Module Guide

Power and Inequality
DSS_4_PAI

Division of Social Sciences
Level 4

THE WORLD'S WEALTH INEQUALITY

Jeff Bezos 5.30%

Bill Gates 8.80%

Larry Ellison 5.11%

Michael Bloomberg 4.69%

Carlos Slim 5.87%

Warren Buffett 7.13%

Amancio Ortega 7.86%

Mark Zuckerberg 5.23%

THE POOREST 50% OF THE WORLD

Sources:
https://www.oxfam.org/
https://howmuch.net/articles/the-worlds-wealth-inequality

howmuch.net

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1. MODULE DETAILS

Module Title:	Power and Inequality
Module Level:	4
Module Reference Number:	
Credit Value:	1
Student Study Hours:	200
Contact Hours:	50
Private Study Hours:	150
Pre-requisite Learning:	None
Course(s):	Sociology, Politics
Year and Semester	2019-20 / Semester 1
Module Coordinators Teaching Team & Contact Details:	Charlotte Clements (clemenc6@lsbu.ac.uk)
	Edwin Shaw (shawe5@lsbu.ac.uk)
Subject Area:	Social Sciences
Summary of Assessment Method:	100% Essay

1. SHORT DESCRIPTION

In this module we will explore a series of problems related through the general idea of inequality. We will explore both how particular issues become identified as a social or a political problem and how these problems are contested. In addition, we will look at the implications of these problems for society and for politics. Seminars and workshops will be used to develop students understanding of these related problems in a way that will help develop both analytical and practical skills for learning. Key study skills will also be woven into each session.

2. AIMS OF THE MODULE

- To explore how particular issues become constructed as a social or a political problem;
- To explore how these problems are contested;
- To explore implications of social problems for society and for politics;
- To engage students in individual and group activities that develops key writing and study skills.

3. LEARNING OUTCOMES

1. Recognise how problems become identified as social or political problems.
2. Explore a number of different social and political problems and their impact on societies.
3. Use a range of evidence to make academic arguments.

4. Undertake a range of learning activities which are fundamental to first year university students, e.g. summarise material from academic texts, reference sources of information, use the library and Blackboard to access information, meet deadlines.

3.1 Knowledge and Understanding

3.1.1 Gain knowledge of how issues become constructed as social and political problems; historically and in a contemporary context

3.1.2 Gain knowledge about the range of agents who work to construct social issues as social and political problems

3.2 Intellectual Skills

3.2.1 Understanding of a number of different social and political problems and their impact on societies.

3.2.2 Undertake a range of learning activities which are fundamental to first year university students, e.g. summarise material from academic texts, reference sources of information

3.2.3 Use a range of evidence including statistical data to make academic arguments.

3.3 Practical Skills

3.3.1 Work in groups on defined activities and produce outcomes that can be shared in class

3.3.2 Participate in discussion and present material orally

3.3.3 Use the library and Blackboard to access information

3.4 Transferable Skills

3.4.1 Have developed basic familiarity with relevant IT skills

3.4.2 Be able to communicate ideas and debate key issues verbally and in written form

3.4.3 Be able to articulate ideas orally at the individual and group level using an accepted standard of presentation skills

3.4.4 The ability to work toward and manage deadlines

4.   ASSESSMENT OF THIS MODULE

This module is assessed by:

Formative Assessment:

A draft essay plan to be submitted after directed private study week

Summative assessment

An essay (2000 words) which will be 100% of the mark for the module

Due date: 13th December 2019

The assessment brief (including the essay questions) will be released before directed private study week.

5.   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.

5.2
Essay Writing Guidelines

5.2.1 Plagiarism

***PLAGARISM - All essays must also be submitted to TURNITIN** after you hand in your essay. You are encouraged to submit a draft copy of your essay to the draft TURNITIN site and to review the originality report and revise your essay as necessary. Large chunks of text which are the same as text produced elsewhere will be treated as plagiarism and will have serious consequences for your marks and degree performance. Writing in your own words is a key requirement for students' work.*

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying

from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. 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 to deal with it if it is discovered. You will find a summary of the University regulations & procedures governing plagiarism in your <u>Student Handbook</u>. You must read this carefully.

5.2.2 Referencing & Bibliography

All essays must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. The Harvard System (also called the Author - Date System) is one of several available methods of referencing and is the preferred choice of most departments in the University. The help sheet covers the referencing of many different types of material, both printed and electronic. You are required to consult and use this help to accurately reference in your essays. The extensive 25 page help sheet outlines the different types of material you will use in your essays and can be found using the first link below (A). The second link (B) is the Harvard referencing workbook and the third (C) is a helpful video provided by the Media Library. **Please note: you may not be able to go directly to the links from this document and if so you will need to cut and past the links into the URL.**

   A. **https://my.lsbu.ac.uk/my/wcm/myconnect/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.pdf?MOD=AJPERES**
   B. **https://my.lsbu.ac.uk/my/wcm/myconnect/926ecab8-9ea3-452e-99a8-ea54c7e9bfdf/General+Harvard+Referencing+Workbook+2014-2015.pdf?MOD=AJPERES**
   C. **https://hml.lsbu.ac.uk/Play/934**

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).

5.2.3 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.

5.2.4 Grammar, Sentence Structure and Expression in English

You need to produce essays and exam scripts which are grammatically correct. Your written material will be subject to university level standards and criteria related to grammar, sentence structure and expression in English. Submitted material which contains grammatical errors and poor sentence structure will receive a reduction in points which will result in a lower overall mark.

If your written material suffers from poor grammar and poor expression in English you are strongly advices to seek advice and guidance from staff working in Skills for Learning, based in the Learning Resource Centre. They offer individual one to one sessions and classes to help you understand the difficulties you have in communicating and helping you improve your English and communication skills.

Students, who have dyslexia or believe they might, should register with Disability and Dyslexia Support, via the Student Life Centre. Please seek assistance to help you develop strategies to deal with how your experience of dyslexia impacts on your learning and writing.

6.   FEEDBACK

Feedback will normally be given to students 15-20 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 or given in class within 15 working days.

7.   INTRODUCTION TO STUDYING THE MODULE

7.1   Overview of the Main Content

- THE NATURE OF POWER AND INEQUALITY WITHIN MODERN SOCIETIES
- THE POWER OF THE MEDIA IN FRAMING SOCIAL AND POLITICAL DEBATES WITHIN CONDITIONS OF INEQUALITY
- THE SOCIAL CONSTRUCTION AND CONTESTED NATURE OF INEQUALITIES OF RACE
- THE SOCIAL CONSTRUCTION AND CONTESTED NATURE OF INEQUALITIES OF GENDER
- THE SOCIAL CONSTRUCTION AND CONTESTED NATURE OF INEQUALITIES OF SEXUALITY
- THE SOCIAL CONSTRUCTION AND CONTESTED NATURE OF INEQUALITIES AROUND (DIS)ABILITY
- THE ROLE OF EDUCATION IN REPRODUCING PATTERNS OF POWER AND INEQUALITY
- THE WAY PATTERNS OF POWER AND INEQUALITY SHAPE CONCEPTIONS OF CRIMINALITY
- CONSUMERISM AS A RESPONSE TO POWER AND INEQUALITY
- THE RELATIONSHIP BETWEEN WAR AND INEQUALITY.

7.2   Overview of Types of Classes
The module will be taught through a combination of lectures and seminars. There is strong emphasis on student participation. You are expected to prepare in advance for the seminars, so that you can participate in, and contribute to, our discussions and workshops.

Importance of Student Self-Managed Learning Time
Please note that you will have a **minimum** of five hours of reading, note-taking and other activities each week for this module. Make sure you allocate this time in your weekly schedule. You will need to spend more time when you are working on your essays.

7.3   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.

7.4   Employability

The aims and learning outcomes of the module are intended to contribute to the possession of knowledge, intellectual and practical skills suitable for application in a range of professional domains and in pursuit of further academic study. Having completed the module you will have specifically attained or refined the following:
•   Skills of oral and written communication
•   Skills of extracting and analysing information
•   Skills of analysis and the ability to devise arguments, using relevant evidence and forming judgments
•   Skills of working in groups
•   Skills of time management
•   Information technology skills

8.   THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

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WEEK	Topic	Core reading	Study skills
1 Edwin Shaw and Charlotte Clements	**Lecture:** Introducing the Module How does Gladwell explain genius? Do you find his arguments persuasive? Substantiate your views. Using the Module Guide. Module Q & A	Gladwell on Genius (see moodle)	Workshop on Finding & Identifying Sources (Library Skills)
2 Edwin Shaw	**Lecture:** The Mass Media, Bias in the *social* construction of political problems How does the mass media help shape our conception of social	Raymond Kuhn Politics and the Media in Britain London Palgrave Chap 6 (see moodle)	Developing Reading & Note-taking skills

	and political problems? Do you recognise this influence in your life? Is it possible to counter this influence?		
3 Charlotte Clements	**Lecture**: The Social Impact of Inequality What do Wilkinson and Pickett say are the consequences of social inequality? How persuasive are their arguments? Can we do anything about this?	Richard Wilkinson & Kate Pickett 2009, *The Spirit Level*, Penguin (see moodle)	Workshop on Data Skills
4 Charlotte Clements	**Lecture:** Our Education System and Inequality Can education undermine inequality? Can education reproduce inequality? How do the arguments presented by Smyth and Wrigley square with your experience of the education system?	***Reading:*** *Smyth & Wrigley Living on the Edge* (see moodle)	Workshop on Referencing
5	**Directed Private Study Week**		
6 Esmorie Miller	**Lecture**: Race and Inequality: The Politics of Immigration What arguments does the Class pamphlet put for the benefits of immigration? If these arguments are true what do they imply about contemporary discourse on immigration? Are these arguments persuasive?	Class "Why Immigration is Good for all of us" (see moodle)	
7	**Lecture:** Gender Inequality: Critical Theory and the Family Are women from Venus while men are from Mars? Does this claim make sense of your life? If not why not? If so why so?	Deborah Cameron 2007, *The Myth of Mars and Venus*, Oxford University Press (see moodle)	Student Hours: collect feedback on essay plans

	What do Cameron's arguments suggest about the nature of social science?		
8 Edwin Shaw	**Lecture:** Consumer Society: Inequality and Consumption What does it mean to say we live in a consumer society? To what extent do we live in a consumer society? To what extent, if at all, is the customer king?	Michael Parelman *Manufacturing Discontent* (see moodle)	Discussion/Activities on Academic Integrity (Plagiarism & Turnitin)
9 Charlotte Clements	**Lecture:** The Economics of Austerity: The Political Economy of Inequality Why does Radice suggest that austerity is class warfare? What do his arguments suggest about contemporary politics and media? What are the strengths and weaknesses of his arguments?	Hugo Radice Cutting government deficits: Economic science or class war? (see moodle)	Activities on Evaluating & Comparing Sources
10	**Lecture:** Disability inequality: access for all? What have been the challenges of austerity for disabled people? In what ways are accessibility and equality linked?	Frances Ryan (2019) *Crippled*	
11 Edwin Shaw	**Lecture:** Preparing People for War: The Costs of Killing What does Grossman say about the difficulties people have killing? How have modern armies tried to overcome this problem? What are the consequences of this strategy?	Dave Grossman *On Killing* (see moodle)	Workshop on Learning from Feedback
12 Edwin Shaw	Module Wrap-up and assessment session		Activities on Critical Thinking

		Tips for essays

8.1 Detailed Programme

Week 1: Course Introduction:	
Content	This session will introduce you to the course. We will discuss what the course will contain and begin thinking about what inequality looks like both from the perspective of the individual, and in terms of the politics of inequality.
Core Reading	
Additional Reading	
Online/Other Sources	

Week 2: The Mass Media, Bias in the *social* construction of political problems	
Content	How does the mass media help shape our conception of social and political problems? Do you recognise this influence in your life? Is it possible to counter this influence?
Core Reading	
Additional Reading:	
Online/Other Sources	

Week 3: The Social Impact of Inequality	
Content	What do Wilkinson and Pickett say are the consequences of social inequality? How persuasive are their arguments? Can we do anything about this?
Core Reading	
Additional Reading:	
Online/Other Sources:	

Week 4: Our Education System and Inequality	
Content	Can education undermine inequality? Can education reproduce inequality? How do the arguments presented by Smyth and Wrigley square with your experience of the education system?
Core Reading	
Additional Reading:	
Online/Other Sources:	

Week 5:	
Content	There will be no scheduled class this week. Students will be reading for their essays and working on their formative assessment.
Core Reading	
Additional Reading	
Online/Other Sources	

Week 6: Race and Inequality: The Politics of Immigration (content and reading subject to change by guest lecturer)	
Content	What arguments does the Class pamphlet put for the benefits of immigration? If these arguments are true what do they imply about contemporary discourse on immigration? Are these arguments persuasive?
Core Reading	
Additional Reading	
Online/Other Sources	

Week 7: Gender Inequality: Critical Theory and the Family (content and reading subject to revision by guest lecturer)	
Content	Are women from Venus while men are from Mars? Does this claim make sense of your life? If not why not? If so why so? What do Cameron's arguments suggest about the nature of social science?
Core Reading	

Week 8: Consumer Society: Inequality and Consumption	
Content	What does it mean to say we live in a consumer society? To what extent do we live in a consumer society? To what extent, if at all, is the customer king?
Core Reading	
Additional Reading	
Online/Other Sources	

Week 9: The Economics of Austerity: The Political Economy of Inequality	
Content	Why does Radice suggest that austerity is class warfare? What do his arguments suggest about contemporary politics and media? What are the strengths and weaknesses of his arguments?
Core Reading	
Additional Reading	
Online/Other Sources	

Week 10: Disability and Inequality: Access for all?	
Content	What have been the challenges of austerity for disabled people? In what ways are accessibility and equality linked?
Core reading	tbc
Online/Other Sources:	

Week 11: Preparing People for War: The Costs of Killing	
Content	What does Grossman say about the difficulties people have killing? How have modern armies tried to overcome this problem? What are the consequences f this strategy?
Core Reading	
Additional Reading	
Online/Other Sources	

Week 12: module wrap up and assessment session	
Content	In the final class of the semester we will bring together the learning from the module so far and think about how we will apply it to the module assessment.
Core Reading	
Additional Reading	
Online/Other Sources	

9.   STUDENT EVALUATION

Following student feedback this module had been changed and revalidated for the 2018-2019 academic year. Changes have been made to simplify assessment and embed more support for study skills.

Further feedback will be sought from students during this academic year.

10. LEARNING RESOURCES

READING LIST AVAILABLE VIA MOODLE PAGE