

Descriptions of 2012-13 course units allocated funding through the Social Responsibility in the Curriculum

Module name	Course leader(s)	Description of activity
Refugees in modern world history	Peter Gatrell, SALC	<p>The funding contributed to a 2-day visit by students to the United Nations High Commission for Refugees (UNHCR), in Geneva. The site visit gave students access to staff members and the resources of UNHCR along with visits to other institutions such as the archives of the League of Nations and the library and archives of the IFRC and ICRC.</p> <p>UNHCR supported this initiative, with an introductory presentation, a film show, a Q&A with a senior figure, and allowed students to consult original documents. The activities were recognised in the learning hours for the course and in the credit-rated poster.</p>
Protest Music in France	Barbara Lebrun, SALC	<p>The funding allowed for artists and journalists in the field of music to deliver workshops to the students around the creative role of songs in responding to perceived injustice in society. The sessions were recorded and made available on Blackboard as primary material for the student's coursework.</p>
Societal Multilingualism <i>and</i> Romani Linguistics	Yaron Matras, SALC	<p>The funding supported students to carry out fieldwork in groups.</p> <p>For the Romani Linguistics fieldwork this involved documenting traditions, language, and the overall current situation of Romani migrants in Gorton South. Students were supported by paid part-time assistants from the community who facilitated access to families and provided interpreting.</p> <p>For Societal Multilingualism work involved describing 'diversity management' by observing and documenting multilingual practices in selected institutions and business, for example the NHS, schools, private businesses. Students were encouraged to include audio-visual aspects in their presentations.</p> <p>Written reports from the students were published on the Romani Project and Multilingual Manchester websites and some selected projects were presented by the students at two public events.</p>

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<p>Creative Writing workshops in fiction</p> <p>and</p> <p>Creative Writing workshops in poetry</p>	<p>John McAuliffe, SALC</p>	<p>The funding enables Year 3 students of Creative Writing to attend events in the Manchester Literature Festival. Having attended the readings the students either blogged about the events or submitted a review to the <i>Manchester Review</i> site.</p> <p>In preparation for the blogs and reviews Jenn Ashworth and Chris Killen visited the course workshops to discuss how they use online media to promote and develop their work. Students were encouraged to consider the blog or review as a particular form of writing, which could feed into their final assessment and gave them a taste of professional writing. Students also experienced a real sense of how creative writing can engage with a larger community outside the University.</p>
<p>Making Culture</p>	<p>Zelda Baveystock, SALC</p>	<p>The funding enabled the development of the practical assessment element of the unit. Students produced a case study presentation based on a local cultural practice they had researched (e.g. Cornerhouse's student marketing, the work of a local graffiti artist). These presentations were delivered to a panel of staff from the relevant outside organisations and included pitches for small projects which emerged from the students' case studies. These pitches enabled students to practice skills directly relevant to work in the cultural sector, gave them access to professional feedback and raised awareness of student creativity amongst local organisations.</p>
<p>American Film Studies (Teaching Popular Film and Communicating Risk about Climate Change)</p>	<p>Eithne Quinn, SALC</p>	<p>The funding was used to extend the coverage on Popular Film and Climate Change from 1 to 2 weeks. The first week engaged the students with the issue of human-induced climate change through the set film <u>The Day After Tomorrow</u> (Roland Emmerich, 2004), a disaster film about runaway climate change. The second week used a documentary <u>The Island President</u> (Jon Shenk, 2011).</p> <p>A public screening of the films was given with introduction by students and an accompanying fair trade and organic reception organised in conjunction with Manchester's Sustainability Unit and coinciding with Green Week. The students conducted an audience study at the showing and then collated and analysed the responses in a group presentation and report as part of their course assessment.</p>

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<p>South Asian Diasporas (John Zavos)</p> <p>Religion, Culture and Gender (Katja Stuerzenhofecker)</p> <p>Studying Sacred Spaces in the City (Atreyee Sen)</p> <p>Postcolonial Christian Theologies (Susannah Cornwall)</p>	<p>John Zavos, SALC</p>	<p>This project was presented by a consortium of four Religions and Theology (R&T) modules, which together engaged approximately 150 students.</p> <p>The aim of the project was to develop innovative learning and assessment practices based on the principle of students as knowledge producers. Generic models which focused on the production of resources designed for use beyond the University were developed and the project emphasised the value of knowledge exchange and a critical understanding of religions and theology in the wider world, both for the students and outside constituencies such as community groups, schools and local authorities.</p> <p>The project designed tasks that enabled students to use tools in collaboration with non-University stakeholders. For example through visits to external sites. The project required students to produce resources focused on objects/spaces/communities encountered during visits. An on-line accessible archive linked to the Religions and Theology website was produced and this showcased the work of the students.</p> <p>The funding also allowed production of models for the use of technologies and the assessment of outward looking learning tasks, to be disseminated through the Religions and Theology website, associated materials and presentation of project results .</p>
<p>Becoming Global</p>	<p>Susan Brown, SEED</p>	<p>The funding supported two strands of activity:</p> <ol style="list-style-type: none"> 1) Two digitally-delivered and one face-to-face case study were created. These included a case study relating to biodiversity in participation with Manchester Museum and a face-to-face talk on inclusive education in association with the Ragged Project: http://www.ragged-online.com/index.html 2) An online resource taking students through the process of developing effective multimedia presentations for the Web. Student presentations were broadcast via a YouTube channel which links to the Ragged Project and a broad, interested audience.

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Development, Inequality and Environment	Jennifer O'Brien, SEED	<p>The funding supported two strands of activity:</p> <ol style="list-style-type: none"> 1) Production of three podcast interviews with young people who are living on the streets of Manchester. The interviews were conducted by University staff and used as a teaching tool for the unit, both in lectures and via Blackboard. 2) The course students worked in groups to produce 8 posters highlighting key issues facing different communities. The posters were themed around key international 'days' such as International HIV Day, International Woman's Day and World Water Day and were displayed around the School of Environment, Education and Development.
Applied Community and Youth Work Studies	Martin Purcell, SEED	<p>The funding was used to organise a series of ten seminars, hosted by the Community and Youth Work programme, but promoted to all Faculty students, with guest speakers invited to present their individual perspectives and to participate in panel discussions on a particular theme related to current policy and practice impacting on communities and young people. The course students helped to plan the events, and were then encouraged to conduct follow-up sessions in community and youth projects across the region, where they ran small-scale versions of the seminars in which they assumed the role of panel members.</p>
Cases in Sustainable Development	Helen Dobson, Manchester Enterprise Centre, MBS Fumi Kitagawa, MBS	<p>The funding provided the opportunity for students to participate in action research. The students worked with an outside local company on a live project providing them with advice and options for moving the project forward.</p>