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**School of Politics and International Relations**

**Module Outline**

**Race and Racism in World Politics: Independent Research**

**POL390**

**2017-18**

Module Convenor: Prof Robbie Shilliam

**Welcome from convenor**

This module builds practical research skills in the area of race and racism in world politics through the undertaking of an independent, but supervised and structured project. The project will address the question: “**how is ‘race’ implicated in the Grenfell Tower fire?**” The module aims to operationalize, through real world inquiry, various analytical and conceptual frameworks that interrogate the global dimensions of race and racism as they are refracted through life in London, specifically in terms of the broader politics of gentrification and struggles over housing. In doing so, the module provides an opportunity for students to build a research project through a series of cumulative but specific assignments.

**1. Teaching and Learning Profile**

1. **Teaching Arrangements**

This module is taught through a series of workshops (1 per week) which will be used primarily to communicate to students the various steps of the research that they must undertake, and also to provide a supportive forum for feedback and guidance on research done so far.

**b) Learning Outcomes and Assessment Criteria**

(i) Knowledge and understanding of:

* how to operationalize conceptual and analytical frameworks in the study of race and racism in world politics
* how the global formation of race is inflected at a local level, especially in city life

 (ii) Skills – able to:

* Undertake independent but supervised research
* Synthesise academic literature with real-world research

1. **Attendance**
* Attendance at all workshops is compulsory. Persistent non-attendance can lead to de-registration, which can affect your overall classification or prevent your studying further with Queen Mary.
* If you are absent due to ill health you should contact the module tutor and the office. If you are absent from Queen Mary for more than 5 days you must supply a doctor’s note.
* If you are having serious problems with your health or anything else which is preventing you participating in seminars and/or producing coursework, please contact your tutor, your advisor, the senior tutor or the student support manager in the School office. We will always want to assist anyone who is in genuine need of assistance, but you must help us to help you by keeping us informed.
1. **Participation/Preparation**

It is crucial that you attend each workshop and keep up to date with your research activities as each week’s activities are cumulative.

1. **Communication**
* You must read your Queen Mary email for any communications about teaching daily**.** The School will not use any other email but that supplied by the Queen Mary. Failure to respond to email messages, particularly regarding non-attendance, may lead to de-registration. You must check the QMPlus site for this module for any messages and associated learning material.

**2. Assessment Profile and Timetable for feedback**

**a) Assessment**

You will undertake a set of assessments that will cumulatively help you to address the research question: ““**how is ‘race’ implicated in the Grenfell Tower fire?”**

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| ***Literature Review*** | 750 words | Sunday 28th Jan 11.55pm | 17% |
| ***Contextualising the Issues***  | 750 words | Sunday 11th Feb 11.55pm  | 17% |
| ***Trip to N. Kensington Report*** | 750 words | Sunday 11th Mar 11.55pm | 18% |
| ***In-Depth Group Research*** | 750 words | Sunday 25th Mar 11.55pm | 18% |
| ***Poster Portfolio*** | A3 Portfolio | Wed 25th Apr 11.00am | 30% |

 For all details see below.

**b) Submission of coursework**

You must submit one electronic copy of all assignments.

Except for the final Portfolio, your electronic copymust be submitted via Queen Mary’s Virtual Learning environment (QMPlus) by **11.55pm** on the day of the stated deadline.

The School has a policy of anonymous marking.  Your name **must not** appear anywhere on your work. Therefore, you must ensure that you use the coursework coversheet as the first page of your assignment.

Any coursework work submitted which does not have a coversheet attached may **NOT** be marked. Coversheets can be downloaded from the Undergraduate shared area of QMPlus and through individual QMPlus module areas

Your electronic copy will be retained and screened by anti-plagiarism software.

REMEMBER:

* Save your assignment with coversheet and bibliography as a single document (preferably as a PDF) before uploading to QMPlus
* Complete the coversheet with your Student ID, Module Code, Assignment number and Seminar Tutor
* Your assignments must be submitted by 11.55pm on the deadline date
* Save back-up copies of all your work in case of computer failure.
* It is your responsibility to submit your assignments correctly.

(Full details of submission policies can be found in the School’s Student Handbook.)

**c) Extensions**

If you require an extension due to extenuating circumstances (EC), you must complete the relevant EC form and attach documentation to support your request. Completed forms and documentation should be handed into the Office. Full details can be found in the Student Handbook.

Essays submitted 14 days after the deadline – including weekends – will not be assessed and will be given a mark of zero.

**e) Help and Feedback on your work**

Feedback is fundamentally important to improving your academic skills and the quality of your work.

You will receive written feedback on your group presentation.

You will receive written feedback on your essay assignment.

I encourage you to come and see me during my drop-in hours for a chat. You can come as much as you want.

**3. QMPlus (QM+)**

All module materials, including a copy of this module outline can be found on QMPlus. You should familiarise yourself with QMPlus as soon as possible as further information concerning this module and office hours will be posted there. To access QMPlus (on or off campus) go to http://qmplus.qmul.ac.uk/. You will require your QM computer access username and password.

You should also use QMPlus to upload the electronic version your assignments.

If you are having problems accessing/using QMPlus support and information can be found on the following website - <http://qmplus.qmul.ac.uk/mod/page/view.php?id=85646>

Equally you can contact the School Office who may be able to offer assistance.

**NOTE: If you have not completed your module registration properly your modules will not show on QMPlus. It is up to you to ensure you complete registration and check QMplus regularly.**

**4. Plagiarism**

QM defines plagiarism as presenting someone else’s work as one’s own irrespective of intention.  Close paraphrasing, copying from the work of another person, including another student, using the ideas of another person, without proper acknowledgement or repeating work you have previously submitted without properly referencing yourself (known as ‘self-plagiarism’) also constitute plagiarism.’ – Regulations on Assessment Offences

Plagiarism is a serious offence and all students suspected of plagiarism will be subject to an investigation. If found guilty, penalties can include failure of the module to suspension or permanent withdrawal from Queen Mary.

It is your responsibility to ensure that you understand plagiarism and how to avoid it. The recommendations below can help you in avoiding plagiarism.

* Be sure to record your sources when taking notes, and to cite these if you use ideas or, especially, quotations from the original source. Be particularly careful if you are cutting and pasting information between two documents, and ensure that references are not lost in the process.
* Be sensible in referencing ideas – commonly held views that are generally accepted do not always require acknowledgment to particular sources. However, it is best to be safe to avoid plagiarism.
* Be particularly careful with quotations and paraphrasing.
* Be aware that technology is now available at Queen Mary and elsewhere that can automatically detect plagiarism.
* Ensure that all works used are referenced appropriately in the text of your work and fully credited in your bibliography.

If in doubt, ask for further guidance from your adviser or module tutor. See your student handbook for further advice.

**5. Workshop Schedule**

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| **Week 1**  | Introduction  |
| **Week 2**  | Literature review: preparation |
| **Week 3**  | Literature review: conversation |
| **Week 4** | Contextualising the issues: preparation |
| **Week 5**  | Contextualising the issues: conversation |
| **Week 6**  | Trip to North Kensington: preparation |
| **Week 7**  | Reading Week – NO CLASSES |
| **Week 8**  | Trip to North Kensington |
| **Week 9** | Trip to North Kensington: conversation |
| **Week 10**  | In-depth group research: preparation |
| **Week 11** | In-depth group research: conversation |
| **Week 12**  | Poster portfolio: preparation  |

**6. Readings**

 There are no core texts. All necessary research materials are below.

**7. Course outline**

**WEEK 1: INTRODUCTION**

In this session we will go through the structure of the module, introduce the key aims of the research project, clarify the social nature of the working relationship, and consider the various assignments and how they fit together.

**WEEK 2: LITERATURE REVIEW: PREPARATION**

This week we will be introduced to the literature review. The literature review will consult three key texts:

* Saskia Sassen, "When the Center No Longer Holds: Cities as Frontier Zones", *Cities* (2012) <http://cgt.columbia.edu/wp-content/uploads/2014/01/When-the-center-no-longer-holds-Cities-as-frontier-zones.pdf>
* Elizabeth Kirkland, “What's Race Got to Do With it? Looking for the Racial Dimensions of Gentrifícation” *The Western Journal of Black Studies*, Vol. 32, No. 2, (2008) <http://blogs.uoregon.edu/gentrification2014/files/2014/09/Whats-Race-Got-to-Do-With-It-1iiw6hz.pdf>
* Steve Garner, “The entitled nation: how people make themselves white in contemporary England”, *Sens Public* (2010) <http://www.sens-public.org/article729.html?lang=fr>

The purpose of the review is to address the following question: ***“In what ways is ‘race’ implicated in the politics of urban living?”***

The review should be fully referenced with a bibliography.

Length EXCLUDING bibliography is **750** words.

The assignment is due **Sunday, 28th Jan, 11.55pm.**

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| **To get a good mark you should:** 1. Substantively engage with each reading
2. Focus on 3 main issues that in your opinion are presented by the readings (this could be shared issues across the texts, or issues specific to each text)
3. While presenting your issues try and draw out analytical or empirical connections across the readings wherever possible.
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**WEEK 3: LITERATURE REVIEW: CONVERSATION**

This week we will reflect on work done so far for the literature review. We will compare notes, findings and discuss difficulties on the way to submission of the review on the Sunday.

**WEEK 4: CONTEXTUALISING THE ISSUES: PREPARATION**

This review will consult these key resources:

Kevin Gulliver, “Forty Years of Struggle: A Window on Race and Housing, Disadvantage and Exclusion” *Human City* (2016) <https://humancityinstitute.files.wordpress.com/2017/01/forty-years-of-struggle.pdf>

Lynsey Hanley, "Streets Apart: A History of Social Housing: Episode” Radio 4 (2017)

Part 1: <http://www.bbc.co.uk/programmes/b098gcxr>

Part 2: <http://www.bbc.co.uk/programmes/b098ns6r>

Redfish, *Failed By The State: The Struggle in the Shadow of Grenfell* (2017)

Part 1: <https://www.youtube.com/watch?v=9tFPCUgjbfA>

Part 2: <https://www.youtube.com/watch?v=VxggXo-4UEU>

Part 3: <https://www.youtube.com/watch?v=xnBrvCTlayA>

The purpose of this review is to address the following question: ***“Of the issues that you highlighted in the literature review, which are pertinent to the London context and how do they take shape there?”***

The review should be fully referenced, including at least one reference to each key resource, with a bibliography.

Length EXCLUDING bibliography is **750** words.

The assignment is due **Sunday, 11th Feb, 11.55pm.**

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| **To get a good mark you should:** 1. Demonstrate how the issues you identified in the last assignment take shape in the London context. It is ok if some issues are more pertinent than others, and that you spend more time on them. However, you need to explain why this is the case.
2. Provide relevant empirical details for each issue, as it applies to the London context.
3. Reference all the readings; but it is ok to focus on some resources more than others if necessary.
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**WEEK 5: CONTEXTUALISING THE ISSUES: CONVERSATION**

This week we will reflect on work done so far for the contextualising review. We will compare notes, findings and discuss difficulties on the way to submission of the review on the Sunday.

**WEEK 6: TRIP TO NORTH KENSINGTON: PREPARATION**

This week we will discuss the field trip.

We will be taking a trip to North Kensington and visit a local organization that was involved in the relief effort for Grenfell Tower residents and which has been confronting gentrification in the borough.

In preparation for this trip you will be divided into groups. Each group will decide upon a division of labour where you each spend one hour researching an element of the history of race and racism in North Kensington, as well as the area’s gentrification and housing politics. You will then come together to compare findings and to build a composite picture of racialised inequalities and discriminations, gentrification and housing in North Kensington. You will collectively make notes (approximately three A4 pages) that you will draw upon later.

During the trip you will collectively make notes of the conversations that you have and the environment that you see. How you do so will be up to each group to decide.

You will draw upon the collective notes you have made both before and during the trip in order to write a report of the trip.

**But your review will be written INDIVIDUALLY.**

Your review will address the following question: **“In what ways, and to what extent, are the issues that you identified in your previous work implicated in the housing politics of North Kensington?”**

Length is **750** words.

The assignment is due **Sunday, 11th Mar, 11.55pm.**

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| **To get a good mark you should:** 1. Have undertaken solid group preparation for the trip.
2. Critically assessed the extent to which your previous research prepared you for the practical engagement with the politics of the locality.
3. Include empirical points from your research notes and observations / learnings from the trip where appropriate.
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**WEEK 7: READING WEEK – NO CLASS**

**WEEK 8: TRIP TO NORTH KENSINGTON**

In principle, expect to make the trip early Friday afternoon of week 8.

**WEEK 9: TRIP TO NORTH KENSINGTON: CONVERSATION**

This week we will reflect on work done so far for the trip report. We will compare notes, findings and discuss difficulties on the way to submission of the review on the Sunday.

**WEEK 10: IN-DEPTH GROUP RESEARCH: PREPARATION**

In your groups you will reflect on what tangible issue you believe should be researched further in order to help explain the political significance of the Grenfell Tower fire and the ways in which ‘race’ is implicated in this politics.

To do so, draw on your previous engagement with salient issues, but also consider issues that arose from the trip which you might not have expected. You might, for example, focus on: deregulation of housing standards; gentrification of the area around the Lancaster West estate; the politics of the community response to the fire; the legal response to the fire; perceptions of the community by media; treatment of the community by local council, before or after. N.B: you are not limited to these suggestions.

Once you have collectively decided on your tangible issue, you will decide on a division of labour in terms of research. Then you will each individually undertake three hours of in-depth research; and you will spend a further two hours collating your materials as a group and making sense of them.

You will then write your review. **Again, your review will be written INDIVIDUALLY.**

Length is **750** words.

The assignment is due **Sunday, 25th Mar, 11.55pm.**

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| **To get a good mark you should:** 1. Have undertaken the requisite hours of individual and collective research.
2. Be able to present and make sense of the empirical material that underpins your issue.
3. Be able to evaluate the ways in which and extent to which race is implicated in your issue.
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**WEEK 11: IN-DEPTH GROUP RESEARCH: CONVERSATION**

This week we will reflect on work done so far for the in-depth group research. We will compare notes, findings and discuss difficulties on the way to submission of the reflection on the Sunday.

**WEEK 12: POSTER PORTFOLIO: PREPARATION**

Your final assessment will be the creation of an A3 colour poster. The poster will address, visually, the main research question: ““**how is ‘race’ implicated in the Grenfell Tower fire?”**

In this workshop we will compare notes, findings and discuss difficulties on the way to submission of the Portfolio.

You will use PPT or an equivalent program that allows you to arrange and organize a set of visual and textual elements into a poster.

Your poster will visually arrange key insights of all your research elements: the literature review, the contextualisation exercise, the trip to N. Kensington, and the in-depth research. You will articulate them in a way that addresses the main research question. You can use photos from your trip and other appropriate visual elements alongside text.

The time that you spend collectively putting together the portfolio should be six hours. How you decide to use that time is up to you as a group.

You will undertake this work **as a group**, i.e. **each group will produce ONE portfolio**. Please be assured: I will have safeguards in place so that no individual will be disadvantaged in undertaking the group work.

The portfolio presentation will take place on the 25th April. I will communicate the practicalities nearer to the time. We will hope to have some people active in local politics to visit and discuss the portfolios with you.

You will be assessed on:

1. The clarity and sophistication through which you have addressed the main research question through the Portfolio.
2. Your ability to converse with community members on the issues that you raise. ***N.b. you will NOT be judged on whether you are able to successfully “defend” your argument, but simply your entering into a fruitful conversation. rather on your ability to explicate your argument further through conversation.***

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| **To get a good mark you should:** 1. Arrange the most important elements/insights/facts/arguments from each of your assignments.
2. Ensure that this arrangement follows an analytical logic.
3. Arrange these elements in a way that visually aid in explicating this logic.
4. Clarify and discuss the logic of your argument in conversation.
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**Appendix A: Graduate Attributes**

The Queen Mary Statement of Graduate Attributes (<http://www.qmul.ac.uk/gacep>) identifies 32 attributes grouped into 7 themes. Through your studies you will be provided with many opportunities to develop these attributes. The following table identifies the attributes that you can develop by actively engaging in teaching and learning and assessment activities of this module. By reflecting on your development of these attributes you will be able to improve your understanding of your own employability.

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| **Engage critically with knowledge** |  |
| Acquire and apply knowledge in a rigorous way  | X |
| Connect information and ideas within their field of study | X |
| Use writing for learning and reflection | X |
| Adapt their understanding to new and unfamiliar settings |  |

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| **Have a global perspective** |  |
| Accept the responsibilities that come from taking a global perspective | X |
| Recognise the value of operating in more than one language |  |
| Work effectively in diverse communities | X |
| Engage with the professional world |  |

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| **Learn continuously in a changing world** |  |
| Acquire new learning in a range of ways, both individually and collaboratively | X |
| Possess the skills to influence, negotiate and lead |  |
| Respond appropriately to criticism | X |
| Use quantitative data confidently and competently |  |

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| **Rounded Intellectual Development** |  |
| Good judgement | X |
| Curiosity and openness to change | X |
| Initiative and resilience in meeting challenges | X |
| Respect for the opinions of others and a readiness to act inclusively | X |
| The ability to reflect upon and assess their own progress | X |
| Transferable key skills to help them with their career goals and their continuing education | X |

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| **Clarity of Communication** |  |
| Develop effective spoken and written English | X |
| Explain and argue clearly and concisely | X |
| Apply different forms of communication in various social, professional and cultural settings |  |
| Use communication technologies competently | X |

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| **Research Capacity** |  |
| Grasp the principles and practices of their field of study | X |
| Produce analyses which are grounded in evidence | X |
| Apply their analytical skills to investigate unfamiliar problems | X |
| Work individually and in collaboration with others | X |
| Develop a strong sense of intellectual integrity | X |
| Acquire substantial bodies of new knowledge | X |

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| **Information Expertise** |  |
| Identify information needs appropriate to different situations | X |
| Use technologies to access and interpret information effectively | X |
| Critically evaluate the reliability of different sources of information | X |
| Use information for evidence-based decision-making and creative thinking | X |