

CUL020N981J Media and Social Change: Class, Race and Ethnicity

Semester: J-Term

Academic discipline: Arts and Digital Industries

Credits: 20

Module information

This module focuses on the ways in which non-fiction media such as news, documentary, lifestyle journalism and popular factual television articulate and explore contemporary experiences of profound social change. It focuses especially on the changing landscape of social class, race, ethnicity and gender and asks how the media engages with these changes and presents them to its publics.

Topics include: narratives of social aspiration and social mobility, class labelling, depictions of the upper and elite classes, rhetorics of race, immigration, home and belonging.

Module convenor

Dr Susmi Patel

Dr Patel is a lecturer in the School of Arts and Digital Industries with expertise in the areas of transnational and global media, diasporic audiences, self-presentation on social media, gender and the media, politics, economic globalisation, as well as representations of race, ethnicity, and class. Fluent in English, Gujarati and Hindi, Dr Patel has used interviews with community members alongside cultural and media analysis as research methods in her investigations of how young women construct and negotiate their Indian diasporic identities in London.

Learning outcomes

Students who successfully complete the module will have acquired:

- Understand recent changing social and economic conditions and their relationship to the formation and development of social identities
- Engage critically with current academic, political and media debates about the representation of social class, race and ethnicity
- Critically reflect upon and evaluate contested concepts such as 'home', 'nation', 'race', 'post-race', 'class' and 'post-class'
- Use relevant critical theory and concepts to research and critically analyse media representations

Key Skills

Students who have successfully taken the module should be able to:

- Conduct research independently
- Organise their ideas and communicate them in spoken and written form

- Manage their time effectively and meet deadlines
- Work with their peers supportively and effectively

Module assessment

Assessment is in two parts:

1. One individual presentation (10 minutes plus Q and A) [constituting 50% of the final grade]
2. 2000 word written component [constituting 50% of the final grade]

Teaching and attendance guidelines

The in-person section of this module will be taught over ten sessions, each lasting three hours, from 8 to 19 January. During the week of 22 January, students will be assigned a series of daily written tasks designed to develop skills in research, analysis and reflection. These tasks will be accessed online in an asynchronous format, students will not be required to attend a live session during the final week of learning.

While attendance is not factored into the grade for this module, students who wish to perform well in their assessment should aim to attend all sessions and complete all tasks to achieve the best possible academic outcome. If you are unable to attend a session, please notify the module convenor and follow any instructions to catch up on content you have missed.

Module schedule

In-person teaching

Date	Lecture (9-10.30am)	Seminar/Workshop (10.30am-12pm)
8 January	Introduction to the course Intersectionality	Intersectionality
9 January	Race, Racism and Representation	Race and its representations. What is "race" and "ethnicity", are they still viable concepts? Are we in a post-race/class/ethnicity society? Are we living a politicization of culture?
10 January	Visit: Photographers' Gallery - Representations of race, ethnicity, gender, and class in photographs National Portrait Gallery – Representations of royalty and aristocracy	
11 January	Introducing concepts of Ethnicity, Multiculturalism and Citizenship	Mediating of "the other" Immigration, race, ethnicity, and gender Media representations of minority groups and communities
12 January	Visit: Black Cultural Archives	
15 January	Women, race, ethnicity, media Representations of women in Latino and African communities Women and Islam	Media and Gender representations Presentation support
16 January	Class	

17 January	Class, family, social mobility, taste and lifestyle.	Conducting research on television, class and social mobility
18 January	Module review Tutorials	Self-study towards presentation and essay Tutorials
19 January	Presentations	

Online learning

Date	Activity
22 January	Bibliographical review (600 words in total)
23 January	Summary of one key reading (750 words)
24 January	Self-reflexive education autobiography (500 words)
25 January	Analysing an advert (750 words)

Indicative bibliography

- Bhattacharyya, Gargi (2008) *Dangerous Brown Men: Exploiting Sex, Violence and Feminism in the War on Terror*, Zed Books, London & New York.
- Biressi, A. and Nunn, H. (2008) 'Bad Citizens: the class politics of Lifestyle Television', G. Palmer (ed.) in *Exposing Lifestyle Television: The Big Reveal*, Aldershot and Burlington, VT: Ashgate, 15-25.
- Biressi, A. and Nunn, H. (2013) *Class and Contemporary British Culture*, London: Palgrave.
- Bloodsworth-Lugo, Mary K. & Lugo-Lugo, Carmen R. (2015) *Projecting 9/11: race, gender, and citizenship in recent Hollywood films*. New York: Rowman & Littlefield.
- Cottle, S. (2000) *Ethnic Minorities and the Media*, Buckingham: Open University Press.
- Hall, S., (1991). 'The local and the global: globalization and ethnicity'. In: King, A.D. (ed). *Culture, globalization and the world-system*, Basingstoke: Macmillan, 19-40.
- Hannerz, U., (1991). 'Scenarios for peripheral cultures'. In: King, A.D. (ed). *Culture, globalization and the world-system*, Basingstoke: Macmillan, 107-128.
- Kraidy, M.M., (2010). 'Hybridity in cultural globalization'. In: Thussu, D.K. (ed). *International communication. A reader*, London: Routledge, 434-451.
- Pieterse, J.N., (1995). 'Globalization as Hybridization'. In: Featherstone, M., Lash, S. and Robertson, R. (eds). *Global Modernities*, London: Sage, 45-68.
- Saeed, Amir (2007) "Media, Racism and Islamophobia: The Representation of Islam and Muslims in the Media", *Sociology Compass*, 1(2), pp. 443-462.
- Savage, M. (2001) *Class Analysis and Social Transformation*, Buckingham: Open University Press.
- Sayer, A. (2005) *The Moral Significance of Class*, London, Routledge.
- Skeggs, B. (1997) *Formations of Class and Gender*, London: Sage.
- Steuter, Erin & Wills, Deborah (2008) *At War with Metaphor. Media, Propaganda, and Racism in the War on Terror*. United Kingdom: Lexington Books.

Welshman, J. (2006) *Underclass: A History of the Excluded, 1880-2000*. London: Hambledon Continuum.

Further reading

Bauman, Z. (1982) *Memories of Class: The Pre-history and After-life of Class*, London: Routledge and Kegan Paul.

Lovell, T. (2004) 'Bourdieu, class and gender': "the return of the living dead"? in L. Adkins and B. Skeggs (eds) (2004) *Feminism After Bourdieu*, Oxford: Blackwell Publishing: 37-56.

Lule, Jack (2004) "War and its metaphors: News language and the prelude to war in Iraq, 2003", *Journalism Studies*, 5(2), pp. 179-190.

Macdonald, M. (2006) 'Muslim Women and the Veil: Problems of image and voice in media representations'. In *Feminist Media Studies*, Vol.6 (1), p.7-23





Pakulski, J. and Waters, M. (1996) *The Death of Class*, London: Sage.

Rowbotham, S. and Beynon, H. (eds.) (2001) *Looking at Class: Film, Television and the Working Class in Britain*, London: Rivers Oram Press.

Tyler, I. (2008) ' "Chav mum, chav scum": Class disgust in contemporary Britain', in *Feminist Media Studies*, vol. 8 no. 2, June.

Grading scale

The below table is intended to aid Study Abroad students and partner institutions in calculating the conversion of UK percentage marks to the relevant grading system for their home country. The information listed below is an approximation. Final grade conversions are the responsibility of each student's home institution. Calculations may vary by institution. Students should consult their home advisors for information on exactly how their credits and grades will be transferred.

 UK Classification / Percentage		 US Grade / GPA		 Australia Grade / Percentage		 ECTS Grade
First	80-100	A+	4.3	High Distinction	85-100	A
	70-79	A	4.0			
Upper Second	65-69	A-	3.7	Distinction	75-84	B
	60-64	B+	3.3			
Lower Second	55-59	B	3.0	Credit	65-74	C

	50-54	B-	2.7			
Third	46-49	C+	2.3	Pass	50-64	D
	43-45	C	2.0			D/E
	40-42	C-	1.7			
Fail	35-39	D	1.0	Fail	0-50	E/F
	0-34	F	F			F