

Descriptions of activities funded in 2016-17

Each year we feature everyone who has been awarded funding through our Social Responsibility in the Curriculum competition in our Humanities eNews. Please find below the articles published in 2016-17 highlighting the activity that took place. For more information on the competition, which is open to all UG and PGT courses, please contact Claire Lloyd or visit the Social Responsibility pages on Humnet.

Alliance Manchester Business School

Name of course lead(s):	Dean Pierides
Amount of funding provided	£2,000
<p>Outline of activity: Dr Dean Pierides, Lecturer in Organisations and Society at Alliance Manchester Business School, developed social responsibility course materials for a new compulsory undergraduate course for all first-year Management students.</p> <p>Students will begin the course, Introduction to Management and Organisation Studies, by working through a series of exemplary cases based on research already happening at AMBS, connected directly to the University's social responsibility agenda. Current students from all years of study will be consulted on a range of potential cases and the most interesting will be developed into full course materials. With their distinct and identifiable Manchester perspective, these resources will provide a vastly different experience for the students from a generic set of case studies supplied by a private provider.</p> <p>By designing the cases in an aesthetically appealing form and making them publicly available on the University website, it is expected the course materials will help raise the University's profile on social responsibility, and stimulate recruitment to current and future specialisms offered by the Organisations and Society subject area group.</p>	

Name of course lead(s):	Noemi Sinkovics
Amount of funding provided	£2,000
<p>Outline of activity: Dr Noemi Sinkovics, Lecturer in International Business and Management at Alliance Manchester Business School and her project aims to stimulate students to think beyond profit maximisation by searching for solutions where firms can be profitable while also benefitting society. The students will work with Molly Bishop from Make It Happen, a company that has supported the growth and ongoing sustainability of over 300 social/ethical businesses across many sectors. She will work closely with individual student groups as they address a social, environmental or ethical issue through a business plan or consulting report.</p> <p>Rob Harrison from the Ethical Consumer will deliver two guest lectures, on ethical supply chains, and how to develop ethical policies. Noemi will also work with Dr Bimal Arora, AMBS, on an interactive workshop to introduce students to different kinds of consumer-facing sustainability and labour standards.</p> <p>In Noemi's experience, most students arrive with a very strong profit maximisation mind-set. Through participating in the guest lectures, and working with organisations that fully live these values, she hopes students will become future responsible business leaders who see beyond the profit motive and comprehend that we live in a complex and interconnected world.</p>	

Name of course lead(s):	Shahla Ghobadi
Amount of funding provided	£2,000
<p>Outline of activity: Dr Shahla Ghobadi, Lecturer in Enterprise Information Systems at Manchester Alliance Business School, has developed a case study to boost students' analytical skills by analysing how new business policies can produce both expected and unexpected outcomes.</p> <p>As part of the project students researched news articles on the plastic bag charge introduced in England in 2015, and observed customers at shops that sell plastic bags for five pence. By engaging with people about their opinion on the use of plastic bags they gained a greater understanding of the behavioural decisions being made. The students then analysed the sustainability outcomes of the charging policy in the UK, and used their findings to develop a business model which they presented to staff at Manchester City Council (MCC).</p> <p>By developing a case study which impacts on students' everyday lives, Shahla maximised their engagement while working to improve their critical thinking and employability skills.</p> <p>Shahla said: "I used business modelling to engage final-year students' interest in business entrepreneurship and encourage them to analyse the short and long-term consequences of climate change policies in UK. Engaging students to learn through modelling arose from a research project I previously did to examine the impact of system thinking on improving people's thinking habits.</p> <p>"The project encouraged students to engage with the public, stores, and Manchester City Council to develop a mutually developed 'bigger picture' of the long-term consequences of environmental policies. Students have begun to think seriously about the possibilities of being a successful business professional while serving as an ethical citizen of the world. "</p> <p>The results of the project are available for academics, and MCC, to use for their research and business planning.</p>	

Name of course lead(s):	Kate Barker and Julian Bond
Amount of funding provided	£480
<p>Outline of activity: Kate Barker and Julian Bond, lecturers at Alliance Manchester Business School (AMBS), led a project for selected final year students to develop their consultancy skills by delivering a six-month project for a local not-for-profit organisation. Students apply the business and management knowledge they have learned while gaining essential experience and skills of being in a consulting role.</p> <p>Kate said: "Doing a live consultancy project in the final year of their degree allows a select group of AMBS students to provide sustainable solutions for local community-based organisations. The students spend semester one learning some 'nuts and bolts' about consulting and they meet their clients in time to devise a project plan before the vacation.</p> <p>"In semester two it is all systems go to deliver the projects, under mentoring from myself and Julian Bond. There is a strong emphasis on leaving a legacy, and the length of the projects allows in-depth work and plenty of time to reflect on the recommendations and ensure project handover."</p> <p>Kate and Julian work closely with Kirsty Hutchison, Volunteering and Community Engagement Consultant, to identify suitable projects. This academic year students are helping Manchester Student Homes to understand patterns of student socialising, they are working with Stretford Public Hall to research and test a business model for a community café, with Southway Housing Association to test the use of technology with older adults to reduce isolation, and with Living Streets to promote healthy walking.</p> <p>Kate added: "The Social Responsibility in the Curriculum Fund has allowed us to produce posters from each project, and invite more guest speakers from the not-for-profit sector to contribute to the course. Several</p>	

of the students each year go into management consulting, and AMBS is proud that they have honed their skills through engaging in the very challenging world of not-for-profit organisations.”

This course unit is a key element of the final year of the new BSc Management specialism Sustainable and Ethical Business. Through their participation students will enhance their public engagement skills, and widen their experiences so that they are aware of the importance of social responsibility in their future business careers.

School of Arts, Languages and Cultures

Name of course lead(s):	Molly Geidel
Amount of funding provided	£1,050

Outline of activity:

Dr Molly Geidel, Lecturer in American Cultural History has introduced a new assessed piece of coursework, in the form of a short video, to her final-year module on the topic of social documentary and the history of US imperialism and cultural diplomacy.

Molly invited historian and filmmaker Seth Fein to hold two events: a screening of his film [Our Neighborhood: Washington's TV Cold War across Latin America in the Sixties](#), and a workshop with her students on making short films using historical footage. The final films were posted on a YouTube channel which was created to widely share the students' films.

Before creating their short films the students debated the power of filmmakers to inform the public about past and present-day injustice and to help us imagine different futures.

Molly said: “New York-based filmmaker Seth Fein’s visit came as my third-year American Studies students were in the midst of making their own documentaries about US imperialism and visual propaganda. After storyboarding practice, editing tutorials (from Media Services), and their discussions with Seth about the filmmaking process, student teams completed five films, each lasting around 10 minute films on various topics ranging from the war on drugs to the various atomic cultures generated in the US and Japan since 1945.

“After watching his film in progress, students asked Seth for his thoughts on objectivity, interview etiquette, editing choices, and the degree of didacticism or subtlety desirable in a film. He generously shared his ideas and narrated his journey from more conventional history-writing to filmmaking.”

Three of Molly’s students have also shared the benefits of their experiences of working with Seth. They said:

Dan Sweeney-Davis:

“I really enjoyed this project, it's a great idea for something different as an assessed piece of work and it really helped me with improving my editing skills.”

Megan Christopher:

“It was incredibly interesting and valuable to be able to hear the viewpoint of somebody who has actually worked with experimental film, and to be able to discuss these films with him...Seth demonstrated a way of using documentary film in order to provoke personal and individual thought, with an emphasis on interpretation rather than answers.”

Alex Boulding:

“Getting to meet Seth was incredible! His experimental film was really eye-opening as to how documentary films can be artistically crafted. Then having the opportunity to have such a close and open discussion with him was a great opportunity...which aside from being interesting in itself, will be really useful as we go on to produce our own documentaries in class.”

Name of course lead(s):	Aashish Velkar
Amount of funding provided	£1,800
<p>Outline of activity: Dr Aashish Velkar has developed the new undergraduate module, 'A History of Capitalism in Seven Commodities', which seeks to enhance students' understanding and awareness of inequality and social justice evident in the histories of capitalism and global commodity trades.</p> <p>The students have explored themes such as women in the workplace and the fight for equal pay, child labour in the past 200 years, and the ethics of advertising. The funds made available by the SR in the Curriculum grant meant they were able to source primary materials. For example, the payment of expenses allowed students to travel to an archive to obtain digital copies of advertisements, images, illustrations, diaries, wage books, etc. or to a museum to obtain images of objects, or visit a site of historical relevance. They then produced a poster and made a presentation based on their materials.</p> <p>By investigating a specific case in the context of capitalism, students confronted issues of social justice and inequality by learning how best to express and communicate these problems in creative ways.</p> <p>Aashish said: "The students learned that communicating effectively is one of the important steps in confronting these challenges. Such active learning methods will prepare them as future employers and employees in more direct ways than they would otherwise be exposed to at the University. Confronting these issues within the curriculum enabled students to combine both intellectual and practical approaches to unpacking some of the challenges of social justice and inequality arising from modern capitalism."</p>	

Name of course lead(s):	Kostas Arvanitis
Amount of funding provided	£2,000
<p>Outline of activity: Students on Kostas' Managing Collections and Exhibitions module researched and documented objects from the University's Museum of Medicine and Health (MMH). They assessed their conservation and environmental needs and examined the long-term sustainability of the collection also considering future uses.</p> <p>The project was designed to increase students' employability by developing practice-based learning activities around real-life settings. Students worked in partnership with cultural professionals, critically reflected on their own practice, gaining valuable career-oriented and transferable skills that will prepare them for the workforce.</p> <p>The project culminated in a very successful pop-up exhibition, 'Healing Histories', in Manchester's Central Library. The exhibition attracted more than 150 people, many from the general public, and allowed MMH to make connections with the Central Library's collections, staff and audiences.</p> <p>Meredith Whitworth, a student who took part in this project, said: "Creating the Healing Histories exhibition condensed several elements of professional practice into an intense collaborative experience. Successfully planning the exhibition required not only museum- and object-related skills gleaned from our coursework, but also tested our teamwork, delegation, prioritisation, and communication abilities – all vital to our development as emerging museum and gallery professionals.</p> <p>"Ultimately, the experience proved tough, but exhilarating, and the exhibition's success was a wonderful validation of our hard work and professional growth as a group."</p>	

Name of course lead(s):	Sasha Handley and John Morgan
Amount of funding provided	£250
<p>Outline of activity:</p> <p>Drs Sasha Handley and John Morgan introduced a dedicated week of social responsibility activities within the module 'History of Europe in 100 Objects: Material Culture and Daily Life, 1450-1800'.</p> <p>In March 2017 guest speaker, Professor Beat Kümin from the University of Warwick, will share his professional expertise on the socio-economic impact of drink in both the past and the present with second-year undergraduate students by discussing 'the world of the tavern in early modern Europe'.</p> <p>Professor Kümin is a world expert on drinking cultures and has used his expertise to intervene in contemporary debates about responses to alcoholism. The aim of including these speaker sessions in the course is to inspire our students to think seriously about how a degree in History can enhance their awareness of key ethical issues and equip them to address difficult social challenges.</p> <p>Beat's work has established an important voice for historians within public policy debates relating to healthcare, addiction and state regulation of alcohol within the British Isles and Europe. Students will be encouraged to think 'historically' about the changing socio-economic role that alcohol, and its sites of consumption, has played in particular communities: binding them together as well as dividing them. Students will thereby be supported to link their historical knowledge to pressing social and ethical challenges within the modern world, and to think about potential career opportunities relating to public policy, health and social care, journalism, as well as the museum and heritage sector. The sessions will be supported by Louise Sethi from the University's Careers Service, who will provide practical advice about how to enter these employment sectors.</p>	

School of Environment, Education and Development

Name of course lead(s):	Isabelle Doucet
Amount of funding provided	£2,000
<p>Outline of activity:</p> <p>Isabelle's project enhances the social responsibility and outreach aspects of the existing 'Architectural Counter-Projects' course, which is currently taught to M.Arch students through an intensive two-week workshop. The workshop enables students to research the social responsibility of architects historically, conceptually and contemporarily and understand the different ways of acting ethically and socially responsibly, when intervening in the built environment.</p> <p>The focus of the workshop is research-led education, with students then taking part in a wider research project which is then communicated to an external audience through invited critics and information hosted on the website.</p> <p>The funding gained through the Social Responsibility in the Curriculum competition means that an additional one-day seminar, 'Counter-projects in Architecture: Resistance, Struggle, and Recuperation', has been arranged for 2016-17. Four experts in the field will deliver lecture input to the workshop and also provide critical feedback to the students on their research projects, before their findings are communicated externally through publications, a website and public exhibition.</p>	

School of Law

Name of course lead(s):	Rose Broad
Amount of funding provided	£800
Outline of activity: <p>Dr Rose Broad has ensured third-year undergraduate students on the 'From imprisonment to rehabilitation' course unit have had the opportunity to benefit from expert speakers and develop their understanding of managing vulnerable groups in the criminal justice system.</p> <p>Building on a pilot project undertaken last year, experts from the criminal justice system and non-government organisations worked with the students to give them an understanding of the management of 'risky' populations throughout the criminal justice system. Students were introduced to some of the theory relating to effective practice with these groups during workshops led by staff from a youth offending team, a non-statutory domestic violence organisation, staff supporting female offenders, and staff working in probation, community services and the police.</p> <p>The visiting speakers enhanced students' understanding of the impact of equality and diversity issues in the management of vulnerable groups of offenders, and helped ensure that students have a greater awareness of the ethical and social responsibilities of working with them.</p> <p>Students from the course shared their thoughts on the impact the guest speakers had on their studies.</p> <p>Chelsey Gorrill said: "Really interesting speakers. Nice to hear the perspective of those directly involved in the relevant fields. They showed us more about the individual challenges and benefits that rehabilitation options hold for the future."</p> <p>Annie Andrews said: "Really engaging and genuinely passionate about their job!"</p> <p>Mirjana Gavrilovicnilsson said: "The guest speakers were very eye-opening to the real-life situation outside the classroom and it was interesting to hear about each of their thoughts and perspectives about the lecture topic of the week."</p>	

School of Social Sciences

Name of course lead(s):	Alice Bloch
Amount of funding provided	£550
Outline of activity: <p>Professor Alice Bloch has developed a walking tour of Manchester so her Global Migration students can trace different migratory movements to the city.</p> <p>Throughout the tour, which was led by a dynamic and experienced guide, the students identified key signifiers of past and recent migratory movements and considered their economic, cultural and social significance in contemporary society.</p> <p>As well as understanding migration and its impact, the tour raised the students' awareness of human rights struggles in Manchester including the suffragettes, gay rights and religious freedoms and the fight against slavery. It also linked with wider teaching on critical inequalities in relation to race and ethnicity and forced migration.</p> <p>Alice said: "The walking tour was an excellent way for my Global Migration students to see how migration has shaped the economic, political, cultural and social life of the city. Led by local historian, Steve Roman, it traced different migratory movements to the city and significant places in Manchester's migration history.</p> <p>"The tour began under the tiled map at Victoria Station, which offers a visual representation of late 19th century migration, and also visited the Ahmed Iqbal Ullah Race Relations Resource Centre at the Central Library."</p>	

Name of course lead(s):	Nick Turnbull
Amount of funding provided	£1,164
<p>Outline of activity: Students on Nick’s Political Communication: Language and Power module will attend a public political meeting to record the proceedings. They will then analyse the debate and use this empirical research to assess the quality of the UK public sphere. The aim is for students to become adept at observing local politics to provide an assessment of its strengths and weaknesses.</p> <p>In the first year of the course students will have the opportunity to cover the campaign to elect the new Mayor for Greater Manchester, attending press conferences and other campaign events.</p> <p>The data collected will form part of an ongoing, student-led research project on public sphere debates in Manchester, undertaken by students on the course in future years. It is anticipated that this will lead to future published research on political communication in local governance. Students will gain skills in field research project management and research techniques, as well as develop an appreciation of the practical realities of democratic debate in contemporary society.</p>	

Name of course lead(s):	Kevin Gillan
Amount of funding provided	£2,000
<p>Outline of activity: Dr Kevin Gillan, Lecturer in Sociology is planning a Global Social Challenges module that will be delivered to around 120 students every year.</p> <p>The module will introduce students to a range of current social issues affecting human society on a large scale (e.g. climate change, terrorism). Students will discover a sociological approach to major social challenges through emphases on:</p> <ul style="list-style-type: none"> • understanding and describing pressing social problems through reference to their social and cultural dimensions; • analysing competing explanations for contemporary global social issues with reference to core sociological themes such as inequality, globalisation and power; • assessing potential solutions to contemporary social challenges in relation to the ways in which they are embedded in society and culture; • recognising the potential implications and limitations of the notion of ‘social responsibility’ in relation to academic practices and economic behaviours. <p>The course will also help our students to recognise that one purpose and responsibility of developing subject knowledge is to communicate that knowledge to a wider audience in order to take part in debates about crucial social challenges. Students should feel equipped from their first year to be thinking in this way.</p> <p>All students will produce two 750-word blog posts in response to recent news items on global social challenges and offer a social scientific interpretation of them. The best blog posts will be published on a public-facing course blog set up for this purpose, with prizes for the best three posts.</p> <p>By participating in the course, students will appreciate the potential role of social scientific knowledge in public debate, and gain confidence in communicating serious issues in public settings.</p> <p>The blogs students produced can be viewed at www.manchester.ac.uk/global-social-challenges/</p> <p>There is also further detail in an article Kevin wrote for the TES: https://www.timeshighereducation.com/student/blogs/sociology-students-use-their-degree-unpick-global-issues</p>	

Name of course lead(s):	Aoileann Ní Mhurchú, School of Social Sciences, and Alex Robertson, from Multilingual Manchester
Amount of funding provided	£754
<p>Outline of activity:</p> <p>Students on Aoileann’s Politics of Identity and Difference module are volunteering to provide weekly two-hour English language conversation support sessions to asylum seekers and refugees living at The Chrysalis Family Support Centre in Moss Side.</p> <p>The project is enabling Aoileann’s students to develop and broaden their ethical, social and cultural awareness, and helping them strengthen their team working and instruction skills. It is also enabling the University to positively engage with our local community and develop further links with asylum seekers, refugees and staff at the Chrysalis Family Support Centre.</p> <p>Multilingual Manchester (MLM), which organises the volunteering programme, provided training workshops for the students so they could deliver the conversation sessions which were meaningful and useful to the centre users.</p> <p>Third-year Politics and International Relations student, Freya Park, said: “Although I have always been interested in migration and the benefits of diversity, I never thought about how hard it must be to integrate into a completely new community where you do not speak the language. This experience has enriched my studies by putting political situations that I learn about into reality. You can be empathetic about events that are happening around the world, but, until you meet people who have been through these experiences, you do not gain a real understanding. I believe the programme plays a vital role in the community and I am hoping to get involved in similar projects wherever I end up after university.”</p> <p>Molly Joslin, said: “Being involved in the English conversation sessions has really enriched my final year at The University of Manchester. As an English language student, I have gained a greater understanding of the dynamic nature of communication. I have also enjoyed meeting people from different cultures. While it was challenging at first, I have found myself feeling more confident speaking in front of groups, which I know is a skill that I will take with me. Overall, it has been a thoroughly enjoyable experience and one that I hope to continue in the future.”</p>	