

## Work carried out during 2013-14

### School of Arts, Languages and Cultures

<b>Name of course lead(s):</b>	<b>Dr Karina Croucher and Prof Stuart Campbell</b>
<b>Subject:</b>	<b>Archaeology</b>
<b>Module title:</b>	<b>Issues and Controversies Method and Practice</b>
<b>Project title:</b>	<b>Archaeology, conflict zones and reconstruction</b>
<b>Outline of activity:</b>	
<p>The aim of the project was to encourage deeper understanding of the socio-political role of archaeology, and the social responsibility of archaeologists, addressing global issues of conflict and re-building, cultural heritage, and identity. A Blackboard site was developed to give students opportunity to explore the contemporary media accounts of the impact of the 2003 Iraq war on archaeology in Iraq (Mesopotamia). During the module a guest speaker provided the students with insight into the role of archaeology and heritage in conflict situations and in the rebuilding of communities following conflict. The student also went on a fieldtrip to The British Museum, which hosts one of the largest collections of Mesopotamian artefacts in the world. Students analysed the role of artefacts in the construction and reflection of heritage, and took part in a behind-the-scenes tour of the Middle Eastern department, a unique experience providing an inside perspective on issues of display and curation. At the end of the module students presented their analyses during a mini-conference, and contributed to a course blog on the topic.</p>	

<b>Name of course lead(s):</b>	<b>Dr Peter Liddel and Dr Polly Low</b>
<b>Subject:</b>	<b>Classics and Ancient History</b>
<b>Module title:</b>	<b>Advanced Latin 1, 2 and 3</b>
<b>Project title</b>	<b>Literacy through Latin: a Collaboration between the Iris Project and The University of Manchester</b>
<b>Outline of activity:</b>	
<p>The Iris Project (<a href="http://irisproject.org.uk/">http://irisproject.org.uk/</a>) is an educational charity which aims to introduce the languages and culture of the ancient world to UK state schools; its activities are driven by the belief that the opportunity to encounter Classical languages, literature, histories and art should be made available to all, regardless of background. Classics and Ancient History worked with the Iris Project, who provided training and teaching resources for volunteer students enrolled on the Advanced Latin course units, to teach two Year 8 'low ability' classes in a school in Bolton, on a weekly basis. What made the project distinctive and of great value was its aim to help 'low ability' school pupils develop an understanding of language and grammar more generally by engagement with Latin. The students also had the benefit of consolidating their own knowledge through the process of teaching as well as providing hands-on classroom experience for those who might want to go into the profession of teaching in the future.</p>	

<b>Name of course lead(s):</b>	<b>Dr Caroline Bithell</b>
<b>Subject:</b>	<b>Music</b>
<b>Module title:</b>	<b>Arts Management (Level 2 module)</b>
<b>Project title:</b>	<b>Engagement, Survival and Regeneration through the Arts</b>
<b>Outline of activity:</b>	
<p>A number of external speakers and practitioners delivered lecture-presentations and interactive workshops to students during the module with the main focus of activity being a one-day conference on the theme of Engagement, Survival and Regeneration through the Arts. Speakers were asked to reflect on how their work helps promote social inclusion, cultural diversity, and health and wellbeing, as well as contributing more broadly to the creative economy. The conference, which was part organised by some students themselves, was attended by 60 undergraduates, mainly from Music but with some from Drama. The outcomes for the students included: enhancement of employability, specialist knowledge, and social and ethical awareness; networking and volunteering opportunities; and new professional connections for the subject area.</p>	

### **School of Environment, Education and Development**

<b>Name of course lead(s):</b>	<b>Dr Susie Miles</b>
<b>Subject:</b>	<b>Education</b>
<b>Module title:</b>	<b>Issues in Education</b>
<b>Outline of activity:</b>	
<p>Issues in Education seeks to promote understanding of difference and discrimination by considering key issues including poverty and disadvantage, social class, equity, diversity and inclusion, race and ethnicity, gender and disability. Students visited local schools and development agencies to interview staff, and conduct research relevant to their chosen issue in the local community. The funding provided supported the students in creating assessed, collaborative posters to report on the research undertaken. Participatory photography was introduced to the course to support the poster work and helped students gain an enhanced understanding of inequity in education, while introducing an innovative visual research method.</p>	

### **School of Law**

<b>Name of course lead(s):</b>	<b>Dr Jo Deakin</b>
<b>Subject:</b>	<b>Criminology and Law</b>
<b>Module title:</b>	<b>Youth Justice and Juvenile Delinquency (Level 2 module)</b>
<b>Outline of activity:</b>	
<p>The primary objective of the Youth Justice and Juvenile Delinquency course is to engage, through guest speaker workshops, with the agencies that manage young people at various stages of the justice system and the providers of youth interventions and services. The funding allowed an expansion to the group of guest speakers for the course to reflect the significant and growing input from the voluntary and charitable sector. This provided a broader picture of the range of interventions available and the other work that is increasingly seen to support, complement, or in some cases replace formal intervention with young offenders (and young people at risk of offending). The larger network includes voluntary and community groups and policy think-tanks and activist groups working with young people who are (at risk of) offending and the links between the students and the penal voluntary sector has increased with the potential for many students to find voluntary positions within the guest organisations.</p>	

## School of Social Sciences

<b>Name of course lead(s):</b>	<b>Prof Claire Alexander and Dr James Rhodes</b>
<b>Subject:</b>	<b>Sociology</b>
<b>Module title:</b>	<b>Critical Inequalities (University College Course) Racism and Ethnicity in the UK (Level 2 module) Race, Ethnicity and Migration in Britain (Level 3 module)</b>
<b>Project title:</b>	<b>Race, Ethnicity and Inequality</b>
<b>Outline of activity:</b> This funding enabled Sociology students to engage in greater depth with issues and methods of research on race, and facilitate primary research through project work. A number of guest lectures were held which included presentations from the Runnymede Trust, linked to the national campaign of 'End racism, this Generation', Mix-D, a Manchester based organisation that represents 'mixed race' people and the Ahmed Iqbal Race Relations Resource Centre. Both the Runnymede Trust and the Ahmed Iqbal Race Relations Resource Centre brought current issues of race, ethnicity and inequality into the curriculum and helped to engage students with their local community. Students then developed their own project work which was disseminated to a wider audience locally through the resource centre and nationally through the online Runnymede Trust Bulletin.	

<b>Name of course lead(s):</b>	<b>Dr Tej Purewal</b>
<b>Subject:</b>	<b>Sociology</b>
<b>Module title:</b>	<b>Sociology of Spiritual Life (level 2 module)</b>
<b>Outline of activity:</b> The Sociology of Spiritual Life module encourages students to explore contemporary aspects of religion, and in doing so equips them with tools to engage with questions such as the position of new religious movements; ethical issues surrounding social science explorations of religion; and the connections between material deprivation, social exclusion and religious activity. The student case study projects, which were part of the main assessment of the module, generated a targeted approach towards highlighting the social significance of religious and spiritual activity. The funding enabled social engagement between students, staff and outside faith-based organisations as guest speakers were invited to present during the module. Students also visited various religious site and organisations within Manchester. A publically-accessible online resource was subsequently developed where the case study projects could be viewed.	

<b>Name of course lead(s):</b>	<b>Dr Aoileann Ní Mhurchú</b>
<b>Subject:</b>	<b>Politics</b>
<b>Module title:</b>	<b>Fear and Loathing in International Relations: The Problem of Identity and Difference</b>
<b>Outline of activity:</b> The students were taken on an external visit to a voluntary sector organisation entitled 'Cumbria Multicultural Women's Network' (CMWN) whose activities relate to key themes covered in the module, including multiculturalism, community, gender, and ethnicity. CMWN is a grassroots body with a broad remit, rather than issue specific. During their visit the students had discussions with the network's leadership about their experiences of developing community relations, in particular negotiating ethnic, gender and class tensions, and how they develop relationships with policy makers. This will be followed by a Q&A session and a reflection on how students can assist in such organisations.	

<b>Name of course lead(s):</b>	<b>Dr Robert Ford, Dr Maria Sobolewska and Prof Francesca Gains</b>
<b>Subject:</b>	<b>Politics</b>
<b>Module title:</b>	<b>Elections and voters Politics of Policy Making</b>
<b>Outline of activity:</b>	
<p>The funding was to support a half day workshop for students on the political mobilisation of underrepresented groups. Representatives from organisations who are encouraging political mobilisation of underrepresented people presented at the workshop and this provided students with an opportunity to learn about the real challenges faced by such organisations and how they work to meet these challenges. The workshop gave the students the opportunity to see how activist organisations seek to engage politically under-represented groups; learn about how they can get involved with such groups; and to consider the links between academic analyses of representation, engagement and political disaffection and practical experiences of fieldworkers wrestling with these issues.</p>	