

Work carried out during 2014-15

School of Arts, Languages and Cultures

Name of course lead(s):	Dr J. Michelle Coghlan
Subject:	American Studies
Module title:	Occupy Everything (Level 3 module)
Outline of activity:	
<p>This module centres on revolution, radical memory, and the role of dissident voices in U.S. literature and culture. Most course readings have been under-studied previously because they were authored by marginalized writers who represented radical alternatives to the pressing social concerns of their day. Many lack scholarly “apparatus” (such as scholarly introductions) and most are difficult to obtain in hard copy form. The readings are now available in digital form in the public domain and students were tasked with rethinking and digitally disseminating the authors and texts to non-university audiences. The assessment of the module was changed to include the collaborative production of course materials—author biographies by way of new media / non-traditional platforms (Facebook and Twitter), digital annotations, Wikipedia content creation and editing, and YouTube. The students also received input from relevant guest speakers who connected students to wider networks of internship and employment opportunities.</p>	

Name of course lead(s):	Dr Laurel MacKenzie
Subject:	Linguistics
Module title:	Language Variation and Change
Outline of activity:	
<p>The Language Variation and Change module introduces students to the study of dialectal variation in English. As part of the assessment for this course unit, students survey their friends and family about their usage of a number of English regionalisms: aspects of the English language that vary across the UK, like the name for a soft round bread (<i>barm</i>, <i>bap</i>, or <i>roll</i>) and the pronunciation of the words <i>foot</i> and <i>strut</i> (which rhyme for many English speakers from the North but not those from the South). Each year, students collect over 1000 total responses from respondents all over the country, giving us an up-to-date picture of the linguistic landscape of English in the UK and this funding has enabled the findings to be plotted on a series of dialect maps. The creation of the website to display the findings of the questionnaires has created a resource accessible to everyone and Groups of students enrolled in the module, together with volunteers from the Multi Lingual Manchester project, have visited English Language classes in local secondary schools to demonstrate the resource and engage with pupils.</p>	

Name of course lead(s):	Dr Minjie Xing
Subject:	Language Based Area Studies
Module title:	Business Chinese (Level 3 module)
Outline of activity:	
<p>This course provides the students with a deep awareness of the communication techniques and language skills needed specifically for business in China. Each student on the module was paired with a Chinese student learning Business English in China and they communicated through a wiki platform particularly designed for the project. Each pair set up a virtual company of their own, going through the procedures of doing business in China. Some example activities included organising company systems and structures, participating in exhibitions, trade fairs and symposiums, arranging marketing and advertisements, delivering sales and after-sale service, obtaining intellectual property rights, protecting environment and construction, and ensuring sustainable development. The English students worked out all the details and entered them on the Wiki pages in Chinese, and the Chinese students revised the proposals and made comments in English. During the process, students learnt the target languages and also acquired more knowledge of the business cultures in question through their communication.</p>	

School of Environment, Education and Development

Name of course lead(s):	Dr Martin Dodge
Subject:	Geography
Module title:	Transport Infrastructure Geography (Level 2 module)
Outline of activity:	
<p>The course is designed around using the landscape and history of Manchester as a learning resource for understanding the development of transport and its impact on the geographical patterns of work and living. The students were taken out of the classroom for a half day study visit to the Greater Manchester Museum of Transport followed by a narrative tour of the M60 motorway. This provided a tangible way to bring some of the complex history of transport in Manchester into sharper focus for the students and for them to see the material infrastructure whilst engaging with members of the community at the museum.</p>	

School of Law

Name of course lead(s):	Neil Cobb
Subject:	Law
Module title:	Law, Gender and Sexuality (Level 2 and 3 module)
Outline of activity:	
<p>The module is designed to introduce students to the relationship between law, gender and sexuality, drawing on doctrinal law, critical theories and empirical research to interrogate topics including the regulation of abortion and prostitution, the legal recognition of same-sex marriage and the law of gender recognition. The project integrated social responsibility into the curriculum by providing students with the opportunity to explore and engage with the feminist and LGBT activist, political and law reform heritage of the city of Manchester through a series of city-based fieldtrips. The project culminated in a public poster exhibition, at which students presented their academic research to an audience drawn from local women's and LGBT community groups.</p>	

Name of course lead(s):	Dr Claire Fox and Dr Jo Deakin
Subject:	Criminology
Module title:	Criminology and Criminal Justice in Action
Outline of activity:	
<p>This module addresses discipline-related employability by allowing students to explore a range of criminal justice related career paths and develop the transferable skills required to be successful. The sessions include input from external speakers including a range of criminal justice and voluntary sector professionals, and dedicated careers specialists. These organisations provided students with 'real life' project briefs for them to engage with. As part of their assessment the students created and presented some resources to address the problem, including posters, leaflets, social media tools and a website. By providing opportunities for students to engage with the local community through the external speaker events, a fieldtrip to a community project and researching and producing resources to address a real local problem they were able to appreciate how their university work can impact upon the wider community, and begin to understand processes of communication when dealing with community issues.</p>	

Manchester Business School

Name of course lead(s):	Dr Paul Dewick
Subject:	Management
Module title:	Sustainable Innovation Management
Outline of activity:	
<p>This module demonstrates to students that incorporating sustainability into core business processes is not easy and requires an affective commitment to sustainability, the knowledge and tools to behave in a sustainable way, and the rewards to incentivise change. The project contributed directly to this learning by requiring students to experience the challenge of changing their own individual behaviour, through the process of drinking water. Students were surveyed on their behaviour in respect to buying bottled water and were then presented with the relative environmental impacts of plastic bottled water and encouraged to consider how their behaviour is contributing to this impact. Each student was provided with an aluminium 'Give Me Tap' bottle and asked to record simple real-time data about their actions e.g. aluminium bottle refilled twice, no plastic bottled water bought. At the end of the 12 week term, total carbon savings expressed per class/person were calculated and contextualised and students were asked to prepare a short reflective report on:</p> <ol style="list-style-type: none"> 1. How their behaviour has changed or why it hasn't; 2. What factors facilitated and hindered their behavioural change; and 3. How their actions were perceived by others and what discussion and 'catalytic' behavioural change followed <p>Edwin Broni-Mensah, the founder of 'Give me tap' and alumnus of The University of Manchester, talked to the students about his entrepreneurial experience of setting up the 'Give me tap' company and heard student's reflections on the challenges associated with changing their behaviour. As well as re-enforcing the project, the students also benefited from hearing Edwin's first hand experiences of starting his own sustainable business.</p>	

School of Social Sciences

Name of course lead(s):	Prof Alice Bloch
Subject:	Sociology
Module title:	Global Migration (Level 2 module) Forced Migration (Level 3 module)
Outline of activity: To develop awareness of Manchester as a migrant destination students taking the Global Migration module participated in a walking tour of Manchester which traced different migratory movements to the city. This highlighted key signifiers of past and more recent migratory movements and helped the students to consider their economic, cultural and social significance of these movements in contemporary society. Students taking the Forced Migration module benefited from a session focused on forced labour and migrant workers in contemporary Britain which included visiting speakers. The speakers raised issues concerning human rights, employment rights, citizenship, entrapment, poverty and exclusion which are all central to raising awareness of social responsibility and hidden labour. Students developed a greater understanding of the intersections of research, policy and practice in relation to forced labour among migrants.	

Name of course lead(s):	Dr Virinder Kalra
Subject:	Sociology
Module title:	Sociology and Culture in South Asia (Level 3 module)
Outline of activity: The module encouraged students to explore historical and contemporary aspects of the study of South Asia through proximate aspects of contemporary Britain. Two workshops run with external arts practitioners, engaged students through music and theatre in the themes of cultural imperialism and diaspora. Music practitioners BS Suwali and Rajveer Singh gave a practical demonstration of the impact of colonialism on musical cultures in North India. They provided alternative epistemologies of learning and considered the affective power of music as BS Suwali is a musical therapist who specialises in use of drums in therapy with Autistic children. The second workshop involved the Banner Theatre in exploring the issue of immigration and the settlement of diaspora communities. Both workshops were recorded for future use as a teaching resource.	

Name of course lead(s):	Dr Petra Tjitske Kalshoven
Subject:	Social Anthropology
Module title:	Materiality, Sensoriality and Visuality (Level 2 module)
Outline of activity: In the Materiality, Sensoriality and Visuality module students engage with different conceptual frameworks that have been developed in anthropology and philosophy to think about relations between humans and their material environments. The module considers the politics and poetics of museums as special places that convey ideological messages through the display of specific 'things' and this project enabled students to develop proposals for actual displays in a real museum setting with a message on environmental sustainability. Students attended a one-day workshop at Kendal Museum where they were introduced to ecological anthropology and Kendal Museum's environmentally motivated objectives. Students then familiarised themselves with the collection and developed ideas for display strategies. These ideas were then presented with discussion and feedback from course giver and curator. The most promising ideas will be implemented by the museum.	