



**London
South Bank
University**

EST 1892

Module Guide

Social Justice in Action

DSS_4_SJA



Division of Social Sciences

Level 4

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OVERVIEW OF LECTURE PROGRAMME

Week 1	Module Introduction
Week 2	What is Social Justice?
Week 3	Covering Letters and CVs
Week 4	Social Justice and Activism
Week 5	Independent Study Week
Week 6	Social Justice and the Voluntary Sector
Week 7	Social Justice and Criminal Justice
Week 8	Employability Workshops
Week 9	Employability Workshops
Week 10	Career and Networking Event
Week 11	1-2-1 Tutorials
Week 12	1-2-1 Tutorials

1. MODULE DETAILS

Module Title: Social Justice in Action

Module Level: 4

Module Reference Number: DSS_4_SJA

Credit Value: 20

Student Study Hours: 200

Contact Hours: 36

Private Study Hours: 164

Pre-requisite Learning (If applicable): None

Co-requisite Modules (If applicable): None

Course(s): BSc (Hons) Criminology, BA (Hons)
Politics, BSc (Hons) Sociology

Year and Semester: Year 1, Semester 2

Module Coordinators: Dr Chris Magill & Dr Charlotte Clements

MC Contact Details: magillc@lsbu.ac.uk & clemenc6@lsbu.ac.uk

Teaching Team & Contact Details: Various

Subject Area: Criminology

Summary of Assessment Method: 1x portfolio (four tasks)

Library Information Officer: Rebecca Fong, fongr@lsbu.ac.uk

2. SHORT DESCRIPTION

This module develops your understanding of the concept of social justice (as a goal and a process) and its wider implications. The module also encourages you to focus on your interests, motivations, skills and abilities in employability terms and make connections between your studies and your future careers. Central to the module is a career and networking event. This event will provide you with the opportunity to meet and speak with individuals working in organisations concerned with social justice, particularly individuals who have themselves overcome challenges relating to their gender, race, class, age, sexuality, religion etc. Front line staff such as police officers, probation officers, social workers; activists, campaigners, researchers to voluntary sector representatives are expected to be involved. Alumni will also contribute to the event.

3. AIMS OF THE MODULE

- To develop your understanding of the concept of social justice and make connections between theory, policy and practice in social justice contexts.
- To introduce you to university employability support services.
- To introduce you to key aspects of the nature of contemporary work.
- To encourage you to reflect on your skill-base and make connections between the skills acquired as part of your degree and skills required for your future employment.
- To develop your knowledge about the different career options pertinent to your degree.
- To support you in building professional networks and contacts.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

- Understand what social justice means as a concept and its implications
- Understand the connections between skills acquired as part of a degree and skills required for future employment.
- Appreciate the importance of professional networks and contacts (on-line and off-line) for future employability.

4.2 Intellectual Skills

- Identify and demonstrate skills pertinent to future employment, such as writing skills, time management, presentation and analytical skills.
- Explain and evaluate the different roles of agencies/professionals working in social justice contexts.

5. ASSESSMENT OF THE MODULE

This module will be assessed by a **portfolio** comprising of **four components**.

Assessment Brief(s)

Your Assessment Brief(s) include your submission deadlines and the date by which you will receive feedback.

Your Assessment Brief(s) will include the marking criteria that will be used to assess your work. Not all the [Undergraduate Marking Criteria \(PDF\)](#) will be relevant to every module or assignment. The criteria that are relevant to each assessment you take will be shown in the Assessment Brief.

The feedback you receive on your assessment will use these criteria and will help you to improve your performance in future assessments.

For further information regarding assessment in this course, please see your Course Handbook on Moodle. This contains detailed information regarding assessment including an explanation of the procedures to be followed if an assessment deadline is missed, as well as how to make an application for extenuating circumstances.

Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and journal articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a books/articles and put them directly into your essay without properly attributing the source.

Whether intentional or not, **plagiarism is not acceptable in any circumstances**. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the [LSBU Assessment and Examinations Handbook](#) and in your Course Guide. **Please read these carefully.**

Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. The Library has a very detailed Help Sheet on the operation of the Harvard system which you should read carefully: [How to Reference Using the Harvard System](#).

Books should be cited in the following manner:

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

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

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

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

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

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

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library (see <http://lispac.lsbu.ac.uk/> or <https://my.lsbu.ac.uk/general/library.aspx>). From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

6. FEEDBACK

Individual feedback will normally be given to students within 20 working days of the submission of an assignment.

7. STUDENT EVALUATION

N/A: this is a new module running for the first time in 2019/20.

8. INTRODUCTION TO STUDYING THE MODULE

8.1 Overview of the Main Content

Week 1	Module Introduction
Week 2	What is Social Justice?
Week 3	Covering Letters and CVs
Week 4	Social Justice and Activism
Week 5	Independent Study Week
Week 6	Social Justice and the Voluntary Sector
Week 7	Social Justice and Criminal Justice
Week 8	Employability Workshops (tbc)
Week 9	Employability Workshops (tbc)
Week 10	Career and Networking Event
Week 11	1-2-1 Tutorials
Week 12	1-2-1 Tutorials

8.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment; VLE) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar most weeks. However, other weeks will involve workshops focuses on developing your employability skills. **In Week 10 there will be a Career and Networking Event. Note this will take place on Wednesday 1st April 2020.** There will be no lectures or seminars for this module in the usual timetabled slot, i.e. Thursday, this week.

The format varies from week-to-week. Some weeks, you will be provided with readings that relate to the lecture topic and that will prepare you for the seminar. You will also be provided with a list of questions (these, alongside readings, are available here in the Module Guide and on Moodle) or a task to complete. You are expected to have completed the reading (relating to the week's lecture) and prepared answers to the seminar questions before you attend your seminar or have completed any task set. You are then expected to join in the discussion in the seminar (sometimes this will be in small groups; sometimes the whole seminar group will discuss the week's issues together).

Remember: You are required to undertake a total of 200 hours of study for the module. This involves a 2- hour lecture followed by a 1- hour seminar, plus self-directed reading and activities, in addition to the further reading you are required to conduct for assessments.

Note: Any changes to the lecture or seminar programme will be communicated via announcements on Moodle and/or university email.

8.3 Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. You are required to undertake directed self-study and prepare solutions to questions relative to various topic areas. It is expected that you will identify for yourselves problems and use seminar discussions, where appropriate, for the resolution of these. You should regularly access the Moodle site for this module. You should download the lecture material from the Moodle site, and completed recommended reading, before each lecture/seminar.

Where appropriate, you are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

8.4 Employability

Employability is central to this module. It is designed around the supporting you with the skills, experience and opportunities to help them you in your future career. You will be supported in building skills and specialist knowledge relevant to enhancing your employability.

9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	LECTURE TOPIC	SEMINAR/WORKSHOP
1	Introduction to the Module	No seminars. Option to meet for a 1-2-1 with either of the Module Coordinators.
2	What is Social Justice?	Questions, readings & discussion on What is Social Justice?
3	CVs & Covering Letters	Activity based on matching skills to employment. Support with personal statements.
4	Social Justice and Activism	Questions, readings & discussion on social justice and activism
5	Independent Study Week	
6	Social Justice and the Voluntary Sector	Reflecting on available volunteering opportunities, and skills required.
7	Social Justice and Criminal Justice	Questions, readings & discussion on social justice and criminal justice.
8	Employability Workshops (<i>tbc</i>)	
9	Employability Workshops (<i>tbc</i>)	
10	Career and Networking Event on Wednesday 1 st April 2020	
11	1-2-1 Tutorials with Charlotte/Chris	
12	1-2-1 Tutorials with Charlotte/Chris	

WEEK 1

Lecture: Introduction to the Module

Your first lecture will introduce you to the module. You will receive the Module Guide. We will spend some time introducing the module, as well as discussing 'expectations' as they relate to what we expect from you (and what you can expect from us).

There are no seminars this week. Instead you are encouraged to meet with either one of the Module Coordinators to ask any questions you may have about the module. You are also encouraged to sign up for LSBU Careers Hub and complete any additional tasks set in the lecture. Information on all of this will be shared in the lecture.

WEEK 2

Lecture: What is Social Justice?

This lecture forms an introduction to the concept that is social justice. It describes and explores what is meant by the term. Its historical and philosophical origins are also explored. We will think about what social justice hopes to achieve, how it may be realised and what it requires from key actors, as well as wider society.

Seminar: Activity-based exercise to encourage critical reflection on social justice. Please read the chapter below, available on Moodle, in preparation for this session.

Key Reading: Newman J. & Yeates N. (2008) 'Making social justice: ideas, struggles and responses' in Newman J. & Yeates N. (eds) *Social Justice, Welfare, Crime and Society*. Open University.

Additional Reading or Resources:

Child Poverty Action Group (2017) 25 years old reflections on social justice, *Poverty*, 157 (Summer 2017).

Available at: <https://cpag.org.uk/sites/default/files/files/resource/CPAG-Poverty-157-25-years-on-reflections-on-social-justice-Summer-2017.pdf>

Finn, J.L. & Jacobson, M. (2017) *What is social justice?* Open University. Available at: <https://blog.oup.com/2017/03/what-is-social-justice/>

Gary, C. Tania, B. and David, G. (2008) *Social justice and public policy: seeking fairness in diverse societies*. Bristol: Policy Press. **Introduction.**

WEEK 3

Lecture: CVs and Covering Letters

Seminar: In preparation for today's seminar, using the links below or the links at the end of the Module Guide, select a job that you would be interesting in applying for once you graduate.

You will need to bring with you to the seminar the job details (skills required) and compiled a list of your qualifications and experience in the form of a personal statement. You should also complete a short statement about the skills and experiences that you have acquired to date outside of education. You should also think about what areas of your discipline (e.g. criminology or sociology etc) you find most interesting to date and what your current hopes are for future employment, as well as what skills you need to develop in the future to achieve this.

www.justice.gov.uk/jobs

www.prospects.ac.uk

<https://recruit.college.police.uk/Pages/home.aspx>

<https://unlockedgrads.org.uk/>

<https://www.traintobeaprobationofficer.com/>

<https://prisonandprobationjobs.gov.uk/>

Reading: Cottrell, S, (2015) *Skills for Success: Personal Development and Employability*, Palgrave. Pages 291 to 299. **[This text is available as an e-book via the library]**

Trought, F. (2011) *Brilliant Employability Skills: How to Stand out from the Crowd in the Graduate Job Market*. Harlow: Pearson Education. Chapter 9. **[This text is also available as an e-book via the library]**

WEEK 4

Lecture: Social Justice and Activism

Seminar: Reflection on social movements that have made issues of injustice visible, contestable and changeable. Please read and reflect on the advice contained in the toolkit below.

Key Reading: Reticker-Flynn, J. (2013) *Youth Activists Toolkit*, Advocates for Youth. Available at:

https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/Activist_Toolkit/activisttoolkit.pdf

Additional Reading or Resources

Clark, J. (2008) 'Looking for social justice' in Newman J. & Yeates N. (eds) *Social Justice, Welfare, Crime and Society*. Open University.

Coxall, W. N. (2013) *Pressure groups in British politics*. Abingdon: Routledge.

Evelyn, K. (2004) *Social inequality and social injustice: a human rights perspective*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan. **Chapters 5 & 6.**

Jobin-Leeds, G. and AgitArte (2016) *When we fight, we win: twenty-first-century social movements and the activists that are transforming our world*. New York: The New Press.

WEEK 5

INDEPENDENT STUDY WEEK. NO LECTURES OR SEMINARS.

WEEK 6

Lecture: Social Justice and the Voluntary Sector

Seminar: Potential employers view volunteering in a very positive light. Volunteering shows dedication and commitment. It also offers you the opportunity to work with challenging people who may have complex needs, and so it can be a way of showing an ability to work with vulnerable individuals or groups. This is a valuable ability to be able to evidence, particularly for anyone interested in a career within, the Criminal Justice System, for example.

Volunteering roles can be very demanding, and a particularly, often diverse skill set. Often there is a volunteer recruitment process, and it can be competitive. Working for free does not necessarily equate to an easily secured role nowadays. For many volunteering roles, you will be expected to complete an application form, and attend an interview for the post.

In preparation for today's seminar, you should scan the following publication:

Prison Reform Trust & Pact (2003) *Talking Justice. What can I do? Your guide to volunteering and achieving change in the criminal justice system.*

<http://www.prisonreformtrust.org.uk/Portals/0/Documents/What%20Can%20I%20Do.pdf>

Identify a role, or area of voluntary work, that is of interest to you. From this, identify the skills that you have that could be used in the area of voluntary work. Come to the seminar **having identified at least five relevant skills**, alongside examples of how you have used these skills in the past, and how you could apply them to the chosen setting.

Reading or Resources

Anderson, P. and Green, P. (2012) 'Beyond CV building: the communal benefits of student volunteering', *Voluntary Sector Review*, 3(2), pp. 247–256.

Kendall, J. & Knapp, M. (1996) *Voluntary Sector in the UK*. Manchester U.P. **Chapter 2.**

Rochester, C., Ellis Paine, A. and Howlett, S. (2011) *Volunteering and Society in the 21st Century*. London: Palgrave

Centre for Social Justice

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

Right-of-centre think tank that conducts policy research into poverty in Britain, and explores the role the state, voluntary and private sectors. Its research is published on its website free of charge and includes recent work on Child Poverty and Domestic Violence. In addition, the CSJ highlights the role of small voluntary sector organisations working in poverty relief.

Volunteering England

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

Provides research, information, and policy development in relation to volunteering.

ThirdSectorVolunteering

<https://volunteering.thirdsector.co.uk/>

A volunteering site bringing volunteers and charities together.

The Guardian: Latest news and features on charities and the not-for-profit sector

<http://www.guardian.co.uk/society/voluntarysector>.

The newspaper's section for news and comment on the voluntary sector and volunteering.

Clinks

<https://www.clinks.org/>

Clinks supports, promotes and represents the voluntary sector working with people in the criminal justice system and their families.

WEEK 7

Lecture: Social Justice and Criminal Justice

Seminar: Group discussion reflecting on the extent to which the criminal justice approaches can address social justice issues. In preparation for the seminar, **please read and take notes from Chapter 1** from the reading. The reading is available electronically via the library. See link below.

Key Reading: Dee C. (2006) *Criminal and Social Justice*, Sage. Available at:

<https://ebookcentral.proquest.com/lib/isbuuk/reader.action?docID=334353&ppg=8>

Additional Reading or Resources:

Barton, A. and Johns, N. (2012) *The policy making process in the criminal justice system*, New York: Routledge.

Carrabine, E. Lee, M. and South, N. (2000) 'Social Wrongs and Human Rights in Late Modern Britain: Social Exclusion, Crime Control, and Prospects for a Public Criminology' *Social Justice*, Vol. 27, No. 2 (2000).

Hobbs, S. and Hamerton, C. (2014) *The making of criminal justice policy*. Abingdon, Oxon: Routledge, Taylor & Francis Group

Reiner, R. (2007) *Law and Order: An Honest Citizen's Guide to Crime and Crime Control*, Polity Press.

Roberts R. and McMahon W. (2007) *Social justice and criminal justice*. Centre for Crime and Justice Studies. Kings College: London.

<https://www.crimeandjustice.org.uk/sites/crimeandjustice.org.uk/files/socialjusticecriminaljusticeweb.pdf>

Malloch M. and McIvor G. (2012) *Women, Punishment and Social Justice: Human Rights and Penal Practices*. Routledge.

WEEK 8

Employability Workshops. *Details to be confirmed.*

WEEK 9

Employability Workshops. *Details to be confirmed.*

WEEK 10

Career and Networking Event

Wednesday 1st April 2020

Employers Fair

Keyworth Foyer and Mezzanine: 11:30 am to 5:00 pm.

&

Panel discussion plus Q & A session

Keyworth Event Theatre: 1pm to 2:30 pm.

Attendance at this event is compulsory as it is linked to one of the core components of your assessment portfolio.

Note: there will be no lectures or seminars during our usual timetabled slot this week, i.e. Thursday, 2nd April 2020.

WEEK 11

1-2-1 Tutorials with Charlotte/Chris

WEEK 12

1-2-1 Tutorials with Charlotte/Chris

10. LEARNING RESOURCES

Core Materials

Employability:

Cottrell, S. (2015) *Skills for Success: Personal Development and Employability*, London: Macmillan: Palgrave.

Mercy V. and Chaita M. V. (2016) *Developing Graduate Employability Skills: Your Pathway to Employment*, Universal Publishers.

Trought, F. (2011) *Brilliant Employability Skills: How to Stand out from the Crowd in the Graduate Job Market*. Harlow: Pearson Education

Social Justice:

Evelyn, K. (2004) *Social inequality and social injustice: a human rights perspective*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

Gary, C. Tania, B. and David, G. (2008) *Social justice and public policy: seeking fairness in diverse societies*. Bristol: Policy Press.

Newman J. and Yeates, N. (2008) *Social Justice: Welfare, Crime and Society*. McGraw-Hill Education.

Thane, Pat (2010) *Unequal Britain: equalities in Britain since 1945*. London: Continuum.

Academic Journals

Critical Social Policy
Global Social Policy
Journal of Social Policy
Social Policy and Society

Helpful Websites

Assessment Centres	www.prospects.ac.uk/interview_tips_assessment_centres.htm www.shldirect.com/en/practice-tests www.shldirect.com/en/practice-tests
Career Guidance	www.prospects.ac.uk www.targetjobs.co.uk www.gradunet.com www.agcas.org.uk www.hobsons.com www.insidecareers.co.uk
Employment: Companies	www.greatplacetowork.co.uk www.ratemyplacement.co.uk

	www.vault.com www.companieshouse.gov.uk https://uk.linkedin.com www.bloomberg.com www.bestcompaniesguide.co.uk
Employment: job hunting	www.giveagradago.com www.graduate-jobs.com www.milkround.com http://jobs.theguardian.com/jobs/graduate www.careerplayer.com www.gradvert.com www.grb.uk.com www.jobs.ac.uk https://www.civilservicejobs.service.gov.uk/csr/index.cgi
Employment Rights	www.equalityhumanrights.com www.adviceguide.org.uk www.acas.org.uk www.hse.gov.uk www.i-resign.com/uk/home
Starting your own business / Working for a start-up	www.nacue.com www.workinstartups.com www.startupdonut.co.uk www.ipso.gov.uk

Adapted from Cottrell, S. (2015) *Skills for Success: Personal Development and Employability*, Palgrave Macmillan.