

## Liverpool John Moores University

Title: SOCIAL DIVISIONS  
Status: Definitive  
Code: **6507CPHEA** (100076)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Accrington & Rossendale College

| Team            | Leader |
|-----------------|--------|
| Rosemary Khatri |        |

**Academic Level:** FHEQ6  
**Credit Value:** 20.00  
**Total Delivered Hours:** 47.00  
**Total Learning Hours:** 200  
**Private Study:** 153

### Delivery Options

Course typically offered: Semester 1

| Component | Contact Hours |
|-----------|---------------|
| Lecture   | 42.000        |
| Tutorial  | 3.000         |

**Grading Basis:** 40 %

### Assessment Details

| Category | Short Description | Description             | Weighting (%) | Exam Duration |
|----------|-------------------|-------------------------|---------------|---------------|
| Exam     | AS1               | Exam: 2 hours (unseen)  | 50.0          | 2.00          |
| Essay    | AS2               | CW1: Essay (3000 words) | 50.0          |               |

### Aims

*To apply relevant research and theory to exploring the ways in which societal divisions linked to racial and ethnic group membership, disability and ageing, impact on both the lives of those people affected by such divisions and on society more generally.*

### Learning Outcomes

After completing the module the student should be able to:

- 1 Critically assess the main theoretical and empirical explanations used within the social sciences to account for a social division covered in the module.
- 2 Critically analyse relevant concepts and empirical data on how social divisions impact on the life chances of those people affected by such divisions.
- 3 Critically evaluate strategies to tackle social discrimination across different social groups within Britain.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

|       |   |   |
|-------|---|---|
| EXAM  | 2 | 3 |
| Essay | 1 | 2 |

## Outline Syllabus

*Race & Ethnicity: examine theoretical debates, conceptual issues and 'discourse' of race; racialisation and forms of racism; historical and scientific discourses on racial difference. Examine issues arising from racism and cultural diversity in post-war Britain: the political economy of post-war & contemporary patterns of immigration & settlement: ethnic minority status & demographic trends; social, economic and structural position of minority groups in British society. Explore patterns of enduring racial discrimination, ethnocentricity/'New Racism', institutional racism. Explore role of media in creating a positive/negative climate within which the question of 'race' is viewed. Consider personal and social significance of racial & ethnic identities; examine racial and ethnic identity politics: Diaspora & identities in transition etc. Political issues: representation and participation; national, local & community politics; debates & issues surrounding immigration, citizenship/nationality & asylum; urban resistance/conflicts and community unrest etc. Examine British race relations: historical and contemporary issues in British race relations & contextualise these alongside approaches adopted by other European countries. Examine equal opportunities, anti-racist/equality public & social policy agendas, anti-discriminatory legislation & enforcement. Examine how different legal & social policy approaches have developed to deal with key aspects of racial equality with specific focus on issues such as housing, health, welfare & social services provision and service use, residential segregation & urban regeneration, socio-economic integration and tackling social exclusion. Assess achievements & failures of multiculturalism.*

*Age & Ageing: Explore and conceptualise the ageing experience and the different models of ageing. Examine the main debates around the social responses to older people: ageing and identity; history of old age; 'old age' as a social category, 'positive ageing', the ageing body, the ageing mind; representation & images of age. Examine related debates on the personal & social significance of ageing: differential life chances & inequalities amongst older people: wealth/income equalities, poverty/social exclusion & marginalisation; housing: institutional, community & private living arrangements; dependency & independence; social responses to*

*ageing within the labour market, work & retirement; caring, family, interpersonal relationships & intimacy; elder abuse, demographic time bomb, community care, social and welfare services and the development of social welfare policies, legislation and other forms of welfare provision to tackle the 'problems' of old age; healthcare & rationing of care.*

*Disability Issues: examine different theoretical perspectives, definitions & socio-historical and contemporary models, debates/discourses, classification schemes, policies and legislative issues in respect of people with physical disabilities and mental impairments in Britain. Demonstrate how disability has been socially constructed by a disabling society as a form of social oppression. Social responses to disabilities: examine a variety of socio-cultural, legal, social policy & institutional barriers faced by physically and mentally impaired people in key areas of personal and social living such as: dependent & independent living, housing and social care; sexuality & reproduction/parenting; education/training & employment; social services, welfare & healthcare systems. Examine the cultural Representation of disability. Examine the emergence and growth of the 'Disability Rights Movement' in the United Kingdom and abroad and the politicisation of disability issues & identities: civil & human rights issues; the politics of recognition, community advocacy and political action to challenge obstacles to social equality etc.*

## Learning Activities

Lectures, videos, group work & discussions, independent study, field trips.

## References

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|------------------------|--------------------------------|
| <b>Course Material</b> | Book                           |
| <b>Author</b>          | Best, S                        |
| <b>Publishing Year</b> | 2005                           |
| <b>Title</b>           | Understanding Social Divisions |
| <b>Subtitle</b>        |                                |
| <b>Edition</b>         |                                |
| <b>Publisher</b>       | Sage                           |
| <b>ISBN</b>            |                                |

|                        |   |
|------------------------|---|
| <b>Course Material</b> | Book  |
| <b>Author</b>          | Bond, J; Peace, S; Dittmann-Kohli; Westerhof, G |
| <b>Publishing Year</b> | 2007  |
| <b>Title</b>           | Ageing in Society                               |
| <b>Subtitle</b>        |   |
| <b>Edition</b>         |   |
| <b>Publisher</b>       | Sage  |
| <b>ISBN</b>            |   |

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| <b>Course Material</b> | Book                |
| <b>Author</b>          | Brahan, P; Jones, L |

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|------------------------|----------------------------------|
| <b>Publishing Year</b> | 2002                             |
| <b>Title</b>           | Social Differences and Divisions |
| <b>Subtitle</b>        |                                  |
| <b>Edition</b>         |                                  |
| <b>Publisher</b>       | Open University Press            |
| <b>ISBN</b>            |                                  |

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| <b>Course Material</b> | Book                        |
| <b>Author</b>          | Phillips, D                 |
| <b>Publishing Year</b> | 2006                        |
| <b>Title</b>           | The Quality of Life Concept |
| <b>Subtitle</b>        | Policy and Practice         |
| <b>Edition</b>         |                             |
| <b>Publisher</b>       | Routledge                   |
| <b>ISBN</b>            |                             |

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|------------------------|------------------------------|
| <b>Course Material</b> | Book                         |
| <b>Author</b>          | Shakespeare, T               |
| <b>Publishing Year</b> | 2006                         |
| <b>Title</b>           | Disability Rights and Wrongs |
| <b>Subtitle</b>        |                              |
| <b>Edition</b>         |                              |
| <b>Publisher</b>       | Routledge                    |
| <b>ISBN</b>            |                              |

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| <b>Course Material</b> | Book  |
| <b>Author</b>          | Thomas, C   |
| <b>Publishing Year</b> | 2007  |
| <b>Title</b>           | Sociologies of Disability and Illness                       |
| <b>Subtitle</b>        | Contested Ideas of Disability Studies and Medical Sociology |
| <b>Edition</b>         |   |
| <b>Publisher</b>       | Palgrave  |
| <b>ISBN</b>            |   |

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|------------------------|----------------------------|
| <b>Course Material</b> | Book                       |
| <b>Author</b>          | Timonen, V                 |
| <b>Publishing Year</b> | 2008                       |
| <b>Title</b>           | Ageing Societies           |
| <b>Subtitle</b>        | A comparative introduction |
| <b>Edition</b>         |                            |
| <b>Publisher</b>       | Open University Press      |
| <b>ISBN</b>            |                            |

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|------------------------|--|
| <b>Course Material</b> | Book   |
| <b>Author</b>          | Wetherell, M; Lafleche, M; Berkeley, M (eds) |
| <b>Publishing Year</b> | 2007   |

|                  |   |
|------------------|---|
| <b>Title</b>     | Identity, Ethnic Diversity and Community Cohesion |
| <b>Subtitle</b>  |   |
| <b>Edition</b>   |   |
| <b>Publisher</b> | Sage  |
| <b>ISBN</b>      |   |

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## Notes

The module focuses on the ways in which questions about race and ethnicity, disability and ageing are commonly bound up with experiences of discrimination and marginalisation at multiple levels within modern Britain. This module seeks to explore why and how membership of a social constituency affects one's life chances and what needs to be done to achieve a more socially inclusive Britain. Regular tutorials will provide opportunities for informal formative assessment to support student learning and discuss their overall progress.