

## January Term at the University of Roehampton

**Department: Media, Culture and Language**

**Module Title: Media and Social Change: Class, Race and Ethnicity**

**Credit rating: 20**

### **Rationale**

This module focuses on the ways in which non-fiction media such as news, documentary, advertising, 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 and ethnicity and asks how the media engages with these changes and presents them to its publics.

### **Learning outcomes**

At the end of this module the student will:

- 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

### **Suggested topics may include:**

Class, gender and intersectionality

The politics of cultural identity

Media myths and narratives of social aspiration and social mobility

Class labelling, stigma and critical judgment

Depictions of the upper and elite classes

Depictions of the 'underclass'

Discourses of race and immigration

Discourses of home and belonging

## Teaching and learning methods

Teaching will be through lectures, seminars, cultural visits and via online independent learning tasks. Students are invited to contribute to seminars from any disciplinary standpoint and will be expected to make a presentation in non-technical language on a topic of their choice related to class, race and/or ethnicity.

Students will experience two weeks of real-time learning at the end of which they will make an assessed 10 minute presentation followed by a Q and A to their peers.

During the third week students will submit a series of short independent study exercises to further build their confidence and knowledge in the field. The lecturer will be available online to ensure that you are supported in completing the tasks and to give you feedback on your progress.

The module concludes with the submission of a 2000 word essay.

## Assessment

Assessment is in two parts:

1. One individual presentation (10 minutes plus Q and A) [constituting 20% of the final grade]
2. 2000 word written component [constituting 80% of the final grade]

## Indicative bibliography

Essential text

n/a

Recommended texts

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, pp.15-25.

Biressi, A. and Nunn, H. (2013) *Class and Contemporary British Culture*, London: Palgrave.

Cottle, S. (2000) *Ethnic Minorities and the Media*, Buckingham: Open University Press.

Deery, J. and Press, A. (eds.) (2017) *Media and Class: TV, Film and Digital Culture*, London: Routledge.

Hall, S., (1991). 'The local and the global: globalization and ethnicity'. In: King, A.D. (ed). *Culture, globalization and the world-system*, Basingstoke: Macmillan, pp.19-40.

- Hannerz, U., (1991). 'Scenarios for peripheral cultures'. In: King, A.D. (ed). *Culture, globalization and the world-system*, Basingstoke: Macmillan, pp.107-128.
- Kraidy, M.M., (2010). 'Hybridity in cultural globalization'. In: Thussu, D.K. (ed). *International communication. A reader*, London: Routledge, pp.434-451.
- Lind, R. A. (ed.) (2019) *Race/Gender/Class/Media: Considering Diversity Across Audiences, Content, and Producers*, London: Routledge.
- Pieterse, J.N., (1995). 'Globalization as Hybridization'. In: Featherstone, M., Lash, S. and Robertson, R. (eds). *Global Modernities*, London: Sage, pp.45-68.
- 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.
- 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: pp.37-56.
- Macdonald, M. (2006) 'Muslim Women and the Veil: Problems of image and voice in media representations'. In *Feminist Media Studies*, Vol.6 (1), pp.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 (2) pp.17-34.