



**London  
South Bank  
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## Module Guide

# Making Identities: Citizenship, Race and Nation

DSS\_5\_MIC



Division of Social Sciences

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WEEK	DATE	TOPIC
1	27 <sup>th</sup> January	Introduction: Module outline and seminar organisation Lecture: Identity, Citizenship and Modernity I
2	3 <sup>rd</sup> February	Lecture: Identity, Citizenship and Modernity I
3	10 <sup>th</sup> February	Racial/Ethnic Identities, Nation and State Formation
4	17 <sup>th</sup> February	Individual Identities and Citizenship: Sexuality and Family Forms
5	24 <sup>th</sup> February	Self-Directed Study Week for the Formative Assessment: Annotated Bibliography
6	2 <sup>nd</sup> March	Gender, National Identity, and Citizenship
7	9 <sup>th</sup> March	Multiple Identities and the Problems of Citizenship in the Multicultural society
8	16 <sup>th</sup> March	Citizenship in an Age of Diasporic and Transnational Identi
9	23 <sup>rd</sup> March	Location, Location, Location: The City, Environment and Neighbourhoods
10	30 <sup>th</sup> March	Tutorials for the Assignment
11	27 <sup>th</sup> April	National and Regional Identities: The European Union
12	4 <sup>th</sup> May	Guest Lecture Professor Kay Peggs: 'Animal Rights and Animal Welfare'

## 1. MODULE DETAILS

<b>Module Title:</b>	Making Identities: Citizenship, Race and Nation
<b>Module Level:</b>	5
<b>Module Reference Number:</b>	DSS_5_MIC
<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 (If applicable):</b>	Level 4 Modules
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	BSc (Hons) Sociology
<b>Year and Semester</b>	2019-20, Semester 2
<b>Module Coordinator:</b>	Dr Shaminder Takhar
<b>MC Contact Details (Tel, Email, Room)</b>	020 7815 5748; <a href="mailto:takhars@lsbu.ac.uk">takhars@lsbu.ac.uk</a> , BR-241
<b>Subject Area:</b>	Sociology
<b>Summary of Assessment Method:</b>	Formative: Annotated Bibliography; Essay 2500 words
<b>External Examiner appointed for module:</b>	Dr Gary Hazeldine, Birmingham City University.

## 2. SHORT DESCRIPTION

This module aims to examine the processes that have shaped key facets of identity in contemporary societies: citizenship, race and nation. By examining their inter-relationship, key sociological debates will be used to understand social and political identities. The module explores important theoretical questions and analyses specific historical processes and contemporary situations. The module encourages students to think across the boundaries of race and nation, gender and sexuality, as well as locality or environment (including animal welfare) in order to understand the different interrelationships between these forms of identity formation and citizenship in the modern world.

## 3. AIMS OF THE MODULE

The module aims to:

- To provide an overview of the main theoretical frameworks that have been developed to analyse social identities based on citizenship, race and nation;
- To develop a critical synthesis of these ideas and their relevance to contemporary social research;
- To demonstrate the relevance of these debates for the analysis of contemporary social and political processes.

## 4. LEARNING OUTCOMES

## 4.1 Knowledge and Understanding

On successful completion of the Module, students will be able to demonstrate:

- knowledge of a range of theoretical tools to understand the relationship between citizenship, and the changing forms of collective identities
- understanding of the complex identities individuals in today's society assert regarding their relationships, and those of others, with major problems and issues

## 4.2 Intellectual Skills

On successful completion of the Module, students will be able to

- to understand historical and contemporary settings or contexts of complex social issues
- to distinguish between popular and intellectual understandings of society.

# 5. ASSESSMENT OF THE MODULE

The Module is assessed by the following

- a. **Formative Assessment: Annotated bibliography** based on the areas covered in their chosen essay question.  
Email this on 30<sup>th</sup> Monday March 2020 for feedback
- b. **Summative Assessment: Essay of 2500 words** [100% of the mark]  
**Hand in Date: Tuesday 12<sup>th</sup> May 2020**

Please note that to pass the module a mark of 40% is required. The regulations on submission of coursework, including the penalties for late submission are described in the Student Handbook. Marks will be deducted for late submission or for exceeding the word limit. For a more general outline of assessment issues and marking criteria please see the DSS Course Guide.

### **Essay Assessment Criteria**

Coursework must be submitted electronically via the module Moodle site. It will automatically go through 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.

### **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.

### **Marking Criteria**

There are 12 standard LSBU Marking Criteria:

1. Research
2. Subject Knowledge
3. Critical Analysis
4. Testing and Problem-Solving Skills
5. Experimentation
6. Practical Competence
7. Communication and Presentation
8. Academic Integrity
9. Collaborative and / or Independent Working
10. Personal and Professional Development
11. Performance Quality
12. Data Literacy

View [LSBU Undergraduate Marking Criteria \(PDF\)](#) in full on the moodle site

These criteria have been developed to help tutors give you clear and helpful feedback on your work. They will be applied to your work to help you understand what you have accomplished, how any mark given was arrived at, and how you can improve your work in future.

Not all the criteria will be relevant to every module or assignment. Any criteria which do not apply to an assessment will be crossed out. The criteria that are relevant to each assessment you take will be shown in the Assessment Brief.

## **6. FEEDBACK**

The coursework deadlines are published, after discussions between staff, and where appropriate between staff and students, in the first few weeks of the semester.

Feedback will normally be given to students 20 working days after the final submission of an assignment or as advised by their module leader.

General feedback, applying to all students, will also be placed on the module VLE site within 20 working days.

## 7. STUDENT EVALUATION

Last year, the majority of students who took this module completed the module evaluation questionnaire. These show a very positive attitude to the module regarding the overall student experience of the module. The evaluations contain many positive comments about the lecturing, seminar activities, the overall content of the course, reading materials and the virtual learning environment. The module will be subject to continuous efforts to improve it.

## 8. INTRODUCTION TO STUDYING THE MODULE

### 8.1 Overview of the Main Content

WEEK	DATE	TOPIC
1	27 <sup>th</sup> January	Introduction: Module outline and seminar organisation Lecture: Identity, Citizenship and Modernity I
2	3 <sup>rd</sup> February	Lecture: Identity, Citizenship and Modernity I
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12	4 <sup>th</sup> May	Guest Lecture Professor Kay Peggs: 'Animal Rights and Animal Welfare'

## 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, therefore, 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.

## 8.2 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.

## 8.3 Employability

This module develops skills that you should find very useful in your future employment by embedding them into the teaching and seminars. In particular it will demonstrate your ability to pursue independent initiatives, to meet deadlines, to search for academic materials, to write in an academic style and to prepare a presentation. Employers look for skills such as group work, written work, ICT skills, presentation and verbal skills which are transferable from the academic world to employment. The module aims to develop your critical thinking/problem solving skills with the following outcomes:

- enhanced job prospects
- effective, self-directed learning
- understanding how you learn
- improved study and career management skills
- improved academic performance
- ability to articulate and evaluate your personal goals and achievements
- transferable skills for lifelong learning and your chosen career

## 9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

<p><b>Week 1: Introduction to the Module and Seminars</b>  <b>Identity, Citizenship and Modernity I</b></p>
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In this session we briefly consider the key concepts and themes that will be tackled in the module as a whole. Following from the themes, we shall focus in this lecture on assertions of a variety of identities, and how this has been articulated within the general context of citizenship in modern societies. The past two centuries have involved intense debate about the rights that citizens enjoy or should enjoy, and whether these rights should be limited to, or should transcend, collective identities.

### **Seminar**

In this seminar we will go through the outline the structure of the module, explain its coherence, discuss how the seminars and lectures relate to each other, agree on operational procedures for the duration of the Module, and presentations, explaining seminar requirements, and explore any general question you may have about the Module. Please look carefully at the Module Guide and feel free to raise any question that may occur to you.

You will be required to read at least one of the pieces listed under **CORE READING**. The lecture follows the seminar and the powerpoint slides will be available on Blackboard to guide you in your preparation for the seminar.

### Activity

You will be asked to answer some questions from the Life in the UK test and to discuss the relevance, advantages/disadvantage of the test.

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The British Citizenship Test was introduced by the Labour government and is a requirement under the Nationality, Immigration and Asylum Act 2002. Those seeking Indefinite Leave to Remain and British Citizenship are required to sit the test. The test consists of 24 multiple choice questions to be answered in 45 minutes. The pass mark is 75% and over.

### Reading for Week 2

Chapter 1: 'What is Citizenship?' in Pattie, C; Seyd, P; Whiteley, P. (2004) *Citizenship in Britain: Values, Participation and Democracy*. Cambridge: Cambridge University Press.  
 EBOOK accessed via the library

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Chapter 1: What is citizenship and why does it matter? in Bellamy, R. (2008) *Citizenship: A Very Short Introduction*. Oxford: Oxford University Press.  
EBOOK accessed via the library

### Seminar Questions

Is the Citizenship Test meaningful and does it help to integrate new citizens?

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Is the Citizenship Test about Britishness?

What is Britishness?

What are the processes that have helped to construct our ideas about citizenship?

### **Core Reading**

Life in the United Kingdom: a guide for new residents (2014) Home Office (306.094109051 LIF).

Bellamy, R. (2008) *Citizenship: A Very Short Introduction*. Oxford: Oxford University Press [323.6 BEL] EBOOK accessed via the library

Pattie, C; Seyd, P; Whiteley, P. (2004) *Citizenship in Britain: Values, Participation and Democracy*, Cambridge: Cambridge University Press.

NB. In a rapidly changing situation new journal articles are constantly appearing. I will post readings on the Blackboard site for this module but please also check the journals yourself – there are many journals available electronically via the library website!

The reading lists for each week provide you with a choice of materials: you are not expected to read all the sources listed each week. The length of the lists also means that the library cannot be expected to stock all the items, but it does guarantee to stock all core items (meaning that the library's teaching stock is in fact larger than that found in many universities in Britain – including some rather prestigious ones). The inevitable limitations that all libraries face mean that you should plan your reading in advance and make use of the reservation system. Please also return literature in good time to allow others to make use of it.

If you do want to read all or most of the items for a particular week (perhaps in order to prepare for an essay or presentation) and are having difficulty locating some of them, you are entitled to use other university libraries in the London area and I would strongly urge you to visit the British Library of Political and Economic Science (located across Waterloo Bridge at the LSE). Additionally, the librarians are happy to have 1:1 appointments to help you search for articles and with other matters – please contact the library at directly.

<b>Week 2: Identity, Citizenship and Modernity II</b>
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This session continues from last week. In this session we briefly consider the key concepts and themes that will be tackled in the module as a whole. Following from the themes, we shall focus in this lecture on assertions of a variety of identities, and how this has been articulated within the general context of citizenship in modern societies. The past two centuries have involved intense debate about the rights that citizens enjoy or should enjoy, and whether these rights should be limited to, or should transcend, collective identities.

We will watch the video from The Migration Observatory:

Citizenship: What Is It and Why Does It Matter?

### Seminar

Before the seminar look up the following website on becoming a citizen of the UK:

<https://www.gov.uk/browse/citizenship/citizenship>

In the seminar we will read about the following on the above website:

- [The issue: What is British citizenship and why does it matter?](#)
- [Breaking the link between settlement and citizenship](#)
- [What is the relation between citizenship, belonging and Britishness?](#)
- [What is the aim of citizenship policy?](#)
- [What is the relationship between citizenship, immigration and equality?](#)
- [Implications for debates](#)

There are two core readings for this week which we will discuss. Please use the core reading brief to organise your reading:

Chapter 1: 'What is Citizenship?' in Pattie, C; Seyd, P; Whiteley, P. (2004) *Citizenship in Britain: Values, Participation and Democracy*, Cambridge: Cambridge University Press.

Chapter 1: What is citizenship and why does it matter? in Bellamy, R. (2008) *Citizenship: A Very Short Introduction (Very Short Introductions)*, Oxford University Press.

### Reading for Week 2

Chapter 1: 'What is Citizenship?' in Pattie, C; Seyd, P; Whiteley, P. (2004) *Citizenship in Britain: Values, Participation and Democracy*. Cambridge: Cambridge University Press.

EBOOK accessed via the library

Chapter 1: What is citizenship and why does it matter? in Bellamy, R. (2008) *Citizenship: A Very Short Introduction*. Oxford: Oxford University Press.

EBOOK accessed via the library

### Core Reading

Life in the United Kingdom: a guide for new residents (2014) Home Office (306.094109051 LIF).

Bellamy, R. (2008) *Citizenship: A Very Short Introduction*. Oxford: Oxford University Press [323.6

Pattie, C; Seyd, P; Whiteley, P. (2004) *Citizenship in Britain: Values, Participation and Democracy*, Cambridge: Cambridge University Press.

Parekh, B. (2006) 2<sup>nd</sup> ed. *Rethinking Multiculturalism: cultural diversity and political theory*. Basingstoke: Palgrave Macmillan (305.8001 PAR)

## Week 3: Racial/Ethnic Identities, Nation and State Formation

What is the interrelationship between race/ethnicity, nation and state formation? How have modern states been shaped by ideas about race and nationhood? These are the questions that will be explored in this lecture, which will draw on historical and contemporary examples in order to analyse the complex ways in which nation-state have been constructed and reconstructed around the boundaries of racial/ethnic identities.

## **Seminar**

### Activity

We will watch Part 1 of the Panorama programme 'True Brits' (2008) which looks at Britishness.

### Reading

'Pride, shame, and the skin of citizenship' in Fortier, Anne-Marie (2008) *Multicultural Horizons: diversity and the limits of the civil nation*. Abingdon: Routledge.

EBOOK accessed via the library

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Chapter 1: 'what is multiculturalism?' in Rattansi, Ali (2011) *Multiculturalism: a very short introduction* (very short introductions), Oxford University Press.

### Seminar Question

Is citizenship defined by racial and national identities?

## **Core Reading**

Fortier, Anne-Marie (2008) *Multicultural Horizons: diversity and the limits of the civil nation*. Abingdon: Routledge.

Joppke, C. (2010) *Citizenship and Immigration*. Cambridge: Polity, 2010 [323.6 JOP]

EBOOK accessed via the library

Kortweg, A.C. and Yurdakul, G. (2014) *The headscarf debates : conflicts of national belonging*. Stanford: Stanford University Press

EBOOK accessed via the library

Meer, N. (2010) *Citizenship, identity and the politics of multiculturalism: the rise of Muslim consciousness*, Basingstoke, England. New York: Palgrave Macmillan

EBOOK accessed via the library

<b>Week 4: Individual Identities and Citizenship: Sexuality and Family Forms</b>
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In this lecture we consider some of the debates about the problems of sexual identities in relation to the individual's citizenship rights. In recent years, issues regarding sexuality, family choice, and rights have become major items on the public agenda, and it is important to explore whether and how these issues have influenced the development of citizenship.

## **Seminar**

### Activity

We will watch some of the following documentary about laws on homosexuality:

### **Global Gay: The Next Frontier In Human Rights - Documentary**

[https://www.youtube.com/watch?v=e91BUAyr\\_Ho](https://www.youtube.com/watch?v=e91BUAyr_Ho)

### Reading

Diane Richardson (2017) 'Rethinking Sexual Citizenship, *Sociology*, 5(2): 208-224.

Available at: <http://journals.sagepub.com/doi/pdf/10.1177/0038038515609024>

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

### Seminar Question

Why are questions about gender and sexuality an integral component of national identity?

### **Core Reading**

Hines, S. and Taylor, Y. (eds) (2012) *Sexualities: past reflections, future directions*.

Basingstoke: Palgrave Macmillan.

Lewis, G. (ed) (2004) *Citizenship: personal lives and social policy*. Bristol: Policy Press [323.60941 CIT]

Nagel, J. (2003) *Race, ethnicity, and sexuality: intimate intersections, forbidden frontiers*. Oxford University Press [305.8 NAG]

Weeks, J. (2010) 3<sup>rd</sup> edition, *Sexuality*. Abingdon: Routledge [306.7 WEE]

Weeks, J Heaphy, B & Donovan, C (1999) 'Families of choice: autonomy and mutuality in non-heterosexual relationships', in, S McRae (ed) *Changing Britain: Families and Households in the 1990s*, Oxford: Oxford University Press, chapter 12.

### **Week 5: Self-Directed Study Week**

It is recommended that you work on your formative assessment which will prepare you for the essay.

### **Week 6: Gender, National Identity and Citizenship**

How do debates about racial and national identities link up with questions about gender? This is a question that has attracted growing interest in a variety of disciplines in recent times. In this lecture we explore this question by focusing on the ways in which recent debates have attempted to bring questions about gender to the fore in analysing racism and nationalism.

### **Seminar**

#### Activity

### **Closing the Gender Gap**

<https://www.weforum.org/projects/closing-the-gender-gap-gender-parity-task-forces>

#### You Tube:

### **100 Years Until We Reach Gender Parity?**

<https://www.youtube.com/watch?v=dWpszEzmmzw>

### **The Global Gender Gap Report 2015**

<https://www.youtube.com/watch?v=llj7LzTULog>

Before the seminar go to the following websites for information on gender related issues:

<https://www.gov.uk/government/organisations/government-equalities-office>

The **Government Equalities Office (GEO)** is part of the Department for Culture, Media and Sport (DCMS) of HM Government. It was created in October 2007 when the Women and Equality Unit, based within the Department for Communities and Local Government was converted into an independent department.

## Equality

<https://www.gov.uk/government/policies/creating-a-fairer-and-more-equal-society>

Report: "150 years of progress on women's rights and gender equality 1866-2016," Fawcett Society (2016)

Available at: <https://www.fawcettsociety.org.uk/Handlers/Download.ashx?IDMF=45a5a7f5-ffbd-4078-b0b7-4bfccab159d>

## Reading

### The Global Gender Gap Report 2017

Download at: <https://www.weforum.org/reports/the-global-gender-gap-report-2017>

## Seminar Question

In what ways do perceptions of a person's gender identity influence ideas about citizenship?

## Core Reading

Dwyer, P. (2010) *Understanding social citizenship : themes and perspectives for policy and practice*, 2<sup>nd</sup> edition. Bristol : Policy [1<sup>st</sup> and 2<sup>nd</sup> editions are available in the library, 323.6 DWY] (Chapter 6: 'Gender, Citizenship and Welfare')

Lister, R. et al (2007) *Gendering citizenship in Western Europe : new challenges for citizenship research in a cross-national context*. Bristol : Policy [323.6094 GEN] EBOOK accessed via the library

Chapter 2: Lister, R. (2013) 'From the intimate to the global: reflection on gendered citizenship' in Oleksy, E.H. (ed) *The Limits of Gendered Citizenship* (Routledge Advances in Feminist Studies and Intersectionality), Abingdon: Routledge.

## Week 7: Multiple Identities and the Problem of Citizenship in the Multicultural Society

In this lecture we explore changing conceptions of citizenship as a consequence of the development of multiculturalism. There have been important debates in recent years about the politics of difference and the role of ethnic and racial minorities and in the course of this lecture we shall explore some of the main aspects of these discussions and look at their consequences in terms of policy change and political action.

## Seminar

### Activity

We will watch Part 1 of the BBC documentary: The White Season - Rivers of Blood (2008)

## Reading

Chapter 1: 'Recited Truths: the contours of multicultural crisis' in Lentin, A. and Tittley, G. (2011) *The Crisis of Multiculturalism Racism in a Neo-Liberal Age*. London: Zed Books EBOOK accessed via the library

### Seminar Discussion

Discuss the following views:

1. Multiculturalism is an attempt to respect diversity within a framework of common values.
2. Multiculturalism has failed and led to segregation rather than integration.

### Private Study

Watch the following Panorama documentary: White Fright

### **Core Reading**

McGee, D. (2005) *Intolerant Britain? : hate, citizenship and difference*. Maidenhead: Open University Press.

Parekh, B. (2000) *The Future of Multi-Ethnic Britain. Report of the Commission on the Future of Multi-Ethnic Britain*. London: Profile Books (305.800941 RUN).

Parekh, B. (2006) 2<sup>nd</sup> ed. *Rethinking Multiculturalism: cultural diversity and political theory*. Basingstoke: Palgrave Macmillan (305.8001 PAR)

## **Week 8: Citizenship in an Age of Diasporic and Transnational Identities**

One of the most important features of the contemporary global situation is that transnational economic, social and political relations have helped to create a multiplicity of migrant networks and communities that transcend received national boundaries. In this situation a number of questions arise. Are categories such as migrants and refugees are no longer an adequate way to describe the realities of movement and settlement in many parts of the globe? Are we seeing the development of forms of identity that are diasporic or transnational? These are the questions that we want to explore in this lecture in relation to both historical and contemporary debates.

### **Seminar**

#### Reading

Khachig Tölölyan (2012) 'Past, present and promise', Working Papers, Paper 55, April, *Diaspora Studies*, International Migration Institute, University of Oxford.

<http://www.migration.ox.ac.uk/odp/pdfs/WP55%20Diaspora%20studies.pdf>

#### Seminar question

In what ways have the development of modern diasporas and transnational communities transformed our understanding of identity in contemporary societies?

### **Core Reading**

Aslaug Sollund, R. (2012) *Transnational migration, gender and rights*. Bingley: Emerald EBOOK accessed via the library

Hammond Perry, K. (2015) *London Is the Place for Me: Black Britons, Citizenship, and the Politics of Race*. *Transgressing Boundaries: Studies in Black Politics and Black Communities Series*. Oxford: Oxford University Press.

Held, D. (2010) *Cosmopolitanism: Ideals and Realities*. Cambridge: Polity EBOOK accessed via the library

Miller, T. (2007) *Cultural citizenship: cosmopolitanism, consumerism, and television in a neoliberal age*. Temple University Press EBOOK accessed via the library

Held, D. (2010) *Cosmopolitanism: Ideals and Realities*. Cambridge: Polity EBOOK accessed via the library

## Week 9: Location, Location, Location: The City, Environment and Neighbourhoods

Issues about the environment and neighbourhood are being increasingly raised in public debates about human identity. Cities have long been at the centre of discussions about civility, toleration and a generalised perception of human society and identity captured in the concept of cosmopolitanism. This lecture will explore these issues and relate them to the general question of how they condition our understanding of citizenship.

### Seminar

#### Activity

We will watch the following documentary:

Story of Stuff (2007, OFFICIAL Version) 21.25 minutes

<http://www.youtube.com/watch?v=9GorqroiqgM>

#### Uploaded on Apr 22, 2009

From its extraction through sale, use and disposal, all the stuff in our lives affects communities at home and abroad, yet most of this is hidden from view. The Story of Stuff is a 20-minute, fast-paced, fact-filled look at the underside of our production and consumption patterns. The Story of Stuff exposes the connections between a huge number of environmental and social issues, and calls us together to create a more sustainable and just world. It'll teach you something, it'll make you laugh, and it just may change the way you look at all the stuff in your life forever. <http://storyofstuff.org> [No of views: 2,356,853].

It is also available on: <http://storyofstuff.org/movies/>

#### Reading

Stevenson, N. (2002) 'Cosmopolitanism, Multiculturalism and Citizenship' *Sociological Research Online*, 7(1)

<http://www.socresonline.org.uk/7/1/stevenson.html>

#### Seminar Question

In what ways are the locations in which we live or associate influencing our sense of identity? The concept of sustainability requires us to pay attention to the following question: Has human activity and its goals exhausted the earth's resources?

#### **Core Reading**

Crick, B. and Lockyer, A. (2010) *Active citizenship: what could it achieve and how?* Edinburgh: Edinburgh University Press

EBOOK accessed via the library

Held, D. (2010) *Cosmopolitanism: Ideals and Realities*. Cambridge: Polity

EBOOK accessed via the library

Holsten J & Appadurai A (1996) 'Cities and Citizenship' *Public Culture*, 8(2): 187-204

## Week 10: Tutorials for the Assignment

Please make an appointment to discuss the assignment. Please bring your annotated bibliography that you are required to email to me next week.

## Week 11: National and Regional Identities: The European Union

In this lecture we look at the changing dynamics of racial, ethnic, and national identities within the context of contemporary European societies. We shall focus on recent processes within the expanding European Union that have transformed debates about the national question in the continent which gave birth to modern national identity and its philosophy of nationalism. Particular emphasis will be placed on the present tension between national sovereignty/identity and the apparently contradictory characteristics of regionalism.

### Seminar

#### Activity

We will watch the following short documentary:

The European Union Explained [5.51 mins.]

<http://www.youtube.com/watch?v=O37yJBFRfg>

#### Reading

Before the seminar read the following articles:

Balthazar, A.C. (2017) Made in Britain: Brexit, teacups, and the materiality of the nation, *American Ethnologist*, 44 (2): 220–224.

<http://onlinelibrary.wiley.com/doi/10.1111/amet.12471/full>

Enacting European Citizenship (ENACT) and read the information and move on to the next sections which look at different aspects of European citizenship. Listen to the interview at the end on multiculturalism and active citizenship [7.30 mins.].

<http://www.open.edu/openlearn/society/international-development/global-development-management/enacting-european-citizenship-enact/content-section-1>

#### Seminar Questions

What impact has the development of the European Union had on national and regional identities? Why is immigration so high on the political agenda with reference to European Union enlargement?

#### **Core Reading**

Mindus P. (2017) *European Citizenship after Brexit*. Palgrave Studies in European Union Politics. Basingstoke: Palgrave Macmillan. (Introduction and Chapter 1)

EBOOK accessed via the library

Currie, S. (2008) *Migration, work and citizenship in the enlarged European Union*. Farnham: Ashgate [344.0162 CUR]

Dunkerley, D Hodgson, L Konopacki, S Spybey, T & Thompson, A (2002) *Changing Europe: Identities, nations and Citizens*. Abingdon: Routledge, **Chapter 2**

Engin F. Isin and Michael Saward (2013) *Enacting European citizenship*. Cambridge: Cambridge University Press [(323.6094 ENA)]  
Bronitt, S and Rubenstein, K. (eds) (2008) *Citizenship in a post-national world : Australia and*  
Reed-Danahay, D and Brettell, C.B. (eds) (2008) *Citizenship, political engagement, and belonging: immigrants in Europe and the United States*. Rutgers University Press  
EBOOK accessed via the library

## **Week 12: Guest Lecture: Professor Kay Peggs on 'Animal Rights and Animal Welfare'**

Professor Kay Peggs is a sociologist who has longstanding research interests in critical sociology and social theory. Her current research addresses the persistence of complex inequalities associated with species. The subject of human relationships with nonhuman animals is often neglected in sociology and she has produced a series of publications and conference presentations on this theme, including her book *Animals and Sociology* (Palgrave 2012). Professor Peggs forthcoming book looks at animal experiments and human values:

Peggs, K. (forthcoming) *Experiments, Animal Bodies and Human Values*. Farnham: Ashgate

### **Seminar**

#### Reading

'Town and Country: Animlas, Place and Space'

Source: Peggs, K. (2012) *Animals and Sociology*. Basingstoke: Palgrave Macmillan.

Matthew Cole and Kate Stewart (2016) Viewpoint: Killers or Carers – who do we think we are when it comes to other animals? *Discover Society*, Issue 32.

<http://discoversociety.org/2016/05/03/viewpoint-killers-or-carers-who-do-we-think-we-are-when-it-comes-to-other-animals/>

Read the following article from the BBC: **Animal rights**

This article discusses whether non-human animals have rights, and what is meant by animal rights.

[http://www.bbc.co.uk/ethics/animals/rights/rights\\_1.shtml](http://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml)

#### Seminar Question

What is your understanding of animal rights and animal welfare?

### **Core Reading**

Appleby, M.C. and Hughes, B.O. (2011) *Animal Welfare*. CABI.

DeGrazia, D (2002) *Animal Rights: A Very Short Introduction*. Oxford: Oxford University Press.

Kalof, Linda & Fitzgerald, Amy (eds) (2007) *The Animals Reader*. Oxford: Berg.

Peggs, K. (2012) *Animals and Sociology*. Basingstoke: Palgrave Macmillan.

Stamp Dawkins, M. (2012) *Why Animal Matter: Animal Consciousness, Animal Welfare and Human Well-Being*. Oxford: Oxford University Press.

Waldau, P. (2011) *Animal Rights: What Everyone Needs to Know*. Oxford: Oxford University Press.

## **10. LEARNING RESOURCES**

### **Reading Lists Online**

<http://readinglists.lsbu.ac.uk/index.html>

### **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.

### **Academic Journals**

It will be useful to look in the Library for relevant journals that cover the range of topics addressed in this Module. By looking at copies of particular journals over a period of a few years you can easily come across articles of direct relevance to particular topics. When preparing yourself for seminar topics and/or for the final examination you will find it useful to look through these journals for relevant articles:

Citizenship Studies  
Social Identities  
Ethnic and Racial Studies  
Theory, Culture and Society  
Ethnicities  
Global Networks  
Sexualities  
Nations & Nationalism  
Journal of Ethnic & Migration Studies  
Community, Work & Family

### **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.

### **Virtual Learning Environment - Moodle**

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).

All assignments that can be submitted electronically, to be submitted via the VLE. Online marking, and the return of marks and feedback to students will be via the VLE.

## Study Skills

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

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

## Core Reading

Bellamy, R. (2008) *Citizenship: A Very Short Introduction*. Oxford: Oxford University Press [323.6 BEL]

Currie, S. (2008) *Migration, work and citizenship in the enlarged European Union*. Farnham: Ashgate [344.0162 CUR]

Delanty, G. (2000) *Citizenship in a Global Age: society, culture, politics*. Maidenhead: Open University Press [323.6 DEL]

Dwyer, P. (2010) *Understanding Social Citizenship: themes and perspectives for policy and practice*. Bristol : Policy Press [323.6 DWY] 2nd edition.

Fortier, Anne-Marie (2008) *Multicultural Horizons: diversity and the limits of the civil natio*. Abingdon : Routledge.

Friedman, M. (ed) (2005) *Women and Citizenship*, Oxford University Press [323.34 WOM]

Held, D. (2010) *Cosmopolitanism*. Cambridge: Polity.

Isin, E.F. (2000) *Citizenship and the Global City*. Abingdon : Routledge.

Joppke, C. (2010) *Citizenship and Immigration*. Cambridge: Polity, 2010 [323.6 JOP]

Krishna, S. (2009) *Globalization and Post colonialism: hegemony, resistance in the twenty first century*. Maryland: Rowman and Littlefield Publishers.

Lister, R. et al (2007) *Gendering citizenship in Western Europe : new challenges for citizenship research in a cross-national context*. Bristol : Policy [323.6094 GEN]

Pattie, C. et al (2004) *Citizenship in Britain: values, participation, and democracy*, [electronic resource] Cambridge University Press

Parekh, B. (2000) *Rethinking Multiculturalism: cultural diversity and political theory*

Peggs, K. (2012) *Animals and Sociology*. Basingstoke: Palgrave Macmillan.

Richardson, D. and Monroe, S. (2012) *Sexuality, Equality and Diversity*. Basingstoke: Palgrave and Macmillan

Stevenson, N. (2003) *Cultural citizenship: cosmopolitan question*. Maidenhead: Open University Press [306 STE]

## Optional Reading

Appleby, M.C. and Hughes, B.O. (2011) *Animal Welfare*, CABI.

Castles, S. and Davidson, A. (2000) *Citizenship and migration: globalization and the politics of belonging*. Basingstoke: Palgrave Macmillan [323.6 CAS].

Castles, S. and Davidson, A. (2000) *The Citizen Who Does Not Belong: Citizenship in a Global Age*. Basingstoke: Palgrave Macmillan.

DeGrazia, D. (2002) *Animal Rights: A Very Short Introduction*, Oxford: Oxford University Press.

Firth, L. (2009) *Citizenship and Participation*. Independence [323.6 CIT ]

Goulbourne, H. (ed) (2001), *Race & Ethnicity*, vol 2. Abingdon: Routledge.

Kymlicka, W. and Norman, W. (2000) *Citizenship in diverse societies*. Oxford University Press [305.8 CIT].

Stamp Dawkins, M. (2012) *Why Animals Matter: Animal Consciousness, Animal Welfare and Human Well-Being*. Oxford: Oxford University Press.

Waldau, P. (2011) *Animal Rights: What Everyone Needs to Know*. Oxford: Oxford University Press.

Weeks, J Holland, J & Waites, M (eds) (2003) *Sexualities and Society: a Reader*. Cambridge: Polity (several chapters).