



Unit Guide

SOCIAL THEORY AND MODERNITY

**Level 2
Semester 2
2008/2009
PSO-2-209**

Faculty of Arts and Human Sciences

Become what you want to be

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1. UNIT DETAILS

Unit Title:	Social Theory and Modernity
Unit Level:	2
Unit Reference Number:	PS0-2-209
Student Study Hours:	150
Contact Hours:	40
Private Study Hours:	110
Pre-requisites	Level 1 SPS units or equivalent
Year and Semester:	2008/9, Semester 1
Unit Coordinator:	Dr Shaminder Takhar
UC Contact Details (Tel, Email, Room)	B241; 020 7 815 5748; takhars@lsbu.ac.uk
Summary of Assessment Method:	1. Essay 2,000 words [40% of assessment] 2. Unseen TWO hour examination [60% of assessment]
	Hand in date: exact date will be announced.

2. SHORT DESCRIPTION

The scope of this course is designed to provide a grounding in the study of modernity and an understanding of some of the central assumptions of sociological thought developed during the nineteenth and twentieth centuries. Focusing first on some defining features of modernity, the course combines an examination of some key themes within classical sociological thought such as class, bureaucracy and order, before moving on to consider the relationship between such theorisation and a number of substantive areas of social research and debate. The central section of the course explores the role and meaning of modernist institutions and epistemologies through a case study of the Holocaust. The course concludes with a review of some current critiques of modernity.

3. AIMS OF THE UNIT

The aims of the unit are to:

- provide an grounding in the study of social theory and modernity;
- develop an understanding of sociological thought over the last two centuries;
- explore modern institutions and epistemologies through key sociological theories;
- investigate the emergence of modernity and its relationship to social research and debate.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

On completion of the unit, students will have developed:

- knowledge of a range of theoretical tools to understand social theory and modernity;
- knowledge of the relationship between modernity, social research and debate.
- a comprehensive understanding of sociological thought;
- an understanding of modern institutions and epistemologies.

4.2 Intellectual Skills

On completion of the unit, students will have:

- developed and extended analytical and synthetic skills acquired at Level 1;
- examined and reviewed key aspects of modernity;
- evaluated some central propositions and ideas within classical sociological thought;
- considered the legacy of classical sociology for aspects of modern social theory;
- investigated the usefulness of classical social theory to the analysis of areas of social division such as 'race' and gender;
- reviewed debates on the relationship between ideas of modernity and patterns of 'western' development;
- evaluated the role of modern ideas and institutions in the interpretation of the Holocaust.

4.3 Practical Skills

On completion of the unit students will have:

- shown the ability to present, in written and oral form, a sustained, analytical and coherent examination of issues related to social theory and modernity using appropriate vocabulary, evidence, footnotes and bibliography;
- shown the ability to communicate and sustain an informed argument and analysis on issues related to social theory and modernity and working in small groups.

4.4 Transferable Skills

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

- oral communication and written skills;
- critical appraisal of source material (written and visual);
- extracting and analysing information;
- analytical skills in devising arguments, use of relevant evidence and forming judgements;

- collaborative work in groups;
- time management.

5. ASSESSMENT OF THE UNIT

1. One coursework essay of **2,000 words** in length. The assignment will be based on a critical evaluation of the Holocaust Exhibition at the Imperial War Museum. Additional guidance notes for the exhibition and completion of the assignment will be distributed before the visit. [Essay weighting = 40%]

2. An unseen **two hour** examination - **two** questions to be answered, **ONE** from each section. [Exam weighting = 60%]

Note: A specimen exam paper has been reproduced at the end of this Guide-see pp.

Hand in date: exact date will be announced.

6. FEEDBACK

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

7. INTRODUCTION TO STUDYING THE UNIT

7.1 Overview of the Main Content

DATE	LECTURE	SEMINARS AND PRESENTATIONS
<u>SECTION 1: THEORISING MODERNITY</u>		
Week 1	Enlightenment, Industrialism and the Foundations of Sociology	Introduction to course + distribution of seminar topics
Week 2	Marx-Capitalism, Class and Revolutionary Change	Presentation: Marx's ideas of change & development + class reading
Week 3	Weber-Bureaucracy, Rationalisation and Modern Life	Presentation: Weber-Power and control in the modern world + class reading
Week 4	Durkheim-Integration and Order in Modernity	Presentation: Durkheim-social order and integration + class reading
Week 5	Frankfurt School-Critical Theory and the Problem of Ideology	Presentation: Frankfurt School + class reading

Week 6	Modernity & the Holocaust	1. Presentation: Bauman's work on the Holocaust and Modernity 2. Preparatory discussion for field trip
Week 7	Holocaust Exhibition-Study visit	No seminar-field trip to Imperial War Museum
<u>SECTION 2: CRITICAL ENGAGEMENTS WITH MODERNITY</u>		
Week 8	'Race' and Modernity	1. Follow up on Holocaust visit + review of class reading. 2. Presentation: Changing meanings of 'race + class reading
Week 9	Diasporas & Modernity	Presentation: Ideas of the Black Atlantic + class reading
Week 10	Modernity & "The West"	Presentation: Modernity & non western development + class reading
Week 11	Feminist Perspectives	Feminism & Modernity + class reading
Week 12	Modernity An Incomplete Project? Revision session.	Debates on the 'end of modernity' + set reading

PLEASE NOTE THAT THERE IS A BANK HOLIDAY [WEEK 12] AND WE WILL HAVE TO CONTINUE INTO WEEK 13

7.2 Overview of Types of Classes

- 1: Weekly lectures
- 2: Weekly seminars -using presentations, definition of concepts sheet and class discussion.
- 3: One field trip to the Imperial War Museum

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 unit 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.

7.5 Equality and Diversity

This unit addresses equality and diversity through the content. It is designed to allow the exploration of theoretical concepts and for students to gain knowledge of social theory and around issues of modernity, class, race and gender. The unit employs academic texts and audio-visual material drawn from various sources. Students are encouraged through class exercises and case studies to see the potential of the diversity of experiences within the class for learning on this topic. In addition to reflecting on their own experiences, students are also asked to engage in a critical and academic manner with these issues.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEKLY TEACHING PROGRAMME-SEMINARS & READING

GENERAL READING

STRONGLY RECOMMENDED:-

Z.BAUMAN, *Modernity and the Holocaust*, (1989)

A.CALLINICOS, *Social Theory: A Historical Introduction*, (1999)

These titles have been requested at BLACKWELLS BOOKSHOP (London Road).

RECOMMENDED

H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)

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)

S.HALL & B.GIEBEN (Eds), *Formations of Modernity*, (1990)

S.HALL, D.HELD & A.McGREW (Eds), *Modernity and Its Futures*, (1990)

J.HUGHES ET AL, *Understanding Classical Sociology*, (2nd edition; 2003) [#301]

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

J.SCOTT, *Social Theory*, (2005)

P.WAGNER, *Sociology of Modernity: Liberty and Discipline*, (1994)

SECTION 1

WEEK 1:

The Enlightenment, Industrialism and the Foundations of Sociology

This first session is devoted to introducing the unit and arranging weekly seminar presentations. We will investigate what is meant by social theory, modernity and tradition, western modernity, secularisation, and political modernity. The session will also include examples of writers of the Enlightenment and then go on to look at Socio-economic Modernity: the rise of capitalism, industry, and the city. The last part of this session looks at the challenges faced by western modernity. This includes post-colonial and anti-colonial interventions. We will finish by looking at the darker sides of the Enlightenment such as the Holocaust and Nazi Germany.

Core Reading

- A.CALLINICOS, *Social Theory: A Historical Introduction*, (1999), Chs. 1 & 2
 I.CRAIB, *Classical Social Theory*, (1997) [#300.1]
 A.GIDDENS, *Capitalism and Modern Social Theory*, (1971) [#301.09]
 K.KUMAR, *Prophecy and Progress*, (1978) [#303.483]
 W.OUTHWAITE, "Classical and Modern Social Theory" in H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000) [#301.01]
 L.RAY, *Theorizing Classical Sociology*, (1999), Chs. 2 & 3 [#301.01]
 A.SWINGWOOD, *A Short History of Sociological Thought*, (1985) [#303.09]

Optional Reading

- B.ADAM & R.SYDIE, *Classical Social Theory*, (2002)
 J.ADAMS ET AL (Eds), *Remaking Modernity*, (2004)
 J.ALEXANDER, *The Antinomies of Classical Thought*, (1982) [#301.01]
 R.ARON, *Main Currents of Sociological Thought*, Vol. 1 (1965) [#301.01]
 M.BERMAN, *All That is Solid Melts into Air*, (1983) [#909.82]
 S.BRONNER, *Reclaiming the Enlightenment*, (2004) [#320.51]
 S.DELANTY, *Social Theory in a Changing World: Conceptions of Modernity*, (1999) [#301.01]
 N.DODD, *Social Theory and Modernity*, (1999)
 E.EZE (Ed), *Race and the Enlightenment*, (1997) [#305.8009031]
 P.FARA, *Pandora's Breeches*, (2004) [#500.82]
 C.FOX ET AL (Eds), *Inventing Human Science*, (1995) [#300.9033]
 S.FULLER, *Re-Imagining Sociology*, (2005)
 N.GERAS & R.WOKLER (Eds), *Enlightenment and Modernity*, (2000) [#190]
 A.GIDDENS, *The Consequences of Modernity*, (1990) [#306]
 J.GOODY, *Capitalism and Modernity: The Great Debate*, (2004)
 J.HEILBRON, *The Rise of Social Theory*, (1995) [#300.1]
 D.LOSURDO, *Hegel and the Freedom of the Moderns*, (2004) [#320.01]
 S.MUTHU, *Enlightenment Against Empire*, (2003) [#325.3201]
 D.OUTRAM, *The Enlightenment*, (1995) [#001.109409033]
 R.PORTER, *Enlightenment: Britain and the Creation of the Modern World*, (1999) [#941.07]

- J.RUNDELL, *Origins of Modernity*, (1987) [#301.01]
L.SALA-MOLINS, *The Dark Side of the Light*, (2005)
J.SCOTT, *Social Theory*, (2005)
S.SEIDMAN, *Liberalism and the Origins of European Social Theory*, (1983) [#301.01]
part 1
K.TUCKER, *Classical Sociological Theory*, (2002) [#301.01] Chs. 1 & 2
B.TURNER (Ed), *The Blackwell Companion to Social Theory* (1996) [#301.01]
P.WAGNER, *Sociology of Modernity: Liberty and Discipline*, (1994) [#301]

SEMINAR 1

Seminar Presentation and Definition of Concepts sheet.

- 1: What conditions in the early nineteenth century gave rise to the creation of sociology?
- 2: Why did sociology aspire to be 'the science of society'?

WEEK 2:

Marx-Capitalism, Class Struggle and Revolutionary Change

This lecture looks at the work of Karl Marx who draws on three diverse intellectual traditions of German idealist philosophy, French socialism, and British political economy. In particular we will look at social change and the idea of the dialectic. Marx's theory of class will be covered and what it means in relation to capitalism and revolutionary change. You will be introduced to a variety of concepts used by Marx.

Core Reading

- R.ANTONIOU (Ed), *Marx and Modernity*, (2003) [#335.4]
T.BOTTOMORE & M.RUBEL (Eds), *Karl Marx: Selected Writings in Sociology and Social Philosophy*, (1963) [#335.4]
A.CALLINICOS, *Social Theory: A Historical Introduction*, (1999), Ch.4
I.CRAIB, *Classical Social Theory*, (1997)
A.GIDDENS, *Capitalism and Modern Social Theory*, (1971) [#301.09]
D.McLELLAN, *The Thought of Karl Marx*, (1971) [#335.5]
D.McLELLAN (Ed), *Karl Marx: Selected Writings*, (1977) [#335.5]
P.MANSON, "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
L.RAY, *Theorizing Classical Sociology*, (1999), Ch.4

Optional Reading

- B.ADAM & R.SYDIE, *Classical Social Theory*, (2002)
S.BARER, *Doctors of Revolution*, (2000) [#335.40922]
M.BERMAN, *All That is Solid Melts into Air*, (1983) [#909.82]
T.BOTTOMORE, *Interpretations of Marx*, (1988) [#335.403]
C.CALHOUN ET AL (Eds), *Classical Sociological Theory*, (2002) **Part 1**
H.HUGHES, *Consciousness and Society*, (1958; 2nd edition; 2003), [#301.01]
J.HUGHES ET AL, *Understanding Classical Sociology*, (2nd edition; 2003) [#301]; Ch. 2
C.LEMERT (Ed), *Social Theory: Multicultural and Classic Readings*, (1993) [#301.01]
M.LOWY, "Globalization and Internationalism: How Up-to-date is *The Communist Manifesto*," *Monthly Review*, Vol. 50 (6), 1998
I.McINTOSH (Ed), *Classical Sociological Theory: A Reader*, (1997) [#301.01]
K.MORRISON, *Marx Durkheim Weber: Formations of Modern Social Thought*, (1995) [#301], Ch.2
J.RANCIERE, *The Philosopher and His Poor*, (2004) [#335.112]
D.SAYER, *Capitalism and Modernity: An Excursus on Marx and Weber*, (1991) [#306.342]
A.SWINGWOOD, *A Short History of Sociological Thought*, (1985) [#303.09]
K.TUCKER, *Classical Sociological Theory*, (2002) [#301.01] Ch. 3
B.TURNER, *Classical Sociology*, (1997) [#301]

SEMINAR 2

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 in the revolutionary transformation of capitalism?

WEEK 3:

Weber-Rationalisation, Bureaucracy and the Modern World

This session explores the central theme of Max Weber's work – the development of modern industrial society, from tradition to modern capitalism. Weber's work will be looked at from the perspective of rationalisation, bureaucracy and the modern world. You will be introduced to Weber's social action theory and concepts such as rational bureaucracy, market value, status groups

Core Reading

- S.ANDRESKI (Ed), *Max Weber on Capitalism, Bureaucracy and Religion*, (1983) [#330.122]
C.CALHOUN ET AL (Eds), *Classical Sociological Theory*, (2002) **Part III -Section C**
A.CALLINICOS, *Social Theory: A Historical Introduction*, (1999), Ch. 7
R.COLLINS, *Four Sociological Traditions*, (1994) [#301]
R.COLLINS, *Weberian Social Theory*, (1986) [#301.01]
I.CRAIB, *Classical Social Theory*, (1997)
C.DANDEKAR, *Surveillance, Power and Modernity*, (1999) [#302.35]

- A.GIDDENS, *Capitalism and Modern Social Theory*, (1971) [#301.09]
R.HOLTON & B.TURNER, *Max Weber on Economy and Society*, (1989) [#301.092]
S.LASH & S.WHIMSTER (Eds), *Max Weber, Rationality and Modernity*, (1987) [#301.0924]
P.MANSON, "Max Weber," in H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)
G.POGGI, *Weber*, (2005)
L.RAY, *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]

Optional Reading

- B.ADAM & R.SYDIE, *Classical Social Theory*, (2002)
D.BEETHAM, *The Legitimation of Power*, (1991) [#303.3]
R.BENDIX, *Max Weber: An Intellectual Portrait*, (1966) [#301.09]
N.DODD, *Social Theory and Modernity*, (1999)
H.HUGHES, *Consciousness and Society*, (1958; 2nd edition; 2003), [#301.01]
J.HUGHES ET AL, *Understanding Classical Sociology*, (2nd edition; 2003) [#301] Ch.3
S.KALBERG (Ed), *Max Weber & Modernity*, (2005) [#301.092]
I.McINTOSH (Ed), *Classical Sociological Theory: A Reader*, (1997) [#301.01]
W.MOMMSEN, *Age of Bureaucracy*, (1974) [#301.01]
K.MORRISON, *Marx Durkheim Weber: Formations of Modern Social Thought*, (1995) [#301], Ch.4
L.RAY & M.REED (Ed), *Organizing Modernity*, (1994)
D.SAYER, *Capitalism and Modernity: An Excursus on Marx and Weber*, (1991) [#306.342]
A.SWINGWOOD, *A Short History of Sociological Thought*, (1985) [303.09]
K.TUCKER, *Classical Sociological Theory*, (2002) [#301.01] Ch. 5
B.TURNER, *Classical Sociology*, (1997) [#301]
TURNER, B (Ed), *The Blackwell Companion to Social Theory* (1996) [#301.01]

SEMINAR 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?

WEEK 4:

Durkheim-Integration and Order in Modernity

This lecture will look at a contemporary of Max Weber: Emile Durkheim. Durkheim offers a functionalist analysis of society that focuses on an optimistic outlook on the division of labour and social cohesion. Durkheim stresses that the evolution from a traditional to a modern society is achieved through solidarity: from mechanical to organic solidarity and a collective conscience. We will look at

the role of moral codes and moral consensus in relation to integration and order. In the last section we will examine what the relationship is between individualism and anomie (normlessness).

Core Reading

- A.CALLINICOS, *Social Theory: A Historical Introduction*, (1999) Ch. 6
 C.CALHOUN ET AL (Eds), *Classical Sociological Theory*, (2002) **Part II-Section B**
 I.CRAIB, *Classical Social Theory*, (1997)
 E.DURKHEIM, *The Division of Labour in Society*, ([1895]/1964) [#301.045]
 E.DURKHEIM, *Suicide*, ([1897]1952) [#362.20422]
 M.EMIRBAYER (Ed), *Emile Durkheim: Sociologist of Modernity*, (2003) [#301.092]
 A.GIDDENS, *Capitalism and Modern Social Theory*, (1971) [#301.09]
 A.GIDDENS (Ed), *Durkheim: Selected Writings*, (1972) [#301.09]
 W.GUNERIUSSEN, "Emile Durkheim," in H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)
 C.LEMERT (Ed), *Social Theory: Multicultural and Classic Readings*, (1993) [#301.01]
 I.McINTOSH (Ed), *Classical Sociological Theory: A Reader*, (1997) [#301.01]
 STEDMAN JONES, *S. Durkheim Reconsidered*, (2001) [#301]
 K.THOMPSON, *Emile Durkheim*, (1988) [#301.0924]

Optional Reading

- B.ADAM & R.SYDIE, *Classical Social Theory*, (2002)
 S.FENTON, *Durkheim and Modern Sociology*, (1984) [#301]
 H.HUGHES, *Consciousness and Society*, (1958; 2nd edition; 2003), [#301.01]
 J.HUGHES ET AL, *Understanding Classical Sociology*, (2nd edition; 2003) [#301] Ch. 4
 S.LUKES, *Emile Durkheim: His Life and Work*, (1973) [#301.0924]
 K.MORRISON, *Marx Durkheim Weber: Formations of Modern Social Thought*, (1995) [#301], Ch.3
 R.NISBET, *Emile Durkheim*, (1976) [#301.09]
 F.PARKIN, *Durkheim*, (1992)
 F.PEARCE, *The Radical Durkheim*, (1989) [#301.0924] Chs. 3 & 4
 G.POGGI, *Durkheim*, (2000) [#301.01]
 L.RAY, *Theorizing Classical Sociology*, (1999), Ch.5
 A.SWINGWOOD, *A Short History of Sociological Thought*, (1985) [303.09]
 M.TRAUGOTT (Ed), *Durkheim and Institutional Analysis*, (1978) [#301.18]
 K.TUCKER, *Classical Sociological Theory*, (2002) [#301.01] Ch. 4
 B.TURNER, *Classical Sociology*, (1997) [#301]
 B.TURNER (Ed), *The Blackwell Companion to Social Theory* (1996) [#301.01]
 K.WOLFF (Ed), *Emile Durkheim, 1858-1917*, (1974) [#301.09]

SEMINAR 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?

WEEK 5:

The Frankfurt School-Critical Theory and the Problems of Ideology

The Frankfurt School refers to the diverse approaches of a number of writers that include Max Horkheimer, Theodor Adorno, and Herbert Marcuse. The school developed a critical approach to capitalism that employed structural Marxism in the face of rising fascism at the end of the 1920s. This first generation of theorists was influenced by Weber's idea of rationalisation, Freud and psychoanalysis, and a critique of positivism. The second generation includes the work of Jurgen Habermas and his distinctive critique of modernity and 'instrumental' rationality. Habermas's account includes the public space, theories of communicative rationality and social movements.

Core Reading I

- 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*, (1999), 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]

Optional Reading

- T.ADORNO & M.HORKHEIMER, *Aspects of Sociology*, (1979) [#301]
 T.BOTTOMORE, *The Frankfurt School*, (1984) [#301.01]
 S.DELANTY, *Social Theory in a Changing World: Conceptions of Modernity*, (1999) [#301.01]
 N.DODD, *Social Theory and Modernity*, (1999)
 R.GEUSS, *The Idea of Critical Theory: Habermas and the Frankfurt School*, (1981) [#193]
 A.HOW, *Critical Theory*, (2003) [#301.01]
 M.JAY, *The Dialectical Imagination*, (1974) [#300.7204341]
 A.McKEE, *An Introduction to the Public Sphere*, (2005) <on order>
 H.MARCUSE, *An Essay on Liberation*, (1969) [#300.1]
 L.RAY, *Rethinking Critical Theory*, (1993) [#301]
 G.ROSE, *The Melancholy Science*, (1978) [#193]
 W.SHARROCK ET AL, *Understanding Modern Sociology*, (2003) [#301.0904]
 J.SITTON, *Habermas and Contemporary Society*, (2003)
 P.SLATER, *The Origins and Significance of the Frankfurt School*, (1977) [#301.01]
 A.STEWART, *Theories of Power and Domination*, (2001) [#300.3] Ch.5
 A.SWINGWOOD, *A Short History of Sociological Thought*, (1985) [303.09]
 B.TURNER (Ed), *The Blackwell Companion to Social Theory* (1996) [#301.01]

R.WIGGERSHAUS, *The Frankfurt School: Its History, Theory and Political Significance*, (1994) [#301.01]

SEMINAR 5

Seminar Presentation and Definition of Concepts sheet.

What did the Frankfurt School mean by the term “critical theory”?

WEEK 6:

Modernity and the Holocaust

This session 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.

Core 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]
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.ENGEL: *The Holocaust: The Third Reich and the Jews*, (2000)
M.FREEMAN, “Genocide, Civilization and Modernity,” *British Journal of Sociology*, Vol. 46 (2), 1995
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]

Optional Reading

- T.ADORNO & M.HORKHEIMER, *The Dialectic of Enlightenment*, (1972)
- G.ALY, "Final Solution": *Nazi Population Policy and the Murder of the European Jews*, (1999) [#940.5318]
- H.ARENDT, *The Origins of Totalitarianism*, (1973) [#321.9]
- H.ARENDT, *Eichmann in Jerusalem*, (Revised edition; 1965) [#364.1510943]
- O.BARTOV (Ed), *The Holocaust: Organisation, Implementation and Aftermath*, (2000) [#940.5318]
- Y.BAUER, *A History of the Holocaust*, (1982) [#940.5318]
- Z.BAUMAN, "Exit Visas and Entry Tickets: Paradoxes of Jewish Assimilation," *Telos*, No. 77, Fall 1988
- W.BENZ, *The Holocaust: A Short History*, (2000) [#940.5318]
- M.BERENBAUM & A.PECK (Eds), *The Holocaust and History*, (1998) [#940.5318]
- D.BLOXHAM, *The Great Game of Genocide*, (2005)
- R.BREITMAN, *The Architect of Genocide: Himmler and the Final Solution*, (1992) [#943.086]
- C.BRIGGS, "Genocide," in D.GOILDBERG & J.SOLOMOS (Eds), *A Companion to Racial & Ethnic Studies*, (2002) [#305.8]
- M.BURLEIGH, *Death and Deliverance*, (1994) [#179.70943]
- M.BURLEIGH & W.WIPPERMAN, *The Racial State*, (1991) [#943.086]
- D.DWORK (Ed), *Voices & Views*, (2005)
- D.FINKELSTEIN, *The Holocaust Industry*, (2000) [#940.5318]
- S.FRIEDLAENDER, "From Ant-Semitism to Extermination: A Historiographical Study of Nazi Policies towards the Jews," *Yad Vashem Studies*, Vol. 16, (1984) <Key text photocopies>
- S.GILMAN, *The Jew's Body*, (1991) [#305.8924]
- D.GOLDHAGEN, *Hitler's Willing Executioners*, (1997) [#943.0860922]
- H.HEGER, *The Men with the Pink Triangle*, (1980) [#940.5]
- S.HOCHSTADT (Ed), *Sources for the Holocaust*, (2004) [#940.5318]
- D.KENRICK & G.PUXON, *Gypsies Under the Swastika*, (1999) [940.5318]
- C.KOONZ, "'More Masculine Men, More Feminine Women': The Iconography of Nazi Racial Hatreds," A.WEINER (Ed), *Landscaping the Human Garden*, (2003) [#303.6]
- D.LEVENE, *Genocide in the Age of the Nation State*, (2005) <on order>
- P.LEVI, *The Black Hole of Auschwitz*, (2006) <on order>
- P.LEVI, *The Drowned and the Saved*, (1989) [#940.53]
- P.LEVI, *If This is a Man*, (1987)
- D.LEVY & N.SZNAIDER, *Holocaust & Memory in the Golden Age*, (2005) <on order>
- S.LUNDQVIST, "Exterminate All The Brutes!", (1997) [#305.8009]
- F.McDONOUGH, *The Holocaust*, (2005) <on order>
- M.MANN, *The Dark Side of Democracy*, (2005) [#304.663]
- M.MAZOWER, *Dark Continent*, (1998) [#940.5]
- M.MIDLARSKY, *The Killing Trap*, (2005)
- G.MOSSE, *The Crisis of German Ideology: Intellectual Origins of the Third Reich*, (1966) [#320.50943]
- G.MOSSE, *Towards the Final Solution*, (1985) [#305.80094]
- G.SCHAFFT, *From Racism to Genocide*, (2004)
- A.SCHRIFT (Ed), *Modernity & the Problem of Evil*, (2005)
- V.SEIDLER, *The Shadow of the Shoah*, (2000) [#305.8924041]
- W.SOFSKY, *The Order of Terror: The Concentration Camp*, (1997) [940.5317]
- T.TODOROV, *Facing the Extreme: Moral Life in the Concentration Camps*, (1999) [#365.45013]

SEMINAR 6

Seminar Presentation and Definition of Concepts sheet.

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.

WEEK 7:

Holocaust - Exhibition Visit at the Imperial War Museum

Date: Monday 9th March 1.00pm-4.00pm:

Meet outside Borough Road entrance at 1.00 prompt when we will walk to the Museum. Alternatively you can make your own way to the museum and begin.

Developing from the discussion in Week 6, this session will be devoted to a field trip to the Holocaust Exhibition at the Imperial War Museum. Additional notes, including information on the schedule for this visit will be circulated before the visit takes place.

Please note: This field trip is an integral and compulsory part of the course, and provides the foundations for the mid-semester assessment. Everyone is expected to prepare and attend.

The following websites, films and books may be useful in the completion of the assignment:

Websites

Jewish Museum, Berlin - www.jmberlin.de

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

United States National Holocaust Memorial Museum-www.ushmm.org

Yad Vashem Memorial Museum-www.yad-vashem.org.il/

Films

Schindler's List
The Pianist
The Reader

Documentaries

There are a variety of documentaries to choose from re: Hitler, the Third Reich and the Holocaust.

There was a recent documentary on Anne Frank (see below for full description of her work). I will be showing some clips from this in the seminar.

Books (including a brief synopsis of each)**Wladyslaw Szpilman and Anthea Bell (2003) *The Pianist: the extraordinary story of one man's survival in warsaw, 1939-45*, phoenix books.**

The powerful and bestselling memoir of a young Jewish pianist who survived the war in Warsaw against all odds. Made into a Bafta and Oscar-winning film.

The last live broadcast on Polish Radio, on September 23, 1939, was Chopin's Nocturne in C sharp Minor, played by a young pianist named Wladyslaw Szpilman, until his playing was interrupted by German shelling. It was the same piece, and the same pianist, when broadcasting resumed six years later. *The Pianist* is Szpilman's account of the years in between, of the death and cruelty inflicted on the Jews of Warsaw and on Warsaw itself, related with a dispassionate restraint borne of shock. Szpilman, now 88, has not looked at his description since he wrote it in 1946 it is too personally painful. Szpilman's family were deported to Treblinka, where they were exterminated; he survived only because a music-loving policeman recognised him. This was only the first in a series of fatefully lucky escapes that littered his life as he hid among the rubble and corpses of the Warsaw Ghetto, growing thinner and hungrier, yet condemned to live. Ironically, it was a German officer, Wilm Hosenfeld, who saved Szpilman's life by bringing food and an eiderdown to the derelict ruin where he discovered him. Hosenfeld died seven years later in a Stalingrad labour camp, but portions of his diary, reprinted here, tell of his outraged incomprehension of the madness and evil he witnessed, thereby establishing an effective counterpoint to ground the nightmarish vision of the pianist in a desperate reality. Szpilman originally published his account in Poland in 1946, but it was almost immediately withdrawn by Stalin's Polish minions as it unashamedly described collaborations by Lithuanians, Ukrainians, Poles and Jews with the Nazis. In 1997 it was published in Germany after Szpilman's son found it on his father's bookcase. This admirably robust translation by Anthea Bell is the first in the English language. There were 3,500,000 Jews in Poland before the Nazi occupation; after it there were 240,000. Wladyslaw Szpilman's extraordinary account of his own miraculous survival offers a voice across the years for the faceless millions who lost their lives.

Anne Frank and Susan Massotty (1997) 3rd edition *The Diary of a Young Girl*, Penguin Books Ltd.

An excellent and humbling account into Anne Frank's life. The eye-witness accounts into Anne Frank's life both before, and during the holocaust, alongside the facts and statistics of Jews captured and killed during this time make this, a harrowing but very worthwhile read. A must for any admirer of Anne Frank.

Martin Gilbert (1989) *The Holocaust*, Harper Collins,

This is a very thorough account of the experience of the Jews of Europe during World War II. It is virtually a day-by-day account, in men and women's own words, of the horrifying events of the Holocaust - the Nazi attempt to exterminate the Jewish race.

Roman Halter (2007) *Roman's Journey*, Portobello Books

The story of the plight and resilience of a boy from Poland, who made it out of the Lodz ghetto, survived Auschwitz, endured the Dresden bombing, and finally, escaped to England.

Cioma Schonhaus (2007) *The Forger*, Granta Books.

In wartime Berlin, Cioma Schonhaus discovered a way of turning his talent for graphic design to good use: he forged documents which helped save hundreds of Jewish lives. His first challenge involved painstakingly recreating each of the twelve long and 24 short feathers on German Imperial Eagle so that a pass stood up to scrutiny by Nazi officials. Many more forged documents were to follow, as the 20-year-old Schonhaus attempted to stay one step ahead of the authorities, who had him on their wanted list. Schonhaus is breathtakingly bold - he gets himself arrested for wandering onto a military airfield and manages to talk his way out; he makes a complaint about the drunken behaviour of a policeman harassing Jewish diners in a restaurant; he goes cycling with a girlfriend in the countryside at a time when Jews were subject to curfew and banned from riding bicycles. On his final 1000-mile flight from Germany, he is forced to abandon his plan to jump on a goods train bound for Switzerland as too dangerous,

and is left with the option of swimming across the Bodensee, or pedalling all the way. As those around him are one by one deported to the concentration camps, his is an astonishing story of wartime survival.

Chris Browning (2005) *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy September 1939-March 1942*, Arrow Books.

This book is a revelation. It tackles the issue of whether the Holocaust was planned from the first or whether it evolved due to circumstance. It does this through a meticulous process of narration of events from 1939 to 1942. This step by step approach can appear laborious at first but it has the effect of stopping preconceptions and making the reader understand the prevailing attitudes of the time. Browning quite cleverly takes the reader on a journey from exclusion to expulsion to concentration to extermination. It is very logical and very convincing. Highly recommended.

SECTION 2

WEEK 8:

‘Race’ and Modernity

‘Race’ is one of the central conceptual inventions of modernity 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 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

Core Reading

- 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]
 F.FANON, *Black Skin, White Masks*, (1986) [#305.896]
 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]
 E.LAWRENCE, “Just Plain Common-sense: The ‘Roots’ of Racism,” in CCCS, *The Empire Strikes Back*, (1982)
 B.NERO, *Race*, (2003) [#820.9355]
 J.SOLOMOS & L.BACK, *Racism and Society*, (1996) Chs. 1-2, & 8
 H.WINANT, *The New Politics of Race*, (2004) <on order>

Optional Reading

- E.BARKAN, *The Retreat of 'Scientific Racism'*, (1992) [#305.800]
- I.BAUCOM, *Specters of the Atlantic*, (2005)
- D.BAUM, *The Rise and Fall of the Caucasian Race*, (2006)
- M.BAY, *The White Image in the Black Mind*, (2000) [#305.800973]
- C.BAYLY, *The Birth of the Modern World, 1780-1914*, (2003) [#909.8]
- G.BHATTACHARYA ET AL, *Race and Power*, (2002) [#305.8]
- R.BENEDICT, *Race and Racism*, (1983) [#305.8]
- B.BOST, *Mulattas and Mestizas*, (2005)
- O.COX, *Caste, Class and Race*, (1970) [#305.8]
- G.DAY & A.THOMPSON, *Theorising Nationalism*, (2004)
- J.DONALD & A.RATTANSI (Eds), *Race, Culture and Difference*, (1992) [#305.8]
- P.ESSÉD & D.GOLDBERG, *Race Critical Theories*, (2002) [#305.8]
- E.EZE (Ed), *Race and the Enlightenment*, (1997) [#305.8009031]
- P.GILROY, *After Empire*, (2004)
- P.GILROY, *Ain't No Black in the Union Jack*, (1987; 2002) [#321.141]
- P.GILROY, *Between Camps*, (2001) [#305.8]
- J.HARTIGAN, *Odd Tribes*, (2005) <on order>
- E.HIGHT & G.SAMPSON (Eds), *Colonialist Photography*, (2004) [#779.93253]
- T.HOLT, *The Problem of Freedom*, (1992) [#326.097292]
- W.JORDON, *White Over Black*, (1977) [#305.896079]
- T.LOTT, *The Invention of Race: Black Culture and the Politics of Representation*, (1999) [#305.896073]
- A.LORINI, *The Rituals of Race: American Public Culture and the Search for Racial Democracy*, (1999) [#305.800973]
- E.LOVE, *Race over Empire*, (2004) [#325.320970903]
- K.MALIK, *The Meaning of Race*, (1996) [#305.8]
- S.MARTINOT, *Rule of Racialization*. (2003) [#305.8]
- R.MILES, *Racism*, (1989) [#305.8]
- B.MOORE & M.JOHNSON, *Neither Led nor Driven*, (2004)
- J.POSTMA, *The Atlantic Slave Trade*, (2005)
- B.PORTER, *Absent Minded Imperialists*, (2004)
- A.RATTANSI & S.WESTWOOD (Eds), *Racism, Modernity and Identity*, (1994) [key text #305.8]
- K.REILLY ET AL (Eds), *Racism: A Global Reader*, (2003) [#305.8]
- J.REX & D.MASON (Eds), *Theories of Race and Ethnic Relations*, (1986) [#305.8]
- J.REX, *Race Relations in Sociological Theory*, (1983)
- B.SINCLAIR (Ed), *Technology and the African American Experience*, (2004) [#608.946173]
- H.SONG, *Strange Future*, (2005)
- T.TODOROV, *On Human Diversity: Nationalism, Racism and Exoticism in French Thought*, (1993) [#305.8]
- K.TUCKER, *Classical Sociological Theory*, (2002) [#301.01] Ch. 7
- S.WOLTON, "Racial Identities: The Degradation of Human Constructions," in S.WOLTON (Ed), *Marxism, Mysticism and Modern Theory*, (1996) [#302.544]

SEMINAR 8

Seminar Presentation and discussion

1. Assess the relationship between modernity and ideas/constructs of 'race'?

2. To what extent have processes of racialisation been central to the making of the modern world?

WEEK 9:

Modernity and Diasporas

This session looks at how the African diaspora was shaped through the history of colonialism and slavery. It will examine the term 'Black Atlantic' coined by Paul Gilroy to describe the shared culture and politics of the Americas and Europe. It is particularly important with reference to Gilroy's understanding of the historical experience as modern and therefore part of modernity.

Core Reading

- W.DU BOIS, *The Souls of Black Folks*, ([1903]1994) [#305.896073]
 N.GIBSON, *Fanon: The Postcolonial Imagination*, (2003) [#300.92]
 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]
 M.GUTERL, *The Color of Race in America, 1900-1940*, (2002) [#305.800971]
 A.PETTINGER (Ed), *Always Elsewhere: Travels of the Black Atlantic*, (1998) [#910.8996073]
 A.RICE, *Radical Narratives of the Black Atlantic*, (2003) [#973.0496073]
 C.ROBINSON, *Black Marxism: The Making of the Black Radical Tradition*, (1985/2000) [#335.4696]
 D.SCOTT, *Refashioning Futures*, (1999) [#907.2]
 L.SALA-MOLINS, *The Dark Side of the Light*, (2005)
 K.TUCKER, *Classical Sociological Theory*, (2002) [#301.01] Ch. 7
 J.WALVIN, *Making the Black Atlantic: Britain and the African Diaspora*, (2000) [#305.896]

Optional Reading

- E.ALBERS, *African Diaspora: A Global Perspective*, (2004) <on order>
 I.BAUCOM, *Specters of the Atlantic*, (2005) <on order>
 M.BAY, *The White Image in the Black Mind*, (2000) [#305.800973]
 C.BAYLY, *The Birth of the Modern World, 1780-1914*, (2003) [#909.8]
 J.BRAZIEL & A.MANNUR (Eds), *Theorizing Diaspora: A Reader*, (2003) [#304.8]
 J.BROWN, *Dropping Anchor, Setting Sail*, (2005)
 V.CARRETTA, *Equiano the African*, (2005)
 M.CHAMERLAIN (Ed) *Caribbean Migration: Globalised Identities*, (1998) [#304.809729]
esp. Chaps by Cohen & Foner
 L.COLLEY, *Britons: Forging the Nation, 1707-1837*, (1992) [#941.07]
 P.CURTIN, *The World and the West*, (2000) [#327.1]
 F.FANON, *Black Skin, White Masks*, (1986) [#305.896]
 P.GILROY, *Ain't No Black in the Union Jack*, (1987; 2002) [#321.141]
 P.GILROY, *Between Camps*, (2001) [#305.8]
 S.HALL, "The West & the Rest," in S.HALL & B.GIEBEN (Eds), *Formations of Modernity*, (1990)

- E.HIGHT & G.SAMPSON (Eds), *Colonialist Photography*, (2004)
 T.HOLT, *The Problem of Freedom*, (1992) [#326.097292]
 D.HUBBARD (Ed), *The Souls of Black Folk: One Hundred Years Later*, (2003) [#973.0496073]
 V.KALRA & R.KAHLON, *Diaspora & Hybridity*, (2005)
 H.KLEIN, *The Atlantic Slave Trade*, (1999) [#382.44]
 W.KLOOSTER (Ed), *The Atlantic World*, (2005)
 A.IRIYE & B.MAZLISH (Eds), *The Global History Reader*, (2004) [#909.825]
 C.LEMERT (Ed), *Social Theory: Multicultural and Classic Readings*, (1993) [#301.01]
 E.MACAMO (Ed), *Negotiating Modernity*, (2005)
 S.MARTINOT, *Rule of Racialization*. (2003) [#305.8]
 M.NAVA, "Cosmopolitan Identity: Everyday Imaginaries and the Register of Difference," *Theory, Culture & Society*, Vol. 19 (1-2), 2002
 B.NERO, *Race*, (2003) [#820.9355]
 G.OOSTINDIE, *Decolonising the Caribbean*, (2004) [#325.349209729]
 D.PATON, *No Bond but the Law*, (2004) [#364.9729209034]
 J.POSTMA, *The Atlantic Slave Trade*, (2005)
 A.RATTANSI & S.WESTWOOD (Eds), *Racism, Modernity and Identity*, (1994) [key text #305.8]
 A.REED, *W.E.B. Du Bois and American Political Thought*, (1997) [#320.01]
 J.SCHNEER, *London 1900: The Imperial Metropolis*, (1999), Ch.9 [#942.1081]
 S.SCHWARTZ (Ed), *Tropical Babylons*, (2004) [#338.47664109]
 D.SCOTT, *Conscripts of Modernity*, (2004)
 M.WOOD, *Blind Memory: Visual Representations of Slavery in England and America, 1780-1865*, (2000) [#704.949326]

SEMINAR 9

Seminar Presentation and discussion

1. What is meant by the term 'Black Atlantic'?
2. Assess the usefulness of the concept in examining critical aspects of the experience and processes of modernity.

WEEK 10:

Modernity and the "West"

This session focuses on the relationship between Modernity, Colonialism and Eurocentrism (superiority). It will be looking at how the binary understanding of the 'Other' has been conceptualised in relation to European anthropological accounts of 'Otherness'. We will look at works such as *Orientalism* by Edward Said and the work of postcolonial writers such as Homi Bhabha to critique modernity's construction of the 'Other'.

Core Reading

- A.BONNETT, *The Idea of the West: Culture, Politics and History*, (2004) [#909,09821] esp. Chs. 5 & 7
 G.CASTLE (Ed), *Postcolonial Discourses: An Anthology*, (2001) [#325]

- F.COOPER & L.STOLER (Eds), *Tensions of Empire: Colonial Cultures in a Bourgeois World*, (1997) [#909.8]
- E.EZE (Ed), *Race and the Enlightenment*, (1997) [#305.8009031]
- J.FERGUSON, *Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt*, (1999) [#306.096894]
- N.GIBSON, *Fanon: The Postcolonial Imagination*, (2003) [#300.92]
- C.HALL (Ed), *Cultures of Empire*, (2000) [#325.341]
- S.HALL, "The West & the Rest," in S.HALL & B.GIEBEN (Eds), *Formations of Modernity*, (1990)
- J.HOBSON, *The Eastern Origins of Western Civilization*, (2004) [#909.09825]
- J.JERVIS, *Transgressing the Modern*, (1999) [#909.0981208]
- Z.LOCKMAN, *Contending Visions of the Middle East*, (2004) [#956.0072101821]
- A.MACFIE, *Orientalism*, (2002) [#950]
- A.MIRSEPASSI, *Intellectual Discourse and the Problem of Modernization*, (2000) [#955.05]
- S.MUTHU, *Enlightenment Against Empire*, (2003) [#325.3201]
- B.NERO, *Race*, (2003) [#820.9355]
- D.OUTRAM, *The Enlightenment*, (1995) [#001.109409033], Ch.5
- T.PATTERSON, *Change and Development in the Twentieth Century*, (1999) [#303.40904]
- J.PIETERSE, "Unpacking the West: How European Is Europe?" in A.RATTANSI & S.WESTWOOD (Eds), *Racism, Modernity and Identity on the Western Front*, (1994) [Key text #305.8]
- A.RATTANSI, "Postcolonialism & Its Discontents," *Economy and Society*, Vol. 26 (4), 1997
- E.SAID, *Culture and Imperialism*, (1994) [#325.32]
- E.SAID, *Orientalism*, (1975/1995) [#950.07]
- Z.SARDAR, *Orientalism*, (1999) [#306]
- D.SCOTT, *Refashioning Futures*, (1999) [#907.2]
- R.YOUNG, *Postcolonialism*, (2001) [#325.3]

Optional Reading

- F.ADELKHAH, *Being Modern in Iran*, (2004) <on order>
- A.AKHAVI, "Islam and the West in World History," *Third World Quarterly*, Vol. 24 (3), 2003
- T.ASAD, *Formations of the Secular*, (2003) [#291.17]
- L.BACK & J.SOLOMOS (Eds), *Theories of Race and Racism*, (2000), [#305.8] Part 4
- T.BARLOW (Ed), *Formations of Colonial Modernity in East Asia*, (1999) [#325.5]
- M.BAY, *The White Image in the Black Mind*, (2000) [#305.800973]
- C.BAYLY, *The Birth of the Modern World, 1780-1914*, (2003) [#909.8]
- G.BHATTACHARYA ET AL, *Race and Power*, (2002) [#305.8]
- E.BURKE, "Orientalism and World History: Representing Middle East Nationalism and Islamism in the Twentieth-century," *Theory and Society*, Vol. 27 (4), 1998
- B.BUSH, *Imperialism, Race and Resistance*, (1999) [#325.341096]
- D.CANNADINE, *Ornamentalism*, (2001) [#305.52]
- I.CHAMBERS & L.CURTIS (Eds), *The Post-Colonial Question*, (1996) [#305.8]
- N.CHAUDHURI & M.STROBEL (Eds), *Western Women and Imperialism*, (1992) [#305.42]
- G.CHOWDHRY & S.NAIR (Eds), *Power, Postcolonialism and International Relations*, (2003) [#327.101]
- L.COLLEY, *Britons: Forging the Nation, 1707-1837*, (1992)

- M.DI LEONARDO, *Exotics at Home: Anthropologies, Others, American Modernity*, (1998) [#305.8001]
- A.DIRLIK, "Modernity as History: Post-Revolutionary China, Globalization and the Question of Modernity," *Social History*, Vol. 27 (1), 2002
- L.DOYLE (Ed), *Geomodernisms*, (2005)
- F.FANON, *Black Skin, White Masks*, (1986) [#305.896]
- M.FERRO, *Colonization: A Global History*, (1997) [#325.309]
- B.HARLOW & M.CARTER (Eds), *Imperialism and Orientalism: A Documentary Sourcebook*, (1999) [#950.3]
- H.HAROOTUNIAN, *Overcome by Modernity: History, Culture and Community in Inter-war Japan*, (2001) [#952.033]
- T.HEDRICK, *Mestizo Modernism: Race, Nation and Identity in Latin American Culture, 1900-1940*, (2003)
- T.HOLT, *The Problem of Freedom*, (1992) [#326.097292]
- A.IRIYE & B.MAZLISH (Eds), *The Global History Reader*, (2004)
- S.JACKSON, *Islam and the Blackamerican*, (2005)
- A.JALAL & S.BOSE (Eds), *Modern South Asia*, (2003) [#954]
- J.MACKENZIE, *Orientalism: History, Theory and the Arts*, (1995) [#700]
- S.MAKDISI, *Romantic Imperialism*, (1998) [#820.9007]
- M.NAFISSI, "Reframing Orientalism: Weber & Islam," *Economy and Society*, Vol. 27 (1), 1998
- A.RATTANSI & S.WESTWOOD (Eds), *Racism, Modernity and Identity*, (1994) [key text #305.8]
- C.ROBINSON, *Black Marxism: The Making of the Black Radical Tradition*, (1985/2000) [#335.4696]
- J.SCHNEER, *London 1900: The Imperial Metropolis*, (1999), Ch.9
- S.SEIDMAN, *Contested Knowledge: Social Theory in the Postmodern Era* (1998) [#301.01]
- S.VLASTOS (Ed), *Mirror of Modernity*, (1998) [#952.03]
- P.WILLIAMS & L.CHRISMAN (Eds), *Colonial Discourse and Postcolonial Theory*, (1993) [#325.301]
- Part 2**
- W.YEH, "Shanghai Modernity: Commerce and Culture in a Republican City," *The China Quarterly*, No. 150, June 1997

SEMINAR

Seminar Presentation and discussion

In what ways have recent works in social and cultural theory challenged or revised the 'eurocentric bias' of the dominant models of modernity and modernisation?

WEEK 11:

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.

Core 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]
- K.WIDERBERG, "Gender & Society," in H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)

Optional Reading

- L.ABRAMS, *The Making of Modern Woman: Europe, 1789-1918*, (2002) [#940.28082]
- N.CHAUDHURI & M.STROBEL (Eds), *Western Women and Imperialism*, (1992) [#305.42]
- P.FARA, *Pandora's Breeches*, (2004) [#500.82]
- S.GUNEW (Ed), *Feminist Knowledge: Critique and Construct*, (1990) [#305.42]
- S.HARDING, *Whose Science? Whose Knowledge?*, (1991) [#305.4]
- J.JAMES & T.SHARPLEY-WHITING (Eds), *The Black Feminist Reader*, (2000) [#305.488980], Part 2
- H.MIRZA (Ed), *Black British Feminism: A Reader*, (1997) [#305.48896]
- H.MOORE, *Feminism and Anthropology*, (1988) [#306]
- K.OFFEN, *European Feminisms, 1700-1950: A Political History*, (2000) [#305.42094]
- C.RAMAZANOGLU, *Feminism and the Contradictions of Oppression*, (1989) [#305.42]
- S.REINHARZ, *Feminist Method in Social Research*, (1992) [#301.72]
- H.ROBERTS (Ed), *Doing Feminist Research*, (1981) [#305.42072]
- J.STACEY, "Untangling Feminist Theory," in D.RICHARDSON & V.ROBINSON (Eds), *Introducing Women's Studies*, (1989)
- F.TWINE & K.BLEE, *Feminism and Anti-Racism*, (2001) [#305.42]
- K.VON ANKUM (Ed), *Women in the Metropolis: Gender and Modernity in Weimar Culture*, (1997) [#305.40943]
- S.WALBY, *Theorising Patriarchy*, (1991) **Ch.1** [#305.3]

SEMINAR 11

Seminar Presentation and discussion

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

WEEK 12:**Modernity-An Incomplete Project?**

There is a debate in Sociology between theoretical perspectives that continue to see contemporary society as a modern world and those that argue that a substantial change has taken place and we have moved into a postmodern world. In this final session we examine the work of the following writers to find out whether modernity is an incomplete project: Jurgen Habermas, Anthony Giddens, and Ulrich Beck.

Core Reading

- J.ADAMS ET AL (Eds), *Remaking Modernity*, (2004)
 Z.BAUMAN, *Legislators and Interpreters*, (1987) [#306]
 Z.BAUMAN, *Modernity and Ambivalence*, (1993) [#306]
 U.BECK, *The Risk Society: Towards a New Modernity*, (1992) [#306]
 S.BRONNER, *Reclaiming the Enlightenment*, (2004)
 A.CALLINICOS, *Social Theory: A Historical Introduction*, (1999), **Chs. 11 & 12**
 A.ELLIOTT (Ed), *The Blackwell Reader in Contemporary Social Theory* (1999) [#301.01]
 S.FULLER, *Re-Imagining Sociology*, (2005)
 A.GIDDENS, *The Consequences of Modernity*, (1990)
 J.HABERMAS, 'Modernity: An Incomplete Project,' in H.FOSTER (Ed), *Postmodern Culture*, (1985) [#306]
 F.JAMESON, *Postmodernism or the Cultural Logic of Late Capitalism*, (1991) [#306]
 W.OUTHWAITE & L.RAY, *Social Theory: Communism and Beyond*, (2005) [#301.01]
 P.PEDERSEN, "Our Present: Post Modern" in H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)
 J.RANCIERE, *The Philosopher and His Poor*, (2004) [#335.112]
 J.SCOTT, *Social Theory*, (2005)
 R.SIBEON, *Rethinking Social Theory*, (2004) [300.1]
 P.WAGNER, *Sociology of Modernity: Liberty and Discipline*, (1994)
 P.WAGNER, *Theorising Modernity*, (2002) [#301.01]

Optional Reading

- Z.BAUMAN, *Intimations of Postmodernity*, (1992) [#306]
 S.BEST & D.KELLNER, *Postmodern Theory: Critical Investigations*, (1991) [#801]
 S.BRONNER, *Reclaiming the Enlightenment*, (2004)
 S.DELANTY, *Social Theory in a Changing World: Conceptions of Modernity*, (1999)
 N.DODD, *Social Theory and Modernity*, (1999)
 A.GIDDENS, *Modernity and Self Identity: Self and Society in the Late Modern Age*, (1991)

- S.HALL ET AL (Eds), *Modernity and Its Futures*, (1990)
D.HARVEY, *The Condition of Postmodernity*, (1994)
J.HUGHES ET AL, *Understanding Classical Sociology*, (2nd edition; 2003) [#301] Ch. 5
K.KUMAR, *From Post-Industrial to Postmodern Society*, (1995) [#306]
S.LASH, *Another Modernity, A Different Rationality*, (1999) [#700.4112]
S.LASH & J.URRY, *The End of Organised Capitalism*, (1987) [#330.122]
A.MERRIFIELD, *Guy Debord*, (2005)
K.REED, *Beyond Social Theory*, (2005)
S.SEIDMAN, *Contested Knowledge: Social Theory in the Postmodern Era* (1998) [#301.01]
A.SWINGWOOD, *A Short History of Sociological Thought*, (1985)
G.THERBORN, *European Modernity and Beyond*, (1995) [#940.55]
A.TOURAINE, *A Critique of Modernity*, (1995) [#306]
B.TURNER (Ed), *The Blackwell Companion to Social Theory* (1996) [#301.01]

SEMINAR 12

Seminar Presentation and discussion

Since the 1960s to what extent and for what reasons has belief in the project of modernity diminished?

9. LEARNING RESOURCES

9.1 Core Materials

STRONGLY RECOMMENDED:-

- H.ARENDT, *The Origins of Totalitarianism*, (1973) [#321.9]
H.ARENDT, *Eichmann in Jerusalem*, (Revised edition; 1965) [#364.1510943]
Z.BAUMAN, *Modernity and the Holocaust*, (1989)
A.CALLINICOS, *Social Theory: A Historical Introduction*, (1999)

These titles have been requested at BLACKWELLS BOOKSHOP (London Road).

RECOMMENDED

- H.ANDERSEN & L.KASPERSEN (Eds), *Classical and Modern Social Theory*, (2000)
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)
S.HALL & B.GIEBEN (Eds), *Formations of Modernity*, (1990)
S.HALL, D.HELD & A.McGREW (Eds), *Modernity and Its Futures*, (1990)
J.HUGHES ET AL, *Understanding Classical Sociology*, (2nd edition; 2003) [#301]
L.RAY, *Theorizing Classical Sociology*, (1999)
J.SCOTT, *Social Theory*, (2005)
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.

APPENDIX ONE

Assessment 1

Write a 2,000 word essay on the following:

Offer a critical analysis and commentary on Zygmunt Bauman's work. Evaluate how far the Holocaust Exhibition reinforces or challenges this interpretation of the 'final solution'.

The Exhibition

The Holocaust exhibition is the basis for the mid-term assessment Field Trip observations and comments should be grounded in academic discussions and theories about the Holocaust. Use the exhibition to engage with Bauman's work. You need to give space to a discussion of the exhibition and bring it together with Bauman's work. There is a relationship between Bauman's thesis, the Holocaust debate and how it is represented. For example you can talk 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 unit such as Marx, Weber, The Frankfurt School and Race and Modernity.

You have 2,000 words for

- A narrative of the exhibition
- Bauman's thesis
- Bringing them together

Guidelines for the Assessment

Bauman:

Pick out the key themes of Bauman's ideas and point out why they cause controversy with historians.

The singular evil is associated with the Final Solution but is taken away if associated with modernity. The implication of this is that it loses its singularity because Stalin and Mao Tse Tung were committed murder on a mass scale.

Bauman's work:

- From the reading it is not clear what role modernity plays, rather it is do with pre-modern thinking of Jews as the 'killers of Christ'.
- Neglects the impact of World War I and its destructive effect.
- Anti-semitism in Russia with Jews known as money lenders.
- Genocide of the Jews was the culmination of a decade of Nazi policy which began with the culling and euthanasia of the disabled etc.
- The Final Solution was implemented in stages:
 - 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)

If the Holocaust is relative to Modernity then how does it fit into the other forms of genocide e.g. slavery – does this relate to modernity? What about Armenia and ethnic cleansing and cleansing of the nation in different parts of the world such as the ex Yugoslavia, Rwanda – are they defining features of the modern world? All of this is debatable – can we blame modernity

for all of this? This is why it is important to view the documentary film in the Crimes Against Humanity section at the museum.

Many groups other than Jews perished in murderous roundups rather than just the extermination in camps which were ordered via a bureaucracy. The Nazis gave themselves the licence to murder across a variety of groups. Modern things helped such as the technology behind the gassing, the transportation by rail but the debate is how does it fit with modernity?

The Exhibition

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. You need to give space to a discussion of the exhibition and bring it together with Bauman's work. There is a relationship between Bauman's thesis, the Holocaust debate and how it is represented. For example you can talk about the role of bureaucracy in Germany and how it was used but relate it to the ways in which it is represented in the exhibition – there are many details which you may have overlooked if you have only been once. Once you have been to the museum the question is how would one come to terms with something so overwhelming such as Auschwitz. Obviously one can personalise i.e. imagine that your shoes are there but remember what the assessment is asking you to do: what does it say about Modernity?

You have 2,000 words for a narrative of the exhibition; Bauman's thesis; bringing them together.

Use the articles I gave out and any other readings that you have done.

APPENDIX TWO

[SPECIMEN PAPER]

MODERNITY & SOCIAL THEORY SPECIMEN EXAMINATION PAPER

Instructions to candidates:

Time allowed: TWO hours

TWO questions to be answered-ONE from each section

All questions carry equal marks

SECTION A

- 1: Outline and comment on the major social and intellectual factors which account the emergence of sociology.
- 2: 'The idea of capitalism is more important than that of modernity for Marx.' Discuss
- 3: Evaluate Weber's view of the relationship between modernity and rationality.
- 4: What did Durkheim mean by anomie? Why was it so important in his analysis of social integration?
- 5: What did the Frankfurt School mean by critical theory and how does it contribute to our understanding of modern society?

SECTION B

- 6: 'Issues of racialisation must be central to our understanding of modernity.' How far do you agree with this statement?
- 7: Critically evaluate the idea of the 'Black Atlantic' in explaining the making of the modern world.
- 8: To what extent, if any, does the idea of modernity illuminate processes of non-western development?
- 9: How has feminist social theory contributed to the critical evaluation of modernity?
- 10: 'Events of the twentieth century have destroyed modernity's promise of progress and freedom.' Discuss

APPENDIX THREE

Marking Criteria

At all levels, five areas of assessment objective can be recognised:

1. Knowledge of the topic - ideas, concepts and institutions
2. Analysis of issues and an awareness of different viewpoints
3. Evaluation of competing explanations or theories applied to a problem
4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

Plagiarism

Definition: The act of Plagiarism is to pass off as your own work, the ideas or thoughts of someone else. 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. It includes the buying of essays from an internet service and hoping your tutor will not notice. Information relating to plagiarism can be found on the university website

<http://www.lisa.lsbu.ac.uk/helpsheets/hs4.pdf>

At LSBU instances of plagiarism are dealt with as part of the Academic Misconduct section of the **Academic Regulations for Taught Courses**. These can be found in full on the New & Current Students' Information Gateway on the university website – at:

<http://www.lsbu.ac.uk/current.student>.

Click on the **Online Guide** and then on **Documents & Publications**. Details are also in the current **Student Handbook** see **Student Responsibilities**.

LSBU has detection systems such as Turnitin, to which you must submit your work, and which will track and trace any sections which may have aroused suspicion for not being your own original contribution. Furthermore, this can be checked nationally.

Late Submission of Assessment

In exceptional circumstances students may apply for an extension to the submission deadline.

The following procedure must be followed:

1. The student must obtain agreement for late submission before the deadline date.
2. The process of obtaining agreement can be obtained from the faculty office. The decision is taken by the appropriate Subject Leader.
3. The student must discuss with the unit co-ordinator at the earliest opportunity:
 - a. any emerging problems that might affect submission by the deadline;
 - b. obtain the form 'Request for Late Submission for Coursework from the faculty office;
 - c. complete the form setting out the reasons why an extension of the deadline is required;
 - d. take the form to the Subject Leader and obtain the agreement;
 - e. hand in the form by the extension date.
4. The maximum extension of the deadline is two weeks after which the coursework is considered as late to be marked in the normal way. If this is the case then an Extenuating Circumstances Form should be used with the appropriate evidence attached.

APPENDIX FOUR

Referencing and 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. There are two well known systems of referencing which can be used for academic work. They are the *Harvard System* and the *Notes system*.

Perry Library has a very detailed description on the operation of the Harvard system. Use the website address below to obtain a copy and read it carefully.

www.lisa.lsbu.ac.uk/helpsheets/hs30.pdf

It includes how to do the following:

Referencing

Citing,

Secondary Referencing,

How to put references into the text of your essay,

Quotations in the text,

Listing references at the end of your work

Referencing Books: single author, multiple authors, edited book, corporate author e.g. BBC

Chapters from an edited book

Government publications

Acts of parliament

Journal articles

Articles from Newspapers

Conference papers

Thesis/dissertation

Recorded broadcast material

Films

Live performances

Illustrations

Referencing an interview

Government documents

Blackboard material

Electronic Sources

Information obtainable from the website above. It includes how to do the following:

Citing your references within the text

Listing your references at the end of your work

Electronic Books (E-Books)

Electronic Journals (E-Journals)

Article in an electronic newspaper

Web pages/web documents (including pdf documents)

Guidelines for Website Referencing for SPS

There is no standard format for citing internet resources within academia and different publishers, academic journals and universities have their own styles. Please find below the recommended format for website referencing within the Department of Social and Policy Studies and all students submitting coursework within the department are required to follow the format as set out below.

The term **Online** in brackets indicates the medium consulted, and should be used for all internet sources.

The **Accessed date** is the date on which you viewed or downloaded the document. This allows for any subsequent changes to the document. Remember that pages are constantly erased from the web and there is no guarantee that you will ever find that page again.

1. Individual Works: For example

Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services. <http://www.cix.co.uk-harlend/y> (Accessed 26 June 2008).

2. Electronic Journals: For example

Cumper, P. and Rodgers, M.E. (1997), Equality for All? Higher Education and the Disability Discrimination Act 1995 *Web Journal of Current Legal Issues* (Online). 1997, 3. Available from: <http://www.ncl.ac.uk-nlawwww/1997/issue3/cumper3.html> (Accessed 30 June 1997).

When using the Harvard Reference System it is acceptable to list the author and date of the work along with its (Online) status and the (date accessed) for a text reference. In your bibliography you are required to provide the full reference in line with the examples provided above.

For example:

Harvard Reference in the body of the text: (Trangmar: (1999) (Online) (Accessed 26 June 2008))

Bibliography Reference: Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services. <http://www.cix.co.uk-harlend/y> (Accessed 26 June 2008).

CONSTRUCTING A BIBLIOGRAPHY

When constructing the Bibliography works should be listed by authors' surnames in alphabetical order. When you have used two more works by the same author these should be listed by chronological order of publication. Where there are two or more works by one author in the same year they should be distinguished in the text and the bibliography by a letter (a,b,c...) thus (Tilly: 1977a), (Tilly:1977b).

Books should be cited in the following manner:

Ware, V. (2002) *Out of Whiteness: Color, Politics and Culture*. Chicago: University of Chicago Press.

Hall, S. & du Gay, P. (eds.) (1996) *Questions of Cultural Identity*. London: Sage.

Articles in readers [i.e. edited collections] are cited as follows:-

Kawale, R. (2003) 'A Kiss Is Just A Kiss...Or Is It? South Asian Lesbian and Bisexual Women and the Construction of Space' in Puwar, N. & Raghuram, P. (eds.) *South Asian Women in the Diaspor*. Oxford: Berg.

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

Dobash, R.E; Dobash, R.P; Wilson, M; Daly, M. (1992) The Myth of Sexual Symmetry in Marital Violence, *Social Problems*, Vol. 39, No.1, pp.71-91.

The Notes System

With this system references are cited in the text by means of consecutive numerals and the sources given either at the *bottom* of the relevant page [**Footnotes**] OR gathered together in numerical order at the end of the text [**Endnotes**]. The footnote/end note usually gives *full text citation* the first time a particular source is used. Subsequent citations of the same source can be abbreviated. The text references are gathered together at the end of the essay for the Bibliography, set out in the manner described above. You may use either of these referencing systems. BUT the important point is to be **consistent** and not to mix them.

APPENDIX FIVE

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references given in this unit guide, you should use the Web site LISA: <http://www.lisa.sbu.ac.uk>

Our Learning and Information Services have created this site as your starting point for information searching. Use it 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 it to renew your books.

LISA can be used by anyone anywhere, but access to its premium databases and full text article services is restricted to SBU campuses and members of the University at home who apply for off-campus access. Details for off-campus access are on Help Sheet 3 Off-Campus (Remote) Access on LISA at: <http://www.lisa.sbu.ac.uk/helpsheets/index.html>

For help with using books, journals and electronic materials use the Information Support Centre (ISC) on Level 3 East in the Perry Library (ext.6627) or Help Desks in the other Libraries. The ISC contains reference and statistics collections and over 15 PCs dedicated to information searching. Staff will guide you to the most appropriate sources.

You can also use our Information Quest package <http://www.lisa.sbu.ac.uk/quest> to learn how to search for materials for assignments.

APPENDIX SIX

COURSE ESSAY:

I: Guidelines

The following points should be kept in mind when writing your essays:

STRUCTURE: The essay should be coherent and should conform to the normal conventions of essay writing including the following:

a: Introduction: To show the reader what you understand by the question, to define any terms, and to indicate broadly your main argument.

b: Main substance: These sections should state fully and substantiate your main argument[s] utilising historical evidence gained from your reading. You should show knowledge of different views of the subject (again drawing on your wider reading), although this should not preclude you from arguing or developing your own position.

c: Conclusion: This should sum up what you have written and reach a conclusion in relation to your essay title.

d: Referencing/Bibliography: A list of all sources used must be given at the end of the essay and the essay must be properly referenced including the accurate citation of quoted material. [See the sections on referencing & bibliography below]

WRITING STYLE: You should aim for clarity, precision, and economy of expression. Pay close attention to grammar, spelling, and punctuation. Give sufficient time for final proof reading before submission.

READING, LIBRARY RESEARCH & REFERENCING: You should use and acknowledge quotes accurately and show depth and breadth of reading.

ANALYSIS/THESIS/ARGUMENT: You should be clear and consistent in your argument and deploy a critical approach to concepts, theories and evidence.

EVIDENCE FOR ASSERTIONS: The essay should be accurate in the use of theoretical, conceptual and/or empirical evidence. Polemic [unsupported allegations and argument] should be avoided.

RELEVANCE OF MATERIAL: The essay must answer the question and the material should be carefully organised around the main theme[s] of the question.

BIAS, VALUES & BALANCE: The essay should be balanced. It should make a case while treating counter or opposing arguments fairly.

IMAGINATION, FLAIR & THOUGHTFULNESS OF APPROACH: The best essays use material in novel ways. You should strive to add something to how we look at materials, but always ensure that what you say is well reasoned and supported by evidence.

**COURSE ESSAY:
II: Format**

Dates for the distribution of the assignment & submission deadline & procedures will be placed on relevant course notice boards and the Blackboard site. The points below are intended to provide some guidance to assist with the completion of the essay.

FORMAT

You are required to word-process the assignments. Word processing also allows you to order & restructure your text easily. In addition most word processing programmes contain facilities for spell-checking, providing a word count & for the creation of endnotes/footnotes.

Please use **double line spacing** and minimum of 1" margins all round.

ALL essays must have a title page giving the following information:-

- Student number
- Level & Course
- Essay question answered
- Word length

WORD LIMIT-

Note the word limit of the assignments :The word limit includes **all quotations** in the body of the text but excludes the bibliography & text referencing.

** Essays significantly in excess of the upper word limit will be penalised.

Proof-reading: In completing your essay you should allow sufficient time to proof-read the essay carefully for spelling mistakes, grammatical errors, and for the accuracy of your text referencing.

APPENDIX SEVEN

Reading and Seminars

- (1) **Core Reading:** indicates material directly relevant to themes discussed in the lectures & seminars. [It will help you to follow the course if you try to read something before each lecture.] You are not expected to read everything on the list but you should use the issues addressed in the lectures and the seminar questions to guide your reading. **Optional Reading** provides additional material to allow you to follow up areas of particular interest to you and to assist the development of seminar discussion. This section also contains background reading to help you understand the intellectual, social & political context of the issues under discussion. **Both** sections of the reading list provide material relevant to the assessed essay assignment as well as the examination. Perry Library has extensive holdings in social theory as well as the more substantive areas covered by this Unit-so use the class marks to help you find alternative material if the book you are looking for is not on the shelf. If you want to read a particular item and it is on loan then use the 'reserve' facility on the catalogue to place a hold on the book. You should also make a regular check on journal holdings to see if there are relevant articles in recent issues of core journals.
- (2) **Seminars:** The seminar programme for this Unit IS BASED ON DISCUSSION AND STUDENT PRESENTATIONS. There will be the expectation that everyone has prepared some material prior to the seminar and will work with others in the group to work through some questions prior to general discussion. In the other weeks the seminar will be organised by means of presentation. It is expected that two members will volunteer to prepare a paper-about 10 minutes in length-and deliver it to the group on the agreed date. If you are not delivering the presentation you should ensure you undertake some of the preparatory work in order to ask questions or develop the issues raised after the paper has been delivered. Seminars to be organised on the basis on presentations – **we will discuss this during the first meeting.**
- (3) **End of Unit Evaluation:** In common with all Units you take at the end of the Unit you will be asked to complete a two page questionnaire asking for your view of the content, organisation and delivery of the Unit. On the basis of your comments revisions to the programme will be undertaken before the Unit is delivered again. It would be helpful if (i) you could make your comments as specific as possible (ii) you could complete the sections on what you liked best/least about the Unit (iii) you made suggestions for changes or improvements in the relevant box on the form. Sometimes completing these forms can seem like a chore but they are essential in trying to judge the quality of the Unit as presently delivered as well as providing guidance as to what might be done to enhance aspects of the Unit programme. The form should not contain any offensive language or remarks
- (4) **Reading:** Remember, this reading list is only a guide; it is not definitive. As noted above, you will find additional material in the Library at the appropriate classmarks. Please feel free to use whatever you find of value-if in doubt do not hesitate to speak to me.

APPENDIX EIGHT

HINTS ON SEMINAR PRESENTATION

Tips for a good seminar presentation:

1. Your paper should not only be a good piece of written work but it must be informative and interesting to your fellow students
2. Ensure that your presentation is TEN MINUTES LONG no more and no less. The only way to test this is to **practice your paper before the seminar** making sure you can read it in ten minutes. Reading your paper out loud before your presentation will also give you a lot of confidence.
3. Speak in a slow, audible voice and look at your audience during your presentation to engage them in the discussion.
4. Use visual aids if possible for example overhead slides, charts, visual images, handouts etc.
5. Keep your paper clear and to the point.
6. If relevant, identify issues for further discussion and debate
7. End with a firm conclusion.

Some tips for success


- ◆ Plan your work schedules in advance-use the Unit Guide to help with this
- ◆ Attend all sessions & be punctual
- ◆ Ensure you prepare for & attend the field trip
- ◆ Make effective and careful notes
- ◆ Work with the other members of the seminar group-they are a useful resource
- ◆ Establish a consistent pattern of reading
- ◆ Do not be afraid to ask questions or seek clarification particularly in the seminars
- ◆ Give yourself sufficient time to complete the assignment-including time to proof read the essay before submission
- ◆ Ensure your essay meets the format requirements listed below i.e. (a) the essay is properly and comprehensively referenced and (b) contains an accurate bibliography set out in the required format
- ◆ When completing the essay avoid lengthy quotations or answers that simply link together quotations from your sources- put points succinctly in your own words and cite the source of the argument or evidence

Finally...if in doubt **ask for help** (don't be afraid to ask, contact me by e-mail or sign up to see me-use the 'office hours' sheet outside my room). Good luck.

APPENDIX NINE

About Blackboard

I will be using Blackboard to make available relevant learning sources that complement the lecture and seminar sessions. You are required to consult these materials. If you are enrolled onto the unit/course you will have access to the Blackboard site. If you are not please see the Course Administrator Haydrol Hanson Tel: 020 7815 5738 hansonh@lsbu.ac.uk

<p>How to start using Blackboard</p> <p>Blackboard student information</p> <p>To use Blackboard you will need an Internet connection and a browser (Netscape 4.6 or later with JavaScript and cookies enabled or Internet Explorer 4 or later).</p>	
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- 1) Go to <http://www.lsbu.ac.uk/bb/> (Have a look around this site later, there is other information to help you here – follow “Student Information” link)
- 2) Click on "Log in to Blackboard"
- 3) Enter your LSBU Username and Password
The username should be all lower case, no spaces. It will usually be the same as the first part of your LSBU email address (e.g. if your email address was bintonp@lsbu.ac.uk, your username would be bintonp. If it is the first time you have logged in, your initial password will be the 7-digit student number on your security pass. If you have an old style (blue) pass, to get this 7 digit number, take the last 8 digits from the long string of numbers at the bottom of the pass (usually starting with a 9 or a 2) and ignore the last digit.



- 9.2 When you click on the login button with the mouse, you should enter the Blackboard system. If you have problems logging in:
 - a) Check that you have typed in your username and password correctly and try again.
 - b) Check that you have used lower case and that the caps lock is not on.
 - c) If you still cannot login, complete the application form at <http://www.lsbu.ac.uk/bb/student/studentform.html> including your LSBU user name, full name and email address. Details of your account will then be e-mailed to you. (If you do not know your user name or have not activated your LSBU computer account you should use the

