# London South Bank University

# Module Guide

Equality, Social Justice and Social Change

DSS_6_

SLSS

Level 6

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# 1. MODULE DETAILS

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|---|---|
| **Module Title:** | Equality, Social Justice and Social Change |
| **Module Level:** | 6 |
| **Module Reference Number:** | [Click and replace] |
| **Credit Value:** | 20 |
| **Student Study Hours:** | 200 |
| **Contact Hours:** | 45 |
| **Private Study Hours:** | 155 |
| **Pre-requisite Learning (If applicable):** | [Click and replace] |
| **Co-requisite Modules (If applicable):** | [Click and replace] |
| **Course(s):** | Sociology, Criminology |
| | |
| **Module Coordinator:** | Ruth Van Dyke |
| **MC Contact Details (Tel, Email, Room)** | Ext. 5728, vandykrm@lsbu.ac.uk, Br 242a |
| **Teaching Team  & Contact Details (If applicable):** | [Click and replace] |
| **Subject Area:** | Social Science |
| **Summary of Assessment Method:** | 4000 word essay |
| **External Examiner appointed for module:** | Dr Kay Peggs, University of Portsmouth, Reader in Sociology |

# 2. SHORT DESCRIPTION

This module invites students to consider their understanding of a range of concepts that might include human rights, equality and inequality, social justice and fairness, social and community cohesion, multiculturalism and integration, diversity, social inclusion and exclusion, and to explore how these ideas might shape goals for social welfare institutions, employment, or the criminal justice system.  In addition students will be introduced to a range of tools and ideas that may be used to promote organisational change: monitoring, equality impact assessments, positive action, fairness commissions.  Students will be encouraged to consider how to use these to tackle problems related to, for example: discrimination, inequality, unfairness, injustice, or marginalisation.  Students will be asked to consider how to evaluate outcomes or measure success.

# 3. AIMS OF THE MODULE

1.

By the end of this module students should be able to: provide a strategy to tackle a social problem or issue related to equality, social justice, human rights, social cohesion or social justice which draws on theoretical perspectives, legal and policy awareness, evidence of the problem, and mechanisms of change. In addition they should be able to provide a rationale for the strategy and for monitoring implementation and change.

# 4. LEARNING OUTCOMES

## 4.1 Knowledge and Understanding

- Key concepts and ideas that can be used to create a better society and social institutions, for example: equality, diversity, human right, social justice, and multiculturalism.
- Important tools that can be used to deliver organisational change, for example: monitoring, positive action, equality impact assessments, relevant law and policy, fairness commissions, participative research.

### 4.2 Intellectual Skills

- Analyse statistical data and other evidence and use it to identify a problem
- Construct a solution to a problem drawing on a range of academic literature and practioner material.
- Evaluate a programme in terms of challenges to implementing change and achieving success.

### 4.3 Practical Skills

- Ability to undertake research in new areas that draw on a wide range of sources.
- Ability to make use of IT to produce an essay or report.

### 4.4 Transferable Skills

- Analysing and presenting data
- Problem-solving
- Undertaking research in new areas that draw on a wide range of sources
- Contacting and liaising with external bodies or appropriate people to undertake a task.

# 5. ASSESSMENT OF THE MODULE

4000 Word Essay/Report (100%)

Option 1: This option entails having contact with an organisation of your choice. It may be a local authority, a school, an NGO, a trade union or a private sector body. You will have to obtain information from them.

Students are required to tackle a social issue or solve a social problem: You will devise a programme for an organisation of your choice that identifies the problem to be tackled, the possible causes of it, the theoretical perspective that underpins your proposal, the legal or policy case for change and the proposed strategies to remedy the issues. Support your programme with evidence about what might work and the challenges your programme might experience and how the challenges might be tackled. (an organisation of your choice may welcome your input)

You can choose to work on:

- an equality programme
- a human rights programme
- a fairness/social justice programme
- a multiculturalism or integration programme
- diversity or intersectionality programme

Option 2: This option is based on secondary research which will require you to collect material from a wide range of sources and use it to underpin a practical plan of action. You can undertake an equalities or human rights focused essay or you can negotiate an essay with respect to multiculturalism, diversity, or social justice.

Based on research evidence of inequalities in access to services or in treatment or in outcomes, related to a social policy area (health, housing, social care, poverty alleviation, education), to inequalities in employment or to inequalities in the criminal justice system, devise an equality programme to tackle the problem. Use the literature to identify possible causes of the inequalities. In addition discuss the theoretical perspective that underpins your proposal, the

legal case for change and the proposed strategies to remedy the issues. Support your programme with evidence about what might work and the challenges your programme might experience and how the challenges might be tackled.

OR

Based on research evidence of denial of human rights related to a social policy area, employment or the criminal justice system, devise a programme to embed human rights in the way in which a service or employment is organised. Use the literature to identify possible causes of the human rights infringements. In addition discuss the theoretical perspective that underpins your proposal, the legal or policy case for change and the proposed strategies to remedy the issues. Support your programme with evidence about what might work and the challenges your programme might experience and how the challenges might be tackled.

# 6. FEEDBACK

Students will receive feedback for their essays within 20 working days.

# 7. INTRODUCTION TO STUDYING THE MODULE

## 7.1 Overview of the Main Content
Class 1: Strategies for Change
Class 2: Equality legislation and strategies for change
Class 3: Equality Monitoring and other strategies for change
Class 4: Approaches to equality and challenges to implementing equality
Class 5: Social Justice
Class 6: Diversity and Difference
Class 7: Human Rights
Class 8: Human Rights and Equality and Service Delivery
Class 9: Equality and Employment
Class 10: Evaluating social change
Week 11:  one to one sessions to discuss assessment
Class 12:  Equality, human rights and social justice frameworks and standards

## 7.2 Overview of Types of Classes
This module has been planned to engage students in many different activities as a means of learning.  Thus it has a strong workshop focus.  However it relies on students undertaking the background theoretical reading, case study material and other useful material to aid understanding and to assist problem solving.

## 7.3 Importance of Student Self-Managed Learning Time
Undertaking the six hours of private study for this module is necessary in order to acquire the necessary knowledge and skills base, as well as to plan and undertake the necessary research and analysis for the assessment.

## 7.4 Employability
This module will give you knowledge and skills useful for work in the public, voluntary and private sectors.  You will become aware of equality and human rights legislation and its potential impact on employment practices, service delivery and organisational procedures. You will have an understanding of different meanings of equality and different approaches to

implementing equality and diversity practices within public, civil society and private services. You will have the knowledge to actively contribute to equality and diversity policies and practices in work places.  In addition you will have knowledge of different approaches to promoting social change including for example social justice, and human rights.  You will also have tools in order to promote each of these in a practioner setting.  The problem-solving approach aims to enable students to contribute to social change aimed at employment issues, service delivery or broader organisational thinking.

# 8.  THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

## Week 1  Thursday 4th February 2016

**Preparation for Seminar 1:**
Bagihole B (2009) Ch 3 ' What do we mean by equal opportunities and diversity? Theoretical approaches and ideologies' in *Understanding Equal Opportunities and Diversity*

**Workshop Activities:**

Activity 1: Exploring different approaches to creating a better society: Why might we want to pursue equality, or value diversity, or imbed human rights in service delivery or promote social justice?

Activity 2:  Why do we need to promote equality?  (discussion of issues arising from reading chapter in Bagihole's book)

Activity 3:  What would you like to get out of this module?

Activity 4:  What does the data show and why is it important for a problem solving approach to equality?

Lecture:  Legislation as a means of promoting change – 2010 Equality Act

**Recommended Reading**
Archibong U (2009) *Positive Action Measures in the European Union, Canada, United States & South Africa: Synthesis Report*, Bradford: University of Bradford Centre for Equality & Diversity    (moodle)
Bagilhole, B., (2009) *Understanding Equal Opportunities and Diversity*,
Bristol: Policy Press                                                                               361.61
Dhami R S, Squires J and Modood T (2006) *Developing positive action policies: learning from the experiences of Europe and North America,* Department for Work and Pensions
Research Report No 406, Norwich: HMSO                                                        (moodle)

**Preparation for Seminar 2:**
Read excerpts from Dhami R S, Squires J and Modood T (2006) *Developing positive action policies: learning from the experiences of Europe and North America,* Department for Work and Pensions, and Archibong U (2009) *Positive Action Measures in the European Union, Canada, United States & South Africa: Synthesis Report*, Bradford: University of Bradford Centre for Equality & Diversity
1. Identify what is meant by positive action or if its meanings vary.
2. Identify why some countries develop positive action strategies, and what problems they are meant to tackle.
3.  Identify different positive action strategies used in Europe and North America, and if and when you might want to use them to promote change.

## Week 2  Thursday 11th February 2016

**Activity 1:** What did you learn about 'positive action'? Why might you want to use a positive action approach? Which strategies did you find interesting, useful, or problematic based on your reading?

**Lecture:** Equality legislation and tools for organisational change (law, monitoring, equality impact assessments, procurement) Limitations of the law.

**Activity 2:** Devise a positive action programme drawing on the strategies you read about and provide a rationale for your approach.
What might be the challenge of using these strategies?

**Recommended Reading**
See Home Office for guidance on 2010 Equality Act http://www.homeoffice.gov.uk/equalities/equality-act/

DH (2008) Equality Impact Assessment: Summary, Tool and Guidance for Policymakers   (moodle)
Donnellan C (ed.) (2005)  *Sexuality and Discrimination*, Cambridge: Independence        306.76SEX
Donnellan C (eds.) (2006) *Racial Discrimination*, Cambridge: Independence        305.8RAC
EHRC  guidance for employers, workers, service providers, service users and education providers.
http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-codes-practice-and-technical-guidance [accessed 1.2.2015]
EHRC (2011) *The essential guide to the public sector equality duty*
http://www.equalityhumanrights.com/sites/default/files/documents/EqualityAct/PSED/essential_guide_guidance.pdf
European Communities (2008)  *Manual for Gender Mainstreaming: employment, social protection and social inclusion policies,*  ec.europa.eu/social/BlobServlet?docId=2045&langId=en
Foster C (2002) "Equality mainstreaming: turning theory into practice', *EOR*, Oct., number 110, pp.7-14
Givens T E  and Case R E (2014) *Legislating equality: the politics of antidiscrimination policy in Europe, Oxford: Oxford University Press*                          (e-book)
Swain J, French S, Barnes C and Thomas C (eds.) (2014) *Disabling barriers - enabling environments*, Los Angeles : Sage                          362.4 DIS

## Preparation for seminar 3:
1. Read excerpt from EHRC (2009) Equality impact assessment guidance and identify the benefits of EIA as a tool for promoting change.
2. Read excerpt from Equality Challenge Unit (2012) Equality through procurement in further and higher education and identify how this tool can help promote change.
3. Read Fulton R (2010) Ethnic monitoring: is health equality possible without it?, London Race Equality Foundation, in preparation for interactive lecture.

# Week 3  Thursday 18<sup>th</sup> February 2016

**Activity 1**: What is an 'Equality impact assessment' and what does it entail?
Why is it a useful tool for putting equality on an organisations agenda?
**Activity 2**: Why is procurement a useful means of promoting the equality agenda?

**Lecture**: Equality Monitoring – How can the collection and analysis of data aid an equality agenda?

## Recommended Reading

Aspinall P. Anionwu E. (2002) The role of ethnic monitoring in mainstreaming race equality and the modernization of the NHS : a neglected agenda, *Critical Public Health*, Volume 12, Number 1, pp. 1-15

CIPD (2007) Diversity in business: a focus for progress                              (moodle)

Coussey M and H. Jackson (1991) *Making Equal Opportunities Work, excerpt on equal opportunities monitoring*

DH (2005) A Practical Guide to Ethnic Monitoring in the NHS and Social Care
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4116839  (see moodle)

EOR (2001) 'Monitoring duty for public authorities', *Equal Opportunities Review,* n. 96  March/April   pp. 30-35

James J and Williams M (2009) *Towards Measures of Equality*, London: Government
Equalities Office                                                              (moodle)

Itzin C (1995) ' The gender culture in organisations' in Itzin C and Newman J (eds.) *Gender, Culture and Organisational Change*, Routledge                              (moodle)

NHS Employers (2009*) Monitoring for equality and diversity: what healthcare employers need to know*                                                              (moodle)

Reichenberg N E (2001) *Best Practices in Diversity Management*, United Nations Expert Group Meeting on Managing Diversity in the Civil Service United Nations Headquarters, New York  (moodle)

## Preparation for seminar 4:
How have sociologists helped us understand different approaches to equality in British public and private sector organisations.  Read and come prepared to discuss the different approaches identified in the reading (the liberal and radical approaches to equality, and the long and short agendas).
Jewson, N. & Mason, D., 'The theory and practice of equal opportunities policies: liberal and radical approaches', *Sociological Review* Vol 34, No. 2, 1986


# Week 4  Thursday 25th February 2016


**Activity 1**:      What is meant by liberal and radical approaches to equal opportunities as discussed by Jewson and Mason?  Can we achieve radical ends using liberal means?

**Lecture**:      Challenges to doing equality in organisations (Laurence Gouldbourne, LSBU Senior OD and EDI Manager)


**Recommended Reading –** these texts will help you identify challenges in doing equality work

*Bagihole B (2009)* Understanding Equal Opportunities and Diversity*, Bristol: Policy Press*
Bhavnani R, Mirza H and Meetoo V (2005) *Tackling the roots of racism:
lessons for success*, Bristol:  Policy Press           305.800941 BHA
Cockburn C (1991*) In the Way of Women: Men's Resistance to Sex Equality in*
Organisations, *Routledge*                              *331.133*
Colgan F, Creegan C, McKearney A and Wright T (2007) 'Equality and diversity
policies and practices at work:lesbian, gay and bisexual workers', *Equal
Opportunities International*, v. 26  n. 6   pp. 590-609
Cooper D. (1994) *Sexing the City: Lesbian and Gay Politics within the Activist State,*
Rivers Oram Press                              323.3264
Johns N (2005) 'Positive Action and the Problem of Merit Employment Policies in the
National Health Service', *Critical Social Policy*, v. 25, n. 2, pp. 139-163
Noon M and Ogbonna E (2000) *Equality, diversity and discrimination
in employment,* Basingstoke: Macmillan                              331.133
Orton M and Ratcliffe P (2005) New Labour Ambiguity or Neo Liberal
Consensus? The Debate about Racial Inequality and the Use of

Contract Compliance', *J Social Policy* , v. 34 n. 2  pp. 235-272
Sanglin-Grant S (2005) *The space between: from rhetoric to reality on race equality in the workplace*, London: Runnymeade trust          344.01133
Thompson N (2003) *Promoting Equality: challenging discrimination and oppression* (2nd ed.), Basingstoke: Palgrave Macmillan          361.941
Tomlinson D R and Trew W (ed.s) (2002)*Equalising Opportunities, Minimising Oppression: A Critical review of anti-discriminatory policies in health and social welfare*, London: Routledge          362.10941
Williams C and Johnson M (2010) *Race and Ethnicity in a Welfare Society*, Maidenhead: Open University Press          361.61089 WIL


## Preparation for seminar 5

How have sociologists helped us understand different approaches to equality in British public and private sector organisations.  Read and come prepared to discuss the different approaches identified in the reading (the liberal and radical approaches to equality, and the long and short agendas).
Cockburn, C.,  (1989) 'Equal Opportunities: the short and long agenda'  *Industrial Relations Journal*, 1989

Read Wolfe J (2008) 'Social Justice' and chapter 'Fairness and inequality' which will be the basis for discussion of the meanings of social justice and how it might underpin policy by State actors or by other organisations.  (obtain from moodle and read)


# Week 5  Thursday 3rd March 2016

**Activity 1**:          What does Cockburn mean by the 'long agenda' and how might that aid equality work?  What are the challenges of the 'long agenda'?

**Lecture**:          From ideas to practice: Social justice and social policy and social justice and Fairness Commissions

**Activity 2**:  In groups read and discuss the Islington Fairness Commission.
* Why did the local authority decide to set up a Fairness Commission?
* What did the Commission do?
* What actions did it recommend?
* What are the proposed outcomes?
* What are your views about the Fairness Commission approach?


**Core Reading**
Read Wolfe J (2008) 'Social Justice' and chapter 'Fairness and inequality' which will be the basis for discussion of the meanings of social justice and how it might underpin policy by State actors or by other organisations.  (moodle)


**Recommended Reading**
Commission on Social Justice 'What is Social Justice?' in Franklin, J. (ed) (1998)
*Social Policy and Social Justice*, Cambridge: Polity          361.610941
Craig G (2008) *Civil Society associations and the values of social justice, A report for the Carnegie UK Trust Inquiry into the Future of the Civil Society in the UK and Ireland*
http://www.carnegieuktrust.org.uk/getattachment/5fc8b16a-45e6-44ce-848d-2812a975dc13/Civil-Society-Associations-and-the-Values-of-Socia.aspx
Craig G (2007) 'Social Justice in a Multicultural Society: Experience from the UK'**,**

*Studies in Social Justice* Volume 1, Issue 1              (moodle)

Craig G, Burchardt T and Gordon D (2008) *Social Justice and Public Policy:*
*Seeking fairness in diverse societies*, Bristol: Policy Press     e-book and 303.372 SOC

Dench G (2006) *The rise and rise of meritocracy*, Oxford: Blackwell    306.20904RIS

Lund B (2007) 'Distributive Justice and Social Policy' in Lavalette M & Pratt A (eds)
*Social Policy: theories, concepts and issues*, London: Sage       361.610941

McCruddin C (1996) 'The "merit principle" and fair employment in Northern Ireland', in
A Magill and S Rose (eds.) Fair Employment in Northern Ireland, Belfast: Standing
Advisory Commission on Human Rights

Miller, D. (1976) *Social Justice,* OUP.               340.11

Mullard, M. & Spicker, P. (1998) *Social Policy in a Changing Society,* see chapter 'Social
welfare and social justice', London: Routledge          361.25 MUL

Toynbee P and Walker D (2010) *The Verdict: Did Labour Change Britain?*,
London: Granta Publications  see chapter on 'Fairer'

Wilkinson R and Pickett K (2010) *The Spirit Level: why equality is better for everyone*,
London: Penguin                 305 WIL

See Equality Trust  which works to reduce income inequality for resources and data
http://www.equalitytrust.org.uk/ - Set up by Richard Wilkinson who has been involved in Fairness
Commissions

**Preparation for seminar 6**
Read report produced by McKinsey,  Hunt V, Layton D and Prince S (2015) Diversity Matters,
file:///C:/Users/vandykrm/Downloads/Diversity%20Matters.pdf.  Identify why ddiversity matters.  What
are the benefits to organisations?  What are the benefits to individuals?  How can diversity be
promoted.

# Week 6  Thursday 10th March 2016  (class 10-12.30)

**Lecture:**      Diversity and Difference

**Activity:**     Explore the strengths and limitations of a business case for diversity.  Taking an
organisation you are familiar with, how would you enhance staff diversity?

**Preparation for seminar 7**
Read Parekh B (1997) 'Equality in a multicultural society' in Jane Franklin (ed.) Equality, London: IPPR
How does Parekh say we should we respond to diversity and difference in an equality framework?

Review the rights you have based on the European Convention of Human Rights which were enshrined
in the 1998 Human Rights Act

The Human Rights act is one of the main laws protecting your human rights in the UK. It contains a list of 16 rights (called articles) which belong to all people in the UK, and it outlines several ways that these rights should be protected.

**THE RIGHTS CONTAINED IN THE HUMAN RIGHTS ACT ARE:**

Article 2: Right to life

Article 3: Right not to be tortured or treated in an inhuman or degrading way

Article 4: Right to be free from slavery or forced labour

Article 5: Right to liberty

Article 6: Right to a fair trial

Article 7: Right not to be punished for something which wasn't against the law

Article 8: Right to respect for private and family life, home and correspondence

Article 9: Right to freedom of thought, conscience and religion

Article 10: Right to freedom of expression

Article 11: Right to freedom of assembly and association

Article 12: Right to marry and found a family

Article 14: Right not be discriminated against in relation to any of the rights contained in the European Convention

Article 1, Protocol 1: Right to peaceful enjoyment of possessions

Article 2, Protocol 1: Right to education

Article 3, Protocol 1: Right to free elections

Article 1, Protocol 13: Abolition of the death penalty

# Week 7  Thursday 17th<sup>th</sup> March  2015

**Activity:**     Identify key issues you identified from reading the chapter by Parekh.  How would this affect the development of equality initiatives in the workplace or in terms of service delivery?

**Lecture:**     A human rights approach to social welfare and criminal justice provision.

**Preparation for seminar 8**
Read excerpt from EHRC (2011) Close to home: An inquiry into older people and human rights in home care.
Read Silvestri M and Chris Crowther-Dowey C (2008) Gender and Crime Los Angles: Sage  (excerpt from Ch 2 on Women as Offenders)  (on moodle)
Identify how human rights can be used to help plan and evaluate service delivery.

# Week 8  Thursday 14<sup>th</sup> April  2016
**Activity**:     Explore how human rights can be used to plan and evaluate service delivery by public, voluntary and private sectors drawing on your reading.

**Lecture:**     Lecture:  Equality and Diversity and Service Delivery: an overview

The lecture will cover some of the following topics:
(1) Equality goals: equal access, equal treatment, equal outcomes; independence; empowerment
(2) Same or different treatment;
(3) Consultation with the community or client groups;

**Recommended reading**

Audit Commission *(2004) Journey to Race Equality: delivering improved services to local communities*, London: Audit Commission     305.800941 AUD

Barnes C and Mercer G (2006) *Independent Futures: creating user-led disability services in a disabling society*, Bristol: Policy Press     362.40941 BAR

Begum N (2006) *Do It For Themselves: participation and black and minority ethnic service users*, London: Social Care Institute of Excellence     362.84BEG

Borsay A (2004) *Disability and Social Policy since 1750*, London: Palgrave   362.404560941

Charles N (2000) *Feminism, the State and Social Policy*, Macmillian, (chs 6,7 &9)   305.42 CHA

Collier R (1999) *Equality in Managing Service Delivery*, Buckingham: Open Univ. Press     658.812 COL

Goldberg B P (2002) 'Catch 22 – black workers role in equal opportunities for black service users', *British Journal of Social Work*, v. 32 pp. 765-78

Mirza H S and Sheridan A (2003) *Multiple identity and access to health: the experience of black and minority ethnic women*, Working Papers Series no. 10, Manchester: EOC (see moodle)

Moore R (2004) *Cultural sensitivity in social and health care*     362.84Mo

Oliver M and Barnes C (1998) *Disabled people and social policy: from exclusion to inclusio*n, London: Longman     362.40941

Somerville P (ed.) (2005) *Housing and social policy: contemporary issues and critical perspectives*, London: Routledge     363.50941 HOU

Thompson N (2003) *Promoting Equality: challenging discrimination and oppression* (2nd ed.), Basingstoke: Palgrave Macmillan     361.941

Tomlinson D R and Trew W (ed.s) (2002)*Equalising Opportunities, Minimising Oppression: A Critical review of anti-discriminatory policies in health and social welfare*, London: Routledge    362.10941

Williams C and Johnson M (2010) *Race and Ethnicity in a Welfare Society*, Maidenhead: Open University Press  [e-book]     361.61089 WIL

**Preparation for week 9**

Read excerpt from Simon (2006) Diversity matters: Good practice for disabled children and their families from black and other minority ethnic communities.
Identify how services need to respond to disabled children but also to those from minority ethnic communities.
Read Guasp A (2012) The School Report: The experiences of gay young people in Britain's schools in 2012, London: Stonewall
https://www.stonewall.org.uk/sites/default/files/The_School_Report__2012_.pdf (moodle)
Based on your reading identify the issues we need to think about in terms of planning and delivering services to diverse groups.

# Week 9  Thursday 21St April  2016

**Activity 1:**     How do we need to take account of equality and diversity in planning and providing social or criminal justice provision?

**Activity 2:**     How should we challenge bullying and harassment behaviour in schools or workplaces?

**Lecture:**     Equality and employment

This lecture will highlight some of the different approaches to promoting equality in the workplace:
(1) Supply side versus demand side initiatives
(2) Short versus long agendas
(3) Targets
(4) Contract compliance
(5) Collective bargaining
(6) Bureaucratic versus cultural change in the organisation

**Preparation for week 10**
Read: Colgan F, Creegan C, McKearney A and Wright T (2007) 'Equality and diversity policies and practices at work:lesbian, gay and bisexual workers', Equal Opportunities International, v. 26  n. 6  pp. 590-609
Identify what helps promote change and what acts as a barrier to change

Review LSBU Equality and Diversity Policy  (see moodle)


# Week 10  Thursday 28<sup>th</sup> April 2016

**Activity 1:**     How can strategies for change be monitored and evaluated?  What is the benefit of on-going evaluation and monitoring.

**Activity 2:**     How would you monitor the implementation of the LSBU Equality and Diversity Policy?

**Lecture:**     Evaluating social change policy

**Recommended reading**
Audit Commission (2002) Equality and Diversity: Learning from Audit, Inspection and Research 352.005104 Aud
Bhavnani R, Mirza H and Meetoo V (2005) *Tackling the roots of racism: lessons for success*, Bristol:  Policy Press           305.800941 BHA
*Cockburn C (1991) In the Way of Women: Men's Resistance to Sex Equality in Organisations*, Routledge                                            *331.133*
Cooper D. (1994) *Sexing the City: Lesbian and Gay Politics within the Activist State,*
Rivers Oram Press                                            323.3264
CRE (2007) *Report of Formal Investigation into the Department of Health*, WWW.EHRC.org
Creegan C, Colgan F, Charlesworth R and Robinson G (2003) 'Race equality policies at work: employee perceptions of the implementation gap in a UK local authority', *Work, Employment and Society*, v. 17 n. 4 pp. 617-640
Edwards J (1995) *When race counts*, Routledge                          331.6
Office for Disability issues (2005) Disability Equality: How will we know when we are making a difference?
Snell, M. (1979) 'The Equal Pay and Sex Discrimination Acts: their impact in the workplace', *Feminist Review*, issue 1
Stonewall ( 2008) *Peak Performance: Gay People and productivity*, London: Stonewall


**Preparation for one to one sessions with Ruth in week 11**
Produce a written outline which specifies the focus of your essay in terms of organisation and access to it where appropriate, problem or issue, theoretical approach, and then an annotated bibliography of key readings to date and plans for the future.

# Week 11 Thursday 5<sup>th</sup> May 2016


# 20 minute individual one to one sessions with Ruth to explore your ideas and plans for assessment

**Preparation for Week 12**

# Week 12 – Thursday 12<sup>th</sup> May 2016

**Lecture:**      Tools for Change: Equality Standards, Human Rights Framework, Social Justice

## Tips for Assessment, and you as an agent of change.

# 9.   LEARNING RESOURCES

## 9.1   Core Materials

**Core reading for the course**

Bagilhole, B., (2009) *Understanding Equal Opportunities and Diversity*,
Bristol: Policy Press                                                361.61
Bhavnani R, Mirza H S, and Meetoo V (2005) *Tackling the Roots of Racims:
Lessons for Success*, Bristol: Policy Press                    305.800941 BHA
Charles, N. (2000) *Feminism, the state and social policy*, Macmillan.        305.42
Cooper D (2004) *Challenging Diversity: Rethinking Equality and the Value
 of Difference*, Cambridge: Cambridge Univ. Press              305 COO
Collier R (1998) *Equality in Managing Service Delivery*, Buckingham:
Open Univ. Press                                          658.812 COL
Craig G, Burchardt T and Gordon D (2008) *Social Justice and Public Policy: Seeking
fairness in diverse societies*, Bristol: Policy Press
Donnellan C (eds.) (2006) *Racial Discrimination*, Cambridge: Independence    305.8RAC
Equalities Review (2007) Fairness and Freedom: The Final Report of the Equalities Review
Equality and Human Rights Commission (2010) How fair is Britain? Equality, Human Rights and Good
Relations in 2010. The First Triennial Review  (see BB)
Franklin J (ed.) ( 1997) *Equality*, London: IPPR
Giddens A and Diamond P (eds.) (2005) *The New Egalitarianism*, Cambridge: Polity Press
Kallen E (2004) *Social Inequality & Social Injustice: A Human rights Per*spective,
Houndsmills: Palgrave                                        305 Kal
Kristof N D and Kristof S (2010*) Half the Sky: How to Change the World*, London: Virago
National Equality Panel (2010) *An anatomy of economic inequality in the UK: Report of the National
Equality Panel*, London: Government Equalities Office
Parekh B (2006) *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Basingstoke:
Macmillan
Phillips, A. (1999) *Which Equalities Matter?,* Cambridge*:* Polity        339.2
Ratcliffe P (2004) *Race, Ethnicity and Difference: Imagining an Inclusive Society*,
N.Y.: Open Univ. Press                                        305.8RAT
Thane P (ed.) (2010) *Unequal Britain: Equalities in Britain since 1945*, London: Continuum UK
Thompson N (2003) *Promoting Equality: challenging discrimination and oppression*
(2nd ed.), Basingstoke: Palgrave Macmillan                    361.941
Tomlinson D R and Trew W (ed.s) (2002)*Equalising Opportunities, Minimising
 Oppression: A Critical review of anti-discriminatory policies in health and
social welfare*, London: Routledge                            362.10941
Wilkinson R And Pickett K (2010) *The Spirit Level: Why More Equal Societies Almost Always Do Better*,
London:Penguin                                              305wil
Williams C and Johnson M (2010) *Race and Ethnicity in a Welfare Society*, Maidenhead: Open University
Press
Williams, F. (1989) *Social Policy: A Critical Introduction,* Cambridge: Polity    361.610941


**Some internet  sources**

http://ec.europa.eu/employment_social/gender_equality/index_en.html

www.equalities.gov.uk/
www.communities.gov.uk/communities/
www.stonewall.org.uk
[www.fabian-society.org.uk](www.fabian-society.org.uk)
www.equalityhumanrights.com and through it the legacy archives of the Commission for Racial Equality, the Equal Opportortunities Commission and the Disibility Rights Commission
www.officefordisability.gov.uk

**Journals that are useful for this unit**:
Equal Opportunities Review
Disability and Society
Critical Social Policy
Journal of Diversity and Care (2009-2010 previously it was Journal of Diversity and Social Care)

## 9.2    Optional Materials

**Background Reading for Week 2 on Equality Legislation**

Government Equalities Office (2008) *A Fairer Future: The Equality Bill*
*[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/238713/7431.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/238713/7431.pdf)*
Lacey  N (1987) 'Legislation against Sex Discrimination: Questions from feminist perspectives', *J Law & Society*  v.  14  n. 4
McCrudden C et al. (1991)  'Group versus Individuals: the Ambiguity behind the Race Relations Act, *Policy Studies*, v. 12 n. 1, spring, pp. 26-35
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Squires J    Equality and Diversity: A New Equality Framework for Britain?
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Woodhams and Corby (2003) Defining Disability in Theory and Practice: A Critique of the Disability Discrimination Act 1995', *J Social Policy,* v. 32 n. 2 pp. 159-178
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## Recommended Reading on Multiculturalism

Craig G (2008) 'The limits of compromise,? Social justice, 'race' and multiculturalism' in Craig G, Burchardt T and Gordon D (eds) *Social Justice and Public Policy: Seeking fairness in diverse societies*, Bristol: Policy Press
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Furbey R and Macey M (2003) The Place of 'Faith': CommUnity, Neighbourhood and Social Cohesion http://www.york.ac.uk/chp/hsa/papers/autumn03/Furbey.pdf
Gardner R, Cairns J and Lawton D (eds) (2005) *Faith Schools : Consensus or Conflict*, London: Routledge
Kymlicka W (2008) ' Multiculturalism, social justice and welfare states', in Craig G, Burchardt T and Gordon D (2008) *Social Justice and Public Policy: Seeking fairness in diverse societies*, Bristol: Policy Press
Kundnani A (2007) The End of Tolerance: Racism in 21st Century Britain, London: Pluto Press
Mahamdallie H (ed.) (2011) *Defending Multiculturalism*, London: Bookmarks Pub.
Modood T (2012) *Multiculuralism*, Cambridge: Polity Press  305.8 MOD

Noon M (2007) 'The Fatal  Flaws of Diversity and the Business Case for Ethnic Minorities' , *Work, Employment & Society*, v. 21  n. 4  pp 773-784

Parekh B (2006) *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Basingstoke: Macmillan

Phillips A (2007) *Multiculturalism without Culture*, Princeton: Princeton University Press

Rattansi A (2011) *Multiculturalism: A Very Short Introduction*, Oxford: Oxford University Press

Ratcliffe P (2004) *Race, Ethnicity and Difference: Imagining an Inclusive Society*, N.Y.: Open Univ. Press                                                    305.8RAT

Singh G and Cowden S (2011) 'Multiculturalism's New Fault Lines: religious fundamentalisms and public policy' *Critical Social Policy*, v. 31  n. 3 pp.343-364

**NOTES**

Other Reading