

**London
South Bank
University**



Modernity

Level 5

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1. MODULE DETAILS

Module Title:	The Making of Modern Society
Module Level:	5
Module Reference Number:	DSS_5_MMS
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning Course:	Level 1 modules or equivalent BSc (Hons) Sociology
Module Coordinator:	Julien Morton
Contact Details (Tel, Email, Room)	BR243B, ext 5781
Teaching Team & Contact Details	Julien Morton mortonj@lsbu.ac.uk
Summary of Assessment Method:	1. Summative 2500 word essay [100% of assessment] Hand in date: exact date will be announced during the semester.
External Examiner appointed for module:	Dr Gary Hazeldine, Senior Lecturer, Birmingham City University.

2. SHORT DESCRIPTION

What makes a society modern? What is modernity? How has it shaped society and sociology? Across all the social sciences there is a powerful awareness that western society changed around the 1750s – in a word it began to become ‘modern’. This has been seen as a largely positive change by most people, politicians and sociologists. But do we really know what we mean when we call something modern? We will look at what is involved in a society becoming modern, why it happened in the West, and what did this mean for non-Western societies? We will ask what are the positives and negatives of all this, especially around issues of class, bureaucracy, rationality, order and ... the Holocaust.

3. AIMS OF THE MODULE

The aims of the module are to:

- Provide an understanding of modernity as a practical social change and its implications
- Provide an understanding of modernity as an epistemological change
- Develop an understanding of sociological thought over the last two centuries;
- Evaluate the impact of modernity on Western and non-Western societies
- Evaluate the impact of modernity on sociological theory

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

On completion of the module, students will have developed:

- An understanding of modernity as a social and as an epistemological concept.
- A critical understanding of a wide range of classical sociological theories and how these relate to modern social changes, good and bad.

4.2 Intellectual Skills

On completion of the module, students will be able to:

- Succinctly, accurately and clearly summarise and evaluate key points and arguments from academic texts in written and oral form, especially with respect to sociological theories and concepts around modernity.
- Complete an essay with proper regard to the protocols of academic writing especially with respect to criminological theories and concepts, including using material evidence from historical accounts of the Holocaust

4.3 Practical Skills

On completion of the module students will have:

- shown the ability to present, in written and oral form, a sustained, analytical and coherent examination of intellectual and social issues using appropriate vocabulary, evidence, footnotes and bibliography;
- Demonstrate the ability to synthesise information presented at a formal exhibition (Holocaust exhibition at the Imperial War Museum).

4.4 Transferable Skills

At the end of this module students should have acquired a range of skills:

- Oral communication and written skills, including essay and report writing skills as well as an ability to debate these issues in a social setting.
- Intellectual and analytic skills involving critical appraisal of source material, and building arguments out of these with self-guided time management.

5. ASSESSMENT OF THE MODULE

1. One coursework essay of **2,500 words** in length.

Either (**OPTION 1**):

- A critical evaluation of the Holocaust Exhibition at the Imperial War Museum:

“Critically evaluate Zygmunt Bauman’s view of the relationship between modernity and the Holocaust: Discuss with reference to the Holocaust Exhibition at the Imperial War Museum”

Or (**OPTION 2**)

- A review essay that sums up themes from the whole module:

“Compare and contrast the view of modernity articulated by at least two theorists discussed in the module”

- ❖ You can use the material from the whole course in developing your Bauman essay.
- ❖ The Bauman essay (Option 1) asks for you to do some empirical work by using the exhibition to evaluate his theory.
- ❖ The general review essay (Option 2) is a purely theoretical essay.
- ❖ It is up to you which you would prefer.

Hand in date: mid January 2019

Study Skills Books

The following are useful books on writing essays and general study skills. Please make sure you use these books in order to complete your essay thoroughly:

Cottrell, S. (2003) *The Study Skills Handbooks*, Palgrave Study Guides, Palgrave.

Greetham, B. (2001) *How to Write Better Essays*, Palgrave Study Guides, Palgrave.

Peck, J. and Coyle, M. (2005) *The Student’s Guide to Writing*, Palgrave Study Guides, Palgrave.

Peck, J. and Coyle, M. (2005) *Write it Right*, Palgrave Study Guides, Palgrave.

Scanned Chapters: Study Skills

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

<http://0-www.library.lsbu.ac.uk.lispac.lsbu.ac.uk/course readings/A314.pdf>

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

<http://0-www.library.lsbu.ac.uk.lispac.lsbu.ac.uk/course readings/A319.pdf>

6. FEEDBACK

Feedback will normally be given to students 15 working days after the submission of an assignment.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

WEEK	LECTURE	SEMINARS AND PRESENTATIONS
Week 1	Enlightenment, Industrialism and the Foundations of Sociology	Introduction to course + distribution of seminar topics. Class reading Seminar Qs: Enlightenment and Modernity
Week 2	Marx-Capitalism, Class and Revolutionary Change	Seminar Qs: Marx's ideas of change & development + class reading
Week 3	Durkheim-Integration and Order in Modernity	Seminar Qs: Durkheim-social order and integration + class reading
Week 4	Weber-Bureaucracy, Rationalisation and Modern Life	Seminar Qs: Weber-Power and control in the modern world + class reading
Week 5	Directed Private Study: Preparation for Formative Test	
Week 6	Frankfurt School-Critical Theory and the Problem of Ideology	Seminar Qs: Frankfurt School + class reading
Week 7	Modernity & the Holocaust	1. Seminar Qs: Bauman's work on the Holocaust and Modernity 2. Preparatory discussion for visit to the Imperial War Museum
Week 8	Visit to the Imperial War Museum – no lecture please note, some of the facts and images in the exhibition can be upsetting.	Visit to the Imperial War Museum - no seminar
Week 9	'Race', the West and Modernity	Seminar Qs: How did modernity affect how we think about race.

Week 10	Feminist Perspectives	1. Follow up on Holocaust visit + review of class reading. 2. Seminar Qs: Feminism & Modernity + class reading
Week 11	Revision Lecture and Quiz	Go over the quiz in the seminars
Week 12	Drop-in discussion of essay	Drop-in discussion of essay

7.2 Overview of Types of Classes

The module consists of lectures, seminars and a visit to the Holocaust exhibition at the Imperial War Museum. Lectures and seminars will use various materials where appropriate. Seminar discussions will focus on specific readings as a preparation for the assessment. Students are expected to prepare for the seminars through reading indicated in the module guide.

There is a **Moodle Site** for this module. You will get almost all the information and material you need for each topic here.

7.3 Importance of Student Self-Managed Learning Time

In their self-managed study time, students are expected to work on the development of their assignments. Students are expected to prepare in advance for seminars and the field trip. Students should also regularly consult professional journals for recent research materials in their own specialist field, and get into the habit of looking in some detail at the research processes described. By doing this students will be able to create a collection of material that is relevant to their assessment.

7.4 Employability

The aims and learning outcomes of the module are intended to contribute to the possession of knowledge, intellectual and practical skills capable of application in the public and private sectors or the pursuit of further academic work. This will allow students to undertake work in a wide range of fields in research, politics and policy, the civil service, teaching, local government, journalism and management. At the end of this module students should have acquired a range of skills linked to future employment:

- effective, self-directed learning
- 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
- meeting deadlines
- IT Skills
- effective time management.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEKLY TEACHING PROGRAMME-SEMINARS & READING

GENERAL READING

STRONGLY RECOMMENDED:-

- Callinicos, A. (2007) *Social Theory*, Polity Press
- Scott J. (2006) 'Modernity and Rationalisation' in *Social Theory: Central Issues in Sociology*, Sage.
- George Ritzer (2003) 'Classical Grand Theories' in *Contemporary Sociological Theory and its Classical Roots*, McGraw-Hill.
- Dillon M. (2010) *The Frankfurt School: Technology, Culture, and Politics in Introduction to Sociological Theory*, Wiley-Blackwell.
- Bauman, Z. (1989) *Modernity and the Holocaust*, Polity Press.
- Law I. (2010) 'Historical groundings: the global formation of racism' in I. Law, *Racism and Ethnicity: Global debates, Dilemmas, Directions*, Pearson Education Limited.
- Gilroy P. (2001) 'Postcolonial Melancholia' in S. Seidman & J.C. Alexander (eds) *The New Social Theory Reader*, Routledge.
- Said E. (1993) *From Orientalism* in P. Williams & L. Chrisman (eds) *Colonial Discourse and Post-Colonial Theory: A Reader*, Harvester Wheatsheaf.
- Melman B. (2001) 'Changing the subject: women's history and historiography 1900-2000' in I. Zweiniger-Bargielowska (ed) *Women in twentieth Century Britain*, Longman.

WEEK 1: INTRODUCTION

Modern Society, Modern Sociology

This first session is devoted to introducing the module and arranging weekly seminar presentations. We will investigate what is meant by modernity and tradition, western modernity, secularisation, and political modernity. We will look at what it means for a society to become modern, but also for sociology to be modern.

SEMINAR

Reading

J. Scott (2006) 'Modernity and Rationalisation' in *Social Theory: Central Issues in Sociology*, Sage.

- 1: What social changes underpinned the Enlightenment and what was the self-image of Enlightenment thinkers?
- 2: What conditions in the early nineteenth century gave rise to the creation of sociology?
- 3: Why did sociology aspire to be 'the science of society'?

Further Reading

CALLINICOS A., *Social Theory: A Historical Introduction*, (2007), Chs. 1 & 2
CRAIB I., *Classical Social Theory*, (1997) [#300.1]
GIDDENS A., *Capitalism and Modern Social Theory*, (1971) [#301.09]
KUMAR K., *Prophecy and Progress*, (1978) [#303.483]
OUTHWAITE W., "Classical and Modern Social Theory" in H.ANDERSEN & KASPERSEN L., *Classical and Modern Social Theory*, (2000) [#301.01]
RAY L., *Theorizing Classical Sociology*, (1999), Chs. 2 & 3 [#301.01]

WEEK 2:**Marx-Capitalism, Class Struggle and Revolutionary Change**

This week we look at Marx – he was a critic of modern capitalist societies. Something is wrong with modern society – namely capitalism. But Marx is also a believer in modern society and modern sociology. The most modern society would ultimately be a socialist one that cures the problems of capitalism. Moreover, a modern scientific sociology can help bring us there. So, you could argue that he is broadly a fan of modernity and modern society, but not just not quite yet!

SEMINAR**Readings**

George Ritzer (2003) 'Classical Grand Theories' in *Contemporary Sociological Theory and its Classical Roots*, McGraw-Hill.

Marx & Engels: Manifesto of the Communist Party

Alex Callinicos Social Theory Chap 4

Seminar Presentation and Definition of Concepts sheet.

1. Examine the relationship between capitalism, modernity and social change in Marx's writings
2. Why for Marx was the working class the key agent for the revolutionary transformation of capitalism?

Further Reading

ANTONIOU R. (Ed), *Marx and Modernity*, (2003) [#335.4]

BOTTOMORE T. & M. RUBEL (Eds), *Karl Marx: Selected Writings in Sociology and Social Philosophy*, (1963) [#335.4]

CALLINICOS A., *Social Theory: A Historical Introduction*, (2007), Ch.4

CRAIB I., *Classical Social Theory*, (1997)

GIDDENS A., *Capitalism and Modern Social Theory*, (1971) [#301.09]

McLELLAN D., *The Thought of Karl Marx*, (1971) [#335.5]

McLELLAN D. (Ed), *Karl Marx: Selected Writings*, (1977) [#335.5]

MANSON P., "Karl Marx," in H. ANDERSEN & L. KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)

KARL MARX & FRIEDRICH ENGELS, *Selected Writings* (1968) [#335.4]-

especially: *Manifesto of the Communist Party*; *Wage Labour and Capital*; *The Eighteenth Brumaire of Louis Bonaparte*; *The Civil War in France*

RAY L., *Theorizing Classical Sociology*, (1999), Ch.4

The Mark Steel Lectures: Marx [You Tube]

Part 1 <http://www.youtube.com/watch?v=ByOKZmQ72m4>

Part2: <http://www.youtube.com/watch?v=98z1kfOcur0&feature=related>

Part 3 <http://www.youtube.com/watch?v=l8yFmzN0cRQ&feature=related>

http://www.youtube.com/watch?v=zEBz_ZfZzmU&feature=related

Karl Marx – His Life Part 1 [Audio]

<http://www.youtube.com/watch?v=JAB8n4x4DVw&feature=related>

Karl Marx – His Life Part 2 [Audio]

<http://www.youtube.com/watch?v=odkiKIBgaH8&feature=related>

Karl Marx – His Life Part 3 [Audio]

<http://www.youtube.com/watch?v=QPWrJNhMeBI&feature=related>

Karl Marx – His Life Part 4 [Audio]

<http://www.youtube.com/watch?v=kHSb9j4TnDw&feature=related>

Karl Marx – His Life Part 5 [Audio]

Marx Basic Concepts

MODE OF PRODUCTION:

CAPITAL:

CAPITALISM:

EXPLOITATION:

BASE/SUPERSTRUCTURE:

CLASS CONFLICT:

BOURGEOISIE:

PROLETARIAT:

CLASS CONSCIOUSNESS:

FALSE CONSCIOUSNESS:

CLASS STRUGGLE:

SOCIAL REVOLUTION:

HISTORICAL MATERIALISM:

EPOCHS:

DIALECTIC:

WEEK 3**Durkheim-Integration and Order in Modernity**

Like Marx, Durkheim is a critic of modern society, namely of its tendency to ANOMIE. Like Marx he is also an optimist about where it is going. Also like Marx he is (even more) committed to taking a scientific modern approach to explaining all this. So, even though their methods and theories look very different, underneath there are interesting similarities.

SEMINAR**Readings**

George Ritzer (2003) 'Classical Grand Theories' in *Contemporary Sociological Theory and its Classical Roots*, McGraw-Hill.

Excerpt on Durkheim's study of Suicide from Robert Alun Jones. *Emile Durkheim: An Introduction to Four Major Works*. Beverly Hills, CA: Sage Publications, Inc., 1986. Pp. 82-114.

Jonathan Joseph Social Theory Chap 4

Seminar Presentation and Definition of Concepts sheet.

What did Durkheim see as the social and cultural sources for solidarity and moral order in the modern world?

Further Reading

CALLINICOS A., *Social Theory: A Historical Introduction*, (2007) Ch. 6

CALHOUN C. ET AL (Eds), *Classical Sociological Theory*, (2002) **Part II-Section B**

CRAIB I., *Classical Social Theory*, (1997)

DURKHEIM E., *The Division of Labour in Society*, ([1895]/1964) **[#301.045]**

DURKHEIM, E. *Suicide*, ([1897]1952) **[#362.20422]**

EMIRBAYER M. (Ed), *Emile Durkheim: Sociologist of Modernity*, (2003) **[#301.092]**

GIDDENS A., *Capitalism and Modern Social Theory*, (1971) **[#301.09]**

GIDDENS A. (Ed), *Durkheim: Selected Writings*, (1972) **[#301.09]**

GUNERIUSSEN W., "Emile Durkheim," in H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)

LEMERT C. (Ed), *Social Theory: Multicultural and Classic Readings*, (1993) **[#301.01]**

McINTOSH I. (Ed), *Classical Sociological Theory: A Reader*, (1997) **[#301.01]**

STEDMAN JONES, S. *Durkheim Reconsidered*, (2001) **[#301]**

THOMPSON K., *Emile Durkheim*, (1988) **[#301.0924]**

Durkheim Basic Concepts:

Functionalist Analysis

Division of Labour:

Traditional Society and Mechanical Solidarity:

Modern Society and Organic Solidarity:

Norms:

Values:

Repressive Law:

Restitutive Law:

Contractual Relations:

Moral Codes:

Moral Consensus:

Moral Order:

Anomie:

Solution to Anomie:

Occupational Associations:

Suicide:

Suicide rates:

Suicidal factors:

Egoistic Suicide:

Anomic Suicide:

Altruistic Suicide :

WEEK 4**Weber-Rationalisation, Bureaucracy and the Modern World**

Max Weber is a transitional figure. He is a fan and a critic of modern society. He likes its increased efficiency and freedom, but dislikes the inhumanity of this efficiency and the loss of meaning that can come with freedom. He also thinks that you can be scientific in your sociology, but not entirely. So, he's for modernity, but sees its limitations and problems which, pessimistically, can never be fully overcome.

SEMINAR**Readings**

George Ritzer (2003) 'Classical Grand Theories' in *Contemporary Sociological Theory and its Classical Roots*, McGraw-Hill.

Weber on Sociology**David Cheal Dimensions of Sociological Theory Chap 3**

Seminar Presentation and Definition of Concepts sheet.

- 1: Why were ideas of the 'West' and 'rationality' so central to Weber's writings?
- 2: For Weber what was bureaucracy and how did he see bureaucracy developing in modern societies?

Further Reading

- ANDRESKI S. (Ed), *Max Weber on Capitalism, Bureaucracy and Religion*, (1983) [#330.122]
- CALHOUN C. ET AL (Eds), *Classical Sociological Theory*, (2002) **Part III -Section C**
- CALLINICOS A., *Social Theory: A Historical Introduction*, (2007), Ch. 7
- COLLINS R., *Four Sociological Traditions*, (1994) [#301]
- COLLINS R., *Weberian Social Theory*, (1986) [#301.01]
- CRAIB I., *Classical Social Theory*, (1997)
- DANDEKAR C., *Surveillance, Power and Modernity*, (1999) [#302.35]
- GIDDENS A., *Capitalism and Modern Social Theory*, (1971) [#301.09]
- HOLTON R. & B. TURNER, *Max Weber on Economy and Society*, (1989) [#301.092]
- LASH S. & WHIMSTER S. (Eds), *Max Weber, Rationality and Modernity*, (1987) [#301.0924]
- MANSON P., "Max Weber," in H. ANDERSEN & L. KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)
- RAY L., *Theorizing Classical Sociology*, (1999), Chs 7 & 8
- W. RUNCIMAN (Ed), *Weber: Selections in Translation*, (1980) [#300.1]
- S. WHIMSTER (Ed), *The Essential Weber*, (2002) [#301.092]
- M. WEBER, *Economy and Society*, (1978) [#301.01]
- M. WEBER, *The Protestant Ethic and the Spirit of Capitalism*, (1970) [#269.85]

Weber: Basic Concepts

Rationalisation process:

Development of Modernity:

‘Geist’:

Economic traditionalism:

Modern Capitalism:

Social Action Theory:

The Reformation:

Protestantism:

Modern State:

Rational Bureaucracy:

Traditional Social Action:

Affective Action:

Value Rational:

Purposively rational:

Bureaucratic organisations:

Consequences for Bureaucrats

Consequences of Bureaucracy:

Weberian Three Dimensions of Stratification:

Market Situation:

Benefits of Higher Occupational Groups:

Status Groups:

WEEK 5

This is a Reading Week. I recommend that you look through the assessments and think about how the reading so far fits in. You will be able to come and see me in week 6 to discuss this one on one.

WEEK 6**The Frankfurt School-Critical Theory and the Problems of Ideology**

The Frankfurt School is tricky, there's no denying it. There's no simple summary of its position, and it refers to the diverse approaches of a number of writers that include Max Horkheimer, Theodor Adorno, and Herbert Marcuse. However, we can say that they intensify the criticisms of Weber that rational modern societies lead to dehumanisation, and loss of meaning. They also question just how neutral scientific sociology can ever be. There are two main generations of the Frankfurt School. The first generation of theorists focus on the above. The second generation includes the work of Jurgen Habermas who believes that we can rescue rational modern societies from the darker aspects of the first generation.

SEMINAR**Reading**

M. Dillon (2010) *The Frankfurt School: Technology, Culture, and Politics in Introduction to Sociological Theory*, Wiley-Blackwell.

Seminar Presentation and Definition of Concepts sheet.

What did the Frankfurt School mean by the term "critical theory"?

Further Reading

- T.ADORNO & M.HORKHEIMER, *Dialectic of Enlightenment*, (1979) [#193]
 A.ARATO & E.GEBHARDT (Eds), *The Essential Frankfurt School Reader*, (1994) [#301.01]
 S.BRONNER, *Of Critical Theory and Theorists*, (2002) [#142]
 S.BRONNER & D.KELLNER (Eds), *Critical Theory and Society*, (1989) [#301.01]
 C.CALHOUN, *Critical Social Theory*, (1995) [#301.01]
 C.CALHOUN ET AL (Eds), *Classical Sociological Theory*, (2002) **Part V**
 A.CALLINICOS, *Social Theory: A Historical Introduction*, (2007), Chs. 9 & 10.3
 P.CONNERTON (Ed), *Critical Sociology*, (1976) [#301.01]
 D.HELD, *Introduction to Critical Theory*, (1990) [#193]
 H.HUGHES, *Consciousness and Society*, (1958; 2nd edition; 2003), [#301.01]
 B.O'CONNOR (Ed), *The Adorno Reader*, (2000) [#193]
 W.RAMSAY, "The Frankfurt School," in H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)
 M.ROSEN, *On Voluntary Servitude*, (1996) [#140]
 F.RUSH (Ed), *The Cambridge Companion to Critical Theory*, (2004) [#142]

Week 6 The Frankfurt School: Critical Theory and the Problems of Ideology

Critical Theory:

Fascism:

Totalitarian Regime:

Instrumental Reason:

Mass Culture:

Authoritarian Personality:

Technocratic Thinking:

Technocrat:

Rational Thought:

Domination:

Conformity and Control:

Real Essence:

Surface Phenomenon:

Authentic Real Needs:

False Manufactured Wants:

Ultimate Act of Repression:

Repressive Tolerance:

Illusion of Freedom:

One Dimensional Society:

Positivism:

Standardised Individuals:

Culture Industry:

Mass Deception:

Communicative Rationality:

Communicative Action:

WEEK 7**Modernity and the Holocaust**

This session will look at the work of Bauman and his analysis of the Holocaust. He argues, following the Frankfurt School, that modern societies make it easier to dehumanise people to the point of making genocide much more possible. We will look at the rise of Hitler, the Third Reich and the Holocaust. The seminar session will be used to prepare for next week's visit to the Holocaust Exhibition at the Imperial War Museum.

SEMINAR**Reading****1. Chronology of the final solution**

<http://0-www.lisa.lsbu.ac.uk.lispac.lsbu.ac.uk/course readings/A819.pdf>

Bauman, Z. (1989) *Modernity and the Holocaust*, Polity Press.

2. Beilharz, p. (1995) 'A century of camps' from The Bauman Reader

<http://0-www.lisa.lsbu.ac.uk.lispac.lsbu.ac.uk/course readings/A821.pdf>

3. Callinicos, A. (2001) 'Plumbing the depths...' from Yale journal of criticism, vol.14(2)

<http://0-www.lisa.lsbu.ac.uk.lispac.lsbu.ac.uk/course readings/A822.pdf>

4. Z. Bauman (1989) 'The Uniqueness and Normality of the Holocaust' in *Modernity and the Holocaust***Seminar Presentation**

1. How would you define 'Holocaust'
2. Outline the main phases of the Holocaust in the 1930s and 1940s
3. Reviewing the set reading consider your response to the following question:
What relationships, if any, can be established between modernity and the holocaust?

Preparation for the field trip to the Holocaust Exhibition at the Imperial War Museum.

Scanned Articles**Chronology of the final solution**

<http://0-www.lisa.lsbu.ac.uk.lispac.lsbu.ac.uk/course readings/A819.pdf>

Beilharz, p. (1995) 'A century of camps' from The Bauman Reader

<http://0-www.lisa.lsbu.ac.uk.lispac.lsbu.ac.uk/course readings/A821.pdf>

Callinicos, A. (2001) 'Plumbing the depths...' from *Yale Journal of Criticism*, vol.14(2)

<http://0-www.lisa.lsbu.ac.uk.lispac.lsbu.ac.uk/course readings/A822.pdf>

Further Reading

- H.ARENDT, *The Origins of Totalitarianism*, (1973) [#321.9]
H.ARENDT, *Eichmann in Jerusalem*, (Revised edition; 1965) [#364.1510943]
L.BACK & J.SOLOMOS (Eds), *Theories of Race and Racism*, (2000), [#305.8] Part 1
Z.BAUMAN, *Modernity and the Holocaust*, (1989) [#940.5318]
Z.BAUMAN, "Holocaust," in D.GOILDBERG & J.SOLOMOS (Eds), *A Companion to Racial & Ethnic Studies*, (2002) [#305.8]
P. BEILHARZ (ed) (2000) 'A Century of Camps?' in *The Bauman Reader*.
D.BERGEN, *War and Genocide*, (2003) [#943.086]
C.BROWNING, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, (1992) [#940.5318]
B.CHEYETTE & L.MARCUS (Eds), *Modernity, Culture and 'The Jew'*, (1998) [#305.8924]
D.ENGL: *The Holocaust: The Third Reich and the Jews*, (2000)
M.FREEMAN, "Genocide, Civilization and Modernity," *British Journal of Sociology*, Vol. 46 (2), 1995
N. Geras *The Contract of Mutual Indifference* (1998)
S.GIGLIOTTI & B.LANG (Eds), *The Blackwell Holocaust Reader*, (2004) [#940.5318]
M.GILBERT, *'Never Again!': The History of the Holocaust*, (2001)
P.GILROY, *Between Camps*, (2001) [#305.8], esp. **Chap. 4**
N.LEVI & M.ROTHBERG (Eds), *The Holocaust: Theoretical Readings*, (2003) [#940.5318]
M.MARRUS, *The Holocaust in History*, (1987) [#940.5318]
M.MORGAN (Ed), *The Holocaust: A Reader*, (2001)
B.O'CONNOR (Ed), *The Adorno Reader*, (2000) [#193]
R.O'KANE, "Modernity, the Holocaust and Politics," *Economy and Society*, Vol. 26 (1), 1997
L.PELLICANI, "Modernity and Totalitarianism," *Telos*, No.112, Summer 1998
D.PICK, *War Machine: The Rationalisation of Slaughter in the Machine Age*, (1996) [#355.020]
W.RUBINSTEIN, *Genocide*, (2004) [#364.15109]

WEEK 8:

Holocaust - Exhibition Visit at the Imperial War Museum

Field Trip and Assessment Briefing Notes

Date and Time: Our usual lecture slot

Place: We will meet outside **Borough Road entrance at 1pm** and then walk to the **Imperial War Museum**

Some of the content of the exhibition might be upsetting. It details the killing and experimentation upon many victims. You may want to look online at the kinds of things the Nazis did before you attend if you think you might get upset.

The exhibit opens with a short account of the rise of the Third Reich-space here is limited so you may need to return to look at this during the course of your visit.

While at the Museum you may also want to look at the new exhibit on the 4th Floor - "Crimes Against Humanity" as well as its permanent display of material relating to World War II.

When you have completed your viewing of the exhibit you are free to go. It is likely that you will want to see the exhibit again once we have discussed issues in the seminar. Details are given below:

NOTE

The field trip is the basis for the first assignment option.

*** It is an integral part of the course. If for any reason you miss this trip, it is *your responsibility* to make alternative arrangements to view the exhibition. The expectation is that everyone will attend and view the exhibition with their group colleagues.**

*** Even if you have been to the exhibition before you need to see it again in the context of the completion of the assignment.**

The Holocaust Exhibition at The Imperial war Museum is open daily from 10.15 – 5.00. There is no entrance fee.

Further Information may be obtained on 020 7416 5320

Preparation for the Trip

As preparation, before visiting the exhibition, you should read Zygmunt Bauman's articles as well as other reading circulated prior to the visit. From this you should make notes on what Bauman sees as the specifically modern setting and causes of the Holocaust. Along with the lectures on the Holocaust, this will enable you to define areas of interest/themes to look for when you go around the exhibition. Consider, for example, Bauman's claim that it was the "norms and institutions [of modernity] that made the Holocaust feasible.

Without modern civilization and its most central essential achievements, there would be no Holocaust" (Bauman, 1990: 87) How does he argue this case and to what extent is this idea represented in the Holocaust exhibit?

Please note that this reading is **the minimum requirement** for the fieldtrip

You should aim to have read a great deal more than this before the trip and use this reading to complete the assessment. It is particularly important to consider the paper by Callinicos alongside both Bauman's approach & the Holocaust exhibit. How does the argument advanced by Callinicos differ from that of Bauman? Can the Holocaust exhibit be read as favouring one approach over the other?

Some key questions to ask yourself during the fieldtrip are:

1. What are the key historical events/changes that lead to the Holocaust?
2. How did the Nazi activities develop towards the Final Solution i.e. what were the stages in the Holocaust?
3. Is Bauman right that the following features of modern society contribute to the Holocaust
 - a) bureaucracy
 - b) efficiency
 - c) mass production
 - d) technical/scientific attitudes
 - e) lack of emotion
4. Are there any other genocides in the 20th Century and before that fit in or don't fit in with Bauman's thesis?
5. In what ways does the exhibition seek to present these events (for example, what aspects does it emphasise, what does it underplay, whose experiences are presented/neglected)? What is the 'story' of the Holocaust that the exhibition tells? How does it achieve this?

In order to get the most out of the experience, and in preparation for the assessment, it is important that you spend plenty of time during and after the trip in taking notes and debriefing. The following seminar will be used as a class debriefing session, which will allow us to share thoughts and observations about the exhibition. It is important that you have prepared for this session in advance and that you make notes during the discussion - impressionistic accounts of the exhibition are not enough to complete the assessment properly.

WEEK 9:**‘Race’, the West and Modernity**

‘Race’ is one of the central conceptual inventions of modern societies, sciences and politics. Therefore this session will look at how forms of racist articulation emerge with the institution of modernity. We will look at different representations of the Other through historical periods e.g. the Victorian era during which pseudo-scientific accounts of race emerge. The role of Western/European expansion and colonialism is important in the construction of the Other and how a hierarchy of humans was developed. The significance of science in the conceptualisation of race will be examined to show how race becomes a biological category.

SEMINAR**Reading**

1. P. Gilroy (2001) *Postcolonial Melancholia* in S. Seidman & J.C. Alexander (eds) *The New Social Theory Reader*, Routledge.
2. E. Said (1993) *From Orientalism* in P. Williams & L. Chrisman (eds) *Colonial Discourse and Post-Colonial Theory: A Reader*, Harvester Wheatsheaf.

Extra optional reading

1. I. Law (2010) ‘Historical groundings: the global formation of racism’ in I. Law, *Racism and Ethnicity: Global debates, Dilemmas, Directions*, Pearson Education Limited.

Seminar Presentation and discussion

1. Assess the relationship between modernity and idea of ‘race’?
2. To what extent have processes of racialisation been central to the making of the modern world?
4. Assess the usefulness of the concept of race in examining critical aspects of the experience and processes of modernity.

DVDs

The Slavery Business Part 2. Sugar Dynasty.
BBC, 2005.

The Slavery Business Part 3. Breaking the Chains.
BBC, 2005.

Further Reading

- A.BONNETT, *The Idea of the West: Culture, Politics and History*, (2004) [#909,09821]
 esp. Chs. 5 & 7
- L.BACK & J.SOLOMOS (Eds), *Theories of Race and Racism*, (2000)
- M.BANTON, *The Idea of Race*, (1977)
- M.BANTON, *Racial Theories*, (1998) [#305.8001]
- M.BULMER & J.SOLOMOS (Eds), *Racism*, (1999) esp. Sections 1-3, & 7 [#305.8]
- W.DU BOIS, *The Souls of Black Folks*, ([1903]1994) [#305.896073]
- F.FANON, *Black Skin, White Masks*, (1986) [#305.896]
- N.GIBSON, *Fanon: The Postcolonial Imagination*, (2003) [#300.92]
- P.GILROY, *After Empire*, (2004)
- P.GILROY, *The Black Atlantic: Modernity and Double Consciousness*, (1993) [305.896]
 [see also GILROY chapter in J.BRAZIEL & A.MANNUR (Eds), *Theorizing Diaspora: A Reader*, (2003) [#304.8]
- D.GOLDBERG, *Racist Culture*, (1993) [#305.8]
- S.HALL, "The West & the Rest," in S.HALL & B.GIEBEN (Eds), *Formations of Modernity*, (1990) [#301]
- I.HANNAFORD, *Race: The History of an Idea in the West*, (1996) [#305.8]
- T.HOLT, *The Problem of Race in the Twenty-First Century*, (2000) [#305.8]
- A.MACFIE, *Orientalism*, (2002) [#950]
- B.NERO, *Race*, (2003) [#820.9355]
- A.RICE, *Radical Narratives of the Black Atlantic*, (2003) [#973.0496073]
- E.SAID, *Culture and Imperialism*, (1994) [#325.32]
- E.SAID, *Orientalism*, (1975/1995) [#950.07]
- Z.SARDAR, *Orientalism*, (1999) [#306]
- L.SALA-MOLINS, *The Dark Side of the Light*, (2005)
- D.SCOTT, *Refashioning Futures*, (1999) [#907.2]
- J.SOLOMOS & L.BACK, *Racism and Society*, (1996) Chs. 1-2, & 8
- K.TUCKER, *Classical Sociological Theory*, (2002) [#301.01] Ch. 7
- H.WINANT, *The New Politics of Race*, (2004)
- J.WALVIN, *Making the Black Atlantic: Britain and the African Diaspora*, (2000) [#305.896]
- S.WESTWOOD (Eds), *Racism, Modernity and Identity on the Western Front*, (1994)
 [Key text #305.8]
- R.YOUNG, *Postcolonialism*, (2001) [#325.3]

WEEK 10: Feminist Perspectives

This session charts how the discourses of feminism arise out of and are made possible through Enlightenment Modernity. They have exposed contradictions, limitations and weakness of enlightenment thought of sameness and the universal principle. Feminist epistemology attempts to answer questions about the production of knowledge that sees women as central to modernity. The session also looks at how the growth of feminism is tied to social and intellectual changes in Western Europe. Social thought of influential thinkers laid the basis for contemporary feminist political philosophy and social thought.

SEMINAR

Reading

B. Melman (2001) 'Changing the subject: women's history and historiography 1900-2000' in I. Zweiniger-Bargielowska (ed) *Women in twentieth Century Britain*, Longman.

Seminar Presentation and discussion

Outline and comment on some major critiques of modernity proposed by feminist social theory.

Further Reading

- P.ABBOTT & C.WALLACE, *An Introduction to Sociology: Feminist Perspectives*, (1997), **Chs. 1 & 9**
- H.CARBY, "White Women Listen!: Black Feminism and the Boundaries of Feminism," in CCCS, *The Empire Strikes Back*, (1982) [#305.800941]
- P.COLLINS, *Black Feminist Thought*, (1990) [#305.42089960]
- R.FELSKI, *The Gender of Modernity*, (1995) [#305.4201]
- J.FREEDMAN, *Feminism*, (2001) [#305.42]
- K.GREEN, *A Woman of Reason*, (1995) [#305.24201]
- b.hooks, *Ain't I a Woman: Black Women & Feminism*, (1982) [#305.4]
- b.hooks, *Feminist Theory: From Margin to Centre*, (1984) [#305.420]
- S.KEMP & J.SQUIRES (Eds), *Feminisms*, (1997) [#305.42]
- L.McNAY, *Gender and Agency: Reconfiguring the Subject in Feminist and Social Theory*, (2000) [#305.3]
- B.MARSHALL, *Engendering Modernity: Feminist Social Theory*, (1994) [305.42]
- B.MARSHALL & A.WITZ, *Engendering the Social: Feminist Encounters with Sociological Theory*, (2003)
- L.NICHOLSON, *Gender and History*, (1986) [#305.42]
- L.STANLEY (Ed), *Feminist Praxis: Research, Theory and Epistemology*, (1990) [#305.42072]
- L.STANLEY & S.WISE, *Breaking Out*, (1983) **esp. Ch.1** [#305.42]
- L.STANLEY & S.WISE, *Breaking Out Again*, (1993) **Chs. 1 & 6** [#305.42]
- R.TONG, *Feminist Thought: A Comprehensive Introduction*, (1989) [#305.42]

WEEK 11:

Revision and Quiz

The lecture will review the themes of the entire module, and will also lay out the structure and expectations of the assessments.

There will also be a 20-30 minute quiz on the core themes of the module which we will then discuss in the seminar.

Reading

Look over your notes from each week, and especially focus on two topics from section 1 and two topics from section 2.

WEEK 12:

Drop-in discussion

There will be no lectures and seminars this week. Instead we will be available in our offices during the usual lecture and seminar period for you to drop in at any time to discuss your essay. You are welcome to come in small groups or individually.

9. STUDENT EVALUATIONS

Following student comments we have simplified the assessments. We have also removed some of the extra material from the lectures and put them into appendices to help focus the students on the core material more explicitly.

10. LEARNING RESOURCES

Please use Harvard Referencing for your coursework. Help sheets are available via the Library website and the course guide.

Please be aware of plagiarism issues and penalties as laid out in the course guide.

Further Reading Materials

STRONGLY RECOMMENDED

- Z.BAUMAN, *Modernity and the Holocaust*, (1991)
 A.CALLINICOS, *Social Theory: A Historical Introduction*, (2007)
 H.ARENDT, *The Origins of Totalitarianism*, (1973) [#321.9]
 H.ARENDT, *Eichmann in Jerusalem*, (Revised edition; 1965) [#364.1510943]
 B. ADAM & R. SYDIE, *Classical Social Theory*, (2002) Pine Forge Press.
 H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)
 H.ARENDT, *The Origins of Totalitarianism*, (1973) [#321.9]
 M. BERMAN *All That is Solid Melts into Air: Experiences of Modernity*, (2010) Verso.
 E. CLEMENS; A.S. Orloff; J. Adams, *Remaking Modernity: Politics, History, and Sociology*, (2005) Duke University.
 I.CRAIB, *Classical Social Theory*, (1997)
 S.DELANTY, *Social Theory in a Changing World: Conceptions of Modernity*, (1999)
 N.DODD, *Social Theory and Modernity*, (1999)
 A.GIDDENS, *Capitalism and Modern Social Theory*, (1971)
 A.GIDDENS, *The Consequences of Modernity*, (1990)
 P.GILROY, *After Empire*, (2004)
 S.HALL & B.GIEBEN (Eds), *Formations of Modernity*, (1990)
 S.HALL, D.HELD & A.McGREW (Eds), *Modernity and Its Futures*, (1990)
 A. HARRINGTON, *Modern Social Theory: An Introduction*, (2004) OUP.
 J.HUGHES ET AL, *Understanding Classical Sociology*, (2nd edition; 2003) [#301]
 W. OUTHWAITE, (2000) 'Classical and Modern Social Theory' in Andersen, H. and Kasperen, L. (eds) *Classical and Modern Social Theory*.
 P. JONES, *Introducing Social Theory*, (2003) Polity Press.
 L.RAY, *Theorizing Classical Sociology*, (1999)
 J.SCOTT, *Social Theory*, (2005)
 A. SWINGWOOD, *A Short History of Sociological Thought*, 3rd edition, (2000) Palgrave Macmillan.
 P.WAGNER, *Sociology of Modernity: Liberty and Discipline*, (1994)

Academic Journals

Journals should be consulted throughout the course. They contain many useful articles which can provide a clear summary of the issues connected to the study of Social Theory and Modernity.

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

Websites

Web of Knowledge:

<http://wok.mimas.ac.uk/>

**The British Library
Online Catalogue**

www.bl.uk/

M25 Consortium

<http://www.m25lib.ac.uk/>

Genesis

www.genesis.ac.uk

The Women's Library

www.thewomenslibrary.ac.uk

The Fawcett Society

www.fawcettsociety.org.uk

Equal and Human Rights Commission [EHRC]

<http://www.equalityhumanrights.com/>

Women's Budget Group

www.wbg.org.uk

NOTES

APPENDIX ONE

Holocaust Essay: Write a 2,500 word essay on the following:

“Critically evaluate Zygmunt Bauman’s view of the relationship between modernity and the Holocaust: Discuss with reference to the Holocaust Exhibition at the Imperial War Museum”

Guidelines

Theme of assessment: consider Bauman’s idea that central features of modernity underpinned the possibility and actuality of the Holocaust.

You may also draw on readings from other sessions in the module such as Marx, Weber, and the Frankfurt School.

You have 2,500 words for

- Bauman’s thesis
- A narrative of the exhibition
- Bringing them together and critically evaluate

The Exhibition

The Holocaust exhibition is the basis for the mid-term assessment. Observations and comments on the exhibition should be grounded in academic discussions and theories about the Holocaust. Use the exhibition to engage with Bauman’s work. You need space for a discussion of the exhibition and to bring it together with Bauman’s work. Is there a relationship between Bauman’s thesis, the Holocaust debate and how it is represented in documentaries? Use the exhibition to engage with Bauman’s work and avoid simply saying that it was horrible! It is harrowing, daunting and disturbing but there are many things which you need to approach in an objective and detached manner. Remember what the assessment is asking you to do: what does the Holocaust tell us about Modernity?

Zygmunt Bauman’s analysis and the essay

Bauman argues that the Holocaust was made possible by the cold efficiency, bureaucracy and obsession with planning within of modern society which treats people just like objects. Do you agree?

Some Criticisms/Questions about Bauman’s work:

- What was the role of propaganda and emotion in the Holocaust?
- Was the Holocaust really technical, cool, without emotion?
- Was there consistent racial murder before modern society?
- Was the Holocaust planned or did it evolve by accident?
- The Final Solution was implemented in stages not many of which have to do with Bauman’s view of modernity:
 - from 1933 there was state enforced racism
 - anti-Jewish legislation
 - boycotts
 - Aryanization
 - ‘Night of Broken Glass’ (Kristallnacht)
 - creation of ghettos in Poland

- deportation of Jews to the ghettos
- Jews sent to the extermination camps: gassing, shooting, disease, starvation (6m deaths)

What evidence can you find in the Holocaust exhibition to help take a view?

Use the articles in the Reading Pack and any other readings that you have done.

Further Guidelines

Use Bauman's work and use other writers' work to support or critique Bauman's analysis e.g. Hannah Arendt, Alex Callinicos, Beilharz.

In addition to the guidelines given to answer this question in the module guide, the following should be taken into account:

The following websites, films and books may be useful extra material:

Websites

There are some Exhibition-related websites you can visit:

1. US Holocaust Memorial Museum

<http://www.ushmm.org/>

- a. There is an online exhibition you can view.
- b. Also click on 'For Students' under Education the following comes up:
Topics to Study
1933-39
1939-194
Post 1945

For each one there are sections with photos, maps and historical film footage.

2. Jewish Museum, London: The Holocaust Gallery

<http://www.jewishmuseum.org.uk/the-holocaust-gallery>

Told through the story of one British-born survivor of Auschwitz. You can visit this museum.

3. The following are links to PDF documents that contain a great deal of information on the Holocaust:

http://www.ushmm.org/education/foreducators/resource/pdf/naziIdeologybook_part1.pdf

http://www.ushmm.org/education/foreducators/resource/pdf/naziIdeologybook_part2.pdf

4. Jewish Museum, Berlin - www.jmberlin.de

University of South Florida, *Teacher's Guide to the Holocaust*-
www.fcit.coedu.usf.edu/holocaust

5. United States National Holocaust Memorial Museum-www.ushmm.org
6. Yad Vashem Memorial Museum-www.yad-vashem.org.il/

APPENDIX TWO

Review Essay (Option 2 in coursework assessment)

Write a 2,500 word essay on the following:

“Compare and contrast the view of modernity articulated by at least two theorists discussed in the module”

The Enlightenment signalled the moment when, in the eighteenth-century, the idea gradually took hold that we were living in a modern society that was different in profound ways from earlier societies. We had become self-consciously moderns living in a modern world. Over the course of the next century the founders of sociology attempted to make sense of this new world. Prime amongst the social theorists who attempted to make sense of modernity were Marx, Durkheim, and Weber. These theorists not only differentiated the modern world from previous social forms, but also attempted to conceive modernity as itself an historical form characterised by its own conflicts and contradictions. They also looked to mechanisms to overcome these problems.

Over the course of the twentieth-century many sociologists have expanded the pessimistic aspects of the works of these founders at the expense of the more optimistic side of their analyses. The second half of this module overviewed some of these more pessimistic voices amongst these sociologists. If these thinkers have highlighted concerns over race and gender oppressions, Bauman has gone so far as to argue that, far from being ultimately defeated in 1945, the materials on which the Holocaust was built remain with us to this day, and consequently remain a deep source of concern for critical thinkers.

This essay question asks you to look at the material from the eight topics covered in the module with a view to exploring these different approaches to understanding the modern world. You should try to critically evaluate to what extent these approaches help us to understanding modern society and help us think about how to overcome its difficulties.