

London South Bank
University

Module Guide

Social and Political Problems

DSS_4_SPP

Division of Social Sciences

2015-16

Level 4

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1. MODULE DETAILS

Module Title:	Social and Political Problems
Module Level:	4
Module Reference Number:	
Credit Value:	1
Student Study Hours:	200
Contact Hours:	50
Private Study Hours:	150
Pre-requisite Learning:	None
Course(s):	Sociology, Sociology with Criminology and Politics
Year and Semester	2015-16 / Semester 1
Module Coordinators Teaching Team & Contact Details:	Dr Antoine Rogers: 0207-815-5709, B242b, rogersa2@lsbu.ac.uk Dr Ruth Van Dyke: 0207-815-5728, B242a, vandykrm@lsbu.ac.uk
Subject Area:	Social Sciences
Summary of Assessment Method:	Essays
Office Hours:	Both Ruth and Antoine's Office hours are on Wednesday from 1-2:30pm or by appointment Ruth in B242a / Antoine in B242b

2. SHORT DESCRIPTION

In this module sociology and politics students have an opportunity to explore how particular issues become identified as a social or a political problem. Moreover they will be encouraged to explore how these problems are contested. In addition they will look at the implications of these problems for society and for politics. Seminars and workshops will be used to develop students understanding of social and political problems but also to engage them in activities that develop key writing and study skills.

3. AIMS OF THE MODULE

- To explore how particular issues become constructed as a social or a political problem;
- To explore how these problems are contested;
- To explore implications of social problems for society and for politics;
- To engage students in individual and group activities that develops key writing and study skills.

4. LEARNING OUTCOMES

1. Discuss how problems become identified as social or political problems.
2. Explore a number of different social and political problems and their impact on societies.

3. Use a range of evidence including statistical data to make academic arguments.
4. Undertake a range of learning activities which are fundamental to first year university students, e.g. summarise material from academic texts, reference sources of information, use the library and Blackboard to access information, meet deadlines.

4.1 Knowledge and Understanding

- 4.1.1 Gain knowledge of how issues become constructed as social and political problems; historically and in a contemporary context
- 4.1.2 Gain knowledge about the range of agents who work to construct social issues as social and political problems

4.2 Intellectual Skills

- 4.2.1 Understanding of a number of different social and political problems and their impact on societies.
- 4.2.2 Undertake a range of learning activities which are fundamental to first year university students, e.g. summarise material from academic texts, reference sources of information
- 4.2.3 Use a range of evidence including statistical data to make academic arguments.

4.3 Practical Skills

- 4.3.1 Work in groups on defined activities and produce outcomes that can be shared in class
- 4.3.2 Participate in discussion and present material orally
- 4.3.3 Use the library and Blackboard to access information

4.4 Transferable Skills

- 4.4.1 Have developed basic familiarity with relevant IT skills
- 4.4.2 Be able to communicate ideas and debate key issues verbally and in written form
- 4.4.3 Be able to articulate ideas orally at the individual and group level using an accepted standard of presentation skills
- 4.4.4 The ability to work toward and manage deadlines

5. ASSESSMENT OF THE MODULE

Portfolio consisting of three elements:

1. Formative Essay
2. Short essay (500 words each) worth 30% (you cannot pass this element if you do not do the formative essay)
3. Long/Extended essay (1500 words max) worth 70%

5.1 General Marking Criteria

Assessment Objectives

The coursework essays are assessed in relation to the individual learning outcomes for the Module. Requirements in relation to the level of conceptual analysis and acquired skills will be in accordance with general expectations for Level Four work as set out in the Module Guide.

Five areas for assessment can be identified:

- 1: Knowledge of the topic-ideas, concepts, chronology and data.
- 2: Analysis of issues and recognition of different interpretations.
- 3: Critical and accurate evaluation of evidence & sources of information.
- 4: Ability to use different sources of evidence and to cite these in an accurate and comprehensive system of referencing.
- 5: Presentation of an answer which shows accuracy, clarity and coherence.

Given these broad objectives the following model marking scheme generally applies:

	0-30%	Badly misunderstands the question; contains numerous factual errors; none of the basic objectives are achieved.
FAIL	30-35%	Some knowledge of topic-but objectives 2-5 not met.
	35-39%	Some knowledge of topic but answer is essentially descriptive; objectives 2-5 are poorly met and still unacceptable degree of inaccuracy of answer.; serious deficiencies in presentation often combined with problems of written English; lacks structure and organisation; little or no reference to primary or secondary sources.
THIRD	40-49%	Shows limited basic knowledge of subject, but essentially descriptive; displays an attempt at evaluation of material but lacks clarity & coherence; analysis remains superficial; in places there are problems of factual accuracy; referencing is sketchy or non-existent; poor bibliography; some problems of expression and structure; limited achievement of objectives 1-4 but weak on objective 5
2.2	50-59%	Shows good knowledge of subject; can distinguish different approaches or interpretations, and some evidence of evaluation is present, but to some extent lacks clarity, coherence and some problems with factual accuracy. Reasonable attempt at referencing but lacks documentation of some key points and tends to assert rather than argue points. Some reference is made to secondary and primary sources but critical evaluation of these sources is weak. Limited bibliography, not always correctly set out.
2.1	60-69%	Very good knowledge of ideas and issues combined with interesting analysis and evaluation; good use of primary and secondary sources and accuracy in its use of data/evidence; satisfactory structure with clear conclusions; comprehensive and accurate text referencing + correctly laid out bibliography; generally meets objectives 1,3, 4 & 5, but slightly weaker on 2. Overall, a generally clear and well-structured response.
FIRST	70%+	Excellent knowledge of topic; balanced answer with high quality analysis; strong on critical evaluation, clarity and coherence; excellent documentation of key points in answer. Good structure with clear introduction + balanced, thoughtful conclusions. Evidence of wide reading drawing on range of relevant material and examples; comprehensive & accurate text referencing + correctly laid out bibliography; clear, logical and unambiguous presentation often combined with originality in the approach to the answer. All assessment objectives covered.

5.2 [Essay Writing Guidelines](#)

5.2.1 Plagiarism

PLAGARISM - All essays must also be submitted to **TURNITIN** after you hand in your essay. You are encouraged to submit a draft copy of your essay to the draft TURNITIN site and to review the originality report and revise your essay as necessary. Large chunks of text which are the same as text produced elsewhere will be treated as plagiarism and will have serious consequences for your marks and degree performance. Writing in your own words is a key requirement for students' work.

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 articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations to deal with it if it is discovered. You will find a summary of the University regulations & procedures governing plagiarism in your [Student Handbook](#). You must read this carefully.

5.2.2 Referencing & Bibliography

All essays must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. The Harvard System (also called the **Author - Date** System) is one of several available methods of referencing and is the preferred choice of most departments in the University. The help sheet covers the referencing of many different types of material, both printed and electronic. You are required to consult and use this help to accurately reference in your essays. The extensive 12 page help sheet outlines the different types of material you will use in your essays and can be found using the following link: <https://my.lsbu.ac.uk/assets/documents/library/h2g-library-30.pdf>

5.2.3 Grammar, Sentence Structure and Expression in English

You need to produce essays and exam scripts which are grammatically correct. Your written material will be subject to university level standards and criteria related to grammar, sentence structure and expression in English. Submitted material which contains grammatical errors and poor sentence structure will receive a reduction in points which will result in a lower overall mark.

If your written material suffers from poor grammar and poor expression in English you are strongly advised to seek advice and guidance from Caxton House - Centre for Learning Support and Development (CLSD). CLSD has been formed to bring together a range of services making it easier for you to access the various learning support services that the University provides. These services include a range of workshops and one to one sessions to support and develop your [study skills](#) and [English](#). Caxton House services also include practical information, advice and support on all matters concerning [Disabilities & Dyslexia](#). This includes testing if you think you suffer from a learning disability.

6. FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

Week 1 30 th September 2015	<p>Lecture: Introducing the Module (aims, expectations, assessments) Construction of social and political problems (RVD)</p> <p>Workshop: Note-taking</p>
Week 2 7 th October 2015	<p>Lecture: The social construction of problems: (1) linguistic devices and (2) claims making activities</p> <p>Workshop: Identifying social problems and note taking</p>
Week 3 14 th October 2015	<p>Lecture: The concept of poverty and the legacy of Booth and Rowntree</p> <p>Workshop: What does poverty mean? Understanding how to address a social science question.</p>
Week 4 21 th October 2015	<p>Lecture: Changing Concepts of Poverty: From Poverty (relative and absolute) to Social Exclusion (adding a third concept)</p> <p>Workshop: The use of percentages and statistical data to support claims</p>
Week 5 28 th October 2015	<p>No lectures or seminars TODAY</p> <p>Reading Week: catch up on reading, writing essays, seeing personal tutor and attend special lecture.</p> <p>Attend Special Lecture in Week 5 on Migration Friday 30 October 2015 Speaker and Location TBA</p>
Week 6 4 th November 2015	<p>Lecture:] Inequality: meanings, measurement and links to social and political problems</p> <p>Workshop: Preparing for and having the debate:</p>
Week 7 11 th November 2015	<p>Lecture: Family: An overview of the family</p> <p>Workshop: Review assessment criteria for coursework.</p>

Week 8 18 th November 2015	<p>Lecture: Traditional Family Forms, Parenting and links to child poverty and other outcomes for children</p> <p>Workshop: How has the family been constructed as a problem? And – how to construct an essay.</p>
Week 9 25 th November 2015	<p>Lecture: The Post Modern Family: Multiple Family Forms</p> <p>Workshop: How is data used to construct the family as a problem?</p>
Week 10 2 nd December 2015	<p>Lecture: Human Conflict and Human Security as Social and Political Problems</p> <p>Workshop: What do we mean by human conflict and human security? How might they be constructed as political problems? And – how to unpack essay questions.</p>
Week 11 9 th December 2015	<p>Lecture: Human Conflict, Human Security (Peace-building) and Women</p> <p>Workshop – Have gangs been constructed as a social and political problem? And – developing your essay writing skills</p>
Week 12 16 th December 2015	<p>Lecture: Overview of the Module</p> <p>Workshop: The exclusion of women from peace-building as a social and political problem. And – reviewing a good essay</p>

7.2 Overview of Types of Classes

The module will be taught through a combination of lectures, workshops and seminars. There is strong emphasis on student participation. You are expected to prepare in advance for the seminars, so that you can participate in, and contribute to, our discussions and workshops.

7.3 Importance of Student Self-Managed Learning Time

Please note that you will have a **minimum** of five hours of reading, note-taking and other activities each week for this module. Make sure you allocate this time in your weekly schedule. You will need to spend more time when you are working on your essays.

7.4 Employability

Students will be required to improve their written and oral communication skills, to enhance their ability to work independently and meet deadlines and to be able to support their arguments with evidence. Transferable and Employability Skills: By the end of the Module you will be able to:

- Utilise information technology
- Synthesise information and ideas from a wide range of sources
- Communicate effectively using a variety of means

- Demonstrate time management skills
- Work and present in small groups
- The ability to work to deadlines
- Good written and communication skills

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Preparation for week 1 – Reading provided at induction

Dorey, P. (2005) Policy Making in Britain, London: Sage (excerpt on the social construction of problems)

Week 1 Wednesday, 30th September 2015

Introduction Lecture: Introducing the Module (aims, expectations, assessments)
Construction of social and political problems
Understanding Migration: Is Migration a Social and Political Problem? (RVD)

Workshop:

Activity 1: Note-taking

- Top tips on note-taking
- Spend 10-15 minutes compiling notes from Peter Dorey – excerpt on the social construction of social problems.
- In small groups compare notes.
- Class feedback on note-taking

Activity 2: Is migration a social and/or political problem.

- In small groups read
- Discuss in small groups what your
- Class feedback –

Wworkshop reading pack – Readings on The Migration Issue/Crisis: available on Moodle

Preparation for week 2

Leon-Guerrero A Y (2005) Social Problems: Community, Policy and Social Action, Chapter 1 'Sociology and the Study of Social Problems'

<http://social3.org/s/sociology-and-the-study-of-social-problems-w3084>

Week 2 Wednesday, 7th October 2015

Lecture: The social construction of problems: (1) linguistic devices and (2) claims making activities (AR)

Workshop:

Activity 1: Defining Social Problems - A review of today's lecture – short group discussion

Activity 2: Identification and defining social problems

- Students will identify five social problems they have read about or seen in the news.
- Students must make specific criteria of membership into this category ... sentences starting: This is a social/political problem because

Activity 3: Small Group discussion

- In small groups students will compare their social/political problems.
- After being provided with definitions/concepts of social problems (hand out), students will discuss the closest definition by which the problems they identified were defined?

Core reading

Best, Joel (2002) Constructing the Sociology of Social Problems: Spector and Kitsuse Twenty-Five Years Later in *Sociological Forum*. Vol. 17, No. 4 December

George, Vic and Robert M. Page (eds.) (2004) Global social problems Cambridge: Polity 361.61 GLO

Goodwin Glenn (1997) 'From Personal Troubles to Public Lives' in Ballard Chet, Gubbay John and Middleton Chris (eds.) *The Student's Companion to Sociology*, Malden: Blackwell 301 STU

Eitzen, D. Stanley, George H. Sage (eds) (2007) Solutions to social problems: from the top down: the role of government. Boston, MA: Pearson Allyn and Bacon 361.610973 SOL

Spector, John and Kitsuse, John (1987) Constructing Social Problems. London: Cummings 362.042 SPE

Webb, Beatrice and Webb, Sidney (1975) Methods of social study. Cambridge: Cambridge University Press for the London School of Economics and Political Science. 301.018 WEB

Preparation for week 3

Read:

1. Haralambos, Michael, Holborn, Martin and Robin Heald (2007) *Sociology: themes and perspectives* (7th edition). Collins: London – Chapter 4 Poverty Social Exclusion and the welfare state pp213-226
2. Griggs, Julia, Walker, Robert (2008) *The cost of child poverty for individuals and society*: London: Joseph Rowntree Foundation (in your reading pack)
<http://www.jrf.org.uk/system/files/2301-child-poverty-costs.pdf#>

Week 3 Wednesday, 14th October 2015

Lecture: The concept of poverty and the legacy of Booth and Rowntree (AR)

Workshop: What does poverty mean?

Activity 1: Understanding how to address a social science questions and how to link questions to claims and concepts: i.e. What is poverty (relative and absolute)?

Activity 2: Ranking of essential items for reasonable living: rank order what you

believe to be essential items for your assumed family; couple + two children (aged 8,4 respectively).

Activity 3: The Cost of Child Poverty for individuals and society exercise

Core reading

Griggs, Julia, Walker, Robert (2008) *The cost of child poverty for individuals and society*: London: Joseph Rowntree Foundation

Background Reading

Macionis, John and Ken Plummer (2012) *Global Poverty (Chapter Nine)* in *Sociology: a global introduction*. Harrow: Pearson Education Limited

Alcock, Peter (2006) *Understanding Poverty* (3rd ed.), Chapters 1 & 2
Basingstoke [England]; New York: Palgrave Macmillan

Gazeley, Ian. (2003) *Poverty in Britain (1900-1965)* Basingstoke: Palgrave Macmillan

Glennerster, Howard and Piachaud, David (2004) *One Hundred Years of Poverty & Policy*. York : Joseph Rowntree Foundation

Thane, Pat. (1996) *The Foundations of the Welfare State* (2nd ed.)
Harlow ; New York : Longman
361.650941

Timmins, Nicholas (1996) *The Five Giants*. London: Fontana 361.650941

Preparation for Week 4:

1. Read: Haralambos, Michael, Holborn, Martin and Robin Heald (2007) *Sociology: themes and perspectives* (7th edition). Collins: London – Chapter 4 Poverty Social Exclusion and the welfare state pp226-247
2. Read a discussion on 'The deserving or undeserving poor?'
<http://www.bbc.co.uk/news/magazine-11778284>
3. Callan, Samantha (2011) *Centre for Social Justice Response to Child Poverty and Improving Life Chances – Consulting on a New Approach*. London: Centre for Social Justice
http://www.centreforsocialjustice.org.uk/UserStorage/pdf/Pdf%20reports/2011182_CSJresponse_childpovertyconsultation.pdf

Week 4 Wednesday, 21th October 2015

Lecture: Changing Concepts of Poverty:
From Poverty (relative and absolute) to Social Exclusion (adding a third concept) (AR)

Workshop: The deserving and undeserving poor and the use of percentages and statistical data to support claims

Activity 1: Listen to BBC Radio 4: Analysis 'The deserving and the undeserving

poor' (first broadcast on Monday 15 Nov 2010) at:
<http://www.bbc.co.uk/programmes/b00vxz5m>

Activity 2: Understanding how to address a social science questions and how to link questions to claims and concepts: i.e. Why is poverty a contested concept? Here students will identify definitions of poverty and argue why poverty is a contested concept. Activity includes a review of statistics on the Child Poverty Action Group Website: <http://www.cpag.org.uk/>

Activity 3: Understanding and interpreting statistical data; calculating percentages: here students will discuss the use of percentages and other data as evidence to support certain claims related to absolute poverty; relative poverty; and social exclusion.

Core reading

Abel-Smith, Brian, Townsend, Peter (1965) *The Poor and the Poorest*, a new analysis of the Ministry of Labour's Family Expenditure Surveys of 1953-54 and 1960. London: Bell 362.5

Gordon D (2006) 'The concept and measurement of poverty' in Pantazis C, Gordon D and Levitas R (eds.) *Poverty and Social Exclusion in Britain: The Millennium Survey*, Bristol: Policy Press
362.50941 POV

Gordon D et.al. (2000) *Poverty and Social Exclusion in Britain*, London: JRF
362.50941 POV

Levitas R (2006) 'The concept and measurement of social exclusion' in Pantazis C, Gordon D and Levitas R (eds.) *Poverty and Social Exclusion in Britain*, Bristol: Policy Press 362.50941 POV

Palmer G, North J, Carr J and Kenway P (2003) *Monitoring Poverty and Social Exclusion 2003*, London: JRF 362.50941 MON

Background Reading

Family Policy Studies Centre (1992) *Understanding poverty: a guide to concepts and measures*, London: FPSC 362.50941 ROL

Glennester H, Hills J, Piachaud D and Webb J (2004) *One Hundred Years of Poverty and Policy*, London: JRF 362.50941 ONE

Jordan, Bill 1996) *A Theory of Poverty and Social Exclusion*. Oxford:Polity [305.569]

Kynaston, David (2007). *Austerity Britain 1945-1951*, London: Bloomsbury

Lister, Ruth (2004) *Poverty* Ch.1, Cambridge, UK ; Malden, MA : Polity

Rose, Michael E. (1986) *The Relief of Poverty, 1834-1914*, Basingstoke : Macmillan (2nd ed.)
362.580942

Townsend Peter, Gordon David (eds.) (2002) *World poverty : new policies to defeat an old enemy*. Bristol : Policy Press

Townsend, Peter, Wedderburn, Dorothy (1965) *The aged in the welfare state : the interim report of a survey of persons aged 65 and over in Britain, 1962 and 1963* (3rd ed.). London : Bell 362.60941

Preparation for Week 5

1. **Attend Special Lecture in Week 5 on Migration**
Speaker and Location TBA
Wednesday 28th October 2015 at 9.30 am
2. Read material provided in order to participate in classroom debate **in Week 7**.

Week 5 Wednesday, 28rd October 2015

Special Migration lecture TODAY

Reading Week: catch up on reading, writing essays, seeing personal tutor and attend special lecture.

Preparation for week 6:

1. Read excerpt from *The Spirit Level* and take notes to demonstrate understanding of how to read the graphs included in the book and on the substantive issues raised. Wilkinson R and Pickett K (2009) *The Spirit Level: Why Equality is Better for Everyone*, London: Penguin Books, pp. xv-xvii and 15-45
2. Finish writing 300 word essays related to **Migration** and bring to class in week 6.

Week 6 Wednesday, 4th November 2015

Lecture: Inequality: meanings, measurement and links to social and political problems (RVD)

Workshop:

Activity One: In small groups consider the following questions:

- What are the consequences of inequality and how does inequality affect us?
- What evidence do Wilkinson and Pickett provide?
- Does it convince you that inequality is the cause of social problems rather than poverty or social exclusion?

Activity Two:

- Review assessment criteria for coursework
- Peer review another students' essay and discuss comments on what is good in relation to the criteria and what needs to be improved.

- Hand in formative essay with student comments.

Core Reading:

MacInnes, Tom, Hannah Aldridge, Sabrina Bushe, Peter Kenway and Adam Tinson (2013) *Monitoring poverty and social exclusion 2014* London: Joseph Rowntree Trust (chapter 1) <file:///C:/Users/rogersa2/Downloads/MPSE-2014-FULL.pdf>

Dorling D (2010) *Injustice: Why social inequality persists*, Bristol: Policy Press 305 DOR

Fulcher J and Acott J (2011) *Sociology*, Oxford: Oxford University Press (pp. 720-732 on Inequality and Social Exclusion)

Hills J et. al. (2010) *An Anatomy of economic inequality in the UK: Report of the National Equality Panel* [electronic resource]

Pantazis C and Gordon D (eds.) (2000) *Tackling Inequalities: Where are we now and what can be done?*, Bristol: Policy Press 305.0941 TAC

Platt L (2011) *Understanding Inequalities: Stratifications & Difference*, Cambridge: Policy Press 305 PLA

Sheldon R (2009) *Political debate about economic inequality*, York: JRF [electronic resource]

Toynbee P and Walker D (2008) *Unjust rewards: exposing greed and in Britain today*, London: Granta 339.20941 TOY

Week 7 Wednesday, 11th November 2015

Lecture: Family: An overview of the family (AR)

Workshop:

Activity One: Preparing for the debate: Migration

- Understanding the issue
- Identify key arguments to support or oppose the issue
- Preparing the debate (arguments and counterarguments)

Activity Two: The Debate

Core Reading:

Centre for Social Justice (2011) Policy Paper: Strengthening the Family and Tackling Family Breakdown Fatherlessness, dysfunction and parental separation/divorce. London: Centre for Social Justice.

<http://www.centreforsocialjustice.org.uk/UserStorage/pdf/Pdf%20reports/Strengthening%20theFamily.pdf>

Chambers, Deborah (2012) *A Sociology of Family Life: Change and Diversity in Intimate Relations*. Newcastle: Polity

Lewis, Jane (1992) *Women in Britain since 1945: women, family, work and the state in the post war years*. Oxford: Blackwell 305.420941LEW

Obelkevich, James and Catterall, Peter (eds) (1994) *Understanding post war British society*. London: Routledge 3096.0941

Pedersen, Susan (1993) *Family, dependence and the origins of the welfare state: Britain and France 1914-1945* ch.6. Cambridge: Cambridge University Press 362.828PED

Rees, Gareth and Lambert, John (1985) *Cities in crisis: the political economy of urban development in post-war Britain*. London: Edward Arnold 307.760941 REE

Preparation for Week 8

Read and take notes:

1. Etzioni, Amitai (2003) *The Parenting Deficit*. London: Demos
2. Morgan, Patricia (1996) *Working Mothers and Their Children in Who needs parents? : The effects of childcare and early education on children in Britain and the USA*. London: Institute of Economic Affairs, Health and Welfare Unit, Coronet Books
3. Murray, Lynne (1995) 'The Politics of Attachment' in *Sounding* Issue 1 autumn pp. 65-76

Before the Seminar: You will need to READ and to Identify key arguments from these contrasting pieces as we will use these in a debate in the seminar. Take notes and isolate key Ideas from each piece and be prepared to:

- discuss the specific arguments put forward by each writer
- discuss the key points the writers use to support their specific arguments
- give examples of the evidence the writers use to substantiate their points
- discuss the conclusions each writer presents

Week 8 Wednesday, 18th November 2015

Lecture: Traditional Family Forms, Parenting and links to child poverty and other outcomes for children (AR)

Workshop: Isolation of key arguments for a debate and constructing an essay

Activity One: Debating Parenting and Work: isolation of key arguments for a debate

Activity Two: Working Mothers and Their Children Exercise: constructing an essay

Core Reading

Chambers, Deborah (2012) *The Sociology of Family Life*. London: Sage

Haralambos, Michael, Holborn, Martin and Robin Heald (2007) *Sociology: themes and perspectives* (7th edition). Collins: London – Chapter 8 Families and Households pp459-480

McCarthy, Jane Ribbens and Edwards, Rosalind (2010) *Key Concepts in Family Studies*. London: Sage

McKie, Linda, and Callan, Samantha (2011) *Understanding Families: A Global Introduction*. London: Sage

Phillipson, Chris (2013) *Aging*. London: Sage

Such, Elizabeth and Walker, Robert (2005) Young Citizens or Policy Objectives? Children in the 'Rights and Responsibilities' debate', *Journal of Social Policy* Vol. 34, No.1 pp39-57

Background Reading

Buckingham, David (2011) *Growing up in Consumer Culture*. London: Sage

Grey, Anne (2005) 'The Changing availability of Grandparents as Carers and its implication for Childcare Policy in the UK.' in *Journal of Social Policy* Vol. 34, No.4 pp557-577

Middleton, Sue (1994) *Family fortunes: pressure on parents and children in the 1990s* London: CPAG 362.820941

Preparation for Week 9

Before the Seminar Read and take notes on:

1. Lewis, Jane (1999) *The 'problem' of lone motherhood in comparative perspective* in Clasen, Jochen (ed.) *Comparative social policy: concepts, theories and methods*. Oxford: Blackwell 361.61
2. Centre for Social Justice (2011) *Policy Paper: Strengthening the Family and Tackling Family Breakdown Fatherlessness, dysfunction and parental separation/divorce*. London: Centre for Social Justice.
3. Gingerbread, *Statistical evidence about lone parents*, [Online] <http://www.gingerbread.org.uk/content.aspx?CategoryID=365>

Week 9 Wednesday, 25th November 2015

Lecture: The Post Modern Family: Multiple Family Forms (AR)

Workshop:

Activity One: Note Taking and Isolation of Key Ideas

Based on your reading of Lewis, Jane (1999) *The 'problem' of lone motherhood in comparative perspective* in Clasen, Jochen (ed.) *Comparative social policy: concepts, theories and methods*. Oxford: Blackwell 361.61

- Identify and discuss the cultural, social, political and economic variables that shape debates about the 'problem' of lone mothers in the USA, Britain and Continental Europe.
- How does the cultural, social political and economic context influence the construction of lone mothers as a 'problem'?

Activity Two: Statistical Evidence to support claims

Based on your review of statistical evidence outlined in Gingerbread, Statistical evidence about lone parents, [Online] <http://www.gingerbread.org.uk/content.aspx?CategoryID=365>
Write a range of statements about single parent households that support USA, British and/or Continental European perspectives outlined in Lewis (1999).

Activity Three: Note Taking and Isolation of Key Ideas

Based on your reading of Centre for Social Justice (2011) Policy Paper: Strengthening the Family and Tackling Family Breakdown Fatherlessness, dysfunction and parental separation/divorce. London: Centre for Social Justice.

- Are there features of the welfare state that are viewed as a problem for families i.e. Coalition Government Reforms

Activity Four: Employability Checklist

- We will identify components of the module that enhances and strengthens your employability to develop your ability to articulate the skills and knowledge you gain from this module and your course in general to future employers

Core Reading

Haralambos, Michael, Holborn, Martin and Robin Heald (2007) *Sociology: themes and perspectives* (7th edition). Collins: London – Chapter 8 Families and Households pp480-512

Harris, Chris, Nickie Charles and Charlotte Davies (2006) Social Change and the Family in *Sociological Review Online* Volume 11, Issue 2
<http://www.socresonline.org.uk/11/2/harris.html>

Daly, Mary and Rake, Katherine (2003) *Gender and the welfare state: care, work and welfare in Europe and the USA* Cambridge: Blackwell Publishing 361.65

Weeks, J. (2007) *The World we Have Won*. New York: Routledge

Background Reading

Allan, Graham and Crow, Graham (2001) *Families, Households and Society*. Basingstoke: Palgrave Publishing

Beam, Joseph (ed.)(1986) *In The Life: A Black Gay Anthology*. Boston: Alyson Publications

Bradshaw, Jonathan and Hatland, Aksel (2006) *Social Policy, Employment and Family Change in Comparative Perspective*. Cheltenham: Edward Elgar Publishing

Dey, Ian (2006) 'Wearing out the work ethic: population aging, fertility and work-life balance.' in *Journal of Social Policy* Vol. 35, No. 4 pp671-688

Hooks, Bell (1984) *Feminist Theory: from margins to center*. Boston: South End Press

Kiernan, Kathleen (1998) Who are the divorced and who divorces? CASEbrief 6 June
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Kiernan, Kathleen (2003) Cohabitation and divorce across nations and generations
CASEpaper 65,
<http://sticerd.lse.ac.uk/dps/case/cp/CASEpaper65.pdf>

Lewis, C (2000) *A man's place in the home: fathers and families in the UK*. Joseph Rowntree Foundation 440
<http://www.jrf.org.uk/knowledge/findings/foundations/440.asp>

Morgan, Patricia (1995) *Farewell to the Family?* London: The IEA Health and Welfare Unit

Short, Elizabeth Damien W. Riggs, Amaryll Perlesz, Rhonda Brown, and Graeme Kane: *Lesbian, Gay, Bisexual and Transgender (LGBT) Parented Families – A Literature Review prepared for The Australian Psychological Society* (PDF).
<https://www.psychology.org.au/Assets/Files/LGBT-Families-Lit-Review.pdf>

Weeks, J et al (2001) *Same sex intimacies: families of choice and other life experiments*. London: Routledge 306.848

Preparation for Week 10

1. Read: Kegley C W and Wittkopf E R (2004) *World Politics: Trend and Transformation* 3rd ed., Thomson Wadsworth, Ch 11 ;The New Face of Twenty-first Century Armed Conflict'

You will need to take notes on:

1. What do we mean by human conflict.
2. Is human conflict a significant social and political problem?
3. What is the evidence that human conflict is a problem?
4. What are the explanations for human conflict?

2. Read: Acharya A (2005) 'Human security', in Baylis J, Smith S and Owens P (eds.) *The Globalization of World Politics*, Oxford: Oxford University Press

You will need to take notes on:

1. What do we mean by human security?
2. Is human security a significant social and political problem?
3. What is the evidence that human security is a problem?
4. Should we be thinking about human conflict or human security?

Week 10 Wednesday, 2nd December 2015

Lecture: Human Conflict and Human Security as Social and Political Problems (RVD)

Workshop:

Activity One:

- What do we mean by human conflict and human security?
- Is human conflict a significant social and political problem?
- What is the evidence that human conflict is a problem?
- What are the explanations for human conflict?
- Is human security an alternative perspective?

Activity Two: Unpacking essay questions

Core Reading

Acharya A (2005) 'Human security', in Baylis J, Smith S and Owens P (eds.) *The Globalization of World Politics*, Oxford: Oxford University Press

Alexander C (2000) *The Asian Gang: Ethnicity, Identity and Masculinity*, Oxford: Berg 305.2350899

Alexander C (2008) *(Re)hinking 'Gangs'*, London: Runnymede Trust

<http://www.runnymedetrust.org/uploads/publications/pdfs/RethinkingGangs-2008.pdf>

Alexander C (2011) 'What's wrong with 'the gang'?', *Sociology Review* v. 20 n. 4 pp. 13-16

Bennet T and Holloway K (2004) 'Gang Membership, Drugs and Crime in the UK', *British Journal of Criminology*, v. 44 n. 3, pp. 305-323

Bouchard M and Spindler A (2010) 'Groups, gangs, and delinquency: Does organization matter?', *Journal of Criminal Justice*, 38, pp. 921-933

Channel 4 (1991) *A century of childhood: Gangs* [DVD] Audio-visual 305.23

Gangs Working Group (2009) *Dying to Belong: An In-depth Review of Street Gangs in Britain*,

Goldson B (ed. (2011) *Youth in Crisis? 'gangs', territoriality and violence*,

Abingdon: Routledge 364.36 YOU

H M Government (2012) *Ending Gang and Youth Violence: A Cross-Government Report including further evidence and good practice case studies*, London: Centre for Social Justice

Hallsworth S and Young T (2008) 'Gang Talk and Gang Talkers: A Critique', *Crime, Media and Culture*, v. 4 pp. 175-95

Heale J (2008) *One blood: inside Britain's new street gangs*, London:

Simon & Schuster 364.360941 HEA

Joseph I and Gunter A (2012) *Gangs Revisited: What's a gang and what has race got to do with it?*, London: Runnymede Trust

Kegley C W and Wittkopf E R (2009) *World Politics: Trend and Transformation* (9th ed.), Belmont CA: Thomson Wadsworth, (see Ch 11, The New Face of Twenty-first

Century Armed Conflict') 327KEG

Medina J, Aldridge J and Ralphs R (undated), Youth gangs in the UK: context, evolution and violence (see BB)

Muncie J (2009) *Youth & Crime*, (3rd ed.) London: Sage (especially chapter 2 and ch. 6.1) 364.36 MUN

Smithson H, Ralphs R and Williams P (2012) 'Used and Abused: The Problematic Usage of Gang Terminology in the United Kingdom and its Implications for Ethnic Minority Youth', *British Journal of Criminology*, first published online September 28, 2012 doi:10.1093/bjc/azs046

Wood R (2010) 'UK: the reality behind the 'knife crime'', *Race & Class*, v. 52, pp. 97-103

Preparation for week 11

1. Read chapter 10 'Violence: gaining respect' in Wilkinson R and Pickett K (2009) *The Spirit Level: Why Equality is Better for Everyone*, London: Penguin Books
 - What is the evidence that Wilkinson and Pickett use to show a link between violence and an unequal society.
 - What do you think of their interpretation of the evidence – that is what causes some people to be violent? Can you think of any other (competing) explanations?

2. Read Claire Alexander's article 'What's wrong with 'the gang'?' from *Sociology Review* v. 20 n. 4 pp. 13-16, April 2011
 - What are the different views about what is meant by gangs and about their existence in Britain.
 - Are gangs a social problem?

Week 11 Wednesday, 9th December 2015

Lecture: Human Conflict, Human Security (Peace-building) and Women (RVD)

Workshop:

Activity One: Is youth violence a social and political problem or is it the outcome of other social problems? What are the concepts, claims, evidence and theory that might help us understand this issue.

Activity Two: Developing essay writing: understanding linking words and paragraphs

Core reading

Chinkin C and Charlesworth H (2006) 'Building Women into Peace: the international legal framework', *Third World Quarterly*, Vol. 27, No. 5, pp 937 – 957
<http://www.ceipaz.org/images/contenido/peacebuilding2.pdf> (accessed 20.8.2014)

Gayflor V K (2009) The Liberian National Action Plan for the Implementation of United Nations Resolution 1325
http://www.peacewomen.org/assets/file/NationalActionPlans/liberia_nationalactionplan_march2009.pdf (accessed 20.8.2014)

Global Network of Women Peacebuilders (2011) *Security Council Resolution 1325: Civil Society Monitoring Report 2011: Liberia*

Hvistendahl M (2012) 'Gender and Violence', *Science*, v. 336 pp 839-840

King M E (2005) 'What difference does it make? Gender as a Tool in Building Peace' in Dina

Koolt. F.J (2007) *Women and peace-building: Social research council*, pp.2-13
https://www.un.org/en/peacebuilding/pdf/doc_wgll/wgll_backgroundpaper_29_01_08.pdf
 f [Accessed 17th December 2012].

Mama A and Okazawa-Rey M (eds) (2008) Feminist Africa 10 Militarism, Conflict and Women's Activism, Issue 10: August 2008 (especially chapter by Yaliwe Clark,

'Security Sector Reform in Africa: A Lost Opportunity to Deconstruct Militarised Masculinities?')

McKay S (2004) 'Women, Human Security, and Peace-building: A Feminist Analysis', <http://home.hiroshima-u.ac.jp/heiwa/Pub/E19/Chap7.pdf> (accessed 20.8.2014)

Parliamentary hearing at the UN, (2008) *Sexual violence against women and children in armed conflict*. <http://www.ipu.org/splz-e/unga08/s2.pdf> (accessed 20.8.2014)

Peacebuilding initiative (human rights and peacebuilding) <http://www.peacebuildinginitiative.org/index9013.html?pagelD=1848> (accessed 20.8.2014)

Rehn E and Johnson Sirleaf E (2003) *Women, War, Peace: The Independent Expert's Assessment on the Impact of Armed Conflict on Women and Women's Role in Peace-Building: Vol 1 (Progress of the World's Women 2002)*

Rodríguez D and Natukunda-Togboa E (eds.) *Gender and Peace Building in Africa*, Ciudad Colón, Costa Rica: University of Peace

United Nations Economic Commission for Africa and African Centre for Gender and Social Development (2008) *Violence Against Women In Africa: A Situational Analysis* <http://www1.uneca.org/Portals/awro/Publications/21VAW%20in%20Africa-A%20situational%20analysis.pdf> (accessed 20.8.2014)

United Nations International Research and Training Institute for the Advancement of Women (2009) *Women, Peace and Security in Liberia: Supporting the Implementation of Resolution 1325 in Liberia* http://www.ceipaz.org/images/contenido/Background_paper_1325_Liberia_np.pdf (accessed 20.8.2014)

United Nations (2010) *women's participation in peace-building: Report of the secretary-general* http://www.un.org/ga/search/view_doc.asp?symbol=A/65/354 (accessed 20.8.2014)

Preparation for week 12

1. Read contextual material on the civil war in Liberia from the following on-line sources:
Liberia DataPeacebuilding.org Read section on 'About Liberia' which provides its history and information about its civil wars, their impact and the transition. <http://www.peacebuildingdata.org/liberia/about-liberia-project/objectives>
If you want to read about the UN mission to Liberia and their role in peacebuilding follow the following link: <http://www.un.org/en/peacekeeping/missions/unmil/background.shtml>
2. Read excerpt (chapters 12 and 13) from Leymah Gbowee's memoir *Mighty Be Our Powers: How Sisterhood, Prayer and Sex Changed a Nation at War*.
 - What did you learn from Leymah Gbowee's personal account of the Women's Peace building Network in Liberia?

- Use this reading to identify what women offer to conflict resolution and why it is important that they are involved.
- What strategies did WIPNET use to build peace and tackle human conflict.
- How could you use this personal account in an essay?

Week 12 Wednesday, 14th December 2015

Lecture: Overview of the Unit (RVD)

Workshop

Activity One: What social problems have women identified which result from human conflict? Why do women feel they have to be part of the conflict resolution process? (Do men create social or political problems when conflict resolution is left to them?) How have women contributed to the peace-building process?

Activity Two: Writing a good essay

- Stages in essay preparation and writing
- Reviewing an example of a good essay.

9. STUDENT EVALUATION

Response to Student Evaluation: Based on the evaluation received in January 2015, we have made number of adjustments to improve the student experience. Firstly we have clear office hours where we are available to see students about issues arising from this module. Secondly we modified the assessment feedback sheet to provide more specific information related to both areas of needed improvement and areas in which students have demonstrated a good range of skills and ability. We did this in order to improve useful feedback. Students do receive feedback within 20 working days but the student evaluation was conducted before the deadline for the second piece of coursework. This resulted in a lower score in the area of timely feedback. Thirdly we will better identify the ways in which this module will enhance your employability. This is most evident in the Employability Checklist which will be provided to students during one of the workshops.

10. LEARNING RESOURCES

10.1 Useful Web Sites:

Centre for the Analysis of Exclusion [LSE]: <http://stcerd.lse.ac.uk/case>

Charles Booth online archive: <http://booth.lse.ac.uk>

Child Poverty Action Group: www.cpag.org.uk

The Fawcett Society [campaign for equality between women & men]: www.fawcettsociety.org.uk

Office of National Statistics-www.statistics.gov.uk

Joseph Rowntree Foundation: www.jrf.org.uk

Social Exclusion Unit-www.socialexclusion.gov.uk

Statistics on poverty and social exclusion-www.poverty.org.uk

Sure Start programme: www.surestart.gov.uk/

Sure Start-Research and Evaluation: www.shef.ac.uk/surestart/

National evaluation of Sure Start: www.ness.bbk.ac.uk/

Oxfam: www.oxfam.org.uk

Women's Budget Group: www.wbg.org.uk
Women's Library: www.thewomenslibrary.ac.uk
World Bank: www.worldbank.org/poverty

11. SOME TIPS FOR SUCCESS

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