



SYLLABUS

SOCIAL JUSTICE MOVEMENTS IN THE UK

Katy Layton-Jones

Language of Instruction: English

Contact hours: 40

LONDON, ENGLAND

COURSE DESCRIPTION

Race, poverty, nationality, religion, the environment, education, gender, housing, and medical care, are all subjects of social and political tension in the UK today. Behind each of these very contemporary debates lie histories of difference, inequality, and discrimination. Those who seek to tackle such historically-rooted injustices must confront a parliament and population whose collective identity is deeply embedded in tradition and narratives of continuity. Change is not a comfortable concept for the British. This course will examine a range of social justice movements active in the UK today. It will explore their origin, evolution and current strategies and offer each student the opportunity to develop their own considered and informed position on both the movements under discussion and the ethics and effectiveness of their strategies.

COURSE OBJECTIVES

It would be impossible to study all of the issues pertaining to social justice in British society. This course, therefore, will provide to students a critical knowledge of key debates affecting society in the twenty-first century.

By the end of this course, through readings, documentary film viewings, in-class discussions, field studies, student presentations and written papers, students will:

1. Apply a critical perspective to current social and political issues.
2. Identify the historical roots and contemporary implications of social, economic, environmental, and racial inequalities in British society.
3. Explain how social justice movements have emerged in response to changing socio-economic conditions.
4. Analyze the processes within British society which function to maintain systems of inequality and the techniques that have evolved to challenge them.
- 5.

Verbally and through written work, communicate ideas and formulate arguments about key concepts, ideas and theories pertaining to social justice, its value, and promotion in the UK.

INSTRUCTIONAL METHODOLOGY

The sessions combine introductory lectures, student presentations, discussions and group work. Students will be expected to actively prepare for all classes. The classes are highly participative.

METHOD OF EVALUATION (GRADING)

Your course grade will be computed as follows:

Participation: 25%

Oral Presentation: 25%

'Good Law Project' research paper: 25%

Final exam: 25%

Participation: Students are expected to complete all readings and come to class prepared to discuss articles and books. In the case where recommended readings are provided, these are not required for all students every week, but should be read if you are presenting on that subject.

Oral Presentation: Mapping social inequality. At the end of the nineteenth century, a social campaigner called Charles Booth was increasingly concerned with the socio-economic inequality across London. He recruited an army of volunteers to travel across the whole of London and analyse every residential property from the outside and catalogue it according to a set of criteria. They then produced coloured maps that show poverty levels across the whole of London. The maps are now fully digitised, along with many of the notebooks that the observers made.

For this assignment, choose an area from the list below. Find it on the digitized archive and get a sense of its socio-economic character as defined by Booth in the 1880s and 1890s. Look at the colour codes for categorising households. Then visit the area. Devise your own criteria for mapping social inequality in contemporary London and map 2 or 3 roads using your new criteria. You don't have to do every single household – this is an exercise about how we perceive and identify poverty and wealth. Produce a map (you can take a screen shot from Google maps) and present your map and findings in a 5-10 minute presentation. Effective presentations will include a socio-political and economic contextualisation of the area, as well as a justification for your legend and findings. Photographs and other documentary evidence may be included. Do not rely on Wikipedia! The original Booth maps can be found here: <https://booth.lse.ac.uk/map/14/-0.1174/51.5064/100/0>

Locations to choose from (Choose only one):

Paddington, Lambeth, Hampstead, Kilburn, Hackney, Clerkenwell, Whitechapel, St. John's Wood, Kennington, Brixton, Hoxton, Baker Street and Marylebone, Mile End, Deptford.

'The Good Law Project' research paper:

'The Good Law Project is a not for profit campaign organisation that uses the law for a better world. We know that the law, in the right hands, can be a fair and decent force for good. It is a practical tool for positive change and can make amazing things happen. We are proud to be primarily funded by members of the public, which keeps us fiercely independent'.

Good Law Project,
website.

Taking one of the Good Law Project's current cases, (listed and detailed on their website), write a 3 page paper that explores and explains the origins of the social injustice they are fighting, its current context, and main stakeholders. You should not rely only on the Good Law Project website, but should research the issue and draw on a range of sources and perspectives to demonstrate your understanding of the case and the potential impact of the Good Law Project's campaign.

Final exam:

Students should take extensive notes on lectures, documentary films, readings, case studies and field studies to enable them to craft their final essay exams. You will be provided with a prompt, a week in advance and will be asked to respond to the prompt in exam conditions, focusing on one of the core course themes. You will be permitted to research your answer and can bring one, 1-side sheet of notes into the exam room.

WEEKLY COURSE SCHEDULE

Week 1: SOCIAL INJUSTICE IN THE BRITISH CONTEXT

Weekly theme reading/viewing:

Browne, K., 'What is meant by social structure?' and 'The content of the media: media bias, public opinion and social control' in *An Introduction to Sociology*

Sky News Special Report *A deadly North-South divide* (2018)

<https://www.youtube.com/watch?v=6k7ILFka9AU>

Editorial, 6 May 2019, 'The Guardian view on London and England: a deep divide', *The Guardian* – society, <https://www.theguardian.com/commentisfree/2019/may/06/the-guardian-view-on-london-and-england-a-deep-divide>

Class 1 - Where am I? Who are the British?

- Discussion of course expectations, assessment, readings.
- Introductory lecture: Social class and the peculiar character of British society.
- Mapping Exercise - the North/South divide
- 'Watching the English' short walking tour.

Class reading:

Fox, K., 2004, 'Terminology rules – U and non-U revisited' in *Watching the English: the hidden rules of English behaviour*, London: Hodder and Stoughton.

Class 2 - Politics, people, and social injustice in Britain

- Short lecture: Lords and Commons - the structural injustices of the British government
- Case study A: the Peterloo Massacre (1819)
- Case study B: the Suffragettes and Emily Davison (1913)
- The memorialisation of dissent - Westminster walking tour.

Class reading:

Jackson, S., 2018, 'Women quite unknown': working-class women in the suffrage movement', The British Library. <https://www.bl.uk/votes-for-women/articles/women-quite-unknown-working-class-women-in-the-suffrage-movement>

Lists of the killed and wounded from the Peterloo Massacre. British Library.

<https://www.bl.uk/collection-items/lists-of-the-killed-and-wounded-from-the-peterloo-massacre>

Class 3 - LGBTQ+

- Short lecture: Britain and the decriminalisation of homosexuality
- Section 28 and its legacy in 2023
- Case Study A: The Muslim community and Hewitt-Clarkson's school, Birmingham 2019.
- Case Study B: Bell vs. Tavistock and appeal
- Walking tour of Soho led by Dan de la Motte

Class reading:

'We can't give in': the Birmingham school on the frontline of anti-LGBT protest'

<https://www.theguardian.com/uk-news/2019/may/26/birmingham-anderton-park-primary-muslim-protests-lgbt-teaching-rights>

Sex education: The clash of LGBT and religious rights – BBC Newsnight (2019).

<https://www.youtube.com/watch?v=RKdzYmVSMus>

<https://prideinlondon.org/>

Stonewall, '18 November 2003: Section 28 bites the dust' <https://www.stonewall.org.uk/our-work/campaigns/18-november-2003-section-28-bites-dust>

Bell, K., 2020 'The judgment in Keira Bell's case upsets trans groups', *The Economist* <https://www.economist.com/britain/2020/12/01/the-judgment-in-keira-bells-case-upsets-trans-groups?>

Class 4 - Contemporary context of political protest

- Short lecture: Political campaigns, policies, and reactions.
- Police, Crime, Sentencing and Courts Act, 2022
- Case study A: Electoral Reform Society
- Case study B: #notmyking Republic.org.uk
- Presentation sign-ups (Booth)

Class reading:

'Reform the House of Lords' report. Available via <https://www.ucl.ac.uk/constitution-unit/sites/constitution-unit/files/2.pdf>

'Man fined for throwing Egg towards King Charles III at Luton'. <https://www.bbc.co.uk/news/uk-england-beds-bucks-herts-64263384>

Liberty, 2022. 'Police, Crime, Sentencing and Courts Act' https://www.libertyhumanrights.org.uk/advice_information/pcsc-policing-act-protest-rights/

Week 2: EMPIRE, RACE, AND SOCIAL JUSTICE

Weekly theme readings:

McLeod, J., 2004, 'Locating postcolonial London', in *Postcolonial London: Rewriting the Metropolis*, London and New York: Routledge, pp1-23

Excerpts from Phillips, M., Phillips, T., 1998, *Windrush: The Irresistible Rise of Multi-Racial Britain*, UK: Harper Collins.

Show Racism the Red Card,

https://www.theredcard.org/?gclid=CjwKCAiAI9efBhAkEiwA4ToriusRQJ3NQXLFC5LoGJCroyNWqtvuW0HNJwJ2w3ccFbR67hNtMV4OBhoCUMIQAvD_BwE

Class 5 - The colonial and postcolonial context

- Short introductory lecture - The British Empire and its post-colonial legacy.
- Guest speaker: Kate Mead on the Windrush scandal and campaign.
- Case Study A: Gurkha Justice Campaign
- Case Study B: Windrush Scandal

Class reading:

Tranmer, J., 2008, 'The Other as a Home-grown Foreigner: British Anti-fascists and the Extreme Right', *L'Autre*, p. 361-370.

Class 6 - Immigration: a divided nation?

- Short introductory lecture
- Case Study A: Care4Calais
- Case Study B: Joint Council for the Welfare of Immigrants

Class reading:

Joint Council for the Welfare of Immigrants, 'Ending the Hostile Environment'
<https://www.jcwi.org.uk/Pages/Category/ending-the-hostile-environment>

Migration Watch, 'British people have had enough' <https://www.migrationwatchuk.org/>

Independent Catholic News, 2023, 'Liverpool: Eyewitness reports from attack on refugee hostel',
<https://www.indcatholicnews.com/news/46531>

Class 7 - Policing and race in Britain

- Case study A: the Brixton Riots, 1981
- Case Study B: Stop and Search
- 'Show Racism the Red Card' and 'No Room for Racism'.
- The 'Police, Race, Action Plan'

Class reading:

Fair Trials, *UK: Police Race Action Plan should acknowledge institutional racism*.
<https://www.fairtrials.org/articles/news/uk-police-race-action-plan/>

Justice Initiative, 2018, 'Ending Racial Bias in Police Stop and Search'
<https://www.justiceinitiative.org/voices/ending-racial-bias-police-stop-and-search>

Black Lives Matter, 'The Thin Blue Line', <https://blacklivesmatter.uk/stop-and-search/thinblueline>

Class 8 - Brixton and battle for equality

- Visit to the Black History Archive, Brixton
- Walking tour of Brixton led by a member of the British black community.

Class reading:

'After Windrush – Paulette Wilson's visit to Jamaica, 50 years on', 7 October 2019, *The Guardian Documentary* – Windrush scandal, <https://www.theguardian.com/uk-news/video/2019/oct/07/after-windrush-paulette-wilsons-visit-to-jamaica-50-years-on>

King, J., 2022, 'Not welcome in my own neighbourhood': How gentrification is segregating Brixton', *Metro*. <https://metro.co.uk/2022/10/30/not-welcome-in-my-own-area-how-gentrification-is-segregating-brixton-17587009/>

Week 3: POVERTY AND PROTEST

Weekly theme readings:

Minton, A., 2017, 'Introduction', in *Big Capital Who is London For?* London and New York: Penguin Books, pp.xi-xvi

Minton, A., 2017, 'The "Right to the City"', in *Big Capital Who is London For?* London and New York:

Penguin Books, pp111-130

ONS, 'Mapping Inequality in the UK' <https://www.ons.gov.uk/visualisations/dvc1370/>

Joseph Rowntree Foundation, 2022 'Going under and without: JRF's cost of living tracker, winter 2022/23' <https://www.jrf.org.uk/report/going-under-and-without-jrfs-cost-living-tracker-winter-202223>

Why are so many children living in poverty in the UK? BBC Newsnight (2021)
<https://www.youtube.com/watch?v=s76iBP49-lQ>

Class 9 - An old enemy: poverty and social injustice

- Short introductory lecture - the new face of poverty
- Case Study B: The Joseph Rowntree Foundation
- Case Study A: Campaign for the Living Wage
- Walking tour of social housing, St. John Street, Tower Hamlets

Class reading:

Wills, J., Kakpo, N., Begum, R., January 2009, 'The Business Case for the Living Wage: The story of the cleaning service at Queen Mary University of London,'

<https://www.qmul.ac.uk/geog/media/geography/livingwage/docs/livingwagereportQM.pdf>

Hamnett, C., Butler, T., 2013, 'Reclassifying London: A growing middle class and increasing inequality', *City*, Vol 17(2), pp197-208

Wills, J., Linneker, B., 2014, 'In-work poverty and the living wage in the United Kingdom: a geographical perspective', in *Transactions of the Institute of British Geographers*, Vol39(2), pp182-194.

Class 10 - Community justice and foodbanks

- Visit to Ashford Place, Cricklewood. Community support centre and foodbank
- Additional case study: The Trussell Trust <https://www.trusselltrust.org/>

Class reading:

Williams, A., Cloke, P., May, J., Goodwin, M., 2016, 'Contested space: The contradictory political dynamics of food banking in the UK', *Environment and Planning A*, Vol 48(11), pp2291-2316

Walker, A., 29 August 2019, 'UK food banks run low as demand surges in school holidays', *The Guardian*, <https://www.theguardian.com/society/2019/aug/29/food-bank-supplies-low-demand-surges-school-holidays>

Cloke, P., May, J., Williams, A., 2016, 'The geographies of food banks in the meantime', *Progress in Human Geography*, Vol 41(6), pp703-726

Watt, P., Minton, A., 2016, 'London's Housing Crisis and its Activisms', *City*, Vol 20(2), pp204-221

Class 11 - Social justice and social housing

- Short introduction to the Grenfell Tower story
- Class debate- 'same issue: conflicting approaches'

- Case study A: Justice4Grenfell <https://justice4grenfell.org/>
- Case Study B: Grenfell United <https://grenfellunited.org.uk/>

Class reading:

Watt, P., 'It's not for us': Regeneration, the 2012 Olympics and the gentrification of East London', *City* 2013, Vol.17 (1), p.99-118

Tower Hamlets Citizens, 2014, *Tower Hamlets: A report on the housing crisis in one of London's most expensive boroughs*, <https://efacitizenscurriculum.files.wordpress.com/2014/12/tower-hamlets-citizens-report-final-use-this.pdf>

McLeod, G., 2018, 'The Grenfell Tower atrocity', *City*, Vol 22(4), pp460-489.

Grenfell: The Untold Story (Channel 4, 2021) <https://www.channel4.com/programmes/grenfell-the-untold-story/on-demand/72322-001>

Class 12 - Mapping Social Inequality

- Student presentations.

Class reading:

The UK's Income Inequality Crisis Explained (TLDR News 2018)
<https://www.youtube.com/watch?v=WjwhnhtCwsM>

Week 4: ENVIRONMENTAL JUSTICE

Theme reading: Kaijser, A., Kronsell, A., 2014, 'Climate change through the lens of intersectionality', *Environmental Politics*, Vol 23(3), pp.417-433

Cohen, D. A., 2018, 'Climate Justice and the Right to the City', Penn Institute for Urban Research, <https://pennur.upenn.edu/uploads/media/Cohen.pdf>

Barr, S., Gilg, A. W., Shaw, G., 2011, 'Citizens, consumers and sustainability: (re)framing environmental practice in an age of climate change', *Global Environmental Change*, Vol 21(4), pp.1224-1233

Class 13 - The clean air campaign

- Introduction to clean air campaign and the Ella Kissi-Debrah case
- London's air pollution research task: <https://www.londonair.org.uk/LondonAir/nowcast.aspx>
- Case Study A: The Ella Kissi-Debrah campaign
- Case Study B: campaign outcomes - ULEZ (Ultra-low emission zone)
- Case study C: campaign outcomes - LTN (low traffic neighbourhoods)

Class reading:

Carrington, D., 1 April 2019, 'Air pollution falling in London but millions still exposed', *The Guardian* – Environment, <https://www.theguardian.com/environment/2019/apr/01/air-pollution-falling-london-millions-still-exposed>

Mayor of London, May 2018, 'Air quality', London *Environment Strategy*, Greater London Authority, pp38-131,

https://www.london.gov.uk/sites/default/files/london_environment_strategy_0.pdf

Transport for London, 2023 *ULEZ extension*. <https://tfl.gov.uk/modes/driving/ultra-low-emission-zone/ulez-expansion-2023>

Class 14 - Environmental action: an evolving movement.

- Guest speaker: from David Lambert, formerly of Extinction Rebellion. Prosecuted activist.
- Case study A: Extinction Rebellion
- Case study B: Insulate Britain
- Case Study C: Just Stop Oil

Class reading:

Garnett, T., 6 November 2019, 'Extinction Rebellion has won in the courts. Now we must win this climate election', *The Guardian* – Opinion,

<https://www.theguardian.com/commentisfree/2019/nov/06/extinction-rebellion-climate-election-xr-protest>

Extinction Rebellion, 2022 'We Quit'. <https://extinctionrebellion.uk/2022/12/31/we-quit/>

Lambert, D., 2022 'The Uncertain Activist: more thoughts on uncertainty',

<https://www.resilience.org/stories/2022-05-02/the-uncertain-activist-more-thoughts-on-uncertainty/>

Class 15 - Living the movement

- Visit to BEDZED, London's pioneering 'Eco-Village'

Class reading:

Harvey, D., 2013, 'The Creation of the Urban Commons', in *Rebel Cities – from the Right to the City to the Urban Revolution*, London and New York: Verso, pp67-88

Class 16 - FINAL Exam