

SOCIM 0015 Contemporary Identities and Inequalities

Teaching Block: 1

Weeks: 1-12

Unit Owner:	Dr. Junko Yamashita (Co-taught by Dr. D-M Withers)	Level:	M/7
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Email:	J.Yamashita@bristol.ac.uk	Prerequisites:	None
Office:	2.06, 11 Priory Road	Curriculum area:	N/A
Unit owner office hours:	Please see SPAIS MSc Blackboard for details (Please note, there are no regular office hours during Reading Week) note, there are no regular office hours during Reading Week)		

Timetabled classes:

You are also expected to attend **ONE** seminar each week. Your online personal timetable will inform you to which group you have been allocated. Seminar groups are fixed: you are not allowed to change seminar groups without permission from the office.

Weeks 6, 12, 18 and 24 are Reading Weeks; there is NO regular teaching in these weeks.

In addition to timetabled sessions there is a requirement for private study, reading, revision and assessments. Reading the required readings in advance of each seminar is the *minimum* expectation. The University Guidelines state that one credit point is broadly equivalent to 10 hours of total student input.

Learning Outcomes

On successful completion of the unit, students will be able to:

1. Demonstrate understanding of key concepts for understanding social identities and inequalities
2. Critically examine, contemporary sociological research on contemporary social identities and inequalities
3. Critically compare a range of social contexts in which inequalities and identities manifest themselves
4. Present a coherent written argument that evaluates the significance of social identities and inequalities for sociological analysis

Requirements for passing the unit:

- Satisfactory attendance at seminars
- Completion of all formative work to an acceptable standard
- Attainment of a composite mark of all summative work to a passing standard (50 or above)

Details of coursework and deadlines

Assessment:	Word count:	Weighting:	Deadline:	Day:	Week:
Formative - essay	1,500 words	0%	9.30am 27 th October 2017	Friday	5
Summative - essay	4,000 words	100%	9.30am 11 th January 2018	Thursday	Assessment Week 1

- Summative essay questions will be made available on the SPAIS MSc Admin Blackboard site.
- Instructions for the submission of coursework will be emailed prior to the submission deadline.
- Assessment in the school is subject to strict penalties regarding late submission, plagiarism and maximum word count. See Appendix.
- Marking criteria can be found in the Appendix.

Unit Description

This unit will introduce students to general sociological frameworks for thinking about the nature of social identity and inequalities, in both a UK and international context. It will cover central theoretical approaches for conceptualising social inequalities (such as class, ethnicity, and gender), and the relationships between them, as well as considering how social stratification contributes to the formation of recognisable social identities. In order to explore how various inequalities manifest themselves, change and interrelate in different societal contexts, specific empirical topics will be addressed (for example: employment, social exclusion, health, education).

Unit Aims

1. To introduce students to key theoretical frameworks for understanding social inequalities and identities
2. To demonstrate the significance of social inequalities and identities as central features of contemporary society
3. To examine contemporary sociological research on inequality and social identity
4. To introduce students to a range of social contexts in which inequalities manifest themselves

Seminar Preparation

Lists of readings are given under each week including essential readings. It is expected that, as a minimum, you will have read the set essential readings in advance of the seminar each week and prepared brief notes.

The essential readings will be available through Online Reading list and pdfs on the blackboard website. You will be expected to answer questions about the set reading each week, engage in small group discussions or undertake workshop style tasks in seminars. Therefore, you should come prepared to present some critical thoughts concerning each seminar reading. You will need to have briefly summarised the main features of the content ahead of the seminar in order to engage in discussions with the tutor and other students.

The further reading section offers suggestions for supplementary reading and should be used in preparation for essays or exams. To help you with this, I would recommend that in addition to the required essential readings, you read at least one from the further reading list each week to give you a head start on your essay preparation and a better understanding of each of the topics as we proceed through the module. If you have trouble finding the texts, use your initiative – do a keyword search in the library to find alternatives, or look for electronic journal articles.

Details of seminar tasks, coursework and deadlines

Presentations: Students are required to do a five to ten-minute presentations during the term. Each week, 2 students will open and lead the seminar discussion by sharing thoughts on each seminar readings. Students must present a critical analysis of the week's essential readings and some of the further reading. You are also expected to propose a couple of questions for the seminar discussion. Students will sign up for presentation slots in week 1.

Formative assignment: Due by 9.30 am on Friday 27th October 2017 (week 5)

Students have an opportunity to complete a formative essay of 1,500 words (the bibliography is not included in the word count) and receive feedback.

Formative essay question

- To what extent is the concept of 'social exclusion' a useful way of understanding social inequality?

Feedback on formative assessments will be provided offering constructive criticism. Please ensure you pick up this feedback as it is designed for you to develop your skills, knowledge and understanding in preparation for the summative assessment.

Summative assessment: The unit is formally examined by an assessed essay of 3,000 words. **Due by 9:30 am on Thursday 11th January 2018.**

Unit structure

Week 1	Introduction
Week 2	Class, Poverty, Social Exclusion
Week 3	Gender and labour: mind the pay gap
Week 4	Ethnicity and employment: unequal outcomes?
Week 5	Higher Education and Social stratification
Week 6	Reading week – no teaching
Week 7	Religious identities and inequalities
Week 8	Sexualities and Intimacies
Week 9	Social Exclusion, Ethnicity and Gender beyond U.K
Week 10	Intersecting inequalities
Week 11	Emerging inequalities
Week 12	Reading week – No teaching

Transferable skills

The unit will help you to develop most of the following transferable skills:

- writing clearly and concisely
- working in small groups
- collecting, organizing, and presenting material orally
- responding to and critiquing the oral presentations of others
- organising your own time without direct supervision
- locating and assessing complex information
- interpreting complex information
- communicating complex information both in writing and orally

Development and feedback

You will receive feedback on aspects of your work with a view to assisting you in developing your abilities in both academic and transferable skills. The feedback on your essays will be returned to you via the Graduate Studies Coordinator. I am also happy to provide additional individual feedback on request.

Further Reading

The syllabus also contains recommended further reading. You are required both to read some entries from this list each week to supplement the required common reading. You can also use these lists as a place to find additional reading for your essay. These selections have been chosen to give you a range of work relevant to the topic of that week. They are clearly not exhaustive lists. Entries are arranged alphabetically, not in order of importance. Although some of these materials are not in the University of Bristol library, they have been included because they are representative of an important line of argument.

Seminar Schedule

Week 1 Introduction

In this first session, we will consider the nature and extent of inequalities in contemporary Britain and beyond. The key concepts such as gender, ethnicity, class, social exclusion, religious identities are introduced. We will then discuss the organisation of the seminars.

Essential Readings

Excerpt from the summary report *How Fair is Britain?* (2010) Equality and Human Rights Commission (London: ECHR).

Full text available at:

http://www.equalityhumanrights.com/uploaded_files/triennial_review/tr_execsumm.pdf

Please read some of the case studies which illustrate challenges of the review.

<https://www.equalityhumanrights.com/en/how-fair-britain/how-fair-britain-case-studies>

In addition, please watch the talk by Prof. Richard Wilkinson on 'How economic inequality harms societies'

https://www.ted.com/talks/richard_wilkinson?language=en#

Further Reading

Dorling, D. (2011) 'Inequality: the antecedent and outcome of injustice' in *Injustice: Why social inequality persists*, Bristol: Policy Press, pp.15-28.

Equalities Review (2007) *Walking in my shoes: personal experiences of inequality in Britain* (West Yorkshire: CLG Publications) available at

<http://webarchive.nationalarchives.gov.uk/20100807034701/http://archive.cabinetoffice.gov.uk/equalitiesreview/>

upload/assets/www.theequalitiesreview.org.uk/equalities_review_walking_in_my_shoes.pdf

See also the Joseph Rowntree Foundation site on Poverty in the UK (<http://www.poverty.org.uk/index.htm>) and Poverty and Social Exclusion Survey (<http://poverty.ac.uk/>) websites for further reports and information

Next Seminar task

For the next seminar, complete the surveys available at <http://poverty.ac.uk/take-part/surveys> which were used to develop the measure of relative poverty used in the recent Poverty and Social Exclusion Survey (2014).

Week 2: Class, Poverty, and Social Exclusion

In this session, we begin by exploring contemporary debates on poverty and inequality. Then we will examine whether the concept of social exclusion is a useful approach of understanding poverty and classed disadvantages. Key questions are: what is meant by the concept of 'social exclusion', what are strengths and weaknesses of this concept? We will also consider how useful is this concept for international comparative research on inequalities.

Essential readings

MacDonald, R., Shildrick, T., Webster C., and Simpson, D., (2005) 'Growing Up in Poor Neighbourhoods: The Significance of Class and Place in the Extended Transitions of 'Socially Excluded' Young Adults', *Sociology*, 39, 5: 873–891

Levitas R., (2005) 'Three Discourses of Social Exclusion' in *The Inclusive Society? Social Exclusion and New Labour*, Basingstoke: Palgrave Macmillan, pp. 7-28.

Further reading and source materials

- Atkinson, W. (2007) 'Beck, individualization and the death of class: a critique', *British Journal of Sociology*, 58(3), 349-366.
- Atkinson, W. (2007) 'Anthony Giddens as adversary of class analysis', *Sociology*, 41, 533-549.
- Atkinson, W. (2010) *Class, Individualization and Late Modernity: In Search of the Reflexive Worker*. Basingstoke: Palgrave Macmillan.
- Benn, M. (2000) 'New Labour and Social Exclusion', *Political Quarterly*, 71 (3): 309-318.
- Bourdieu, P. (1984) *Distinction*. London: Routledge
- Brewer M., Browne, J., Joyce, R. (2011) Child and working-age poverty from 2010-2020 Institute for Fiscal Studies: London, available at: <http://www.ifs.org.uk/comms/comm121.pdf>
- Crompton, R.(1998) *Class and Stratification*, Oxford: Blackwell.
- Hills, J., Le Grand, J., and Piachaud, D. (eds) (2002) *Understanding Social Exclusion*, Oxford: OUP.
- Levitas, R. (1998) *The Inclusive Society? Social Exclusion and New Labour*, Basingstoke: Macmillan.
- Joseph Rowntree Foundation (2016) *Monitoring Poverty and Social Exclusion 2016 Full Report* : file:///C:/Users/ptxjy/Chrome%20Local%20Downloads/2016_mpse_uk_2016_final_report.pdf
- Joseph Rowntree Foundation (2016) *Monitoring Poverty and Social Exclusion 2009*, Summary Report December 2009: <http://www.poverty.org.uk/reports/mpse%202009%20findings.pdf>
- Lansley, S. and Mack, J. (2015) *Breadline Britain - the rise of mass poverty*, London, Oneworld
- Lund, B. (2002) *Understanding State Welfare: Social Justice or Social Exclusion*, London: Sage.
- Nayak, A. (2006) 'Displaced masculinities: Chavs, youth and class in the post-industrial city', *Sociology*, 40(5), 813-831.
- Platt, L. (2006) 'Poverty' in Payne, G. (ed) *Social Divisions*, Basingstoke: Palgrave Macmillan, pp.275-304.
- Savage, M. (2000) *Class Analysis and Social Transformation*, Buckingham: Open University Press.
- Savage, M. (2002) 'Social Exclusion and Class Analysis', in Braham, P. and L. Jones (eds), *Social Differences and Divisions*, London: Blackwell.
- Scott, J. (2006) 'Class and Stratification' in Payne, G. (ed) *Social Divisions*, Basingstoke: Palgrave Macmillan, pp. 25-64.
- Smith, D. (2007) 'Review Essay: Social Exclusion, the Third Way and the Reserve Army of Labour', *Sociology*, 41 (2): 365-72.
- Tim, B. and Watt, P. (2007) 'Poverty, Social Exclusion and the Welfare State' in *Understanding Social Inequality*, London: Sage, pp.100-34.
- Townsend, P. (1979) *Poverty in the United Kingdom*, London, Allen Lane and Penguin Boo
- Wakeling, P. (2008) 'Social Inequality, Class, and the Classics', *Sociology*, 42(4): 760-66.
- Wilkinson, R., and Pickett, K. (2010) *The Spirit Level: Why More Equal Societies Almost Always Do Better*, London: Penguin.
- Wills, P. (1977) *Learning to labour: how working class kids get working class jobs*, Franborough: Saxon House.

See also

- The Joseph Rowntree Foundation site for further reports and information: <https://www.jrf.org.uk/>
- Poverty and Social Exclusion Survey (2014) <http://www.poverty.ac.uk/>, especially for key findings, reports, working papers and international comparison

Next seminar task

- Search a news source of your choice for articles on women in the workplace or men's involvement with caring and bring it with you to the seminar.
- Be prepared to discuss this article with the group and what it might say about why women's pay lags behind that of men, or why men's involvement with care is a significant topic and what approach might address this.

Week 3: Gender and Labour: Mind the (pay) gap

In this session, we examine the extent and nature of different involvement with paid and unpaid labour between men and women. We will evaluate explanations that have been offered why these exist and endure – despite the introduction of gender equal policy such as equal pay legislation.

Essential readings

- Browne, J. (2004) 'Resolving Gender Pay Inequality? Rationales, Enforcement and Policy' in *Journal of Social Policy*, 33 (4): 553–571
- Kershaw, P. (2006) 'Carefair: Choice, duty, and the, distribution of care', *Social Politics*, 13:341-371.
- Triventi, M. (2013) 'The gender wage gap and its institutional context: a comparative analysis of European graduates', *Work, Employment and Society* 27(4): 563-80.

Further reading and source materials

- Adams, L., Gore, K., and Shury, J (2010) Gender pay gap reporting survey 2009, Research report 55, London: Equality and Human Rights Commission, available at: www.equalityhumanrights.com/advice-and-guidance/information-for-employers/gender-pay-reporting/pay-gaps-research/
- Allen, K., (2010) 'Equal pay for women not likely till 2067, says research' in The Guardian (Thursday 19th August 2010), available at: www.guardian.co.uk/uk/2010/aug/19/equal-pay-women-2057
- Anderson, T., Forth, J., Metcalf, H. and Kirby, S. (2001) The Gender Pay Gap: Final Report to the Women and Equality Unit, London: The Cabinet Office.
- Booth, A. L., Francesconi, M. and Frank, J. (2003) 'A Sticky Floors Model of Promotion, Pay and Gender', *European Economic Review*, 47(2): 99-126.
- Browne, J. (2004) 'Resolving Gender Pay Inequality? Rationales, Enforcement and Policy' in *Journal of Social Policy*, 33 (4): 553–571
- Brynin, M. (2017) The gender pay gap, Research report 109, London: Equality and Human Rights Commission, available at <https://www.equalityhumanrights.com/sites/default/files/research-report-109-the-gender-pay-gap.pdf>
- Connolly, S. and Gregory, M. (2007) 'Women and Work since 1970' in N. Crafts, I. Gazeley and A. Newell (eds) *Work and Pay in 20th Century Britain*, Oxford: Oxford University Press, pp. 142-77.
- Crompton, R., and Lyonette, C. (2008) 'Who does the housework? The division of labour within the home', in A. Park, J. Curtice, K. Thomson, M. Phillips and M. Johnson (eds.) *British Social Attitudes: the 24th Report*, London: Sage, pp.53-80.
- Crompton, R. (2006) *Employment and the family: the reconfiguration of work and family life in contemporary societies*, Cambridge: Cambridge University Press.
- Crompton, R., and Lyonette, C. (2005) 'The new gender essentialism – domestic and family 'choices' and their relation to attitudes', *Sociology*, 56 (4): 601-24.
- The Fawcett Society (2012) The Impact of Austerity on Women London: Fawcett Society, available at: <http://www.fawcettsociety.org.uk/wp-content/uploads/2013/02/The-Impact-of-Austerity-on-Women-19th-March-2012.pdf>
- The Fawcett Society (2013) Equal Pay Where Next? A report of the discussions and conclusions from the 2010 Equal Pay conference, marking the 40th anniversary of the Equal Pay Act A Fawcett Society Think Piece for the Gender Equality Forum, November 2009 London: Fawcett

- Society, available at: <http://www.fawcettsociety.org.uk/wp-content/uploads/2013/03/Equal-Pay-Where-Next.pdf>
- Hultin, M., and Szulkin, R., (2003) 'Mechanisms of Inequality. Unequal Access to Organizational Power and the Gender Wage Gap', *European Sociological Review* 19 (2): 143-59.
- Huppatz, K. (2009) 'Reworking Bourdieu's 'Capital': Feminine and Female Capitals in the Field of Paid Caring Work', *Sociology*, 43 (1): 45-66.
- Kalev, A. (2009) 'Cracking the Glass Cages? Restructuring and Ascriptive Inequality at Work', *American Journal of Sociology*, 114(6): 1591-1643.
- Longhi, S. and Platt, L. (2008) Pay Gaps Across Equality Areas. Equality and Human Rights Commission Research Report No. 9. Manchester: EHRC, available at: www.equalityhumanrights.com/uploaded_files/pay_gaps_across_equalities_areas.pdf
- Maume, D. J. (1999) Glass ceilings and glass escalators - Occupational segregation and race and sex differences in managerial promotions. *Work and Occupations*, 26, 483-509.
- Maume, D. J. (2004) Is the glass ceiling a unique form of inequality? *Work and Occupations*, 31(2): 250-274.
- Mandel, H. & Shalev, M. (2009) How Welfare States Shape the Gender Pay Gap: A Theoretical and Comparative Analysis. *Social Forces*, 87(4), 1873-1911.
- Metcalfe, H. (2009) 'Gender' in Pay gaps across the equality strands: a review (London: Equality and Human Rights Commission), available at: www.equalityhumanrights.com/uploaded_files/research/14_pay_gaps_across_equalities_review.pdf
- Purcell, K., Elias, P. and Wilton, N. (2006) 'Looking through the glass ceiling: a detailed investigation of the factors that contribute to gendered career inequalities.' Available at: <http://www2.warwick.ac.uk/fac/soc/ier/research/completed/ltgc/esfreportfinal.pdf>
- 12
- Rubery, J., & A. Rafferty (2013) Women and Recession Revisited. *Work Employment and Society* 27: 379-395.
- Saner, Emine (2010) 'Why Women Won't Ask for a Pay Rise' in *The Guardian* (Friday 27th August 2010), available at: www.guardian.co.uk/lifeandstyle/2010/aug/27/women-wont-ask-pay-rises
- Triventi, M. (2013) 'The gender wage gap and its institutional context: a comparative analysis of European graduates', *Work, Employment and Society* 27(4): 563-80.
- Walby, S., and Olsen, W. (2003) The UK Gender Wage Gap and Gendered Work Histories, Paper presented to the British Household Survey Panel, Institute for Social and Economic Research, University of Essex, July 2003, available at: www.iser.essex.ac.uk/files/conferences/bhps/2003/docs/pdf/papers/olsen.pdf

Paid work/ unpaid work, Work life balance

- Blofield, M. and Martínez Franzoni, J. (2015) Maternalism, Co-responsibility, and Social Equity: A Typology of Work-Family Policies. *Social Politics*, 22(1), pp. 38-59.
- Cass, B (1994) Citizenship, Work and Welfare: The Dilemma of Australian Women, *Social Politics*, 1(1), 106-124.
- Fraser, N. (1994) After the Family Wage: Gender Equity and the Welfare State. *Political Theory*, 22(4), pp. 591-618.
- Gornick, J. C. and Meyers, M. K. (2008) Creating gender egalitarian societies: An agenda for reform. *Politics & Society*, 36(3), pp. 313-49.
- Haas, L. and Hwang, C. P. (2008) The Impact of Taking Parental Leave on Fathers' Participation In Childcare And Relationships With Children: Lessons from Sweden. *Community, Work & Family*, 11(1), pp. 85-104.
- Lewis, J. (1992) 'Gender and the Development of Welfare Regimes,' *Journal of European Social Policy* 3:159-73.
- Lewis, J. and Giullari, S. (2005) The adult worker model family, gender equality and care: the search for new policy principles and the possibilities and problems of a capabilities approach. *Economy and Society*, 34(1), pp. 76-104.

- Levitas, R. (2013) *Utopia as Method: The Imaginary Reconstitution of Society*, London: Palgrave Macmillan.
- McKay, A. (2007) Why a citizens' basic income? A question of gender equality or gender bias, *Work Employment and Society*, 21(2), pp. 337-348.
- Orloff, A. S. (2009) Gendering the Comparative Analysis of Welfare States: An Unfinished Agenda. *Sociological Theory*, 27, 317-343.

And see:

- Equality and Human Rights Commission research reports on gender inequalities and employment: /
- Gender Equality Network (GeNet) Working Papers: www.genet.ac.uk/workpapers/index.html
- Fawcett Society Reports on Gender and Work: <https://www.fawcettsociety.org.uk/>

Week 4: Ethnicity and employment: Success and Discriminations

In this session we look at complex patterns of ethnic minority success and disadvantage in the labour market, and consider why these vary across ethnic groups and routes into types of occupational sectors. We explore the factors responsible for the 'ethnic penalty' in the labour market, and evaluate strategies for tackling ethnic employment inequalities. We consider rate and types of self-employment and whether self-employment offers a route to economic success.

Essential readings

- Modood, T. & Khattab, N. (2016) 'Explaining Ethnic Differences: Can Ethnic Minority Strategies Reduce the Effects of Ethnic Penalties?', *Sociology*, 50(2): 231-246.
- Virdee, S. (2006) 'Race', employment and social change: A critique of current orthodoxies', *Ethnic and Racial Studies* 29(4): 605-28.

Further reading and source materials

- Barrett, G., Jones T.,B., & McEvoy, D. (2001) 'Socio-economic and policy dimensions of the mixed embeddedness of ethnic minority business in Britain', *Journal of Ethnic and Migration Studies*, 27(2): 241-58.
- Berthoud, R., (2000) 'Ethnic employment penalties in Britain', *Journal of Ethnic and Migration Studies*, 26(3): 389-416.
- Bloch, A. and Solomos, J. (eds.) (2010) *Race and Ethnicity in the 21st Century*, Palgrave Macmillan: Basingstoke
- Brynin, M., & Güveli, A. (2012) 'Understanding the ethnic pay gap in Britain', *Work Employment Society*, 26 (4):574-87.
- Carter, B. & Virdee, S. (2008) 'Racism and the sociological imagination', *British Journal of Sociology*, 59(4): 661-679.
- Catney, G and Sabater, A. (2015) 'Ethnic minority disadvantage in the labour market' Joseph Rowntree Foundation, available at <file:///C:/Users/ptxjy/Chrome%20Local%20Downloads/ethnic-minority-disadvantage-full.pdf>
- Clark, K. and Drinkwater, S. (1998) 'Ethnicity and self-employment in Britain', *Oxford Bulletin of Economics and Statistics*, 60(3): 383-407.
- Clark, K. and Drinkwater, S. (2007) *Ethnic Minorities and the Labour Market*, Joseph Rowntree Foundation, available at: <http://www.jrf.org.uk/sites/files/jrf/1986-ethnic-minorities-employment.pdf>
- Fenton, S. (2010) *Ethnicity*, Polity Press: Bristol.
- Jones, T., and Monder, R. (2003) 'South Asian businesses in retreat? The case of the UK', *Journal of Ethnic and Migration Studies*, 29 (3):485-500.
- Khattab, N. & Fox, J. (2016) 'East-European immigrants responding to the recession in Britain: is there a trade-off between unemployment and over-qualification'? *Journal of Ethnic and Migration Studies*, 42(11): 1774-1789.

- Khattab, N., Johnston, R., Modood, T. & Sirkeci, I. (2011) Economic activity in the South-Asian population in Britain: the impact of ethnicity, religion, and class. *Ethnic and Racial Studies*, 34(9): 1466-1481.
- Li, Y. and Heath, A. (2008) 'Minority ethnic men in the British labour market (1972-2005)', *International Journal of Sociology and Social Policy*, 28: 231-44.
- Longhi, S. and Brynin, M. (2017) The ethnicity pay gap, Research report 108, London: Equality and Human Rights Commission, available at <https://www.equalityhumanrights.com/sites/default/files/research-report-108-the-ethnicity-pay-gap.pdf>
- Modood, T. et al (eds) (1997) *Ethnic Minorities in Britain: Diversity and Disadvantage*, London: Policy Studies Institute.
- Parker, D. (1995) *Through Different Eyes: The Cultural Identities of Young Chinese People*, Aldershot: Avebury.
- Pilkington, A. (2003) *Racial Disadvantage and Ethnic Diversity*, Basingstoke: Palgrave Macmillan.
- Ram, M., Theodorakopoulos, N. & Jones, T. (2008) Forms of capital, mixed embeddedness and Somali enterprise. *Work Employment and Society*, 22(3): 427-446.
- Ratcliffe, Peter (2004) 'Race', Ethnicity and Labour Market Differentials' in 'Race', Ethnicity and Difference (Maidenhead: Open University Press)
- Solomos, John (2003) *Race and Racism in Britain* (Basingstoke: Macmillan)

And see:

- The Ethnicity Minority Employment Task Force: www.emetaskforce.gov.uk/
- Equality and Human Rights Commission Research Reports on ethnicity and inequalities: www.equalityhumanrights.com/publications/our-research/

Week 5: Higher Education and Social Stratification

In this session we focus on Higher Education as a site of class mobility, considering correlations between class and participation in Higher Education and relate these to theories of class and educational inequalities. We pay particular attention to class cultures as a way of understanding the reproduction of class inequalities within the university sector.

Essential readings

- Reay, D., Crozier, G., and Clayton, J. (2009) 'Strangers in Paradise'? Working-class Students in Elite Universities', *Sociology*, 43(6): 1103-21.
- Evans, S. (2009) 'In a Different Place: Working-class Girls and Higher Education', *Sociology*, 43(2): 340-55.
- Zimdars, A., Sullivan, A., and Heath, A., (2009) Elite Higher Education Admissions in the Arts and Sciences: Is Cultural Capital the Key?' *Sociology*, 43(4): 648-66.

Further readings and source materials

- Archer, L., Hutchings, M., and Ross, A., (2003) *Higher Education and Social Class Issues of Exclusion and Inclusion*, London: Routledge.
- Archer, L., Hollingworth, S., and Halsall, A., (2007) "University's not for Me – I'm a Nike Person': Urban, Working-Class Young People's Negotiations of 'Style', Identity and Educational Engagement', *Sociology*, 41(2): 219- 37.
- Bourdieu, P. (1967) 'Systems of Education and Systems of Thought', *Social Science Information* 14: 338–58.
- Crozier, G., Reay, D., James, D., Jamieson, F., Beedell, P., Hollingworth, S. and Williams, K., (2008), 'White middle class parents, identities, educational choice and the urban comprehensive school: Dilemmas, ambivalence and moral ambiguity', *British Journal of Sociology of Education* 29(3): 261–72.
- Ermisch, J., and Del Bono, E. (2010) Education Mobility in England: The link between the education levels of parents and the educational outcomes of teenagers (A report and discussion

- based on research by John Ermisch and Emilia Del Bono from the Institute for Social and Economic Research at Essex University), The Sutton Trust, April 2010 https://www.suttontrust.com/wp-content/uploads/2010/04/Education_mobility_in_england-1.pdf
- Evans, S. (2009) 'In a Different Place: Working-class Girls and Higher Education', *Sociology*, 43 (2): 340-55.
- Ingram, N. (2011) 'Within School and Beyond the Gate: The Complexities of Being Educationally Successful and Working Class', *Sociology*, 45(2), 287-302.
- Irwin, S. (2009) 'Locating Where the Action Is: Quantitative and Qualitative Lenses on Families, Schooling and Structures of Social Inequality', *Sociology*, 43(6): 1123-40.
- Reay, D., Crozier, G., James, D., Hollingworth, S., Williams, K., Jamieson F., and Beedell, P. (2008) 'Re-invigorating democracy?: White middle class identities and comprehensive schooling', *The Sociological Review*, 56(2): 238-55.
- Reay, D. (1998) 'Rethinking Social Class: Qualitative Perspectives on Gender and Social Class', *Sociology*, 32(2): 259-75.
- Reay, D. (2002) 'Class, authenticity and the transition to higher education for mature students', *The Sociological Review*, 50(3): 396-416.
- Reay, D. (2004) "'It's All Becoming a Habitus": Beyond the Habitual Use of Pierre Bourdieu's Concept of Habitus in Educational Research', *British Journal of Sociology of Education*, 25(4): 431-44.
- Reay, D. (2005) 'Beyond Consciousness? The Psychic Landscape of Social Class', *Sociology*, 39(5): 911-28)
- Sutton Trust (2017) Mobility Manifesto 2017, available at https://www.suttontrust.com/wp-content/uploads/2017/07/Mobility-Manifesto-2017_FINAL.pdf
- Sutton Trust/BIS (2009) Applications, Offers and Admissions to Research Led Universities, A joint report by the Sutton Trust and the Department for Business Innovation, and Skills (2009): <http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/B/BIS-RP-005>
- Sutton Trust, (2009) Attainment gaps between the most deprived and advantaged schools, Research by the London School of Economics looking at the performance of pupils in schools with different levels of deprivation: The Sutton Trust, May 2009 (London: Sutton Trust), available at: <http://eprints.lse.ac.uk/23921/>
- Vincent, C., and Ball, S., J. (2007) "'Making Up' the Middle-Class Child: Families, Activities and Class Dispositions", *Sociology*, 41(6): 1061-77.
- Willis, P. (1977) *Learning to Labour*, Farnborough: Saxon House.

See also

- HESA data on WP and HE:
www.hesa.ac.uk/index.php?option=com_content&task=view&id=1684&Itemid=141
- Sutton Trust
<https://www.suttontrust.com/>

Week 7: Religious identities and inequalities

In this session we consider the changing nature of racism and racial/ethnic inequalities, focusing on arguments that religious minorities are subject to distinctive forms of inequalities and racism. We ask to what extent has religion emerged as a new form of social inequality and why religious identities have come to feature within equalities debates. We evaluate policies of recognition and accommodation of religious difference.

Essential readings

- Khattab, N. and Johnson, J (2015) Ethno-religious identities and persisting penalties in the UK labor market, *the Social Science Journal*, 52(4):490-502.
- McGhee, D. (2008) 'In between allegiance and evilization: the Muslim question post-7/7' and 'Counter-terrorism, community relations, radicalization and 'Muslim grievances'' in *The End of Multiculturalism? Terror, Integration and Human Rights*, Maidenhead: Open University Press, pp.29-49.

Modood, T. (1998) 'Anti-essentialism, multiculturalism and the 'recognition' of religious groups' *Journal of Political Philosophy*, 6(4): 378-399.

Further reading and source materials

- Aldridge, A. (2006) 'Religion' in Payne, G. (ed) *Social Divisions*, Basingstoke: Palgrave Macmillan, pp.133-54.
- Alexander, C. (2004) Imagining the Asian gang: ethnicity, masculinity and youth after 'the riots' *Critical Social Policy* 24(4):526-549
- Alidadi, K. (2017) *Religion, Equality and Employment in Europe The Case for Reasonable Accommodation*, Hart Publishing.
- Anwar, M. (2008) 'Muslims in Western States: The British Experience and the Way Forward', *Ethnic and Racial Studies*, 28(1):125-137.
- Bangstad, S. (2011) 'Norway: terror and Islamophobia in the mirror' 22 August, OpenDemocracy <https://www.opendemocracy.net/sindre-bangstad/norway-terror-and-islamophobia-in-mirror>
- Bond, S., Hollywood, E., and Colgan, F. (2009) Integration in the workplace: emerging employment practice on age, sexual orientation and religion or belief, Equality and Human Rights Commission Research report 36 (London: ECHR), available at: www.equalityhumanrights.com/uploaded_files/research/integration_in_the_workplace.pdf
- Cheung, S. Y. (2014) 'Ethno-religious minorities and labour market integration: generational advancement or decline?', *Ethnic and Racial Studies*, 37(1): 140-160.
- Dwyer, C., Bindi, S., and Gurchathen, S. (2008) "From cricket lover to terror suspect" – challenging representations of young British Muslim men', *Gender, Place and Culture*, 15(2):117-36.
- Equality and Human Rights Commission (2016) *Religion or belief? Is the law working?*, Manchester: Equality and Human Rights Commission. Available at: <https://www.equalityhumanrights.com/sites/default/files/religion-or-belief-report-december-2016.pdf>
- Hussain, Y. and Bagguley, P. (2012) 'Funny Looks: British Pakistanis' experiences after 7 July 2005' *Ethnic and Racial Studies* 36(1):28-46.
- Khattab, N. (2009) 'Ethno-religious Background as a Determinant of Educational and Occupational Attainment in Britain', *Sociology*, 43(2): 304-22.
- Lindley, J. (2002) 'Race or religion? The impact of religion on the employment and earnings of Britain's ethnic communities', *Journal of Ethnic and Migration Studies*, 28(3):427-42.
- McGhee, D., (2005) *Faith-hate in post-9/11 UK' in Intolerant Britain? Hate, citizenship and difference*, Maidenhead: Open University Press.
- McGhee, D. (2008) 'In between allegiance and evilization: the Muslim question post-7/7' and 'Counter-terrorism, community relations, radicalization and 'Muslim grievances'' in *The End of Multiculturalism? Terror, Integration and Human Rights*, Maidenhead: Open University Press, pp.29-49.
- Meer, N., and Noorani, T. (2008) 'A comparison of anti-Semitism and anti-Muslim sentiment in Britain', *The Sociological Review*, 56(2): 195-219.
- Meer, N., Dwyer, C., and Modood, T. (2010) 'Embodying Nationhood? Conceptions of British national identity, citizenship, and Gender in the 'Veil Affair'', *The Sociological Review*, 58(1):84-111.
- Metcalf, Hilary (2009) 'Religion or Belief' in Pay Gaps Across the Equality Strands: A Review (London: Equality and Human Rights Commission), available at: www.equalityhumanrights.com/uploaded_files/research/14_pay_gaps_across_equalities_review.pdf
- Modood, T. (1997) "Difference', Cultural Racism and Anti-racism' in Werbner, P. and Modood, T. (eds) *Debating Cultural Hybridity*, London: Zed Books.
- Modood, T. (1998) 'Anti-essentialism, multiculturalism and the 'recognition' of religious groups' *Journal of Political Philosophy*, 6(4): 378-399.
- Peach, C. (2006) 'Muslims in the 2001 Census of England and Wales: Gender and economic disadvantage', *Ethnic and Racial Studies*, 29(4): 629-55.

Runnymede Trust (1997) Islamophobia: A Challenge for Us All, a summary of this report is available on:

<http://www.runnymedetrust.org/uploads/publications/pdfs/islamophobia.pdf>

Ryan, L. (2011) Muslim Women Negotiating Collective Stigmatization: 'We're Just Normal People' *Sociology* 45(6):1045-1060.

Woodhead, Linda (2009) 'Religion or belief': Identifying issues and priorities, Equality and Human Rights Commission Research Report 48, (London: ECHR), available at: https://www.equalityhumanrights.com/sites/default/files/research-report-48-religion-or-belief-identifying-issues-and-priorities_0.pdf

Week 8: Sexualities and Intimacy

This session will look at the broad construction of sexualities and diverse ways of thinking about intimacy. The session will include a visit to the Feminist Archive and explore some of the holdings related to Lesbianism, which will give you an opportunity to learn how to conduct and assess archival research in sociological studies.

Essential Reading

Munro S, Hines S, Osborne A, (2017) 'Is bisexuality invisible? A review of sexualities scholarship 1970–2015', *The Sociological Review*

Ritchie, A. & Barker, M. (2006) 'There Aren't Words for What We Do or How We Feel So We Have To Make Them Up': Constructing Polyamorous Languages in a Culture of Compulsory Monogamy. *Sexualities*, 9(5): 584-601.

Nestle, J. (1990) 'The Will to Remember: The Lesbian Herstory Archives of New York', *Feminist Review*, 34: 86-94.

Further Reading

TBC

Week 9: Social inequalities beyond UK.

Essential Reading

Nazroo, J., Jackson, J., Karlsen, S. and Torres, M. (2007) 'The Black diaspora and health inequalities in the US and England: does where you go and how you get there make a difference?', *Sociology of Health & Illness*, 29(6):811-830.

Fan, C. C. (2002) 'The elite, the natives, and the outsiders: Migration and labor market segmentation in urban China', *Annals of the Association of American Geographers*, 92(1):103-124.

Further Reading

US and Europe

Alon, S. (2009) 'The Evolution of Class Inequality in Higher Education: Competition, Exclusion, and Adaptation', *American Sociological Review*, 74(5):731-55.

Beggs, J. J. (1995) 'The institutional environment – Implications for race and gender inequality in the US labour-market', *American Sociological Review*, 60(4):612-633.

Bandelj, N. and Mahutga, M. C. (2010) 'How Socio-Economic Change Shapes Income Inequality in Post-Socialist Europe', *Social Forces*, 88(5):2133-61.

Boeckmann, I., Misra, J. and Budig, M. J. (2015) 'Cultural and Institutional Factors Shaping Mothers' Employment and Working Hours in Postindustrial Countries', *Social Forces*, 93(4):1301-33.

Brooks, C. and Bolzendahl, C. (2004) 'The transformation of US gender role attitudes: cohort replacement, social-structural change, and ideological learning', *Social Science Research*, 33(1):106-133.

- Castilla, E. J. (2008) 'Gender, race, and meritocracy in organizational careers', *American Journal of Sociology*, 113(6):1479-1526.
- Goldberg, D. T. (2006) 'Racial Europeanization', *Ethnic and Racial Studies*, 29(2):331-364.
- Heyns, B. (2005) 'Emerging inequalities in Central and Eastern Europe', *Annual Review of Sociology*, 31:163-97.
- Kalmijn, M. and Kraaykamp, G. (2007) 'Social stratification and attitudes: a comparative analysis of the effects of class and education in Europe', *Sociology*, 58(4):547-576.
- Kuhhirt, M. and Ludwig, V. (2012) 'Domestic Work and the Wage Penalty for Motherhood in West Germany', *Journal of Marriage and Family*, 74(1):186-200.
- Mandel, H. and Semyonov, M. (2005) 'Family policies, wage structures, and gender gaps: Sources of earnings inequality in 20 countries', *American Sociological Review*, 70(6):949-967.
- Maume, D. J. (1999) 'Glass ceilings and glass escalators - Occupational segregation and race and sex differences in managerial promotions', *Work and Occupations*, 26(4):483-509.
- Pichler, F. and Wallace, C. (2009) 'Social Capital and Social Class in Europe: The Role of Social Networks in Social Stratification', *European Sociological Review*, 25(3):319-332.
- Selod, S. (2015) 'Citizenship Denied: The Racialization of Muslim American Men and Women post-9/11', *Critical Sociology*, 41(1):77-95.
- Van der Lippe, T. and Fodor, E. (1998) 'Changes in gender inequality in six eastern European countries', *Acta Sociologica*, 41(2):131-149.
- Wagle, U. R. (2008) 'Multidimensional poverty: An alternative measurement approach for the United States?', *Social Science Research*, 37(2):559-580.
- Whelan, C. T. and Maitre, B. (2005) 'Vulnerability and multiple deprivation perspectives on economic exclusion in Europe: A latent class analysis', *European Societies*, 7(3):423-450.

East Asia

- Bian, Y. (2002) 'Chinese Social Stratification and Social Mobility', *Annual Review of Sociology*, 28: 91-116
- Chi, E. and H. Y. Kwon (2012) 'Unequal New Democracies in East Asia: Rising Inequality and Government Responses in South Korea and Taiwan', *Asian Survey* 52(5): 900-923.
- Fan, C. C. (2003) 'Rural-urban migration and gender division of labor in transitional China', *International Journal of Urban and Regional Research*, 27(1):24-47.
- Hashimoto, K (2003) *Class Structure in Contemporary Japan*, Melbourne: Trans Pacific Press
- Honda, Y. (2006) "'Freeters": Young Atypical Workers in Japan' in Matenle, P. and Lunsing, W. (eds.), *Perspectives on Work, Employment and Society in Japan*, New York: Palgrave Macmillan, pp.143-168.
- Ishida, H., Muller, M. and Ridge, J.M., (1995) 'Class Origin, Class Destination, and Education: A Cross-National Study of Ten Industrial Nations', *The American Journal of Sociology*, 101(1): 145-193
- Koo, H (2007) 'The Changing Faces of Inequality in South Korea in the Age of Globalization', *Korean Studies*. 31:1-18
- Kosugi, R. (2008) *Escape from work :freelancing youth and the challenge to corporate Japan*, Melbourne, Australia : Trans Pacific Press.
- Liu, Y. T., He, S. J. and Wu, F. L. (2008) 'Urban pauperization under China's social exclusion: A case study of Nanjing', *Journal of Urban Affairs*, 30(1):21-36.
- Lim, H. C. and J. H. Jang (2006). 'Neo-liberalism in post-crisis South Korea: Social, conditions and outcomes', *Journal of Contemporary Asia*, 36(4): 442-463.
- Liu, Y. and Wu, F. (2006) 'The state, institutional transition and the creation of new urban poverty in China', *Social and Policy Administration*, 40(2):121-137.
- Matenle, P. and Lunsing, W. (eds.), *Perspectives on Work, Employment and Society in Japan*, New York: Palgrave Macmillan.
- Osawa, M. (2006) Comparative Livelihood Social Security System from a Gender Perspective, with a Focus on Japan in S. Walby, H. Gottfried, C. Gottschall, and M. Osawa (eds.), *Gendering the Knowledge Economy: Comparative Perspectives*, New York: Palgrave Macmillan, pp. 81-108.

- Park, J. and J. S. Mah (2011). 'Neo-liberal Reform and Bipolarisation of Income in Korea', *Journal of Contemporary Asia*, 41(2): 249-265.
- Sugimoto, Y. (2010) *An Introduction to Japanese Society*, Cambridge: Cambridge University Press (Ch. 2 & 6)
- Tomba, L (2004) 'Creating an Urban Middle Class: Social Engineering in Beijing', *The China Journal*, 51:1-26.
- Wang, L. (2012) Social exclusion and education inequality: towards an integrated analytical framework for the urban–rural divide in China. *British Journal of Sociology of Education*, 33: 409-430.
- Wang, S. (2006) 'Openness and Inequality: The Case of China', in Dittmer. L and Liu G. (eds.) *China's Deep Reform*, Oxford, Rowman and Littlefield Publishers, pp. 251-282.
- Wu, F. L. (2004) 'Urban poverty and marginalization under market transition: The case of Chinese cities' *International Journal of Urban and Regional Research*, 28(2):401-423.

Week 10: Intersecting Inequalities

This session pays attention to some of the distinctive experiences that may emerge when inequalities intersect – in this case in relation to the experiences of ethnic minority women. We consider particular forms of inequalities that emerge for different groups of women, and engage with critiques of western feminism in relation to its understanding of ethnic minority women's lives and experiences – particularly by black and Islamic feminists.

Essential readings

- Afshar, H., and Maynard, M., (2000) 'Gender and ethnicity at the millennium: from margin to centre', *Ethnic and Racial Studies*, 23(5):805-19
- Browne, I. and Misra, J. (2003) 'The intersection of gender and race in the labor market', *Annual Review of Sociology*, 29:487-513.
- Dhamoon, R.D. (2011) 'Considerations on Mainstreaming Intersectionality', *Politics Research Quarterly*, 64 (1), 230-243.

Further reading and source materials

- Afshar, H., Aitken, R. and Franks, M. (2005) 'Feminisms, Islamophobia and Identities', *Political Studies*, 53(2), 262-83.
- Amos, V. and Parmar, P. (1984) 'Challenging imperial feminism', *Feminist Review*, 17: 3-19.
- Anthias, F., and Yuval-Davis, N.(1992) 'Connecting race and gender' in *Racialized Boundaries*, London: Routledge, pp.96-131.
- Anthias, F. (2001) 'The material and the symbolic in theorizing social stratification: issues of gender, ethnicity and class', *Sociology*, 52(3): 367-90.
- Bindi, S. (2007) 'Being young, female and Laotian: Ethnicity as social capital at the intersection of gender, generation, 'race' and age', *Ethnic and Racial Studies*, 30(1): 28-50..
- Brown, K., (2006) 'Realising Muslim women's rights: The role of Islamic identity among British Muslim women', *Women's Studies International Forum* 29:417-30.
- Browne, I. & Misra, J. 2003. The intersection of gender and race in the labor market. *Annual Review of Sociology*, 29, 487-513.
- Donald, J., and Rattansi, A. (eds) (1995) *'Race', Culture and Difference*, London: Sage.
- Dwyer, C. (1999) 'Veiled Meanings: young British Muslim women and the negotiation of differences', *Gender, Place and Culture* 6(1): 5-26.
- Dwyer, Claire (2000) 'Negotiating diasporic identities: Young British South Asian Muslim women', *Women's Studies International Forum* 23(4): 475–86.
- hooks, b. (2000) 'Racism and feminism: the issue of accountability' in Back, L., and Solomos, J. (eds.) *Theories of Race and Racism*, London: Routledge, pp.373-388
- Khiabany, G., and Williamson, M. (2008) 'Veiled bodies – naked racism: culture, politics and race in the Sun', *Race and Class*, 50(2): 69-88.
- Knowles, C., and Mercer, S., (1992) 'Feminism and Antiracism: An Exploration of the Political Possibilities' in Donald, J., (ed), *'Race', Culture and Difference*, London: Sage, pp. 104-125.

- McCall, L. (2005) 'The complexity of intersectionality' *Signs: Journal of Women, Culture and Society*, 30:1771-1800.
- Mirza, H., S., (2008) *Ethnic minority women: A prospectus for the future in Moosa*, Z. *Seeing Double: Race and gender in ethnic minority women's lives*, Fawcett Society
- Mirza, H., S. (ed.) (1997) *Black British Feminism*, London: Routledge.
- Mushaben, J. M. (2008) 'Gender, HipHop and Pop-Islam: the urban identities of Muslim youth in Germany', *Citizenship Studies*, 12(5): 507-26.
- Ruby, T., F. (2006) 'Listening to the voices of hijab', *Women's Studies International Forum* 29: 54-66.
- Sudbury, J., (2001) '(Re)constructing multiracial blackness: women's activism, difference and collective identity in Britain', *Ethnic and Racial Studies*, 24(1):29-49.
- Wilson, A. (2007) 'The forced marriage debate and the British state', *Race and Class*, 49(1): 25-38.
- Yuval-Davis, N. (1992) 'Fundamentalism, Multiculturalism and Women in Britain' in 'in Donald, J., (ed), 'Race', Culture and Difference, London: Sage, pp.278-292.

And see: Fawcett Society Reports and Campaigns on Race and Gender: [www.fawcettsociety.org.uk/index.asp?PageID=758#Race and Gender](http://www.fawcettsociety.org.uk/index.asp?PageID=758#Race%20and%20Gender)

Week11: Emerging inequalities

Essential readings

- Anderson, B. (2010) Mobilizing migrants, making citizens; Migrant domestic workers as political agents', *Ethnic and Racial Studies*, 33 (1): 60-74.
- Castles, S. (2003) 'Towards a Sociology of Forced Migration and Social Transformation', *Sociology*, 37(1): 13-34.
- Noble, S. U. (2016) A Future for Intersectional Black Feminist Technology Studies, *The Scholar and Feminist Online*, 13.3-14.1

Further readings

- Aspinall, P. and Watters, C. (2010) Refugees and asylum seekers: a review from an equality and human rights perspective, Equality and Human Rights Commission Research report 52 (London: ECHR), available at: www.equalityhumanrights.com/uploaded_files/research/refugees_and_asylum_seekers_https://www.equalityhumanrights.com/sites/default/files/research-report-52-refugees-and-asylum-seeker-research.pdf
- Ballatore, A., Graham, M. & Sen, S. (2017) 'Digital Hegemonies: The Localness of Search Engine Results', *Annals of the American Association of Geographers*, 107(5):1194-1215.
- Beck, U (2007) Beyond class and nation: reframing social inequalities in a globalizing world, *Sociology*, 58(4): 679-705.
- Berkeley, R., Khan, O., and Ambikaipaker, M. (2006) 'What's new about new immigrants in twenty-first century Britain?' (York: Joseph Rowntree Foundation: www.jrf.org.uk)
- Castles, S. (2000) 'The Globalization of Migration' in *Ethnicity and Globalization: From Migrant Worker to Transnational Citizen*, London: Sage, pp.79-132.
- Fekete, L. (2001) 'The Emergence of Xeno-racism', *Race and Class*, 43(2): 23-40.
- Graham, M., Hogan, B., Straumann, R. K. & Medhat, A. (2014) 'Uneven Geographies of User-Generated Information: Patterns of Increasing Informational Poverty', *Annals of the Association of American Geographers*, 104(4), 746-764.
- Hargittai, E. (2010) 'Digital Na(t)ives? Variation in Internet Skills and Uses among Members of the "Net Generation"', *Sociological Inquiry*, 80 (1): 92-113.
- Kentor, J (2001) 'The long term effects of globalization on income inequality, population growth, and economic development', *Social Problem*, 48(4): 435-455.
- Kofman, E. (2002) 'Contemporary European Migrations, Civic Stratification and Citizenship' *Political Geography*, 21(8): 1035-54.

- Lutz, Helma (2002) 'At your service madam! The globalization of domestic service', *Feminist Review*, 70, 89-104.
- Morris, L. (2009) 'An emergent cosmopolitan paradigm? Asylum, welfare and human rights', *British Journal of Sociology*, 60(2): 215-35.
- OECD (2008) *Growing Unequal?: Income Distribution and Poverty in OECD countries*, Paris:OECD
- Ono, H. & Zavodny, M. (2007) 'Digital inequality: A five country comparison using microdata', *Social Science Research*, 36(3): 1135-1155.
- Purdie-Vaughns, V. & Eibach, R. P. (2008) Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles*, 59:377-391.
- Peach, C. (2006) 'South Asian migration and settlement in Great Britain, 1951-2001', *Contemporary South Asia*, 15(2): 133-46.
- Pilkington, A. (2003) *Racial Disadvantage and Ethnic Diversity in Britain*, Basingstoke: Palgrave Macmillan.
- Robinson, V., R. and Andersson, et al. (2003) *Spreading the 'Burden'? A review of policies to disperse asylum seekers and refugees*, Bristol: Policy Press.
- Soysal, Y. (1994) *Limits of Citizenship: Migrants and Postnational Membership in Europe*, Chicago: University of Chicago Press.
- Spicer, N. (2008) 'Places of Exclusion and Inclusion: Asylum-Seeker and Refugee Experiences of Neighbourhoods in the UK', *Journal of Ethnic and Migration Studies*, 34(3): 491-510.
- Sales, R (2005) 'Secure borders, safe haven: A contradiction in terms?', *Ethnic and Racial Studies*, 28(3): 445-62.
- Weenink, D. (2008) Cosmopolitanism as a Form of Capital: Parents Preparing their Children for a Globalizing World', *Sociology*, 42(6): 1089-1106.

Appendix A

Instructions on how to submit essays electronically

1. Log in to Blackboard (<https://www.ole.bris.ac.uk/>) and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail f.cooper@bristol.ac.uk with your username and ask to be added.
2. Click on the "Submit Work Here" option on the left hand menu and then find the correct assessment from the list.
3. Select 'view/complete' for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.
4. The screen will display 'single file upload' and your name. Enter your candidate number as a submission title, and then select the file that you wish to upload by clicking the 'browse' button. Click on the 'upload' button at the bottom.
5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the 'Submit' button. This step must be completed or the submission is not complete.
6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

Important notes

- You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.
- Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.
- By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.
- If Blackboard is not working email your assessment to f.cooper@bristol.ac.uk with the unit code and title in the subject line.

How to confirm that your essay has been submitted

You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.

Appendix B
Summary of Relevant School Regulations
(Further details are in the Postgraduate taught handbook, which takes precedence)

Attendance of Seminars

SPAIS takes attendance of and participation in seminars very seriously. Seminars form an essential part of your learning and you need to make sure you arrive on time, have done the required reading and participate fully. Attendance at all seminars is monitored, with absence only condoned in cases of illness or for other exceptional reasons.

If you are unable to attend a seminar you must inform your seminar tutor. You should also provide evidence to explain your absence, such as a self-certification and/or medical note, counselling letter or other official document. If you are ill or are experiencing some other kind of difficulty which is preventing you from attending seminars for a prolonged period, please contact the Postgraduate Office or the Graduate Administration Manager who can advise on how to proceed.

Requirements for credit points

To be awarded credit points for a taught unit, students must:

- Have a satisfactory attendance record.
- Pass the summative assessment

Where there are multiple summative assessments in a unit, students must achieve the pass mark for the weighted average of the assessments (i.e. in the mark for the unit overall). They do not need to pass each individual piece of assessment.

If any of these conditions are not met, then your ability to progress through your degree may be affected.

Presentation of written work

Coursework must be word-processed. As a guide, use a clear, easy-to-read font such as Arial or Times New Roman, in at least 11pt. You may double-space or single-space your essays as you prefer. Your tutor will let you know if they have a preference.

All pages should be numbered. Ensure that the essay question appears on the first page.

Students are required to complete and include a cover page for essay/summative submissions – the template cover page will be available via the online submission point for students to complete.

Candidate numbers are required on summative work in order to ensure that marking is anonymous. Note that your candidate number is not the same as your student number. This number can be viewed in StudentInfo (<https://www.bris.ac.uk/studentinfo>). You should regard this number as personal to you and not share it with anyone else. The number is used to ensure that the marking of a student's work is done anonymously. Please ensure that you memorise your candidate number as you will need to write it on every assessment.

Assessment Length

Each piece of coursework must not exceed the stipulated maximum length for the assignment (the 'word count') listed in the unit guide. Summative work that exceeds the maximum length will be subject to penalties. **The word count is absolute (there is no 10% leeway, as commonly rumoured).** Five marks will be deducted for every 100 words or part thereof over the word limit. Thus, an essay that is 1 word over the word limit will be penalised 5 marks; an essay that is 101 words over the word limit will be penalised 10 marks, and so on.

The word count includes all text, tables, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes the cover page, bibliography, headers and appendices. However, appendices should only be used for reproducing documents, not additional text written by you.

Students are advised that any attempt to circumvent word count limits by changing essay format, e.g. by removing spaces in references, will be investigated. In these cases, penalties will be applied if the actual word count is exceeded and further disciplinary action may be taken.

Students should be aware that word count penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.

Referencing and Plagiarism

Students are required to reference the source materials used to inform their submitted work. Students are expected to use the Harvard referencing system as set out in the relevant section of the SPAIS *Study Guide*. Unless otherwise stated, essays must contain a bibliography. Students should consult the SPAIS *Study Guide* for full details (students can access this via the SPAIS MSc-Dip Admin Blackboard site).

Inadequate referencing in submitted work can run the risk of plagiarism. Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material.

Plagiarism is a serious academic offence and penalties will be applied in such cases, as is set out in the SPAIS *Postgraduate taught handbook*. See also the relevant section of the *School Study Skills Guide* for more information.

Please note that plagiarism may lead to penalties that may prevent students found guilty of such an offence from progressing in their programme of study.

Extensions

Extensions to coursework deadlines will only be granted in exceptional circumstances. If you want to request an extension, complete a Coursework Extension Request Form (available at Blackboard/SPAIS MSc/Dip Administration/forms) and submit the form with your evidence (e.g. medical certificate, death certificate, or hospital letter) to Faye Cooper in the Postgraduate Office, 11 Priory Road or f.cooper@bristol.ac.uk.

Extension requests will not be considered if there is no supporting evidence.

All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Graduate Administration Manager in person. In their absence you can contact Faye Cooper in the PG Office, again in person or by telephone.

Extensions can only be granted by the Graduate Administration Office. They cannot be granted by unit convenors or seminar tutors.

You will receive an email to confirm whether your extension request has been granted or not.

Submitting Essays/Work for assessment

Formative work: Where applicable, details on how to submit formative work for assessment will be contained in this unit guide.

Summative work: All summative submissions ***must be submitted electronically via Blackboard.***

Electronic copies enable an efficient system of receipting, providing the student and the School with a record of exactly when an essay was submitted. It also enables the School to systematically check the length of submitted essays and to safeguard against plagiarism.

Late Submissions

Penalties are imposed for work submitted late without an approved extension. Any kind of computer/electronic failure is **not** accepted as a valid reason for an extension, so make sure you back up your work on another computer, memory stick or in the cloud (e.g. One Drive, Dropbox or another equivalent system). Also ensure that the clock on your computer is correct. The following schema of marks deduction for late/non-submission is applied to both formative work and summative work:

- Up to 24 hours late, or part thereof *Penalty of 10 marks*
- For each additional 24 hours late, or part thereof *A further 5 marks deduction for each 24 hours, or part thereof*
- Assessment submitted over one week late *Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.*

- The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
- If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 50 and recorded as a second attempt.

Students should be aware that late penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.

Marks and Feedback

In addition to an overall mark, students will receive written feedback on their assessed work.

In accordance with the Faculty's Regulations and Code of Practice for Taught programmes, marks and feedback are typically returned within fifteen working days of the relevant submission deadline, unless exceptional circumstances arise in which case students will be informed of the deadline for return. The process of marking and providing detailed feedback is a labour-intensive one, with most 4000 word essays taking at least 45 minutes to assess and comment upon. Summative work also needs to be checked for plagiarism and length and moderated by a second member of staff to ensure marking is fair and consistent.

If work is submitted late, then it may not be possible to return feedback within fifteen working days.

Fails and Resits

If you fail the unit overall, you will normally be required to resubmit or resit unless you do not meet the progression requirements for your programme. Your School Office will contact you if this is the case.

Appendix C

Level 7 Marking and Assessment Criteria (Postgraduate)

All MSc/Diploma marking in the School is out of 100 on the following scale and with the following classifications:

70 and above Distinction
60-69 Merit
50-59 Pass
Below 50 Fail

Work within each of the classifications is expected to demonstrate the following attributes. Please note that markers do not weight each of these attributes equally when finalising the mark. Markers may also take into account the extent to which achievement of unit-specific intended learning outcomes (see unit guide) has been demonstrated when assessing work and arriving at the mark.

70-100: DISTINCTION

Addresses the Question Set

The work is a highly appropriate response to the question or assignment task that has been set. Coverage and selection of content is exemplary. There is clear analysis of the question or topic. Clear ability to analyse and synthesize ideas is demonstrated. At the upper end of the distinction range (marks of 80+), work will be outstanding in (where appropriate) its incorporation and use of empirical evidence/theoretical frameworks/methodological approaches in addressing the question.

Contains coherent structure and argument

The assignment is internally consistent, extremely coherent, concise and well-structured. The introduction is well focused and provides a clear indication of the rationale, key literature base used and organisation of the work. The central argument/structure of the work has a clear and logical sequence of progression. The conclusion draws insights which are logically developed from the analysis. At the upper end of the distinction range (marks of 80+), work will be outstanding in the extent to which the structure facilitates the answer to the question.

Demonstrates understanding of key concepts and/or data

A detailed understanding of key concepts and/or data will be demonstrated. At the upper end of the distinction range (marks of 80+) sustained evidence of critical understanding of concepts and/or critical analysis of data will be demonstrated.

Supports argument with appropriate evidence

The assignment demonstrates that an excellent knowledge of the topic has been gained from careful research and wide ranging reading that goes well beyond the prescribed reading list. The selection, interpretation, comparison, evaluation, and integration of evidence and source material to support the argument is extremely effective. At the upper end of the distinction range (marks of 80+), work will indicate outstanding ability to deal with complexity, contradictions or gaps in the existing academic literature.

Demonstrates critical evaluation

Work at this level will indicate a detailed and critical understanding of central theoretical and/or methodological issues as appropriate. At the upper end of the distinction range (marks of 80+) work will show extensive evidence of coherence, creativity, originality and imagination in addressing the question or topic.

Writing, Background Reading, Referencing and Bibliographic format

The work is extremely well presented, with minimal grammatical or spelling errors. It is written in a fluent and engaging style that demonstrates sufficient background reading, with exemplary referencing and bibliographic formatting in accordance with the required conventions. At the upper end of the distinction range (marks of 80+), the work will be virtually error-free in these respects.

60-69: MERIT

Addresses the Question Set

The work is a very appropriate response to the set question or assignment task. The question is addressed comprehensively, and a convincing and coherent argument is maintained in doing so. There is very good coverage of content and some evidence of an ability to think critically in relation to the question or topic will be shown. Where appropriate, the work will illustrate good comprehension of the theoretical implications of the set question or assignment.

Contains coherent structure and argument

The structure of the assignment is sound. The introduction is relevant and provides the reader with a clear guide to the central argument and the overall structure of the work. The conclusion will highlight and reflect upon the key points of argument developed within the main body of the essay and relative to the set question or assignment.

Demonstrates understanding of key concepts and/or data

A sound understanding of relevant key concepts and/or data has been developed and demonstrated, with key related issues and debates identified and discussed.

Supports argument with appropriate evidence

Overall there is a very good selection and use of sources which are well integrated, interpreted and evaluated. The work will demonstrate the ability to be selective in the range of material used. Some independent reading and research that goes beyond the prescribed reading list will be demonstrated, although the range of evidence used will be more restricted in comparison with an assignment awarded a higher grade.

Demonstrates critical evaluation

The work will clearly demonstrate a capacity to synthesise and critically evaluate source materials and/or debates in relation to the set question or assignment rather than simply describe or summarise them.

Writing, Background Reading, Referencing and Bibliographic format

The work is clear and fluent and largely conforms to referencing and bibliographic conventions. It has been well edited and demonstrates sufficient background reading. Proof-reading has resulted in there being few grammatical or spelling errors.

50-59: PASS

Addresses the Question Set

The work is a reasonably appropriate response to the set question or assignment task. All aspects of the set question or topic have been addressed. The work will show some comprehension of the underlying theoretical/methodological implications of the question where appropriate, but there may be limitations in the understanding of how these issues relate to the question.

Contains coherent structure and argument

The assignment has been effectively structured, although more careful editing may have improved the overall coherence of argument. The introduction is well focused and provides a sense of the central argument and overall organisation. The conclusion provides a summary of the discussion, although may be primarily descriptive in nature and may fail to reflect upon or support the argument fully.

Demonstrates understanding of key concepts and/or data

A basic level of understanding of relevant key concepts and/or data has been demonstrated, though there may be some errors and/or gaps in the knowledge and understanding. Key related issues have been identified and discussed but without many significant insights being developed.

Supports argument with appropriate evidence

The argument will be supported by reference to and incorporation of some relevant evidence, but with scope for greater range and depth of evidence. The work will indicate a generally clear understanding

of appropriate evidence, but this may be presented in an uncritical/descriptive manner and/or insufficiently incorporated into the overall argument in response to the set question or assignment task.

Demonstrates critical evaluation

A good range of relevant content has been covered, and there is some attempt at analysis but a tendency to be descriptive rather than critical. Work in this classification may also exhibit a tendency to assert/state points of argument rather than argue on the basis of reasoning and evidence.

Writing, Background Reading, Referencing and Bibliographic format

The style of writing is appropriate and presents few comprehension difficulties for the reader. The assignment is not as fluently written as it might have been, and there may be scope for improvement in spelling and grammar. There is evidence of sufficient background reading. Referencing and bibliographic formatting generally conform to the conventions, but there may be scope for further improvement in accuracy and consistency in accordance with the required conventions.

0-49 FAIL

Addresses the Question Set

Although some attempt will have been made, the work largely fails to address and/or significantly misunderstands the set question or assignment task. At the lower end of the fail range (marks of 0-40) there is little or no understanding of the set question or assignment task in evidence.

Contains coherent structure and argument

The work does not contain a sufficiently structured argument, and may be ineffectively organised. The introduction may lack a clear rationale or statement of argument, and/or may lack a clear outline of the overall structure of the assignment. The conclusion may lack any indication of insights in relation to the set question or assignment task. At the lower end of the fail range (marks of 0-40) the structure of the work may be incoherent or illogical, and/or the work may lack a clearly developed argument.

Demonstrates understanding of key concepts and/or data

There is limited knowledge and understanding of key concepts and/or data, with significant errors and/or omissions in this respect. At the lower end of the fail range (marks of 0-40) there may be significant lack of awareness or understanding of key concepts and/or data.

Supports argument with appropriate evidence

Few key points of appropriate evidence are identified and/or there may be very little attempt at analysis of evidence, with the work tending towards excessive description. At the lower end of the fail range (marks of 0-40) evidence referred to and included in the work may not be relevant to the addressing the set question or assignment task.

Demonstrates critical evaluation

The approach is typified by a general lack of critical evaluation in relation to relevant literature and issues. Work that simply asserts rather than argues a case may also fall into this classification. The use of sources may be excessively derivative of existing work, with little or no indication of an ability to independently analyse relevant material. At the lower end of the fail range (marks of 0-40) there is little or no evidence of critical evaluation.

Writing, Background Reading, Referencing and Bibliographic format

The standard of writing presents difficulties for the reader, with frequent grammatical and spelling errors to a degree that inhibits communication. The range and depth of background reading may be insufficient. The approach to referencing and bibliographic formatting does not follow the required conventions to a sufficiently consistent level. At the lower end of the fail range (marks of 0-40) the use of language may present considerable comprehension difficulties for the reader. The assignment may not meet stipulations in terms of layout and/or length, and the approach to referencing may not meet expected conventions