



**London
South Bank
University**

Module Guide

Sociology for the 21st Century: From Networks to Artificial Intelligence

DSS_6_SNA

Available at <https://vle.lsbu.ac.uk>

LSS

Level 6



Table of Contents

1.	Module Details	3
2.	Short Description.....	3
3.	Aims of the Module	3
4.	Learning Outcomes.....	4
4.1	Knowledge and Understanding	4
4.2	Intellectual Skills	4
4.3	Practical Skills.....	4
4.4	Transferable Skills	4
5.	Assessment of the Module.....	5
6.	Feedback	8
7.	Introduction to Studying the Module	9
7.1	Overview of the Main Content	9
7.2	Overview of Types of Classes	10
7.3	Importance of Student Self-Managed Learning Time.....	11
7.4	Employability.....	12
8.	The Programme of Teaching, Learning and Assessment	12
9.	Student Evaluation	33
10.	Learning Resources	33
10.1	Core Materials	34
10.2	Optional Materials	34
	NOTES.....	36

1. Module Details

Module Title:	Sociology for the 21st Century: From Networks to Artificial Intelligence
Module Level:	6
Module Reference Number:	DSS_6_SNA
Credit Value:	1.0 (20 CATS)
Student Study Hours:	150
Contact Hours:	40
Private Study Hours:	110
Pre-requisite Learning (If applicable):	none
Co-requisite Modules (If applicable):	N/A
Course(s):	BA (Hons) Sociology/Criminology/International Politics
Module Coordinator:	Julien MORTON
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Subject Area:	Social Sciences

Summary of Assessment Method: One 3000 word research analysis essay

External Examiner appointed for module: Dr Gary Hazeldine, Senior Lecturer, Birmingham City University.

2. SHORT DESCRIPTION

The world is changing, so we are told. Huge advances in computers, communications, mobile devices, transport, building techniques are changing the way we interact, do business, build cities, and go about our daily lives. How do the theories that you have learnt about in your first two years at LSBU relate to these changes?

- Can we understand what's happening to the world by applying those theories?
- Or do we need new theories?
- Some say the very way we think about knowledge has to change! What do they mean by this?
- Maybe the world isn't really changing that much?

This Module aims to build on the theories and perspectives you have covered in your sociology modules so far, and to look at how these might be changing or applied in the 21st Century. We will explore the ways in which contemporary social theories have attempted to make sense of and explain recent transformations in social relations in everything from how we consume to how we work to how we do politics.

We shall focus, in particular, on the following key areas:

- the impact of ideas about postmodernity,
- patterns of social and economic change,
- processes of globalization,
- new social movements,
- popular consumption,
- gender and social theory,
- work and organisations,
- identity and difference,
- and postcolonial theory.

3. AIMS OF THE MODULE

This Module aims to:

- Critically evaluate the scope of social theories from modernity to postmodernity;
- locate contemporary theories about the nature of society and social change within a historical framework;
- situate debates about the nature of economic, social and cultural change in the global context;
- evaluate some critical dimensions of postmodern thought and discussion.

4. LEARNING OUTCOMES

At the end of this module students should be able to:

4.1 Knowledge and Understanding

1. Have a good grasp of how various key aspects of social life are changing, why this is, and what the implications might be. This includes the areas of economy, work, organisations, politics, and identity.
2. Have a good grasp and critical grasp of the specific theories that try to explain this change.
3. Demonstrate knowledge of a range of theoretical tools to understand and critically discuss the relationship between contemporary society and social change;
4. Situate debates about the nature of economic, social and cultural change in the wider context;

4.2 Intellectual Skills

3. Analyse key elements of sociological theories within a historical framework;
4. Evaluate major perspectives in the understanding of change in contemporary societies;
5. Display analytical skills associated with a book review using critical skills

4.3 Practical Skills

6. The module allows you to develop practical skills in various ways:

1. Library and information retrieval
2. IT and data retrieval systems
3. Developing 'variable' analysis
4. Writing, reading and comparative work.

4.4 Transferable Skills

Amongst the skills that the module develops, the following may be included: research, communication, ability to work as part of a team, problem solving, working with statistics, self awareness, self promotion and self confidence, political awareness, the use of information technology, and self learning and performance.

5. ASSESSMENT OF THE MODULE

This Module will be assessed by a **3000 word essay**.

Deadlines – Early January, after the winter break.

To bring together a whole range of skills, and to show that you are aware of the broad changes that the social world is going through the assessment will be based on a general review of the 'postmodern' field. So the assessment is this:

'Is the social world changing in a fundamental way, and what theories do we need to explain this change?'

Your task is to:

- 1) Detail some of the key changes that might have a significant impact on social, economic and political life.
- 2) Critically evaluate the theories that try to explain these changes.
- 3) Consider whether and in what ways postmodern theories are different from modern theories.

Marking Criteria

See course guide

Plagiarism

See course guide

Referencing & Bibliography

All essays must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. There are two well-known systems of referencing which can be used for academic work. They are the Harvard System. See Course guide.

6.Feedback

Feedback will normally be given to students 20 working days after the submission of an assignment which shall be in early/mid January (date to be confirmed). So you should have your essay back by early February.

7. Introduction to Studying the Module

Teaching and learning

The module consists of 12 weekly sessions which comprise lectures, seminars and workshops. **Lectures** provide an outline of topic under consideration, including different perspective, debates and issues within the research community. **Seminars**, which are structured around a particular topic, are as much as possible, student-led, providing opportunities to make presentations and participate in group and class discussions and debates. You are expected to prepare seminar contributions based on reading indicated in the module guide and other text provided. You are also encouraged to find your own material from relevant journals. Participation in seminars and workshops is designed to enhance your performance in the written assignments. Students are encouraged to bring questions arising from lectures for discussion in the seminars. Feedback on seminar presentation and discussions will be given during the seminar sessions. In between sessions you are expected to read from the core texts on the reading list.

7.1 Overview of the Main Content

In broad terms we will broach the following subjects:

a) Theories of Social Change in the 21st Century

We will look at sociological theories that try to explain the specifics of social change at the turn of the 21st century and beyond. They tend to focus on the consequences of new technologies, especially communication and computing technologies. Some even take a philosophical turn and argue that we have to do theory in a new kind of way. How different are these theories from those that you have already studies?

b) Media literacy

If the modern/postmodern age involves an increasing importance for ever-increasing *communication networks* then researchers need to be aware of how media operates and how it affects wider social and economic life, *in terms of its content and its form*. Researchers need to be media literate in the widest sense.

c) Postmodernity and Media, Politics and Society

The academic disciplines of communication and media, politics and policy, sociology and philosophy have typically been kept separate. Historically there has been overlap and difference in their methods and interests. This module allows us to explore further how they combine in an age when multi-disciplinary work is closely associated with the new communication era and often linked to postmodernity.

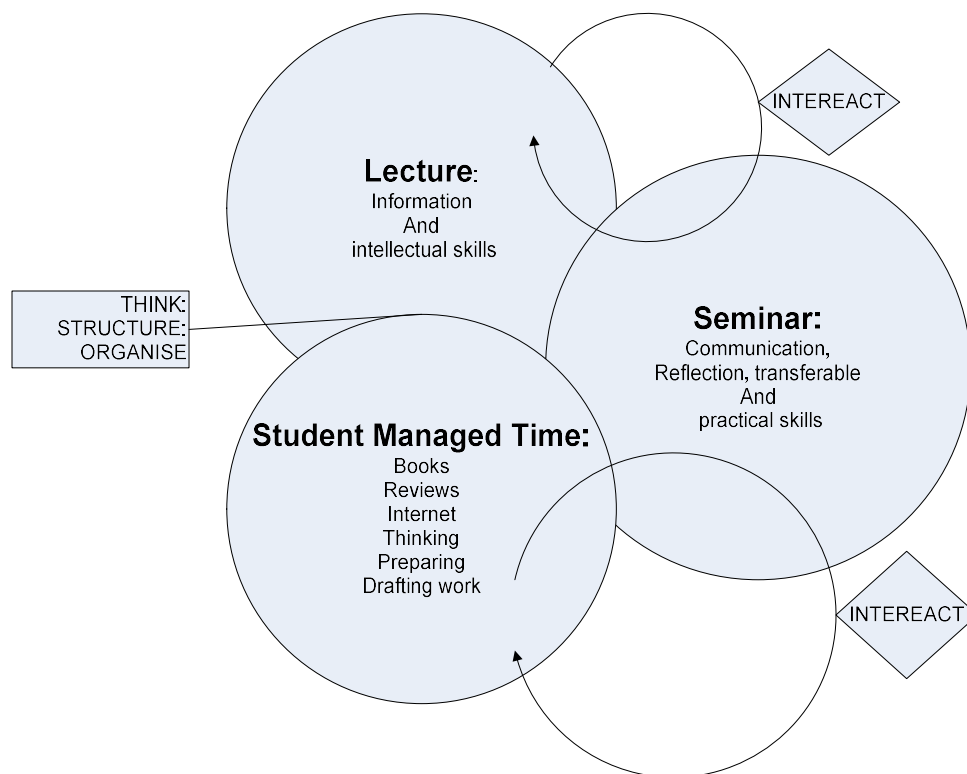
IT IS ESSENTIAL for communication, re-seeing lecture material and looking at relevant web sites and articles that we USE THE BLACKBOARD site.

7.2 Overview of Types of Classes

The module incorporates lectures and seminars with directed reading throughout. Students will be encouraged to work in small groups as well as developing their own individual skills. The use of the Internet is considered most important for scanning media developments and sampling the European media scene.

7.3 Importance of Student Self-Managed Learning Time

The teaching (pedagogy) follows what is sometimes known as ‘open circuit learning’, whereby the lecture and the seminar need to be backed up by reading and reflection. Draft work will be commented upon as you build your coursework but you need to communicate this as soon as you are able and in sufficient time for the coordinator to read and send back notes. These will be kept to the prime criteria and be as brief but as helpful as possible.



7.4 Employability

Research techniques of a quantitative and qualitative nature are used in both the private and public sectors and at every level of social and policy even strategic thinking. Relating the techniques to the communication network which both informs and amends our values and judgements is an essential and increasingly important skill in the workplace. Moreover, improving your analytical skills, ‘thinking outside the box’, is a skill which contemporary research of employers show they value highly in degree students.

8. The Programme of Teaching, Learning and Assessment

Outline of weekly sessions

DATE	LECTURE	SEMINAR WORK
Week 1	Introduction and Overview: Themes of the Module	No seminars this week!
Week 2	Modernity and Post-modernity - the central issues and some criticisms.	What is modernity? What is post-modernity? Are they really so different?
Week 3	(Post)modern City	Theorizing and describing the contemporary urban environment
Week 4	Political Change: Are we living in a Network Society?	Explore the cultural, economic and political implications of economic change
Week 5	READING WEEK	READING WEEK
Week 6	Conceptualising popular consumption & the consumer society	Consumerism & the commodification of counter-culture
Week 7	Economic Change: Are we living in a post-Fordist world?	Economic change and new forms of social organization
Week 8	Artificial Intelligence	What is AI? Impact on inequality, work, surveillance.
Week 9	Globalization I: dimensions of globalization	'Sociology and the nation-state
Week 10	Globalization II: resistance and social change(old and new social movements)	Resistance: 'anti-' and 'alter-' globalization
Week 11	TBC	TBC
Week 12	Course summary/tutorials	Course summary/tutorials

NOTES:

(1) Reading Lists

Core indicates material directly relevant to themes discussed in the lectures and 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.

Helpful/Background 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 and political context of the issues under discussion.

Both sections of the reading list provide material relevant to the assessed essay assignment. Perry Library has extensive holdings in social theory as well as the more substantive areas covered by this Module, 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 databases to see if there are relevant articles in recent issues of core journals such as *Ethnic and Racial Studies*, *Economy and Society*, *Theory and Society* and *Social Identities*.

Recommendations on texts particularly useful for a given week will usually be made at least one week beforehand.

Finally, please note that the reading list is only a guide; it is *not* definitive. You will find additional material in the Library at the appropriate class marks. Please feel free to use whatever you find of value. If in doubt do not hesitate to contact me.

(2) Seminars

The seminar programme for this Module will generally take the form of a group discussion. Seminars are your opportunities to ask questions, and for us to collectively work through material you find particularly interesting or difficult to understand. Sometimes a set reading will be provided in advance, and we will discuss the issues it raises in the seminar. It is essential that all students prepare for the week's seminar, and are equipped to ask questions and develop issues raised by the week's topic. The seminar questions listed in this Module Guide give an indication of some of the ways you might begin to think about a particular week's topic. Use them if you find them useful, but do not let them restrict your thinking.

(3) Additional Material

Readings may be circulated in photocopied form a week in advance. Alternatively, material may be provided via Southbank's 'blackboard' or via my personal website. Additional readings and PowerPoint slideshows of lectures are downloadable from Blackboard on a weekly basis.

SOME TIPS FOR SUCCESS

- ◆ Plan your work schedules in advance. Use the Module Guide to help with this
- ◆ Attend all sessions
- ◆ Make effective and careful notes
- ◆ Work with the other members of your seminar group: they are a useful resource
- ◆ Establish a consistent pattern of reading
- ◆ Do not be afraid to ask questions or seek clarification in either lectures or seminars. If you don't understand, the chances are no-one else does either
- ◆ Give yourself sufficient time to complete the assignment. Include time to proof-read your essay before submission
- ◆ Ensure your essay meets the format requirements, i.e., that it is properly and comprehensively referenced and that it includes 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

Further advice on book review-writing will be available later on in the semester. If in doubt about any element of this module, *please ask for help*. It's usually best to email me in the first instance; we can then arrange to meet or talk on the phone or create an email conversation.

WEEKLY TEACHING PROGRAMME: SEMINARS & READING

GENERAL READING

Core Overview Reading:

Here are some texts that are useful overviews which touch on many of the themes of the course:

HARVEY, D. (1989) The Condition of Postmodernity, Blackwell
KUMAR K. (2004) From Post Industrial to Post Modern Society, Wiley Blackwell
OWEN, D., (ed.), (1997) Sociology after postmodernism, Sage
LYON D. (1999) Postmodernity, Open University Press
OUTHWAITE, W. (2000) "Classical and Modern Social Theory" in H.ANDERSEN & KASPERSEN L. (Eds), (2000) Classical and Modern Social Theory, Blackwell
BERTENS, H., (1995) The Idea of the Postmodern, Routledge

Basic reading

If you want to get a very general and **very introductory** overview you could look at a fun book like:

Appignanesi, Richard (2003) Introducing Postmodernism: A Graphic Guide, Totem Books.

It's pretty heavily focused on the cultural and aesthetic sides of postmodernism, but it's an entertaining introduction.

Or something a bit more critical:

Butler, Christopher (2002) Postmodernism: A Very Short Introduction. OUP.

Skim the stuff on art and aesthetics, and focus on what it says about theory, grand narratives, knowledge, politics and so on.

However, these are very introductory and simplistic texts and you should not rely on them too much, other than to get your bearings.

General background reading

A wider range of useful background reading includes:

Anderson, P (1998) The origins of postmodernity, Verso
Andersen H., & Kaspersen I., (eds) (2000) Classical and modern social theory, Blackwells
Bauman Z., (1992), Intimations of postmodernity, Routledge
Bertens, H., (1995) The idea of the postmodern, Routledge
Delanty S., (1999) Social theory in a changing world: conceptions of modernity, Polity Press
Dodd N., (1999) Social theory and modernity, Wiley-Blackwell
Doherty T., (ed.), (1993) Postmodernism: a reader, Heinemann
Donald J., & Rattansi A., (eds), (1992) Race, culture and difference, Sage
Elliott A., (ed.), (1999) The Blackwell reader in contemporary social theory, Blackwell
Giddens A., (1990), The consequences of modernity (1990), Stanford Press

Giddens A, (1990) Modernity and self-identity: self and society in the postmodern age, Polity Press
Hall S., Held D., & McGrew A., (eds), (1990) Modernity and its futures, Polity Press
Heaphy B., & Franklin J., (2004), Late modernity & social change, Routledge
Rosenau P., (1992) Postmodernism and the social sciences, Princeton
Seidman S., (1998) Contested knowledge: social theory in the postmodern era, Oxford
Smart B., (1993) Postmodernity, Routledge
Southgate B., (2003) Postmodernism in history, Routledge
Turner B., (ed.), (1993), The Blackwell companion to social theory, Blackwell

All students should read in preparation for the seminars.

Week 1:

Introduction and Overview: Themes from Modernity to Postmodernity

This session will be a general overview of the module. We will discuss the format of the module, how the weeks ahead are divided, what we'll be doing in the seminars, what the assessment will be, and the kind of reading you should do.

1) Some helpful books **On Modernity to Postmodernity** are:

Kumar, K. (2005) From post-industrial to post-modern society: new theories of the contemporary world, **second edition**. Blackwell (**esp. chapters 1, 5 and 6**)
Harvey, D. (1989) The condition of postmodernity, Basil Blackwell (**esp. chapter 2, 6**)
Jervis J., (1998) Exploring the modern, Blackwell (**esp. pp 4-15 and chapter 12**)
Owen D., (ed.), (1997) Sociology after postmodernism, Sage (**esp. Introduction especially page 13-21**)

2) **Some general reading** which covers many of the themes of the module are:

As well as (1) above, you could have a look at

Anderson, P (1998) The origins of postmodernity, Verso
Berman, M., (1983) All that is solid melts into air, Verso
Bertens, H., (1995) The idea of the postmodern, Routledge
Delanty, G. (1999), Social theory in a changing world, Polity Press
Kumar, K., (1978) Prophecy and progress, Harmsworth
Lyon D., (1999) Postmodernity, OUP
Owen D., (ed.), (1997) Sociology after postmodernism, Sage
Outhwaite W., (2000) "Classical and modern social theory" in H. Andersen & I. Kaspersen (eds), Classical and modern social theory, Blackwell
Sitton J., (2004) Habermas and contemporary society, Palgrave Macmillan
Swingewood A., (1985) A short history of sociological thought, Palgrave Macmillan

Seminar

Themes for class discussion:

In the first seminar we will introduce ourselves and allocate presentations.

General Overview: Modernity and Postmodernity; Modern and Postmodern Theory

In this session we will refresh our memories about some of the key social theories from your second year: especially Marx, Durkheim, Weber, Globalisation, Bauman, feminism, post-colonialism and the Frankfurt School. We'll then touch on some of the kinds of postmodern theories we'll be looking at, and in what ways they might be saying something different to those 'modern' theories from your second year

The general point will be to consider what we mean by Modernity and Postmodernity.

- Modern **society** is associated with industrialisation, the nation state, ideas of progress and possibly democracy.
- Postmodern **society** is associated with post-industrialism, globalisation, increased communications, doubts about whether society is progressing, doubts about the power and sovereignty of the nation state.
- Modern **theory** is often associated with the Enlightenment, with science, with progress towards truth and certainty.
- Postmodern **theory** is often associated with doubts about truth. Postmodern theorists typically argue that real progress is not towards certainty but towards openness and uncertainty.

So, the very idea or definition of postmodernity has some complexity in it.

To deal with this the first half of the lecture will focus on what postmodern theorists think has changed in society. The second half will look at how postmodern theorists think theory itself has changed.

- 1) See the reading from week 1.

Seminar

Themes for class discussion:

- 1: what do you understand by the terms modern versus postmodern society?
- 2: what do you understand by the terms modern versus postmodern theory'?
- 3: what factors have underpinned the emergence of postmodernity?

Political change: the network society

The network society is an idea that has been especially developed by Manuel Castells. He argues that developments in communication technology have resulted and will continue to result in changes to the very way in which we relate to each other. This has an especially big impact on politics – something we might be seeing with New Social Movements, the Occupy Movement, the Arab Spring and so forth.

Core Reading

Castells, M (2005) The Network Society: From Knowledge to Policy. Johns Hopkins University Press. (**chapter 1**)

Barney D., (2004) The network society, Polity (**especially chapter 4**)

Further Reading

Catells, M., (1997) The Power of Identity: vol 2: The Information Age - Economy, Society, and Culture. Blackwell. (especially Chapters 5 and 6)

Davis J., et al (eds), (2000) Cutting edge, Barnes

Lash S., (2002) Critique of information, Sage

Webster F., (2002), Theories of the information society, Routledge

Webster F et al (eds), (2003), The information society reader, Routledge

Bell D., (2001) An introduction to cyber cultures, Routledge

Carling A. (ed), (2005) Globalisation & identity, Tauris

Sklair I., (2002), Globalization: capitalism and its alternatives, OUP

Seminar

Themes for class discussion:

- 1: What is a network society?
- 2: Who has power in a network society?
- 3: Are we more free in a network society?

The Postmodern City

The city is an area of growing importance in sociological theory. How does city planning and city architecture respond to social and economic changes? How do they impact on us, on our values, our experiences, our relations to each other? If you took Making the Modern in your second year, remember how some theorists argued that modernity was linked to the birth of urbanisation. Will the emergence of the postmodern city change the way we think and relate once again? Does living in London or Rio or Tokyo or Shanghai change you, and how?

Core Reading

Harvey, D (1989) The condition of postmodernity, Basil Blackwell (**chapter 4**)

Further Reading

Benko G., (1997), Space and social theory, Blackwell
Dear M., (2000), The postmodern urban condition, Blackwell
Dear M & Flusty S., (eds), (2002) The spaces of postmodernity, Blackwell
Debord G., (1994), Society of the spectacle, Zone Books
Ellin N., (1996), Postmodern urbanism, Blackwell
Byrne D., (2001) Understanding the urban, Palgrave
Fincher R., & Jacobs J., (eds) (1998), Cities of difference, Guilford Press
Harvey D., (1989) The urban experience, John Hopkins University Press
Jervis J., (1998), Exploring the modern, Blackwell
Lash S., & Urry J., (1994), The economy of signs and spaces, Sage
Gates R. & Stout F., (eds), (1996) The city reader, Routledge
Miles M., et al (eds), (2000) City cultures reader, Routledge
Miles M & S., (2004), The consuming city, Intellect
Parker S., (2004), Urban theory and the urban experience, Routledge
Sassen S., (1994), Cities in a world economy, Pine Forge Press
Savage M., (1993), Urban sociology, capitalism and modernity, Macmillan
Sawhney D., (ed), (2002) Unmasking L.A., Palgrave
Soja E., (2000) Post metropolis, Wiley-Blackwell
Stevenson D., (2003), Cities and urban culture, Open University Press
Thorns D., (2002), The transformation of cities, Palgrave Macmillan
Watson S., (2006), City publics, Routledge
Westwood S., (ed), (1996) Imagining cities, Blackwell

Background

Frisby D., (2002), Cityscapes of modernity, Polity
Hamnett C., (2003), Unequal city, Routledge
Hannigan J., (2000), Fantasy city, Routledge
Harvey D., (2000), Spaces of hope, Edinburgh University Press
Lee L., (2004) The emancipatory city, Sage
Lefebvre H., (2003), The urban revolution, University of Minnesota Press
Lipovetsky G., (2005) Hypermodern times, Polity
Marcuse P., & van Kampen R., (2000) Globalizing cities, Blackwell
Tajbaksh K., (2000), The promise of the city, Blackwell
Yue M., (2006), Shanghai & the edges of empire, University of Minnesota Press

Seminar

Themes for class discussion

- 1: what factors have transformed urban life in the contemporary world?
- 2: what have been seen as the defining characteristics of postmodern urbanism?
- 3: why does architecture have a privileged status in theories of the postmodern?

Week 5:

Directed Private Study Week

During this week you should review what we have considered so far. How is postmodern society different to modern society, and how is postmodern theory different to classical sociological theory? What are the differences that we might be seeing in the social world, and how should we study these?

Try and relate these to the essay question that you will have to write on:

‘Is the social world changing in a fundamental way, and what theories do we need to explain this change?’

Postmodernity, popular consumption and the consumer society

Postmodern theory is particularly interested in consumerism. This is because consumerism is a highly cultural phenomenon – it's driven by questions of identity and meaning. This is a typical focus for postmodernists. But it also allows for a consideration of how capitalism is stabilised. This is a classic sociological question, but the postmodernists don't focus so much on economic power, but instead on the ways in which the culture of consumerism binds us all to capitalism and makes us less critical. Some also have a more positive view that consumerism allows us to play with our identities thereby making us more creative, critical and free!

Core Reading

Bauman, Z., (2005), Liquid Life. Polity. **(especially chapter 5)**

Harvey, D (1989) The condition of postmodernity, Basil Blackwell **(esp. chapter 3 and 4)**

Lash, S (1990) Sociology of Postmodernism Routledge **(chapter 1)**

Further Reading

Aldridge A., (2003), Consumption, Polity

Baudrillard J., (1997), The consumer society, Sage

Bauman Z., (1992) Intimations of Modernity, Routledge

Bocock R., (1993), Consumption, Routledge

Clark C. (2003), Consumer society and the postmodern city, Routledge

Clark C., & Housiaux K., (eds), (2002) The consumption reader, Routledge

Corrigan P., (1997), The sociology of consumption, Barnes and Noble

Cross G., (2000), An all-consuming century, Columbia University Press

Cross G., (1993), Time & money, Routledge

Falk G., (ed), (1998) The shopping experience, Sage

Featherson M., (1991), Consumer culture and postmodernism, Sage

Frank T., (1997) The conquest of cool: business culture, counterculture and the rise of hip consumerism, University of Chicago Press

Lash, S and Urry, J (1993) Economies of Signs and Space Sage **(chapters 1-2)**

Lee M., (1993), Consumer culture reborn, Routledge

Lehmann U., (2000), Tigersprung: fashion and modernity, MIT Press

Lury C., (1996), Consumer culture, Polity Press

Mccracken G., (1996), Culture & consumption, Bloomington

Mcrobbie A., (1994), Postmodernism and popular culture, Routledge

Miles M.&S. (2004), The consuming city, Palgrave

Miller D., (1995) (ed), Acknowledging consumption, Routledge

Moor I., (2007), The rise of brands, Berg Publishers

Slater D., (1996), Consumer culture and modernity, Polity

Background

Chaney D., (2002), Cultural change and everyday life, Palgrave

Highmore B., (2002), Everyday life and cultural theory, Routledge

Highmore B., (2002) (ed), The everyday life reader, Routledge

Miles S., (2002) et al, The changing consumer, Routledge
Ray L., (2005), Globalization & everyday life, Routledge
Scanlon J.,(Ed) (2000) , The gender and consumer culture reader, Sage
Stevenson D., (2003), Cities and urban cultures, Open University Press

SEMINAR

Themes for class discussion

- 1: What role does consumption play in differentiating us?
- 2: What role does consumption play in maintaining contemporary capitalism?
- 3: How do contemporary theories of consumption relate to Marx's conception of commodity fetishism?
- 4: Is ethical consumerism a contradiction in terms?

Week 7:

Economic change: post-Fordism

This week we look at something that you might have already touched on – how the structure of production is changing. Marx criticised the character of work and production especially in capitalism: 1) in capitalism big expensive factories meant only the rich could own the means of production; 2) the character of the work was mindless, repetitive and dehumanising. If the world is becoming post-industrial and post-Fordist does this mean that work is fairer and freer than Marx thought, or will there be new forms of domination, exploitation and alienation? What is happening to capitalism and work?!

Core Reading

Kumar K., (1995), From post-industrial to post-modern society, Blackwell (**chapter 3**)
or
Harvey, D (1989) The condition of postmodernity, Basil Blackwell (**part II**)

Further Reading

Allen, J., (1992) "Post industrialism and post-Fordism," in S.Hall et al (eds.), Modernity and its futures, McGrew
Amin A., (ed), (1994) Post-Fordism: a reader, Wiley Blackwell
Bell D., (1974), The coming of post-industrial society, Heinemann
Carnoy M., (ed), (1993) The new global economy in the information age, Pennsylvania University Press
Clarke S., (1990) "New utopias for old: Fordist dreams and post-Fordist fantasies," Capital and class, no.42, winter 1990
Esping-Anderson G., (1998) The social foundations of post-industrial economies, OUP
Harvey D., (1989), The condition of postmodernity, Wiley Blackwell
Kumar K., (1992) "New theories of industrial society," in P.Brown & H.Lauder (eds.), (1992) Education for economic survival, Routledge
Lash S.,& Urry J., (1994) Economies of signs and space, Sage

Lyon D., (1986) "From post industrialism to 'information society': a new social transformation?"
Sociology, vol. 20(4), 1986
Stearns P., (2007 third edition), The industrial revolution in world history, Westview Press
Webster F., (2002) Theories of the information society, Routledge

Seminar

Themes for class discussion:

- 1: 'Fordism has ended: we now live in post-Fordist times'. Discuss.
- 2: Critically evaluate the idea of the 'information society'
3. Does the working class outlive industrial society?

week 8:

Artificial Intelligence

This week we'll look at the new field of artificial intelligence and consider what impacts it might have on our future work, privacy, security and more.

Core Reading

1. Yang, Andrew (2018) *The War on Normal People*. NYC: Hachette Books. Chapters: Introduction, 4,5,6.
2. O'Neil, Cathy (2016) *Weapons of Math Destruction*. London: Penguin. esp chap 1 Introduction.

Optional reading

1. Firschein, O. and Coles, S. (1973) 'Forecasting and Assessing the Impact of Artificial Intelligence on Society' in International Joint Conferences on Artificial Intelligence Organization . Especially section 4
2. Makridakis, Spyros (2017) 'The Forthcoming Artificial Intelligence (AI) Revolution: Its Impact on Society and Firms'. Downloaded from HEPHAESTUS Repository, Neapolis University institutional repository

WEEK 9:

Postmodern Geopolitics: Globalisation I

By your third year you will have studied globalisation a lot already. We will ask what are the links between globalisation and postmodernity? Is the new communication technology and the shrinking world making us more postmodern? Is it changing politics, economics, identity etc. in a way we might call postmodern? And is this a good thing?!

Core Reading

Kellner, Douglas (1998) 'Globalization and the Postmodern Turn' in Globalization and Europe edited by Roland Axtmann. Continuum Press.

Further Reading

Barney D, (2004) The network society, Polity
Beynon H., & Dunkerley D., (eds), (2000) Globalization: the reader, Athlone Press
Bhagwati J.,(2004) In defence of Globalization, OUP
Calhoun C., (ed), (2006) Lessons of empire, CUP
Carling A., (ed), (2005) Globalisation & identity, I.B.Tauris
Dicken P., (2003) Global shift, Sage
Held D., & McGrew A., (eds), (2003) The global transformations reader, Polity

Held D., (ed), (2004) A globalizing world? Routledge
 Kerr J., & Sweetman C., (eds)(2003) Women reinventing globalisation, Oxford Oxfam
 Lechner F., & Joli B., (eds), (2004) The globalization reader, Blackwell
 Marcuse P., & R.van Kempen (eds), (2000) Globalizing cities, Blackwell
 Osterhammel G., (2005), Globalization: a short history, Princeton University Press
 Pensky M., (ed), (2005) Globalizing critical theory, Rowman and Littlefield
 Ray L.,(2005) Globalization & everyday life, Routledge
 Scholte J., (2000), Globalization: a critical introduction, Macmillan Press
 Sklair I., (2002), Globalization: capitalism and its alternatives, OUP
 Streeten P., (2001), Globalisation: threat or opportunity, Copenhagen Business School Press
 Urry J.,(2003), Global complexity, Sage
 Wallerstein I.,(2006), European universalism, New Press New York
 Webster F., (2002), Theories of the information society, Routledge

Background

Bauman Z. (2005), Liquid life, Yale University Press
 Comeliau C., (2002), The impasse of modernity, Zed Books
 Duck L., (2006), The nation's region, University of Georgia Press
 Giddens A., (2002), A runaway world, Profile Books
 Mandle J., (2003), Globalization and the poor, Cambridge University Press
 Silver B., (2003) , Forces of labor, Cambridge University Press
 Smith M., (2001) Transnational urbanism: locating globalization, Blackwell
 Williams J., (2000), Lyotard and the political, Routledge
 Woods N.,(ed) (2000) , The political economy of globalisation, Macmillan

Seminar

Themes for class discussion

- 1: What do you understand by the term 'globalization'?
- 2: In what ways is globalization in the contemporary world distinct from relations between states in the nineteenth and twentieth centuries?
- 3: Review some of the main criticisms of the concept of globalization.

WEEK 10:

Globalization 2: resistance and social change

Core Reading

Kellner, Douglas (1998) 'Globalization and the Postmodern Turn' in Globalization and Europe edited by Roland Axtmann. Continuum Press.

Further Reading

- Ali T., (2002), The clash of fundamentalisms: crusades, jihads and modernity, Verso
- Barber B., (1996) Jihad vs mcworld, Ballantine Books
- Bauman Z., (1998) Globalisation: the human consequences, Polity Press
- Beynon H., & Dunkerley D., (eds), (2000) Globalization: the reader, Athlone Press
- Bhagwati J., (2004), In defence of globalization, OUP
- Buechler S., (2000), Social movements in advanced capitalism, OUP
- Calhoun C., (ed), (2006) Lessons of empire, New Press
- Carling A., (ed), (2005) Globalisation & identity, Tauris
- Castells M., (1997), The power of identity, Wiley
- Cohen R. & Rai S., (2000), Global social movements, Athlone Press
- Cox (ed), (1997) The spaces of globalization, Local Guilford Press
- Fisher W., & Ponniah T. (eds), (2003) Another world is possible, Sage
- Held D & McGrew A., (eds), (2003) The global transformations reader, Polity Press
- Held D & McGrew A., (eds), (2002) Globalization/anti-globalization, Polity Press
- Kiely R., & Marfleet P., (1998) Globalization and the third world, Routledge
- Preston P., (1997), Political/cultural identity, Sage
- Klein N., (2000) No logo, HarperCollins
- Lowe I., & Lloyd D., (eds) (1997) The politics of culture in the shadow of capital, Dukes University Press
- Mandle J., (2003), Globalization and the poor, Cambridge University Press
- Melucci A., (1996), Challenging codes: collective action in the information age, Cambridge University
- Nash K., (2000) Contemporary political sociology: globalization, politics and power, Sage
- Osterhammel G., (2005), Globalization: a short history, Princeton University Press
- Pensky M., (ed), (2005) Globalizing critical theory, Rowman & Littlefield
- Petrus J., & Veltmeyer H., (1997), Globalization unmasked, Fernwood Publishing
- Ray I., (2005), Globalization & everyday life, Routledge
- Ray I., (1993) Rethinking critical theory: emancipation in the age of global social movements, Sage
- Ritzer G., (2004), The globalization of nothing, Pine Forge Press
- Robertson R., (1992), Globalization, Sage
- Ruggiero V., (2001) Movements in the city, Prentice Hall
- Sklair I., (2002) Globalization: capitalism and its alternatives, OUP
- Smith J., & Johnston H., (eds), (2002) Globalization and resistance: transnational dimensions of social movements, Sage
- Streeter P., (2001), Globalisation: threat or opportunities, Copenhagen Business School,
- Yearly S., (1996) Sociology, environmentalism, globalization, Routledge

Background

Anderson J., & Siim B., (eds), (2004) The politics of empowerment and inclusion, Palgrave Macmillan

Comelgau C., (2002), The impasse of modernity, Palgrave Macmillan
Crossley N., (2002), "Global anti-corporate struggle: a preliminary analysis," British journal of Sociology, vol. 53(4), 2002
Drainville A., (2004), Contesting globalization, Routledge
Giddens A., (2002), A runaway world, Profile Books
Hamel P., et al (eds.), (2000) Urban movements in a globalising world, Routledge
Marcuse P., & van kempen R., (eds) (2000), Globalizing cities, OUP
Salter M., (2002), Barbarism and civilization in international relations, Pluto Press
Scholte J., (2000), Globalization: a critical introduction, Palgrave Macmillan
Went R., (2000), Globalisation, Pluto Press
Woods N., (ed), (2000) The political economy of globalisation, Blackwell

Seminar

Themes for class discussion

- 1: can we imagine globalization beyond neoliberal capitalism?
- 2: 'globalization heralds the end of the sovereign nation-state as a legitimate political form' – discuss.
- 3: what is the connection between 'globalization' and 'fundamentalism'?

WEEK 11:

Review of the Module & How to Get a Job!

In this session we will go over the module and prepare you for the essay.

In the second half a member of the employability team will come and talk to us about CVs, Interviews, Where To Look for a Job and more!

WEEK 12:

**tutorials and draft work feedback
B243 0900-1300**

9. Student evaluations

This module is a long-standing 'theoretical' module within the degree. For 2012/13 the module scored 100% positive for overall experience, 100% positive for availability of core material, 100% positive for lecture quality and seminar quality. Information on the bb site was also rated highly (89% positive)

The module has been further redesigned this year to focus more on the substantive theories of how society has changed, and the methods used to study this, and less on the philosophical aspects of postmodernity. This has been done with a view to making the module more relevant and practical.

Experience shows that active participation in this module and a combination of participation with blackboard and keeping to deadlines and contacting the coordinator result in better work and higher marks.

The department values the final year student National Student Survey (NSS) and in the last two years, and including this module, participation and response to the NSS from our students has proved very useful and heartening. **Please complete the NSS survey for us.**

10. Learning Resources

10.1 Core Materials

D. HARVEY, (1989) The Condition of Postmodernity , Blackwell
K.KUMAR (2004) From Post Industrial to Post Modern Society, Wiley Blackwell
D.LYON (1999) Postmodernity , Open University Press
W.OUTHWAITE, (2000) "Classical and Modern Social Theory" in H.ANDERSEN & L.KASPERSEN (Eds), (2000) Classical and Modern Social Theory, Blackwell
Bertens, H., (1995) The idea of the postmodern, Routledge

10.2 Optional Materials

H.ANDERSEN & L.KASPERSEN (eds), (2000) Classical and Modern Social Theory, Blackwell
Z.BAUMAN, (1992) Intimations of Postmodernity, Routledge
S.DELANTY, (1999) Social Theory in a Changing World: Conceptions of Modernity, Blackwell
N.DODD, (1999) Social Theory and Modernity , Polity Press
T.DOHERTY (ed.), (1993) Postmodernism: A Reader, Columbia University Press
A.ELLIOTT (ed.), (1999) The Blackwell Reader in Contemporary Social Theory, Blackwell
B.SOUTHGATE, (2003) Postmodernism in History, Routledge

Additional use of Resources

By its very content, this course is handling changing circumstances all the time. A thorough and rational approach to the reading of current events across the whole spectrum of the media, including the press, television and radio, will bring forward deeper analysis and this is highly recommended as is the use of the LRC. This would include background-reading using:

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NOTES