France in the 1970s?

Week 3: Cultures of everyday life

This week we consider the significance of everyday life for cultural understanding. Are everyday practices as limited, mundane, and valueless as the Bourdieusian model of culture in *Distinction* might be thought to imply? Are they bound up with processes of alienation and disempowerment, as the critical theorists argued? Alternatively, is the everyday realm the site of alternative values, social tension and even resistance? You should approach your reading this week with these particular questions in mind.

Key readings

(a) For the lecture component, try to read the following three pieces (they are all short):

Williams, R. [1958] 1989. 'Culture is Ordinary', in his *Resources of Hope: Culture, Democracy, Socialism*. London; Verso, pp. 3-14. Available online at:

<http://artsites.ucsc.edu/faculty/gustafson/film%20162.w10/readings/williams.ordinary.pdf>

de Certeau, M. 1984. *The Practice of Everyday Life*. Berkeley: University of California Press. General Introduction. pp. xi-xxiv. Available online at:

https://monoskop.org/images/2/2a/De_Certeau_Michel_The_Practice_of_Everyday_Life.pdf

Willis, P. 1998. 'Notes on common culture. Towards a grounded aesthetics', *European Journal of Cultural Studies*, 1(2): 163-176.

(b) The workshop element of this session will consider some of the work and findings of the recent *Understanding Everyday Participation* project (www.everydayparticipation.org), for which you should read one of the following two articles:

Miles, A. 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.

Miles, A. and Ebrey, J. (2017), 'The village in the city: participation and cultural value on the urban periphery', *Cultural Trends*, 26 (1): 58-69.

(c) Youth subcultures have historically been a particular focus of research into everyday cultures. We will finish off this session with some discussion about whether these are now a thing of the past. For this please try to read one of the following:

Bennett, A. (1999), 'Subcultures or Neo-tribes? Rethinking the relationship between Youth, Style and Musical Taste', *Sociology*, 33 (3): 599-617.

Shildrick, T. A. and MacDonald, R. (2006) 'In defence of subculture: young people, leisure and social divisions', *Journal of Youth Studies*, 9 (2), pp.125-140.

Additional readings

Inglis, D. (2005). *Culture and Everyday Life*. London: Routledge. Chapters 2 and 3.

Willis, P. 1990. *Common Culture. Symbolic work at play in the everyday cultures of the young*. Milton Keynes: Open University Press.

Storey, J. 1990. *Cultural Consumption and Everyday Life*. London: Arnold. Chapters 3 and 6.

Miles, A. and Gibson, L. (2016), 'Everyday participation and cultural value', *Cultural Trends*, 25 (3): 151-157.

Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press. Chapters 1 and 9.

Ebrey, J. 2016. 'The mundane and insignificant, the ordinary and the extraordinary: Understanding Everyday Participation and theories of everyday life', *Cultural Trends*, 25:3, 158-168.

Gardiner, M. 2000. *Critiques of Everyday Life*. London: Routledge. Chapter 4.

Warde, A. 2014. 'After taste: Culture, consumption and theories of practice', *Journal of Consumer Culture*, Vol. 14(3): 279–303

Southerton, D. 2001. 'Consuming Kitchens: taste, context and identity formation', *Journal of Consumer Culture*, 1(2): 179-203.

Longhurst, B.J, Bagnall, G and Savage, M. 2001, 'Ordinary consumption and personal identity: radio and the middle classes in the north west of England' , in Gronow, J. and Warde, A. (eds.) *Ordinary Consumption*. London: Routledge: 125-141.

Clarke, J., Hall, S., Jefferson, T., Roberts, B. (eds.). 1976. *Resistance Through Rituals: Youth Subcultures in Post-War Britain*. London: Hutchinson.

Hebdige, D. (1979). *Subculture: The Meaning of Style*. London: Routledge.

McRobbie, A. 1980. 'Settling Accounts with Subcultures: A Feminist Critique', in Frith, S. and A. Goodwin (eds.) *On Record: Rock, Pop and the Written Word*. London: Routledge.

Clarke, G. 1981. '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.

Week 4: Emerging cultural capital and the new snobbery

In this session we consider arguments that the distinction between high and popular culture have become blurred. Recent research has described the rise of the 'cultural omnivore': individuals who shun cultural snobbery and appreciate a range of high and popular cultural forms. Does this signal the arrival of cultural democracy? Alternatively, are cultural hierarchies simply being remade through elite engagements with popular culture? How do new forms of distinction impact social identities and relations? How far and in what ways is cultural taste still a weapon?

Key readings

(a) For the lecture component of the session:

Friedman, S., Savage, M., Hanquinet, L., Miles, A. 2015. 'Cultural Sociology And New Forms Of Distinction', *Poetics*, 53: 1-8

Lizardo, O. and Skiles, S. 2015. 'After Omnivorousness. Is Bourdieu Still Relevant?', in Hanquinet, L. And Savage, M. (eds.) *Routledge International Handbook of the Sociology of Art and Culture*. London: Routledge. Chapter 5.

(b) For the workshop element read one of the following:

Friedman, S. 2011. 'The Cultural Currency of a 'Good' Sense of Humour: British Comedy and New Forms of Distinction', *British Journal of Sociology*, 62(2): 347-370.

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

Prepare answers to the following questions:

In what ways does the author agree that cultural capital is being re-made?

How convinced are you by their arguments?

Can you identify examples of new forms of cultural distinction being generated in other areas of popular and everyday culture?

(c) Choose one of the following and consider how the author(s) explain the mechanisms of contemporary forms of distinction.

Lawler, S. 2005. 'Disgusted Subjects: The Making of Middle-Class Identities', *The Sociological Review* 53: 429-446.

Hayward, K. and M. Yar. 2006. 'The "Chav" Phenomenon: Consumption, Media and the Construction of a New Underclass', *Crime, Media, Culture* 2: 9-28.

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

Lockyer, S. (2010), 'Dynamics of social class contempt in contemporary British television comedy', *Social Semiotics* 20 (2): 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.

Wallace, D. 2017. 'Reading 'Race' in Bourdieu? Examining Black Cultural Capital Among Black Caribbean Youth in South London', *Sociology*, Vol. 51(5) 907–923.

Additional readings

Peterson, R. A. and R. M. Kern. 1996. "Changing Highbrow Taste: From Snob to Omnivore", *American Sociological Review* 61: 900-907.

Lahire, B. 2008. 'The individual and the mixing of genres: Cultural dissonance and self-distinction.'

Poetics 36(2–3): 166–188.

Hanquinet, L. 2017. 'Exploring Dissonance and Omnivorousness: Another Look into the Rise of Eclecticism', *Cultural Sociology*, Vol. 11(2) 165–187.

Lizardo, O. and Skiles S. 2013. 'Reconceptualizing and Theorizing "Omnivorousness": Genetic and Relational Mechanisms', *Sociological Theory* 30: 263-282.

Pedersen, W., Jarness, V., Flemmen, M. 2018. 'Revenge of the nerds: Cultural capital and the politics of lifestyle'. *Poetics* 70: 54-66.

among adolescent elites

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 3.

Friedman, S. 2014. *Comedy and Distinction. The Cultural Currency of a Good Sense of Humour*. London Routledge. Chapters 4 and 5. Available online at:

http://eprints.lse.ac.uk/59932/1/Comedy%20and%20Distinction_final.pdf

- Friedman, S. and G. Kuipers. 2013. "‘There’s Something Fundamental About What Makes You Laugh’": Comedy Taste and Symbolic Boundaries', *Cultural Sociology*, 6:
- Friedman, S. 2012. "Cultural Omnivores or Culturally Homeless? Exploring the Shifting Cultural Identities of the Upwardly Mobile", *Poetics* 40: 467-489.
- Coulangeon, P., and Y. Lemel. 2007. 'Is 'Distinction' Really Outdated? Questioning the Meaning of the Omnivorization of Musical Taste in Contemporary France', *Poetics* 35: 93-111.
- Bryson, B. 1996. "‘Anything But Heavy Metal’": Symbolic Exclusion and Musical Dislikes', *American Sociological Review* 61: 884-899.
- Hedegard, D. 2013. 'Blackness and experience in omnivorous cultural consumption: Evidence from the tourism of capoeira in Salvador, Brazil', *Poetics*, 41: (1) 1-26
- Lamont, M. 1992. *Money, Morals, Manners: The Culture of the French and the American Upper-Middle Class*. Chicago: The University of Chicago Press (Chapter 4).
- Jones, O. 2010. *Chavs: The Demonization of the Working Class*. London: Verso.
- Imogen Tyler (2008) "Chav Mum Chav Scum", *Feminist Media Studies*, 8:1, 17-34.
- Nayak, A. 2006. 'Displaced Masculinities: Chavs, Youth and Class in the Post-Industrial City', *Sociology* 40: 813-831.
- Skeggs, B. 2004. *Class, Self, Culture*. London and New York: Routledge. Chapter 6.
- Warde, A. 2011. 'Cultural hostility re-visited'. *Cultural Sociology*, 5(3), 341–366.
- Wallace, D. 2017. 'Reading 'Race' in Bourdieu? Examining Black Cultural Capital Among Black Caribbean Youth in South London', *Sociology*, Vol. 51(5) 907–923.
- Sayer, A. 2005. *The Moral Significance of Class*. Cambridge: Cambridge University Press.

Week 5. Governing and funding culture

This week’s lecture outlines the genesis, framework and development of cultural policy in the UK, relating it to debates about the sociology of cultural taste and social power that we visited in the first part of the course. Questions to consider for the session as a whole include: How and by whom is cultural policy made? How and why has the emphasis in UK cultural policy changed since the 1940s, and especially during the New Labour administrations of 1997-2010? In what ways is the changing practice of cultural policy bound up with the shifting sociology and power of elites? We will consider these questions through the lens of the instrumentalism debate and the use of evidence in cultural policy making in particular.

The workshop/discussion element of this session will take the form of a debate on the public funding of culture.

Key readings

- O'Brien, D. 2014. *Cultural Policy*. London: Routledge, Chapter 2.
- Miles, A. and Sullivan, A. 2012. 'Understanding Taste and Participation in Culture and Sport: Mixing Methods', *Reordering Knowledges*, *Cultural Trends*, 21 (4): 311-324.

Additional readings

- Bennett, O. 2005. 'Beyond Machinery: The Cultural Policies of Matthew Arnold' in *History of Political Economy*, 37(3): pp. 455-482.
- Upchurch, A. (2004) 'John Maynard Keynes, the Bloomsbury Group, and origins of the Arts Council movement', *International Journal of Cultural Policy*, 10(2) 203–18.
- Miles, A. and Savage, M. (2012), 'The Strange Survival Story of the English Gentleman, 1945-2010', *Cultural and Social History*, 9 (4): 595-612.

- Griffiths, D., Miles, A. and Savage, M. (2008), 'The End of the English Cultural Elite?' in Savage, M. and Williams, K. (eds), *Remembering Elites*, Oxford: Blackwell, 189-209.
- Savage, M. 2010. *Identities and Social Change*. Oxford: Oxford University Press.
- Hewison, R. (1997) *Culture and Consensus: England, Art and Politics since 1940* London: Methuen.
- Gray, C. 2005. *The Politics of the Arts in Britain*. Basingstoke: Palgrave Macmillan.
- McGuigan, J. 2004. *Rethinking cultural policy*. Maidenhead: Open University Press.
- Miles, A. (2013), 'Culture, participation and identity in contemporary Manchester', in Savage, M., Wolff, J. (eds.) *Culture in Manchester: Institutions and Urban Change since 1800*. Manchester: Manchester University Press, 176-89.
- Taylor, M. (2016). 'Nonparticipation or different styles of participation? Alternative interpretations from Taking Part'. *Cultural Trends*, 25(3), 169–181.
- Bunting, C., Gilmore, A., Miles, A. 2019, 'Calling participation to account: Taking Part in the politics of method' in Gibson, L. & Belfiore, E. (eds.), *Histories of cultural participation, values and governance*. Basingstoke: Palgrave Macmillan.
- Law, J. (2009), 'Seeing Like a Survey', *Cultural Sociology*, Volume 3:2, 239–256
- Selwood, S. 2002, 'Measuring Culture', <https://www.spiked-online.com/2002/12/30/measuring-culture/>
- Matarasso, F. 1997. Use or Ornament? The Social Impact of Participation in the Arts. London: Comedia. Available online: <http://www.artshealthresources.org.uk/wp-content/uploads/2017/01/1997-Matarasso-Use-or-Ornament-The-Social-Impact-of-Participation-in-the-Arts-1.pdf>
- Merli, 2002. 'Evaluating the social impact of participation in arts activities
A critical review of François Matarasso's *Use or Ornament?*', *International Journal of Cultural Policy*, 8, 1, 107–118.
- Belfiore, E. (2002) 'Art as a means of alleviating social exclusion: Does it really work? A critique of instrumental cultural policies and social impact studies in the UK', *International Journal of Cultural Policy* 8(1) 91–106.
- Belfiore, E. 2004. 'Auditing culture', *International Journal of Cultural Policy*, 10:2, 183-202
- Eleonora Belfiore & Oliver Bennett (2007) 'Rethinking the Social Impacts of the Arts', *International Journal of Cultural Policy*, 13:2, 135-151,
- Gibson, L. (2008) 'In defence of instrumentality' *Cultural Trends* 17(4) 247–57.
- Belfiore, E. (2012) "Defensive instrumentalism" and the legacy of New Labour's cultural policies', *Cultural Trends*, Vol. 21 (No. 2). pp. 103-111.
- Melissa Nisbett (2013) New perspectives on instrumentalism: an empirical study of cultural diplomacy, *International Journal of Cultural Policy*, 19:5, 557-575.
- Merli, 2002. 'Evaluating the social impact of participation in arts activities
A critical review of François Matarasso's *Use or Ornament?*', *International Journal of Cultural Policy*, 8, 1, 107–118.
- Hesmondhalgh, D., Oakley, K., Lee, D. and Nisbett, M. (2015) *Culture, Economy and Politics: The Case of New Labour*. Basingstoke: Palgrave Macmillan.
- Holden, J (2008) *Democratic Culture: opening up the arts to everyone* Demos
<http://www.demos.co.uk/publications/democraticculture>
- Throsby, D (2010) *The Economics of Cultural Policy* Cambridge: Cambridge University Press.
- Knell, J & Taylor, M (2011) *Arts Funding, Austerity and the Big Society* London: RSA
- Crossick, G. and Kaczynski, P. *Understanding the Value of Arts and Culture. The AHRC Cultural Value Report*. Swindon: AHYC.
- Chartrand, H.H and McCaughey, C. 1989, *Who's to Pay? for the Arts: The International Search for Models of Support*, in M.C. Cummings Jr & J. Mark Davidson Schuster (eds.), American Council for the Arts, N.Y.C.,
<http://www.compilerpress.ca/Cultural%20Economics/Works/Arm%201%201989.htm#Introduction>

Week 6. Culture and place

In this session we look at the role of culture in (local) urban regeneration and 'place making'. In particular we will consider the concept of the 'creative city' and how this has been developed and applied. Issues and questions to consider in your reading this week include:

Does local cultural policy hold out more promise for a democratisation of culture and if so why?

Why has sub-national cultural policy focused so much on cities?

What were the aims of the original creative city idea and have these been achieved?

What is the 'creative class' and why have Richard Florida's ideas proved so influential?

What are the main criticisms of the 'creative class' concept?

In preparation for the workshop element of this session, I would like you to think about either where you live now or where you grew up in terms of whether or not it is a creative city, town or place. Write down and bring with you a list of criteria and examples of assets, deficits, etc., which define it as more or less creative. Also, think about and decide which is the most creative place, town or city you have ever visited, and make a list of the reasons for your decision.

Key readings

Landry, C. and Bianchini, F. 1995. *The Creative City* London, Demos.

Florida, R. (2014) *The Rise of the Creative Class – Revisited* Basic Books; First Trade Paper Edition. Chapter 3.

McGuigan, J (2009) 'Doing a Florida thing: the creative class thesis and cultural policy' *International Journal of Cultural Policy*, 15:3, 291-300

Additional readings

Bloomfield, J. and Bianchini, F. (2004) *Planning for the Intercultural City*. Bournes Green: Comedia.

Landry, C., Greene, L., Matarasso, Bianchini, F. 1996. *The Art of Regeneration: Urban Renewal through Cultural Activity*. Stroud, UK: Comedia

Evans, G and Shaw, P. 2004, *The Contribution of Culture to Regeneration in the UK: A Review of Evidence*, DCMS.

Evans, Graeme. 2001. *Cultural Planning: An Urban Renaissance?* London: Routledge. Introduction.

Evans, Graeme. 2009. 'Creative Cities, Creative Spaces and Urban Policy.' *Urban Studies* 46 (5-6): 1003-1040.

O'Brien, D. 2013. *Cultural Policy: Management, Value and Modernity*. London: Routledge. Chapter 5.

Stevenson, D. 2004. "CIVIC GOLD" RUSH, *International Journal of Cultural Policy*, 10:1, 119-131,

Vickery, J. (2012) *After the Creative City?* in <http://www.labkultur.tv/en/blog/after-creative-city>

O'Brien, D. and Miles, S. 2010. 'Cultural policy as rhetoric and reality: a comparative analysis of policy making in the peripheral north of England', *Cultural Trends*, 19(1-2): 3-13,

Moss, L (2002) 'Sheffield's Cultural Industries Quarter 20 years on: what can be learned from a pioneering example?', *International Journal of Cultural Policy* Vol 8 No 2.

Florida, R. 2005. *Cities and the Creative Class*. London: Routledge.

Florida, R. (2008) *Who's Your City?: How the Creative Economy Is Making Where You Live the Most Important Decision of Your Life* New York: Basic Books, Inc.

Bille, T (2010) 'Cool, funky and creative? The creative class and preferences for leisure and culture', *International Journal of Cultural Policy*, 16: 4, 466-496.

- Peck, J. 2005. 'Struggling with the Creative Class International', *Journal of Urban and Regional Research*, 29(4): 740-770.
- Oakley, K. 2009. 'Getting out of place: the mobile creative class takes on the local', in L. Kong and J. O'Connor (eds.) *Creative Economies; Creative Cities*. Berlin: Springer: Verlag.
- Pratt, A. (2011) 'The cultural contradictions of the creative city', in *City, Culture and Society*, 2, 3.
- Pratt, A. C. (2008). 'Creative cities: The cultural industries and the creative class', *Geografiska Annaler Series B-Human Geography* 90B(2): 107-117.
- Gibson, C., Brennan-Horley, C., Laurenson, B., Riggs, N., Warren, A. Gallan, B. and Brown, H. 2012. 'Cool places, creative places? Community perceptions of cultural vitality in the suburbs', *International Journal of Cultural Studies* 15(3) 287–302.
- Gilmore, A. (2013) 'Cold spots, crap towns and cultural deserts: The role of place and geography in cultural participation and creative place-making', *Cultural Trends*, 22(2): 86-96.
- Evans, G (2009) *Creative spaces and the art of urban living in Edensor*, T et al. *Spaces of vernacular creativity: rethinking the cultural economy* London: Routledge.

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 hand in a compulsory non assessed essay plan (600 words in length) on Turnitin on **Monday 11th March 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 5% penalty for non-submission of this essay plan.

Feedback on the plan will be given 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 3,000 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 on **Monday 29th April 2019**, where students will receive oral feedback on their assessed essays.

Assessed Essay Questions

Please answer one of the following questions:

1. Critically assess the claim that the rise of the 'cultural omnivore' signals the arrival of cultural democracy and undermines Pierre Bourdieu's concept of 'cultural capital'.
2. What did Raymond Williams (1958) mean when he wrote that 'culture is ordinary'? How far do you agree that this is the case today?
3. 'The growth of instrumentalism in cultural policy since the 1940s is rooted in the decline of UK cultural elites and has resulted in the selling out of the arts by government.' Discuss.
4. To what extent do you agree with the view that Richard Florida's model of urban cultural development driven by a 'creative class' represents an abuse of the original 'creative city' idea?

Assessed Essay Submission

Deadline: 2pm on Wednesday 3rd April.

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 3-hour examination in which you will be required to answer two questions from a selection of 4.

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/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

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

SOCY30192 Material Culture: The Social Life of Things
Semester 2
Credits 20

Convenor: Dr Sophie Woodward

Contents

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2. Course Content
 - A. Aims & Outcomes
 - B. Lectures & Reading List
 - C. Tutorial Guide
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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 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:	Wednesdays 9.00am – 12.pm in Williamson 2.05
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 the 4 th April 1pm-5pm
Assessed Coursework	Thursday 14 th of March.
Submission:	Non-assessed component (essay plan) Feb 28 th .
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 3,000 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.

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:

- Introduce students to sociological ways of approaching everyday objects in contemporary society and give them an understanding of the importance of things in constituting social relations
- Introduce students to different theoretical approaches for studying everyday objects
- Give students an awareness of how our relations with things, either through making or consuming, connects to broader social and economic structures of society
- Allow students to explore the relationships between different types of objects, as well as to understand debates around materiality and agency
- Encourage students to use the theories introduced in the course to think critically about everyday objects of consumption through researching their own case 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 unit students should be able to:

- Interpret and critically evaluate the ways in which different categories of object (such as gift and commodity) or different genres of material culture (such as music technology) produce different kinds of identities and social relations
- Understand the complex ways in which things and people are co-constituted and the role of things in the construction and reproduction of social relations
- Develop skills in research, by selecting examples which will be critically evaluated through the theoretical approaches introduced in the course.
- Apply an understanding of different theories of the 'agency' of things to explore how everyday objects are not passive but bring about effects

General Course Readings

Buchli, V. ed. 2002. The Material Culture Reader. Oxford: Berg.

Dant, T. 2005. *Material Culture in the Social World*. Buckingham: Open University Press.

Hicks, D and Beaudry, M. eds. 2010 *The Oxford Handbook of Material Culture Studies*. Oxford: Oxford University Press.

Miller, D. 2010 *Stuff*. Cambridge: Polity.

Tilley, C., Keane, W, Kuechler, S, Rowlands, M, Spyer, P. eds. 2006. *Handbook of Material Culture*. London: Sage.

Lectures and Reading List

Lecture 1 What is material culture?

This week we will explore what is meant by core terms and concepts that will be built upon throughout the course: material culture, objects, things, materials and materiality. We will consider these through the theoretical debates as well as through some examples; taking examples such as photographs, to explore the shift from thinking about something as ‘visual’ to approaching it as a ‘photo-object’ (Rose, 2010).

Readings:

Required reading:

DeSilvey, C. (2006). Observed Decay: Telling Stories with Mutable Things. *Journal of Material Culture*, 11(3), 318–338.

Useful readings:

Barad, K (2007) *Meeting the universe halfway: quantum physics and the entanglement of matter and meaning*. Durham, NC: Duke University Press.

DeSilvey, C. (2007). Salvage memory: constellating material histories on a hardscrabble homestead. *Cultural Geographies*, 14(3), 401–424.

Drazin, A and Kuechler, S. (eds) 2015 *The Social Life of Materials*. London: Bloomsbury.

Fowler, C., & Harris, O. J. (2015). Enduring relations: Exploring a paradox of new materialism. *Journal of Material Culture*, 20(2), 127–148.

Henare, A, Holbraad, M and Wastell, S. (eds) 2007. *Thinking Through Things: Theorising artefacts Ethnographically*. London: Routledge.

Ingold, T. (2007). Materials against materiality. *Archaeological Dialogues*, 14(1), 1-16.

Olsen B (2010) *In Defense of Things: Archaeology and the Ontology of Objects*. Plymouth: Altamira Press.

Miller, D. (2007). Stone age or plastic age? *Archaeological Dialogues*, 14(1), 23-27.

Miller, D. 1987 *Material Culture and Mass Consumption*. Oxford and Cambridge, MA: Basil Blackwell.

Miller, D (ed) 2005. *Materiality*. Durham: Duke University Press.

Mol, Annemarie. 2002. *The body multiple: Ontology in medical practice*. Durham: Duke University Press.

Rose, G. 2010. *Doing Family Photography: the Domestic, the Public and the Politics of Sentiment*. London: Routledge.

Lecture 2: What effects do things have?

This session will open up by exploring what effects things have through the theoretical debates on 'agency' and the vibrancy of things to think about the core question: what effects can things have? What power do objects have? We will look at theoretical debates that suggest we cannot look at isolate objects but that the vitality of things comes from their relationships to other things and materials (through reference to theories of entanglements, new materialism and actor network theory).

Readings:

Required reading:

Edensor, T (2011) Entangled agencies, material networks and repair in a building assemblage: The mutable stone of St Ann's Church, Manchester. *Transactions of the Institute of British Geographers* 36(2): 238–252.

Useful readings:

Barad, K. 2003 'Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter' in *Signs: Journal of Women in Culture and Society* 28:3, 801-831

Bennet, J. 2009. *Vibrant matter: a political ecology of things*. Durham: Duke University Press.

Gibson, J. J. 1979. *The ecological approach to visual perception*. Boston: Houghton Mifflin

Gell, A. 1998. *Art and agency*. Oxford: Clarendon.

Ingold, Tim (2010) *Bringing Things Back to Life: Creative Entanglements in a World of Materials*. NCRM Working Paper. Realities / Morgan Centre, University of Manchester.

Latour, B. The Berlin Key or How to do Words with Things pp10-21 in Graves-Brown, P (ed). *Matter, Materiality and Modern Material Culture*. London: Routledge.

Law, J. 2010. The Materials of STS pp173-190 in Hicks, D and Beaudry, M. Eds. *The Oxford Handbook of Material Culture Studies*. Oxford: Oxford University Press.

Pickering, A. 2010 'Material Culture and the Dance of Agency' pp191–208 in Hicks, D and Beaudry, M. Eds. The Oxford Handbook of Material Culture Studies. Oxford: Oxford University Press.

Woodward, S. 2003 'Looking Good, Feeling Right: Aesthetics of the self' in Kuchler, S and Miller, D (eds) Clothing as Material Culture. Oxford: Berg.

Yaneva, A 2013 Actor-Network-Theory Approaches to the Archaeology of Contemporary Architecture pp121-134 in Graves-Brown, P, Harrison, R and Piccini, A. (eds) The Oxford Handbook of the Archaeology of the Contemporary World. Oxford: Oxford University Press.

Lecture 3 Do things have a social life?

This session will introduce the theory that objects have a social life (as they move through different 'regimes of value' (Appadurai, 1986, Kopytoff, 1986). Looking at how objects shift in meanings and functions in different contexts will be illustrated through the example of commodity chain approaches (such as flip-flops and bargain store 'tat'). We will explore whether objects can have biographies or whether we need to think differently about the changing uses, meanings and materialities of things.

Readings:

Required Reading:

Knowles, C. (2015). The Flip-Flop Trail and Fragile Globalization. *Theory, Culture & Society*, 32(7–8), 231–244.

Useful readings:

Appadurai, Arjun (1986) 'Introduction: Commodities and the Politics of Value', in Arjun Appadurai (ed.) *The Social Life of Things: Commodities in Social Perspective*, pp. 363. Cambridge: Cambridge University Press .

Beisel, U., & Schneider, T. (2012). Provincialising Waste: The Transformation of Ambulance Car 7/83–2 to Tro-Tro Dr. Jesus. *Environment and Planning D: Society and Space*, 30(4), 639–654.

Cook et al | 2004 Follow the thing: papaya. *Antipode*, 36(4), 642-664

du Gay, P, Hall, S, Janes, L, Madsen, A, Mackay, H and Negus, K. (eds) 1997 *Doing Cultural Studies: the Story of the Sony Walkman*. London: Sage.

Evans, D. (2018). Rethinking material cultures of sustainability: Commodity consumption, cultural biographies and following the thing. *Transactions of the Institute of British Geographers*, 43(1), 110–121.

Gosden, C., & Marshall, Y. (1999). The cultural biography of objects. *World Archaeology*, 31(2), 169–178. <https://doi.org/10.1080/00438243.1999.9980439>

Hoskins, Janet (1998), *Biographical Objects: How Things Tell Stories of People's Lives*, London, New York: Routledge

Hulme, A. 2015 *On the Commodity Trail: the Journey of a Bargain Store Product from East to West*. London: Bloomsbury

Joy, J. (2009). Reinventing object biography: Reproducing the drama of object lives. *World Archaeology*, 41(4), 540–556.

Joyce, R. and Gillespie, S. 2015 'Making things out of objects that move' pp1-20 in R Joyce and S Gillespie (eds) *Things in motion: object itineraries in anthropological practice* Santa Fe: School for Advanced Research Press.

Kopytoff, Igor (1986) "The cultural biography of things: Commodification as process" in A. Appadurai (ed) *The social life of things: Commodities in cultural perspective*, Cambridge: Cambridge University Press, pp. 64-91

Marcus, G. E. (1995). *Ethnography in / of the World System: The Emergence of Multi-Sited Ethnography*. *Annual Review of Anthropology*, 24(1995), 95–117.

Lecture 4 Craft, making and production.

The ways in which things come into being are multiple: through mass-production, artisan workshops or through small-scale craft practices. This session will focus upon how we frame these as material processes and consider the implications of different ways of making. We will look at examples of different scales of objects such as architecture as well as small scale craft objects and practices (such as knitted objects). A key emphasis in this session is upon the relationship between material practices of making and the wider context of capitalism that they operate in to think through processes of alienation and commodification.

Readings:

Required reading:

Carr, C., & Gibson, C. (2016). Geographies of making: Rethinking materials and skills for volatile futures. *Progress in Human Geography*, 40(3), 297–315.

Useful reading:

Adamson, G. (ed) 2009 *The Craft Reader*. Oxford: Berg.

Adamson, G. 2013. *The Invention of Craft*. London: Bloomsbury.

Naomi Braithwaite (2017) *Sensing creativity: the role of materials in shoe design*, *The Senses and Society*, 12:1,90-94,

Holmes, H. (2015). *Transient craft: reclaiming the contemporary craft worker*. *Work, Employment and Society*, 29(3), 479–495.

Ingold, T. 2000 *The Perception of the Environment*. London: Routledge.

Marchand, T. 2009 *The Masons of Djenné*. Bloomington: Indiana University Press.

Minahan, S., & Cox, J. W. (2007). Stitch'nBitch: Cyberfeminism, a Third Place and the New Materiality. *Journal of Material Culture*, 12(1), 5–21.

O'Connor, E (2007) Embodied knowledge in glassblowing: the experience of meaning and the struggle towards proficiency. *Sociological Review* 55(s1): 127–41. Price, L and Hawkins, H. (eds) 2018 *The Geographies of Making, Craft and Creativity*. London: Routledge.

Sennett, R (2008) *The Craftsman*. London: Penguin Books.

Turney, J. 2004. Here's one I made earlier: Making and Living with Home Craft in Contemporary Britain. *Journal of Design History*, Volume 17, Issue 3, 1 September 2004, Pages 267–282

Lecture 5 The 'consumer society': gifts and commodities.

This session will look at the relations we have to objects in a wider societal context. It will explore theories over the excess of goods in contemporary western society (using theories such as Simmel and Miller) to explore the implications this has for the relations that people have with them. We will focus upon two 'types' of object: the gift and the commodity to explore the different types of social relations these entail, both in small scale 'gift' economies (as developed by Mauss) as well as gifting in large scale 'consumer societies'. The particular example of Christmas gifts will be taken to unpack some of the complexities of these processes.

Readings:

Required Reading:

C. Farbotko, L. Head. 2013. Gifts, sustainable consumption and giving up green anxieties at Christmas in *Geoforum*, 50 (2013), pp. 88-96

Useful Readings:

Chevalier, S. (2014). Turning commodities into presents. *Journal of Classical Sociology*, 14(1), 54–64.

Daniels, I. (2009). The 'Social Death' of Unused Gifts: Surplus and Value in Contemporary Japan. *Journal of Material Culture*, 14(3), 385–408.

Djohari, N. (2016). Trading in unicorns: The role of exchange etiquette in managing the online second-hand sale of sentimental babywearing wraps. *Journal of Material Culture*, 21(3), 297–316.

Gregory, C (1982) *Gifts and Commodities*. London: Academic Press.

Hurdley, R. (2007). Objecting Relations: The Problem of the Gift. *The Sociological Review*, 55(1), 124–143.

Lewis, C. (2018). Making community through the exchange of material objects. *Journal of Material Culture*, 23(3), 295–311.

Mauss, M (2002[1925]) *The Gift: The Form and Reason for Exchange in Archaic Societies*. Abingdon: Routledge.

Miller, D. 1987. *Material Culture and Mass Consumption*. Oxford: Blackwell.

Miller, D. 1995. *Unwrapping Christmas*. Oxford: University of Oxford Press.

Simmel, G. 1950. *The Sociology of George Simmel* (ed K. Wulf). Glencoe: The Free Press.

Lecture 6 Dormant things *this session will take place in the John Rylands library see handout for more details*****

This week will focus upon Dormant Things – things which people keep but are not using any more, which is my own current research project (see Woodward, 2015). This session will be in the John Rylands and will benefit from looking at some of their own ‘dormant things’ to think about these objects as well as comparing these to examples of everyday domestic dormant things. We will use this example to look at the multiple temporalities of objects (old, unused, heirlooms, currently used, rarely used, anticipated to be used in the future), as well as the relationship this has to routine mundane material culture, and cherished ‘special’ objects.

Readings:

Required reading:

Woodward, S. 2015 ‘Hidden lives of dormant things: cupboards, lofts and shelves’ in Casey, E and Taylor, Y (eds). *Intimacies: critical consumption and diverse economies*. Palgrave Macmillan.

Useful readings:

Bennett, Jane. 2012. “Powers of the Hoard: Artistry and Agency in a World of Vibrant Matter.” *Animal, Vegetable, Mineral: Ethics and Objects*, ed. J. Cohen (Washington, DC: Oliphaunt Books) 237-69

Bloch, M. 1995 ‘Questions not to ask of Malagasy carvings’ pp212-215 in Hodder, I Alexandri, A Buchli, V, Carman, J, Last, J, Lucas, J and and Shanks, M (eds) *Interpreting archaeology finding meaning in the past* London: Routledge

Magdalena Buchczyk. (2016) *Dressing and Undressing the House*. *Home Cultures* 13:3, pages 255-282

Fisher, T. 2009. ‘Hoarding, reusing and disposing: the home as a repository for transient objects’ *Studies in Contemporary and Historical Archaeology in Theory* 8, BAR International Series 2363, *Modern Materials: Proceedings of CHAT Oxford 2009*, Laura McAtackney and Brent Fortenberry (eds), 51-59, Oxford: Archaeopress.

Gregson, N. 2007. *Living with things: ridding, accommodation, dwelling*. Sean Kingston Publishing, Oxford.

Gronow, J and Warde, A. 2001 (eds). *Ordinary Consumption*. London : Routledge.

Grossman, Alyssa 2015 Forgotten Domestic Objects. *Home Cultures*, 12(3): 291–310.

Hurdley, R. 2013. *Home, Materiality, Memory and Belonging: Keeping culture*. Basingstoke: Palgrave Macmillan.

Klepp, I. and Bjerk, M. 2012. 'A methodological approach to the materiality of clothing : wardrobe studies', *International Journal of Social Research Methodology*, 17 (4)

Caron Lipman. (2018) Living with the past at home: The afterlife of inherited domestic objects. *Journal of Material Culture* 15.

Palludan, C., & Winther, I. W. (2017). 'Having my own room would be really cool': Children's rooms as the social and material organizing of siblings. *Journal of Material Culture*, 22(1), 34–50.

Van der Laan, E. and Velthuis, O. 2013 'Inconspicuous dressing: a critique of the construction-through-consumption paradigm in the sociology of clothing', *Journal of Consumer Culture*.

Lecture 7 Narratives, memories and Identities.

This week will build upon the themes raised in week 7 to explore narrative approaches to material culture, as well as theories of material culture and identity. In particular this session develops an understanding of the role objects play in the construction and development of memories and individual/collective identities (such as familial or of larger communities). We will continue with an exploration of some of the examples of domestic material culture as well as thinking about other examples to explore how memory and identity work when they are externalised through objects.

Readings:

Required reading:

Hurdley, R. (2006). Dismantling Mantelpieces: Narrating Identities and Materializing Culture in the Home. *Sociology*, 40(4), 717–733.

Useful readings:

Arnold, J, Graesch, A, Ragazzini, E and Ochs, E. 2012 *Life at Home in the Twenty-First Century*. Cotsen Institute of Archaeology Press: Los Angeles.

Beward, C, Aynsley, J and Kwint, M. 1999. *Material Memories: Design and Evocation*. Oxford: Berg.

Hallam, E and Hockey, J. 2001. *Death, Memory and Material Culture*. Oxford: Berg.

Horst, H. A. (2004). A Pilgrimage Home: Tombs, Burial and Belonging in Jamaica. *Journal of Material Culture*, 9(1), 11–26.

Layne, L. L. (2000). 'He was a Real Baby with Baby Things': A Material Culture Analysis of Personhood, Parenthood and Pregnancy Loss. *Journal of Material Culture*, 5(3), 321–345.

Sumartojo, S., & Graves, M. (2018). Rust and dust: Materiality and the feel of memory at Camp des Milles. *Journal of Material Culture*, 23(3), 328–343.

Woodward I (2001) Domestic Objects and the Taste Epiphany: A Resource for Consumption Methodology. *Journal of Material Culture* 6(2): 115-136.

Woodward, S and Greasley, A. 2015 'Personal collections as material assemblages: A comparison of wardrobes and music collections' in *Journal of Consumer Culture* First published online: October-14-2015

Lecture 8 Digital Material culture

This session will explore the digital as a particular form of material culture. We will look at digital-objects, where the materiality of a particular objects includes digital capacities, such as a mobile phone, fit-bit or other tracking device. We will use this to explore both the capacities for carrying out research as well as how we use them to understand objects and bodies and the relations between the two.

Readings:

Required Reading

Horst, H. 2016. 'Mobile intimacies: everyday design and the aesthetics of mobile phones' pp159 – 174 in Pink, S, Ardevol, E and Lanzeni, D. (eds). *Digital Materialities*. London: Bloomsbury.

Useful Readings:

Beer, D. (2010) Mobile Music, Coded Objects and Everyday Spaces, *Mobilities*, 5:4, 469-484

Dodge, M., & Kitchin, R. (2009). Software, Objects, and Home Space. *Environment and Planning A: Economy and Space*, 41(6), 1344–1365.

Horst, H and Miller, D. (eds) 2012 *Digital Anthropology*. London: Berg.

Leonardi, P. M. 2010. "Digital Materiality? How Artifacts With-out Matter, Matter," *First Monday* (15:6-7) (available at <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3036/2567>).

Orton-Johnson, K and Prior, N. (eds) 2013 *The Palgrave Macmillan Digital Sociology: Critical Perspectives*. Basingstoke: Palgrave Macmillan.

Sarah Pink, Shanti Sumartojo, Deborah Lupton & Christine Heyes
LaBond (2017) Empathetic technologies: digital materiality and video ethnography, *Visual Studies*, 32:4, 371-381

Pink, S, Ardevol, E and Lanzeni, D. (eds). *Digital Materialities*. London: Bloomsbury.

Lecture 9 Waste and disposal. 27th march

This week looks at one of the consequences of the 'consumer society' to explore what happens to the excess of goods, taking the example of the Garbology Project in the US. We will explore this in relationship to debates over material culture and sustainability. Taking

case studies of: domestic waste, food and clothing, we will look at how studies of waste can also illuminate the organisation of daily life within the home. We will also look at processes of recycling to explore what this can tell us about theories of materials and materiality introduced in the first session.

Readings:

Required reading:

Crang, M., Hughes, A., Gregson, N., Norris, L., & Ahamed, F. (2013). Rethinking governance and value in commodity chains through global recycling networks. *Transactions of the Institute of British Geographers*, 38(1), 12–24.

Useful Readings:

Evans, D. (2018). Rethinking material cultures of sustainability: Commodity consumption, cultural biographies and following the thing. *Transactions of the Institute of British Geographers*, 43(1), 110–121.

Evans, D. 2014 *Food Waste: home consumption, material culture and everyday life*. London: Bloomsbury.

Gregson, N., Metcalfe, A. and Crewe, L. (2007) Moving things along: The conduits and practices of divestment in consumption, *Transactions of the Institute of British Geographers*, **32**, 2, 187–200.

Gregson, N and Crewe, L. 2003. *Second Hand Cultures*. Oxford: Berg.

Norris, L. (2012). Economies of moral fibre? Recycling charity clothing into emergency aid blankets. *Journal of Material Culture*, 17(4), 389–404.

Lucy Norris (2008) Recycling and Reincarnation: the Journeys of Indian Saris, *Mobilities*, 3:3, 415-436.

Rathje, W 2011 'Archaeological Intervention in the past, present and future tense, pp 176-180 in *Archaeological Dialogues*, 18 (2) 141-161.

Rathje, W and Murphey, C. 2001 *Rubbish! The Archaeology of Garbage* Tuscon: University of Arizona Press.

Reno, 2013 'Waste' in Graves brown, P, Harrison, R and Piccini, A. (eds). *Oxford handbook of the Archaeology of the Contemporary World*. Oxford: Oxford University Press.

Robinson, G, Riley, M, Metcalfe, A, Barr, S and Tudor, T. 2015 Exploring 'pro-environmental actions through discarded materials in the home' in *Unmaking Waste 2015 Conference Proceedings*. University of Adelaide, pp 533-541.

Lecture 10

This week will involve revisiting the core theories, concepts and examples within the course, to explore what you have learnt and any questions you may have, as well as helping you to prepare for the forthcoming exam.

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 discussion. But what you will gain from tutorials depends upon your preparation and willingness to participate. It is essential to come to the tutorials fully prepared and ready to participate.

Tutorials for this course will focus on critical discussion of key readings.

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

- Thoroughly reading the required readings and making notes on key points.

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:

Preparation required

Reading:

DeSilvey, C. (2006). Observed Decay: Telling Stories with Mutable Things. *Journal of Material Culture*, 11(3), 318–338.

Before your tutorial

Read the article and make notes on it, in particular considering the following questions:

- What is 'ambiguous matter' (p 319)? Think about this through examples.
- How do the things she finds in the homestead challenge the order of things/understandings of what things are?
- What challenges do these things pose for categorisation/conventional modes of categorisation?
- What are 'artefacts' and 'ecofacts' and are these useful categories for thinking about things?

Tutorial Tasks

In small groups you will discuss the reading through the above questions, as well as relate them to the themes introduced in the lecture, such as:

- Thinking about the theories of objects/things introduced in the lecture – how can we understand the decaying objects – as things? As objects?
- How does looking at decaying things (as 'mutable' p328) help us challenge idea that objects are inert or unchanging?

Tutorial 2:

Preparation required

Readings:

Edensor, T (2011) Entangled agencies, material networks and repair in a building assemblage: The mutable stone of St Ann's Church, Manchester. *Transactions of the Institute of British Geographers* 36(2): 238–252.

Before your tutorial

Read the article and make notes on it, in particular consider the following questions:

- How does Edensor outline 'assemblages' (5 key features)? How does he apply this to the example of the church?
- How does material agency work in this example (discussed as 'non-human agencies')?
- How does Edensor's approach change how we typically would think about stone?
- How does the example of repair help us to think about the inter-relations between human and non-human agency?

Tutorial Tasks

In small groups you will discuss the reading through the above questions, as well as relate them to the themes introduced in the lecture, such as:

- How useful is Edensor's approach and could it be applied to other examples?
- How does this article connect to discussions in the lecture on the relations between things?

Tutorial 3:

Preparation required

Readings:

Knowles, C. (2015). The Flip-Flop Trail and Fragile Globalization. *Theory, Culture & Society*, 32(7–8), 231–244.

Before your tutorial

Read the article and make notes on it, in particular consider the following questions:

- What does Knowles aim to show by adopting an object biography approach?
- In doing the object biography of a flip-flop what does she end up 'following'? (you may want to identify what she follows in each stage)?
- What does this approach of following a thing show us about globalisation or about things/objects?

Tutorial Tasks

In small groups you will discuss the reading through the above questions, as well as relate them to the themes introduced in the lecture, such as:

- How can this approach be applied to other examples?
- What are the weaknesses of how Knowles approaches the flip-flop (think about the critiques I outlined in the lecture)?

Tutorial 4:

Preparation required

Readings:

Carr, C., & Gibson, C. (2016). Geographies of making: Rethinking materials and skills for volatile futures. *Progress in Human Geography*, 40(3), 297–315.

Before your tutorial

Read the article and make notes on it, in particular consider the following questions:

- How do the authors set up contemporary craft practices in relation to broader contemporary economic and social relationships [including the 'anthropocene']?
- What do the authors mean by 'cultures of making'?
- In what ways do the authors challenge traditional ideas of craft (where skills are bought to bear on objects) [see section on the social life of making especially]?
- How are processes of making made visible and invisible when we consider 'made objects'?
- How do the authors discuss repair and can this be seen as part of the category of 'making'?

Tutorial Tasks

In small groups you will discuss the reading through the above questions, as well as related them to the themes introduced in the lecture.

Tutorial 5:

Preparation required

Readings:

C. Farbotko, L. Head. 2013. Gifts, sustainable consumption and giving up green anxieties at Christmas in *Geoforum*, 50 (2013), pp. 88-96

Before your tutorial

Read the article and make notes on it, in particular consider the following questions:

- How does the article define the gift (in relationship to commodities) and its importance in contemporary social relations?

- How and why is Christmas an interesting focus in terms of gift/commodity debates?
- How does gifting at Christmas both reaffirm as well as challenge green/sustainable identities?
- What practices do people engage in to limit the commercial and unsustainable aspects of gift giving?

Tutorial Tasks

In small groups you will discuss the reading through the above questions, as well as relate them to the themes introduced in the lecture, such as:

- How can we use the theories of gift exchange, alienable/inalienable possessions and reciprocity to analyse Christmas?

Tutorial 6:

Preparation required

Readings:

Woodward S. (2015) The Hidden Lives of Domestic Things: Accumulations in Cupboards, Lofts, and Shelves. In: Casey E., Taylor Y. (eds) *Intimacies, Critical Consumption and Diverse Economies*. Palgrave Macmillan Studies in Family and Intimate Life. Palgrave Macmillan, London

Before your tutorial

Read the article and make notes on it, in particular consider the following questions:

- What are 'dormant things' and what can a focus on these help us to understand?
- What is the connection outlined in the article between relationships between people and things?
- How are theories of assemblage (see also week 2) useful for thinking about things that accumulate in houses?
- What do the examples in the article show about why people keep dormant things (in relation to their materiality)?

Tutorial Tasks

In small groups you will discuss the reading through the above questions, as well as relating them to the themes introduced by the objects shown from the John Rylands collection:

- How far can we understand both the museum examples in the same framework as domestic dormant things?

Tutorial 7:

Preparation required

Readings:

Hurdley, R. (2006). Dismantling Mantelpieces: Narrating Identities and Materializing Culture in the Home. *Sociology*, 40(4), 717–733.

Before your tutorial

Read the article and make notes on it, in particular consider the following questions:

- What is the 'narrative approach' that Hurdley takes and what does this offer?
- What role do objects have in how people tell stories and construct their identities?
- Looking at the examples of stories Hurdley introduces – what aspects of identity do the objects allow people to present/talk about?
- How are the objects used to link past, present and future?

Tutorial Tasks

In small groups you will discuss the reading through the above questions, as well as relate them to the themes introduced in the lecture, such as:

- How do narratives of the self differ when they are told through objects?
- In what ways do objects have their own narratives?

Tutorial 8:

Preparation required

Readings:

Horst, H. 2016. 'Mobile intimacies: everyday design and the aesthetics of mobile phones' pp159 – 174 in Pink, S, Ardevol, E and Lanzeni, D. (eds). *Digital Materialities*. London: Bloomsbury.

Before your tutorial

Read the article and make notes on it, in particular consider the following questions:

- How do mobile phones facilitate intimacy and mediate relationships?
- What does Horst mean by 'mobile aesthetics' p162 and what does the material culture approach offer here?
- How does this approach consider mobile phones *in relation to* other objects and practices?

- How is this discussion particular to the empirical examples Horst is considering and can this be used in other contexts?
- What are the other ways in which we could approach a mobile phone as material culture (i.e. not just concerned with aesthetics)?

Tutorial Tasks

In small groups you will discuss the reading through the above questions, as well as relate them to the themes introduced in the lecture.

Tutorial 9:

Preparation required

Readings:

Crang, M., Hughes, A., Gregson, N., Norris, L., & Ahamed, F. (2013). Rethinking governance and value in commodity chains through global recycling networks. *Transactions of the Institute of British Geographers*, 38(1), 12–24.

Before your tutorial

Read the article and make notes on it, in particular consider the following questions:

- What approach does the article take towards commodity chains/follow the thing?
- How can the transformations of ships as they are broken down and remade into furniture be understood through a material culture framework (i.e. focus on material properties and transformations)?
- What are the shifting values within the recycling of clothing discussed and how is this embedded in material transformations?
- How does this article rethink waste as the 'end-of life' for objects?

Tutorial Tasks

In small groups you will discuss the reading through the above questions, as well as relate them to the themes introduced in the lecture, such as:

- How can this example be seen through the framework of 'follow the thing' approaches? How does it also challenge these approaches?

Tutorial 10:

Preparation required

Review the course material (your notes from lectures as well as from the readings you have done) to think about whether there are any aspects you do not understand. The tutorial session will be an opportunity to ask for clarification on anything you don't understand.

We will also look at doing essay plans for mock exam questions so please come to the session with your course materials (your own notes as well as the materials I have provided i.e. PowerPoints and readings).

Assignments and Assessments

Non-Assessed Assignment Details

Submit an essay plan for one of the essay questions detailed below (under assessed coursework details). Choose the question you intend to answer for your assessed coursework as this is an opportunity to get feedback on how you are planning on answering the question. The essay plan would be expected to include headings for each key section as well as either bullet points or a brief outline under this of the MAIN points/examples/theories you plan to use. The maximum length for this is 2 pages.

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

Choose one of the follow questions and write 3,000 words. Answer with reference to both the theories we have covered in the session as well as by reference to examples/case studies.

1. How convincing is Ingold's claim that things are 'processes of...ongoing formation' (2012:436)?
2. How useful is the argument that objects have agency?
3. Do objects have 'a social life'?
4. What role do contemporary craft practices have in a culture of mass-produced commodities?
5. "Souls are mixed with things; things with souls' (Mauss, 1990: 20). How convincing is this argument (made about gift exchange in small-scale societies) when extended to practices of gifting in consumer societies?

The best essays will make coherent use of relevant concepts, draw upon 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 5. These questions correspond to the content of weeks 6 – 10.

This is the first year this course has run so there are no old exam papers. Instead I will produce some 'mock' questions for us to look at in the final taught session in week 10.

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.

You may choose any available question in both the assessed assignment and the examination as the content covered in the exam and assignment are different.

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/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 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

SOCY30212: The Longevity Revolution

Semester 2

Credits 20

Convenor: Professor Debora Price

Contents

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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

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Email:	debora.price@manchester.ac.uk
Office Hours:	Tuesday 9am – 11am (email by Monday 13:00 to arrange)
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures and Tutorials:	Mondays 14:00 – 16:00, 2.02 Mansfield Cooper
Tutorials:	Mondays 16:00 – 17:00, 2.02 Mansfield Cooper Reading based discussion workshops will follow each lecture. You must complete the required reading for the lecture and workshop before the lecture.
Feedback half-day:	Additional office hours for one to one feedback on essays and or consultation on exam revision will be available on Monday 29 th April 2pm – 5pm by appointment. Email no later than 5pm on Monday 22 nd April to make an appointment.
Assessed Coursework Submission:	Formative essay: 2pm on Tuesday 5 th March 2019 Assessed essay: 2pm on Tuesday 26 th March 2019. Assignments to be submitted via Turnitin by the deadline.
Examination Period:	13 th May – 7 th June 2019
Resit Examination Period:	19 th August – 30 th August 2019

Assignments and Assessments

- One 3,000 word assessed essay, worth 50% of total course mark, to be submitted by 2pm on Tuesday 26th March 2019
- One 2-hour unseen examination in the May examination period at the end of the course, worth 50% of the total course 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

In our ageing society, demographic, economic, and social trends are continuously converging with profound social consequences. This course will examine these trends as they affect the world today and in the future. The course will begin with a consideration of essential questions such as what is age? From there, it will explore competing sociological theories of ageing, the global context for population ageing, the great inequalities across the lifecourse that lead to unequal ageing, and explores issues such as stigma, age discrimination, and social isolation and loneliness in later life.

We will examine the intersection of demographic ageing with other substantial social changes such as urbanisation and migration, and critically assess the problems of generations, whether they act in solidarity or conflict, and the implications of each state. The final part of the course considers how close we are to achieving a world where we do not die of old age, and asks what the implications might be of extending life in such an unequal world. Throughout the course, students will be encouraged to reflect on popular media content about ageing and assess this against empirical evidence and theoretical perspectives. They will be encouraged to engage critically with key, contemporary debates, and understand the important consequences of the prevalence of certain discourses around ageing. Students will be encouraged to reflect throughout the course on inequalities in individual and population ageing, and their consequences for individuals, families, communities and societies.

The course aims to:

- Introduce students to the demographic transition that is causing rapid population ageing across the globe so that they understand the drivers of this fundamental social change, and its many implications;
- Understand ageing populations from a range of sociological theoretical perspectives from the political to the personal;
- Critically engage with difficult conceptual and philosophical problems that surround ageing and ageing populations;
- Understand how the ageing of populations is intersecting with other global phenomena such as urbanisation and migration, and the implications of this;
- Identify social, physical, cultural and environmental factors that affect the aging process, and understand the problem of unequal ageing

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

- Dispel myths around ageing and ageing populations, and understand how and why they have arisen

Learning Outcomes

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

- Understand the drivers of population ageing around the globe, and the changes to social life that accompany these demographic changes
- Understand competing sociological perspectives on the ageing process
- Engage with key debates about ageing populations and older people
- Understand ageism, and how it affects everyday life
- Critically assess popular claims about the ageing population
- Understand how inequalities in later life arise, and the consequences of these
- Consider the implications of population ageing for both younger and older generations

General Course Readings

This course draws on a wide range of reading from a number of books and journals.

Required readings will wherever possible be made available electronically via the course website. All other readings should be available from the University Library, either through the E-journals catalogue, as an E-book, or as a hard copy. Remember that all journal articles can be accessed online through the University Library. 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:

- Phillipson (2013) *Ageing*. Polity.
- De Mederios (2017) *The Short Guide to Aging and Gerontology*. Policy Press.
- Harper (2006) *Ageing Societies*. Hodder Arnold.
- Cann and Dean (2009) *Unequal Ageing*. Policy Press.
- Bond, J., Peace, S., Dittman-Kohli, F. and Westerhof, G. (eds.) *Ageing in Society*, London: Sage Publications.

Journals

Many of the course readings are located in academic journals which can be accessed through the University Library's Electronic Journals collection. For access to most journals you will need to choose the option of 'Institutional log-in' or 'Shibboleth' and then select University of Manchester or The University of Manchester from a list of institutions.

There are more than 150 academic journals devoted to ageing studies across the disciplines, and so you may well find relevant material in other places. But the following journals have been key forums for publication of scholarly work in social gerontology. They contain an abundance of relevant articles, and if you require additional or alternative reading material these are a good place to start:

Ageing and Society

The Journals of Gerontology, Series B: the Psychological and Social Sciences

The Gerontologist

Age and Ageing

The European Journal of Ageing

Journal of Aging Studies

Websites

The United Nations website on ageing populations provides a wealth of useful reference material and resources: <http://www.un.org/en/sections/issues-depth/ageing/>

Lectures and Reading List

Lecture 1: Three essential questions that are hard to answer: What is age? What is ageing? What is an ageing population?

Professor Debora Price

In this session we critically explore fundamental ideas of ageing, focussing on the complexity, variability, and heterogeneity of the ageing experience. We will consider different perspectives of age and ageing, and seek to understand different measures in common use to depict the ageing population, asking in each case whose interests are served by taking any one approach.

Required reading

De Medeiros (2017) 'Age and Ageing'. Chapter One. *The Short Guide to Aging and Gerontology*. Policy Press.

Phillipson (2013) 'Introduction: Understanding Ageing'. Chapter Two. *Ageing*. Polity.

Recommended reading

Settersten (2017) Some Things I have Learned About Aging by Studying the Life Course. *Innovation in Aging*. Vol. 00 No. 00. 1 – 7. doi:10.1093/geroni/igx014

De Medeiros (2017) 'Gerontology: A Historical Overview' Chapter Two. *The Short Guide to Aging and Gerontology*. Policy Press.

Ferraro (2013) 'The Gerontological Imagination'. Chapter One in *Gerontology: Perspectives and Issues*. Springer.

Extended reading

Ferraro (2018) *The Gerontological Imagination: An Integrative Paradigm of Aging*. Oxford University Press

Higgs and Gilleard (2015) *Rethinking old age: theorising the fourth age*. Palgrave

Powell (2006) *Social Theory and Aging*. Rowan and Littlefield.

Thane (2000) *Old Age in English History*. Oxford University Press

Wilmouth and Ferraro (eds) (2013) *Gerontology: Perspectives and Issues. Fourth Edition*. Springer.

Lecture 2: Sociological Theories of Age and Ageing

Professor Chris Phillipson

The aim of this session is to explore the ties between ageing and society and the different ways these have been understood through the application of social theory. The lecture will examine some of the most influential theories developed in social gerontology, highlighting strengths and weaknesses in their contribution to our understanding of how individual's experience later life. The lecture will give particular attention to two types of theories: those which emphasis old age as a form of 'discontinuity' from other periods of life; and those which focus on 'continuities' over the life course. The tutorial will provide an opportunity to

relate theories of ageing to broader debates and theoretical perspectives within sociology, notably discussions around the impact of economic and social inequality.

Required reading

Phillipson, C (2013) *Ageing*, Polity Press Chapter 3

Recommended reading:

Bengston, V and Marshall, V (2011) Theoretical Perspectives on the Sociology of Ageing. In Settersten, R and Angel J. *Handbook of the Sociology of Aging*. Springer

Victor, C *The Social Context of Ageing*. Routledge Chapter 2

Extended reading

Dannefer, D. and Phillipson, C. (2010) *The Sage Handbook of Social Gerontology*. Sage Books

Gilleard, C and Higgs, P (2005) *Cultures of Ageing: class, cohort and community*. Prentice Hall

Phillipson, C. and Baars, J. (2007) Social Theory and Social Ageing. In Bond, J. et al. *Ageing in Society: European Perspectives*. Sage Books

Twigg, J and Martin, W. (2015) *Routledge Handbook of Cultural Gerontology*. Routledge

Lecture 3: Ageing in a Global Context

Professor Debora Price

The World's older population is growing much faster than the population as a whole, dramatically changing the population structure of all countries. Furthermore, almost all population ageing in the world in the 21st Century will take place in lower and middle income countries. In this session we consider the different modes of demographic change across regions of the world, and consider the implications for policy makers and society.

Required reading

Kunkel, Brown and Whittington (2014). 'Our Aging World' Chapter 1 and essay by Ahmed 'Gender, Aging, and Power in Rural Bangladesh: Getting Older as the Priming of Women'. In *Global Aging: Comparative Perspectives on Aging and the Life Course*. Springer.

Pages 1 – 16: United Nations (2018) *World Population Prospects, The 2017 Revision, Key Findings and Advance Tables*. Department of Economic and Social Affairs Population Division, https://esa.un.org/unpd/wpp/Publications/Files/WPP2017_KeyFindings.pdf

Recommended reading

Lloyd-Sherlock (2010) Experiencing later life in the context of development. Chapter Two in *Population Ageing and International Development: from generalisation to evidence*. Policy Press. Pp 35-60.

Phillipson (2013) 'Ageing Societies in a Global Perspective'. Chapter Three. *Ageing*. Polity.

Powell and Cook, (2009) "Global ageing in comparative perspective: a critical discussion", *International Journal of Sociology and Social Policy*, Vol. 29 Issue: 7/8, pp.388-400, <https://doi.org/10.1108/01443330910975696>

Extended reading

Harper (2006) *Ageing Societies*. Hodder Education.

Hoffman and Pype (eds) (2016) *Ageing in Sub-Saharan Africa: Spaces and Practices of Care*. Policy Press.

Kunkel, Brown and Whittington (2014) *Global Aging: Comparative Perspectives on Aging and the Life Course*. Springer.

Lloyd-Sherlock (2010) *Population Ageing and International Development: from generalisation to evidence*. Policy Press.

Lecture 4: Unequal Ageing: Inequalities Across the Lifecourse

Dr. Bram van Houtte

This lecture aims to introduce students to how inequalities express themselves in ageing, by highlighting the role of life course theories in exploring this question. To set the scene, the concept of successful ageing and third age will be explored, to examine what inequalities in ageing look like. The use and meaning of class, wealth and education as markers of inequality in old age are raised and questioned. This opens up the topic of inequality to a life course perspective, as all these markers to some extent are linked to earlier phases of the life course. Critical period, cumulative (dis)advantage and social mobility are three key life course approaches that will be discussed, as they can help us trace how inequality is transmitted and transformed in later life. To close some solutions to inequality in later life are presented.

Required reading

Ben-shlomo Y and Kuh D (2002) A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives. *International Journal of Epidemiology*. 31(6): 285–293.

Recommended reading

Gilleard C and Higgs P (2002) The third age: class, cohort or generation? *Ageing and Society* 22: 369–382. DOI: 10.1017/S0144686X0200870X.

Herd P, Robert SA and House JS (2011) Health disparities among older adults: Life course influences and policy solutions. *Handbook of Aging and the Social Sciences. Seventh Edition*. Elsevier Inc. DOI: 10.1016/B978-0-12-380880-6.00009-5.

Vanhoutte B and Nazroo J (2016) Life Course Pathways to Later Life Wellbeing: A Comparative Study of the Role of Socio-Economic Position in England and the U.S. *Journal of Population Ageing*. 9(1): 157–177. DOI: 10.1007/s12062-015-9127-x.

Extended reading

McGovern P and Nazroo JY (2015) Patterns and causes of health inequalities in later life: a Bourdieusian approach. *Sociology of Health & Illness* 37(1): 143–160. DOI: 10.1111/1467-9566.12187.

Vanhoutte B, Wahrendorf M and Nazroo J (2017) Duration, timing and order: How housing histories relate to later life wellbeing. *Longitudinal and Life Course Studies* 8(3): 227–243. DOI: 10.14301/llcs.v8i3.445.

Barker, D & Osmond, C (1986) Infant mortality, childhood nutrition and ischaemic heart disease in England and Wales, *The Lancet* (327) 1077-1081

Merton, Robert K. (1968). "The Matthew Effect in Science" (PDF). *Science*. 159 (3810): 56–63.

Lecture 5: Social Isolation and Loneliness in Later Life

Samuele Remillard-Boillard and Natalie Cotterell

The aim of this lecture will be to explore and better understand the topics of social isolation and loneliness in later life. The session will focus on three key questions: What are social isolation and loneliness and what makes older people more (or less) at risk of experiencing these issues? Why are social isolation and loneliness in later life important topics to address? What types of interventions (e.g. individual, group, neighbourhood) have been developed to tackle these issues?

Required reading

Victor, C., Scambler, S., Bond, J. and Bowling, A. (2000). Being alone in later life: loneliness, social isolation and living alone. *Reviews in Clinical Gerontology*, 10(4), 407-417.

Recommended readings

Gardiner, C., Geldenhuys, G. and Gott, M. (2018). Interventions to reduce social isolation and loneliness among older people: an integrative review. *Health & social care in the community*, 26(2), 147-157.

Cotterell, N., Buffel, T. and Phillipson, C. (2018). Preventing social isolation in older people. *Maturitas*, 113, 80-84.

Beach, B. and Bamford, S-M. (2014) *Isolation: The emerging crisis for older men. A report exploring experiences of social isolation and loneliness among older men in England*. London: Independent Age in association with ILC-UK.

Lewis, C. and Cotterell, N. (2018). *Social Isolation and Older Black, Asian and Minority Ethnic People in Greater Manchester*. Manchester: The University of Manchester.

Extended Reading

Buffel T. (Ed) (2015). *Researching age-friendly communities: Stories from older people as co-investigators*. Manchester: The University of Manchester Library.

Buffel, T., Rémillard-Boillard, S. and Phillipson, C. (2015). *Social isolation among older people in urban areas. A review of the literature for the Ambition for Ageing Programme in Greater Manchester*. Manchester: Manchester Institute for Collaborative Research on Ageing.

Cattan, M., White, M., Bond, J. and Learmouth, A. (2005). Preventing social isolation and loneliness among older people: A systematic review of health promotion interventions. *Ageing and Society*, 25(01), 41-67.

Cohen-Mansfield, J. and Perach, R. (2015). Interventions for alleviating loneliness among older persons: A critical review. *American Journal of Health Promotion*, Jan-Feb, 29(3), 109-125.

- Dickens, A. P., Richards, S. H., Greaves, C. J. and Campbell, J. L. (2011). *Interventions targeting social isolation in older people: A systematic review*. BMC public health, 11(1), 647.
- Gardner, P. J. (2011). Natural neighborhood networks – Important social networks in the lives of older adults aging in place. *Journal of Aging Studies*, 3(25), 263-271.
- Levasseur, M. Richard, L., Gauvin, L. and Raymond, E. (2010). Inventory and analysis of definitions of social participation found in the aging literature: Proposed taxonomy of social activities. *Social Science & Medicine*, 71, 2141-2149.
- Raymond, E., Sévigny, A., Tourigny, A., Vézina, A., Verreault, R. and Guilbert, A.C. (2013). On the track of evaluated programmes targeting the social participation of seniors: a typology proposal. *Ageing and Society*, 33(2), 267-296.
- Victor C., Scambler S. and Bond J. (2009). *The Social World of Older People. Understanding Loneliness and Social Isolation in Later Life*. Maidenhead: Open University Press
- Victor, C. R. and Scharf, T. (2005). *Social isolation and loneliness. Understanding quality of life in old age*. Open University Press, Buckingham, 100-16.
- Wenger, G. C. and Burholt, V. (2004). Changes in levels of social isolation and loneliness among older people in a rural area: A twenty-year longitudinal study. *Canadian Journal on Aging/La revue canadienne du vieillissement*, 23(2), 115-127.

Lecture 6: Stigma, age discrimination, and the portrayal of ageing

Hayley James

This lecture will explore how ageing is portrayed and understood in society. It will examine stigmas relating to age and age discrimination, and how these affect our everyday lives. It will consider the implications for how we think about and prepare for the future.

Required Reading

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

Nelson, T. D. (2005). Ageism: Prejudice against our feared future self. *Journal of Social Issues*, 61(2), 207–221.

Recommended Reading

Kite, M. E., Stockdale, G. D., Whitley, B. E., & Johnson, B. T. (2005). Attitudes toward younger and older adults: An updated meta-analytic review. *Journal of Social Issues*, 61(2), 241-266.

Abrams, D., Swift, H. J., Lamont, R. A., & Drury, L. (2015). *The barriers to and enablers of positive attitudes to ageing and older people, at the societal and individual level*. Government Office for Science

Laz, C (2003) Age embodied. *Journal of Aging Studies*, 17, pp. 503-519

van Dyk, S. (2016). The othering of old age: Insights from Postcolonial Studies. *Journal of aging studies*, 39, pp.109-120

Extended Reading

Bytheway (1994) *Ageism: Rethinking Ageing*. Open University Press.

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

Ferraro, K. F. (2018). *The gerontological imagination: An integrative paradigm of aging*. Oxford University Press.

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

Hooker, K. (1992). Possible selves and perceived health in older adults and college students. *Journal of Gerontology*, 47(2), P85--P95.

Lacey, H. P., Smith, D. M., & Ubel, P. A. (2006). Hope I die before I get old: Mispredicting happiness across the adult lifespan. *Journal of Happiness Studies*, 7(2), 167–182.

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954.

Marshall V.W. and Bengtson V.L. (2011) 'Theoretical perspectives on the sociology of aging'. In: Settersten R. A. and Angel J. L. (eds) *Handbook of Sociology of Aging*. New York, NY: Springer New York.

Martens, A., Goldenberg, J. L., & Greenberg, J. (2005). A terror management perspective on ageism. *Journal of Social Issues*, 61(2), 223–239.

Phillipson C. and Baars J. (2007) 'Chapter 4. Social theory and ageing'. In: Bond, J., Peace, S., Dittman-Kohli, F. and Westerhof, G. (eds.) *Ageing in Society*, London: Sage Publications.

Popham, L. E., Kennison, S. M., & Bradley, K. I. (2011). Ageism and risk-taking in young adults: Evidence for a link between death anxiety and ageism. *Death Studies*, 35(8), 751–763.

Scott, T, Minichiello, V and Browning, C.(1998) Secondary school students knowledge of and attitudes towards older people: Does an education intervention programme make a difference? *Ageing and Society*, 18, pp. 167-184

Settersten and Mayer (1997) The measurement of age, age structuring, and the life course *Annual Review of Sociology*, 23 (1997), pp. 233-261

Snyder, M., & Miene, P. K. (1994). Stereotyping of the elderly: A functional approach. *British Journal of Social Psychology*, 33(1), 63–82.

Twigg, J. (2004) The body, gender, and age: Feminist insights in social gerontology *Journal of Aging Studies*, 18, pp. 59-73

Lecture 7: The social problem of generations: solidarity or conflict

Professor Debora Price

In this session we critically assess the notion of generations – what are they, and how do they operate? We begin with consideration of Karl Mannheim's famous essay "The problem of generations" before going on to consider generations in contemporary context. We critically consider the concepts of generational conflict and generational solidarity, and how generational debates are being formulated in public discourse.

Essential Reading:

Mannheim, K. (1952). 'The Problem of Generations' in Mannheim, K. *Essays on the Sociology of Knowledge* (First Published 1923). London: RKP. Available from: <http://www.history.ucsb.edu/faculty/marcuse/classes/201/articles/27MannheimGenerations.pdf>

Timonen and Conlan (2015) Beyond Mannheim: Conceptualising how people 'talk' and 'do' generations in contemporary society. *Advances in Life Course Research*. Volume 24, June 2015, Pages 1-9

Recommended Reading:

Aboim and Vasconcelos, 2014. From political to social generations: A critical reappraisal of Mannheim's classical approach. *European Journal of Social Theory*, 17 (2) (2014), pp. 165-183

Higgs, P., & Gilleard, C. (2010). Generational conflict, consumption and the ageing welfare state in the United Kingdom. *Ageing and Society*, 30(8), 1439-1451.
doi:10.1017/S0144686X10000425

Kohli M. (2015) Generations in Aging Societies: Inequalities, Cleavages, Conflicts. In: Torp C. (eds) *Challenges of Aging*. Palgrave Macmillan, London

Rowlingson K., Joseph R., Overton L. (2017) The Baby Boomers and the Potential for Inter-Generational Conflict. In: *Inter-generational Financial Giving and Inequality*. Palgrave Macmillan Studies in Family and Intimate Life. Palgrave Macmillan, London

Walker (2012) *The New Ageism*. The Political Quarterly, Vol. 83, No. 4, 812-819

Extended Reading:

Arber and Attias Donfut (2000) *The Myth of Generational Conflict. The family and state in ageing societies*. Routledge.

Biggs, Haapala and Lowenstein (2011) Exploring generational intelligence as a model for examining the process of intergenerational relationships. *Ageing & Society*, 31 (2011), pp. 1107-1124

Birnbaum, Ferrarini, Nelson and Palme (2017) *The Generational Welfare Contract: Justice, Institutions and Outcomes*. Edward Elgar Publishing.

Carney, Scharf, Timonen and Conlon (2014) 'Blessed are the young for they shall inherit the national debt': Solidarity between generations in the Irish crisis. *Critical Social Policy*, 34 (2014), pp. 312-332

Corsten (1999) The time of generations. *Time & Society*, 8 (2) (1999), pp. 249-272

France and Roberts (2014) *The problem of social generation: A critique of the new emerging orthodoxy in youth studies*. *Journal of Youth Studies* (2014), 10.1080/13676261.2014.944122

Pilcher, 1994. Mannheim's sociology of generations: An undervalued legacy. *British Journal of Sociology*, 45 (3) (1994), pp. 481-495

Scherger, 2012. Concepts of generation and their empirical application: From social formations to narratives – A critical appraisal and some suggestions. (CRESC Working Paper no. 117). University of Manchester

Walker (ed) 1996. *The New Generational Contract: Intergenerational relations, old age and welfare*. UCL Press.

White, 2013 Thinking generations. *British Journal of Sociology*, 64 (2) (2013), pp. 216-247

Willems, 2010. *The Pinch: How the baby boomers stole their children's future – and how they can give it back*. Atlantic Books, London (2010).

Lecture 8: Urbanisation, migration, and the age-friendly movement

Dr Tine Buffel

This lecture aims to increase our understanding of how urban environments can adapt to meet the needs of a growing and increasingly diverse ageing population. This aim should be seen in the context of **population ageing** and **urbanisation**, both identified as the dominant demographic trends of the twenty-first century. Their interaction raises issues for all sectors of society, including labour and financial markets, the demand for goods and services, such as housing, transportation and social protection, as well as family structures and intergenerational ties.

This lecture will review: first, theoretical approaches to developing urban environments for older people; second, findings from empirical studies focusing on the social exclusion experienced by older residents in urban neighbourhoods; and third, policy approaches to developing age-friendly communities in the context of social, ethnic and health diversity. It will also develop a critical approach to using 'co-production' methods in research on age-friendly neighbourhoods.

Required reading

Buffel, T. and Phillipson, C. (2016) Can global cities be 'age-friendly cities'? Urban development and ageing populations. *Cities*, 55: 94-100.

Recommended reading

Buffel, T., Handler, S. and Phillipson, C. (eds) (2018) *Age-friendly communities: A global perspective*. Bristol: Policy Press.

Buffel, T. and Phillipson, C. (2018) A manifesto for the age-friendly movement: Developing a new urban agenda. *Journal of Aging & Social Policy*.
<https://doi.org/10.1080/08959420.2018.1430414>.

Extended reading

Buffel, T. (2018) Co-production with older people. Researching age-friendly communities. *Journal of Aging Studies*, 44, 52-60.

Buffel, T. (2018) Older co-researchers exploring age-friendly communities. An 'insider' perspective on the benefits and challenges of peer-research. *The Gerontologist*. doi:10.1093/geront/gnx216

Buffel, T. (2015) (ed) *Researching age-friendly communities. Stories from older people as co-investigators*. Manchester: The University of Manchester Library.

Buffel, T. (2015) Ageing migrants and the creation of home: Mobility and the maintenance of transnational ties. *Population, Space and Place*, 23, DOI: 10.1

Buffel, T., Phillipson, C. and Scharf, T. (2013) Experiences of neighbourhood exclusion and inclusion among older people living in deprived inner-city areas in Belgium and England. *Ageing & Society*, 33(1): 89-109.

Buffel, T., Phillipson, C. and Scharf, T. (2012) Ageing in urban environments: Developing age-friendly cities. *Critical Social Policy*, 32(4): 597-617.

Lecture 9: Are there limits to life? Ageing and immortality in an unequal world

Professor Debora Price

Essential:

Vincent, J.A. Ageing, Anti-ageing, and Anti-anti-ageing: Who are the Progressives in the Debate on the Future of Human Biological Ageing? *Medicine Studies* (2009) 1: 197. <https://doi.org/10.1007/s12376-009-0016-6>

Rees Jones and Higgs (2010) The natural, the normal and the normative: Contested terrains in ageing and old age *Social Science & Medicine* 71: 1513-1519

Recommended:

Williams, Higgs and Katz (2012) Neuroculture, active ageing and the 'older brain': problems, promises and prospects *Sociology of Health & Illness* Vol. 34 No. 1 2012 ISSN 0141-9889, pp. 64-78

McConnel and Turner (2005) Medicine, ageing and human longevity: The economics and ethics of anti-ageing interventions. *Science & Society. EMBO reports*. 6, S59-S62

Lucke, Herbert, Partridge and Hall (2010) Anticipating the use of life extension technologies: Possible pointers from the adoption of assisted reproductive technologies. *Science & Society. EMBO reports*. 11, 334-338

Partridge and Hall (2007) The search for Methuselah Should we endeavour to increase the maximum human lifespan? *Science & Society. EMBO reports*. 8, 888-891

Extended:

Bauman (1992). *Mortality, Immortality and Other Life Strategies*. Stanford University Press.

Kirkwood (1999). *Time of our lives: The science of human aging*. Oxford: Oxford University Press

Waters and Karuiki (2013) 'The Biology of Successful Aging: Watchful Progress at Biogerontology's Known-Unknown Interface'. Chapter Two in *Gerontology: Perspectives and Issues*. Springer.

You may also be interested in popular science books:

Appleyard, B. (2007). *How to live forever or die trying: On the new immortality*. New York: Simon & Schuster.

Gawande, A. (2014). *Being mortal: Medicine and what matters in the end*. New York: Metropolitan Books.

Lecture 10: Exam preparation and thematic summary

In this final session, we will review the main themes from the module, drawing together core principles of social gerontology. We will critically examine a number of prevalent myths about ageing and what needs to change to combat these. We will also undertake preparation for the 2-hour unseen exam.

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 will gain from tutorials depends on your preparation and willingness to participate. You must attend tutorials fully prepared and willing to engage in discussion.

The format for tutorials for this course will vary widely. Please take care to read the tutorial notes below carefully to ensure that you attend fully prepared for each tutorial. If there are required readings, please make sure that you read these carefully in advance of the tutorial, make notes about the main points, and bring them with you either on a laptop or iPad, or in hard copy.

Tutorial 1: Three essential questions that are hard to answer: What is age? What is ageing? What is an ageing population?

Preparation required

No preparation required.

Tutorial Tasks:

This tutorial will focus on practical application of three core concepts in social gerontology: population structure, life expectancy, and dependency ratios. We will be examining population pyramids and working out what we can read from these and what they mean, and considering in detail what we mean when we talk in everyday language about life expectancy and dependency ratios. We will consider a specific case by asking: Can you grow old in Burundi?

Tutorial 2: Sociological Theories of Age and Ageing

Preparation required

Readings:

Bengtson, V and Marshall, V (2011) Theoretical Perspectives on the Sociology of Ageing. In Settersten, R and Angel J. Handbook of the Sociology of Aging. Springer

Phillipson, C (2013) Ageing, Polity Press Chapter 3

Before your tutorial

Before the tutorial familiarise yourself with arguments about the purpose of social theory, specifically in relation to social aspects of ageing. What are theories trying to do? What do we understand by 'theorizing'? How do theoretical perspectives in gerontology link with wider sociological concerns relating to inequality and disadvantage?

Tutorial 3: Ageing in a global context

Preparation required

Readings:

Lloyd-Sherlock (2010) Experiencing later life in the context of development. Chapter Two in *Population Ageing and International Development: from generalisation to evidence*. Policy Press. Pp 35-60.

Before your tutorial

Make a list of at least three areas where Lloyd-Sherlock argues that our understanding of ageing in the context of development is flawed. What are the arguments that he presents in each of these areas for a more nuanced and complex understanding of the phenomenon under examination.

Tutorial Tasks

In this tutorial we will discuss the context for ageing in the 21st century and reflect on how it will differ from ageing in the 20th century. We will consider the challenges for governments and societies and also the potential benefits from an ageing population.

Tutorial 4: Unequal ageing: Inequalities across the lifecourse

Preparation required

Readings:

Ben-Shlomo Y and Kuh D (2002) A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives. *International Journal of Epidemiology* 31(6): 285–293.

Before your tutorial

Carefully read and make notes about the main arguments in this article.

Tutorial Tasks

In this tutorial we will be discussing life course theory and discussing how it applies to ourselves.

Tutorial 5: Social Isolation and Loneliness in Later Life

Preparation required

Readings:

The group will be divided in two the previous week. Each sub group will be asked to read one of the two following reports prior to the tutorial:

Group A: Beach, B. and Bamford, S-M. (2014) *Isolation: The emerging crisis for older men. A report exploring experiences of social isolation and loneliness among older men in England*. London: Independent Age in association with ILC-UK.

Group B: Lewis, C. and Cotterel, N. (2018). *Social Isolation and Older Black, Asian and Minority Ethnic People in Greater Manchester*. Manchester: The University of Manchester.

Before your tutorial

Students must be prepared to discuss the following questions based on their reading:

1. How does this group experience social isolation and loneliness? In what way might their experience differ from the experience of other groups?
2. What makes this group more or less at risk of experiencing social isolation and loneliness?
3. What types of interventions could be developed to better address their needs?

Tutorial Tasks:

Students will be invited to discuss each report in subgroups. One subgroup will be working on the experience of older BAME groups and the other one on the experience of older men.

Following a period of discussion, both subgroups will be invited to share their reflection with the rest of the group.

Tutorial 6: Stigma, age discrimination, and the portrayal of ageing

The aim of this tutorial is to consider how stigmas and ageism affect how we think about later life.

Preparation required

Readings:

Kite, M. E., Stockdale, G. D., Whitley, B. E., & Johnson, B. T. (2005). Attitudes toward younger and older adults: An updated meta-analytic review. *Journal of Social Issues*, 61(2), 241-266.

Before your tutorial

Spend 20 minutes thinking about what your later life might be like to discuss in the seminar. You may wish to do this creatively, for example, you could draw a picture or write some words about how you imagine later life to be like, e.g. What do you think you will look like when you are older? Where do you think you will live when you are older? What will be important to you when you are older? It may be helpful to consider the experiences of older people you know. If you really have no ideas about the future, consider why this might be. Bring any output and your thoughts to the seminar for discussion.

Tutorial Tasks

In this tutorial we will reflect on and discuss your ideas about your later lives in small groups.

- o What do you think later life will be like? Do you imagine it to be positive or negative?

- o Do you think it will be similar or different to the experience of older people you know now?
- o How might your ideas change in the future?
- o How do perspectives differ amongst the group? Why do you think this is the case?
- o How do your ideas connect to the theoretical ideas explored in the lecture?

Tutorial 7: The problem of generations: solidarity or conflict

This tutorial will discuss generational conflict through the lens of the Brexit decision in the United Kingdom.

Preparation required

Readings:

Read this LSE Blog by Jennie Bristow: *From Brexit to the pensions crisis, how did the Baby Boomers get the blame for everything?*

<http://eprints.lse.ac.uk/70259/1/blogs.lse.ac.uk-From%20Brexit%20to%20the%20pensions%20crisis%20how%20did%20the%20Baby%20Boomers%20get%20the%20blame%20for%20everything.pdf>

Before your tutorial:

In the week before your tutorial, discuss with at least one person under the age of 30 and one person over the age of 55 (ideally over the age of 65) how they voted in Brexit vote, how they see this affecting the “other” generation (“young” or “old”), whether they believe there is a generational divide on this issue, and if so, why they think this is. You can tape the conversation (with permission), or make detailed notes during the conversation. The conversation could be in person, or on the telephone or by Skype. If you can find one person who voted one way and another who voted the other way (whichever age group they belong to) that would be ideal.

Make notes about the main points of similarity and difference arising from this discussion. Did anything in the discussion surprise you?

Tutorial Tasks

In this tutorial we will summarise and reflect on the class interviews with younger and older people, connecting them to theoretical debates about generations, and asking what the Brexit vote can teach us about generational relations.

Tutorial 8: Urbanisation, migration, and the age-friendly movement

This tutorial will increase your understanding of how urban environments can adapt to meet the needs of a growing and increasingly diverse ageing population.

Preparation required

Readings:

Buffel, T. and Phillipson, C. (2016) Can global cities be 'age-friendly cities'? Urban development and ageing populations. *Cities*, 55: 94-100.

Before your tutorial

Carefully read and make notes about the main arguments in this article.

Tutorial Tasks

Prepare to discuss the following questions based on your reading:

- Can global cities be age-friendly cities?
- In what ways can older people experience social exclusion in cities?
- In what ways has the age-friendly movement been affected by austerity policies?
- What kind of pressures arising from urban change have limited the implementation of age-friendly programmes?

Tutorial 9: Are there limits to life? Ageing and immortality in an unequal world

Preparation required

Readings:

Read the following two articles in *Nature*:

Sara Reardon, 19th April 2017: 'Young human blood makes old mice smarter'
<https://www.nature.com/news/young-human-blood-makes-old-mice-smarter-1.21848>

Megan Scudellari, 21st January 2015: 'Ageing research: Blood to blood'
<https://www.nature.com/news/ageing-research-blood-to-blood-1.16762>

Before your tutorial

What do these articles suggest might be a route to combat ageing?

Think of three spheres of human social life/human interactions that will be affected *in the near future* if this line of scientific enquiry proves fruitful. For each sphere, consider how inequalities across the lifecourse will impact on people in different geographical, social and economic positions.

Tutorial Tasks

In this tutorial we will summarise and reflect on the implications of scientific advances in understanding ageing, focussing especially on ethical, moral and social implications of inequalities across the lifecourse.

Tutorial 10: Exam preparation and thematic summary

Preparation required

Before your tutorial

Go through your notes from the whole module.

Devise two exam questions from two different sessions that you would set if you were the course convenor for this module. Try to imagine a question that examines what the course convenor wanted you to learn, and that can reasonably be answered in 1 hour under exam conditions. Bring these with you to the tutorial.

Tutorial Tasks

In the tutorial we will critically examine your draft exam questions. We will then divide into groups to discuss how sample exam questions might be answered.

Assignments and Assessments

Non-Assessed Formative Assignment Details

Your formative essay is due at 2pm on Tuesday 5th March 2019. This will take the form of a 750 word essay plan in preparation for your summative assessed assignment. The plan should include clearly delineated sections with headings and sub-headings, and under each a brief description of the proposed content for that section.

The word count excludes references/bibliography.

You must submit your formative assignment via Turnitin.

Assessed Coursework Details

One 3,000 word assessed essay. Due for submission (via Turnitin) by 2pm on Tuesday 26th March 2019.

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. Your word count should include all text in the essay (including any footnotes, tables and so on) 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. Compare and contrast two theoretical perspectives in social gerontology. Discuss the strengths and weaknesses of each. Consider their respective contributions to our understanding about the relationship between 'age' and 'social structure'.
2. The world's population is expected to age rapidly in the 21st Century, especially in low and middle income countries. Critically discuss the social implications of this demographic change.
3. Critically assess the idea of 'successful ageing', using a lifecourse perspective.
4. What is social isolation and why is it important to address this in later life? What can be done to help tackle this issue?
5. Critically examine representations of age using examples from British popular media. Discuss with reference to theoretical perspectives of ageism.
6. What is the generational contract and is it currently at risk? Discuss with reference to contemporary understandings of generational conflict and generational solidarity.
7. Consider the different domains of the WHO age-friendly city model. What are the advantages and disadvantages of this type of approach?
8. Discuss the potential social implications of our discovering technologies and interventions to slow, stop, or reverse ageing. Should we be pursuing these?

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. But see below – you may not answer an exam question where you have covered that topic in your assessed assignment. This may mean that in reality you have a choice of 2 from 5.

As this is the first year of this course, there are no past examination papers. However we will discuss mock-exam questions in class.

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.

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 so there is potential for significant overlap in material that is relevant for a particular combination of questions. Wording of both the assessed assignment options and the examination questions clearly indicates which key topic from the course should be covered. **Do not choose examination questions that cover the same key topic as your assessed assignment** – such answers will receive a mark of zero.

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.
- 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 Evaluation Kit 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

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

SOCY30272: Multicultural Britain

Semester: 2

Credits: 20

Convenor: Alina Rzepnikowska Phillips

Contents

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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 Alina Rzepnikowska Phillips
Room:	Third Floor, Arthur Lewis Building, Room 3.043
Telephone:	Ext. 52513
Email:	alina.rzepnikowska@manchester.ac.uk
Office Hours:	Thursdays 2-4 (make appointments by email)
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161) 2753953; chantel.riley@manchester.ac.uk

Times and Dates

Lectures:	Thursday 10:00 – 13:00, Roscoe 2.5
Additional office hours:	Additional office hours for discussing assignment plans will be available and will be announced in the first few weeks of the course
Feedback half-day:	Dedicated office hours for discussing assignment feedback will be available and announced closer to the time
Assessed Coursework Submission:	Deadline for the assessed essay will be Tuesday 2nd April 2019 (week 10)
Examination Period:	13th May – 7th June 2019
Resit Examination Period:	19th August – 30th August 2019

Assignments and Assessments

- One compulsory non-assessed essay plan (maximum of 1500 words) (5% penalty for non-submission)
- One 3000 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.

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

This course will provide an introduction to the creation and transformation of contemporary multicultural Britain. The course aims to trace the changing historical, political and social patterns of migration that shape modern Britain. Finally, the course explores some of the contemporary challenges to multicultural Britain such as Islamophobia, asylum and new migrations and the resurgence of racist movements.

The unit aims to:

- Introduce students to the key historical, social and political changes around post-war migration to Britain
- Examine contemporary transformations and patterns of migration and settlement in Britain
- Explore key policy formations around race, ethnicity and migration, in relation to inequality, integration and cohesion
- Critically engage with current challenges around race, ethnicity and difference in Britain

Learning Outcomes:

On completion of the course, students will be able to demonstrate:

Knowledge and Understanding: Trace the changing social, historical, policy and political contexts for post-war migration, settlement and race/ethnic relations in Britain; understand some of the changing dimensions of migration and settlement in Britain; engage with key contemporary challenges around race and ethnic relations

Intellectual skills: develop a clear historical understanding of the formation of multi-ethnic Britain and contemporary transformations; critically engage with key theoretical, empirical media and policy texts; conduct original empirical/archive work; debate and evaluate different approaches to equality, race and difference

Practical skills: research archival material; conduct empirical research; debate complex and sensitive issues; write short articles on research for publication

Transferable skills and personal qualities: engage with 'live' issues of race, ethnicity and equality; understanding of contemporary multicultural Britain; research skills; writing and oral presentation/debating

General Course Readings

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

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:

Bloch, A., Neal, S. and Solomos, J. (2013) *Race, Multiculture and Social Policy*, Basingstoke: Palgrave.

Solomos, J. (2003) *Race and Racism in Britain* (Third Edition), Basingstoke: Palgrave (particularly recommended)

McGhee, D. (2008) *The End of Multiculturalism? Terrorism, Integration and Human Rights*, Maidenhead: Open University Press.

Journals

There are also a number of specialist journals that may provide greater breadth and depth to the topics and readings covered in the course. These can usually be accessed electronically.

Ethnic and Racial Studies

Ethnicities

Identities: Global Studies in Culture and Power

Journal of Ethnic and Migration Studies

Patterns of Prejudice

Race and Class

Websites

There are various online resources that students can draw on in completing their assessed work, and to provide additional material to the course.

Ahmed Iqbal Ullah Race Relations Resource Centre

(<http://www.racearchive.manchester.ac.uk/>)

Banglastories (www.banglastories.org)

Centre on Dynamics of Ethnicity (CoDE) (www.ethnicity.ac.uk)

Runnymede Trust (www.runnymedetrust.org)

Institute for Race Relations (<http://www.irr.org.uk/>)

Our Migration Story (<http://www.ourmigrationstory.org.uk>)

Lectures and Reading List

The module covers the following topics:

Lecture 1: Immigration, Race and Racism – The Historical Context (31 January 2019)

Lecture 2: Race and Migration 1: The Racialisation of Immigration, 1945-1981 (7 February 2019)

Lecture 3: Race and Migration 2: New Migrations and Asylum (14 February 2019)

Lecture 4: Race Relations, Discrimination and Policy (21 February 2019)

Lecture 5: Race, Riots and the State (28 February 2019)

Lecture 6: Citizenship, Community Cohesion and Integration (7 March 2019)

Lecture 7: Islamophobia, Terror and Securitisation (14 March 2019)

Lecture 8: Whiteness, Class and Resentment (21 March 2019)

Lecture 9: Mixed Race Britain (28 March 2019)

Lecture 10: Conviviality in the Era of Super-diversity (4 April 2019)

Lecture 1: Immigration, Race and Racism – The Historical Context

In this first lecture, we will set the scene for the analysis of the developments since 1945 by looking at the issue of immigration, race and racism prior to the postwar period. This will consider the emergence of racial images and stereotypes that impacted on the attitudes to mass black and Asian migration post-1945.

Required reading:

Solomos, J. (2003) *Race and Racism in Britain* (Third Edition), Basingstoke: Palgrave, Chapter 2.

Rosenberg, D. (2015) 'UKIP is nothing new: the British Brothers' League was exploiting immigration fears in 1901', *The Guardian*, 4 March.

Additional reading:

Ali, N., Kalra, V. and Sayyid, S. (eds.) (2006) *A Postcolonial People: South Asian Settlers in Britain*, London: Christopher Hurst (Chapters 1-3).

Ansari, H. (2004) *'The Infidel Within': Muslims in Britain since 1800*, London: Christopher Hurst.

Burton, A. (1998) *At the Heart of the Empire*, Berkeley, CA: University of California Press.

- Bush, B. (1999) *Imperialism, Race and Resistance: Africa and Britain 1919-1945*, London: Routledge.
- Choudhury, Y. (1995) *Sons of the Empire*, Sylheti Social History Group.
- Ferguson, N. (2003) *Empire: How Britain Made the Modern World*, London: Allen Lane.
- Fisher, M., Lahiri, S. and Thandi, S. (2007) *A South-Asian History of Britain*, Greenwood World Publishing.
- Fryer, P. (1984) *Staying Power: the history of black people in Britain*, London: Pluto (especially Chapters 9-10).
- Fryer, P. (1988) *Black People in the British Empire*, London: Pluto.
- Hall, C. (2002) *Civilising Subjects: Metropole and colony in the English Imagination 1830-1867*, Cambridge: Polity Press.
- Jenkinson, J. (2009) *Black 1919: Riots, Racism and Resistance in Imperial Britain*, Liverpool: Liverpool University Press.
- Malik, K. (1996) *The Meaning of Race: Race, History and Culture in Western Society*, Basingstoke: Palgrave.
- McClintock, A. (1995) *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, London: Routledge.
- Panayi, P. (1994) *Immigration, Ethnicity and Racism in Britain, 1815-1945*, Manchester: University of Manchester Press.
- Parry, B. (1998) *Delusions and Discoveries: India in the British Imagination, 1880-1930*, London: Verso.
- Ramdin, R. (1999) *Reimagining Britain: 500 years of Black and Asian History*, London: Pluto.
- Rich, P. (2001) *Race and Empire in British Politics* (2nd edition), Cambridge: Cambridge University Press.

Lecture 2: Race and Migration 1: The Racialisation of Immigration, 1945-1981

In this session we explore the period of post-war migration after 1945. The lecture will focus on two aspects: first, the context and development of immigration during the post-1945 period; and second, the ways in which immigration was interpreted through ideas of race and was enshrined in public discourses, policy and legislation. The lecture will explore how immigration controls came to be racialised in postwar Britain, as successive legislative changes sought to limit and restrict the entry of ‘non-whites’. We will also consider how these political discourses were shaped in response to particular events, issues and conflicts, including the 1964 General Election Campaign in Smethwick, and Enoch Powell’s 1968 ‘Rivers of Blood’ speech.

Required Reading:

Hampshire, J. (2005) *Citizenship and Belonging: Immigration and the Politics of Demographic Governance in Postwar Britain*, Basingstoke: Palgrave, Chapter 2.

Small, S. and Solomos, J. (2006) 'Race, Immigration and Politics in Britain: Changing Policy Agendas and Conceptual Paradigms', *International Journal of Comparative Sociology*, 47(3-4): 235-257.

Additional Reading:

Ali, N., Kalra, V. and Sayyid, S. (eds.) (2006) *A Postcolonial People: South Asian Settlers in Britain*, London: Christopher Hurst (Chapter 3).

Bloch, A., Neal, S. and Solomos, J. (2013) *Race, Multiculture and Social Policy*, Basingstoke: Palgrave, Chapter 3.

Carter, B., Harris, C. and Joshi, S. 'The 1951-55 Conservative Government and the Racialization of Black Immigration' in W. James & C. Harris (eds.) *Inside Babylon: The Caribbean Diaspora in Britain*, London: Verso, pp.55-71.

Dummett, A. and M. (1987) 'The Role of Government in Britain's Racial Crisis', in C. Husband (ed.) *Race in Britain: continuity and change* (2nd edition), London: Hutchinson.

Fryer, P. (1984) *Staying Power*, London: Pluto (Chapter 11).

Goulbourne, H. (1998) *Race Relations in Britain since 1945*, Basingstoke: Macmillan.

Hampshire, J. (2005) *Citizenship and Belonging: Immigration and the Politics of Demographic Governance in Postwar Britain*, Basingstoke: Palgrave.

Hansen, R. (2000) *Citizenship and Immigration in Post-War Britain*, Maidenhead: Open University Press.

Jeffries, S. (2014) 'Britain's most racist election: the story of Smethwick, 50 years on', *The Guardian*, October 15.

Lawrence, E. (1982) 'Just plain commonsense: the "roots" of racism', in CCCS (ed.) *The Empire Strikes Back*, London: Hutchinson

Miles, R. and Phizacklea, A. (1984) *White Man's Country: Racism in British Politics*, London: Pluto.

Paul, M. (1997) *Whitewashing Britain: Race and Citizenship in the Postwar Era*, Cornell, NY: Cornell University Press

Phillips, M. and Phillips, T. (1998) *Windrush: The Irresistible Rise of Multi-Racial Britain*, London: Harper Collins (especially chapters 5 and 6).

Pilkington, E. (1988) *Beyond the Mother Country: West Indians and the Notting Hill White Riots*, London: IB Tauris (chapters 3 and 5).

Smith, A.M. (1994) *New Right Discourse on Race and Sexuality: Britain, 1968-1990*, Cambridge: Cambridge University Press.

Smith, E. and Marmo, M. (2014) *Race, Gender and the Body in British Immigration Control*, Basingstoke: Palgrave.

Solomos, J. (2003) *Race and Racism in Britain*, Basingstoke: Palgrave (Chapter 3)

Spencer, I. (1997) *British Immigration Policy Since 1939: the making of multi-racial Britain*, Routledge.

Lecture 3: Race and Migration 2: New Migrations and Asylum

This lecture will focus on the period from 1981 to 2017. During this period the emphasis of policy was first on asylum seekers and then on managing migration including that of undocumented migrants. We will examine the ways in which immigration has continued to be politically significant and how some migrants have been constructed as a 'problem' to be controlled while others are to be welcomed. We will also see how the discourse on post-2004 migration from Central and Eastern Europe has changed, particularly in the context of the economic crisis in 2008 and the EU Referendum in 2016.

Required reading

Bloch, A. and Schuster, L. (2005) 'At the extremes of exclusion: Deportation, detention and dispersal', *Ethnic and Racial Studies*, 28(3): 491-512.

Fox, J.E., Morosanu, L. and Szilasy, E. (2012) 'The racialization of the new European migration to the UK', *Sociology*, 46 (4): 680-95.

Additional Reading

Anderson, B. (2013) *Us and Them? The Dangerous Politics of Immigration Control*, Oxford: Oxford University Press.

Bloch, A. (2000) 'A new era or more of the same? Asylum policy in the UK', *Journal of Refugee Studies*, 13(1): 29-42

Bloch, A., Neal, S. and Solomos, J. (2013) *Race, Multiculture and Social Policy*, Basingstoke: Palgrave, Chapter 3.

Burnett, J. (2016) Racial violence and the Brexit state. [Institute of Race Relations](#)

Erel, U., Murji, K. and Nahaboo, Z. (2016) 'Understanding the contemporary race-migration nexus', *Ethnic and Racial Studies*, 39(8): 1339-1360

Hynes, P. and Sales, R. (2010) 'New communities: asylum seekers and dispersal', in A. Bloch and J. Solomos (eds.) *Race and Ethnicity in the 21st Century*, Basingstoke: Palgrave.

Komaromi, P. and Singh, K. (2016) Post-referendum racism and xenophobia: The role of social media activism in challenging the normalisation of xeno-racist narratives. (<http://s3-eu-west-2.amazonaws.com/wpmedia.outlandish.com/irr/2017/04/26154821/PRRX-Report-Final.pdf>)

McGhee, D. (2009) 'The paths to citizenship: A critical examination of immigration policy in Britain since 2001', *Patterns of Prejudice*, 43(1): 41-64.

Morris, L. (2002a) 'Britain's asylum and immigration regime: the shifting contours of rights', *Journal of Ethnic and Migration Studies*, 28(3): 409-25.

Rzepnikowska, A. (2018) 'Racism and xenophobia experienced by Polish migrants in the UK before and after Brexit vote', *Journal of Ethnic and Migration Studies*, 45 (1): 61-77

Sales, R. (2002) 'The deserving and the undeserving? Refugees, asylum seekers and welfare

in Britain', *Critical Social Policy*, 22(3): 456-478.

Sales, R. (2007) *Understanding immigration and refugee policy: Contradictions and continuities*, Bristol: Policy Press.

Schuster, L. and Solomos, J. (2004) 'Race, Immigration and Asylum: New Labour's Agenda and its Consequences', *Ethnicities*, 4(2): 267-300

Vertovec, S. (2007) 'Super-diversity and its implications', *Ethnic and Racial Studies*, 30(6): 1024-54.

Lecture 4: Race Relations, Discrimination and Policy

Immigration legislation is often linked to changes in policies around integration, equality and race relations. This lecture will explore the range of legislation designed to promote equal opportunities, from the 1965 Race Relations Act to the Race Relations Amendment Act (2000), the formation of the Commission for Equality and Human Rights (CEHR), and the 2010 Equalities Act. The lecture considers how policies have framed 'race relations' and how they have sought to address racism in postwar Britain. The lecture examines the shifting policy terrains, thinking through the importance of the concept of 'institutional racism' introduced within the 1999 Macpherson Report, and the contemporary movement away from 'race' to 'equality' and the implications this has for tackling racism and discrimination.

Required reading:

Bloch, A., Neal, S. and Solomos, J. (2013) *Race, Multiculture and Social Policy*, Basingstoke: Palgrave, Chapter 2.

Bourne, J. (2001) 'The Life and Times of Institutional Racism', *Race and Class*, 43(2): 7-22.

Additional reading:

Anthias, F. (1999) 'Institutional Racism: power and accountability', *Sociological Research Online*, 4(1)

Bhavnani, R., Mirza, H. and Meeto, V. (2005) *Tackling the Roots of Racism: Lessons for Success*, Bristol: Policy Press.

Craig, G. (2013) 'Invisibilizing "race" in public policy', *Critical Social Policy*, 33(4): 712-720.

Flynn, R. and Craig, G. (2012) 'Policy, politics, and practice: A historical review and its relevance to current debates', in G. Craig, K. Atkin, S. Chattoo and R. Flynn (eds.) *Understanding 'Race' and Ethnicity: Theory, history, policy, practice*, Bristol: Policy Press, pp.71-94.

Hills, J. et al (2010) *An Anatomy of Economic Inequality in the UK: report of the National Equality Panel*, <http://eprints.lse.ac.uk/28344>

Home Office (2001) *Race Relations (Amendment) Act 2000*, London: HMSO.

Jenkins, R. and Solomos, J. (eds.) (1989) *Racism and Equal Opportunities Policies in the 1980s* (2nd edition), Cambridge: Cambridge University Press (Chapters 1-3).

- 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.
- McGhee, D. (2008) *The End of Multiculturalism? Terrorism, Integration and Human Rights*, Maidenhead: Open University Press, Chapter 5.
- Modood, T. et al (1997) *Ethnic Minorities in Britain: Diversity and Disadvantage*, London: PSI
- Parekh, B. et al (2000) *The Future of Multi-Ethnic Britain*, London: Profile Books, (Chaps 4 & 5)
- Rollock, N. (2009) *The Stephen Lawrence Inquiry Ten Years On*, London: Runnymede Trust.
- Runnymede Trust (2013) *End Racism This Generation* campaign, <http://www.runnymedetrust.org/projects-and-publications/end-racism-this-generation.html>
- Sivanandan, A. (2000) 'Macpherson and After', *Institute of Race Relations* website (www.irr.org.uk)
- Solomos, J. (1999) 'Social Research and the Stephen Lawrence Inquiry', *Sociological Research Online*, 4(1)
- Solomos, J. (2003) *Race and Racism in Britain*, Basingstoke: Palgrave (Chapters 4 and 5).

Lecture 5: Race, Riots and the State

In this lecture we will explore the impact of urban unrest during the 1980s, in 2001 and most recently in the summer of 2011. The lecture will focus on two aspects: first, what explanations have been given for the outbreak of violent unrest, and second what responses have resulted from the unrest in terms of policy. We will also be exploring the similarities and differences between the different periods with attention to changing understandings of race and ethnicity in Britain.

Required reading:

- Murji, K. and Neal, S. (2011) 'Riot: Race and Politics in the 2011 Disorders', *Sociological Research Online*, 16(4).
- Runnymede Trust (2012) *The Riot Roundtables: Race and the Riots of August 2011*, <http://runnymedetrust.org/uploads/publications/pdfs/riotroundtables-2012.pdf>

Additional reading:

- Alexander, C. (2004) 'Imagining the Asian Gang: ethnicity, masculinity and youth after the 'riots'', *Critical Social Policy*, 24(4): 527-550.
- Amin, A. (2003) 'Unruly strangers? The 2001 urban riots in Britain', *International Journal of Urban and Regional Research*, 27(2): 460-463.
- Bagguley, P. and Hussain, Y. (2003) 'The Bradford Riot of 2001: a preliminary analysis' (<http://pascalfroissart.free.fr/3-cache/2003-bagguley-hussain.pdf>).
- Bagguley, P. and Hussain, Y. (2005) 'Citizenship, Ethnicity and Identity: British Pakistanis after the 2001 "riots"', *Sociology*, 35(3): 407-425.

- Benyon, J. (ed.) (1984) *Scarman and After*, London: Pergamon Press.
- Benyon, J and Solomos, J. (eds.) (1987) *The Roots of Urban Unrest*, London: Pergamon Press.
- Cashmore, E. and McLaughlin, E. (1991) *Out of Order? Policing Black People*, London: Routledge.
- Gilroy, P. (1987) *There Ain't No Black in the Union Jack*, London: Hutchinson.
- Gilroy, P. (2012) '1981 and 2011: From social democratic to neoliberal rioting', *South Atlantic Quarterly*, 112(3): 550-558.
- The Guardian/LSE (2012) *Reading the Riots: Investigating England's summer of disorder*.
- Hall, S. et al (1978) *Policing the Crisis*, London: Macmillan.
- Kalra, V.S. (2002) 'Race, riots and reports: Denham, Cante, Oldham and Burnley inquiries', *Sage Race Relations Abstracts*, 27(4): 20-30.
- Keith, M. (1993) *Race, riots and policing: lore and disorder in a multi-racist society*, London: UCL Press.
- Kundnani, A. (2001) 'From Oldham to Bradford: the violence of the violated', *Race and Class*, 43(2): 105-110.
- Rhodes, J. (2009) Revisiting the 2001 Riots: New Labour and the Rise of "Color-Blind Racism", *Sociological Research Online*,
- Runnymede Trust (2012) *The Riot Roundtables: Race and the Riots of August 2011*, <http://runnymedetrust.org/uploads/publications/pdfs/riotroundtables-2012.pdf>
- Sivanandan, A. (1986) *From Resistance to Rebellion*, London: Institute of Race Relations.
- Smith, E. (2013) 'Once as history, twice as farce? The spectre of the summer of '81 in discourses on the 2011 riots', *Journal for Cultural Research*, 17(2): 124-243.
- Solomos, J. (1988) *Black Youth, Racism and the State*, Cambridge: Cambridge University Press (Chapter 3).
- Solomos, J. (2003) *Race and Racism in Britain*, Basingstoke: Palgrave (Chapters 6 and 7).
- Solomos, J. (2011) 'Race, Rumours and Riots: past, present and future', *Sociological Research Online*, <http://www.socresonline.org.uk/16/4/20.html>
- Webster, C. (2003) 'Race, space and fear: imagined geographies of racism, crime violence and disorder in Northern England', *Capital and Class*, 80: 95-122

Lecture 6: Citizenship, Community Cohesion and Integration

This lecture will explore the recent shift, in the wake of the 2001 'riots', away from multiculturalism to an agenda of community cohesion and integration. Here a powerful new conceptual framework has emerged through which racial and ethnic difference is imagined and approached. In this lecture we will trace the emergence of this paradigm, we will explore its key tenets and examine the various critiques that have been made of the cohesion and integration agenda.

Required Reading:

Ratcliffe, P. (2012) 'Community cohesion: reflections on a flawed paradigm', *Critical Social Policy*, 32(2): 262-281.

Samad, Y. (2013) 'Community cohesion without parallel lives in Bradford', *Patterns of Prejudice*, 47(3): 269-287.

Additional Reading:

Blake et al (2008) *Community engagement and community cohesion*, York: Joseph Rowntree Foundation.

Burnett, J. (2004) 'Community, Cohesion and the State', *Race and Class*, 45(3): 1-18.

Cantle, T. (2001) *Community Cohesion: A Report of the Independent Review Team*, London: Home Office.

Cantle, T. (2008) *Community Cohesion: A New Framework for Race and Diversity*, Basingstoke: Palgrave.

Commission on Integration and Community Cohesion (2007) *Our Shared Futures*, London: CICC.

Denham, J. (2002) *Building Cohesive Communities*, London: Home Office.

Department for Communities and Local Government (2009) *Improving Opportunity, Strengthening Society: A Third Progress Report on the Government's Strategy for Race Equality and Community Cohesion*, London: DCLG.

Department for Communities and Local Government (2012) *Creating the Conditions for Integration*, London: DCLG.

Flint, J. and Robinson, D. (eds.) (2008) *Community Cohesion in Crisis?: New Dimensions of Diversity and Difference*, Bristol: Policy Press (see especially chapters by Robinson).

Institute of Community Cohesion (2009) *Building Community Cohesion in Britain: Lessons from iCoCo Local Reviews*, Coventry: Institute of Community Cohesion.

McGhee, D. (2008) *The End of Multiculturalism? Terrorism, Integration and Human Rights*, Maidenhead: Open University Press (Chapter 4).

Pilkington, A. (2008) 'From institutional racism to community cohesion: The changing nature of racial discourse in Britain', *Sociological Research Online*, 13(6).

Pitcher, B. (2009) *The Politics of Multiculturalism: Race and Racism in Contemporary Britain*, Basingstoke: Palgrave, Chapter 3.

Robinson, D. (2005) 'The search for community cohesion: Key themes and dominant concepts of the public policy agenda', *Urban Studies*, 42(8): 1411-1427.

Shukra, K., Back, L., Keith, M., Khan, A., and Solomos, J. (2004) 'Race, Social Cohesion and the Changing Politics of Citizenship', *London Review of Education*, 2(3): 187-195.

Thomas, P. (2011) *Youth, Multiculturalism and Community Cohesion*, Basingstoke: Palgrave.

Thomas, P. and Sanderson, P. (2013) 'Crossing the line? White young people and community cohesion', *Critical Social Policy*, 33(1): 160-180.

Worley, C. (2005) "'Its not about race, its about the community": New Labour and community cohesion', *Critical Social Policy*, 25(4): 483-496.

Lecture 7: Islamophobia, Terror and Securitization

This week's lecture will examine the growth of Islamophobia and discourses of terror and securitisation. In the wake of the 2001 riots, 9/11 and 7/7, more recent the attacks in Westminster, London Bridge and Manchester in 2017, anti-Muslim hostilities have intensified, as the 'Muslim' community have come to be constructed as an internal and external 'threat' to civility, cohesion, and the nation. In this lecture, we will critically examine how contemporary discourses and policies have approached the issues of terror and security, considering the effects of these policies on contemporary UK society.

Required reading:

Alam, Y. and Husband, C. (2013) 'Islamophobia, community cohesion and counter-terrorism policies', *Patterns of Prejudice*, 47(3): 235-252.

Hussain, Y. and Bagguley, P. (2012) 'Securitized citizens: Islamophobia, racism and the 7/7 bombings', *Sociological Review*, 60(4): 715-734.

Additional reading:

Abbas, M-S. (2018) 'Producing "internal suspect bodies": divisive effects of UK counter-terrorism measures on Muslim communities in Leeds and Bradford' *British Journal of Sociology*. <https://doi.org/10.1111/1468-4446.12366>

Abbas, T. (ed.) (2005) *Muslim Britain: Communities under Pressure*, London: Zed.

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.

Alexander, C., Redclift, V. and Hussain, A. (eds.) (2013) *The New Muslims*, London: Runnymede Trust.

Bonino, S. (2012) 'Policing strategies against Islamic terrorism in the UK after 9/11: The Socio-Political Realities for British Muslims', *Journal of Muslim Minority Affairs*, 32(1): 5-31.

Bonino, S. (2013) 'Prevent-ing Muslimness in Britain: The normalization of exceptional measures to combat terrorism', *Journal of Muslim Minority Affairs*, 33(3): 385-400.

Fekete, L. (2004) 'Anti-Muslim racism and the European security state', *Race and Class*, 46(3): 3-29.

Furidi, B. (2007) 'The "War on Terror" and Attacks on Muslims', *Race and Class*, 48(4): 75-77.

Husband, C. and Alam, Y. (2011) *Social Cohesion and Counter-Terrorism: A Policy Contradiction*, Bristol: Policy Press.

Kapoor, N. (2013) 'The North West 10 (12): Postcoloniality, the British racial state and the war on terror', *Identities: Global Studies in Culture and Power*, 20(1): 61-76.

Kundnani, A. (2014) *The Muslims Are Coming: Islamophobia, Extremism and the Domestic War on Terror*, London: Verso.

McGhee, D. (2008) *The End of Multiculturalism? Terrorism, Integration and Human Rights*, Maidenhead: Open University Press (Chapters 2 and 3).

Pantazis, C. and Pemberton, S. (2009) 'From the "old" to the "new" suspect community: Examining the impacts of recent UK counter-terrorist legislation', *British Journal of Criminology*, 49(5): 646-666.

Rashid, N. (2014) 'Giving the silent minority a stronger voice? Initiatives to empower Muslim women as part of the UK's "War on Terror"', *Ethnic and Racial Studies*, 37(4): 589-604.

Runnymede Trust (1997) *Islamophobia: A Challenge for Us All*, London: Runnymede Trust,

Tyrer, D. (2013) *The Politics of Islamophobia: Race, Power and Fantasy*, London: Pluto, Chapter 6.

Vertigans, S. (2010) 'British Muslims and UK government's "war on terror" within: evidence of a clash of civilizations or emergent de-civilizing processes', *British Journal of Sociology*, 61(1): 26-44.

Lecture 8: Whiteness, Class and Resentment

In this week's lecture, we will explore the emergence of an increasing politics of resentment amongst the white majority in England. In recent decades, growing inequalities, the rise of the far right, the 'ethnification' of class relations, and opposition towards state multiculturalism and immigration have become defining features of the politics of 'race' in contemporary Britain. We will examine how, on the one hand, this trend is being driven by a profound sense of discontent amongst the white English population, while the idea of the 'white working class' has also become a powerful vehicle through which the state, the media, and key political actors have justified the need for greater social cohesion and tighter immigration controls.

Required reading:

Sveinsson, K.P. (ed.) (2009) *Who Cares About the White Working Class?* London: Runnymede Trust (especially chapters by Sveinsson, Bottero, Garner and Dorling)
<http://www.runnymedetrust.org/uploads/publications/pdfs/WhoCaresAboutTheWhiteWorkingClass-2009.pdf>

Highly recommended:

Khan, O. and Shaheen, F. (eds.) (2017) *Minority Report: Race and Class in post-Brexit Britain*, London: Runnymede Trust (especially the Introduction by Khan and Shaheen)
<https://www.runnymedetrust.org/uploads/publications/pdfs/Race%20and%20Class%20Post-Brexit%20Perspectives%20report%20v5.pdf>

Additional reading:

Beider, H. (2011) *Community cohesion: the views of white working class communities*, York: Joseph Rowntree Foundation.

Beider, H. (2014) 'Whiteness, class and grassroots perspectives on social change and difference', *Political Quarterly*, 85(3): 333-339.

- Cowles, J., Garner, S., Lung, B. and Stott, S. (2009) *Sources of resentment and perceptions of ethnic minorities among poor white people in England*, London: DCLG.
- Fenton, S. (2012) 'Resentment, class and social sentiments about the nation: The ethnic majority in England', *Ethnicities*, 12(4): 465-483.
- Ford, R. and Goodwin, M. (2010) 'Angry white men: individual and contextual predictors of support for the BNP', *Political Studies*, 58(1): 1-25.
- Ford, R. and Goodwin, M. (2014) 'Understanding UKIP: Identity, Social Change and the Left Behind', *Political Quarterly*, 85(3): 277-284.
- Frankenberg, Ruth (1993) *White Women, Race Matters* (London: Routledge).
- Gabriel, J. (1998) *Whitewash: Racialized Politics and the Media*, London: Routledge, Chapter 3.
- Garner, S. (2011) *White working-class neighborhoods: Common themes and policy suggestions*, York: Joseph Rowntree Foundation.
- Garner, S. (2012) 'A moral economy of whiteness: Behaviours, belonging and Britishness', *Ethnicities*, 12(4): 445-464.
- Griffith, P. and Glennie, A. (eds.) (2014) *Alien Nation? New Perspectives on the white working class and disengagement in Britain*, London: IPPR.
- Holmes, M. and Manning, N. (2013) "'Them that runs the country don't know what they're doing': Political dissatisfaction amongst members of the white working class', *Sociological Review*, 61(3): 479-498.
- Kundnani, A. (2000) 'Stumbling on: Race, class and England', *Race and Class*, 41(4): 1-18.
- Lawler, S. (2012) 'White Like Them: Whiteness and anachronistic space in representations of the white working class', *Ethnicities*, 12(4): 409-426.
- Nayak, A. (1999) "'White English Ethnicities": Racism, Anti-Racism and Student Perspectives', *Race, Ethnicity and Education*, 2(2): 177-202.
- Rhodes, J. (2010) 'White backlash, unfairness and justifications of BNP support', *Ethnicities*, 10(1): 77-99.
- Skey, M. (2014) ' "How do you think I feel, its my country": Belonging, entitlement and the politics of immigration', *Political Quarterly*, 85(3): 326-332.
- Ware, V. (2008) 'Towards a sociology of resentment: A debate on class and whiteness', *Sociological Research Online*, 13(5).

Lecture 9: Mixed Race Britain

In this lecture we will focus on mixed race which is one of the fastest-growing ethnic groups in the UK. We will trace back the history of racial mixing in the UK and the public and political response to it since the early twentieth century. The idea of 'mixedness' challenges simplistic understanding of race, nation and culture. By looking at various material on mixed race in the UK, we will explore the changing perceptions towards mixed race over the years.

Required reading:

Ali, S. (2003) 'Where Do You Come From?', in *Mixed Race, Post-Race: New Ethnicities and Cultural Practices*, Oxford and New York: Berg.

Additional reading:

Alibhai-Brown, Y. (2001) *Mixed Feelings: The Complex Lives of Mixed-Race Britons*. London, London: The Women's Press.

Aspinall, P. J. (2003) 'The conceptualisation and categorisation of mixed race/ethnicity in Britain and North America: identity options and the role of the state', *International Journal of Intercultural Relations*, 27(3): 269-296.

Benson, S. (1981) *Ambiguous Ethnicity: Interracial Families in London*. Cambridge University Press.

Britton, J. (2013) 'Researching white mothers of mixed-parentage children: the significance of investigating whiteness', *Ethnic and Racial Studies*, 36 (8).

Caballero, C., Edwards, R. and Smith, D. (2008) 'Cultures of mixing: understanding partnerships across ethnicity', *Twenty-First Century Society*, 3:1, 49-63.

Caballero, C., Edwards, R. and Puthussery, S. (2008) Parenting 'mixed' children: negotiating difference and belonging in mixed race, ethnicity and faith families. Joseph Rowntree Foundation. <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2231-parenting-children-difference.pdf>

Gilbert, D. (2005) 'Interrogating Mixed-Race: A Crisis of Ambiguity?', *Social Identities*, 11, (1): 55-74.

Harman, V. (2009) 'Experiences of racism and the changing nature of white privilege among lone white mothers of mixed-parentage children in the UK', *Ethnic and Racial Studies* 33(2): 176-194.

Joseph-Salisbury, R. (2018) Black Mixed-Race Men: Transatlanticity, Hybridity and 'Post-Racial' Resilience

Joseph-Salisbury, R. and Connelly, L. (2018) 'If Your Hair Is Relaxed, White People Are Relaxed. If Your Hair Is Nappy, They're Not Happy': Black Hair as a Site of 'Post-Racial' Social Control in English Schools, *Social Sciences*, 7(11).

Ifekwunigwe, J. O. (2004) *Mixed Race' Studies: A Reader*. London: Routledge

Owen, C. (2001) "'Mixed Race' in Official Statistics", in *Rethinking 'Mixed Race'*, D. Parker and M. Song (eds.) London: Pluto Press.

Panico, L. and Nazroo J. Y. (2011) 'The social and economic circumstances of mixed ethnicity children in the UK: findings from the Millennium Cohort Study', *Ethnic and Racial Studies* 34(9): 1421-1444.

Parker, D. and Song, M. (2001) 'Rethinking 'Mixed Race'' in *Rethinking 'Mixed Race'*, D. Parker and M. Song (eds.) London: Pluto Press.

Phoenix, A. and Tizard, B. (2002) *Black, White or Mixed Race? Race and Racism in the Lives of Young People of Mixed Parentage*. London: Routledge.

Phoenix, A. and Owen, C. (2000) 'From Miscegenation to Hybridity: Mixed Relationships and Mixed Parentage in Profile', in *Hybridity and its Discontents*, A. Brah and A. Coombs (eds.), London: Routledge.

Song, M. (2017) 'Generational change and how we conceptualize and measure multiracial people and "mixture"', *Ethnic and Racial Studies*, 40:13, 2333-2339.

Thompson, D. (2011) 'Making (Mixed-)Race: Census Politics and the Emergence of Multiracial Multiculturalism in the United States, Great Britain and Canada', *Ethnic and Racial Studies*, 35 (8); 1409-1426.

Lecture 10: Conviviality in the era of super-diversity and Revision

In this lecture, we will explore the concept of conviviality understood as the process of living together in multicultural societies which emerges from routine interaction between people from different backgrounds. Conviviality can no longer be solely explored in the context of diversity conventionally characterised by the presence of African-Caribbean and South Asian communities from Commonwealth countries or former colonies but through the lens of super-diversity as a result of an increase of migrants with different ethnic origin, with diverse migration histories, gender, age, religion, languages, education, legal status and economic background. We will explore various studies of conviviality in the context of Britain which allow us to look beyond the discourses of immigration and diversity as a problem.

Required reading:

Vertovec, S. (2007) 'Super-diversity and its implications', *Ethnic and Racial Studies*, 30(6): 1024-54.

Wise, A., and G. Noble (2016) 'Convivialities: An Orientation', *Journal of Intercultural Studies* 37(5): 423-431.

Highly recommended:

Rzepnikowska, Alina (2017) 'Conviviality in the workplace: the case of Polish migrant women in Manchester and Barcelona', *Central and Eastern European Migration Review*, 6 (2): 51-68.

Additional reading:

Back, L and Sinha, S. (2016) 'Multicultural Conviviality in the Midst of Racism's Ruins', *Journal of Intercultural Studies*, 37(5): 517-532.

Gilroy, P. (2004) *After empire: melancholia or convivial culture?* London: Routledge.

Gilroy P. (2006) 'Colonial crimes and convivial cultures'. Keynote speech presented at the 'Rethinking Nordic Colonialism' exhibition, Greenland, April 21-May 14, <http://www.rethinking-nordic-colonialism.org/files/pdf/ACT2/ESSAYS/Gilroy.pdf>

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.

Nowicka, M., and S. Vertovec. (2014) 'Comparing Convivialities: Dreams and Realities of Living with Difference', *European Journal of Cultural Studies* 17 (4): 341–356.

Wessendorf, S. (2014) 'Being open, but sometimes closed'. Conviviality in a super-diverse London neighbourhood', *European Journal of Cultural Studies*, 0(0), 1–14.

Wise, A. and Velayutham, S. (2014) 'Conviviality in everyday multiculturalism: Some brief comparisons between Singapore and Sydney', *European Journal of Cultural Studies*, 17(4): 406-430.

Workshop Guide

Workshops on this course are primarily based around student discussion of issues raised in the lecture and by the readings. They will be a mixture of close reading and discussion, presentations, debates and group work. **It is very important that all students ensure they do the reading (as assigned on the reading list for each week) and are fully prepared to take part in the activities.** Notes on readings will be exchanged with peers and will provide you with a useful opportunity to advance your insights.

Workshop 1: Immigration, Race and Racism – the Historical Context

Preparation required

Read at least the required readings specified in the reading list above. When reading consider the following questions:

- a) What role did immigration play in British society prior to 1945?
- b) How were Irish, Jewish, and Black migrants both viewed and treated within British society?
- c) What does this suggest about the importance of racial, ethnic, and religious identities prior to 1945?

Workshop Tasks

In this workshop we will consider how national identity, ethnicity and race were conceived of prior to 1945 and the constitutive role that imaginings of Empire played within this.

Workshop 2: Race and Migration 1: The Racialisation of Immigration, 1945-1981

Preparation required

Read at least the required readings specified in the reading list above. Consider the following questions:

- a) How has immigration legislation created a distinction between desirable and non-desirable migrants?
- b) What role did 'race' play within this?
- c) How were 'non-white' immigrants viewed within postwar Britain?
- d) What does the 1964 General Election campaign in Smethwick reveal to us about the emerging politics of race in postwar Britain?

Workshop Tasks

In this workshop we will examine how immigration came to be 'racialised' in postwar Britain, through a focus on immigration legislation. Drawing on the 1964 election campaign in Smethwick, and the political rhetoric of Enoch Powell, we will also think about how 'non-white' immigrants were constructed as a 'problem' group, 'alien' to national values and identity.

Workshop 3: Race and Migration 2: New Migrations and Asylum

Preparation required

Read at least the required readings specified in the reading list above. Consider the following questions when reading:

- a) How do the logics of detention, deportation and dispersal shape policy approaches to asylum seekers and refugees? What are the impacts of these policies?
- b) How has immigration policy shifted since 1981?
- c) How have Central and Eastern European migrants been constructed within contemporary discourses?
- d) How has recent migration to the UK been racialised?
- e) What role do the state and the media play in the processes of racialisation?

Workshop Tasks

Students will be asked to read some relevant news articles on the issues of recent migration and bring a chosen article to the workshop to discuss it in groups. The groups work will involve discussions about the nature of new migrations and asylum, the media and political discourses, the types of policy measures introduced, and their effects upon migrant groups.

Workshop 3: Race Relations, Discrimination and Policy

Preparation required

Read at least the required readings specified in the reading list above. Consider the following questions:

- a) Why is social policy so important in understanding the development of multicultural Britain?
- b) How and why have policy frameworks shifted in postwar Britain?
- c) Consider the strengths and limitations of each of the policy approaches identified by Bloch, Solomos and Neal?
- d) How has 'institutional racism' been conceptualized in Britain? What are the strengths and limitations of this?
- e) Assess the strengths and weaknesses of the commitment to root out racism and discrimination in the UK.

Workshop Tasks

In this workshop we will consider the commitment of the British state to address racism and discrimination. We will also think about the challenges faced in designing and implementing measures to end racism and students will devise an anti-racism campaign to address discrimination within higher education.

Workshop 5: Race, Riots and State

Preparation required

Read at least the required readings specified in the reading list above. Consider the following questions when reading.

- a) How might we explain the 2011 riots?
- b) What role did race play in the disturbances?
- c) How were the riots framed? What does this reveal to us about contemporary politics of race?
- d) How do the 2011 riots relate to previous episodes of urban unrest?

Workshop Tasks

In this workshop we will consider the episodes of urban unrest. We will consider the 2011 riots and their relationship to previous riots in 2001 and 1981. We will trace the similarities and differences between the 2011 riots and previous events, considering what this tells us about the changing contours of racial politics and the nature of society in the UK.

Workshop 6: Citizenship, Community Cohesion and Integration

Preparation required

Read at least the required readings specified in the reading list above. Consider the following questions when reading:

- a) In what context did 'community cohesion' emerge as a policy agenda?
- b) What are the central features of 'community cohesion'?
- c) How have discourses of 'cohesion' and 'integration' evolved since 2001?
- d) Why does Ratcliffe view the cohesion agenda as a 'flawed paradigm'?
- e) What does Samad suggest has been the impact of community cohesion policies in Bradford?

Workshop Tasks

In this workshop we will consider the critiques that have been made of the community cohesion and integration agenda. We will debate the strengths and limitations of this set of policy approaches, with reference to specific examples of measures local authorities have taken to promote cohesion and integration.

Workshop 7: Islamophobia, Terror and Securitization

Preparation required

Read at least the required readings specified in the reading list above. When reading consider the following questions:

- a) Assess the impact of 9/11, 7/7 (and more recent attacks in London and Manchester) on Islamophobia in contemporary Britain.
- b) Why do Hussain and Bagguley view Muslims as 'securitized citizens'?
- c) What are the nature and effects of measures aimed at preventing Muslim extremism?
- d) How might we read these measures as manifestations of Islamophobia?

Workshop Tasks

In this workshop, based on the key readings, we will consider the nature of contemporary discourses and policies surrounding terror and securitization and the effects that they are having upon Muslim communities in Britain. We will examine how the securitization agenda might be contributing to the marginalisation of Muslims.

Workshop 8: Whiteness, Class and Resentment

Preparation required

Read at least the required readings specified in the reading list above. Consider the following questions:

- a) Why has the 'white working class' become the object of such attention and scrutiny?
- b) Can you see any problems with the way the 'white working class' is invoked?

- c) Why might the 'white working class' have come to invest in and invoke 'whiteness' more explicitly?
- d) To what extent do you think 'resentment' is exclusively a problem for the 'working classes'?

Workshop Tasks

In this workshop we will explore the roots of contemporary resentment, and the relationship between ideas of 'fairness', whiteness and class. We will critically reflect upon the idea of resentment, how the idea of the 'white working class' is deployed within these discourses, thinking about what how such sentiments might be redirected.

Workshop 9: Mixed Race Britain

Preparation required

Read at least the required readings specified in the reading list above. Consider the following questions:

- a) What are the dominant stereotypes around mixed race in Britain?
- b) How do these stereotypes influence majority/minority relations?
- c) How does Suki Ali discuss resentment to mixed race? What impact did it have on her and might have on others?
- d) How have the perceptions of mixed relationships and mixed race changed over the years? What has contributed to this change?

In this workshop we will consider how mixed relationships and mixed race people have been perceived and represented in the UK since the early twentieth century up to present times. We will reflect on changing perceptions of mixed race over recent years.

Workshop 10: Summary and Revision

Workshop Tasks

In this workshop we will debate the contemporary state of multicultural Britain. We will summarise the key themes we have covered over the past semester, and we will reflect upon the key challenges facing Britain as a multicultural society, and how we might move forward in terms of addressing racism, inequality, and improving social relations.

Assignments and Assessments

Non-Assessed Assignment Details

The non-assessed assignment requires students to complete and submit a 1500 word essay plan, addressing one of the assessment questions listed below. The aim of this is to ensure that students have the chance to receive feedback before submitting assessed coursework.

Essays plans should be **submitted online** via Blackboard by **Wednesday 6 March 2pm**. There is 5 per cent penalty for non-submission.

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

The assessed coursework will take the form of two tasks:

A 3000 word assessed essay

A two-hour unseen exam

In both instances, the essay will require that you engage critically with the readings for this module, and to construct a sociological argument in relation to your empirical findings, just as in any other sociology essay or exam. The essay questions focus on the first part of the course (weeks 1-5), with the exam being based on the second part (weeks 6-10).

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. Assess the role of national identity, race and ethnicity within British society prior to 1945. What role the imaginings of Empire played within this?
2. What do the politics of race and immigration between 1948 and 1981 reveal to us about race and nation in Britain?
3. What role do the state and the media play in the processes of racialisation of migrants from Central and Eastern Europe / asylum seekers and refugees (choose one).
4. To what extent did the recognition of 'institutional racism' within the Macpherson report mark a shift in approaches to racism and discrimination in postwar Britain?
5. How did urban unrests contribute to a changing understanding of race and ethnicity in Britain? Discuss with reference to at least two periods of urban unrest.

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 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 (you’ll need to contribute regularly to group discussions to make the best use of this).
- Written formative and summative feedback 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 student's work is assessed into different class categories by using the following 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.

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". 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.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY30292

Connections matter: Sociological applications of social networks

Semester 2

Credits 20

Convenor: Elisa Bellotti

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

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Times and Dates

Lectures:	Thursday 14.00-17.00 Roscoe 1001
Feedback half-day:	1 st of April 2019 10.00-12.00/14.00-16.00
Assessed Coursework Submission:	Week 9, Tuesday 26th March 2019 , 2pm on Turnitin
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 (max 600 words) to be handed in week 6, **7th March 2019**, 2pm (5% penalty for non-submission)
- An assessed essay (+/- 3000 words) worth 50% of the total mark to be handed in in Week 9 – **Tuesday 26th March 2019**, 2pm, on topics discussed in the first half of the course (week 1-5).
- One two-hour unseen examination to be taken at the end of the course worth 50% of the total mark, on the second half of the course (week 6-10).

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 aims to introduce the students to the main substantive research areas in sociology in which social network analysis is applied. Each week is dedicated to a specific topic, where a synthesis of the studies on that topic will be presented. Reading material will be used to explore the research questions that have been approached with a network perspective, and workshops will provide a critical reflection upon the various theoretical approaches and research techniques employed in these areas.

Learning Outcomes

On completion of this unit successful students will:

- Understand the influence of social connections on individual behaviour (in practices like criminal behaviour, scientific communities, job seeking, cultural practices, and the like).
- Appreciate the benefits and limits of using a social networks approach in several sociological areas of research, like sociology of science, sociology of personal relationships, community studies, migration studies, criminology, sociology of culture.
- Understand the peculiarity of social network perspective, and critically engage with theories and methods.
- Be familiar with social networks research design and data collection in several sociological areas.

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:

Freeman L. C., 2004, The development of social network analysis, Empirical Press, Vancouver.

Kadushin C., 2012, Understanding social networks, Oxford University Press, Oxford.

Robins, G. 2015. Doing Social Networks Research: Network Research Design for Social Scientists. Sage, London

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

Lectures and Reading List

The course dedicates each lecture to a specific topic where network analysis has been applied. Although lectures stand independently, the general network perspective and the models and methods adopted for the analysis link the various substantive areas together. Each week comprises an hour lecture, an hour workshop, and an hour for workshops' feedbacks.

In *lectures*, a substantive sociological field in which social network analysis has been applied will be introduced. We will focus on the theoretical perspectives, the methodological choices, and the main results. We will overview the most recent theoretical and empirical advancements in the discipline.

In *workshops*, you will be organised in groups of three/four people and asked to work on specific tasks. Sometimes the tasks will require the collection of relevant material in between classes. In that case each student will have to collect the materials prior to the class and bring them for the lectures. Hands-out are compulsory and failing to bring the materials during classes will result in lack of opportunities for feedbacks.

In *workshops' feedbacks*, students will be asked to report back and discuss with the rest of the class the work done during workshops and link it to the substantive arguments developed during the lectures. Each week students will be asked to answer collectively a list of questions related to the workshop activity, and report back to the rest of the class.

Lecture 1 WHAT IS SOCIAL NETWORK ANALYSIS?

Introduction: presentation of the course.

What is social network analysis? When can we use social network analysis? Which research questions can we answer? What are the main theoretical elements of a relational perspective?

Required reading

- Borgatti S.P., Mehra A., Brass D.J., Labianca G., 2009, Network Analysis in the Social Sciences, *Science*, 13, 323, 5916: 892-895.
- Robins G., 2015, *Doing social network research*, Sage, London. Chapter 1.

Additional reading

- Bellotti E., 2014, *Qualitative networks. Mixed methods in sociological research*, Routledge, London. Chapter 2
- Brandes U., Robins G., McCranie A., Wasserman S., 2013, What is network science?, *Network Science*, 1, 1: 1-15.
- Kadushin C., 2012, *Understanding social networks*, Oxford University Press, Oxford. Introduction.
- Knox H., Savage M., Harvey P., 2006, Social networks and the study of relations: networks as method, metaphor and form, *Economy and Society*, 35, 1: 113-140.

Workshop 1

In small groups, think of possible areas of research where you could apply social network analysis.

For example:

1. A criminal gang. What type of social phenomena could be studied with SNA? Think about recruitment, organization of crime, intervention to diminish the involvement of youth in criminal activities...
2. Migration processes. How do people decide to migrate? Where do they go? Whom do they talk to, to plan their move?
3. The emergence of a music scene. How do they develop? What types of actors are involved? How do they get connected and pass on information?
4. A social movement. How do people get together? How do they get organised? How do they circulate ideas and strategies of actions?
5. Students' performances. How to study students' performances? Why a network approach would be useful?
6. Organizational studies. How do people relate to each other in organizations? What could circulate in an informal network?

Are there any other areas you can think of?

Compare the answers of your group with the ones developed by other groups.

Lecture 2 SOCIAL NETWORK THEORIES

What are the fundamental network concepts? What types of theories have been developed from these concepts?

Required reading

- Borgatti S., Lopez-Kidwell V., 2011, Network theory. In Scott J. and Carrington P. (eds.), The SAGE handbook of social network analysis. Sage, London.
- Robins G., 2015, Doing social network research, Sage, London. Chapter 2.

Additional reading

- Kadushin C., 2012, Understanding social networks, Oxford University Press, Oxford. Chapter 3 and Chapter 12.

Workshop 2

In small groups, go back to the research areas that you discussed last week.

1. In which case a flow model is useful?
2. When instead is the architecture model more apt?
3. Are there cases in which we could combine the two models?
4. Or are there areas of the research setting that can be better investigated with one or the other model?

Compare the answers of your group with the ones developed by other groups.

Lecture 3 COMMUNITY, URBANIZATION, AND PERSONAL NETWORKS

The community question

Individualization thesis

Personal networks: the variety of social support

https://www.youtube.com/watch?v=oOvpMjRPp6Q&list=UUYa28Hqxq_W6WgGcksVuu2w&index=16

Required reading

- Wellman, B., 1979. The community question: the intimate networks of east Yorkers. American Journal of Sociology 84 (5), 1201–1231.

Additional reading

- Bastani S., 2007, Family comes first: men's and women's personal networks in Teheran, Social Networks, 29, 3: 357 – 374.
- Burt R. S., 1984, Network items and the general social survey, Social Networks 6, 293-339
- Fischer C. S., 2005, Bowling alone: what's the score?, Social Networks, 27: 155 – 167.
- Grossetti M., 2007, Are French networks different?, Social Networks, 29, 3: 391 – 404.
- Hennig M., 2007, Re-evaluating the community question from a German perspective, Social Networks, 29, 3: 375 – 390.
- Plickert G., Cote R. R., Wellman B., 2007, It's not who you know, it's how you know them: Who exchanges what with whom?, Social Networks, 29, 3: 405–429.
- Schweizer T., Schnegg M., Berzborn S., 1998, Personal networks and social support in a multiethnic community of southern California, Social Networks, 20: 1-21.
- McPherson M., Smith-Lovin L., Brashears M. E., 2006, Social Isolation in America: Changes in Core Discussion Networks over Two Decades, American Sociological Review, 71: 353–375.

Workshop 3

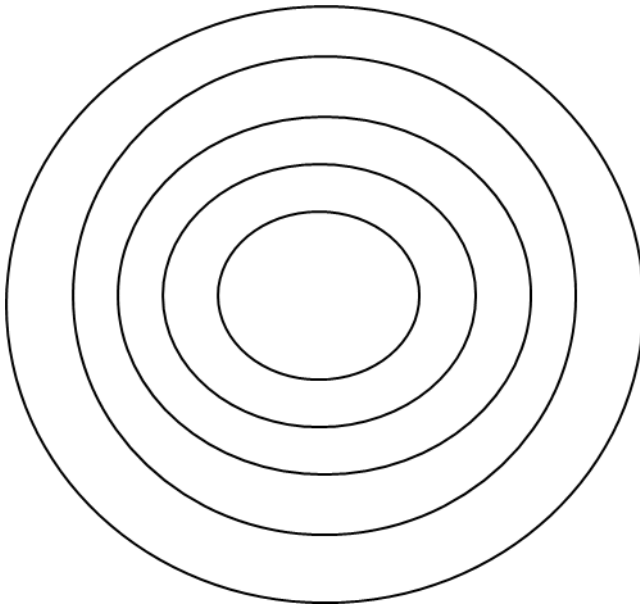
In groups of two, collect data from each other about who you discuss important matters with. In order to conduct the interviews, use the questions below, and record the answers on paper.

1. From time to time, most people discuss important personal matters with other people. Looking back over the last six months who are the people with whom you discussed important personal matter? Please just tell me their first names or initials. (RECORD NAMES IN THE ORDER LISTED BY RESPONDENT)
2. Also, for each name, can you give me some details about who they are?

Name	Age	Gender	Ethnicity	Education	Where does s/he live	Where did you meet him/her

3. Please think about the relations between the people you just mentioned. Are they total strangers, in the sense that they wouldn't recognize one another if they bumped into one another in the street?
4. IF YES, THEN ASK: Who among them are strangers?
List the names in pairs, eg: Name 1 and Name 2 are strangers
5. Are any of these people especially close to one another, for example as they are to you?
6. IF YES, THEN ASK: Who among them is especially close?
List the names in pairs, eg: Name 1 and Name 2 especially close
7. Finally, place the names of the people you mentioned on the concentric circles (with you in the middle), following the guidance that the nearer to the centre of the circle the closer the relationship. Link the names of people who know each other with a thin

line, and the names of people who are especially close to each other with a thicker line.



In groups of 4, discuss your personal networks:

- Can you identify any group? What is the criterion for the group distinction? Are there any overlap? If so why is it?
- Where do these people live?
- Who do you socialize with?
- Who would you ask for advice and in what situations?
- Are there people/groups you only interact online? People/groups you interact both online and offline? Dormant ties (people you don't interact with at all)?

Reflect upon these various aspects of your personal network, and try to link the distinctions you have made with their personal characteristics eg: gender, age, educational background, ethnicity. How homophilous are these networks compared to your characteristics, and how homogeneous are the people you named? Do you think this analysis support the individualization thesis?

Compare the answers you gave to the workshop's questions in your group with the ones given by other groups and reflect back on the cohesion or the fragmentation of personal communities.

Handout for lecture 4

<https://www.facebook.com/help/131112897028467/>

Copy and paste your Facebook friends one per row. Answer the following questions (minimum 100 friends)						
Name of friend	How close are you to this person from 0 (not close at all) to 5 (very close)?	Is this person				
		Famil y	Friend	Work- related	Acquaintance	Other

[illegible]

Lecture 4 ONLINE NETWORKS

How social media impacts our everyday life: identity, community, cohesion.

Required reading

- Wellman, B., Haase, A. Q., Witte, J., & Hampton, K., 2001, Does the Internet increase, decrease, or supplement social capital? Social networks, participation, and community commitment. *American Behavioral Scientist*, 45, 3: 436-455.
- Kevin Lewis, Jason Kaufman, Marco Gonzalez, Andreas Wimmer, Nicholas Christakis, Tastes, ties, and time: A new social network dataset using Facebook.com, *Social Networks* 30 (2008) 330–342

Additional reading

- Amichai-Hamburger Y. and Vinitzky G., 2010, Social network use and personality, *Computers in Human Behavior*, 26, 289–1295.
- Brooks B., Welser H. T., Hogan B. & Titsworth S., 2011, Socioeconomic Status Updates, *Information, Communication & Society*, 14, 4: 529-549.
- Ellison N., Steinfield C., Lampe C., 2007, The Benefits of Facebook “Friends:” Social Capital and College Students’ Use of Online Social Network Sites, *Journal of Computer-Mediated Communication*, 12: 1143–1168.

- Hampton, K., & Wellman, B. (2003). Neighboring in Netville: How the Internet supports community and social capital in a wired suburb. *City & Community*, 2, 4: 277–311.
- Haythornthwaite, C. (2005). Social networks and Internet connectivity effects. *Information, Communication, & Society*, 8, 2: 125–147.
- Mok D., Wellman B. and Basu R., 2007, Did distance matter before the Internet? Interpersonal contact and support in 1970s, *Social Networks*, 29, 3: 430 – 461.

Workshop 4

Bring to the class your facebook friends' list. How many of them are very close (5-4)? How many of them are relatively close (3-2)? How many of them are not very close (1), how many of them you actually don't know (0)?

How are they distributed across the types of ties?

Together, we will create summary and descriptive graphs on excel to visualize your data. In group of 3, compare your graphs and discuss why do you think the results are similar or different.

Case studies: guest speakers

Lecture 5 SOCIAL CAPITAL, OCCUPATIONAL STRUCTURE AND STRATIFICATION

Social capital and social status

Occupational mobility: finding jobs.

<https://www.youtube.com/watch?v=-Bm93gN1zJg&app=desktop>

Required reading

- Lin N., 1999, Social Networks and Status Attainment, *Annual Review of Sociology*, 25: 467-487
- Smith S. S., 2005, "Don't put my name on it": Social Capital Activation and Job-Finding Assistance among the Black Urban Poor. *American Journal of Sociology*, 111, 1: 1-57

Additional reading

- Granovetter M. S., 1973, The strength of weak ties, *American Journal of Sociology*, 78, 6: 1360-1380.
- McDonald S., Elder G. H., 2006, When Does Social Capital Matter? Non-Searching for Jobs across the Life Course, *Social Forces*: 85, 1: 521-549.
- Mouw T., 2003, Social Capital and Finding a Job: Do Contacts Matter?, *American Sociological Review*, 68, 6: 868-898.
- Parks-Yancy R., 2006, The Effects of Social Group Membership and Social Capital Resources on Careers, *Journal of Black Studies*, 36, 4: 515-545.
- Pichler F. and Wallace C., 2009, Social Capital and Social Class in Europe: The Role of Social Networks in Social Stratification, *European Sociological Review*, 25, 3: 319–332.
- Campbell K. E., Marsden P. V., Hurlbert J. S., 1986, Social resources and socioeconomic status, *Social Networks*, 8: 97-117.
- Savage M. et al., 2013, A New Model of Social Class? Findings from the BBC's Great British Class Survey Experiment. *Sociology*, 47, 2: 219-250.

Workshop 5

In groups of two, collect data from each other about who you discussed your choice of university with, and if you have ever done a job, how did you find it. For each of you, please record your gender and ethnicity.

In order to conduct the interviews, use the questions below, and record the answers on paper.

1. Thinking about the time in which you were about to select your University destination, were there any people you discuss your options with? If so, please list the names below. Also, for each name, can you give me some details about who they are?

Personal characteristics			How they are related to you?				
Name	Age	Gender	Relatives	Friends	Acquaintances	Professionals (eg: teachers)	Other (specify)

2. Have you ever done any job (full time/part time/occasional)?

3. If yes, did anyone help you in finding it, either by suggesting a vacancy, or by offering it to you directly, or helping out during the search? If so, please list the names below. Also, for each name, can you give me some details about who they are?

Personal characteristics			How they are related to you?				
Name	Age	Gender	Relatives	Friends	Acquaintances	Professionals (eg: teachers)	Other (specify)

In group of 3, go through your data.

- How many people each of you named in the University question? Is there any notable difference according to the gender and ethnicity of respondents?
- Who are they? Are they similar to the interviewee in terms of gender and ethnicity? (Homophily)
- Considering the type of relationship that links them to you, do you think they are strong and/or weak ties? Why is that?
- How many people each of you named in the Work question?
- Who are they? Are they similar to the interviewee in terms of gender and ethnicity? (Homophily)
- Considering the type of relationship that links them to you, do you think they are strong and/or weak ties? Why is that?
- Is there any overlap between the people named in the first question and the ones named in the second? If so, who are there in terms of homophily and strength of ties? Why do you think it is so?
- If some of the people are different, reflect upon these differences: does one of the two questions elicit more weak ties than the other?

Once you have discussed these topics in small groups, take the discussion to the rest of the class. What are the general trends you can notice in the data?

Handout for lecture 6

Interview two people who have moved to UK, one recently and one a long time ago, and ask her/him to answer the following questions (please send me the answers by monday)

1. Their gender, age, nationality and occupation
2. When they decided to move to the UK, whom did they discuss the project with? Ask them to name the people they discussed the project with and to indicate their nationality, gender, age and occupation

Name	Age	Gender	Ethnicity	Occupation	Where does s/he live

3. When did the move to the UK?
4. Whom do they socialise with in England?

Name	Age	Gender	Ethnicity	Occupation	In which occasion did they meet him/her

5. What is their plan for the future? Are they planning to stay in the UK/move back/move somewhere else?

Lecture 6 MIGRATION NETWORKS

The role of social networks and social capital in the process of migrants' integration

Required reading

- Hagan J. M., (1998) Social Networks, Gender, and Immigrant Incorporation: Resources and Constraints, *American Sociological Review*, 63, 1: 55-67
- Lubbers M. J., Molina J. L., McCarty C., (2007), Personal Networks and Ethnic Identifications: The Case of Migrants in Spain, *International Sociology*, 22(6): 721–741

Additional reading

- Chelapi-Den Hamer M., (2008) Migration Patterns Influence of Support Networks: A Case Study of West Africans in the Netherlands, *Gender, Technology and Development* 12 (3): 347–364.
- Gold S., (2001), Gender, class, and network: social structure and migration patterns among transnational Israelis, *Global Networks*, 1, 1: 57–78.
- Kanas A., van Tubergen F. and Van der Lippe T. (2011), The role of social contacts in the employment status of immigrants. A panel study of immigrants in Germany, *International Sociology*, 26(1): 95–122
- Lubbers M. J. et al. (2010), Longitudinal analysis of personal networks. The case of Argentinean migrants in Spain, *Social Networks*, 32: 91–104
- Menjivar, C., (1995), Kinship Networks Among Immigrants: Lessons From a Qualitative Comparative Approach , *International Journal of Comparative Sociology*, 36, 3/4: 219

Workshop 6

In groups of 3, discuss the answers you collected in last week hand-out.

- Whom do people discuss migrations projects with? Are these ties homophilous in terms of gender, age, nationality, occupation?
- What is the composition of their personal network? Is it homophilous in terms of gender, age, nationality, occupation?
- Discuss the variations that you might find between people who moved to UK a long time ago compared to people who moved to UK recently
- Discuss the variations in terms of future plans in the light of the composition of their personal networks

Analysis of the interviews' results in excel (with your data)

Now thinking of your fb, how many are of your same nationality? Same ethnicity?

Case study: Invited guest speaker

Lecture 7 DIFFUSION NETWORKS

The impact of social networks in diffusion of innovations, and the applicability to the spread of diseases.

Required reading

- Kadushin C., 2012, Understanding social networks, Oxford University Press, Oxford. Chapter 9 p. 135-161
- Coleman J., Katz E., Menzel H., 1957, The Diffusion of an Innovation Among Physicians, Sociometry, 20, 4: 253-270.
- Valente T. W., 1996, Social network thresholds in the diffusion of innovations, Social Networks, 18: 60-89.

Additional reading

- Christakis N. A., Fowler J. H., 2007, The Spread of Obesity in a Large Social Network over 32 Years, The New England Journal of medicine, 357, 4: 370-379.
- Christakis N. A., Fowler J. H., 2008, The Collective Dynamics of Smoking in a Large Social Network, The New England Journal of medicine, 358, 21: 2249-2258.
- Gaughan M., 2003, Predisposition and Pressure: Mutual Influence and Adolescent Drunkenness, Connections, 25, 2: 17-31.
- Mercken L., Snijders T. A. B., Steglich C., de Vries H., 2009, Dynamics of adolescent friendship networks and smoking behavior: Social network analyses in six European countries, Social Science & Medicine, 69: 1506–1514.
- Rice R. E., Donohew L., Clayton R., 2003, Peer Network, Sensation Seeking, and Drug Use among Junior and Senior High School Students, Connections, 25, 2: 32-58.
- Valente T. W., 2004, Using Social Networks to Understand and Prevent Substance Use: A Transdisciplinary Perspective, Substance use & misuse, 39, 10–12: 1685–1712.
- Wejnert B., 2002, Integrating models of diffusion of innovations: a conceptual framework, Annual Review of Sociology, 28 :297–326.

Workshop 7

In class, play the Diffusion simulation game

<https://www.indiana.edu/~simed/istdemo/>

Discuss the game's scores you obtained in your group. Which group went further in the game? Which information they based their decisions on?

Lecture 8 CULTURAL NETWORKS

From cultural capital to social worlds and cultural networks. How ties, homophily and influence shape cultural tastes.

- Bourdieu and field analysis
- Peterson and the omnivorous thesis
- The structural networks of taste

BRING YOUR OWN LAPTOP

Required reading

- Erickson B. H., 1996, Culture, class and connections, American Journal of Sociology, 102, 1: 217-251.
- Lewis K., Kaufman J., Gonzalesa M., Wimmer A., Christakis N., 2008, Tastes, ties, and time: A new social network dataset using Facebook.com, Social Networks, 30: 330–342.

Additional reading

- Mark N., 1998, Birds of a Feather Sing Together, Social Forces, 77, 2: 453-485.
- Kane D., 2004, A network approach to the puzzle of women's cultural participation, Poetics, 32: 105–127.
- Upright C. B., 2004, Social capital and cultural participation: spousal influences on attendance at arts events, Poetics, 32: 129–143.
- Lizardo O., 2006, How Cultural Tastes Shape Personal Networks, American Sociological Review, 71, 5: 778-807.

Workshop 8

<http://www.yasiv.com/>

(Amazon app: customers who bought this also bought...)

Make a list of top three

- Books
- Movies
- Music bands
- Fashion brands
- Anything else?

In group of three discuss:

- how large are the networks created by the app? Does it mean that products are mainstream or niche?
- What type of other products are bought? Can you identify genres?
- How similar are your taste with the ones of the rest of the class?

Case study: invited guest speaker

Lecture 9 COVERT NETWORKS

What is a covert network?

Covert populations

Types of ties in covert networks

Covert studies and SNA

Bi-partite and multilevel networks

Advantages of SNA

Data collection

Some theories

Required reading

- Erickson B. H., 1981, Secret societies and social structure, *Social Forces*, 60, 1: 188-210.
- Oliver K., 2014, Covert networks: structures, processes and types, Mitchell Centre Working Paper

Additional reading

- Raab J. and Milward H. B., 2003, Dark networks as problems, *Journal of public administration research and theory*, 13, 4: 413-439.
- Baker W. E. and Faulkner R. R., 1993, The Social Organization of Conspiracy: Illegal Networks in the Heavy Electrical Equipment, *American Sociological Review*, 58, 6: 837-860.
- Crossley N., Edwards G., Harries E., Stevenson R., 2012, Covert social movement networks and the secrecy-efficiency trade off: The case of the UK suffragettes (1906–1914), *Social Networks*, 34: 634– 644
- Morselli C., 2001, Structuring Mr. Nice: Entrepreneurial opportunities and brokerage positioning in the cannabis trade, *Crime, Law & Social Change*, 35: 203–244.
- Varese F., 2012, The Structure and the Content of Criminal Connections: The Russian Mafia in Italy, *European Sociological Review*, 0, 0: 1-11.
- Westlake B. G., Bouchard M. and Frank R., 2011, Finding the key players in online child exploitation networks, *Policy & Internet*, 3, 2: 1-32.

Workshop 9

Analysis of covert networks

Lecture 10 SCIENTIFIC NETWORKS

From invisible colleges to path analysis and multilevel networks: uncovering scientific communities.

- The sociological tradition to the study of science: various approaches
- The role of in understanding how the social element shape the production of scientific discoveries
- The use of visualizations to better understand the organization of science
- Case studies

Required reading

- Bellotti E., 2012, Getting funded. Multi-level network of Physicists in Italy, *Social Networks*, 34: 215-229
- Bellotti E., Kronegger L., Guadalupi L., The evolution of research collaboration within and across disciplines in Italian Academia. *Scientometrics*, in print.

Additional reading

- De Solla Price, D. J., 1965, Networks of Scientific Papers, *Science*, 149, 3683: 510–515.
- Crane D., 1969, Social Structure in a Group of Scientists: A Test of the "Invisible College" Hypothesis, *American Sociological Review*, 34, 3: 335-352
- Gmür, M. 2003. *Co-citation analysis and the search for invisible colleges: A methodological evaluation*. *Scientometrics*, 57, 1, 27–57.
- Ferligoj A., Kronegger L., Mali F., Snijders T.A.B., Doreian P., Scientific collaboration dynamics in a national scientific system, *Scientometrics* 104 (3), 985-1012
- Lievrouw, L. A., Everett, M. R., Lowe, C. U., Nadel, E. 1987. *Triangulation as a research strategy for identifying invisible colleges among biomedical scientists*. *Social Networks*, 9, 3, 217-248.

- Boyack, K. W., Klavans, R., Börner, K. 2005. *Mapping the backbone of science*. Scientometrics, 64, 3, 351–374.
- Hummon, N.P., Carley, K., 1993, Social networks as normal science, Social Networks, 15: 71–106.

Workshop 8

Invited guest speaker

Exam's workshop

Exam preparation: The workshop is designed to help students preparing for the exam: possible exam questions are discussed in groups together with the lecturer, who provides feedbacks on how to structure answers

Assignments and Assessments

Non-Assessed Assignment Details

- Some weeks students are asked to work on given hand-outs. These constitute the essential material for workshops and for the assessed coursework. Failing to prepare the hand-outs will result in a lack of possibilities for in-class feedbacks and of materials to prepare a good coursework. Each week students are asked to discuss the hand-out materials, or other materials provided in class. Oral feedbacks on this written activity will be given the week after.
- Students are expected to hand in a compulsory non assessed essay plan (max 600 words) on Turnitin in week 6, 7th March 2019, 2pm (5% penalty for non-submission). Feedbacks will be given individually on Turnitin, and in dedicated office hours on Thursday 14th March 11am-1pm.
- 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: 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

The assessment for this module will be a 50% essay and 50% exam.

The essay will cover lecture material from week 1 to week 5. The exam will cover lecture material from week 6 to week 10.

PLEASE NOTE THAT EACH ESSAY QUESTION WILL CROSS OVER AT LEAST TWO TOPICS. YOU WILL NEED TO REVISE THE LECTURE MATERIAL OF AT LEAST TWO LECTURES IN ORDER TO ANSWER THEM.

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

1. *Illustrate and critically discuss the peculiarities of social network research, what sociological questions can be answered with it and the theoretical models underpinning this perspective.*
2. *How has social network analysis been used to explore the concept of community? Discuss the similarities and differences between on line and off line networks, using your personal network as an empirical example. Based on this discussion, what conclusions can you reach about the evolution of communities pre- and post- internet?*
3. *Define and critically discuss the concept of social capital in relation to personal communities, the occupational structure and the chances of finding jobs.*

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 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 workshops.
- 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 on Tuesday 30th April 2019, from 1pm to 5pm.

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>

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>

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

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

SOCY30920: Sociology Dissertation Module

Semester 1 and 2

Credits: 20

Convenors: Dr Owen Abbott and Dr James Rhodes

Contents

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4. Your Commitment
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): Dr Owen Abbott
Room: 3.039
Telephone: 0161 275 2921
Email: owen.abbott@manchester.ac.uk
Office Hours: Semester 1: Tuesdays 12-1, Thursdays 2-3

Contacts

Lecturer(s): Dr James Rhodes
Room: 3.046
Telephone: 016127 66930
Email: James.Rhodes@manchester.ac.uk
Office Hours: Semester 1: Tuesdays 2-3, Wednesdays 3-4

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

Times and Dates

Lectures: Semester 1: 9-12 Wednesday, Chemistry Building G.54
Semester 2: 9-12 Tuesday, Chemistry Building G.53
Reading week: **Monday 29th October – Friday 2nd November 2018**
Examination Period: 14th January – 25th January 2019
Resit Examination Period: 19th August – 30th August 2019

Assignments and Assessments

Research Proposal: by 2 pm, **Thursday 25th October 2018**, (You **MUST** also submit your ethics application, which will be approved by your supervisor via the online system – details of how to do this will be provided during the lectures).

Dissertation: by 2 pm, **Thursday 2nd May 2019**. Submit 2 copies to UG office, and online for Turnitin plagiarism software detection by 4pm.

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.

The Dissertation module includes a lecture course to support you in your development of a research project.

Lecture Schedule

(Note: lectures do not take place every week)

Semester 1: Chemistry Building G.54 (Wednesday 9-12)

Wednesday 26th September 2018, 9am-12pm (Lecture 1) 'Kick Start Your Dissertation'

Wednesday 3rd October 2018, 9am-12pm (Lecture 2) 'Writing the Research Proposal'

Wednesday 10th October 2018, 9am-12pm (Lecture 3) 'Reading Critically and Keeping Notes'

Dissertation Research Proposal Deadline: Thursday 25th October 2018, submit by 2pm via Blackboard Turnitin system

Wednesday 7th November 2018, 9am-12pm (Lecture 4) 'The Literature Review'

Wednesday 21st November 2018, 9am-12pm (Lecture 5) 'Life after university: job applications and interviews'

Wednesday 5th December 2018, 9am-12pm (Lecture 6) 'Data Analysis Workshops'

Semester 2: Chemistry Building G.53 (Tuesday 9-12)

(Please note the lecture room and day changes)

Tuesday 29th January 2019, 9am-12pm (Lecture 7) 'Presenting Skills for Academia and your Future Careers'

Tuesday 5th February 2019, 9am-12pm (Lecture 8) 'Writing with your Data'

Tuesday 12th February 2019, 9am-12pm (Lecture 9) 'Getting out there: Landing your dream job'

Tuesday 12th March 2019, 9am-12pm (Lecture 10) 'Methods chapter, introduction and conclusion'

Tuesday 26th March 2019, 9am-12pm (Lecture 11) 'Finalising Your Dissertation'

Dissertation Submission Deadline: Thursday 2nd May 2019, 2pm for hard copy submission and 4pm for digital copy submission.

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 and Outcomes

A dissertation involves independent study of a topic chosen by the student after consultation with their supervisor. The best dissertations are those that reflect some personal interest and commitment and have had sufficient time devoted to them.

The aims of the 20-credit dissertation are to:

- Provide students with the opportunity to demonstrate their capacity to undertake a piece of independent research;
- Allow students to choose a topic of study of particular interest and to engage in an in-depth examination of the topic making use of advanced bibliographic skills and, where appropriate, to engage in original investigation, data collection, and analysis;
- Encourage students to explore the contribution the discipline makes to an understanding of social life and social order;
- Enable students to develop their sociological skills under the guidance of the unit-coordinators and a supervisor, in particular, their skills in the selection of a researchable topic, the development of a research proposal, the conduct of research, the analysis of results, and the process of structuring, writing and formatting a 6,000-7,000 word dissertation;
- Allow students to gain expertise in the area of sociology that forms the topic of their dissertation.

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 have developed:

Knowledge:

- A knowledge of theoretical and methodological perspectives
- A critical understanding of the social world in relation to their topic
- An understanding of the relationship between processes, institutions and individuals which underpin the wider social order
- An understanding of how social science debates relate to their field of study

Intellectual and analytical skills:

- An ability to critically evaluate social science and literature
- A capacity to engage in social scientific research analysis
- An ability to understand and apply theoretical perspectives within the social sciences
- A critical understanding of methodological approaches

Practical skills:

- An ability to undertake, plan, administer and complete a piece of scholarly, independent research
- An ability to present research work and findings in different forms
- A capacity to read, interpret, assess and represent sophisticated written evidence
- An ability to carry out supervised but self-directed and self-managed projects

On completion students will:

- Have substantial experience of independent research, in particular formulating a research proposal and in planning, designing, conducting and presenting sociological research both in oral and written form;
- Demonstrate their substantial knowledge of their selected area of sociology.

Supervision and Important Paperwork**Supervision**

Each student will be assigned a member of staff in Sociology to act as his/her dissertation supervisor, who they will meet with throughout the year. Supervision will be based on a mixture of three group and additional individual meetings. Dissertation supervisors will meet groups of students at least 2 times in the first semester to give specialist advice on developing the research topic and conducting research.

Meetings will normally be held during supervisors' office hours and supervisors will email students to arrange group meetings in advance. The first group meeting will take place during or soon after the first dissertation lecture and you should expect to have a group meeting in the second semester also.

In addition to the group meetings students should meet individually with their supervisor at least **twice a semester**. Students having difficulty in arranging to see their supervisors should consult the dissertation convenors or Chantel Riley as soon as problems arise. Note that many of the general issues about the development of the research project and the preparation of the dissertation will be discussed in the dissertation lecture sessions rather than with supervisors.

The dissertation is your [the student's] responsibility. Your supervisor will offer you advice but his/her main responsibility is to respond to your ideas and plans, not to tell you what to do.

Supervisors will NOT read drafts of your dissertation. They may, however, read and comment on one or two pages of a dissertation chapter, plans and outlines of chapters/proposals, and your list of research questions. Please note however that without advance warning, many supervisors will find it difficult to read and comment on material quickly - they have heavy demands on their time.

You are encouraged to consult other members of staff in Sociology for advice, for example, on reading relevant to your topic or on research design, though it is your supervisor's guidance that should take priority in case of conflicting advice. If you want help from staff beyond the Sociology discipline area please ask your supervisor or the dissertation convenors to ask them and get their agreement before approaching them yourself.

You must keep your supervisor informed about your progress and about any problems you are facing. Your supervisor will support you and help you overcome problems; do not hide them as they will only get worse.

Sometimes a supervisor and student find that they cannot work together productively. This happens in only the rarest of circumstances and for the most part problems between student and supervisor can be worked-out satisfactorily. If you find yourself in this situation, contact Chantel Riley or the dissertation convenors as soon as problems arise to discuss how to move through them and what we can do to support you.

Personal safety and ethical approval

Students are responsible for their own personal safety when conducting their research for their dissertation. They are encouraged to consult the Social Research Association's Code of Practice for the Safety of Social Researchers (http://the-sra.org.uk/sra_resources/safety-code/) which aims 'to point out safety issues which need to be considered in the design and conduct of social research and to encourage procedures to reduce the risk'.

Students are required to conduct their research to acceptable ethical standards. Undergraduate dissertations students are expected to comply with the SoSS ethical guidelines by completing the generic risk assessment form, whether or not they intend to do primary fieldwork involving human subjects. **Covert research and research dealing directly with vulnerable groups and under-18s is not permitted.** This will be addressed in detail in the dissertation lectures, where students will be given specific guidance on how to apply for ethics approval.

Students should also consult the British Sociological Association's Statement of Ethical Practice (<http://www.britisoc.co.uk/about/equality/statement-of-ethical-practice.aspx>). The purpose of which 'is to make members aware of the ethical issues that may arise throughout the research process and to encourage them to take responsibility for their own ethical practice'.

Lectures

Dissertation lectures are in addition to the group meetings you have with your supervisor throughout the year. Lectures take place in semesters 1 and 2 **(but are not every week)**. They are designed to offer support with the key stages of the dissertation, including the research proposal, literature review, writing, and data analysis. These lectures are interspersed with Sociology Futures (Professional Development for Sociologists) sessions in the same time-slot, **which you are required to attend**.

Dissertation lectures also provide an opportunity for students to share ideas and experiences and reduce the isolation that often accompanies independent work. Please note that dissertation lectures are **not every week**, so make a note of dates shown above (in the 'essential information' section of this outline above) in your diary.

Lecture One, 'Kick Starting Your Dissertation'

This introductory session looks at the aims of the dissertation module, the way the dissertation is run and assessed, the timetable, and important deadlines. There is an opportunity to discuss initial concerns, ask questions, and talk about issues from managing workload to deciding on your topic.

In the second half of the lecture you will find out who your dissertation supervisor is. The supervisors will join us and you will have an introductory group meeting (NOTE- if for any reason your supervisor is not available an alternative group meeting will be arranged as soon as possible). This meeting is an informal one, providing you with a chance to get to know your supervisor, find out their availability and contact details, and share with them your initial ideas and plans.

Lecture Two, 'Writing the Research Proposal'

In this lecture we will look at how to turn project ideas into reality by using theory and literature to design research questions. We also look at the process you need to go through to gain ethical approval for your project. In the second half of the lecture we look at what is expected in the research proposal, which is worth 15 per cent of your

overall mark. The proposal is important to your assessment, but it is also helpful as it plans out your project and gets you organised. We will provide an outline of what you need to do for the proposal, how it is formatted, and what needs to be included.

Lecture Three, 'Reading Critically and Keeping Notes'

This workshop develops academic writing skills for dissertations. It considers what a written dissertation looks like, and explores the process of writing a dissertation as opposed to a shorter essay. It provides you with an idea of what the various chapters of the dissertation will involve, from the literature review to the findings and discussion. Particular emphasis is placed on the process of 'critical reading' and how this relates to the construction of an argument. On completion of this workshop you will understand what is required in the written dissertation; and you will know what makes a good dissertation from the perspective of the marker.

Lecture Four, 'The Literature Review'

In this lecture we will look in detail at the process of preparing and writing the literature review chapter of your dissertation. Writing the literature review is a key stage in your dissertation project, and a key task for semester 1. We will consider the purpose of a literature review, the process of work involved in it, and how to structure and write it. In the second half of the lecture we will break into small groups and discuss the work you have done to date on the literature review, the challenges you face, and the ways you might address these challenges.

Lecture Five, 'Life After University'

This session provides you with an opportunity to reflect upon your current situation as regards careers planning and to think about how to go about making decisions in your life regarding your career choices.

Lecture Six, 'Data Analysis Workshops'

This week we will focus on what you do with your data once you have generated it, and what 'analysis' really means in the context of the dissertation. As part of this session, you can sign up to take a practical hands-on workshop relevant to your project. Each workshop is led by an expert in that area, and the workshops you can choose from include:

- Analysing Qualitative data
- Analysing Quantitative data
- Content/Discourse analysis
- Theoretical dissertations/library study

Lecture Seven, 'Presenting Skills for Academia and Future Careers'

This lecture outlines what should be included in oral presentations for those students taking the 40-credit module. However, for 20-credit dissertation students it will also be useful to attend. It will cover the 'do's and don't's' of presenting and offer practical tips on how to structure your talk, use presentational aids, engage the audience, and manage nerves. On completion of this workshop you will know how to effectively present academic research and understand the practical ways to improve your presentational style.

Lecture Eight, 'Writing with your Data'

You've done the research, you've got some findings, but how do you write it up? In this lecture, we look at how to write with your data to produce a substantive analysis. It develops on what you learnt in the reading critically session and in the data analysis workshops.

Lecture Nine, 'Getting Out There'

In this session we engage in another Professional Development activity. We explore how to use LinkedIn and discuss how to go about seeking out your dream job. It's a session involving the Careers Service.

Lecture Ten, 'Methods chapter, introduction and conclusion'

In this session, we will discuss the type of material that should be covered in the methods chapter of the dissertation, as well as give advice on constructing the introduction and conclusion'.

Lecture Eleven, 'Finalising Your Dissertation'

In this session we talk in detail about how your written dissertation is structured and formatted. We consider the chapters you need to include and how to order them. We discuss the challenges you might be facing, from writers' block, managing word counts, juggling deadlines, and endless re-drafting!

Recommended Readings

Dissertation/research project sources

Balmer, A.S. and Murcott, A. (2017) *The Craft of Writing in Sociology*, Manchester: Manchester University Press.

Denscombe, Martyn (2003) *The Good Research Guide for Small-scale Social Research Projects*, 2nd edition, Buckingham: Open University Press.

Fawcett, Barbara and Pockett, Rosalie (2015) *Turning Ideas Into Research: Theory, Design and Practice*, London: Sage.

Fink, Arlene (2009), *Conducting Research Literature Reviews*, 3rd edition, London: Sage.

Flick, Uwe (2015) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*, London: Sage.

Gaiser, Ted J. and Schreiner, Anthony E. (2009), *A Guide to Conducting Online Research*, London: Sage.

Newsome, Bruce. (2015) *An Introduction to Research, Analysis, and Writing*, London: Sage.

Reardon, Dennis (2006) *Doing Your Undergraduate Project*, London: Sage.

Robson, Colin (2007) *How to Do a Research Project: A Guide for Undergraduate Students*, Oxford: Blackwell.

Methods-related sources (note: you will also find your notes and slides from the year 1 and 2 methods units useful)

Blaxter, Loraine, Hughes, Christina and Tight, Malcolm (2006) *How to Research*, 3rd edition, Buckingham: Open University Press.

David, Matthew and Sutton, Carol D. (2004) *Social Research: The Basics*, London: Sage

De Vaus, David (2001), *Surveys in Social Research*, 5th edition, London: Routledge.

Gilbert, Nigel, ed. (2008) *Researching Social Life*, 3rd edition, London: Sage.

Gordon, Liahna E. (2015) *Real Research: Research Methods Sociology Students Can Use*, London: Sage.

Kumar, Ranjit (2005) *Research Methodology: A Step-by-Step Guide for Beginners*, 2nd edition, London: Sage.

Mason, Jennifer (2002) *Qualitative Research*, 2nd edition, London: Sage.

Matthews, Bob and Ross, Liz (2010) *Research Methods: A Practical Guide for the Social Sciences*, New York: Pearson Longman.

Methodspace: <http://www.methodspace.com/>

Punch, Keith (2005) *Introduction to Social Research: Quantitative and Qualitative Approaches*, 2nd edition, London: Sage.

Robson, Colin (2011) *Real World Research*, 3rd edition, Oxford: Blackwell.

Sarantakos, Sotirios (2004) *Social Research*, 3rd edition, London: Palgrave.

Trochim, William M. *The Research Methods Knowledge Base*:
<http://www.socialresearchmethods.net/kb/index.php>

Yates, Simeon J. (2003) *Doing Social Science Research*, London: Sage/Open University Press

Topic-related sources

Other Sociology module outlines, google scholar, the JRUL catalogue, and your own search strategy (see Fink, 2009) should lead you to relevant literature on your dissertation topic.

See also SocioSite: Sociological Subjects: <http://www.sociosite.net/topics/>

In terms of selecting a topic to study, you might also find the following sources useful in developing sociological ideas and keeping up with contemporary debates:

Discover Society: <http://discoversociety.org/>

Everyday Sociology Blog: <http://www.everydaysociologyblog.com/>

Understanding Society (The UK Household Longitudinal Study, providing info/reports/data about the longitudinal study which covers various aspects of social life): <https://www.understandingsociety.ac.uk/>

UK Data Service: (The UK Data Service is a comprehensive resource funded by the ESRC to support researchers, teachers and policymakers who depend on high-quality social and economic data) <http://ukdataservice.ac.uk/>

Quantitative dissertation support

For those students considering doing a quantitative dissertation, there is support available to assist you with this. For support and advice email:

g-stephelpdesk@manchester.ac.uk

The shared mailbox is being looked after by a team of RA/PhDs based in CMIST, who between them will provide one-to-one help. In the email students should briefly outline the nature of the query and the help they need (and any datasets/software being used) as this will help the team to allocate the job appropriately – where queries cannot be answered by email a member of the team will arrange to meet up with the student (at a time and place to be agreed)

This service is designed to be complementary to the supervision process - providing technical support around the sourcing, manipulation and analysis of data, but NOT advising on major aspects of research design or the writing up of research (for which the student will be referred back to the supervisor).

Assignments and Assessments

The research proposal (15%)

A good research proposal is the key to a good dissertation. All dissertation students are required to submit a research proposal of not more than 2,500 words. **Note: you ARE allowed +/- 10% on the research proposal word count.**

Your research proposal must be accompanied by completion of the ethics form. Details about this process will be provided during the lectures.

The proposal will contribute 15% to the overall mark for the Dissertation module. Late submissions will be penalised by the deduction of marks at the rate of 10 marks for the first day and 5 marks for every day afterwards (including weekends). Failure to submit an ethics application will result in the deduction of 5 marks from your proposal mark. Proposals that do not conform to the format set out below will also be penalised by the deduction of marks.

The research proposal should be typed or word-processed, double-spaced, in an easily readable font (e.g. 11 point Arial or 12 point Times New Roman) and be neatly presented. You should retain your own copy because the ones submitted will not be returned. Your blue card will be returned with your provisional mark for your research proposal, normally two weeks after the submission date.

The research proposal should conform to following format, adjusted in the light of your topic and the proposed research methods. It should be set out in numbered sections with the heading shown below.

1) The Research Problem - A brief statement of the research problem – examples:

“This dissertation aims to explore the relationship between gender and the fear of crime in a particular urban location.”

“This dissertation aims to provide a critical assessment of Elias’s notion of the civilising process with reference to the history of boxing in Sweden and the UK.”

“This dissertation aims to compare the idea of ‘community’ as understood by working-class people living in a suburban area with sociological concepts of ‘community’.”

2) Rationale - A statement of the rationale for the topic, in terms of its place in sociological theories and debates and your personal interest in it.

3) Elaboration of the research question. This entails breaking down the overall research problem into a series of more specific and focused questions or statements that will be addressed by the empirical or other material that you assemble.

4) List of References - A list of 15 references to literature that you have read or will read to provide you with the sociological context of the topic and some ideas of how

to address your research question. Each reference should be followed by two or three sentences stating what the relevance of it is to your topic.

5) Research Design - A statement of your research design. This should say what method(s) you intend to deploy and why it/they is/are the most appropriate, recognising the constraints of time and money and ethical considerations. You should also give an indication of anticipated problems to be faced in conducting the research and how these might be overcome. You should describe how you will locate and select research subjects or sources of information, what you will do to conduct your inquiry (for example, consult the local newspaper in the library in the suburb, interview x members of the civic society, observe y sessions of the country dancing class), and how you will analyse your data.

6) Timetable - Give a realistic timetable for the various stages of your research, allowing plenty of time to write it up, revise drafts of the dissertation, and type or word-process it – taking account of your other commitments (a list or table in word will suffice for this).

7) Bibliography – NOT included in your word count

8) Word count - The number of words must be stated at the end.

Submission of research proposal

The research proposal must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial).

The research proposal should be **submitted online** via Blackboard (information about the deadline appears on the 2nd page of this document and will be indicated in lectures as well). 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 research proposal 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.

The dissertation (85%)

The dissertation will contribute 85% to the overall mark for the module. Late submissions will be penalised by the deduction of marks at the rate of 10 marks for the first day and 10 marks per day afterwards (including weekends).

The 20-credit dissertation should be between 6,000 and 7,000 words. This word limit includes footnotes and endnotes but excludes the abstract, bibliography and appendices. Note that there is NO +/- 10% on the dissertation word count (the word counts stated show the minimum and maximum limits). There is no virtue in excess length and dissertations over the word limit may be penalised.

The title page should state the dissertation title, your name and registration number, your degree programme, your supervisor's name, and the number of words. The title page should be followed by an abstract of about 100 words on a page of its own.

After that the dissertations should in general have the following structure:

- table of contents
- list of tables and figures
- acknowledgements
- the chapters or sections of the main text (for example, introduction, background/literature review, methodology, findings and discussion, conclusion)
- endnotes
- bibliography
- appendices.

Depending on your topic, not all of these sections will be relevant, and they should be adjusted as appropriate.

The dissertation should be typed or word-processed and double-spaced. It should be neatly presented, spell-checked and carefully proof-read before submission. A4 size paper should be used with at least two-centimetre margins round the text. Pages must be numbered in sequence. Dissertations need not be bound but the pages must be securely fixed together. The School is not able to provide binding facilities but these are available elsewhere in the University and are very common in the surrounding city. Two copies are required by Sociology (and you must also submit a copy to Turnitin). After the exam period you can collect your 2nd copy of the dissertation from the Undergraduate Office. We cannot return them by post.

Marks will be allocated according to the following criteria, as appropriate to the dissertation topic and research design:

- Design of research project: selection of topic, definition of research question, plan of work
- Literature review: adequate breadth and depth, appropriate and up-to-date material.
- Conduct of research: research design, data collection.
- Analysis: interpretation of primary or secondary data or library material.

- Discussion/conclusion: clear and sustained argument, relating findings to the literature, critical evaluation of the project.
- Presentation: expression and style, typing, layout of data (tables, quotations, etc), referencing and bibliography, proof-reading.

Note that the dissertation is equivalent to an examination (rather than an assessment essay) insofar as **you receive the result along with your set of finals degree marks** (and not before then).

Submission of dissertation

The dissertation must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must print your dissertation and securely bind the pages together (you can get it formally bound at the library or several places on campus, but this is optional). **You must hand in 2 copies** to the Undergraduate office on the ground floor of Arthur Lewis by 2pm on the deadline day given on p.2 above. Make sure that you get a receipt.

You must also submit a copy of your dissertation online via Blackboard by 4pm on the deadline day given on p.2 above (for Turnitin plagiarism detection). 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.

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 dissertation 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.

Deadlines

The table below summarises the dissertation unit deadlines and the penalties for failing to adhere to them.

	Deadline/Requirement	PENALTY
Submission of research proposal (15%), along with ethics application*	By the data specified in the 'Essential information' pages at the front of this document.	Deduction of 10 marks for the first day late and 10 marks per day afterwards.
Research proposal word length (+/- 10% allowed)	2,500 words	Deduction of marks if under or over length.
Submission of	By the date specified in the	Deduction of 10 marks for

dissertation (85%)	'Essential Information' page at the front of this document, submit 2 copies to UG office By 4pm students must also submit online	the first day and 10 for each further day for late submission.
Dissertation word Length (no +/- 10%, the word count shows minimum and maximum words)	6,000 to 7,000 words	Deduction of marks if substantially under or over length.

*NOTE- You must meet with your supervisor prior to submitting this to ensure that your topic is approved!

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'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 dissertation lectures and individual meetings with your supervisor
- Written formative feedback will be given on your research proposal and you should carefully consider with your supervisor how to use this feedback to improve your final dissertation
- Summative feedback will be provided in the form of a mark and written comments from the two markers of your final dissertation

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 There is an online service available for extra help with quantitative aspects of your project where if you required you can meet with a trained quantitative researcher for assistance. See blackboard for details.

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

The dissertation is of an equivalent workload to a regular 20-credit module. This involves a significant commitment on your behalf. Below is an indicative guide to the workload associated with the module.

20 credit dissertation = 200 hours

- 2 hours of group meetings with supervisor
- 1 hour of individual supervision with supervisor (e.g. 2x 30 minute meetings or equivalent)
- 11 hours of dissertation lectures
- 30 hours on research proposal
- 156 hours further independent study

As a guide, the number of independent study hours (including the proposal) is 186, equivalent to 26 working days, meaning **1 day a week on the dissertation**.

How much empirical research should I do?

If you are conducting qualitative empirical research, the following are rough guidelines as to what you are expected to do:

- 3-4 qualitative interviews
- 1-2 focus groups
- 2 periods of observation

Alternatively, your dissertation may draw on existing quantitative datasets which you analyse, theoretically-based dissertations, and archival/documentary analysis. In every case, whatever your methodological approach, the scale of the research should be scoped out with the guidance and approval of your supervisor.

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

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/>

KNOW HOW

6. ASSESSMENT CRITERIA

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

Class	Descriptor (which reflects the highest possible mark attainable)
High first (75 and above)	Such work is outstanding at undergraduate level and of sufficient quality to be awarded a mid-range first class mark. It will demonstrate the majority of the following qualities: • Such projects are ambitious and perceptive for undergraduate work. • Research questions, literature review and findings/analysis are entirely coherent. • A piece of work of outstanding intellectual quality containing a comprehensive awareness of the topic area and showing a good degree of originality in the construction of its main research questions and methodological/theoretical approach. • Extensive use of sociological debates, which are identified and engaged with in a way that demonstrates outstanding levels of critical judgement. • For empirical dissertations: it demonstrates outstanding levels of ability in the appropriate methodological and analytical techniques used and contains a properly reflexive, critical commentary on its research design and findings. • For theoretical dissertations: it demonstrates outstanding ability in describing and evaluating theories. It is consistently clear and shows novelty in the use and evaluation of sociological theory. • Contains clear evidence of critical thinking, originality and imagination, though there might be very occasional lapses in the clarity of thought. • Coherently structured with clear and logically developed arguments throughout. • Excellent presentation of the dissertation (e.g. of data, referencing and bibliography).

Lower-range first class (70-74)	Such work is <u>excellent at undergraduate level</u> and of sufficient quality to be awarded a lower-range first class mark. • Such projects have clear aims and largely achieve them, and there is broad coherence between the research questions, literature review and findings/analysis. • A piece of work of considerable analytical depth and quality containing an excellent knowledge of the topic area and showing some independence in the construction of its main research questions and methodological/theoretical approach. • Broad and thoughtful use of key sociological debates, which are identified and engaged with in a way that generally demonstrates excellent levels of critical judgement. • For empirical dissertations: it demonstrates excellent ability in the appropriate methodological and analytical techniques used and contains some critical commentary on research design and findings. • For theoretical dissertations: it demonstrates excellent ability in describing and making use of theories. It is clear and shows some independence and originality in the use and evaluation of sociological theory. • Contains ample evidence of critical thinking, and some evidence of originality and imagination, though there might be occasional lapses in the clarity of thought. • Such work is coherently structured with clear and logically developed arguments, though there might be some weaknesses in critical, evaluative work. • Presentation of the dissertation to a high standard (e.g. of data, referencing and bibliography).
2.1 (second class, 60-69)	Such work is <u>very good at undergraduate level</u>, and of sufficient quality to be awarded an upper second class mark. • Such projects present a broadly comprehensive awareness of the topic area and provide a clear statement of research questions and objectives.

	• Key relevant sociological debates are identified and engaged with in a way that demonstrates good to very good levels of critical judgement. • For empirical dissertations: it demonstrates good to very good levels of ability in the appropriate methodological and analytical techniques used and contains some reflexive, critical commentary on its research design and findings. • For theoretical dissertations: it demonstrates good to very good levels of ability in describing and making use of theories, though the originality of this analysis might be lacking. • Arguments presented are mostly accurate, are relevant and evidenced effectively, though there might be some lack of depth in the analysis at times. • Overall, such projects are coherently structured with clear and logically developed arguments, but the critical evaluative work is inconsistent. • Good presentation of data, referencing and bibliography. •
2.2 (second class, 50- 59)	Such work is <u>good at undergraduate level</u>, and of sufficient quality to be awarded a lower-second class mark. • Such projects show an adequate awareness of the topic area and provide a simple statement of research questions and objectives. There might be some lack of coherence across the sections of the dissertation. • Key relevant sociological debates are identified and engaged with in a way that demonstrates some critical judgement albeit limited in extent. • For empirical dissertations: it demonstrates adequate to good levels of ability in the appropriate methodological and analytical techniques used and contains only partial evidence of a reflexive, critical commentary on its research design and findings. • For theoretical dissertations: it demonstrates adequate to good levels of ability in the description and use of theory, though such applications are largely unoriginal. • Descriptive and informative aspects of research may be strong, but analysis lacks depth and remains

	underdeveloped. • Adequately structured with clear and logically developed arguments albeit lacking in consistency. • Reasonable presentation of data, referencing and bibliography with only minor problems.
3 (third class, 40-49)	Such work has <u>sufficient quality to pass at undergraduate level</u>, showing knowledge, coherence, use of appropriate resources and quality of presentation to warrant a basic pass. • The work shows a limited to sufficient understanding of the topic area, and the research questions and objectives are likely to be vague, simplistic or confused. • The work suffers from a lack of clarity and coherency in relation to the research design/questions, methodological approach and analysis. • Key relevant sociological debates are identified but are engaged with in a way that demonstrates weak or no critical judgement. • For empirical dissertations: it demonstrates limited to sufficient levels of ability in the appropriate methodological and analytical techniques used and lacks a reflexive, critical commentary on its research design. • For theoretical dissertations: it demonstrates limited to sufficient levels of ability in the description and use of theory. • Such projects might show poor presentation of argument which lacks structure and contains unsupported assertions, little clear analysis, and may contain some important errors and inaccuracies. • There may be deficiencies in presentation, referencing and bibliography.
Fail (0-39)	Such work demonstrates insufficient knowledge and skills in the specific topic area and does not merit a pass mark. • The work is insufficient and fails to demonstrate any awareness of the topic area and related sociological debates.

	• The work is poor in terms of the clarity and there is no coherence between the sections of the dissertation. • For empirical dissertations: demonstrates insufficient levels of ability in the appropriate methodological and analytical techniques used and lacks any reflexive, critical commentary on its research design • For theoretical dissertations: demonstrates insufficient levels of ability in the description and use of theory. • The material presented lacks relevance and/or accuracy. • Argumentation and analysis is insufficient or absent. • There may be severe deficiencies in presentation, referencing and bibliography.

SOCIOLOGY COURSE UNIT GUIDE 2018-19

SOCY30930: Sociology Dissertation Module

Semester 1 and 2

Credits: 40

Convenors: Dr Owen Abbott and Dr James Rhodes

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): Dr Owen Abbott
Room: 3.039
Telephone: 0161 275 2921
Email: owen.abbott@manchester.ac.uk
Office Hours: Semester 1: Tuesdays 12-1, Thursdays 2-3

Contacts

Lecturer(s): Dr James Rhodes
Room: 3.046
Telephone: 016127 66930
Email: James.Rhodes@manchester.ac.uk
Office Hours: Semester 1: Tuesdays 2-3, Wednesdays 3-4

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

Times and Dates

Lectures: Semester 1: 9-12 Wednesday, Chemistry Building G.54
Semester 2: 9-12 Tuesday, Chemistry Building G.53
Reading week: **Monday 29th October – Friday 2nd November 2018**
Examination Period: 14th January – 25th January 2019
Resit Examination Period: 19th August – 30th August 2019

Assignments and Assessments

Research Proposal: by 2 pm, **Thursday 25th October 2018**, (You **MUST** also submit your ethics application, which will be approved by your supervisor via the online system – details of how to do this will be provided during the lectures).

Oral Presentation: February 2019. Exact Dates and times to be announced during the course, with details placed on Blackboard.

Dissertation: by 2 pm, **Thursday 2nd May 2019**. Submit 2 copies to UG office, and online for Turnitin plagiarism software detection by 4pm

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.

The Dissertation module includes a lecture course to support you in your development of a research project.

Lecture Schedule (Note: lectures do not take place every week)

Semester 1: Chemistry Building G.54 (Wednesday 9-12)

Wednesday 26th September 2018, 9am-12pm (Lecture 1) 'Kick Start Your Dissertation'

Wednesday 3rd October 2018, 9am-12pm (Lecture 2) 'Writing the Research Proposal'

Wednesday 10th October 2018, 9am-12pm (Lecture 3) 'Reading Critically and Keeping Notes'

Dissertation Research Proposal Deadline: Thursday 25th October 2018, submit by 2pm via Blackboard Turnitin system

Wednesday 7th November 2018, 9am-12pm (Lecture 4) 'The Literature Review'

Wednesday 21st November 2018, 9am-12pm (Lecture 5) 'Life after university: job applications and interviews'

Wednesday 5th December 2018, 9am-12pm (Lecture 6) 'Data Analysis Workshops'

Semester 2: Chemistry Building G.53 (Tuesday 9-12)

(Please note the lecture room and day changes)

Tuesday 29th January 2019, 9am-12pm (Lecture 7) 'Presenting Skills for Academia and your Future Careers'

Tuesday 5th February 2019, 9am-12pm (Lecture 8) 'Writing with your Data'

Tuesday 12th February 2019, 9am-12pm (Lecture 9) 'Getting out there: Landing your dream job'

Tuesday 12th March 2019, 9am-12pm (Lecture 10) 'Methods chapter, introduction and conclusion'

Tuesday 26th March 2019, 9am-12pm (Lecture 11) 'Finalising Your Dissertation'

Dissertation Submission Deadline: Thursday 2nd May 2019, 2pm for hard copy submission and 4pm for digital copy submission.

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 and Outcomes

A dissertation involves independent study of a topic chosen by the student after consultation with their supervisor. The best dissertations are those that reflect some personal interest and commitment and have had sufficient time devoted to them.

The aims of the 40-credit dissertation are to:

- Provide students with the opportunity to demonstrate their capacity to undertake a piece of independent research;
- Allow students to choose a topic of study of particular interest and to engage in an in-depth examination of the topic making use of advanced bibliographic skills and, where appropriate, to engage in original investigation, data collection, and analysis;
- Encourage students to explore the contribution the discipline makes to an understanding of social life and social order;
- Enable students to develop their sociological skills under the guidance of the unit-coordinators and a supervisor, in particular, their skills in the selection of a researchable topic, the development of a research proposal, the conduct of research, the analysis of results, and the process of structuring, writing and formatting a 12,000-13,000 word dissertation;
- Allow students to gain expertise in the area of sociology that forms the topic of their dissertation.

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 have developed:

Knowledge:

- A knowledge of theoretical and methodological perspectives
- A critical understanding of the social world in relation to their topic
- An understanding of the relationship between processes, institutions and individuals which underpin the wider social order
- An understanding of how social science debates relate to their field of study

Intellectual and analytical skills:

- An ability to critically evaluate social science and literature
- A capacity to engage in social scientific research analysis
- An ability to understand and apply theoretical perspectives within the social sciences
- A critical understanding of methodological approaches

Practical skills:

- An ability to undertake, plan, administer and complete a piece of scholarly, independent research
- An ability to present research work and findings in different forms
- A capacity to read, interpret, assess and represent sophisticated written evidence
- An ability to carry out supervised but self-directed and self-managed projects

On completion students will:

- Have substantial experience of independent research, in particular formulating a research proposal and in planning, designing, conducting and presenting sociological research both in oral and written form;
- Demonstrate their substantial knowledge of their selected area of sociology.

Supervision and Important Paperwork**Supervision**

Each student will be assigned a member of staff in Sociology to act as his/her dissertation supervisor, who they will meet with throughout the year. Supervision will be based on a mixture of three group and additional individual meetings. Dissertation supervisors will meet groups of students at least 2 times in the first semester to give specialist advice on developing the research topic and conducting research.

Meetings will normally be held during supervisors' office hours and supervisors will email students to arrange group meetings in advance. The first group meeting will take place during or soon after the first dissertation lecture and you should expect to have a group meeting in the second semester also.

In addition to the group meetings students should meet individually with their supervisor at least **twice a semester**. Students having difficulty in arranging to see their supervisors should consult the dissertation convenors or Chantel Riley as soon as problems arise. Note that many of the general issues about the development of the research project and the preparation of the dissertation will be discussed in the dissertation lecture sessions rather than with supervisors.

The dissertation is your [the student's] responsibility. Your supervisor will offer you advice but his/her main responsibility is to respond to your ideas and plans, not to tell you what to do.

Supervisors will NOT read drafts of your dissertation. They may, however, read and comment on one or two pages of a dissertation chapter, plans and outlines of chapters/proposals, and your list of research questions. Please note however that without advance warning, many supervisors will find it difficult to read and comment on material quickly - they have heavy demands on their time.

You are encouraged to consult other members of staff in Sociology for advice, for example, on reading relevant to your topic or on research design, though it is your supervisor's guidance that should take priority in case of conflicting advice. If you want help from staff beyond the Sociology discipline area please ask your supervisor or the dissertation convenors to ask them and get their agreement before approaching them yourself.

You must keep your supervisor informed about your progress and about any problems you are facing. Your supervisor will support you and help you overcome problems; do not hide them as they will only get worse.

Sometimes a supervisor and student find that they cannot work together productively. This happens in only the rarest of circumstances and for the most part problems between student and supervisor can be worked-out satisfactorily. If you find yourself in this situation, contact Chantel Riley or the dissertation convenors as soon as problems arise to discuss how to move through them and what we can do to support you.

Personal safety and ethical approval

Students are responsible for their own personal safety when conducting their research for their dissertation. They are encouraged to consult the Social Research Association's Code of Practice for the Safety of Social Researchers (http://the-sra.org.uk/sra_resources/safety-code/) which aims 'to point out safety issues which need to be considered in the design and conduct of social research and to encourage procedures to reduce the risk'.

Students are required to conduct their research to acceptable ethical standards. Undergraduate dissertations students are expected to comply with the SoSS ethical guidelines by completing the generic risk assessment form, whether or not they intend to do primary fieldwork involving human subjects. **Covert research and research dealing directly with vulnerable groups and under-18s is not permitted.** This will be addressed in detail in the dissertation lectures, where students will be given specific guidance on how to apply for ethics approval.

Students should also consult the British Sociological Association's Statement of Ethical Practice (<http://www.britisoc.co.uk/about/equality/statement-of-ethical->

[practice.aspx](#)). The purpose of which 'is to make members aware of the ethical issues that may arise throughout the research process and to encourage them to take responsibility for their own ethical practice'.

Lectures

Dissertation lectures are in addition to the group meetings you have with your supervisor throughout the year. Lectures take place in semesters 1 and 2 (**but are not every week**). They are designed to offer support with the key stages of the dissertation, including the research proposal, literature review, writing, and data analysis. These lectures are interspersed with ProD (Professional Development for Sociologists) sessions in the same time-slot, **which you are required to attend**.

Dissertation lectures also provide an opportunity for students to share ideas and experiences and reduce the isolation that often accompanies independent work. Please note that dissertation lectures are **not every week**, so make a note of dates shown above (in the 'essential information' section of this outline above) in your diary.

Lecture One, 'Kick Starting Your Dissertation'

This introductory session looks at the aims of the dissertation module, the way the dissertation is run and assessed, the timetable, and important deadlines. There is an opportunity to discuss initial concerns, ask questions, and talk about issues from managing workload to deciding on your topic.

In the second half of the lecture you will find out who your dissertation supervisor is. The supervisors will join us and you will have an introductory group meeting (NOTE- if for any reason your supervisor is not available an alternative group meeting will be arranged as soon as possible). This meeting is an informal one, providing you with a chance to get to know your supervisor, find out their availability and contact details, and share with them your initial ideas and plans.

Lecture Two, 'Writing the Research Proposal'

In this lecture we will look at how to turn project ideas into reality by using theory and literature to design research questions. We also look at the process you need to go through to gain ethical approval for your project. In the second half of the lecture we look at what is expected in the research proposal, which is worth 15 per cent of your overall mark. The proposal is important to your assessment, but it is also helpful as it plans out your project and gets you organised. We will provide an outline of what you need to do for the proposal, how it is formatted, and what needs to be included.

Lecture Three, 'Reading Critically and Keeping Notes'

This workshop develops academic writing skills for dissertations. It considers what a written dissertation looks like, and explores the process of writing a dissertation as opposed to a shorter essay. It provides you with an idea of what the various chapters of the dissertation will involve, from the literature review to the findings and discussion. Particular emphasis is placed on the process of 'critical reading' and how this relates to the construction of an argument. On completion of this workshop you will understand what is required in the written dissertation; and you will know what makes a good dissertation from the perspective of the marker.

Lecture Four, 'The Literature Review'

In this lecture we will look in detail at the process of preparing and writing the literature review chapter of your dissertation. Writing the literature review is a key stage in your dissertation project, and a key task for semester 1. We will consider the purpose of a literature review, the process of work involved in it, and how to structure and write it. In the second half of the lecture we will break into small groups and discuss the work you have done to date on the literature review, the challenges you face, and the ways you might address these challenges.

Lecture Five, 'Life After University'

This session provides you with an opportunity to reflect upon your current situation as regards careers planning and to think about how to go about making decisions in your life regarding your career choices.

Lecture Six, 'Data Analysis Workshops'

This week we will focus on what you do with your data once you have generated it, and what 'analysis' really means in the context of the dissertation. As part of this session, you can sign up to take a practical hands-on workshop relevant to your project. Each workshop is led by an expert in that area, and the workshops you can choose from include:

- Analysing Qualitative data
- Analysing Quantitative data
- Content/Discourse analysis
- Theoretical dissertations/library study

Lecture Seven, 'Presenting Skills for Academia and Future Careers'

This lecture outlines what should be included in oral presentations for those students taking the 40-credit module. It will cover the 'do's and don't's' of presenting and offer

practical tips on how to structure your talk, use presentational aids, engage the audience, and manage nerves. On completion of this workshop you will know how to effectively present academic research and understand the practical ways to improve your presentational style.

Lecture Eight, 'Writing with your Data'

You've done the research, you've got some findings, but how do you write it up? In this lecture, we look at how to write with your data to produce a substantive analysis. It develops on what you learnt in the reading critically session and in the data analysis workshops.

Lecture Nine, 'Getting Out There'

In this session we engage in another Professional Development activity. We explore how to use LinkedIn and discuss how to go about seeking out your dream job. It's a session involving the Careers Service.

Lecture Ten, 'Methods chapter, introduction and conclusion'

In this session, we will discuss the type of material that should be covered in the methods chapter of the dissertation, as well as give advice on constructing the introduction and conclusion'.

Lecture Eleven, 'Finalising Your Dissertation'

In this session we talk in detail about how your written dissertation is structured and formatted. We consider the chapters you need to include and how to order them. We discuss the challenges you might be facing, from writers' block, managing word counts, juggling deadlines, and endless re-drafting!

Recommended Readings

Dissertation/research project sources

Balmer, A.S. and Murcott, A. (2017) *The Craft of Writing in Sociology*, Manchester: Manchester University Press.

Denscombe, Martyn (2003) *The Good Research Guide for Small-scale Social Research Projects*, 2nd edition, Buckingham: Open University Press.

Fawcett, Barbara and Pockett, Rosalie (2015) *Turning Ideas Into Research: Theory, Design and Practice*, London: Sage.

Fink, Arlene (2009), *Conducting Research Literature Reviews*, 3rd edition, London: Sage.

Flick, Uwe (2015) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*, London: Sage.

Gaiser, Ted J. and Schreiner, Anthony E. (2009), *A Guide to Conducting Online Research*, London: Sage.

Newsome, Bruce. (2015) *An Introduction to Research, Analysis, and Writing*, London: Sage.

Reardon, Dennis (2006) *Doing Your Undergraduate Project*, London: Sage.

Robson, Colin (2007) *How to Do a Research Project: A Guide for Undergraduate Students*, Oxford: Blackwell.

Methods-related sources (note: you will also find your notes and slides from the year 1 and 2 methods units useful)

Blaxter, Loraine, Hughes, Christina and Tight, Malcolm (2006) *How to Research*, 3rd edition, Buckingham: Open University Press.

David, Matthew and Sutton, Carol D. (2004) *Social Research: The Basics*, London: Sage

De Vaus, David (2001), *Surveys in Social Research*, 5th edition, London: Routledge.

Gilbert, Nigel, ed. (2008) *Researching Social Life*, 3rd edition, London: Sage.

Gordon, Liahna E. (2015) *Real Research: Research Methods Sociology Students Can Use*, London: Sage.

Kumar, Ranjit (2005) *Research Methodology: A Step-by-Step Guide for Beginners*, 2nd edition, London: Sage.

Mason, Jennifer (2002) *Qualitative Research*, 2nd edition, London: Sage.

Matthews, Bob and Ross, Liz (2010) *Research Methods: A Practical Guide for the Social Sciences*, New York: Pearson Longman.

Methodspace: <http://www.methodspace.com/>

Punch, Keith (2005) *Introduction to Social Research: Quantitative and Qualitative Approaches*, 2nd edition, London: Sage.

Robson, Colin (2011) *Real World Research*, 3rd edition, Oxford: Blackwell.

Sarantakos, Sotirios (2004) *Social Research*, 3rd edition, London: Palgrave.

Trochim, William M. *The Research Methods Knowledge Base*:
<http://www.socialresearchmethods.net/kb/index.php>

Yates, Simeon J. (2003) *Doing Social Science Research*, London: Sage/Open University Press

Topic-related sources

Other Sociology module outlines, google scholar, the JRUL catalogue, and your own search strategy (see Fink, 2009) should lead you to relevant literature on your dissertation topic.

See also SocioSite: Sociological Subjects: <http://www.sociosite.net/topics/>

In terms of selecting a topic to study, you might also find the following sources useful in developing sociological ideas and keeping up with contemporary debates:

Discover Society: <http://discoversociety.org/>

Everyday Sociology Blog: <http://www.everydaysociologyblog.com/>

Understanding Society (The UK Household Longitudinal Study, providing info/reports/data about the longitudinal study which covers various aspects of social life): <https://www.understandingsociety.ac.uk/>

UK Data Service: (The UK Data Service is a comprehensive resource funded by the ESRC to support researchers, teachers and policymakers who depend on high-quality social and economic data) <http://ukdataservice.ac.uk/>

Quantitative dissertation support

For those students considering doing a quantitative dissertation, there is support available to assist you with this. For support and advice email:

g-stephelpdesk@manchester.ac.uk

The shared mailbox is being looked after by a team of RA/PhDs based in CMIST, who between them will provide one-to-one help. In the email students should briefly outline the nature of the query and the help they need (and any datasets/software being used) as this will help the team to allocate the job appropriately – where queries cannot be answered by email a member of the team will arrange to meet up with the student (at a time and place to be agreed)

This service is designed to be complementary to the supervision process - providing technical support around the sourcing, manipulation and analysis of data, but NOT advising on major aspects of research design or the writing up of research (for which the student will be referred back to the supervisor).

Assignments and Assessments

The research proposal (15%)

A good research proposal is the key to a good dissertation. All dissertation students are required to submit a research proposal of not more than 2,500 words. **Note: you ARE allowed +/- 10% on the research proposal word count.**

Your research proposal must be accompanied by completion of the ethics form. Details about this process will be provided during the lectures.

The proposal will contribute 15% to the overall mark for the Dissertation module. Late submissions will be penalised by the deduction of marks at the rate of 10 marks for the first day and 5 marks for every day afterwards (including weekends). Failure to submit an ethics application will result in the deduction of 5 marks from your proposal mark. Proposals that do not conform to the format set out below will also be penalised by the deduction of marks.

The research proposal should be typed or word-processed, double-spaced, in an easily readable font (e.g. 11 point Arial or 12 point Times New Roman) and be neatly presented. You should retain your own copy because the ones submitted will not be returned. Your blue card will be returned with your provisional mark for your research proposal, normally two weeks after the submission date.

The research proposal should conform to following format, adjusted in the light of your topic and the proposed research methods. It should be set out in numbered sections with the heading shown below.

1) The Research Problem - A brief statement of the research problem – examples:

“This dissertation aims to explore the relationship between gender and the fear of crime in a particular urban location.”

“This dissertation aims to provide a critical assessment of Elias’s notion of the civilising process with reference to the history of boxing in Sweden and the UK.”

“This dissertation aims to compare the idea of ‘community’ as understood by working-class people living in a suburban area with sociological concepts of ‘community’.”

2) Rationale - A statement of the rationale for the topic, in terms of its place in sociological theories and debates and your personal interest in it.

3) Elaboration of the research question. This entails breaking down the overall research problem into a series of more specific and focused questions or statements that will be addressed by the empirical or other material that you assemble.

4) List of References - A list of 15 references to literature that you have read or will read to provide you with the sociological context of the topic and some ideas of how

to address your research question. Each reference should be followed by two or three sentences stating what the relevance of it is to your topic.

5) Research Design - A statement of your research design. This should say what method(s) you intend to deploy and why it/they is/are the most appropriate, recognising the constraints of time and money and ethical considerations. You should also give an indication of anticipated problems to be faced in conducting the research and how these might be overcome. You should describe how you will locate and select research subjects or sources of information, what you will do to conduct your inquiry (for example, consult the local newspaper in the library in the suburb, interview x members of the civic society, observe y sessions of the country dancing class), and how you will analyse your data.

6) Timetable - Give a realistic timetable for the various stages of your research, allowing plenty of time to write it up, revise drafts of the dissertation, and type or word-process it – taking account of your other commitments (a list or table in word will suffice for this).

7) Bibliography – NOT included in your word count

8) Word count - The number of words must be stated at the end.

Submission of research proposal

The research proposal must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial).

The research proposal should be **submitted online** via Blackboard (information about the deadline appears on the 2nd page of this document and will be indicated in lectures as well). 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 research proposal 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.

The oral presentation (10%)

Each student is required to make an oral presentation to groups (generally of 9-12) students taking the dissertation module, using visual aids such as PowerPoint slides (although slides are not compulsory). The presentation should describe the background to the project and the research questions, and report on the progress of the research, indicating what results are emerging or anticipated. The presentation should last for no more than 15 minutes.

The presentation will contribute 10% of the overall mark for the module. Marks and written feedback will be awarded by two members of staff. Half the marks will be for content and half for presentational skills and visual aids. Immediately after their presentation, students are required to submit a copy of their presentation notes / visual aids (which will not be returned) but it is the presentation itself and not these materials that will be marked.

Presentations will generally be made in February 2019: you will be emailed the time of your presentation at a later date. **REMEMBER TO CHECK YOUR UNIVERSITY EMAIL ACCOUNTS.** Late arrival at the session in which you are timetabled to make your presentation will be penalised by the deduction of marks. Failure to attend and make your presentation at the timetabled period without good reason will be penalised by the award of 0% for your presentation.

A computer and data-projector set up giving PowerPoint presentations will be provided in the room. You must ensure that you know how to operate any visual aids you choose to use. As in all other Sociology modules, IT problems will not be accepted as reasons for failure to present or for deficiencies in your presentation. If you choose to use computer projection in your presentation, it is your responsibility to make absolutely sure **PRIOR** to the presentation session that your presentation will work from the memory stick or disc on which you bring it to the presentation session.

Detailed notes on how to make a success of your presentation are provided on blackboard in the 'Guide to the Oral Presentation' and there is a session on giving academic presentations scheduled early in semester 2 as part of the lecture course.

The dissertation (75%)

The dissertation will contribute 75% to the overall mark for the module. Late submissions will be penalised by the deduction of marks at the rate of 10 marks for the first day and 10 marks per day afterwards (including weekends).

The 40-credit dissertation should be between 12,000 and 13,000 words. This word limit includes footnotes and endnotes but excludes the abstract, bibliography and appendices. Note that there is **NO +/- 10%** on the dissertation word count (the word counts stated show the minimum and maximum limits). There is no virtue in excess length and dissertations over the word limit may be penalised.

The title page should state the dissertation title, your name and registration number, your degree programme, your supervisor's name, and the number of words. The title page should be followed by an abstract of about 100 words on a page of its own.

After that the dissertations should in general have the following structure:

- table of contents
- list of tables and figures
- acknowledgements
- the chapters or sections of the main text (for example, introduction, background/literature review, methodology, findings and discussion, conclusion)
- endnotes
- bibliography
- appendices.

Depending on your topic, not all of these sections will be relevant, and they should be adjusted as appropriate.

The dissertation should be typed or word-processed and double-spaced. It should be neatly presented, spell-checked and carefully proof-read before submission. A4 size paper should be used with at least two-centimetre margins round the text. Pages must be numbered in sequence. Dissertations need not be bound but the pages must be securely fixed together. The School is not able to provide binding facilities but these are available elsewhere in the University and are very common in the surrounding city. Two copies are required by Sociology (and you must also submit a copy to Turnitin). After the exam period you can collect your 2nd copy of the dissertation from the Undergraduate Office. We cannot return them by post.

Marks will be allocated according to the following criteria, as appropriate to the dissertation topic and research design:

- Design of research project: selection of topic, definition of research question, plan of work
- Literature review: adequate breadth and depth, appropriate and up-to-date material.
- Conduct of research: research design, data collection.
- Analysis: interpretation of primary or secondary data or library material.
- Discussion/conclusion: clear and sustained argument, relating findings to the literature, critical evaluation of the project.
- Presentation: expression and style, typing, layout of data (tables, quotations, etc), referencing and bibliography, proof-reading.

Note that the dissertation is equivalent to an examination (rather than an assessment essay) insofar as **you receive the result along with your set of finals degree marks** (and not before then).

Submission of dissertation

The dissertation must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must print your dissertation and securely bind the

pages together (you can get it formally bound at the library or several places on campus, but this is optional). **You must hand in 2 copies** to the Undergraduate office on the ground floor of Arthur Lewis by 2pm on the deadline day given on p.2 above. Make sure that you get a receipt.

You must also submit a copy of your dissertation online via Blackboard by 4pm on the deadline day given on p.2 above (for Turnitin plagiarism detection). 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.

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 dissertation 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.

Deadlines

The table below summarises the dissertation unit deadlines and the penalties for failing to adhere to them.

	Deadline/Requirement	PENALTY
Submission of research proposal (15%), along with ethics application**	By the date specified in the 'Essential information' pages at the front of this document.	Deduction of 10 marks for the first day late and 10 marks per day afterwards.
Research proposal word length (+/- 10% allowed)	2,500 words	Deduction of marks if under or over length.
Oral presentation (10%)	February 2019. Dates and times to be allocated	Mark of 0% for failing to attend. Deduction of marks for arriving late.
Submission of dissertation (75%)	By the date specified in the 'Essential Information' page at the front of this document, submit 2 copies to UG office By 4pm students must also submit online	Deduction of 10 marks for the first day and 10 for each further day for late submission.

Dissertation word Length (<u>no</u> +/- 10%, the word count shows minimum and maximum words)	12,000 to 13,000 words	Deduction of marks if substantially under or over length.

***NOTE- You must meet with your supervisor prior to submitting this to ensure that your topic is approved!**

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'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 dissertation lectures and individual meetings with your supervisor
- Written formative feedback will be given on your research proposal and you should carefully consider with your supervisor how to use this feedback to improve your final dissertation
- Summative feedback will be provided in the form of a mark and written comments from the two markers of your final dissertation

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 There is an online service available for extra help with quantitative aspects of your project where if you required you can meet with a trained quantitative researcher for assistance. See blackboard for details.

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

The dissertation is of an equivalent workload to two regular 20-credit modules. This involves a significant commitment on your behalf. Below is an indicative guide to the workload associated with the module.

40 credit dissertation = 400 hours

- 3 hours of group meetings with supervisor
- 2 hours of individual supervision with supervisor (e.g. 4 x 30 minute meetings or equivalent)
- 13 hours of dissertation lectures
- 60 hours on research proposal
- 40 hours dissertation presentation
- 282 hours further independent study

As a guide, the number of independent study hours (including the proposal and presentation) is 382, equivalent to 55 working days, meaning 2 days a week on the dissertation.

How much empirical research should I do?

If you are conducting qualitative empirical research, the following are rough guidelines as to what you are expected to do:

- 6 qualitative interviews
- 3 focus groups
- 3-4 periods of observation

Alternatively, your dissertation may draw on existing quantitative datasets which you analyse, theoretically-based dissertations, and archival/documentary analysis. In every case, whatever your methodological approach, the scale of the research should be scoped out with the guidance and approval of your supervisor.

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

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/>

KNOW HOW

6. ASSESSMENT CRITERIA

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

Class	Descriptor (which reflects the highest possible mark attainable)
High first (75 and above)	Such work is outstanding at undergraduate level and of sufficient quality to be awarded a mid-range first class mark. It will demonstrate the majority of the following qualities: • Such projects are ambitious and perceptive for undergraduate work. • Research questions, literature review and findings/analysis are entirely coherent. • A piece of work of outstanding intellectual quality containing a comprehensive awareness of the topic area and showing a good degree of originality in the construction of its main research questions and methodological/theoretical approach. • Extensive use of sociological debates, which are identified and engaged with in a way that demonstrates outstanding levels of critical judgement. • For empirical dissertations: it demonstrates outstanding levels of ability in the appropriate methodological and analytical techniques used and contains a properly reflexive, critical commentary on its research design and findings. • For theoretical dissertations: it demonstrates outstanding ability in describing and evaluating theories. It is consistently clear and shows novelty in the use and evaluation of sociological theory. • Contains clear evidence of critical thinking, originality and imagination, though there might be very occasional lapses in the clarity of thought. • Coherently structured with clear and logically developed arguments throughout. • Excellent presentation of the dissertation (e.g. of data, referencing and bibliography).

Lower-range first class (70-74)	Such work is <u>excellent at undergraduate level</u> and of sufficient quality to be awarded a lower-range first class mark. • Such projects have clear aims and largely achieve them, and there is broad coherence between the research questions, literature review and findings/analysis. • A piece of work of considerable analytical depth and quality containing an excellent knowledge of the topic area and showing some independence in the construction of its main research questions and methodological/theoretical approach. • Broad and thoughtful use of key sociological debates, which are identified and engaged with in a way that generally demonstrates excellent levels of critical judgement. • For empirical dissertations: it demonstrates excellent ability in the appropriate methodological and analytical techniques used and contains some critical commentary on research design and findings. • For theoretical dissertations: it demonstrates excellent ability in describing and making use of theories. It is clear and shows some independence and originality in the use and evaluation of sociological theory. • Contains ample evidence of critical thinking, and some evidence of originality and imagination, though there might be occasional lapses in the clarity of thought. • Such work is coherently structured with clear and logically developed arguments, though there might be some weaknesses in critical, evaluative work. • Presentation of the dissertation to a high standard (e.g. of data, referencing and bibliography).
2.1 (second class, 60-69)	Such work is <u>very good at undergraduate level</u>, and of sufficient quality to be awarded an upper second class mark. • Such projects present a broadly comprehensive awareness of the topic area and provide a clear statement of research questions and objectives.

	• Key relevant sociological debates are identified and engaged with in a way that demonstrates good to very good levels of critical judgement. • For empirical dissertations: it demonstrates good to very good levels of ability in the appropriate methodological and analytical techniques used and contains some reflexive, critical commentary on its research design and findings. • For theoretical dissertations: it demonstrates good to very good levels of ability in describing and making use of theories, though the originality of this analysis might be lacking. • Arguments presented are mostly accurate, are relevant and evidenced effectively, though there might be some lack of depth in the analysis at times. • Overall, such projects are coherently structured with clear and logically developed arguments, but the critical evaluative work is inconsistent. • Good presentation of data, referencing and bibliography. •
2.2 (second class, 50- 59)	Such work is <u>good at undergraduate level</u>, and of sufficient quality to be awarded a lower-second class mark. • Such projects show an adequate awareness of the topic area and provide a simple statement of research questions and objectives. There might be some lack of coherence across the sections of the dissertation. • Key relevant sociological debates are identified and engaged with in a way that demonstrates some critical judgement albeit limited in extent. • For empirical dissertations: it demonstrates adequate to good levels of ability in the appropriate methodological and analytical techniques used and contains only partial evidence of a reflexive, critical commentary on its research design and findings. • For theoretical dissertations: it demonstrates adequate to good levels of ability in the description and use of theory, though such applications are largely unoriginal. • Descriptive and informative aspects of research may be strong, but analysis lacks depth and remains

	underdeveloped. • Adequately structured with clear and logically developed arguments albeit lacking in consistency. • Reasonable presentation of data, referencing and bibliography with only minor problems.
3 (third class, 40-49)	Such work has <u>sufficient quality to pass at undergraduate level</u>, showing knowledge, coherence, use of appropriate resources and quality of presentation to warrant a basic pass. • The work shows a limited to sufficient understanding of the topic area, and the research questions and objectives are likely to be vague, simplistic or confused. • The work suffers from a lack of clarity and coherency in relation to the research design/questions, methodological approach and analysis. • Key relevant sociological debates are identified but are engaged with in a way that demonstrates weak or no critical judgement. • For empirical dissertations: it demonstrates limited to sufficient levels of ability in the appropriate methodological and analytical techniques used and lacks a reflexive, critical commentary on its research design. • For theoretical dissertations: it demonstrates limited to sufficient levels of ability in the description and use of theory. • Such projects might show poor presentation of argument which lacks structure and contains unsupported assertions, little clear analysis, and may contain some important errors and inaccuracies. • There may be deficiencies in presentation, referencing and bibliography.
Fail (0-39)	Such work demonstrates insufficient knowledge and skills in the specific topic area and does not merit a pass mark. • The work is insufficient and fails to demonstrate any awareness of the topic area and related sociological debates.

	• The work is poor in terms of the clarity and there is no coherence between the sections of the dissertation. • For empirical dissertations: demonstrates insufficient levels of ability in the appropriate methodological and analytical techniques used and lacks any reflexive, critical commentary on its research design • For theoretical dissertations: demonstrates insufficient levels of ability in the description and use of theory. • The material presented lacks relevance and/or accuracy. • Argumentation and analysis is insufficient or absent. • There may be severe deficiencies in presentation, referencing and bibliography.