



**London
South
University**

Module Guide

Religion and Society



Division of Social Sciences

Level 6

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Overview of lecture programme

WEEK	TOPIC
1	Introduction, History, Demographics
2	Theory I: Marx Durkheim Weber
3	Theory II: RCT, Evolutionary Theory, Freud
4	The Death of Religion? Secularisation
5	Student self-directed study week: Conducting Interviews and Demographic Research
6	Sects and Cults
7	Multiculturalism and Religion
8	Fundamentalism and Radicalisation
9	Religion, Gender and Sexuality
10	From Anti-Semitism to Islamaphobia: Religious Intolerance
11	Revision and Exam Preparation
12	Drop-in

1. MODULE DETAILS

Module Title:	Religion and Society
Module Level:	6
Module Reference Number:	DSS_6_RAS
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	Level 6 Modules
Co-requisite Modules (If applicable):	None
Course(s):	BSc (Hons) Sociology
Year and Semester	2019-20, Semester 2
Module Coordinator:	Dr Matthew Bond
MC Contact Details (Tel, Email, Room)	020 7815 5730; bondm3@lsbu.ac.uk , BR243
Teaching Team & Contact Details (If applicable):	Dr Julien Morton; mortonj@lsbu.ac.uk ; BR 243
Subject Area:	Sociology
Summary of Assessment Method:	1 Mini-Project (1500 words) (30%) 2 hour exam (2 Questions) (70%)
The Library Information Officer for DSS	Lindsay Ure urel@lsbu.ac.uk
External Examiner appointed for module:	Dr Gary Hazeldine School of Social Sciences Birmingham City University

2. SHORT DESCRIPTION

As far as wider western society is concerned religion has been seen as on the decline, maybe even terminally, but then it has recently become a 'hot-button' topic especially around issues of multiculturalism, fundamentalism and intolerance. This has everyone in something of a state of confusion, and so one of our jobs in this module will be to explore the different views, and try to get a handle on the complexity, and maybe even take a view on what is happening with religion today. Another task will be to look at the theories of religion from early to contemporary writers. A third point you should bear in mind is that sociology treats religion like any other social phenomenon - which means that it is not concerned with whether any ideas in a religion are true, but is instead how it operates, what influences it, and what does it influence

3. AIMS OF THE MODULE

Students will have

- an understanding of the key theoretical arguments in the sociology of religion and how consistent they are with the existing empirical evidence.
- an understanding of the role of religion in extremism and radicalisation.
- the ability to collect their own data and manage secondary sources commonly used in the sociology of religion
- knowledge about religious demographics in the UK and the rest of the world.
- the ability to assess the continuing viability of religious world views in modern societies.

- To understand how differences in countries' social structures affect their polities

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

On successful completion of the module, students will have developed:

- gained a knowledge of the major theoretical debates in the sociology of religion
- gained a knowledge of the demographics and effects of religion in modern societies

4.2 Intellectual Skills

On successful completion of the module, students will have developed the ability to:

- the ability to evaluate the logical structure and coherence of theoretical argument.
- the ability to manage and analyse empirical evidence.

5. ASSESSMENT OF THE MODULE

Formative assessment:

Presentations of mini-projects.

Summative assessment:

CW1: 1500-word mini project on a religion in UK (30%)

Seen 2-hour exam (70%)

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 and should also be submitted to TURNITIN

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

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

Plagiarism

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the *LSBU Assessment and Examinations Handbook*

https://www.lsbu.ac.uk/data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf) and in your Course Guide. Please read these carefully.

Referencing & Bibliography

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

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

Books should be cited in the following manner:

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

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

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

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

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

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

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:

<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Learner Support Material

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

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. It has been provisionally agreed that the deadline for the coursework for this module is January 2019. Marked coursework is returned to students within 20 working days of submission. Generic feedback may also be provided.

8. INTRODUCTION TO STUDYING THE MODULE

8.1 Overview of Types of Classes

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

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

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

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

8.2 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.

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

8.3 Employability

This module develops skills that will enhance the employability of students. In particular it will demonstrate their ability to think analytically, to discuss and debate issues relevant to the module to meet deadlines, to search for academic materials, to write a piece of coursework within a given word-length.

9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	TOPIC
1	Introduction, History, Demographics
2	Theory I: Marx Durkheim Weber

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4	The Death of Religion? Secularisation
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Week 1: Introduction, History, Demographics

The Lecture:

In this lecture we will give you a brief overview of

- classical versus contemporary sociology of religion
- how sociology of religion is different from theology
- how religion has been defined by sociologists
- whether it is possible to define religion

As well as

- the history of global religions
- the history of the sociology of religion
- the current demographics of different religions
- the social and political influence of contemporary global religions.

The seminar:

1. in the seminar we will go over the assessments for the module
2. ask whether we can study religion like any other social object
3. have a discussion around the question "Does size matter in religion?"

Since this is the start of your final semester (!) in the seminar we will also

- talk to you about how to calculate your degree grade
- As Matthew is a methods expert and we are both course directors we will also have a session on your project to make sure that everyone is progressing well.
- finally we will give you tips on how to start thinking about where and how you might start developing your post-university career

Third years have been asking for more support with the project so we are going to give sociologists this opportunity in the first week of the module.

Core Reading (attached)

Beckford, J and Demerath, N. (2007) 'Introduction' in *The SAGE Handbook of the Sociology of Religion*. Sage. (pp. 1-14)

Optional Reading

Davie, Grace. "The Evolution of the Sociology of Religion." Dillon M (Ed) *Handbook for the Sociology of Religion*, New York: Cambridge University Press (2003): 61-75.

Furseth, I and Repstad, P (2006) *An Introduction to the Sociology of Religion*. Ashgate. Chapter 1

Smart, Ninian. *The world's religions*. Cambridge University Press, 1998, pp. 10–25.

Riesebrodt, Martin, and Mary Ellen Konieczny. "Sociology of religion." *The Routledge Companion to Study of Religion*. Psychology Press,(2005): 125-143.

Week 2: Theory I: Marx Durkheim Weber

Overview and Lecture

You should know these guys well by now, and they're back!

Marx, Durkheim and Weber come up with some classic and controversial views on religion. They all:

- try to identify the general essential core of all religions
- treat religion as something caused by social conditions
- so that religion is not what it appears to be.

For Marx capitalism and capitalists utilise religion to maintain their dominance. For Weber, its the same to some extent but he tries to be more sensitive to the complexity of different groups and different causes of religion, as well as his classic focus on rationalisation. For Durkheim religion serves the function of maintaining solidarity for a community through the fact that we are really worshipping society not God!

The seminar

1) We will have a debate in the terms put forward by these theorists:

- Is religion just an ideology that expresses and defends the advantage of the elite?
- Do social conditions determine the kind of religion people believe in?
- The function of religion is to keep society together. Do you agree?
- We don't worship God we worship society. Do you agree?
- Religion is just an attempt to be rational until science comes along. Do you agree?

2) In the second half of the seminar I have organised, by popular demand the employability team to come back again to talk about how to do well in interviews, and how to go about looking for a job! So Charlene will be back with advice and tips as the end of your time here at LSBU approaches.

Core Reading (attached)

Optional Reading

Durkheim, Emile. *The elementary forms of religious life*. New York: Free Press, 1995. (selections)

Hamilton, M. B. (2001) *The Sociology of Religion An Introduction to Theoretical and Comparative Perspectives*. (chapters 6,8,12)

O'Toole, Roger. "Classics in the sociology of religion: an ambiguous legacy." *The Blackwell Companion to Sociology of Religion* (2001): 133-160

Raines, John. *Marx on religion*. Temple University Press, 2002, (pp. 1-15)

Weber, Max. *The sociology of religion*. Beacon Press, 1993, (selections)

Relevant chapters from the Sage or Oxford *Handbook of The Sociology of Religion*, or the Routledge or Blackwell *Companion to the Sociology of Religion*.

Week 3: Theory II: RCT, Evolutionary Theory, Freud

Overview and Lecture

In today's lectures we look at three perspectives on religion that use non-sociological tools to explore the existence of religion and its effects.

We start off by looking at theorists who use the tools of economics to model behaviour. The most important assumption they make is that religious activity is rational and differs only from other economic activity in the commodity that is being traded. For example, religious believers trade faith and devotion for hope they will have life after death.

We then go on to look at the ideas of Sigmund Freud who makes very different assumptions about religion arguing that it is an illusion permitting civilization to tame socially destructive instincts and permitting people to cope with deep existential anxieties.

We conclude by examining approaches from evolutionary psychology. They use Darwinian arguments to claim that religion is a product of natural selection; it is an adaptation that is linked to reproductive fitness.

Seminar

In the seminar we will debate the following questions:

- 1, Is religious belief rational?
2. Is religious belief self-interested? Do people engage in religious behaviour because it helps them get ahead in this world?

Core Reading

Freud, S. (1927) 'The Future of an Illusion' in *Civilization, Society and Religion* Penguin (ch4: 201-205)

Stark, R and Bainbridge, W.S. (1987) *A Theory of Religion* Lang P. (Ch. 2 25-45)

Wright, R. (2009) *The Evolution of God* Little, Brown (Appendix 460-483)

Optional Reading

Atran, S. (2004) *In Gods We Trust*. Oxford University Press

Bruce, S. (1999) *Choice and Religion: A Critique of Rational Choice Theory* Oxford University Press

Freud, S. (1946) *Totem and Taboo*. Random House.

Lehmann, D. (2010) *Rational Choice and the Sociology of Religion* in The New Blackwell Companion to the Sociology of Religion.

Wilson, D.S. (2002) *Darwin's Cathedral: Evolution, Religion and the Nature of Society* Chicago University Press.

Week 4: The Death of Religion? Secularisation

Overview and Lecture

Religious adherence in the United Kingdom has shown steep decline, for example, in the 2011 Census a quarter of the population said they had no religion. This decline is mirrored across Europe. In today's lecture we examine explanations for these changes and whether they herald the death of religion. We examine arguments such as the believing not belonging thesis and the vicarious religion thesis which argue that religion is not dying but changing. We also look at American exceptionalism and possible lessons for the rest of the globe.

Seminar

In the seminar we will debate the following questions:

1. Does religion have a future?
2. Is it possible for a society to have no religion?

We will also go over how to do the demographic and interview components of your reading week research,

- Your demographic section will eventually be about 300 words of your 1500 word mini-project. The link to finding demographic data is here:
 -
- Your interview section will eventually be about 1000 words of your 1500 word mini-project. You should do 4-5 interviews. Topic questions to ask could include:
 - what is their practice (do they attend, how much, do they pray, read etc?)
 - what is their view of belief versus action (is it important to attend, pray, read etc?)

- what is their view of holy texts? (literal or metaphorical)
- what is their view of other religions?
- How do they think their belief and practice is seen by others/UK culture.

We will also assign formative exercise dates for the mini-project. Essentially we are just asking that about 3 of you each week give a 3-5 minute presentation on what you found out in your interviews and demographic analysis. It will be quite casual but will give you a chance to focus and for us to give advice.

Core Reading

Bruce, S. (2011) *Secularization: In Defence of an Unfashionable Theory*. Oxford University Press

Optional Reading

Davie, G. (2010) 'Resacralization' in *The New Blackwell Companion to the Sociology of Religion* Blackwell.

Voas, D. W., & Chaves, M. (2016). Is the United States a Counterexample to the Secularization Thesis?. *American Journal of Sociology*,

Voas, D., & Crockett, A. (2005). Religion in Britain: Neither Believing Nor Belonging. *Sociology*

Week 5: Reading Week and Preparation for the Mini-Project

During this week we will ask you to interview your parents about their religious (or areligious) attitudes and views. You should also research some demographic information about a religion that you are interested in.

Your demographic section will eventually be about 300 words of your 1500 word mini-project.

- The link to finding demographic data is here: <http://www.brin.ac.uk/>

Your interview section will eventually be about 1000 words of your 1500 word mini-project. You should do 4-5 interviews. Topic questions to ask could include:

- what is their practice (do they attend, how much, do they pray, read etc?)
- what is their view of belief versus action (is it important to attend, pray, read etc?)
- what is their view of holy texts? (literal or metaphorical)
- what is their view of other religions?
- How do they think their belief and practice is seen by others/UK culture.

Week 6: Sects and Cults

Overview and Lecture

Sects and cults came into the public eye with their proliferation from the 1960s on. There were lots of stories about brainwashing, abuse, mass-suicide and more. What is going on wondered sociologists? What is a sect what is a cult? Are they dangerous in the way the media portray

them? Are they a reaction to the character of late modern life? These are the initial questions of the sociologists. Later on they asked, how can studying them better help us understand the nature of religion itself, and even the nature of the study of religion?

We will cover all these issues in the lecture.

Seminar

1) We will have a **discussion** around the following topics:

- What is a sect, what is a cult?
- There's nothing wrong with belonging to a cult!
- Can sects (and cults) show us how religions emerge and operate?

2) **formative exercise:** assigned students will give a brief 3-5 minute presentation (no need for power point unless you want to) on what they have found so far in their mini-project and we will give feedback on this.

3) We will also briefly discuss how to do your **mini-project** and open ourselves up for any questions on this.

Core Reading (attached)

Hamilton, M. B. (2001) *The Sociology of Religion An Introduction to Theoretical and Comparative Perspectives*. (chapter 17)

Optional Reading

Relevant readings/chapters from the Sage or Oxford *Handbook of The Sociology of Religion*, or the Routledge or Blackwell *Companion to the Sociology of Religion*.

- Chapters 11 and 12 in the *Sage Handbook* are good general chapters.
- As is chapter 18 of *The Routledge Companion to the Study of Religion*
- Chapters 30, 40, 41 of the *Oxford Handbook* are good for detailed specific considerations.

Week 7: Multiculturalism and Religion

Overview and Lecture

One consequence of globalisation and migration is the proliferation of multicultural societies. In these societies people from different religions regularly and by necessity have to rub elbows. In this lecture we examine arguments about whether this is possible with a focus on relationships on European societies and the interaction of Christians, Muslims and non-believers. We examine arguments that it is possible for individuals to maintain distinct and public religious identities and those who argue that there are fundamental differences in belief that will lead to religious clashes.

Seminar

1) We will have a **discussion** around the following topics:

1. Are Christian and Islamic identities compatible with modern, secular societies?
2. Is there a clash of civilizations?

○

2) **formative exercise:** assigned students will give a brief 3-5 minute presentation (no need for power point unless you want to) on what they have found so far in their mini-project and we will give feedback on this.

3) We will also briefly discuss how to do your **mini-project** and open ourselves up for any questions on this.

Core Reading (attached)

Modood, T (2013) *Multiculturalism: Second Edition*. Polity (pp 58-79)

Murray, D *The Strange Death of Europe: Immigration, Identity Islam*

Optional Reading

Harris, S. (2004) *The End of Faith: Religion, Terror and the Future of Reason*

Huntington, S.P. (1996) *The Clash of Civilizations and the Remaking of World Order*

Parekh, B. *Rethinking Multiculturalism: Cultural Diversity and Political Theory*

Week 8: Fundamentalism and Radicalisation

Overview and Lecture

Over the past few decades the world has witnessed the growth of religious fundamentalism. This has taken many forms across the world: from the Christian Right to the Taliban. This lecture explores what is meant by fundamentalism. It examines the similarities and differences in different kinds of fundamentalism. It looks at the mindset of religious fundamentalists and who is most vulnerable to it.

Seminar

1) We will have a **discussion** around the following topics:

1. How similar are the Christian right and Islamic fundamentalists?
2. Are religious fundamentalists rational?

○

2) **formative exercise:** assigned students will give a brief 3-5 minute presentation (no need for power point unless you want to) on what they have found so far in their mini-project and we will give feedback on this.

3) We will also briefly discuss how to do your **mini-project** and open ourselves up for any questions on this.

Core Reading (attached)

Antoun, R.T. 'Fundamentalism' in *The New Blackwell Companion to the Sociology of Religion* (pp 519-543)

Atran, S. *Talking to the Enemy* Penguin (pp 211- 223)

Optional Reading

Armstrong, K. (2000) *The Battle for God*. Alfred A. Knopf

Lawrence, B. (1989) *Defenders of God: The Fundamentalist Revolt Against the Modern Age* Harper and Row

Pape, R. (2005) *Dying to Win: The Strategic Logic of Suicide Terrorism* Harper and Row

Week 9: Religion, Gender and Sexuality

Overview and Lecture

How have religions typically treated women, both in their texts and in their organisations? What does this tell us about religions in general, or about women and religion? Are religions patriarchal, and is that necessary and unchangeable, or a cultural hangover that can be changed?

Given the gender issue we can also think about how sexuality might be important to religion. How is it controlled, and why?

Seminar

1) We will have a **discussion** around the following topics:

- Are religions patriarchal?
- Why do religions seek to control sexual behaviour?

2) **formative exercise:** assigned students will give a brief 3-5 minute presentation (no need for power point unless you want to) on what they have found so far in their mini-project and we will give feedback on this.

3) We will also briefly discuss how to do your **mini-project** and open ourselves up for any questions on this.

Core Reading

Furseth, I and Repstad, P (2006) *An Introduction to the Sociology of Religion*. Ashgate. Chapter 11.

Optional Reading

Hawthorne, S. 'Religion and Gender' in *The Oxford Handbook of the Sociology of Religion*.

Ahmed, Durre (2002) *Gendering the Spirit*. London: Zed Books.

Juschka, D 'Gender' in *Routledge Companion*

Marsha, H (1995). *Critical Theory of Religion: A Feminist Analysis*. Minneapolis: Fortress Press.

Morny, J and Neumaier-Dargyay, E. (eds.) (1995) *Gender, Genre and Religion: Feminist Reflections*. Ont: Wilfred Laurier Press

Mohanty, C and Russo, A (eds.) (1991) *Third World WOMen and the Politics of Feminism*. Bloomington: Indiana Press.

Woodhead, Linda 'Gender Differences' in *Sage Handbook*

Shih, F. 'Women Religion and Feminisms' in *New Blackwell*

Week 10: From Anti-Semitism to Islamophobia: Religious Intolerance

Overview and Lecture

Religious intolerance has a long and unfortunate history and is responsible for some of humanity's most deplorable actions. In this lecture we define different kinds of religious intolerance, seeing what is similar and what is different about varied kinds of religious intolerance. We focus on the significance of Islamophobia and anti-semitism in British society.

Seminar

In the seminar we will discuss

1. Whether religious intolerance is more a problem of the left or the right?
2. Is religious intolerance a concomitant of a multicultural society.

- **formative exercise:** assigned students will give a brief 3-5 minute presentation (no need for power point unless you want to) on what they have found so far in their mini-project and we will give feedback on this.
- We will also briefly discuss how to do your mini-project and open ourselves up for any questions on this.

Core Reading

Beller, S. (2015) *Antisemitism: A Very Short Introduction: Second Edition* Oxford (Ch. 1)

Farah, E. and Khan, O. eds (2017) *Islamophobia Still a Challenge For Us All* Runnymede Trust

Optional Reading

Allen, C. (2010) *Islamophobia* Routledge

Lipstadt, D (2019) *Antisemitism: Here and Now* Scribe.

Hirsch, D. (2018) *Contemporary Left Anti-Semitism* Routledge

Jackson, L. (2017) *Islamophobia in Britain* Palgrave MacMillan

Week 11: Revision and Exam Preparation

Overview and Lecture

In the lecture we will go over the topics and show you the core of answers we will be expecting to see.

Seminar: Formative Exercise

In groups you will lay draw up an essay plan for the essays you are interested in. We will then go over them together in the seminar to see whether you are on the right track.

Week 12: Drop-In

Come and see Matthew and myself to discuss in small groups or one-one your project and the exam. We will be available for three hours from 12 noon to 3pm on the Tuesday.

Study Skills

Chapter 10 'Critical Analytical Thinking' in Cottrell, S. (2013) The Study Skills Handbooks, Palgrave Study Guides, Palgrave Macmillan.

[Available as an e-book in the library]

Chapter 6: 'How to Write Essays' in Northedge, A. (2008) 92nd edition) The Good Study Guide, Open University Press.

[Available in the library]

10. LEARNING RESOURCES

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

You will also find Box of Broadcasts (accessed via the library in the first instance) an enormously useful resource. The subject librarian, Emma Mires-Richards (miresrie@lsbu.ac.uk) is also extremely helpful, knowledgeable and willing to help with student queries.

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. . The subject librarian, Emma Mires-Richards (miresrie@lsbu.ac.uk) is also extremely helpful, knowledgeable and willing to help with student queries.

Academic Journals

The following 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 'race', culture and identity:

Social Identities
Gender, Place and Culture
Race and Class (Institute of Race Relations)
Ethnic and Racial Studies
Social Studies Review
Sociological Review
New Community
European Journal of Intercultural Studies
British Journal of the Sociology of Education
International Journal of Comparative Sociology
Capital and Class
Critical Social Policy
Social Policy Review
Feminist Review

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).

With the introduction of the new VLE we have moved to online submission, marking and feedback process. All assignments should be submitted electronically via the VLE. Online marking, and the return of marks and feedback to students will be done via the VLE. Training and introductions to Moodle will be available from course teams and the Library as part of your induction.