



Sociology Newcastle University

SOC 1028 Social Justice and Citizenship

Semester 2, 2009-10
Credits: 20

Module leader: Prof. José Esteban Castro

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Dates, Times and Venues

Lectures:

Day	Time	Venue
Tuesdays	14:00-15:00	HERB.G LT2
Fridays	16:00-17:00	CLT.L 120

Lecturers: Prof. José Esteban Castro (JEC) and Dr. Mónica Moreno Figueroa (MMF)

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Seminars:

Seminars start on Monday 8th February. From this date onwards seminars will run weekly until Friday 7th of May (excluding Easter Break). This means **EACH STUDENT WILL ATTEND ONE SEMINAR PER WEEK** for the duration of the module excluding the first and last weeks.

Seminar group	Day	Time	Venue
A	Monday	9:00-10:00	CLT 118
B	Monday	11:00-12:00	KGVI.1.43B
C	Monday	12:00-13:00	CLB 563
D	Tuesday	10:00-11:00	CLT 120
E	Wednesday	9:00-10:00	CLB 563
F	Wednesday	10:00-11:00	CLB 563
G	Thursday	17:00-18:00	CLT 120
H	Friday	9:00-10:00	KGVI.1.43B
I	Friday	11:00-12:00	KGVI.2.37
J	Friday	13:00-14:00	CLT 118

You will need to sign up for seminar groups (first come, first serve) on the sheets outside Dr. Mónica Moreno Figueroa's office (CLB 5th floor, Room 5.47). No more than 15 students per seminar group. Sheets will be up for signing by Monday 25th of January.

See complete Seminar Programme in pages 20-27.

Module Aim:

This module introduces students to contemporary debates about social justice and citizenship from a variety of social science perspectives. It does so by examining both theoretical writings and empirical examples that bring to the fore disputes over contested claims for justice, equality and citizenship in the contemporary world. It will encompass a variety of analytical approaches which will be examined in the context of illustrative “real world” themes and problems such as the classed, racial, and gendered dimensions of social inequality, environmental injustice and conflict, development and underdevelopment, the challenges and opportunities of globalization and cosmopolitanism, the struggle for human rights, racism, immigration, multiculturalism, and social movements. This module is explicitly *comparative*: the case studies that will be discussed in the lectures and readings will be drawn not only from the UK but also from the Americas, Africa, Asia and the rest of Europe. It is also explicitly *political*: the issues we will be discussing –e.g. what are the causes of global inequality and poverty; how should conflicts over environmental crises such as global warming or destruction of biodiversity be adjudicated, or why racism and other forms of social discrimination continue to be a structural component of contemporary society –are at the very centre of political debate. For all these reasons we expect that our lectures and seminars will greatly stimulate your thinking and contribute towards your intellectual development by introducing you to key social science theories and concepts on issues of social justice and citizenship.

Readings

Because the various topics of the course do not lend themselves to a single overarching theme, there is no one text that could possibly cover all the material adequately. We have chosen a number of texts that can be used across multiple lectures:

J. Baker, K. Lynch, S. Cantillon, and J. Walsh, *Equality. From Theory to Action* (Palgrave Macmillan, 2004).

H. Bradley, *Gender*. (Polity, 2007).

G. Delanty, *Citizenship in a Global Age* (Open University Press, 2000).

A. Lentin, *Racism* (Oxford: Oneworld, 2008).

These books are for purchase at Blackwells bookstore on campus.

There are several other books that will be utilized across several lectures that are in reasonably inexpensive paperback editions and are widely available in bookstores or with Amazon, including:

S. Ahmed, *Strange Encounters: Embodied Others in Post-Coloniality* (Routledge, 2000).

H. Brighouse, *Justice* (Polity, 2004)

D. Della Porta, *Social Movements in a Globalizing World* (Palgrave-Macmillan, 2009).

M. Goldman (ed.), *Privatizing Nature: Political Struggles for the Global Commons* (Pluto, 1998)

R. J. Holton. *Cosmopolitanisms. New Thinking and New Directions* (Palgrave-Macmillan, 2009)

S. Kaviraj, S. and S. Khilnani (eds.), *Civil Society: History and Possibilities*, (Cambridge 2001)

M. Lister and E. Pia, *Citizenship in Contemporary Europe* (Edinburgh University Press, 2008).

A. McRobbie, *The Aftermath of Feminism: Gender, Culture and Social Change* (Sage, 2009).

J. A. Scholte, *Globalization. A Critical Introduction* (Palgrave-Macmillan, 2005, 2nd edition)

C. Tilly, *Durable Inequality*, (University of California Press, 1999).

J. Martinez Alier, *The Environmentalism of the Poor. A Study of Ecological Conflicts and Valuation*, (Edward Elgar, 2002).

While we expect you to read the core texts, there is no substitute for reading the original works themselves and for each lecture we have included a list of additional readings (broken down into essential and background) that we expect you to have a look at (and certainly this is material you are expected to consult for your essay and exam). Our choice of readings for each week has been premised on three concerns: first, to utilise the most up-to-date theoretical and empirical material as possible; second, to identify books that the library has in some reasonable quantity or else journal articles or web citations that are readily accessible; and third, in cases, where the library does not have multiple copies of key books, to suggest multiple sources that can be consulted. We have tried to place all the books for the course in the Student Texts yet because some amount of overuse is inevitable, we hope that students will embrace a collective and solidaristic attitude toward their fellow classmates by sharing material and books whenever possible and returning reserve books promptly.

The essential readings, for the most part, have been limited to roughly 75 pages per lecture (or roughly 150 pages per week), which follows from our assumption that you are committing between 10-12 hours per week for this module.

Assessment

There are two written components for this module. The first is a 2000 word essay that will be due on Friday, **March 19 at 12 noon**, which is worth 50% of your overall grade. The essay questions will be handed out during the first few weeks of term. There is also a seen final exam: exam papers will be handed out in advance (as noted on your timetable) and then students will be asked to sit them under normal exam conditions during the examination period. The final exam will be worth 50% of your overall grade.

See “Assessment Guidelines” in pages 28-33.

Contact and office hours

Esteban Castro is the module leader for this year. There will be a sign-up sheet posted outside his office (CLB – 5th floor) indicating his available office hours, where you can book an appointment with him. If you have any questions or concerns about the module, please contact him at j.e.castro@ncl.ac.uk

Seminars

Seminars are an essential part of the learning process and **attendance is compulsory and monitored**. We will be using the seminars to complement the lectures by clarifying points raised, highlighting areas of interest not fully covered, and to extend the debates through examining their application to “real life” examples. The methodology of the seminars will vary as well, involving student presentations, group debates, role playing, and critical analysis of key texts, films and other materials. However, one thing will remain consistent: everyone must do the assigned reading for the seminar (which will be above and beyond the normal reading for lectures) and everyone must come prepared to participate. We remind you that, **attendance at seminars is mandatory**.

There will be separate assignments for each seminar. Please check the Seminar Programme in pages 20-27 for details.

LECTURE TIMETABLE

The programme is composed by 19 lectures and one final session dedicated to organizational aspects.

Feb 2. Introduction: the links between “social justice” and “citizenship” (JEC)

Feb 5. What is social justice? (MMF)

Feb 9. What generates inequality? (JEC)

Feb 12. Environmental inequality and conflict (JEC)

Feb 16. Class and the everyday experience of inequality (MMF)

Feb 19. Racism, prejudice and inequality (MMF)

Feb 23. The Stephen Lawrence Enquiry and institutional racism in Britain (MMF)

Feb 26. Gender and inequality (MMF)

Mar 2. Environmental justice (theoretical perspectives) (JEC)

Mar 5. Environmental and social justice: the case of environmental racism (JEC)

Mar 9. Gender and post-feminism: ‘Why should I be a feminist?’ (MMF)

Mar 12. The public sphere and civil society (JEC)

*****WEEK OF MARCH 15 NO LECTURES*****

EASTER BREAK

Apr 20. Globalization and civil society (JEC)

Apr 23. Hegemonic and counter-hegemonic globalization (JEC)

Apr 27. Global civil society and NGOs (MMF)

Apr 30. Multiculturalism (MMF)

May 4. Cosmopolitanism (MMF)

May 7. Citizenship: theoretical perspectives and global trends (JEC)

May 11. Immigration and the paradoxes of citizenship (JEC)

May 14. Final session (**final seen exam to be handed out**) (JEC/MMF)

LECTURE PROGRAMME

2 Feb. - Lecture 1: The links between “social justice” and “citizenship” (JEC)

Essential readings:

John Baker, K. Lynch, S. Cantillon, and J. Walsh, “New challenges to an unequal world”, in *Equality. From Theory to Action* (Palgrave Macmillan, 2004), pp. 3-20 **or** Joe R. Feagin, “Social justice and sociology: agendas for the Twentieth-First Century”, in *American Sociological Review*, 2001, Vol. 66, No 1, pp. 1-20.

Background readings:

E. McLaughlin and J. Baker, “Equality, social justice, and social welfare: a road map to the new egalitarians”, in *Social Policy and Society*, 2007, Vol. 6, No. 1, pp. 53-68; Gerald Delanty, *Citizenship in a Global Age* (Open University Press, 2000); T.H. Marshall and T. Bottomore, *Citizenship and Social Class*, (Pluto Perspectives, 1992).

5 Feb. - Lecture 2: What is social justice? (MMF)

Essential readings:

Choose at least TWO of these to read before the lecture:

Brighouse, Harry (2004) *Justice*. (Cambridge; Malden, MA: Polity). Chapter 1

Clayton, Matthew & Andrew Williams (2004) *Social Justice*. (Malden, MA: Blackwell Pub.). Introduction.

Fraser, Nancy (2007) ‘Re-framing justice in a globalizing world’ in Fraser, Nancy, Pierre Bourdieu & Terry Lovell (*Mis*)*Recognition, Social Inequality and Social Justice*. (Abingdon: Taylor And Francis).

Sen, Amartya (1993) “Capability and Well Being”, in Nussbaum, Martha, Amartya Sen & World Institute for Development Economics Research. *The Quality of Life* (Oxford; New York: Oxford University Press). **OR** Sen, Amartya Kumar (1982) *Choice, Welfare and Measurement* (Oxford Eng.: B. Blackwell). Chapter 16, ‘Equality of What’. **OR** Sen, Amartya Kumar (2001) *Development as Freedom* (Oxford ; New York: Oxford University Press). Chapters 3-4.

Background readings:

Brighouse, Harry (2004) *Justice*. (Cambridge; Malden, MA: Polity). Chapter 4, 8 and 9.

Clayton, Matthew & Andrew Williams (2004) *Social Justice*. (Malden, MA: Blackwell Pub.).

Cook, Dee (2006) *Criminal and Social Justice*. (London; Thousand Oaks, Calif.: SAGE Publications). Chapter 1, ‘Justice as a Two Way Street’.

Giddens, Anthony & C. T. Patrick Diamond (2005) *The New Egalitarianism*. (Cambridge, England: Polity).

Hossay, Patrick (2006) *Unsustainable: A Primer for Global Environmental and Social Justice*. (London ; New York, New York, : Zed Books).Chapter 2. How did we get in this mess?

Kraut, Richard (2007) *What Is Good and Why: The Ethics of Well-Being*. (Cambridge, Mass.: Harvard University Press). Section 1, ‘In search of Good’.

- Marcuse, Peter (2009) *Searching for the Just City: Debates in Urban Theory and Practice*. (London: Routledge).
- Nussbaum, Martha, (2003) “Capabilities as fundamental entitlements: Sen and social justice”, *Feminist Economics*, 2003, 2-3, 33-59 **and in** Brooks, Thom (2008) *The Global Justice Reader* (Malden, MA: Blackwell Pub. Ltd.). Chapter 34. **OR** Nussbaum, Martha Craven (1999) *Sex & Social Justice* (New York: Oxford University Press). Chapter 1, ‘Women and cultural universals’. **OR** Nussbaum, Martha Craven (2000) *Women and Human Development : The Capabilities Approach* (New York: Cambridge University Press). Chapter 1
- Sandell, Richard (2007) *Museums, Prejudice, and the Reframing of Difference*. (Milton Park, Abingdon, Oxon; New York, NY: Routledge). Chapters 1 and 2.
- Sen, Amartya (2009) *The Idea of Justice*. (London: Allen Lane).
- Smith, Adrian, Alison Stenning, Katie Willis, et al. (2008) *Social Justice and Neoliberalism : Global Perspectives*. (London ; New York, NY: Zed Books). Introduction and Conclusion.

9 Feb. - Lecture 3: What generates inequality? (JEC)

Essential reading:

B Moore, “Principles of social inequality”, in *Moral Aspects of Economic Growth and Other Essays*, (Cornell University Press, 1998), pp. 119-143; **or** C. Tilly, “Changing forms of inequality”, in *Sociological Theory*, 2003, Vol. 21, No. 1., pp. 31-36.

Background readings:

J M Barbalet, “Citizenship, class inequality and resentment”, in B. S. Turner (ed.) *Citizenship and Social Theory*, (Sage 1993); U Beck, “Part II. The individualization of social inequality: life forms and the demise of tradition”, in *Risk Society: Towards a New Modernity*, (Sage, 1992), pp. 85-150; C. Tilly, *Durable Inequality*, (University of California Press, 1999); S. Bickford, “Resitings of public and private: Constructing inequality: city spaces and the architecture of citizenship”, in *Political Theory*, Vol. 28, No. 3., pp. 355-376; C. Wayne Leach, “Democracy's dilemma: explaining racial inequality in egalitarian societies”, in *Sociological Forum*, 2002, Vol. 17, No. 4 , pp. 681-696; A. B. Sorensen, “The structural basis of social inequality”, in *The American Journal of Sociology*, 1996, Vol. 101, No. 5, pp. 1333-1365; C. D. Anderson, “Understanding the inequality problematic: from scholarly rhetoric to theoretical reconstruction”, in *Gender and Society*, 1996, Vol. 10, No. 6, pp. 729-746.

12 Feb. - Environmental inequality and conflict (JEC)

Essential reading:

M Castells, “The greening of the self: the environmental movement”, in *The Power of Identity*, Volume II of *The Information Age: Economy, Society and Culture*, (Blackwell, 2004, 2nd ed), pp. 168-191 **or** J. Martinez Alier, “Political ecology: the study of ecological distribution conflicts”, in *The Environmentalism of the Poor. A Study of Ecological Conflicts and Valuation*, (Edward Elgar, 2002), pp. 54-78.

Background readings:

D. E. Camacho (ed.), *Environmental Injustices, Political Struggles. Race, Class, and the Environment* (Duke University Press, 1998); K. A. Gould, A. Schnaiberg, and A. S.

Weimberg, *Local Environmental Struggles. Citizen Activism in the Treadmill of Production* (Cambridge University Press, 1996); S. Yearley, *Cultures of Environmentalism. Empirical Studies in Environmental Sociology*, (Palgrave, 2005); C. Jackson, "Gender analysis and environmentalisms", in M. Redclift and T. Benton (eds.), *Social Theory and the Global Environment*, (Routledge, 1994), pp. 113-49; R Guha and J. Martínez-Alier, *Varieties of Environmentalism. Essays North and South*, (Earthscan 1997); P Strydom, "Consensus and conflict in the risk society", in *Risk, Environment and Society*, (Open University Press, 2002), pp. 123-142; P Sutton, "The development of environmental movements", in *Nature, Environment and Society* (Palgrave-Macmillan, 2004), pp. 28-54.

16 Feb. - Lecture 5: Class and the Everyday Experience of Inequality (MMF)

Essential reading:

Choose at least TWO of these to read before the lecture:

Bettie, J. (2003), *Women without Class*, Berkeley: University of California Press. (Chapter 2, pp. 32-56 **AND** Conclusion, pp. 190-206).

Lawler, S. (2005) 'Introduction: Class, Culture and Identity', *Sociology*, 39, (5), pp. 797-806. (Find PDF in Blackboard or online access through the Library E-Journals link).

Skeggs, B. (1997) *Formations of Class and Gender*. London: Sage. (Chapter 1, pp.1-16).

Background readings:

Arrighi, B. A. (2001) *Understanding Inequality: the Intersection of Race/Ethnicity, Class, and Gender*. Lanham: Rowman & Littlefield Publishers. (Part 4, pp. 85-102).

Bradley, H. (2007) *Gender*. Cambridge and Malden, MA: Polity. (Section of Chapter 1, pp.26-32).

Byrne, B. (2006) *White Lives: The Interplay of 'Race', Class and Gender in Everyday*. London and New York: Routledge. (Chapter 6, pp. 104-137).

Day, G. (2001) *Class*. London & New York: Routledge. (Introduction, pp. 1-18).

Lawler, S. (2005) 'Disgusted Subjects: The Making of Middle-Class Identities', *The Sociological Review*, 53, (3), pp. 429-446.

Lawler, S. (2008) 'The Middle Classes and Their Aristocratic Others', *Journal of Cultural Economy*, 1, (3), pp. 245-261.

Sennett, R. and Cobb, J. (1972) *The Hidden Injuries of Class*. New York: Knopf. (Chapter 1, pp.51-118).

Skeggs, B. (2004) *Class, Self, Culture*. London & New York: Routledge. (Chapter 2, pp. 27-44).

Twine, F. W. (1997) 'Brown-Skinned White Girls: Class, Culture and the Construction of White Identity in Suburban Communities', in Frankenberg, R. (ed), *Displacing Whiteness: Essays in Social and Cultural Criticism*. London: Duke University Press. Also in *Gender, Place and Culture*, 3, pp. 205- 244.

Tyler, I. (2008) "'Chav Mum Chav Scum" Class Disgust in Contemporary Britain', *Feminist Media Studies*, 8, (1), pp. 17-34.

19 Feb. - Lecture 6: Racism, prejudice and inequality (MMF)

Essential Readings:

Choose at least TWO of these to read before the lecture:

- Lentin, A. (2008) *Racism*, Oxford: Oneworld. (Chapter 1, pp. 1-31).
Miles, R. (2003) *Racism*, London: Routledge. (Part 1, pp. 1-53).
Solomos, J. and Back, L. (1996) *Racism and Society*. Basingstoke, England: Macmillan Press. (Chapter 3, pp. 60-78).
Winant, H. (2006) 'Race and racism: Towards a global future', *Ethnic and Racial Studies*, 29, (5), pp. 986-1003. (Find PDF in Blackboard or online access through Library E-Journals link).

Background Readings:

- Ahmed, S. (2002) 'Racialized Bodies', in Evans, M. and Lee, E., *Real Bodies*, Basingstoke: Palgrave, pp. 46-63.
Back, L. and Solomos, J. (2000) *Theories of Race and Racism: A Reader*. London and New York: Routledge. (Any one chapter of Part 2).
Bulmer, M. and Solomos, J. (1999) *Racism*. New York: Oxford University Press. (Any one chapter of Part IV).
Hall, S. (1996) 'The West and the Rest' in Hall, S. & Gieben, B. (eds.), *Formations of Modernity*. Cambridge: Polity Press, pp. 275-332.
Malik, K. (1996) *The Meaning of Race: Race, History and Culture in Western Society*. Basingstoke: Macmillan. (Chapter 2, pp. 38-70).
Pacheco, T. (2008) 'Inequality, Environmental Injustice, and Racism in Brazil: Beyond the Question of Colour', *Development in Practice*, 18, (6), pp. 713-725.

23 Feb. - Lecture 7: The Stephen Lawrence Enquiry and institutional racism in Britain (MMF)

Essential Readings:

Choose at least ONE academic text and ONE online resource to read before the lecture:

- Lentin, Alana (2008) *Racism*, Oxford: Oneworld. (Chapter 2, pp. 32-55)
BBC News Online, *The Lawrence inquiry*, 25th March, 1999, http://news.bbc.co.uk/1/hi/special_report/1999/02/99/stephen_lawrence/285357.stm (Browse through different sections).
The Guardian Online (2007) 'Stephen Lawrence Case', 8th November 2007, <http://www.guardian.co.uk/uk/2007/nov/08/lawrence.ukcrime>.
Rowe, M. (2007) *Policing Beyond Macpherson: Issues in Policing, Race and Society*. Cullompton, Devon and Portland, Oregon: Wilan Publishing. (Introduction, pp. XI to XXIV AND one other chapter of your choice).

Background Readings:

- Dennis, N., et al. (2000) *Racist murder and pressure group politics*. London: Institute for the Study of Civil Society. (Access this article online here: <http://civitas.org.uk/books/openAccess.php>).

- Green, D. (ed.) (2000) *Institutional Racism and the Police Force: Fact or Fiction?* London: The Institute for the Study of Civil Society. (Online access here: <http://civitas.org.uk/books/openAccess.php>).
- Macpherson of Cluny, W. and Great Britain. Home Office. (1999) *The Stephen Lawrence Inquiry: Report of an Inquiry*. London: Stationery Office. (Access this report online here: <http://www.archive.official-documents.co.uk/document/cm42/4262/sli-00.htm>.) You can complement this with: The Guardian Online (1999) 'The Macpherson report: summary', 24th February 1999, <http://www.guardian.co.uk/uk/1999/feb/24/lawrence.ukcrime12>.
- The Guardian Online, *Stephen Lawrence*. <http://www.guardian.co.uk/uk/lawrence>. (Browse through different sections).
- The Stephen Lawrence Charitable Trust. <http://www.stephenlawrence.org.uk/>.

26 Feb. – Lecture 8: Gender and inequality (MMF)

Essential Readings:

Choose at least TWO of these to read before the lecture:

- Arrighi, B. A. (2001) 'Introduction' **AND** 'Tomboys Yes, Janegirls Never', in Arrighi, B. A. (ed.) *Understanding Inequality: The Intersection of Race/Ethnicity, Class, and Gender*. Lanham: Rowman & Littlefield Publishers, pp. 1-18 and 173-178.
- Bradley, H. (2007) *Gender*. Cambridge and Malden, MA: Polity. (Chapter 1, pp. 14-25 **AND** Chapter 4, pp. 88-116).
- Davis, Angela Y. (2001) *Women, Race & Class*. (London: Women's). pp. 1-86
- Walby, Sylvia (1997) *Gender Transformations*. (London: Routledge). Chapter 1. Introduction.

Background Readings:

- Inglehart, R. and Norris, P. (2003) *Rising Tide: Gender Equality and Cultural Change Around the World*. Cambridge and New York: Cambridge University Press. (Chapters 1 and 2, pp. 1-48).
- Breitenbach, E., et al. (eds.) (2002) *The Changing Politics of Gender Equality in Britain*. New York: Palgrave. (Introduction, pp. 1-19).
- Heidensohn, F. (2006) *Gender and Justice: New Concepts and Approaches*. Cullompton: Willan Publishing. (Chapter 1, pp. 1-10).
- Jackson, Stevi & Sue Scott (2002) *Gender : A Sociological Reader*. (London: Routledge).
- Martin, S. E. and Jurik, N. C. (1996) *Doing Justice, Doing Gender*. Thousand Oaks, Calif.: Sage Publications. (Chapter 2, pp. 21-47).
- Robeyns, I. (2005) 'Sen's Capability Approach and Gender Inequality: Selecting Relevant Capabilities', in Agarwal, B., Humphries, J. and Robeyns, I.(eds) *Amartya Sen's Work And Ideas: A Gender Perspective*. London: Routledge. (Not in Library but find PDF in Blackboard)
- Walby, Sylvia (1990) *Theorizing Patriarchy*. (Oxford: Basil Blackwell).
- Wollstoncraft, Mary. (1792) *A Vindication of the Rights of Woman*, Chapter 9: 'Of the Pernicious Effect Which Arise from the Unnatural Distinctions Established in Society'. <http://etext.virginia.edu/toc/modeng/public/WolVind.html>

2 Mar. – Lecture 9. Environmental justice: theoretical perspectives (JEC)

Essential reading:

David N. Pellow, “Environmental inequality formation. Toward a theory of environmental injustice”, in *American Behavioral Scientist*, 2000, Vol. 43, No. 4, pp. 581-601 or A. S. Weinberg, “The environmental justice debate: a commentary on methodological issues and practical concerns”, in *Sociological Forum*, 1998, Vol. 13, No. 1, pp. 25-32.

Background readings:

A Dobson, *Justice and the Environment: Conceptions of Environmental Sustainability and Dimensions of Social Justice*, (Oxford University Press, 1998), Chapter 1, “Environmental politics and distributive justice” (pp. 12-31); D Harvey, “The Environment of Justice”, in F. Fischer and M. A. Hajer (eds.), *Living with Nature. Environmental Politics as Cultural Discourse*, (Oxford University Press, 1999), pp. 153-185; J Martinez Alier, *The Environmentalism of the Poor. A Study of Ecological Conflicts and Valuation*, (Edward Elgar 2002); S. Sandweiss, “The social construction of environmental justice”, in S. Camacho (ed.), *Environmental Injustices: Political Struggles. Race, Class, and the Environment*, (Duke University Press, 1998), pp. 31-57; Kristin Shrader-Frechette, *Environmental Justice. Creating Equity, Reclaiming Democracy* (Oxford, Oxford University Press, 2002) (online at: <http://www.oxfordscholarship.com/oso/public/content/philosophy/0195152034/toc.html>); see also the journal *Social Problems*, Vol. 40, No. 1, “Special Issue on Environmental Justice”, (Feb. 1993), which contains examples from the US debate; the journal *Sociological Forum*, Vol. 13, No. 1 (Mar., 1998), also features a debate on the methodological and practical aspects involving the concept of “environmental justice”, in relation to US cases.

5 March – Lecture 10. Environmental and social justice: environmental racism (JEC)

Essential reading:

G DiChiro, “Nature as community: the convergence of environment and social justice”, in M. Goldman (ed.), *Privatizing Nature: Political Struggles for the Global Commons*, (Pluto, 1998), pp. 120-143 or J. Martinez Alier, “Environmental justice in the United States and South Africa”, in *The Environmentalism of the Poor. A Study of Ecological Conflicts and Valuation*, (Edward Elgar, 2002), pp. 168-194.

Background readings:

R L Bryant and S Bailey, *Third World Political Ecology*, (Routledge 1997); M Goldman.,(ed.), *Privatizing Nature: Political Struggles for the Global Commons*, (Pluto, 1998), pp. 120-143; R Guha and J. Martínez-Alier, “From political economy to political ecology”, in *Varieties of Environmentalism. Essays North and South*, (Earthscan, 1997), pp. 22-45; Richard K. Caputo, “Women who die young: the cumulative disadvantage of race”, in *Affilia*, 2004, Vol. 19, No. 1, pp. 10-23; Lois Gibbs, “Citizen activism for environmental health: the growth of a powerful new grassroots health movement”, in *Annals of the American Academy of Political and Social Science*, 2002, Vol. 584, No. 1, pp. 97-109.

Other resources:

Center for Health Environment and Justice: <http://www.chej.org/>

Environmental Justice Resource Centre: <http://www.ejrc.cau.edu>

Environmental Justice Foundation : <http://www.ejfoundation.org/>

First National People of Color Environmental Leadership Summit (1991),
<http://gladstone.uoregon.edu/~caer/17principles.html>

Community Coalition for Environmental Justice: <http://www.ccej.org/>

Web Resources for Environmental Justice Activists: <http://www.ejnet.org/>

9 March – Lecture 11. Gender and Post-feminism: ‘Why should I be a feminist?’ (MMF)

Essential Readings:

Choose at least TWO of these to read before the lecture:

McRobbie, A. (2004) ‘Postfeminism and Popular Culture’, *Feminist Media Studies*, 4, (3), pp. 255-264. (Find the PDF of this article in Blackboard) **OR** McRobbie, A. (2009) *The Aftermath of Feminism: Gender, Culture and Social Change*. Los Angeles and London: Sage. (Chapter 1, pp. 11-23).

Skeggs, B. (1997) *Formations of Class and Gender: Becoming Respectable*. London: Sage. (Chapter 8, pp. 139-159).

Gill, Rosalind (2007) *Gender and the Media* (Cambridge, UK ; Malden, MA: Polity). Chapter 2. ‘Postfeminist Romance’

Background Readings:

Bradley, H. (2007) *Gender*. Cambridge and Malden, MA: Polity. (Chapter 4, pp. 117-145).

Holmlund, C. (2005) ‘Postfeminism from A to G’, *Cinema Journal*, 44, (2), pp. 116-121.

(Access this article online here:

http://muse.jhu.edu/journals/cinema_journal/v044/44.2holmlund.html).

McRobbie, A. (2009) *The Aftermath of Feminism: Gender, Culture and Social Change*. Los Angeles and London: Sage. (Chapter 3, pp. 54-93).

McRobbie, A. (2009) ‘The pope doth protest’, 18th January 2009, *The Guardian Online*.

(Access this article online here:

<http://www.guardian.co.uk/commentisfree/2009/jan/18/pope-benedict-xvi-catholicism>).

Sunderland, Ruth (2009) ‘The real victims of this credit crunch? Women’, *The Observer*, 18th January 2009. (Access this article online here:

<http://www.guardian.co.uk/lifeandstyle/2009/jan/18/women-credit-crunch-ruth-sunderland>).

The Guardian Online (2009) *Gender*. <http://www.guardian.co.uk/world/gender> (Browse through different sections).

12 Mar. - Lecture 12. The Public Sphere and Civil Society (JEC)

Essential readings:

M. Ferree, "Four Models of the public sphere in modern democracies", *Theory and Society*, 31, 3, 2002, pp 289-324; S Kaviraj, "In search of civil society", in S. Kaviraj, S. and S. Khilnani (eds.), *Civil Society: History and Possibilities*, (Cambridge 2001), pp. 287-323

Background readings:

Gianpaolo Baiocchi, "Emergent public spheres: talking politics in participatory governance", in *American Sociological Review*, 2003, Vol. 68, No. 1, pp. 52-74; C. Hodges Persell, "The interdependence of social justice and civil society", in *Sociological Forum*, 1997, Vol. 12, No. 2, pp. 149-172; M. R. Somers, "Narrating and naturalizing civil society and citizenship theory: the place of political culture and the public sphere", in *Sociological Theory*, 1995, Vol. 13, No. 3, pp. 229-274; E.M. Wood, "The uses and abuses of 'civil society'", in R. Miliband et al. (eds), *Socialist Register* (London: Merlin, 1990); K. Kumar, "Civil society: an inquiry into the usefulness of an historical term", *British Journal of Sociology*, 1993, Vol. 44, pp. 375-95; Cohen, J, "Trust, voluntary association and workable democracy: the contemporary American discourse of civil society", in M Warren, ed, *Democracy and Trust*, (Cambridge 1999); C Calhoun (ed.), *Habermas and the Public Sphere*, (MIT 1992); C. Hann and E. Dunn (eds), *Civil Society: Challenging Western Models*, (London: Routledge, 1996); J.L. Cohen and A. Arato, *Civil Society and Political Theory* (Cambridge, MA: MIT Press, 1992).

Mar 15-19 No lectures – Reading week

EASTER VACATION

20 Apr. - Lecture 13. Globalization and civil society (JEC)

Essential reading:

R. Taylor, "Interpreting global civil society", in *Creating a Better World. Interpreting Global Civil Society* (Kumarian Press, 2004), available from: <http://www.kpbooks.com/pdf/creating.pdf> ; and Delanty, "Part two – the cosmopolitan challenge", in *Citizenship in a Global Age: Society, Culture, Politics* (Open University Press, 2000), pp. 49-122; or R Jenkins, "Mistaking 'governance' for 'politics': foreign aid, democracy, and the construction of civil society", in S. Kaviraj and S. Khilnani (eds.), *Civil Society: History and Possibilities*, (Cambridge 2001), pp. 250-268.

Background readings:

L. Sklair, "Competing conceptions of globalization", in *Journal of World-Systems Research*, 1999, Vol V, 2, pp. 143-162 (available at: <http://jwsr.ucr.edu/archive/vol5/number2/html/sklair/index.html>); R. Taylor, *Creating a Better World. Interpreting Global Civil Society* (Kumarian Press, 2004); M Kaldor, *Global Civil Society: an Answer to War*, (Polity 2003), chapters 1, 3-4; R. Higgott and A. Bieler (eds), *Non-State Actors and Authority in the Global System* (Routledge, 1999); A Colas, *International Civil Society: Social Movements in World Politics*, (Polity 2002); R. Krut, "Globalization and civil society: NGO influence in international decision-making", Geneva: United Nations Research Institute for Social Development (<http://www.unrisd.org/unrisd/website/document.nsf/0/87428A38D3E0403380256B650043B768?OpenDocument>); Lester M. Salamon, S.Wojciech Sokolowski, and Regina Listhttp, "Global civil society: an overview", Institute for Policy Studies, Center for Civil Society Studies, John Jopkins University, 2003 (<http://www.jhu.edu/ccss/pubs/pdf/globalciv.pdf>); J. A. Scholte, "Global civil society: changing the world?", Working Paper No. 31/99G, Centre for the Study of Globalization and Regionalization, University of Warwick, 1999, available at: <http://www2.warwick.ac.uk/fac/soc/csgr/research/workingpapers/1999/wp3199.pdf> .

You can also check for materials at the following web sites:

Centre for the Study of Global Governance, London School of Economics and Political Science: <http://www.lse.ac.uk/Depts/global/yearbook04chapters.htm> ;

Centre for the Study of Globalization and Regionalization, University of Warwick: <http://www2.warwick.ac.uk/fac/soc/csgr/> .

United Nations Environment Programme, Global Civil Society Forum: http://www.unep.org/civil_society/GCSF/

23 Apr. - Lecture 14. Hegemonic and counter-hegemonic globalization (JEC)

Essential reading:

J. Markoff, "Globalization and the future of democracy", in *Journal of World-Systems Research*, 1999, Vol V, 2, pp. 277-309 (available at: <http://jwsr.ucr.edu/archive/vol5/number2/html/markoff/index.html>); P. Evans, "Counter-hegemonic globalization: transnational social movements in the contemporary global political economy", in Th. Janoski, A. M. Hicks, and M. Schwartz (eds.), *Handbook of Political Sociology*, (Cambridge University Press, 2005), available at:

http://sociology.berkeley.edu/faculty/evans/evans_pdf/Evans%20Transnational_Movements.pdf .

Background readings:

S. Gindin, "Social justice and globalization: are they compatible?", in *Monthly Review*, 2002, Vol. 54, No. 2, available at: <http://www.monthlyreview.org/0602gindin.htm> ; J. Mandle, "Globalization and justice", in *Annals of the American Academy of Political and Social Science*, 2000, Vol. 570, pp. 126-139; M. Goldman, *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization* (Yale University Press, 2005); D. Held, *Global Covenant: The Social Democratic Alternative to the Washington Consensus* (Polity Press, 2004); P Evans, "Fighting marginalization with transnational networks: counter-hegemonic globalization", in *Contemporary Sociology*, 2000, Vol. 29, No. 1, Utopian Visions: Engaged Sociologies for the 21st Century, pp. 230-241; B de Sousa Santos (ed.), *Democratizing Democracy: Beyond the Liberal Democratic Canon*, (London, Verso 2006) (first chapter available from the author's web site: <http://www.ces.fe.uc.pt/bss/documentos/IntroDemoENG.pdf>); B de Sousa Santos and C. A. Rodríguez-Garavito (eds.), *Law and Counter-Hegemonic Globalization: Toward a Subaltern Cosmopolitan Legality*, (Cambridge 2005), chapters 1 and 2 available from the author's web site: <http://www.ces.fe.uc.pt/bss/documentos/chapter1.pdf> and <http://www.ces.fe.uc.pt/bss/documentos/chapter2.pdf> ; H. Brabazon, "Development as resistance: an examination of the impact of development on globalization", in *Undercurrent*, 2004, Vol. 1, No 1., available at: <http://www.undercurrentjournal.ca/200411%20-%20brabazon.pdf> ; J. Stiglitz, *Globalization and its Discontents* (Norton, 2002).

27 Apr. - Lecture 15. Global Civil Society and NGOs (MMF)

Essential reading:

Choose at least TWO of these to read before the lecture:

- Scholte, J. A. (1999) 'Global Civil Society: Changing the World?' *CSGR Working Paper* No. 31/99G. Centre for the Study of Globalization and Regionalization, University of Warwick (Find PDF in Blackboard or online access here: <http://www2.warwick.ac.uk/fac/soc/csgr/research/workingpapers/1999/wp3199.pdf>.)
- Taylor, R. (2004) 'Interpreting Global Civil Society', in Taylor, R. (ed.), *Creating a Better World. Interpreting Global Civil Society*. Sterling, VA: Kumarian Press. (Find PDF in Blackboard or online access here: <http://www.kpbooks.com/pdf/creating.pdf>)
- Morris-Suzuki, T. (2000) 'For and Against NGOs', *New Left Review*, 2. (Find PDF in Blackboard or online access here: <http://www.newleftreview.org/?view=2230>)

Background readings:

- Barber, M. and Bowie, C. (2008) 'How International NGOs could do Less Harm and More Good', *Development in Practice*, 18, (6), pp. 748-754.
- Colas, A. (2002) *International Civil Society: Social Movements in World Politics*. Cambridge: Polity.
- Higgott, R. A., et al. (2000) *Non-State Actors and Authority in the Global System*. London ; New York: Routledge.
- Jenkins, R. (2001) 'Mistaking 'Governance' for 'Politics': Foreign Aid, Democracy, and the Construction of Civil Society', in Khilnani, S. and Kaviraj, S. (eds) *Civil Society: History and Possibilities*. Cambridge: Cambridge University Press, pp. 250-268.

- Kaldor, M. (2003) *Global Civil Society: an Answer to War*. Cambridge, UK: Polity Press. (Chapters 1, 3-4)
- Krut, R. (1997) *Globalization and Civil Society: NGO Influence in International Decision-Making*. Geneva: United Nations Research Institute for Social Development. (Online access here: <http://www.unrisd.org/unrisd/website/document.nsf/0/87428A38D3E0403380256B650043B768?OpenDocument>);
- Salamon, L. M., et al. (2003) *Global Civil Society: An Overview*. Baltimore: Johns Hopkins Center for Civil Society Studies. (Online access here: <http://www.jhu.edu/~ccss/publications/pdf/globalciv.pdf>)
- Scholte, J. A. (2001) 'Civil Society and Democracy in Global Governance', *CSGR Working Paper* No. 65/01. Department of Politics and International Studies, University of Warwick. (Online access here: <http://www2.warwick.ac.uk/fac/soc/csgr/research/workingpapers/2001/wp6501.pdf>.)
- Van Rooy, A. (2000) 'Good News! You may be out of a job reflections on the past and future 50: years for Northern NGOs', *Development in Practice*, 10, (3-4), pp. 300-318.

30 Apr. - Lecture 16. Multiculturalism (MMF)

Essential readings:

Choose at least TWO of these to read before the lecture:

- Barry, B. (2001) *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge: Polity Press. (Chapters 1, 4 and 8, pp. 3-18, 112-154 and 292-328).
- Brighouse, H. (2004) *Justice*. Cambridge and Malden, MA: Polity. (Chapter 6, pp. 105-119).
- Faist, T. (2009) 'Diversity - a new mode of incorporation?' *Ethnic and Racial Studies*, 32, (1), pp. 171-190.
- Grillo, R. (2007) 'An Excess of Alterity? Debating Difference in a Multicultural Society', *Ethnic and Racial Studies*, 30 (6); 979-998. (Find PDF in Blackboard or online access through the Library E-Journals link).
- Modood, T. (2007) 'Multiculturalism, citizenship and national identity', *Open Democracy*, 16 May, 2007, [Online]. Available at: http://www.opendemocracy.net/faith-europe-islam/multiculturalism_4627.jsp.

Background readings:

- Ahmed, S. (2007) 'The language of diversity', *Ethnic and Racial Studies*, 30, (2), pp. 235-256.
- Benhabib, S. (2002) *The claims of culture: equality and diversity in the global era*. Princeton, N.J.: Princeton University Press. (Chapter 1, pp. 1-23).
- Kelly, P. (2005) 'Multiculturalism and 7/7: neither problem nor solution', *Open Democracy*, October 20, 2005, [Online]. Available at: http://www.opendemocracy.net/conflict-terrorism/problem_solution_2946.jsp.
- Kelly, P. J. (2002) *Multiculturalism reconsidered: 'Culture and equality' and its critics*. Cambridge: Polity Press.
- Modood, T. (2005) 'Remaking multiculturalism after 7/7', *Open Democracy*, September 29, 2005, [Online]. Available at: http://www.opendemocracy.net/conflict-terrorism/multiculturalism_2879.jsp.
- Modood, T. (2007) *Multiculturalism: A Civic Idea*. Cambridge: Polity.

- Okin, S. M., Cohen, J., Howard, M. and Nussbaum, M. C. (1999) *Is Multiculturalism Bad For Women?* Princeton, N.J.: Princeton University Press. (Access extract here: http://www.exclusion.net/images/pdf/89_sanom_Okin_inglese.pdf).
- Phillips, A. (2007) *Multiculturalism without Culture*. Princeton: Princeton University Press.
- Sen, A. K. (2006) *Identity and Violence: The Illusion of Destiny*. London: Allen Lane.
- Taylor, C. (1994) 'The Politics of Recognition', in Taylor, C., Gutmann, A. and Taylor, C.(eds) *Multiculturalism : Examining the Politics of Recognition*. Princeton, N.J.: Princeton University Press, pp. 25-74.

4 May. - Lecture 17. Cosmopolitanism (MMF)

Essential readings:

Choose at least TWO of these to read before the lecture:

- Appiah, A. (2006) *Cosmopolitanism: Ethics in a World of Strangers*. New York: W.W. Norton & Co. (Introduction and Chapters 2, 4 and 10) **OR** Vertovec, S. and Cohen, R. (2002) *Conceiving Cosmopolitanism: Theory, Context and Practice*. New York: Oxford University Press. (Chapters 1, 5 and 7).
- Delanty, G. (2006) 'The Cosmopolitan Imagination: Critical Cosmopolitanism and Social Theory', *British Journal of Sociology*, 57, (1), pp. 25-47. (Find PDF in Blackboard or online access through Library E-Journals link).
- Nava, M. (2007) *Visceral Cosmopolitanism*. London: Berg. (Chapters 7 and 8, pp. 121-164).

Background readings:

- Archibugi, D. and Held, D. (1995) *Cosmopolitan Democracy: An Agenda for a New World Order*. Cambridge, MA: Polity Press.
- Beck, U. (2000) 'The Cosmopolitan Perspective: Sociology of the Second Age of Modernity', *British Journal of Sociology*, 51, (1), pp. 79-105.
- Beck, U. (2005) *The Cosmopolitan Vision*. Cambridge: Polity.
- Brennan, T. (1997) *At Home in The World: Cosmopolitanism Now*. London: Harvard University Press.
- Habermas, J. (2003) 'Toward a Cosmopolitan Europe', *Journal of Democracy*, 14, (4), pp. 86-100.
- Nussbaum, M.C. (1996) "Patriotism and Cosmopolitanism" in Nussbaum, M. C. and Cohen, J., *For Love of Country: Debating the Limits of Patriotism*. Boston: Beacon Press.

7 May. - Lecture 18. Citizenship: theoretical perspectives and global trends (JEC)

Essential reading:

- Urry, J. "Globalization and citizenship", in *Journal of World-Systems Research*, 1999, Vol V, 2, pp. 311-324 (available at: <http://jwsr.ucr.edu/archive/vol5/number2/html/urry/index.html>) **or** G Delanty, "Part one – models of citizenship", in *Citizenship in a Global Age. Society, Culture, Politics*, (Open University Press, 2000) pp. 7-47; or see the Special Issue on "Recasting Citizenship", in *Theory and Society*, Vol. 26, No. 4, 1997 (available in the library through JSTOR).

Background readings:

E. Glenn, "Citizenship and inequality: historical and global perspectives", in *Social Problems*, 2000, Vol. 47, No. 1., pp. 1-20; J Barbalet, *Citizenship*, (Open University 1988); A. Stewart, "Two conceptions of citizenship", in *The British Journal of Sociology*, 1995, Vol. 46, No. 1, pp. 63-78; D. Lockwood, "Civic Integration and Class Formation", in *The British Journal of Sociology*, 1996, Vol. 47, No. 3, pp. 531-550; D. Richardson, "Sexuality and citizenship", *Sociology*, 1998, 32:1, pp. 83-100; B. van Steenbergen (ed.), *The Condition of Citizenship*, (Sage 1994). T.H. Marshall and T. Bottomore, *Citizenship and Social Class*, (Pluto Perspectives, 1992); M. Janowitz, "Observations on the sociology of citizenship: obligations and rights", in *Social Forces*, 1980, Vol. 59, No. 1., pp. 1-24; W. Korpi and J. Palme, "The paradox of redistribution and strategies of equality: welfare state institutions, inequality, and poverty in the western countries", in *American Sociological Review*, 1998, Vol. 63, No. 5, pp. 661-687; A. S. Orloff, "Gender and the social rights of citizenship: the comparative analysis of gender relations and welfare states", in *American Sociological Review*, 1993, Vol. 58, No. 3, pp. 303-328; I Wallerstein, "Social science and the quest for a just society", in *The American Journal of Sociology*, 1997, Vol. 102, No. 5, pp. 1241-1257.

11 May. - Lecture 19. Immigration and the paradoxes of citizenship (JEC)

Essential reading:

G. Lipsitz, "Abolition democracy and global justice", in *Comparative American Studies*, 2004, Vol. 2, No 3, pp. 271-286; S Shanahan, "Different standards and standard differences: contemporary citizenship and immigration debates", in *Theory and Society*, 1997, Vol. 26, No. 4, Special Issue on Recasting Citizenship, pp. 421-448; J Halfmann, "Citizenship universalism, migration and the risks of exclusion", *The British Journal of Sociology*, 1998, Vol. 49, No. 4., pp. 513-533.

Background readings:

R. Bauböck, *Transnational Citizenship: Membership and Rights in International Migration*, (Elgar, 1994); N Elias and J. L. Scotson, *The Established and the Outsiders: a Sociological Enquiry into Community Problems*, (Sage 1994); R Koopmans and P. Statham, "Challenging the Liberal Nation-State? Postnationalism, Multiculturalism, and the Collective Claims Making of Migrants and Ethnic Minorities in Britain and Germany", in *The American Journal of Sociology*, 1999, Vol. 105, No. 3, pp. 652-696; G Delanty, "Part three – rethinking citizenship", in *Citizenship in a Global Age. Society, Culture, Politics*, (Open University Press 2001), pp. 123-145; S. Sassen, "Regulating immigration in a global age: a new policy landscape", in *Annals of the American Academy of Political and Social Science*, 2000, Vol. 570, pp. 65-77.

14 May. - Wrapping up session (JEC/MMF)

The final seen exam will be handed out in this session

SEMINAR PROGRAMME

This module will have 7 seminars and 3 Film screenings.

Students will sign up for a one of the 10 seminar groups designated. Each of these seminar groups have different time slots. Sign-up sheets will be posted outside Dr. Mónica Moreno Figueroa's office - CLB 5th floor, Room 5.47. Students can choose a group on a first come, first serve basis but no more than 15 people per seminar are allowed; if a group is closed, please choose another until you are allocated.

Please include your full name and email/mobile phone details on the signup sheet to ensure that each of the group's members can be in touch with each other. Once you choose a group, the seminar times will be the same for all eight seminar sessions. Sheets will be up for signing by Monday 25th of January.

Please note that there will be three film screenings on the following dates:

- **Racism: a History.** Wednesday 17th February at 11.00 hrs. in Claremont Tower, Lecture Theatre L120 (CLT.L120). Duration 58 minutes.
- **An Inconvenient Truth.** Monday 15th of March at 11.00 hrs. in Lecture Theatre 165, ground floor, Ridley Building (RIDB.165). Duration 96 minutes.
- **District 9.** Monday 26th April at 11.00 hrs. in Fine Art Building Lecture Theatre (FINE ARTB.LT). Duration 112 min.

The films will be only screened once and will start on the hour. We have checked your timetables and to the best of our knowledge you should all be available at these times. Please get in touch with Dr. Moreno Figueroa if this is not the case. Do note that the second film will be screened on a Monday on the last week before Easter Break when there are no lectures or seminars programmed. The last film will be also on a Monday and for that week (w/c 26th April) there will be no seminars.

Seminar 1: Tackling global inequalities (week commencing the 8th February 2010)

Each seminar group will be divided into five distinct groups (3 per group) corresponding to the five issues outlined above (a list of each group will be circulated in advance of the seminar by your seminar tutor). This seminar will focus on **specific proposals to tackling global inequalities**. Among five problem areas contributing to global poverty, students will be asked to investigate one case and generate specific reform proposals. Please note that one reference has been provided for each question and it is up to each group to explore further reading.

Problem areas:

- 1. Inequalities in the access to essential services (e.g. health care, water and sanitation, etc.)**

Reading: The Poverty Site, "Poverty and Inequality in the European Union", (<http://www.poverty.org.uk/summary/eapn.shtml>).

2. Food insecurity

Reading:

K. G. Stamoulis (Ed.) (2001) "Food, Agriculture and Rural Development. Current and Emerging Issues for Economic Analysis and Policy Research", Rome: Food and Agriculture Organization (<http://www.fao.org/docrep/003/X9808E/x9808e03.htm>)

3. Asymmetric impact of environmental disasters (e.g. hurricanes, earthquakes, floods, droughts, etc.)

Reading: J. Fielding, and K. Burningham (2005), "Environmental inequality and flood hazard", *Environment*, Vol. 10, No 4, pp. 379 – 395.

Or: J. Barnshaw (2009), "Beyond Disaster: Locating Hurricane Katrina within an Inequality Context", Paper presented at the annual meeting of the American Sociological Association, Montreal Convention Center, Montreal, Quebec, Canada, Aug 11, 2006 (Available at: http://www.allacademic.com/meta/p103242_index.html).

4. Child poverty

Reading:

MacInnes, T., Kenway, P. and Parekh, A. (2009) Monitoring poverty and social exclusion 2009. York: Joseph Rowntree Foundation. Chapter 1, Low Income (this can be download here: <http://www.poverty.org.uk/reports/mpse%202009.pdf> or <http://www.poverty.org.uk/index.htm>)

5. Unemployment

Reading:

Cole, Matthew (2008) 'Sociology contra government? The contest for the meaning of unemployment in UK policy debates' in *Work, Employment & Society* 2008; 22: 27-43. (Find PDF in Blackboard or online access through Library E-Journals link).

Each seminar session will be split into five groups (of three members each), each of which will be focusing on one of these issues. Your assignment for the seminar is two fold.

First, the members of each group will be asked to prepare a poster (A1 card) that explores your ideas for reform in a visual and summary form. Your poster should be visually innovative and creative and convey your overall message in as lively a way as possible. Posters will be exhibited in the seminar room by each group and the first five minutes of the seminar will allow everyone a chance to circulate and admire your handiwork. The best work for each issue will be posted outside Prof. Esteban Castro's office after all the seminars are completed. **Second**, you will be asked to make a group presentation (of five minutes) summarizing the proposals outlined on the poster to the other groups.

The poster/presentation should address the following points:

- What are the roots of this aspect of global poverty;
- What reforms have been attempted in the past and why have they failed;
- What does your reform consist of specifically;

- Who are the key social agents involved in this reform;
- Is the reform feasible- i.e. why will your proposal succeed while others have failed?
- How are you going to ensure that the aid/reform is effective and reaches the right people?

It is each student's responsibility to contact members of your group and work cooperatively on the poster assignment and presentation.

REMEMBER THIS WEEK'S FILM SCREENING!!

Racism: a History. Wednesday 17th February at 11.00 hrs. in Claremont Tower, Lecture Theatre L120 (CLT.L120). Duration 58 minutes.

**Seminar 2: The contours of inequality: a debate
(Week commencing the 15th February 2010)**

This seminar focuses specifically on equality and will encompass a group debate. Each seminar group will be divided into four smaller groups (a list of each group will be circulated in advance of the seminar by your seminar tutor). For the debate, groups will get organised as follows:

- Groups 1 and 2 will prepare topic/issue A (see below) and groups 3 and 4 will tackle topic/issue B (see below).
- Groups 1 and 3 will be on the defending/supporting side of their topics and Groups 2 and 4 will be against/opposed to it.

Each group are required to prepare a short presentation where they introduce the case, explain their position towards their topic (either in support or against) and raise the key sociological arguments that support their views (avoid common-sensical and anecdotal evidence). Once in the seminar, each group will face their opponents, engage in a debate with them and will try to convince the audience (the two other groups and the tutor) about their position and field questions. Each topic will have 25 minutes for this (12 minutes per group). In the last 10 minutes all groups and the tutor will feedback each other on their performance. Please note that one or two references have been provided for each question and it is up to each group to explore further reading.

Debate topics:

A. Class is (group 1) / is not (group 2) the single most important issue at the centre of inequality?

Reading:

Acker, Joan (2006) 'Inequality Regimes: Gender, Class, and Race in Organizations' in *Gender & Society*, vol. 20 no. 4: 441-464.

Tyler, I. (2008) "'Chav Mum Chav Scum'" Class Disgust in Contemporary Britain', *Feminist Media Studies*, 8, (1), pp. 17-34. (Find PDF in Blackboard or online access through the Library E-Journals link).

B. Explore the positive (group 3) or negative (group 4) outcomes of affirmative action/positive discrimination policies designed to increase equality.

Reading:

Santos, S. A. d. (2006) 'Who Is Black in Brazil? A Timely or a False Question in Brazilian Race Relations in the Era of Affirmative Action?' *Latin American Perspectives*, 33, (4), pp. 30-48. **OR** Htun, M. (2004) 'From "Racial Democracy" to Affirmative Action: Changing State Policy on Race in Brazil', *Latin American Research Review*, 39, (1), pp. 60-89.

It is your responsibility to contact members of your group and work cooperatively on the group presentation and debate.

**Seminar 3: Linking histories of inequality and racism
(Week commencing the 22nd of February 2010)**

In this seminar we will explore the historical development of racism, its links to slavery and capitalism and reflect at the repercussions of this history in our contemporary social experience. This seminar will be divided in three parts:

First, we will see the first part of a BBC documentary, **Racism: a History**. This will only be screened once **THE WEEK BEFORE THE SEMINAR** on Wednesday 10th February at 11.00 hrs. in Claremont Tower, Lecture Theatre L120 (CLT.L120). (Duration 58 minutes).

Second, students will read in advance the following text: Lentin, A. (2008) *Racism*, Oxford: Oneworld. (Chapter 1, pp. 1-31).

Third, during the seminar session students will start by sharing and elaborating on their reactions to the documentary and clarify doubts. They will then link this discussion to Lentin's text in terms of the relationship between racism, history and politics and with their thoughts about the two main forms of racism Lentin proposes: naturalism and historicism. The session will conclude by further exploring these forms by analysing recent cases focusing on: the pervasiveness of racism, the difficulties in pinning it down and how sometimes it passes unnoticed.

While reading, make notes or highlight the key ideas of the reading and look for the following points which will be discussed in class:

- What is Lentin's approach to and definition of racism?
- Lentin tells us the historical development of ideas about race and racism during the period of the Enlightenment through the scientific racism that preceded World War II. Of this history (pages 3-15), select at least two key events or figures that you believe are interesting to understand this history. Be prepared to share this.
- What is the relevance of science to the understanding of racism and the concept of race?
- What are the differences between the scientific concept of race and the idea of race?

Lentin is concerned about the common suggestion that 'the talk about racism has become redundant' (Lentin 2008:2). After the reading, and having seen the documentary, what do you think? Does it matter now to talk about racism? What forms of racisms can you detect in contemporary Britain? Is there any connection to the historical development of notions of race and racism discuss in the reading and seen in the film?

Seminar 4: Social justice and environmental struggles
(Week commencing the 22nd of February 2010)

This seminar will consist in representing a real life situation where a local community engages in a confrontation with the national government and other powerful actors over a perceived threat to its existence. The main objective of the seminar is to explore the situation from the different perspectives of the actors, in particular a) local community leaders, b) the national government, c) business interests, d) environmental NGOs, etc. The perspectives of these actors will be enacted by the students. Drawing on materials seen in the lectures, the aim is to discuss the interrelations between the principles of social justice and the conditions for the exercise of citizenship rights in connection with the defence of livelihoods at the local level. Emphasis should be placed in exploring the contradictions arising from government policies directed at promoting economic development and how these are perceived and experienced by citizens at the local level.

Techniques: role playing, group discussion, reporting.

Seminar format:

Each seminar group will be split into smaller teams (3-4 students per team).

Scenario: You are a member of a coastal community and your government decides to boost the economy by allowing the development of large-scale shrimp farming in your area. The government has secured fresh investment from private companies willing to participate, and this has led to expectations of increased export revenues (shrimp exports are expected to boom as a result of raising demand from developed economies) and the creation of thousands of new jobs. The problem is that you are a member of a community that lives from the produce of mangroves that will be destroyed in the process of developing the shrimp farms. Not only the material basis of your community's livelihood will disappear, but also the collective identities of your people, your history and culture, and your right to a safe environment are all under threat. Other neighbouring communities that are also affected are discussing the possibility to take action and defend the mangroves against take over and destruction.

Discuss: What are the key factors that are creating this socio-ecological conflict? What are the options available to you to take action and defend your community from this threat? Would forming a social movement/campaign be an effective strategy? What factors would make it more or less likely that your community could organize such a campaign? What kind of tactics (non-violence, negotiation, direct action, etc.) would you use and which do you think? What are the obstacles that you are likely to face in defending your community? What are the alternatives if you fail? Are there other strategies you could use to support your cause: mobilizing allies, winning political support, generating external support, etc? Are there other ways of resolving this conflict?

One member of the group will act as rapporteur of the activities, and will be responsible for producing a final report summing up the main arguments discussed, the actions, and the results achieved. The rapporteur may well wish to also produce a digital photographic record of the discussion, which can be included for display with the brief report. The report will be a brief piece, maximum 2 A4 pages, plus any photographs.

**Seminar 5. Exploring post feminism in the media and popular culture
(week commencing the 8th of March 2010)**

In this seminar we will explore in recent media outputs the ways in which they ‘undo feminism’ and engage in post-feminist discourses, or not. The seminar is divided in two parts:

First, students will read in advance the following text:

McRobbie, Angela (2004) ‘The Rise and Rise of Porn Chic’ in *Times Higher Education*.
(Access this article online here:
www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=185827)

Second, looking at recent newspapers and/or magazines (both can be online), choose one article that: a) discusses an issue or case that refers to contemporary gender relations or women’s equality and/or ‘advancement’ and/or liberation, either by the journalist/author or by the people involved; AND b) relates to the discussions of post-feminism and equality/inequality debates

Bring a printout or photocopy of it to the session. This will be used for group work.

Be prepared to have a discussion along these lines:

- In which ways is feminism talked about or implied within the text?
- Is the issue discussed emphasising the need to keep alert about gender inequalities or insists on the redundancy of feminist struggle?
- How does the article manage the issue of ‘choice’, ‘freedom’ and ‘common-sense’ in relation to gender?

WEEK COMMENCING 15TH OF MARCH

NOTE: This week there is only a film screening and no lectures or seminars

REMEMBER THIS WEEK’S FILM SCREENING!!

An Inconvenient Truth. Monday 15th of March at 11.00 hrs. in Lecture Theatre 165, ground floor, Ridley Building (RIDB.165). Duration 96 minutes.

**Seminar 6: Globalization, citizenship, and global climate change
(Week commencing the 21st of April 2010)**

The general objective of the seminar is to explore the local (community), regional or global expressions of the crisis arising from global climate change, and how it is connected with issues of equality/inequality, social justice/injustice and citizenship. How can sociologists make a contribution to the understanding of the crisis, and eventually to its solution? What tools does sociology provide for the understanding of the crisis and for the design and implementation of practical interventions to tackle the problem?

This seminar will have two parts:

First part:

Screening of Al Gore's *An Inconvenient Truth* (see information on this film at: <http://www.climatecrisis.net/>).

The film will be screened only once before the Easter Break: Monday 15th of March at 11.00 hrs. in Lecture Theatre 165, ground floor, Ridley Building (RIDB.165).
Duration 96 minutes

Second part:

Each seminar group will be split into smaller teams (4-5 students per team). Each team will discuss one of the six topics listed below (some of these processes are interconnected, like deforestation and the water crisis, or deforestation, air pollution, and global warming):

1. The energy crisis (the debate about fossil fuels, renewable energy sources, and nuclear energy)
2. Global warming (the debate about a) the scientific evidence about the existence of global warming and b) the actual causes of global warming [natural? anthropogenic?])
3. The water crisis (the pollution and depletion of fresh water sources worldwide in the face of increasing water consumption)
4. Deforestation (the increasing reduction of the world's forests during recent decades)
5. The reduction of biodiversity (species extinction and reduction of natural habitats)
6. Air pollution (particularly in urban centres)

One member of the group will act as rapporteur of the activities, and will be responsible for producing a final report summing up the main arguments discussed and the results achieved. The rapporteur may well wish to also produce a digital photographic record of the discussion, which can be included for display with the brief report. The report will be a brief piece, maximum 2 A4 pages, plus any photographs.

REMEMBER THIS WEEK'S FILM SCREENING!!

District 9. Monday 26th April at 11.00 hrs. in Fine Art Building Lecture Theatre (FINE ARTB.LT). Duration 112 minutes.

Seminar 7: Multiculturalism, Migration and Citizenship
(Week commencing the 26th of April and 3rd of May 2010)

This seminar will have two parts and will be **distributed in two weeks:**

First part:

Screening of **District 9.** Monday 26th April at 11.00 hrs. in Fine Art Building Lecture Theatre (FINE ARTB.LT). Duration 112 minutes.

THERE WILL BE NO OTHER SEMINARS THIS WEEK, BUT YOU MUST ATTEND THE TWO LECTURES AS USUAL.

Ahead of the screening seminar tutors will distribute a list of questions and issues to note during the screening and which will be then used the following week.

Second Part:

The second part of this seminar will be in charge of the activists of No-Borders North East. They will run a workshop for each of the seminar groups on contemporary issues of migration and citizenship. Nearer the time Dr. Moreno Figueroa will circulate details of the workshop. Please find more information about this organisation here:

<http://nobordersnortheast.wordpress.com/about/> and of the overall UK network here:

<http://www.noborders.org.uk/>

Assessment Guidelines

Essay Guidelines

You have to submit a paper of 2000 words in standard essay format, which must draw on theoretical and empirical materials seen in the module. However, it is recommended that the students make their own research for suitable texts and materials (including documents, press reports, web resources, etc.). You can choose both historical and contemporary empirical examples from the UK or from other countries.

The essays must include a proper introduction and conclusion, and a reference list of works cited in the text. For general advice on essay writing, including referencing, please check the Study Skills section in the library's web pages: <http://www.ncl.ac.uk/library/teaching/stan/>).

The quality of the essay structure and referencing will be taken into account in evaluating the essay. Please, refer to the documents "Draft essay – self check list" and "Referencing: a guide for students submitting work in sociology", **which can be found in Blackboard**.

Reminders: the deadline for submitting the essay is Friday, March 19 at 12 noon.

You have to submit your essay using the Turnitin system that can be accessed through your Blackboard account. See a detailed explanation below.

* * * * *

Final Exam

This is 3 hour exam. The details of the final exam will be discussed in the Final Session (14 May).

* * * * *

IMPORTANT: The provisional marks for any assessed component of a module are distributed with comments using a standard form. The standard practice is for marks and feedback sheets to be distributed through the GPS office within 4 term time weeks of submission deadlines. You will be emailed by the GPS Office when marks for the specific modules are available.

How to Submit your Written Work to TurnitinUK using Blackboard



Introduction

Newcastle University is committed to encouraging good academic conduct and fair assessment. To these ends, the University subscribes to TurnitinUK (the JISC Plagiarism Detection Service). This software permits academic staff to carry out comparisons of students' work with that of other students and with other print and electronic sources.

GPS requires that all written assessments are submitted to Blackboard , which in turn uploads your written work to TurnitinUK so that we can attempt to ensure that no student gains an unfair advantage over another by plagiarising someone else's work, submitting the same work for more than one assessment or by purchasing or downloading assessments over the internet.

This document aims to provide a step-by-step guide to submitting your written work via the Blackboard system.

In order to make a full submission of written work to the GPS Office, you must submit your work with:

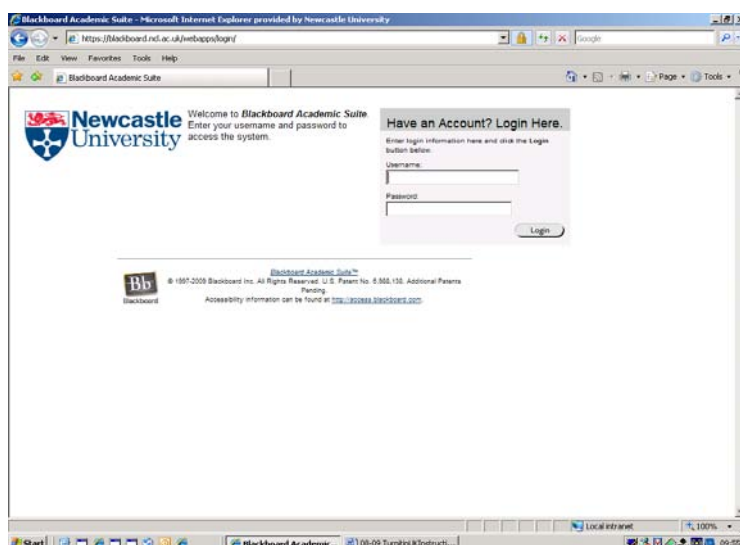
1. An appropriate completed feedback sheet
2. A Turnitin Digital receipt (which can be obtained by following the steps contained within this guide).



Using Blackboard to submit your written work:

You can find Blackboard online at <https://blackboard.ncl.ac.uk/webapps/login/>

A comprehensive Student User Guide can be found at [[Insert](#) new link]



Log into Blackboard



Go to:

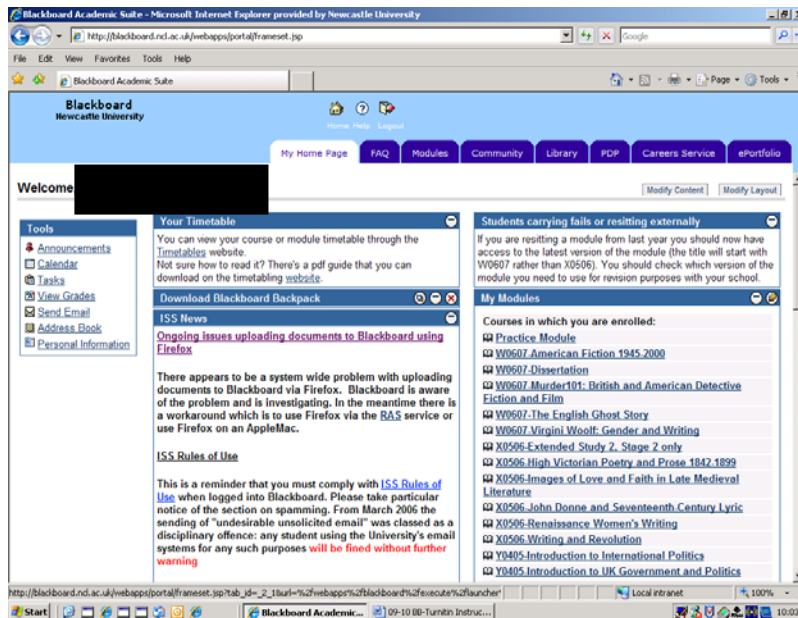
<https://blackboard.ncl.ac.uk/webapps/login/>

1. Enter your University User name and Password (the same user name and password you use to log into your University Email account).

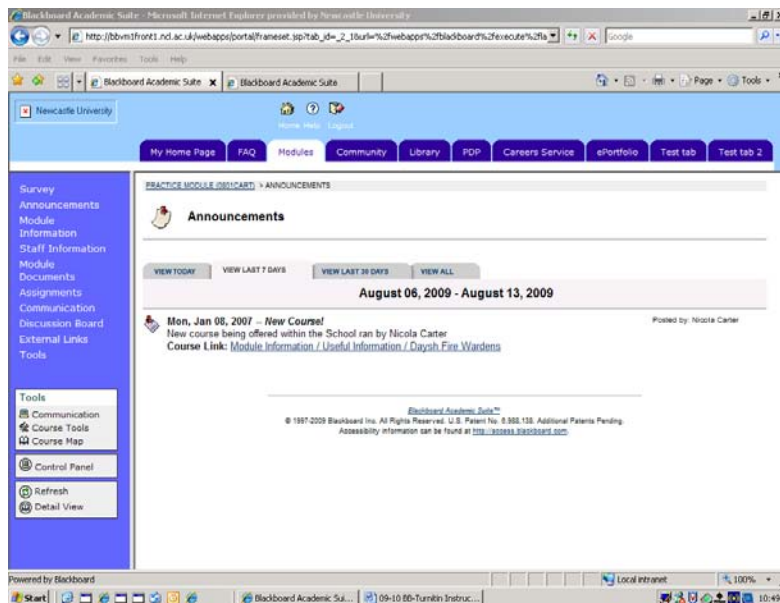
2. Click 'Login' 

Select Module you wish to submit an assignment for

3. Select the module you wish to submit to from the list of modules in the 'My Modules' box (to the right of the screen)



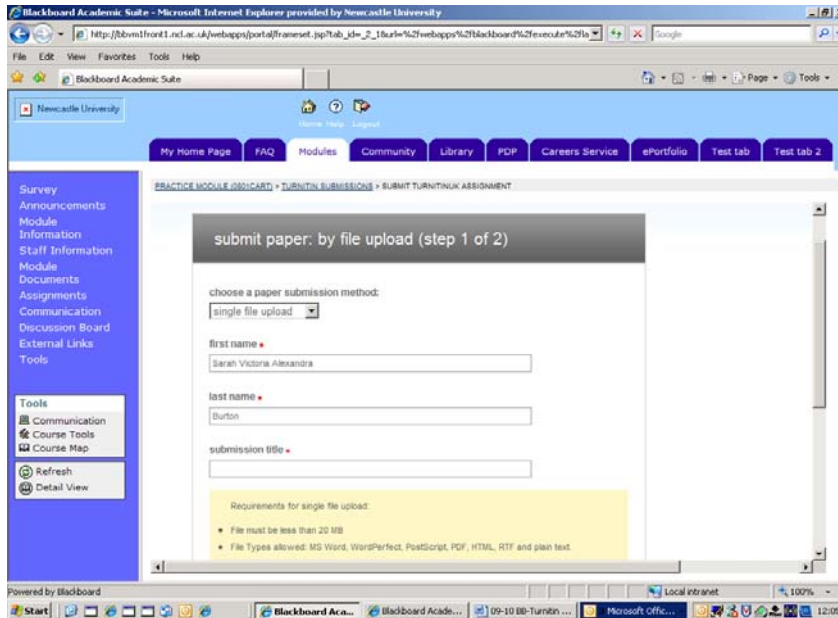
4. Select 'Assignments' from the menu on the left of the screen:



5. Click on folder titled 'Turnitin Submissions'

6. Select the correct assignment for which you are about to submit written work for (you may be required to submit more than one piece of written work for each module).

7. Click 'View/Complete' on the assignment for which you are submitting written work for.



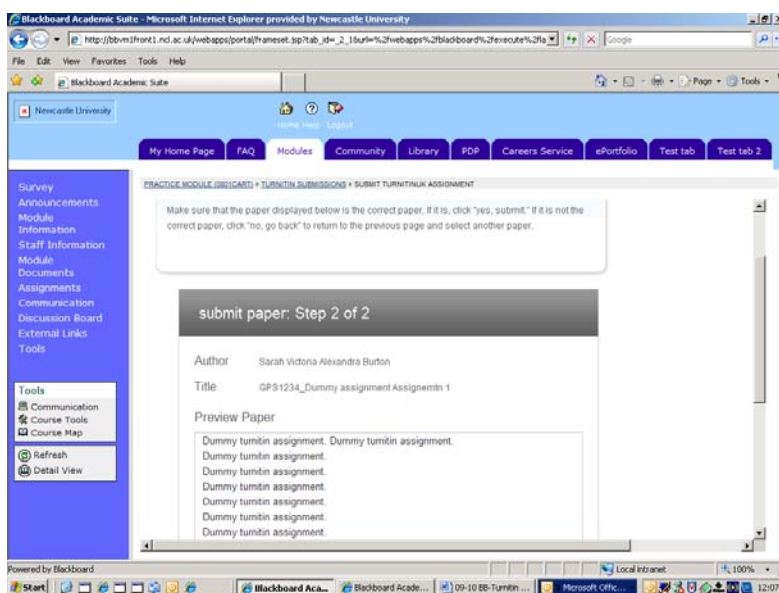
9. Complete the Following Fields:

Drop Down box/Subject Heading	Instruction
Choose a paper submission method	From the drop down box select or leave as 'single file upload'
First name	Your name will automatically appear
Last Name	Your name will automatically appear
Submission Title	Enter your submission title
Browse for file to upload	Click on the 'Browse' Button

10. Select the relevant file you wish to upload

11. Click 'Upload'

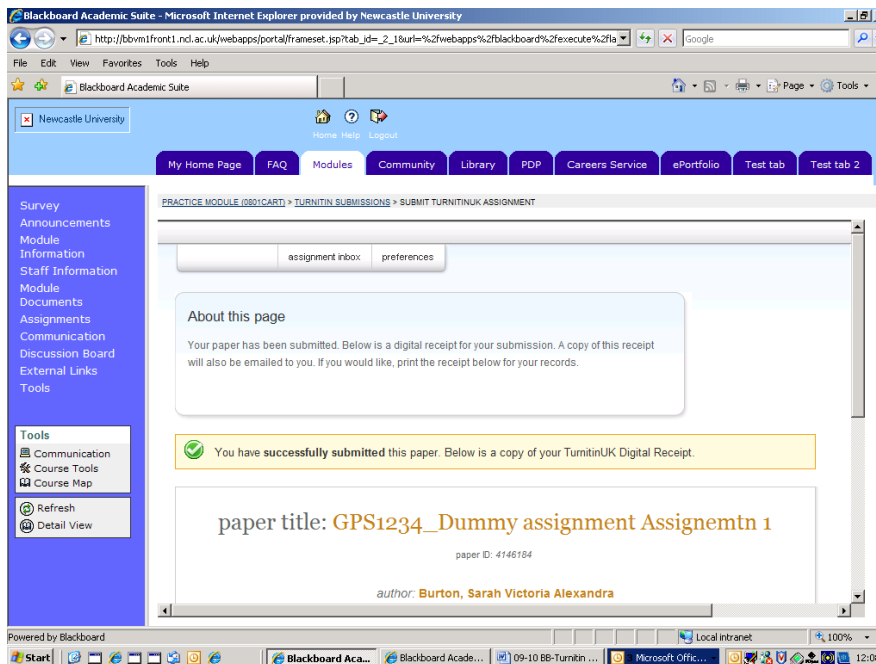
12. Your file will be uploaded to TurnitinUK and you will be taken to the preview page:



13. Scroll down to the bottom of the page, ensure you are happy with what you are about to submit and click 'Submit'.

You will be taken to the page with your digital receipt contained within it.

14. From here print **ONLY** the first page (page 1 of 1) from the print menu – this will ensure that only the first page of your receipt is printed, and not the entire essay!



15. *You will also be emailed your digital receipt, and this can be printed from your inbox should you not wish to print straight from the Digital Receipt Screen.*