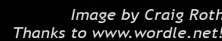


# Global Issues in Sociology



## Level 4

---

## Table of Contents

1. Module Details
2. Short Description
3. Aims of the Module
4. Assessment of the Module
  
8. Introduction to Studying the Module
  - 8.1 Overview of the Main Content
  - 8.2 Overview of Types of Classes
  - 8.3 Importance of Student Self-Managed Learning Time
  - 8.4 Employability
9. The Programme of Teaching, Learning and Assessment
10. Learning Resources

## Overview of lecture programme

Week 1	Globalization: The 'Global Village'
Week 2	Globalization, Inequality and Poverty
Week 3	Global Power of the Media
Week 4	'Race' and Ethnicity
Week 5	Student self-directed study week
Week 6	Class Relations in the UK
Week 7	Sexuality
Week 8	Understanding Gender
Week 9	Islam and Islamophobia
Week 10	Group Presentation
Week 11	Citizens and Rights
Week 12	Module summary

## 1. MODULE DETAILS

<b>Module Title:</b>	Global Issues in Sociology
<b>Module Level:</b>	4
<b>Module Reference Number:</b>	DSS_4_GIS
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200

---

---

<b>Contact Hours:</b>	45
<b>Private Study Hours:</b>	155
<b>Pre-requisite Learning</b>	Entry qualifications
<b>Co-requisite Modules (If applicable)</b>	None
<b>Course:</b>	BSc (Hons) Sociology
<b>Module Coordinator:</b>	Dr Julien Morton
<b>Contact Details (Tel, Email, Room)</b>	BR-243; <a href="mailto:mortoni@lsbu.ac.uk">mortoni@lsbu.ac.uk</a> ; 020 7815 5786
<b>Teaching Team &amp; Contact Details</b>	Dr Francisco Calafate <a href="mailto:calafatf@lsbu.ac.uk">calafatf@lsbu.ac.uk</a>
<b>Subject Area</b>	Sociology
<b>Summary of Assessment Method</b>	Formative assessment: formation of groups for group presentation.  Summative assessment: CW1: Group Presentation (50%). Each student must present for c.5 minutes CW2: Report from the group presentation: 1000 words (50%)
<b>The Library Information Officer (DSS)</b>	Lindsay Ure, <a href="mailto:urel@lsbu.ac.uk">urel@lsbu.ac.uk</a>

## 2. SHORT DESCRIPTION

This module provides students with a grounding in key issues in contemporary society, with a particular emphasis on the societal effects of globalization. These effects are dynamic and global in nature and impact on the key themes addressed in the module. These include: migration and 'race', gender, class, the changing nature of citizenship, sexualities, religion and the mass media. An important focus throughout the module is on how inequalities are reinforced but may be challenged via active citizenship and civic engagement around social justice issues.

## 3. AIMS OF THE MODULE

The module aims to:

- provide a global introduction to sociology
- help students to deepen and widen their understanding of some of the main areas of study and key concepts within sociology
- study social relations, social processes and the issue of power based on class, gender and race
- analyse the formation and character of social trends by focusing on issues of inequality

## 4. ASSESSMENT OF THE MODULE

To pass the module a mark of 40% is required.

There are two pieces of coursework that will be assessed on this module:

---

**Assessment 1: Group Presentation.** Each student must present for c.5 minutes. Carrying 50 *per cent* of the total marks available. Due Date 26<sup>th</sup> November 2019.

**Assessment 2: Report from the group presentation (1000 words)** carrying 50 *per cent* of the total marks available. Due date 12<sup>th</sup> December 2019.

### **Assessment 1**

**THE PRESENTATION** carrying 50 *per cent* of the total marks available. **Happening in week 10 Tuesday from 9am.**

The presentation should:

- explore any aspect of globalisation you like using examples **AND**
- consider whether globalisation is really happening (as opposed to say, Americanisation or the Sceptic's idea of continuing internationalism).

Each person should speak for 4-5 minutes, so the presentation should about 12-15 minutes if there are three of you. So....

16-20 minutes MAX for groups of 4 students

12-15 minutes MAX for groups of 3 students

The group will be presented a collective mark.

### **CORE TIPS**

- Use powerpoint slides
- make sure they don't have too much writing on them
- make sure they have interesting pictures, graphs etc
- finish with a punchy conclusion
- practice your timekeeping.

### **What will you be marked on (Assessment Criteria)**

1. Verbal clarity and performance - eg eye contact, explaining things naturally, clear voice
2. Slides - eg clear, interesting images and information
3. Timekeeping - staying within the 4-5 minutes each, and handing over smoothly
4. Content - eg have you clearly stated key theories, have you found any interesting examples or evidence that articulate or back up your arguments, have you finished with a clear conclusion that makes an interesting case

**2) THE REPORT** carrying 50 *per cent* of the total marks available. **Due Week 12 Thursday 12th December 5pm.**

**The title for your report is the same as the title for your presentation**

---

The 1000 words for the report does not include the bibliography. It should

- be a summary of what you covered in the presentation
- though you can focus on the bit you did.
- You can also add extra material that was not included in the presentation which could boost your grade.
- You should make sure that you have in-text citations and a proper bibliography - we'll go over this in the lecture.
- You can also discuss any practical issues, eg finding data, what is challenging in presenting to people - ie managing your time especially when its a group presentation.
- You must submit it on the Moodle site (a link will be made available). You should get a Turnitin similarity report with your submission so that you can check if too much of your essay overlaps with existing work. You should be able to resubmit the essay if the index is too high (above 20-30%).

This will be an individual mark just for you.

### **Group Presentation Assessment Criteria**

In preparation for the group presentation, during the first two or three seminars of the semester you will be required to form a group.

It is expected that each presentation consists of FOUR students and should last 20 minutes.

To perform well in the seminar group presentation you will need to ensure that it is:

- well researched
  - the arguments put forward are, where relevant, based upon verifiable evidence/theories
  - the evidence and information contained in the presentation is relevant to the arguments that are being developed
  - the relevance of the evidence and information contained in the presentation is clearly articulated
  - the evidence and information contained in the presentation is accurate
  - the evidence and information contained in presentation is well-referenced
- well presented
  - not read (although you may, of course, consult notes)
  - successfully engages other members of the group
  - sound grammar
  - good word selection
  - the presentation makes sense as a discrete event
  - each observation makes sense in terms of the observations that have preceded it, each sentence makes sense in terms of the sentences that have preceded it and each word makes sense in terms of the words that have preceded it
  - keep it clear and to the point
  - use visual aids
  - end with a firm conclusion
- your own work
  - given in your own words

- 
- you have taken ownership of the literature and reworked it to the extent that you have modified it to not only develop an argument, but an argument that engages with the subject that you have been allocated

### **Further Tips for a good presentation:**

1. Your presentation should be informative and interesting to your fellow students
2. Ensure that your presentation is timed exactly. The only way to test this is to **practice your paper beforehand** making sure you can read it in the time allowed. Reading your paper out loud before your presentation will also give you a lot of confidence.
3. Speak in a slow, audible voice and look at your audience during your presentation to engage them in the discussion.
4. Use visual aids if possible for example overhead slides, charts, visual images, handouts etc.
5. Keep your presentation clear and to the point.
6. If relevant, identify issues for further discussion and debate
7. End with a firm conclusion.

### **Essay Assessment Criteria**

Coursework must be submitted electronically via the module Moodle site and should also be submitted to TURNITIN

All coursework must have a word count clearly presented at the end. Penalties for going over the allocated word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

### Hints on completing your assessment

- Your work must be presented according to the format required
- You need to demonstrate good knowledge and understanding of the topics discussed (see also learning outcomes) and show that you have undertaken independent research using a range of sources
- You need to provide appropriate examples or the inclusion of relevant data or supporting evidence
- Do not forget to reference correctly and provide a bibliography, correctly set out, at the end of your work
- Avoid lengthy quotations or answers that simply link together quotations from your sources - put points succinctly in your own words and cite the source of the argument or evidence
- Do not include bullet points or sub-headings in your work
- Ensure your answer provides analysis (how and why things happen) and not just a descriptive account (what happens)
- Give sufficient time for proof-reading - correcting errors and checking that the answers make sense. Poor expression in English will lose you marks
- Use a clear and direct style and keep sentences short
- Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University coursework

### **Plagiarism**

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it

---

is discovered. You will find further details on plagiarism in the LSBU *Assessment and Examinations Handbook* ([https://www.lsbu.ac.uk/data/assets/pdf\\_file/0010/84349/assessment-and-examination-handbook.pdf](https://www.lsbu.ac.uk/data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf)) and in your Course Guide. Please read these carefully.

### Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

<https://my.lsbu.ac.uk/my/portal/Study-Support/How-to-Guides>

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H. Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

### Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

### Assessment Brief(s)

Your Assessment Brief(s) include your submission deadlines and the date by which you will receive feedback.

Your Assessment Brief(s) will include the marking criteria that will be used to assess your work. Not all the [Undergraduate Marking Criteria \(PDF\)](#) will be relevant to every module or assignment. The criteria that are relevant to each assessment you take will be shown in the Assessment Brief.

The feedback you receive on your assessment will use these criteria and will help you to improve your performance in future assessments.

---

For further information regarding assessment in this course, please see your Course Handbook on Moodle. This contains detailed information regarding assessment including an explanation of the procedures to be followed if an assessment deadline is missed, as well as how to make an application for extenuating circumstances.

## 8. INTRODUCTION TO STUDYING THE MODULE

### 8.1 Overview of the Main Content

The module consists of three parts:

Part One: Globalization; the 'Global Village'; Stratification, Inequality and Poverty; Global Power of the Media.

Part Two: The Significance of 'Race', Class, Sexuality and Gender.

Part Three: Religion (Islam and Islamophobia), National Boundaries and Citizenship. Session 10 is devoted to the group presentation.

### 8.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

This module will be taught by a combination of lectures and seminars. The lecture will involve formal lecture presentations, video clips and structured discussion of key themes. Powerpoint slides will be posted on the Moodle site for you to access and study before each lecture. Announcements or additional information relevant to the module will be posted on the Moodle site. In addition students will be sent email messages via the Moodle site so students will need to access their LSBU email account on a regular basis.

Seminars form an integral part of the course and all students are required to attend on a regular basis. Seminars will involve active participation by students in order to get the most out of the module. The seminars will be organised around the topics covered in the lectures, and to ensure that you get the most out of the module, it is expected that you will:

- have done at least the *minimum* directed reading for each seminar
- actively participate in the discussion and be willing to make a presentation
- attend both the lectures and seminars

### 8.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.



Preparation time is important for researching your chosen area for group presentations and essay writing. Allow time to meet with the group on a regular basis before the presentation. Students often discover the gaps in their knowledge and understanding when they have to communicate a coherent and evidentially supported argument to others.

## 9. THE PROGRAMME OF TEACHING AND LEARNING

WEEK	LECTURE	SEMINAR/WORKSHOP
1	Globalization: The 'Global Village'	Module Introduction and thinking about globalization
2	Globalization, Inequality and Poverty	Globalization and consumerism
3	Global Power of the Media	You and social media
4	'Race' and Ethnicity	Understanding 'race' and ethnicity
5	Directed private study week	Self-study, preparation of presentation in Week 10
6	Class Relations in the UK	Social mobility, opportunities and social class
7	Sexuality	Sexuality, masculinity and femininity
8	Understanding Gender	Resurgence of feminism, black feminism and understanding gender
9	Islam and Islamophobia	Looking at religious identity
10	Group Presentations instead of lecture and seminars	There no lectures or seminars this week.
11	Citizens and Rights	What is citizenship and how has it changed over time?
12	Module summary	Preparation session for essay questions

---

## Part 1 Globalization

### **WEEK 1**      **Globalization: The ‘Gobal Village’**

#### **Lecture**

Key concepts and issues: introduce the concept ‘globalization’ and ‘global village’; globalization as an important concept in contemporary sociology; theories of globalization; how globalization operates to create inequalities.

#### **Seminar**

In this seminar we will look at two short articles on globalization to find out how connected we are.

In small groups discuss the following:

1. Is globalization a new phenomenon and is it such a different world to that of the past?
2. Consider what the term means and based on your personal experiences, draw out some illustrations of it. Key themes to consider: holidays, leisure, changing loyalties to sporting teams.

#### **Core Reading**

##### **How globalisation brought the brutality of markets to Western shores**

Benjamin Selwyn, The Conversation, 26 January 2017.

<https://theconversation.com/how-globalisation-brought-the-brutality-of-markets-to-western-shores-63228>

##### **Watch this documentary to understand the working poverty of the sweatshop**

Alessandra Mezzadri, The Conversation, 17 May 2017.

<https://theconversation.com/watch-this-documentary-to-understand-the-working-poverty-of-the-sweatshop-76356>

#### **Further Reading**

##### **Going Backwards: The world is less connected than it was in 2007**

The Economist, 22 December, 2012

<https://www.economist.com/news/business/21568753-world-less-connected-it-was-2007-going-backwards>

---

## **New Liberal Speak, Notes on the new planetary vulgate**

Pierre Bourdieu and Lois Wacquant, *Radical Philosophy*, Jan/Feb 2001

<https://www.radicalphilosophy.com/commentary/newliberalspeak>

[https://www.radicalphilosophy.com/wp-](https://www.radicalphilosophy.com/wp-content/files_mf/rp105_commentary_newliberalspeak_bourdieu_wacquant.pdf)

[content/files\\_mf/rp105\\_commentary\\_newliberalspeak\\_bourdieu\\_wacquant.pdf](https://www.radicalphilosophy.com/wp-content/files_mf/rp105_commentary_newliberalspeak_bourdieu_wacquant.pdf) (PDF)

## **WEEK 2 Globalization, Inequality and Poverty**

### **Lecture**

The effects of globalization: widening inequalities, global poverty and uneven development of societies; processes of social exclusion; relative poverty and absolute poverty; different explanations for global poverty and wealth; stratification as complex and controversial.

### **Seminar**

In this seminar we will look at a short article on globalization and inequality in poor countries:

In small groups discuss the following:

1. Is globalization exploiting people across the globe?
2. Why does poverty seem to be increasing and how aware are we as consumers of goods such as clothes and iphones?
3. What are the main points of the core reading below?

### **Core Reading**

**Why globalisation may not reduce inequality in poor countries**, *The Economist*, 2 September 2014.

<http://www.economist.com/blogs/economist-explains/2014/09/economist-explains-0?zid=293&ah=e50f636873b42369614615ba3c16df4a>

### **Further Reading**

**The Globalization of “Fast Food”. behind the brand: McDonald’s**

Peter Salisbury, *The Ecologist and Global Research*, March 04, 2013

<http://www.globalresearch.ca/the-globalization-of-fast-food-behind-the-brand-mcdonalds/25309>

### **Workers' rights 'flouted' at Apple iPhone factory in China**

Juliette Garside and Charles Arthur, *The Guardian*, Thursday 5 September 2013

<http://www.theguardian.com/technology/2013/sep/05/workers-rights-flouted-apple-iphone-plant>

### **Bangladeshi union chief brings living wage campaign to London fashion week**

Rebecca Smithers, consumer affairs correspondent, *The Guardian*, Friday 6 September 2013

<http://www.theguardian.com/world/2013/sep/06/bangladeshi-union-campaign-london-fashion>

Wilkinson, R. and Pickett, K. (2009) ‘Social mobility: unequal opportunities’ in *The Spirit Level: Why equality is better for everyone*, Penguin Books.

### **Private Study**

Watch the documentary: **Globalization: New Rulers of the World**, a special report by John Pilger.

---

ITV, 2001, 65 mins.

You can find it at the following website:

<http://freedocumentaries.org/film>

### **WEEK 3**

#### **Lecture      Global Power of the Media**

Mass media theories; globalization of the media: commercialisation, the homogenisation of cultures and cyberculture, the implications of globalization

#### **Seminar**

We will watch the following clip:

**Does social media have the power to change the world?**

[https://www.youtube.com/watch?v=Uppg\\_2nGo54](https://www.youtube.com/watch?v=Uppg_2nGo54)

In small groups discuss the following questions:

How long do you spend on social media and could you stop using it?

Do you think it holds power to change the world?

Read the following articles on the link between media, globalization and power **before** the seminar and bring with you **FOUR** summary points for the discussion:

**Globalisation as we know it is over – and Brexit is the biggest sign yet**

**Ruchir Sharma, The Guardian, 28 July 2016**

<https://www.theguardian.com/commentisfree/2016/jul/28/era-globalisation-brexit-eu-britain-economic-frustration>

**Does quitting social media make you happier? Yes, say young people doing it**

The Guardian, Social Media, 21 September 2016

<https://www.theguardian.com/media/2016/sep/21/does-quitting-social-media-make-you-happier-yes-say-young-people-doing-it>

In small groups discuss the following questions:

How far do you think mass media has now become globalized? Discuss the implications of this.

To what extent are power and politics related to mass media?

Can biased news reporting be avoided?

#### **Private study**

1. **Before** the seminar over a couple of days keep a detailed record of 'You and Your Media'. Keep a detailed log of when you engage with the mass media, what kinds of media, the messages sent, how this impinged on your life. Note all the media you use, from papers and magazines, to TV and film and CD, PC, mobile phone, tablet etc. How much of your life is 'mediated'?

2. Virtual Communities: compare the different styles of culture that emerge in each one e.g. Facebook, Twitter, Myspace, Blogging sites etc.

#### **Core Reading**

**Globalisation as we know it is over – and Brexit is the biggest sign yet**

**Ruchir Sharma, The Guardian, 28 July 2016**

---

<https://www.theguardian.com/commentisfree/2016/jul/28/era-globalisation-brexiteu-britain-economic-frustration>

**Does quitting social media make you happier? Yes, say young people doing it**

The Guardian, Social Media, 21 September 2016

<https://www.theguardian.com/media/2016/sep/21/does-quitting-social-media-make-you-happier-yes-say-young-people-doing-it>

McLuhan, M. (1966) *Understanding Media: Extensions Man*

[http://robynbacken.com/text/nw\\_research.pdf](http://robynbacken.com/text/nw_research.pdf)

**Further Reading**

**'A corrupting cosiness' by Rafael Behr**

New Statesman, 25 July 2011

<http://www.newstatesman.com/uk-politics/2011/07/phone-hacking-cameron-news>

Rantanen, T. (2005) *The Media and Globalization*, London : Thousand Oaks: Sage.

## Part 2: The Significance of 'Race', Class, Sexuality and Gender

### **WEEK 4**      **'Race' and Ethnicity**

#### **Lecture**

Patterns of migration globally; key concepts such as race, racism, culture, assimilation, prejudice, discrimination, racism, assimilation, integration and segregation; racial discourses; politicisation of race: ethnic antagonism in the UK and Europe, the role of right wing parties, multiculturalism

#### **Seminar**

**Before** the seminar:

Read the following article and bring **TWO** of the most important findings from the article for the discussion:

Ratcliffe, P. (2007) 'Ethnicity, Culture and Difference' in Ratcliffe, P. *Race Ethnicity and Difference: Imagining the Inclusive Society*, Open University Press.

In small groups discuss the following questions:

What is your understanding of 'race' and racism?

What does 'ethnicity' refer to?

How relevant is multiculturalism?

Should there be limits to immigration?

#### **Private Study**

Watch the following documentary:

Immigration is a Time Bomb [BBC, 2004, 60 mins.]

#### **Core Reading**

Ratcliffe, P. (2007) 'Ethnicity, Culture and Difference' in Ratcliffe, P. *Race Ethnicity and Difference: Imagining the Inclusive Society*, Open University Press.

#### **Further Reading**

Law, I. (2010) 'Theorising Racism and Ethnicity: Foundations' in Law, I. *Racism and Ethnicity: Global Debates, Dilemmas, Directions*, Pearson.

---

Macmaster, N (2001) 'Introduction: The Roots of Modern Racism' in Macmaster, N. *Racism in Europe*, Palgrave.  
Modood, T. (2005) 'Multiculturalism, Secularism, and the State' in Modood, T. *Multicultural Politics: Racism, Ethnicity and Muslims in Britain*, Edinburgh University Press.

## **WEEK 5**      **Student self-directed study week**

It is recommended that you work on your group presentation and/or essay.

## **WEEK 6**      **Class Relations in the UK**

### **Lecture**

The concept 'social class'; examine some dimensions of class and social inequality in the UK; explain the relevance of the term 'underclass'; develop an understanding of the importance of social class as a tool of analysis; connection of social class to issues of exclusion, gender and ethnicity

### **Seminar**

Read the following articles before the seminar and bring your findings for the discussion.

Wilkinson, R. and Pickett, K. (2009) 'Social mobility: unequal opportunities' in *The Spirit Level: Why Equality is Better for Everyone*, Penguin Books.

In small groups discuss the following questions:

What does 'class' mean?

Assess the opposing views that class is important or that class is irrelevant in the UK.

Can Britain ever become a 'classless' society? Why or why not?

### **Private Study**

Carry out web based research on class

Go to the following website for Resources, Blog Posts and Equality News:

#### **The Equality Trust**

<http://www.equalitytrust.org.uk/>

### **Core Reading**

Wilkinson, R. and Pickett, K. (2009) 'Social mobility: unequal opportunities' in *The Spirit Level: Why Equality is Better for Everyone*, Penguin Books.

### **Further Reading**

Sayer, A. (2002) 'What Are You Worth? Why Class is an Embarrassing Subject' *Sociological Research Online*, vol. 7, no. 3.

<http://www.socresonline.org.uk/7/3/sayer.html>

Ainley, P. and Allen, M. ( ) 'Running up a Down-Escalator in the Middle of a Class Structure Gone Pear-Shaped

*Sociological Research Online*, vol. 18, no. 1.

<http://www.socresonline.org.uk/18/1/8.html>

---

Mount, F. (2005) *Mind the Gap: The New Class Divide in Britain*, Short Books, London.

## **WEEK 7**      **Sexuality**

### **Lecture**

Theories of sexuality; heterosexuality, homosexuality, bisexuality, transexuality and homophobia; social change and sexuality; global masculinities and femininities; discourses of femininity and masculinity in different contexts

### **Seminar**

**Before** the seminar:

Read the following article and bring **FOUR** of the most important findings for the discussion:

Richardson, D. (2017) Rethinking Sexual Citizenship, *Sociology*, 51 (2): 208-224 (first published November 11, 2015)

In small groups discuss the following questions:

What is sexual citizenship?

What is your understanding of masculinity and femininity?

Are there a whole array of different masculinities and femininities at work in different societies?

Is there now an acceptance of homosexuality in developed and developing societies?

### **Core Reading**

Richardson, D. (2017) Rethinking Sexual Citizenship, *Sociology*, (51) 2: 208-224 (first published November 11, 2015)

### **Further Reading**

Dunne, G.A. (2001) 'The Lady Vanishes? Reflections on the Experiences of Married and Divorced Non-Heterosexual Fathers'

*Sociological Research Online*, vol. 6, no. 3,

<http://www.socresonline.org.uk/6/3/dunne.html>

Dunphy, R. (2000) *Sexual Politics: an introduction*, Edinburgh University Press.

Richardson, D. and Monro, S. (2012) *Sexuality, Equality and Diversity*, Basingstoke: Palgrave and Macmillan, Chapter 3 'Sexuality and Citizenship'.

Fiona Tasker, F. & Patterson, C.J. (2008) *Journal of GLBT Family Studies*

[http://dx.doi.org/10.1300/J461v03n02\\_02](http://dx.doi.org/10.1300/J461v03n02_02)

## **WEEK 8**      **Understanding Gender**

### **Lecture**

Gender stratification and sexism; feminist theoretical approaches to gender and the challenge to the 'universal woman' and western feminism; anti-feminist backlash; the resurgence of feminism

### **Seminar**

**Before** the seminar:

Read the articles in the core reading and bring **TWO** of the most important findings for the discussion on the resurgence of feminism, black feminism and how theory helps us to understand gender

In small groups discuss the following questions:

---

What is your understanding of masculinity and femininity?  
Are there a whole array of different masculinities and femininities at work in different societies?  
Is there now an acceptance of homosexuality in developed and developing societies?

### **Private Study**

Watch the film: *Made in Dagenham*, 2010, 113 minutes, d. Nigel Cole,  
A film of a 1968 strike by Ford women workers to achieve equal pay for women.

### **Core Reading**

#### **Feminism: A fourth wave?**

Ealasaid Munro, Political Studies Association

<https://www.psa.ac.uk/insight-plus/feminism-fourth-wave>

Feminism is back and we want to finish the revolution, say activists  
Resurgent movement aims to provide women with skills and contacts to 'translate passion into change'

Lizzy Davies, The Guardian Friday 5 August 2011

<http://www.theguardian.com/world/2011/aug/05/feminism-resurgent-activists>

Mirza, H.S (2009) 'Plotting a History: Black and Postcolonial Feminisms in "New Times"', *Race, Ethnicity and Education*, 12 (1): 1-10.

### **Further Reading**

Redfern, C. and Aune, K. (2010) *Reclaiming the F Word: The New Feminist Movement*, Zed Books.

Takhar, S. (2006) 'South Asian Women, Social Capital and Multicultural (Mis)Understandings', *Community, Work and Family*, Special Issue, Vol. 9, No. 3, August.

## **Part 3: Religion, National Boundaries and Citizenship**

### **WEEK 9      Islam and Islamophobia**

#### **Lecture**

Islam as a world religion and its role in the west; controversy around religious fundamentalism and Islamophobia; role and position of women in Islam (identity and resistance); cultural incompatibility and racism.

#### **Seminar**

**Before** the seminar:

Read the following article and bring the most important findings from the article for the discussion:

#### **Majority of British Muslims have witnessed Islamophobia – study**

Vikram Dodd

Wednesday 11 November 2015

<https://www.theguardian.com/world/2015/nov/11/majority-of-british-muslims-have-witnessed-islamophobia-study>

In small groups discuss the following:



---

Are we witnessing a global 'Islamic upsurge'?  
Has a Muslim identity been maintained in Britain?  
How does Islam impact on women?

### **Core Reading**

#### **Majority of British Muslims have witnessed Islamophobia – study**

Vikram Dodd

Wednesday 11 November 2015

<https://www.theguardian.com/world/2015/nov/11/majority-of-british-muslims-have-witnessed-islamophobia-study>

### **Further Reading**

Gilliat-Ray, S. (2010) *Muslims in Britain: An Introduction*, Cambridge Press.

Hirsi Ali, Ayaan (2008) *Infidel*, Pocket Books.

### **WEEK 10      Group Presentations**

During this week's seminar and lecture time you will do the group presentation. You will be informed by your seminar tutor the time you have to arrive. You are required in this week to prepare an essay plan in preparation for discussion in Week 12.

### **Week 11      Citizens and Rights**

#### **Lecture**

Concept 'rights' and individual citizenship of a nation state; globalization and global citizens: the question of national identity and the nation state; processes of exclusion and inclusion; broadening of the political agenda which effects the definitions of citizenship and rights

#### **Seminar**

**Before** the seminar:

Read the following article and bring **TWO** of the most important findings for the discussion:

Barber, T. (2009) 'Participation, citizenship, and well-being: engaging with young people, making a difference', *Young Nordic Journal of Youth Research*, 17(1): 25–40.  
<http://you.sagepub.com/content/17/1/25.full.pdf+html>

In small groups consider the following questions:

What do you understand by the term 'citizenship'?

Are there boundaries to citizenship or are we in a state of flux?

### **Core Reading**

Barber, T. (2009) 'Participation, citizenship, and well-being: engaging with young people, making a difference', *Young Nordic Journal of Youth Research*, 17(1): 25–40.  
<http://you.sagepub.com/content/17/1/25.full.pdf+html>

### **Further Reading**

Delanty, G. (2007) *Citizenship in a Global Age: Society, Culture, Politics* (Issues in Society), Open University Press.

Hart, S. (2009) 'The 'problem' with youth: young people, citizenship and the community', *Citizenship Studies*, Vol. 13, No. 1, pp. 641-657.

## **WEEK 12      Summary of the Module**

This session focuses on a summary of the module, i.e. making the links between different aspects covered. We will also spend some time looking at how to write effective essays. The study skills books listed under 'Learning Resources' below are useful for writing essays and general study skills. Please make sure you use these books in order to complete your essay thoroughly.

## **10. LEARNING RESOURCES**

Please see the 'Reading Lists Online' link on the Moodle site for this module

Many classical texts are available online at: <http://www.constitution.org/liberlib.htm>

You will also find Box of Broadcasts (accessed via the library in the first instance) an enormously useful resource. The subject librarian, Lindsay Ure ([urel@lsbu.ac.uk](mailto:urel@lsbu.ac.uk)) is also extremely helpful, knowledgeable and willing to help with student queries.

### **Sociology Texts**

Bilton, T. et al. (eds.) (2002) *Introductory Sociology*, 4<sup>th</sup> edition, Basingstoke:

Palgrave Macmillan, Ch.3.

Cohen, C. & Kennedy, P. (2013) *Global Sociology*, 3<sup>rd</sup> edition, Basingstoke: Palgrave Macmillan.

Fulcher, J. & Scott, J. (2011) *Sociology*, 4<sup>th</sup> edition, Oxford: Oxford University Press, Ch. 14.

Giddens, A. (2002) *Runaway World: how globalization is reshaping our lives*, 2<sup>nd</sup> edition, London: Profile Books.

Giddens, A. (2013) *Sociology*, 7<sup>th</sup> edition, Cambridge: Polity Press

Macionis, J. & Plummer, K. (2011) *Sociology: A Global Introduction*, 5<sup>th</sup> edition, London: Prentice Hall/Harvester Wheatsheaf.

Marsh, I. & Keating, M. (eds.) (2013) *Sociology: Making Sense of Society*, 5<sup>th</sup> edition, Harlow: Pearson Education.

Ritzer, G. (2007) *The Globalization of Nothing*, Thousand Oaks: Sage Publications.

Schaefer, R.T. (2012) (10<sup>th</sup> edition) *Sociology*, McGraw-Hill

### **Box of Broadcasts**

<http://bobnational.net/>

Access to a wide range of off-air recordings including films and documentaries can be viewed using the library resource 'Box of Broadcasts' (BoB). All LSBU students have access to this useful resource via the Perry library catalogue which is easy to use. You can enquire in the Perry Library if you have any problems with access.

You can click on the link above and you will be asked to login by stating that you are from LSBU. You then use your LSBU user name and password. You can then watch any programme that has been recorded

---

## Journals

Journals are a good source of up to date information and current and back copies are available in the Perry library. You are advised to consult these regularly. The following journals are examples of those which you will find useful with reference to sociological debates and articles aimed more specifically at developing your skills in sociology:

Sociological Review  
Sociology  
Sociology Review  
Social Policy Review  
Feminist Review  
Race and Class  
Ethnic and Racial Studies  
Sexualities

## Newspapers

You are encouraged to read at least one daily newspaper, which carry items relevant to the topics covered in this Module. Some useful examples are *The Guardian*, *The Times*, *The Independent* and *The Daily Telegraph*. There are, of course, a long list of other relevant daily newspapers and weekly popular publications, such as *The Economist*.

**Moodle Sites:** Virtual Learning Environment (VLE). The Moodle sites are specific to the modules. The University's Technology Enhanced Learning (TEL) strategy seeks to support students' learning on modules through Moodle, a virtual learning environment (VLE). Students will be able access core information concerning modules through Moodle sites for each module; this will include course and module guides, assignment briefs, lecture and seminar programmes etc, study materials, links to other web sites, discussion boards and a range of online activities, as well as links to the Library catalogue and other University services (including your timetable). We will require all assignments to be submitted electronically via the VLE. Online marking, and the return of marks and feedback to students will be done via the VLE.

## Study Skills

Chapter 10 'Critical Analytical Thinking' in Cottrell, S. (2003) *The Study Skills Handbooks*, Palgrave Study Guides, Palgrave Macmillan.

Chapter 6: 'How to Write Essays' in Northedge, A. (1990) *The Good Study Guide*, Open University Press.

## Films you can watch via BoB

**White Girl** (see BBC Review below from The White Season 2008)

**Anna Maxwell Martin** (Bleak House) stars in **Abi Morgan's** compelling film about an inspirational 11-year-old girl, Leah, and her family's relocation to an entirely Muslim community in Bradford.

## Documentaries you can watch via BoB

**Blood, Sweat and T-Shirts [BBC Three, June 2008]**

---

“Six young fashion addicts swap shopping on the high street with working in India’s cotton fields and clothes factories. Can they handle a sewing machine and meet the target of two garments a minute? And will their experience change their throwaway attitude to clothes shopping?”

Source: <http://www.news.bbc.co.uk>

### **Primark on the Rack [BBC1 Panorama, April 2008]**

“Panorama puts Primark’s claims that it can deliver cheap, fast fashion without breaking ethical guidelines to the test. Posing as industry buyers in India, the programme’s reporter Tom Heap and his team find some of India’s poorest people working long, gruelling hours on Primark clothes in slum workshops and refugee camps.”

Source: <http://www.news.bbc.co.uk>

### **Globalization: New Rulers of the World, a special report by John Pilger.**

[ITV, 2001, 65 mins.]

#### Description

“In order to examine the true effects of globalization, Pilger turns the spotlight on Indonesia, a country described by the World Bank as a model pupil until its globalized economy collapsed in 1998. The film examines the use of sweatshop factories by famous brand names, and asks some penetrating questions. Who are the real beneficiaries of the globalized economy? Who really rules the world now? Is it governments or a handful of huge companies? The Ford Motor Company alone is bigger than the economy of South Africa. Enormously rich men, like Bill Gates, have a wealth greater than all of Africa.

Source: <http://freedocumentaries.org/film>

The following are radio 4 programmes that discuss social class are available via



**Thinking Allowed** 4:00pm, Wednesday 29th June 2011 on BBC Radio 4.

**Description:** Is the term 'chav' indicative of a growing tendency to demonise the working class? Laurie Taylor.

**Portraying the Poor** 8:00pm, Monday 13th September 2010 on BBC Radio 4

**Description:** Paul Mason explores the image of poverty and the working class that has been created by writers.

**Night Waves** 10:00pm, Monday 13th June 2011 on BBC Radio 3

**Description:** What led to the demonization of the working class? Philip Dodd talks to author Owen Jones.

**The following are recordings in the Perry library. You can also find them on Box of Broadcasts**

**Middle classes : their rise and sprawl : Lessons in class** [50 mins.]

Reveals the importance of education to the success of the middle classes by comparing the country’s oldest school with a comprehensive.

---

**Class by Class: Part 7, Conclusions** [30 mins.]

**The British Upper Class** [2005, 60 mins.]

Journalist James Delingpole argues that the personal recklessness of the aristocracy provides a necessary counterbalance in a world which is safety-obsessed and conformist. Part of the "Class in Britain" strand.

**The British Working Class** [2005, 60 mins.]

Writer Michael Collins, who grew up at the Elephant and Castle, argues that the destruction of working class communities and rise of multiculturalism have led to the demonisation of the white working class. Begins the three-part "Classing Britain" strand.

**Panorama: Destination UK** [2007, 30 mins.]

Meets people who are attempting a hazardous journey from Africa to the UK using migration routes operated by criminal gangs.

**The Polish Invasion** [2006, 30 mins.]

Sir Digby Jones argues that immigration from Poland has exposed weaknesses in the British work ethic and the British education system.

**Big ideas that changed the world 2, Germaine Greer on Feminism** [Channel 5, 2005]

Greer tells the stories of some of the women who were prominent in struggles for female empowerment. Part of a series on key political ideologies.

**Gay Muslims** [2006, 60 mins.]

Gay practising Muslims talk about how they manage to reconcile their sexuality with their faith.

**Gay Decade** [2004, 30 mins.]

A picture of gay life before and after the 1967 Sexual Offences Act.

**Bradford Riots** [ 2006, 95 mins.]

A docudrama based on events of the Bradford riots.

**Dispatches: Young, Angry and Muslim** [2003, 60 mins.]

A British Pakistani Muslim explores the alienation of British Muslim communities.

**Panorama: How I became a Muslim extremist** [2007, 30 mins.] An ex-member of Hizbut-Tahrir outlines what he believes the government should do to win the support of young Muslims.

**Why democracy: Bloody Cartoons** [2007, 55 mins.]

Looks at the events sparked by the publication of cartoons of the prophet Mohammed in a Danish newspaper.

**Panorama: Covering Up** [2004, 40 mins.]

Four British Muslim girls explain their reasons for choosing to wear the hijab.

**Are Muslims Hated?** [ 2005, 30 mins.]

Kenan Malik argues that the extent of Islamophobia in Britain is widely exaggerated. Reading.