Department of Psychosocial Studies
School of Social Science, History and Philosophy
Birkbeck, University of London

BA Psychosocial Studies
Programme Handbook 2016/17

Programme Director:
Dr Amber Jacobs
a.jacobs@bbk.ac.uk
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1 Introduction

1.1 Welcome
The staff of the Department of Psychosocial Studies would like to warmly welcome you to the BA in Psychosocial Studies. We hope that you will find this innovative course exciting and that it offers you a challenging and enriching learning experience. We all very much look forward to working with you.

Studying the BA will help you to develop the skills needed to unravel the interconnected psychic and social forces that produce us as people, and determine our complex relations to one another. This means that as psychosocial studies students, you will investigate the relation between individuals and the social sphere – how people are made up of the relationships they have with one another, and with the world around them. It enables development of a deepened understanding of the emotional, imaginary, structural and symbolic aspects of living together.

The aim of the course is to enable you to study a range of topics that require a combination of theories drawn from across the humanities and social sciences for their understanding. These topics include love, intimacy and hate; violence, power, homophobia, misogyny and racism; identity, sexuality and care; resistance and social change. Through the ‘fieldwork’ modules that run alongside the theoretical components throughout the programme, you will develop a mobile set of skills that will help you grapple with the ‘now’, and the ability to critically assess and put to work trans-disciplinary ideas to analyse psychosocial issues and topics.

You will be members of a department renowned for its leadership in this new and exciting field of study, and we hope that you will find your time here stimulating and rewarding.

This handbook contains all the information you need to know about the BA. It would be helpful if you could ensure you have access to it when you attend your teaching sessions (either electronically on your smartphone, tablet or other device; or if you prefer, print and keep a hard copy of it). In addition to this handbook, you will find information for each individual module on Moodle, which contains details of the specific content, week by week reading list and assessment details for that module.

1.2 Core Staff Group

Academic Staff:

<table>
<thead>
<tr>
<th>Dr Amber Jacobs</th>
<th>Programme Director</th>
<th>Module Convenor:</th>
<th>020 3073 8015</th>
<th><a href="mailto:a.jacobs@bbk.ac.uk">a.jacobs@bbk.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hate; Psychoanalysis and Social Theory</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Dr Lisa Baraitser</th>
<th>Module Convenor:</th>
<th>020 7631 6213</th>
<th><a href="mailto:l.baraitser@bbk.ac.uk">l.baraitser@bbk.ac.uk</a></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Love</td>
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<table>
<thead>
<tr>
<th>Professor Lynne Segal</th>
<th>Module Convenor:</th>
<th>020 7631 6069</th>
<th><a href="mailto:l.segal@bbk.ac.uk">l.segal@bbk.ac.uk</a></th>
</tr>
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<tr>
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<td>Love</td>
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<tr>
<td>Name</td>
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</tr>
<tr>
<td>Dr Gail Lewis</td>
<td>Hate; Psychoanalysis and Social Theory</td>
<td>020 7631 6251</td>
<td><a href="mailto:g.lewis@bbk.ac.uk">g.lewis@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Margarita Palacios</td>
<td>Module Convenor: Power</td>
<td>020 3073 8016</td>
<td><a href="mailto:m.palacios@bbk.ac.uk">m.palacios@bbk.ac.uk</a></td>
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<tr>
<td>Dr Bruna Seu</td>
<td>Module Convenor: Power</td>
<td>020 7631 6539</td>
<td><a href="mailto:b.mcgeever@bbk.ac.uk">b.mcgeever@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Mariya Stoirova</td>
<td>Module Convenor: Observation and the Everyday; Sexuality</td>
<td></td>
<td><a href="mailto:m.stoirova@bbk.ac.uk">m.stoirova@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Yasmeen Narayan</td>
<td>Module Convenor: Bodies</td>
<td>020 3073 8017</td>
<td><a href="mailto:y.narayan@bbk.ac.uk">y.narayan@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Silvia Posocco</td>
<td>Module Convenor: Bodies; Violence, Conflict and Genocide</td>
<td>020 3073 8066</td>
<td><a href="mailto:s.posocco@bbk.ac.uk">s.posocco@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Ben Gidley</td>
<td>Head of Year 3 Module Convenor: Urban Multiculture; Dissertation; Class</td>
<td>TBC</td>
<td><a href="mailto:b.gidley@bbk.ac.uk">b.gidley@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Lisa Baraitser</td>
<td>Module Convenor: Creative Archives.</td>
<td>020 7631 0897</td>
<td><a href="mailto:l.baraitser@bbk.ac.uk">l.baraitser@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Elizabeth Hoult</td>
<td>Module Convenor: Inscriptional Practices</td>
<td>020 7631 6078</td>
<td><a href="mailto:e.hoult@bbk.ac.uk">e.hoult@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Dr Brendan McGeever</td>
<td>Module Convenor: Racialization and Antisemitism</td>
<td>TBC</td>
<td><a href="mailto:b.mcgeever@bbk.ac.uk">b.mcgeever@bbk.ac.uk</a></td>
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**Graduate Teaching Assistants**

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<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Oakes</td>
<td>1</td>
<td><a href="mailto:m.oakes@bbk.ac.uk">m.oakes@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Sharon Tugwell</td>
<td>2</td>
<td><a href="mailto:s.tugwell@bbk.ac.uk">s.tugwell@bbk.ac.uk</a></td>
</tr>
</tbody>
</table>

**Administrative and other staff:**

<table>
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<tr>
<th>Name</th>
<th>Role</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conor Byworth</td>
<td>Course Administrator</td>
<td>020 7631 6281</td>
<td><a href="mailto:c.byworth@bbk.ac.uk">c.byworth@bbk.ac.uk</a></td>
</tr>
</tbody>
</table>
1.3 Duration and Workload
The BA Psychosocial Studies may be studied full-time, over three years or part-time, over four years. Those following the full-time mode of study are required to attend three evenings a week. Those following the part-time mode attend two evenings per week. Each term there will be a series of learning support sessions within the Department, and additional academic development workshops provided by the College. Upcoming academic development workshops can be viewed at http://www.bbk.ac.uk/mybirkbeck/

Teaching sessions take place between 6.00 – 8.30pm. Teaching methods include lectures in which module tutors will provide the main input, and seminars in which you, the students, will take the lead in providing the main input to the class.

In addition to attendance for lectures and seminars, you will need to spend a considerable number of additional hours of study each week for each module, so it is really important that you organise your time to enable you to achieve this.

More detailed information about the content of the modules is provided below (see section 5).

**Autumn Term:** Monday 3rd October to Friday 16th December 2016

**Spring Term:** Monday 9th January to Friday 24th March 2017

**Summer Term:** Monday 24th April to Friday 7th July 2017

1.4 Student Support

**Personal Tutors**
Each student will be assigned a personal tutor at the beginning of the academic year. Students usually meet with their tutors once a term in order to discuss any issues that arise in relation to the experience of the programme. These might include particular aspects of the programme curriculum that you want to discuss, or more general issues related to your experience of teaching and learning. These meetings are voluntary and it is the responsibility of students to contact their tutor in order to arrange an appointment. Your personal tutor, where possible, will remain the same throughout the duration of your study. We highly recommend that you arrange to meet your assigned personal tutor so that he/she can keep a record of how the course is going for you and help you with any difficulties or queries you may have about the course and about studying in general. Your personal tutor is available to offer advice and support on matters related to your programme of study and will refer you to other lines of support, should you need them.
**Staff Team Leader for Year Groups**

There is one member of staff acting as head of year for each cohort of BA students. This member of staff has responsibility for the smooth running of their allocated year group and to advise on the specific needs and issues arising for their cohort. You are free to contact your head of year for any issues you need clarification about in terms of your modules and assessments and any other issue she/he may be able to advise you on.

**2016/17 Head of Year contact details:**
Year One: Matt Oakes – m.oakes@bbk.ac.uk
Year Two: Sharon Tugwell – s.tugwell@bbk.ac.uk
Year Three: Dr Ben Gidley – b.gidley@bbk.ac.uk

For bigger or more serious issues that cannot be dealt with via your personal tutor and/or head of year, you can contact the BA programme director: Dr Amber Jacobs (a.jacobs@bbk.ac.uk).

**Compulsory Study Skills Sessions**

We are very much aware that the majority of our students have been out of education for some time and may therefore need significant input for writing and study skills. The support we offer is designed to help students achieve as much as they can and to get the most out of their studies. Experience shows us that these extra sessions have been of great help to many students in the past and are highly valuable in helping students achieve a higher standard of work and therefore securing higher grades in their assessments.

A number of compulsory study skills sessions in the Autumn and Spring terms are scheduled for all year groups. These sessions will be run by our Teaching Assistants, Sharon Tugwell and Matt Oakes and are tailored to the specific needs of students studying our BA course. Whilst it is crucial to attend the school level study skills that are also on offer, Sharon and Matt’s sessions are specifically designed for the needs of Psychosocial Studies students. Attending these alongside the School level study skills session should give you substantial support with your study.

**Year One**

**Autumn Term**

**Week 2 - Thursday 13th October - 6-8.30pm – CLO 101, Clore Management Centre**

**Overview of Theoretical Influences**

This session will provide you with a brief overview of some of the key theoretical areas which influence how psychosocial studies is taught at Birkbeck: feminist theory, queer theory, post-colonial theory, post-structuralism and psychoanalysis. You will hear a short presentation on each theoretical area, positioning it within psychosocial studies, and then have the opportunity to think in groups about how each of these theories impacts upon psychosocial approaches.

**Week 4 - Thursday 27th October - 6-8.30pm – GOR 103, 43 Gordon Square**

**Preparation for mid-term formative essay: What is Psychosocial Studies?**

In this session you will have the opportunity to collectively ponder the answer to this question through group exercises and use this as a starting point to plan your essay. You should come to this session having
given this question some independent thought in advance. You will also be guided through the fundamentals of planning and structuring an academic essay. The session will be a combination of tutor-led instruction and the opportunity for group work and practical exercises.

**Week 7 - Thursday 17th November - 6-8.30pm – 201, 28 Russell Square**

*How to move from opinion to critical analysis*

In this session you will consider how to move from personal opinion to engaging with literature critically, noting the role of reflexivity in this process. You will learn the difference between descriptive and critical writing and the purpose each of these serve in essay writing. You will also learn how to use these skills to effectively develop and build a robust argument. The session will be a combination of tutor-led instruction and the opportunity for group work and practical exercises.

**Week 10 - Thursday 8th December - 6-8.30pm – 805 Lecture Theatre, UCL Chadwick Building**

*Additional study support session – topic TBC*

**Week 10 - Thursday 8th December - 6-8.30pm – MAL 539, Malet Street**

*How to use quotations and reference correctly & essay workshop*

The first part of this session will consider the use (and abuse) of quotations in essay writing and the referencing system required to support this. The session will be a combination of tutor-led instruction and the opportunity for group work and practical exercises. The second half of the session will run as a workshop where you will have the opportunity to talk through some of your essay ideas and plans in small groups, explain your argument and the theories you will mobilise, and answer questions from your tutor and peers. You should come to this session having spent some time thinking about which essay question(s) you will write on and what your argument(s) might be.

**Spring Term**

**Week 6 - Thursday 16 February - 6-8.30pm (room tbc)**

*Revising and re-capping on good practice in writing a Psychosocial Studies essay*

This session will be an opportunity to go over the fundamentals of planning and structuring an essay again as well as an opportunity to reconsider and re-stress the need for critical thinking in developing a robust argument. The session will be structured in response to your recent essay submissions and will be tailored according to the needs of the group.

**Week 10 - Thursday 16 March - 6-8.30pm (room tbc)**

*Essay Workshop*

This essay workshop will provide you with the opportunity to talk through some of your essay ideas and plans in small groups, explain your argument and the theories you will mobilise, and answer questions from your tutor and peers. You should come to this session having spent some time thinking about which essay question(s) you will write on and what your argument(s) might be.
Summer Term
There will not be any scheduled group study skills sessions during the Summer Term. For support with your assignments, or any other matter, you can make an appointment to see Sharon Tugwell for a one-to-one session. Sharon’s office hours will be on Tuesdays during term time, 4pm-6pm.

Year Two Study Skills

Autumn Term
Week 2 - Thursday 13th October - 6-8.30pm – CLO 101, Clore Management Centre

Overview of Theoretical Influences

You are invited to attend this session for the first year BA Psychosocial Studies as a way of clarifying and solidifying the knowledge you have developed on the course. The session will provide a brief overview of some of the key theoretical areas which influence how psychosocial studies is taught at Birkbeck: feminist theory, queer theory, post-colonial theory, post-structuralism and psychoanalysis. You will hear a short presentation on each theoretical area, positioning it within psychosocial studies, and then have the opportunity to think in groups about how each of these theories impacts upon psychosocial approaches.

Week 10 - Thursday 8th December - 6-8.30pm - CLO 101, Clore Management Centre

Essay Workshop

This essay workshop will provide you with the opportunity to talk through some of your essay ideas and plans in small groups, explain your argument and the theories you will mobilise, and answer questions from your tutor and peers. You should come to this session having spent some time thinking about which essay question(s) you will write on and what your argument(s) might be.

Spring Term
Week 10 - Thursday 16 March - 6-8.30pm (room tbc)

Essay Workshop

This essay workshop will provide you with the opportunity to talk through some of your essay ideas and plans in small groups, explain your argument and the theories you will mobilise, and answer questions from your tutor and peers. You should come to this session having spent some time thinking about which essay question(s) you will write on and what your argument(s) might be.

Summer Term
There will not be any scheduled group study skills sessions during the Summer Term. For support with your assignments, or any other matter, you can make an appointment to see Matt Oakes for a one-to-one session. Matt’s office hours will be on Tuesdays during term time, 4pm-6pm.

Year Three Study Skills

There will not be any scheduled study skills sessions for Year 3 during 2016-17. For advice and support with your essay writing please make an appointment to see either the module convenor, Sharon Tugwell or Matt Oakes for a one-to-one session. Sharon’s office hours will be on Mondays during term time, 4pm-6pm and
Matt’s office hours will be on Tuesdays during term time, 4pm-6pm. You will have support for your dissertation writing from Ben Gidley as well as your allocated supervisor.

**Academic Writing Days**

Once per term, the College holds an all-day event to help you to develop your academic writing skills. Some sessions are offered to all students in lecture-style, while others are smaller workshop-based events. The workshops are aimed at addressing the study skill needs of first year undergraduates but are also welcome to other year groups too. We highly recommend that students attend these workshops in addition to the compulsory sessions offered by our teaching assistant.

Details and booking for the School Saturday Study Skills Workshops can be found on the website via the following link: [http://www.bbk.ac.uk/mybirkbeck/services/facilities/support](http://www.bbk.ac.uk/mybirkbeck/services/facilities/support)

There are many other forms of support for students that are detailed in your Student Handbook and on the My Birkbeck website ([http://www.bbk.ac.uk/mybirkbeck/services](http://www.bbk.ac.uk/mybirkbeck/services)), including disability support, extra learning support, the University Counselling Service, the Student’s Union and the Careers Service. The My Birkbeck Student Centre phone number is: 020 7631 6316. Please speak with your tutor if you have difficulty accessing any of these services, or if you require other forms of support that are not detailed in this handbook.

**1.5 Moodle**

In keeping with many higher educational settings, we are using a Virtual Learning Environment called Moodle ([http://moodle.bbk.ac.uk](http://moodle.bbk.ac.uk)) to support the learning and teaching of this programme. You will be introduced to Moodle during your induction day. You can use Moodle to communicate with staff and fellow students, to access some of the set reading, to submit assignments and receive feedback, and many more things besides. Alongside specific Moodle pages for your separate modules, there is a separate Moodle page for the BA Programme. The Department also has a general Moodle page where you can find a wealth of information. Please make sure you familiarize yourself with Moodle near the beginning of the programme. If you experience any difficulties with Moodle please let a member of staff know.
1.6 Student/Staff Exchange Meetings and Student Representatives

The BA Course Committee meets once per term to ensure the smooth running of the programme, implement any changes and discuss any issues which arise. An extremely important function is considering the views of students and resolving problems as they arise, as far as is possible.

At the start of each term, two students (one full-time and one part-time) from each year group are elected by the student group as their course representatives. These representatives meet once a term with the programme director (Dr. Amber Jacobs) and the head of years (Matt Oakes, Sharon Tuggwell and Dr Ben Gidely) for a student/staff exchange meeting. Prior to the student/staff exchange meeting, the student representatives are sent an email asking them to meet with the rest of their cohort to discuss any matters pertaining to the programme they would like raise with the programme director and other staff. This can be done in the form of a meeting when students are attending the programme and tutors will be willing to give over time for this, or via email. Once any issues have been identified, the representatives should email the course administrator (Conor Byworth; c.byworth@bbk.ac.uk) with items for the agenda. Matters may be raised anonymously, if appropriate. Minutes of this meeting are circulated to all students. For guidance, course representatives should encourage their co-students to identify strengths of the modules as well as any areas of concern.

Matters discussed at the student/staff exchange meeting are brought to the programme committee, which is attended by all the staff involved in the programme.

The meeting dates and venues for the academic year 2016/17 are:

Term 1: TBC
Term 2: TBC
Term 3: TBC

All meetings will take place at 4.45 pm (before the teaching sessions) unless otherwise specified, so it will be important to confirm the time of each meeting.

2 The BA Programme

In order to complete the BA in Psychosocial Studies, students are required to take 360 credits in total comprising credits gained at QCF levels 4, 5 and 6. This is a requirement of the Birkbeck Common Awards Scheme and applies to all undergraduate degrees. Details of the Common Awards Scheme are available from http://www.bbk.ac.uk/registry/policies/regulations.

The majority of modules within the Department of Psychosocial Studies have a value of 30 credits; with the exception of the level 5 modules Urban Multiculture and Sexuality, which are 15 credits each.

Full-time students will normally take 120 credits per year, for three years. The first full-time year is comprised of level 4 modules, the second year is comprised of level 5 modules, and the third year comprised of level 6 modules.
Part time students will normally take 90 credits per year, for four years. The first part-time year is comprised of level 4 modules; the second year a mixture of levels 4 and 5; the third year a mixture of level 5 and level 6 modules; and the fourth year is comprised of level 6 modules.

### 2.1 Curriculum:

#### Full-time

#### Year 1

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<tr>
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<td>SSPA071S4</td>
<td>Love (20 weeks)</td>
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#### Year 2

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<td>Sexuality (10 weeks, Spring term)</td>
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<td>SSPA076S5</td>
<td>Inscriptional Practices (fieldwork) (10 weeks, 2xweekly, autumn term)</td>
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#### Part-time

#### Year 1

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<td>SSPA072S4</td>
<td>Bodies (20 weeks)</td>
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<tr>
<td>5</td>
<td>SSPA075S5</td>
<td>Creative Archives (fieldwork) (10 weeks, 2xweekly, summer term)</td>
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### Year 3

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<td>6</td>
<td>SSPA076S5</td>
<td>Inscriptional Practices (fieldwork) (10 weeks, 2xweekly, autumn term)</td>
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### Year 4

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<td>Optional Module (Spring term)</td>
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#### 2.2 Option Modules

Options can be drawn from relevant programmes in the departments of the School of Social Sciences, History and Philosophy and the School of Arts. Relevant programmes include the BSc Social Sciences, BA Film and Media and BA Arts and Humanities, and options from other relevant programmes may be available, so long as they are the appropriate level. Details of available options will be available on Moodle later in the year. Please note that options may change from year to year.

#### 2.3 Preliminary Reading

- **Elizabeth Hoult** (2011) *Adult Learning and la Recherché Feminine: Reading Resilience and Helene Cixous* (Palgrave Macmillan).
- **Stephen Frosh** (2012) *Brief Introduction to Psychoanalytic Theory* (Palgrave Macmillan)
- **Stephen Frosh** (2010) *Psychoanalysis Outside the Clinic* (Palgrave Macmillan)
- **Gail Lewis** (2009) 'Birthing Racial Difference: Conversations with my Mother and Others', in *Studies in the Maternal*, vol 1:1 (This is an open access journal available via the Birkbeck website). You may also find it helpful, interesting to look at other articles in *Studies in the Maternal*.
- **Sasha Roseneil and Stephen Frosh**, eds. (2012) *Social Research After the Cultural Turn*, especially the introduction by Roseneil and Frosh and the chapter by Yasmeen Narayan, 'The Cultural Turn, Racialization and Postcoloniality'.
2.4 Aims of the BA
The BA Psychosocial Studies aims to introduce students to the interdisciplinary field of Psychosocial Studies - the study of the formation, maintenance and visibility of social practices, and their relation to psychic life. This means studying social, psychological and cultural theories that refuse a separation of psychic and social domains, and propose instead a variety of ways that subject formation and identity are constituted in and through temporary and precarious social situations, as well as tracking the ‘psychic life’ of the forces and institutions that may structure and maintain the possibilities for such social bonds. The BA Psychosocial Studies therefore aims to help students think through the problematic of our increasingly interconnected collective fates, and the affective, imaginary, structural and symbolic dimensions of living with one another. It is an interdisciplinary degree that draws in equal measure on knowledge and skills sets from across the Humanities and Social Sciences. Students are introduced from the start to the ways some concepts and research practices (including the psychosocial itself), move across disciplines. Through ‘fieldwork’ modules that run alongside the theoretical components throughout the programme, students will develop a mobile set of skills that enable them to grapple with the ‘now’, and the ability to critically assess and put to work trans-disciplinary theoretical concepts in their analysis of psychosocial phenomena.

Summary of Key Aims:
The specific aims are:

- To introduce students to psychosocial theory and psychosocial investigative, procedural, and creative practices
- To enable students to use these theories and practices to understand the relation between subjectivity and identity, and historical, social and political formations
- To utilise the notion of ‘situated knowledges’ to encourage students to investigate experience-near psychosocial phenomena, starting with the everyday, before linking these to understandings of broader social and political forces and formations.
- To develop a capacity for reflexivity about their own and others’ place in the social and cultural world around them and to see this as a key resource for critical enquiry.

2.5 Distinctive Features
- Full-time or part-time, evening, face-to-face study
- Taught by academics with international reputations for their specialist interdisciplinary knowledge in psychosocial studies
- Unique blend of theoretical and ‘fieldwork’ modules

2.6 Learning Outcomes
Upon successful completion of the course, students will be able to:

- Demonstrate an understanding of key psychosocial theory including the complex and shifting relation between the personal/subjectivity and identity, and publics; and social and cultural contexts, including institutional ones.
- Demonstrate a capacity to engage in psychosocial investigative research practices
Be able to work effectively in groups, including navigating peer-led projects and peer-assessment

Develop skills of reflexivity as a means of self-evaluation of learning and development; and as a specific psychosocial mode of critical enquiry

Develop transferable skills of critical analysis and review; varieties of reading practice, writing and presentation methods; time-management, and task achievement.

3 Administration
The Programme is administered from the Department of Psychosocial Studies. The Programme Administrator is Conor Byworth. Email: C.Byworth.bbk.ac.uk

3.1 First Year Induction
There will be an induction day for our new students on Monday 26th September 2016, between 14.00–17.00.

At this induction day you will have the opportunity to find out more about your programme of study, get to know the campus and its facilities and meet your fellow classmates. You will also have the opportunity to get to know the department and its staff. You will receive a lot of important information during Induction Day which will help you settle into academic life at Birkbeck.

The induction will take place in Gordon Square building. For directions please click here: http://www.bbk.ac.uk/downloads/centrallondon.pdf/view.

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>14:00 – 15:00</td>
<td><strong>Programme Introduction</strong>&lt;br&gt;Welcome talk from Dr Amber Jacobs, Programme Director (BA Psychosocial Studies)</td>
<td>30 Russell Square, Room 403</td>
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<tr>
<td>15:00 – 15:30</td>
<td><strong>Break</strong></td>
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<td>Take this time to explore the library or try one of our onsite cafes.</td>
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### 4 Programme Design

#### 4.1 Teaching Schedule – Year 1 Modules

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<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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<tbody>
<tr>
<td><strong>F/T Students Year 1</strong></td>
<td><strong>F/T Students Year 1</strong></td>
<td><strong>Part-time Year 1</strong></td>
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<tr>
<td>Power - Mondays</td>
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<td>Observation and the Everyday Tuesdays &amp; Thursdays</td>
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<td>Love - Tuesdays</td>
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<td>Hate - Wednesdays</td>
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#### 4.2 Teaching Schedule – Year 2 Modules

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<th>Term 2</th>
<th>Term 3</th>
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<tbody>
<tr>
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<td><strong>Full-time Students Year 2</strong></td>
<td><strong>Full-time Students Year 2</strong></td>
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<tr>
<td>Bodies – Tuesdays</td>
<td>Bodies - Tuesdays</td>
<td>Creative Archives - Tuesdays &amp; Thursdays</td>
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<tr>
<td>Psychoanalysis and Social Theory – Mondays</td>
<td>Psychoanalysis and Social Theory - Mondays</td>
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<tr>
<td>Sexuality – Wednesdays</td>
<td>Urban Multiculture -</td>
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### 4.3 Teaching Schedule – Year 3 Modules

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<th>Time</th>
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<tr>
<td>Part-time</td>
<td>Power - Mondays</td>
<td>Power - Mondays</td>
<td>Creative Archives - Tuesdays &amp; Thursdays</td>
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<tr>
<td>Year 2</td>
<td>Bodies - Tuesdays</td>
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### 4.3 Teaching Schedule – Year 4 Modules

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<tr>
<td>Part-time</td>
<td>Psychoanalysis and Social Theory – Mondays</td>
<td>Psychoanalysis and Social Theory – Mondays</td>
<td>Inscriptional Practices - Tuesdays &amp; Thursdays</td>
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<tr>
<td>Year 4</td>
<td>Sexuality – Wednesdays</td>
<td>Urban Multiculture - Wednesdays</td>
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### 5 Module Descriptions

#### 5.1 - Year 1

**Love**

**Module Convenors:** Dr Lisa Baraitser and Professor Lynne Segal

**Term, day and time:** Autumn and Spring terms, Tuesday, 18:00 – 20:30.

**Assessment:** 2x 2,000 word essays (50% each) plus portfolio of contributions to discussion forums.

**Module Description:** This is the first module on the BA Psychosocial Studies and provides grounding for students in approaches to, and theories of, human relations. It orients students to a psychosocial perspective, helping them to differentiate this from the cognate areas of psychology and sociology.
Using the trope of ‘love and intimacy’ it encourages students to explore how psychosocial theories can elucidate key social, developmental and personal issues. It introduces ways of thinking that are personally reflexive but also academically robust - a theme that will recur throughout the BA.

For further details: [http://www.bbk.ac.uk/study/modules/sspa/SSPA071S4](http://www.bbk.ac.uk/study/modules/sspa/SSPA071S4)

**Hate**

**Module Convenors:** Dr Gail Lewis and Dr Amber Jacobs

**Term, day and time:** Autumn and Spring terms, Wednesday, 18:00 – 20:30.

**Assessment:** 2x 2,000 word essays (50% each) plus portfolio of contributions to discussion forums.

**Module Description:** This module introduces students to the meanings and role of hate and negativity, understood through the lens of the psychosocial. This means studying such concepts as affect and psychic process via psychoanalysis, as well as investigating their meaning in the realm of the political, social and cultural as revealed in hate crimes, violence, revenge, notions of evil, and the structures of racism, misogyny, homophobia, and anti-Semitism. Investigating ‘hate’ therefore allows for an interdisciplinary study of how this term has been understood, the different ways in which its meanings have been constructed, and the ways in which negativity is acted out and manifested in social and political life.

For further details: [http://www.bbk.ac.uk/study/modules/sspa/SSPA070S4](http://www.bbk.ac.uk/study/modules/sspa/SSPA070S4)

**Power**

**Module Convenors:** Dr Margarita Palacios and Dr Brendan McGeever

**Term, day and time:** Autumn and Spring terms, Monday, 18:00 – 20:30.

**Assessment:** 2x 2,000 word essays (50% each) plus portfolio of contributions to discussion forums.

**Module Description:** The understanding of how power operates is crucial in the field of psychosocial studies, in particular those views on power which go beyond forms of coercion, repression and external domination, and acknowledge the productivity of power and the subjective attachment to it. Understood this way, power becomes a category for understanding not only social formations and the multiple inequalities that characterise it (‘racial’, ethnic, gender, sexual, social class, etc.), but also for understanding the ways in which processes of subject formation are always traversed by dynamics of attachment to forms of power in what is described as ‘misrecognition’.

For further details: [http://www.bbk.ac.uk/study/modules/sspa/SSPA073S4](http://www.bbk.ac.uk/study/modules/sspa/SSPA073S4)

**Observation and the Everyday**

**Module Convenor:** Dr Mariya Stoilova

**Term, day and time:** Summer term, Tuesday and Thursday, 18:00 – 20:30.

**Assessment:** Portfolio of fieldwork notes and records of observations (20%) plus 2,500 word essay (80%).

**Module Description:** Observation and the Everyday is the first of three fieldwork modules on the BA Psychosocial Studies that together constitute the training in psychosocial research methods and the development of transferable research skills that are at the heart of the degree programme. In this module we explore the practice of observation as mode of psychosocial inquiry and research. The module introduces students to a range of traditions of observation in the social sciences, arts and humanities, in order to develop a psychosocial observational sensibility and a repertoire of observational skills that mobilize our senses and stimulate our thinking about the everyday world in which we live.

Recognising that observation takes place in time and space, we will pay attention to the particularity of specific places at particular times and for a specified duration. Our focus will be on “everyday” settings and public practices in the urban environments and neighbourhoods of London. Throughout the module we will
reflect on the role of the observer and her/his relationship to the observed, and we will consider issues of power, responsibility, and ethics in relation to observation. The module assessment consists of a portfolio of fieldwork notes and records of observations (including visual records, where appropriate) from four individual and one group fieldwork exercises.

For further details: http://www.bbk.ac.uk/study/modules/ssp/SSPA074S4

5.2 - Year 2

**Bodies**

**Module Convenors:** Dr Yasmeen Narayan and Dr Silvia Posocco

**Term, day and time:** Autumn and Spring terms, Tuesday, 18:00 – 20:30.

**Assessment:** 2x 2,500 word essays (50% each) plus 500 word reflexive statement.

**Module Description:** The body is a central analytic category in psychosocial studies, being understood as a contested site for the operations of power, affect and identity. We all live in bodies, but how we are thought to inhabit them, and the complexity and significance given to all the forces impinging upon them, has been a permanently contested terrain over the last 125 years.

This new module surveys shifting conceptions of the human body from differing historical and theoretical perspectives. It starts with understandings of sex, gender and sexuality at the birth of modernity. It goes on to explore the ways in which depictions of gendered and racialised bodies have consistently underwritten operations of power and subordination, how bodies are significant registers of cultural fears and anxieties, and the materiality of bodies in grounding metaphors of identity, collectivity and belonging, on the one hand, and as the focus of regulation, abjection or punishment, on the other.

For further details: http://www.bbk.ac.uk/study/modules/ssp/SSPA072S4

**Psychoanalysis and Social Theory**

**Module Convenors:** Dr Amber Jacobs and Dr Gail Lewis

**Term, day and time:** Autumn term, Monday, 18:00 – 20:30; Spring term, Monday, 18:00 – 20:30.

**Assessment:** 2x 3,000 word essays (50% each).

**Module Description:** This first half of this module (Autumn) introduces key concepts of psychoanalysis, presenting an introduction to psychoanalytic theories and will take an eclectic approach towards the various psychoanalytic traditions. We will work thematically to cover key psychoanalytic concepts and will read psychoanalytic authors in a critical and historical context, continually exploring the ideological and social implications of psychoanalytic theory, as well as addressing the clinical context.

The second half (Spring) introduces critical approaches in sociology, including feminist and postcolonial perspectives. This module will explore how sociology and social theory can enable us to think about and understand inequality and difference as central aspects of the organisation of social and psychic life. We will explore the processes by which inequality and difference are produced and reproduced, and we will focus on the many and varied challenges that are enacted by individuals and groups that seek to transform relations of power and inequality.

For further details: http://www.bbk.ac.uk/study/modules/ssp/SSPA092S5

**Urban Multiculture**

**Module Convenor:** Dr Ben Gidley

**Term, day and time:** Autumn Term
Assessment: 1x 2,500 word essay (100%) plus 1,000 formative descriptive writing piece.
Module Description: This course explores ways of living with difference in the city from a psychosocial perspective. It will introduce students to literatures from a range of disciplines, including psychosocial studies, anthropology, geography and sociology, as well as feminist and queer theory. Key questions will include how urban space and place shape our identities and subjectivities, and create different possibilities for conflict or conviviality; how different affects are produced in city spaces; and what emotional strategies city dwellers develop for living with difference. Classed, gendered, sexual and racialised experiences of urban space will all be highlighted, and how we can understand these together. Students will be encouraged to bring their own experiences of navigating urban space and cultural diversity to a critical reading of set texts, and to reflect on their experiences by drawing on the academic literature.

After an introduction to key concepts around multiculturalism and diversity and how a psychosocial perspective might approach them, the course will focus in on the following topics: space (including our affective geographies of urban space); bodies (including sensory and embodied experiences of the urban); different ways of living with difference, including forms of conviviality and affinity and forms of hate, resentment and fear; and urban memories and belonging. It will conclude with a session on emerging forms of interculture.

For further details: [http://www.bbk.ac.uk/study/modules/sspa/SSPA088S5](http://www.bbk.ac.uk/study/modules/sspa/SSPA088S5)

**Sexuality**

Module Convenor: Dr Mariya Stoilova

Term, day and time: Spring term, date TBC, 18:00 – 20:30.

Assessment: 1x 3,000 word essay (100% each) plus portfolio of contributions to discussion forums

Module Description: The module adopts an interdisciplinary approach to the study of sexuality, with a strong emphasis on psychosocial theory. Team-taught by key members of the Department of Psychosocial Studies, the module draws on social and cultural theory, psychoanalysis, postcolonial and queer studies to rethink the relationship between psychic and social realms in the field of sexuality. We will cover a wide range of topics, including: the history of sexuality; sexual citizenship; sexuality, affect and the unconscious; queer theory and sexual normativities; sexuality, subjectivity and narrative; sexual politics; tran(s)sexualities; the commercialisation of sex.

This module supplements and extends the core BA Psychosocial Studies modules on Love, Bodies, and Power taking sexuality as its central focus of enquiry. Taught over eleven weeks, the module comprises lectures and seminars and introduces students to key approaches to the study of sexuality exploring the work of leading theorists, such as Foucault, Freud, Butler, Laqueur, Halberstam, Stoler, Spivak, Weeks, Plummer, etc.

For further details: [http://www.bbk.ac.uk/study/modules/sspa/SSPA093H5](http://www.bbk.ac.uk/study/modules/sspa/SSPA093H5)

**Creative Archives**

Module Convenor: Dr Margarita Palacios

Term, day and time: Summer term, Tuesday and Thursday, 18:00 – 20:30.

Assessment: 1x 2,500 essay (100%) plus oral presentation.

Module Description: During this module we will think about processes of collecting, gathering, gleaning, organizing, sorting, recording, documenting, storing, preserving, destroying... which in research we call ‘data collection’, or ‘handling data’. We will aim to unpack both what constitutes ‘data’ and the processes and politics of ‘collection’. The module uses the paradigm of the ‘archive’, and the ‘archival turn’ in many areas of social sciences and the humanities to think creatively and psychosocially about this phase of the research
process.
For further details: http://www.bbk.ac.uk/study/modules/sspa/SSPA075S5

5.3 - Year 3

Dissertation
Module Convenor: Dr Ben Gidley
Term, day and time: Autumn and Spring terms, Thursday, 18:00 – 20:30; on-going supervision.
Assessment: Students will write a 2000 word piece at the end of term 1, based on the term 1 teaching, setting out both a proposal for their dissertation and a discussion of the methods proposed, in order to reflect on the learning in term 1 and prepare adequately for the dissertation. The final assessment, submitted at the start of the summer term, will be a written dissertation of 6000-8000 words or equivalent in another media (e.g. film/video/interactive output plus 3000 word reflective statement).
Module Description: This is the core independent research course for final year BA students, giving a thorough grounding in independent psychosocial research leading towards an original dissertation project and representing the culmination of students’ learning about ways to engage with and research the social world from a psychosocial perspective. Students will use and refine psychosocial research approaches introduced in the fieldwork modules in years 1-2.

The course starts with a term-long lecture series in term 1, providing training in the range of qualitative methods students will use in their dissertations. The format of sessions in term 1 will be a one hour lecture followed by a one hour seminar in which students will carry out practical exercises in simulating and delivering research methods. To benefit from the development of methods teaching at MA level in the department, we are also proposing that BA students sit in on two MA level Independent Research Methods lectures, followed by a BA-only seminar to discuss it. (Indicative syllabus: Psychosocial approaches to qualitative empirical research; Ethnography and the ethnographic imagination; Interviews and analysing talk; Analysing discourse; Working with documents; Researching the past; Psychoanalysis and empirical research; Working with numbers critically and developing mixed methods approaches; Ethical dilemmas and issues of vulnerability, confidentiality and trust; The politics and practical applications of doing research.)

This will be followed by a series of workshops in term 2 to provide practical support for students as they conduct their research and writing. The format of the term 2 sessions will be less formal workshops fortnightly, focusing on the challenges faced at each specific stage of the research process, including presentations from the students of their work in progress. (Indicative content: concrete guidance on practical elements of doing the dissertation – project planning, literature review and ethical approval; trouble-shooting problems as they arise; reflection on the research as it develops; an opportunity for students to share their experiences and offer each other peer support.)
For further details: http://www.bbk.ac.uk/study/modules/sspa/SSPA079S6

Inscriptional Practices
Module Convenor: Dr Elizabeth Hoult
Term, day and time: Summer term, Tuesday and Thursday, 18:00 – 20:30.
Assessment: 1x 2,000 word essay (100%) plus collaboration in group writing project.
Module Description: This fieldwork module focuses on collective activities related to writing, with the aim of producing a collective writing project by the end of the module. This might entail using a variety of open-source software in the production of an electronic writing project (an issue of an electronic journal, a
wordpress site dedicated to a specific theme or with a specific aim, a student-led blog, a portfolio of writing created using wiki-technology, or a social media project), or it may take the form of a more traditional print-based writing project, such as a collectively written essay, booklet, manifesto, journal or creative writing piece.

For further details: http://www.bbk.ac.uk/study/modules/sspa/SSPA076S5

5.4 - Optional Modules

In addition to the core modules described above, students will undertake two optional modules selected from an approved list of level 6 modules. Students will also be able to select from the following optional modules offered by the Department of Psychosocial Studies:

**Racism and Antisemitism**

**Module Convenor:** Dr Brendan McGeever  
**Term, day and time:** Autumn term, Monday, 18:00 – 20:30  
**Assessment:** 1x 3,000 word essay (100%).  
**Term, day and time:** Autumn term, Monday, 18:00 – 20:30

**Module Description:** This new module explores the relationship between racism and antisemitism. We begin the course with a problem: why is it that over the past fifty years the studies of racism and antisemitism seem to have parted ways? Whereas in the past they could be examined in conjunction without too much difficulty, today they tend to be tackled in isolation, or even opposition to each other.

This course invites students to take on the challenge of thinking about racism and antisemitism together. We will explore a range of theoretical literatures including Marxism, critical theory, post-structuralism, de-colonial perspectives and whiteness studies. In doing so we will also think concretely about how these literatures might help or hinder us in making sense of the historical development of racism and antisemitism within particular regions of the world (UK, France, Russia, the United States, Germany, Israel/Palestine and others). For further details: http://www.bbk.ac.uk/study/modules/sspa/SSPA096S6

**Aliveness and the Arts**

**Module Convenor:** Dr Andrew Asibong  
**Term, day and time:** Autumn term, Monday, 18:00 – 21:00  
**Assessment:** 1x 1,500 word essay (40%) plus 1x 3,000 word essay (60%).  
**Module Description:** What does it mean to be truly alive? And how might cinematic, literary, artistic, poetic and theatrical experience contribute to an analysis – or even facilitation – of true aliveness in us today?

Using a combination of psychoanalytic (part 1) and bio-political (part 2) theoretical perspectives, this module sets out to examine the problem of human aliveness – as both an internal and an external phenomenon – and its evocation in the arts and humanities. Focusing in particular on the way in which the art-work can symbolise and potentially generate the processes of feeling, thinking and relationality sometimes inaccessible to scientific or sociological discourses, the module returns periodically to the liminal ‘zombie’ figures that are depicted in the arts with an ever increasing frequency, in order to reflect on just what can be properly said to distinguish a living being from the living dead.

Background reading: *Art, Creativity, Living* (ed. Lesley Caldwell, 2000).

For further details: http://www.bbk.ac.uk/study/modules/armc/ARMC229S6
Class
Module Convenor: Dr Ben Gidley
Term, day and time: Spring term, Monday, 18:00 – 20:30
Assessment: 1x 3,000 word essay (100%).
Module Description: This course explores class from a psychosocial perspective. It will introduce students to literatures from a range of disciplines, including psychosocial studies, anthropology, geography and sociology, as well as critical race theory and feminist and queer theory. Key questions will include how class has been theorised in different social science traditions, how class can be understood to intersect with other forms of difference and oppression, and how class has changed as social structure and culture has changed.

The focus will primarily be on the UK, although there will also be discussion of what a global account of class would look like. There will be a particular emphasis on research on working class culture and experience, but with sessions too on middle class lives and on the “super-rich”. Students are encouraged to bring their own experiences and perspectives on their social locations to bear in the course discussion and essays.

Over the term, the course will cover: 1) Class and the classing gaze; 2) Objective antagonism: labour and capital; 3) Distinction: social and cultural capital; 4) Seeing class: From poverty maps to the Great Class Survey; 5) Race and class: intersections of oppressions and identities; 6) Hidden injuries of class: narrative and auto-ethnography; 7) Mapping class: spatial injustice and psychosocial approaches; 8) The likes of us: class and whiteness; 9) Shameless: Chavs and pikeys; 10) Studying up: life in the alpha territories.

Students are encouraged to read the entry on “Class” in Raymond Williams’ Keywords and some of Pierre Bourdieu’s Distinction in advance of starting the course.
For further details: http://www.bbk.ac.uk/study/modules/sspa/SSPA094S6

Violence, Conflict and Genocide
Module Convenor: Dr Silvia Posocco
Term, day and time: Spring term, Monday, 18:00 – 20:30
Assessment: 1x 3,000 word essay (100%)  
Module Description: The course focuses on the analysis of violence, conflict and genocide in global and transnational perspectives. It draws primarily on social and cultural anthropology, as well as social and critical theory, critical and cultural geography, transnational gender and sexuality studies, critical ethnic studies and native studies. It examines violence as spectacular and mundane in diverse geopolitical contexts and explores the different meanings of violence, conflict and genocide in relation to historical experiences of colonization, settler colonialism, slavery, occupation, structural violence and dispossession.

The weekly readings illuminate everyday death worlds, from more expected sites such as war, torture or imperial invasion to the mundane and normalised violence of racism and gender normativity, the market, and the prison-industrial complex. The course considers how the distinction between ‘war’ and ‘peace’ may dissolve in the face of the banality of the death in the zones of abandonment that regularly accompany contemporary democratic regimes. The course is structured around key debates in the anthropology of conflict, violence and genocide and includes a discussion of these key concepts, as well as, for example, ‘cultures of terror’, ‘structural violence’, ‘social suffering’ and ‘necropolitics’. Debates over the complex temporalities inherent in the experience of violence, conflict and genocide are discussed in relation to practices of witnessing and testimony, and memory and memorialization, from a range of theoretical
perspectives.
For further details: http://www.bbk.ac.uk/study/modules/sspa/SSPA095S6

5.5 Additional Academic Events
There is a range of additional, optional academic events that are held throughout the year at Birkbeck. Please visit the Birkbeck website regularly for updated information about these events, particularly those put on by the Birkbeck Institute for Social Research (http://www.bbk.ac.uk/bisr) and the Birkbeck Institute for the Humanities (http://www.bbk.ac.uk/bih). The Department of Psychosocial Studies also has a Summer Programme of events that we encourage you to attend. You will be notified about these events later in the academic year.

6 Assessment Guidelines and Deadlines

6.1 Assessments
The assessment submission deadlines are as follows:

**Autumn Term:**
Monday 14th November 2016

Year 1: Love: an introduction to psychosocial studies (1,500 word formative essay)
Year 2: Urban Multiculture (1,000 word formative descriptive writing piece)

Monday 9th January 2016

Year 1: Love: an introduction to psychosocial studies (2,000 word essay); Hate: on the power of the negative (2,000 word essay); Power (2,000 word essay).
Year 2: Bodies (2,500 word essay); Psychoanalysis and Social Theory (3,000 word essay); Urban Multiculture (2,500 word essay)
Year 3: Dissertation (2,000 word dissertation proposal); Racism and Antisemitism* (3,000 word essay).

**Spring Term:**
Monday 24th April 2016

Year 1: Love: an introduction to psychosocial studies (2,000 word essay + portfolio); Hate: on the power of the negative (2,000 word essay + portfolio); Power (2,000 word essay + portfolio).
Year 2: Bodies (2,500 word essay + 500 word reflexive statement); Psychoanalysis and Social Theory (3,000 word essay); Sexuality (3,000 word textual/visual re-presentation + portfolio).
Year 3: Dissertation (6-8,000 word dissertation); Class* (3,000 word essay); Violence, Conflict and Genocide* (3,000 word essay).

**Summer Term:**
Monday 5th June 2016

Year 1: Observation and the Everyday (portfolio of fieldwork notes)

Monday 12th June 2016

Year 2: Creative Archives (2,500 word essay)
Monday 26th June 2016

Year 1: Observation and the Everyday (2,500 word essay)
Year 3: Inscriptional Practices (2,000 word essay)

* Optional module – assessments due will depend on optional module choices.

6.2 Submission Guidelines
All course work needs to be submitted electronically on Moodle via Turnitin, where it will be checked for plagiarism and word count. In submitting any work, whether on paper or electronically, you agree to abide by the College’s regulations on plagiarism. You also undertake that the work is all your own, that you have properly acknowledged and cited all materials used from the published or unpublished works of others, and that the work has not previously been submitted for any other of your modules. You also agree, in submitting the work, that the College may take steps to authenticate the material submitted, including (but not limited to) submitting the work to a plagiarism checking service and copying the work to another member or members of staff.

Essays must be word-processed using double line spacing throughout on A4 sized paper. Pages should be numbered consecutively.

The title page should state the following information:

<table>
<thead>
<tr>
<th>BA Psychosocial Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
</tr>
<tr>
<td>Module Convenor</td>
</tr>
<tr>
<td>Student Number</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Word count</td>
</tr>
<tr>
<td>Submission Date</td>
</tr>
</tbody>
</table>

NB. With the exception of the dissertation, never put your name on any coursework.

6.3 Word count
All text in the main body of the essay including long quotations, abbreviated references (author, year, page number), footnotes, endnotes, captions, etc., are included in the word count but the bibliography, figures, tables or appendices are not. (NB. Footnotes and endnotes are explanatory notes to the main body of text. Bibliography is the full list of references at the end of your essay).

Meeting the word count is considered an important part of academic practice and will be a factor in assessment. It requires planning ahead, designing a structure, prioritising between arguments and evidence, and being concise. Standard word processing software offers tools for doing word-counts (in MS Word under Tools; in Word 7, and higher, the word count is visible in the bottom right-hand corner of the document). You should aim to stay within the word limit by 10 percent above or below. Exceeding the maximum word count by more than 10 percent may lead to the deduction of marks. If the word count for your assignment is more than 10 percent below the target, the mark for the essay is likely to be negatively affected because of a lack of substance.

6.4 Deferral of Assessed Work
Permission to defer any part of the submission of assessed work may be granted for reasons judged adequate in the particular case by the Examination Board and the College. Subject to such exemption being granted, candidates will be informed of the marks they obtained in those elements in which they have been examined and the assessed may determine the exemptions which will be allowed on re-entry.

Successful completion of the course involves attaining a pass in all elements of the course. Normally, candidates who have been granted a deferment of entry to one or more elements of the assessment will be expected to complete the course in the next academic year.

In order to obtain permission for a deferral, you must make an application to the Programme Director. A copy of this application should go to the Course Administrator. Where appropriate, you should supply documentary evidence supporting your application for deferral. Candidates who do not submit written work without being granted permission to defer or withdraw their assessment entry shall be deemed to have failed the module on that occasion.

6.5 Late Submission of Work for Assessment and Resubmission of Failed Work
Work to be considered for formal assessment that is submitted late is given two marks: a penalty mark of 40%, assuming it is of a pass standard, and the ‘real’ mark that would have been awarded if the work had not been late.

Students may request mitigating circumstances by providing written evidence, medical or otherwise, as to why their work was submitted late. This should be made on the standard pro forma (available on Moodle) and submitted to the Course Director and the Course Administrator. The case will then be considered by the appropriate sub-board or delegated panel. If no such documentation is received prior to the meeting of the Exam Board, the ‘real’ mark will not be considered and the penalty mark will stand. If the case is made and accepted then the examination board may allow the ‘real” mark to stand.

If you have failed a piece of work you will be given one opportunity to resubmit your work in order to try to pass the module. You will be given detailed written feedback from the module coordinator indicating what you need to do in order to pass the assignment. Students who fail a piece of assessed work will have the opportunity to resubmit the essay. In such cases, students would liaise with the module coordinator to
agree a date for the resubmission. All resubmitted essays should be delivered via Turnitin on the module Moodle site.

If the re-submitted work is awarded a mark lower than 40% students must re-take the module.

6.6 Capping of Re-Assessment
A cap at the pass mark will be imposed for any student reassessment, except where mitigating circumstance have been accepted on the failed assessment, and students will be permitted to re-submit without penalty. Information is also provided on the Regulations webpage of the My Birkbeck website here: http://www.bbk.ac.uk/mybirkbeck/services/rules

Please note:

- Students who fail an assessment in 2016/17 and awarded a reassessment opportunity will have their reassessment subject to a cap.
- The cap does not apply to a retake of a module

If you have any queries regarding the regulations please contact asq@bbk.ac.uk.

6.7 Mitigating Circumstances

The College Policy on Mitigating Circumstances determines how boards of examiners will treat assessment that has been affected by adverse circumstances. Mitigating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt your performance in assessment. This should not be confused with long term issues such as medical conditions, for which the College can make adjustments before assessment (for guidance on how arrangements can be made in these cases please see the College’s Procedures for Dealing with Special Examination Arrangements).

The College policy on mitigating circumstances can be found at: http://www.bbk.ac.uk/mybirkbeck/services/administration/assessment/exams/mitigating-circumstances.

A Mitigating Circumstances claim should be submitted if valid detrimental circumstances result in:

a) the late or non-submission of assessment;
b) non-attendance at examination(s);
c) poor performance in assessment.

For a claim to be accepted you must produce independent documentary evidence to show that the circumstances:

- have detrimentally affected your performance or will do so, with respect to a, b and c above;
- were unforeseen;
- were out of your control and could not have been prevented;
- relate directly to the timing of the assessment affected.
Documentation should be presented, wherever possible, on the official headed paper of the issuing body, and should normally include the dates of the period in which the circumstances applied. These dates should include the date(s) on which assessed work is to be submitted. Copies of documentary evidence will not normally be accepted. If you need an original document for another purpose, you should bring the original into the Department Office so that a copy can be made by a member of College staff. (Where a photocopy is made by a member of staff they should indicate on the copy that they have seen the original).

Discussing your claim with a member of staff does not constitute a submission of a claim of mitigating circumstances.

You are encouraged to submit your claim for mitigating circumstances in advance and at the earliest opportunity. The final deadline for submission of a claim is normally 1 week after the final examination unless otherwise stated by your School. Where possible, claims should be submitted using the standard College Mitigating Circumstances claim form (available from your School office) which should be submitted in accordance with the procedure for submission published by your School. Claims should always be supported by appropriate documentary evidence.

You should be aware that individual marks will almost never be changed in the light of mitigating circumstances. Assessment is designed to test your achievement rather than your potential; it is not normally possible to gauge what you would have achieved had mitigating circumstances not arisen. Where mitigating circumstances are accepted, and it is judged by an assessment board that these circumstances were sufficiently severe to have affected your performance in assessment the usual response will be to offer you another opportunity for assessment without penalty, at the next available opportunity.

Guidance on what may constitute acceptable mitigating circumstances is available as an appendix to the policy, available from http://www.bbk.ac.uk/reg/regs or your Department office; you should note that this is not an exhaustive list and that each case will be treated on its merits by the relevant sub-board or delegated body.

6.8 Break in Studies
Students may apply for a break in studies for a maximum of two years in total during their programme of study and this will normally be for a period of one academic year. Requests for breaks in study must be made in writing to the Programme Director. More information can be found on the following webpage: http://www.bbk.ac.uk/mybirkbeck/services/administration/break-in-studies

6.9 General Marking Criteria
All assignments will be given a percentage mark. The pass mark for an undergraduate level assignment is 40%.

Assignments will be assessed on the basis of presentation and the demonstration of skills, knowledge and understanding. Assignments will be assessed using the following generic marking criteria that will be applied as appropriate, depending on the nature of the module:

<table>
<thead>
<tr>
<th>Mark awarded</th>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% +</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>• Clearly and legibly written</td>
</tr>
</tbody>
</table>
| Excellent to Outstanding (First Class) | • Within agreed word limit  
Skills  
• Well-structured, coherent argument(s)  
• Very good use of relevant evidence (primary and secondary sources and materials) to support and illustrate the argument(s) made  
• Where appropriate, evidence of independent research  
• Comprehensive examination of the subject of the assignment  
• Exclusion of irrelevant material  
• Correct and comprehensive citation of all sources in a recognised format  
Knowledge and Understanding  
• Clear and strong evidence of current knowledge and debates relevant to the assignment  
• Clear and strong evidence of current knowledge of core / central concepts relevant to the assignment  
• Clear and strong evidence of critical appreciation of sources used  
• Demonstrates ability to think independently, originally and critically |
<table>
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<tbody>
<tr>
<td>NB: A mark above 80% indicates an exceptional piece of work that excels in respect of these criteria</td>
<td></td>
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</tbody>
</table>
| 60-69% | **Presentation**  
• Clearly and legibly written  
• Within agreed word limit  
Skills  
• Well-structured, clear argument(s)  
• Good use of relevant material to support the argument(s) made  
• Comprehensive examination of the subject of the assignment  
• Correct and comprehensive citation of all sources in a recognised format  
Knowledge and Understanding  
• Clear and strong evidence of current knowledge and debates relevant to the assignment  
• Evidence of ability to reflect critically on the subject of the assignment |
| Very Good (Upper Second Class) |  |
| 50-59% | **Presentation**  
• Clearly and legibly written  
• Within agreed word limit  
Skills  
• Evidence of attempt to construct argument(s), which may have gaps or lack clarity  
• Evidence of reading and awareness of relevant issues / debates  
• Appropriate sources adequately cited  
Knowledge and Understanding  
• Evidence of knowledge relevant to the assignment  
• Some evidence of engagement with, and analysis of, material covered in the module |
| Satisfactory to Good (Lower Second Class) |  |
| 40-49% | **Presentation**  
• Legibly written  
• Within agreed word limit  
• Generally weak and / or careless  
Skills  
• Some evidence of attempt to address the question  
• Evidence of some reading relevant to the topic |
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Presentation</th>
<th>Skills</th>
<th>Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39%</td>
<td>Bare Fail</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Poorly presented and / or illegible</td>
<td>• Little of no evidence of attempt to address the question</td>
<td>• Very little or no evidence of knowledge of, or reading in, subject area</td>
</tr>
<tr>
<td></td>
<td>• Beyond or substantially below agreed word limit</td>
<td>• Overly repetitious and / or descriptive</td>
<td>• Opinions expressed without any supporting evidence</td>
</tr>
<tr>
<td></td>
<td>• Inclusion of irrelevant material</td>
<td>• Little or no evidence of reading relevant to the topic</td>
<td>• Little of no evidence of understanding of the concepts / ideas relevant to the assignment and / or misunderstanding of these</td>
</tr>
<tr>
<td></td>
<td>• Sources inadequately cited or not cited</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Presentation</th>
<th>Skills</th>
<th>Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29%</td>
<td>FAIL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Very poorly presented and / or illegible</td>
<td>• No evidence of attempt to answer the question</td>
<td>• No evidence of knowledge of, or reading in, subject area</td>
</tr>
<tr>
<td></td>
<td>• Beyond or substantially below agreed word limit</td>
<td>• No evidence of planning answer</td>
<td>• Opinions expressed without supporting evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Overly repetitious and / or descriptive</td>
<td>• No evidence of understanding of the concepts / ideas relevant to the assignment and / or complete misunderstandings of these</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inclusion of irrelevant material</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No attempt to cite material adequately or to provide references</td>
<td></td>
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</tbody>
</table>

Work that significantly exceeds the word limit specified for an assignment may be penalised. Students who fail to submit coursework in the correct format may have their work penalised.

Information on Criteria for undergraduate assessment could also be found on the link below: [http://www.bbk.ac.uk/mybirkbeck/services/administration/assessment/award-criteria/ug-criteria](http://www.bbk.ac.uk/mybirkbeck/services/administration/assessment/award-criteria/ug-criteria)

### 6.10 Plagiarism

Plagiarism is the most common form of examination offence encountered in universities, partly because of the emphasis now placed on work prepared by candidates unsupervised in their own time, but also because many students fall into it unintentionally, through ignorance of what constitutes plagiarism. Even if unintentional, it will still be considered an examination offence.

This section of the Handbook is intended to explain clearly what plagiarism is, and how you can avoid it. Acknowledgement is made to guidance issued by the USA Modern Language Association (MLA, 1998).
Plagiarism is the publication of borrowed thoughts as original, or in other words, passing off someone else’s work as your own. In any form, plagiarism is unacceptable in the Department, as it interferes with the proper assessment of students’ academic ability. Plagiarism has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Lindsey, 1952, p2). Therefore, using another person’s ideas or expressions or data in your writing without acknowledging the source is to plagiarise.

Borrowing others’ words, ideas or data without acknowledgement

It is acceptable, in your work, to use the words and thoughts of another person or data that another person has gathered but the borrowed material must not appear to be your creation. This includes essays, practical and research reports written by other students including those from previous years, whether you have their permission or not. It also applies to both ‘hard-copy’ material and electronic material, such as Internet documents. Examples include copying someone else’s form of words, or paraphrasing another’s argument, presenting someone else’s data or line of thinking. This form of plagiarism may often be unintentional, caused by making notes from sources such as books or journals without also noting the source, and then repeating those notes in an essay without acknowledging that they are the data, words or ideas belonging to someone else. Guard against this by keeping careful notes that distinguish between your own ideas and researched material and those you obtained from others. Then acknowledge the source.

Example 1

Original source:

To work as part of a team, to be able and prepared to continue to learn throughout one’s career, and, most important, to take on board both care for the individual and the community, are essential aspects of a doctor’s role today. Greengross, Sally (1997), “What Patients want from their Doctors”, Choosing Tomorrow’s Doctors, ed. Allen l, Brown PJ, Hughes P, Policy Studies Institute, London.

Plagiarism:
The essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community.

Acceptable:

One social writer believes that the essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community (Greengross, 1997).

Example 2

Original source:

The binary shape of British higher education, until 1992, suggested a simple and misleading, dichotomy of institutions. [...] Within their respective classes, universities and polytechnics were imagined to be essentially homogenous. Their actual diversity was disguised. [...] The abandonment of the binary system, whether or not it encourages future convergence, highlights the pluralism which already exists in British Higher
Plagiarism:

Prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading.

Acceptable:

Peter Scott has argued that prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading. (Scott, 1994)

In each revision, the inclusion of the author’s name acknowledges whose ideas these originally were (not the student’s) and the reference refers the reader to the full location of the work when combined with a footnote or bibliography. Note that in the second example, the argument was paraphrased – but even so, this is plagiarism of the idea without acknowledgement of whose idea this really is. In writing any work, therefore (whether for assessment or not) you should document everything that you borrow – not only direct quotations and paraphrases but also information and ideas. There are, of course, some common-sense exceptions to this, such as familiar proverbs, well-known quotations or common knowledge. But you must indicate the source of any appropriated material that readers might otherwise mistake for your own. If in doubt, cite your source or sources.

For further information particularly with regard to Birkbeck procedures when plagiarism is suspected, please make sure you look at the relevant Birkbeck Registry web page:

http://www.bbk.ac.uk/reg/regs/assmtoff.

When submitting coursework you will need to sign an Academic Declaration form, stating that you have read the sections on plagiarism in this Handbook and confirming that the work is your own, with the work of others fully acknowledged.

Copying material verbatim

Another example of plagiarism is the verbatim copying of chunks of material from another source without acknowledgement even where they are accepted facts, because you are still borrowing the phrasing and the order and the idea that this is a correct and complete list.

Also, you might be infringing copyright (see below).

Re-submission of work

Another form of plagiarism is submitting work you previously submitted before for another assignment. While this is obviously not the same as representing someone else’s ideas as your own, it is a form of self-plagiarism and is another form of cheating. If you want to re-work a paper for an assignment, ask your lecturer whether this is acceptable, and acknowledge your re-working in a preface.
6.11 Collaboration and collusion
In collaborative work (if this is permitted by the lecturer) joint participation in research and writing does not constitute plagiarism in itself, provided that credit is given for all contributions. One way would be to state in a preface who did what; another, if roles and contributions were merged and truly shared, would be to acknowledge all concerned equally. However, where collaborative projects are allowed, it is usually a requirement that each individual’s contribution and work is distinguishable, so check with your lecturer. Usually, collusion with another candidate on assessed work (such as sharing chunks of writing or copying bits from each other) is NOT allowed.

6.12 Copyright infringement
Finally, you must guard against copyright infringement. Even if you acknowledge the source, reproducing a significant portion of any document (including material on the Internet) without permission is a breach of copyright, and a legal offence. You may summarise, paraphrase and make brief quotations (as I have done from my sources), but more than this risks infringing copyright.

6.13 Guidelines for Referencing
Referencing is a core academic skill which you need to develop as part of your studies. There are a referencing formats but the one most frequently used in the social sciences is called the Harvard system.

It is important to include the following details in your list of references, and it may save time if you get into the habit of recording all these details as you do your reading rather than have to hunt them out at the end.

**References in the Body of the Essay/Dissertation**
References in the body of the essay or dissertation (as distinct from the Reference section) can occur in different contexts. Fundamentally, whenever reference is made to a published article or other source (e.g. the Internet) details should be given in the text in the form of the name(s) of authors and the date of publication. For example: ‘recent writing on hysteria (e.g. Mitchell, 2000) discusses...’ Or: ‘Mitchell (2000) claims that...’ If a quotation is given, it should conclude with the name of author, date of publication, and exact page number. For example:

> By recognising our uncanny strangeness we shall neither suffer from it nor enjoy it from the outside. (Kristeva, 1988, p.192)

Note here that a quotation is often presented indented in the text. Alternatively, when the quotation is of one sentence or less it is acceptable to simply put quotation marks around it. For instance, there has been much discussion of the experience of otherness in psychoanalysis: as Kristeva (1988, p.192) comments, ‘By recognising our uncanny strangeness we shall neither suffer from it nor enjoy it from the outside’.

If a text has two authors, both should be given (e.g. Elliott and Frosh, 1995); if more than two authors use the convention et al after the first author’s name: e.g. Pattman et al, 1998. All the authors should be listed in the references at the end of the essay/dissertation.

**References at the End of the Essay/Dissertation**
At the end of the text, all references should be gathered together in a standard format, in alphabetical order. There are basically three relevant ways of presenting a reference, depending on whether it is to a book, a chapter in a book, or a journal article.

**Books**
Authored:
Name, initial. (date) Title. Place of publication: Publisher


Multi-authored:
Name1, initial., Name2, initial. and Name3, initial. (date) Title. Place of publication: Publisher


Edited
As with books, but with (eds) added after the authors.


Chapter from a Book
Name of author(s) of the chapter, Initial. (date) Title of chapter. In Initial. Name of editor(s), Title of Book. Place of publication: Publisher


Journal articles
Name of author(s) of the article, Initial. (date) Title of article. Journal title in full, volume: start page number – end page number


All authors should be listed for jointly written books, chapters and articles.

Referencing from Secondary Texts
If your only source for a reference is from another text, this should be acknowledged in the references as:
Full reference of original, quoted in, full reference of secondary source.

Internet Resources
As with books or journals, but with the internet address and date of access appended.


Remember: a reference list should be a complete list of all sources actually referred to in your essay/dissertation. It is different from a bibliography, which lists sources drawn on but not necessarily explicitly referred to.

Useful text
MLA, New York.


6.14 Complaints
Where a student considers that their supervision is not adequate then they may request a change of supervisor by writing to their Programme Director or Assistant Dean of the relevant Department. Any change will be at the discretion of the relevant Assistant Dean.

Formal complaints about supervision should be submitted in accordance with the College’s Student Complaints Policy.

7 Additional useful Information

7.1 Career Development – Information, Advice, Workshops & Insight Courses

*Getting Graduates into Careers*
Most students are interested in developing their careers, either within their current field of work or in a completely new direction. The Careers Group offers expertise and experience in working with students and graduates of all ages and at all stages of career development.

[http://www.gradsintocareers.co.uk/](http://www.gradsintocareers.co.uk/)

For further details please contact:

**The Careers Group**
University of London
Stewart House
32 Russell Square London WC1B 5DN
+44 (0)20 7863 6030
sics@careers.lon.ac.uk
[http://www.thecareersgroup.co.uk/](http://www.thecareersgroup.co.uk/)

7.2 Birkbeck Library
[http://www.bbk.ac.uk/lib/](http://www.bbk.ac.uk/lib/)

Opening hours during term time:
Monday – Sunday 8.30am – 11.45pm

For service hours and vacation opening hours, see: [http://www.bbk.ac.uk/lib/about/hours](http://www.bbk.ac.uk/lib/about/hours)

7.3 IT Services
Access to College IT facilities and services is controlled by using a username and password. IT Services (ITS) usernames and passwords are allocated to registered students of Birkbeck College. Once you are accepted on your course, you will receive your log-in details from ITS for the purpose of online enrolment. Following completion of enrolment, registered students will be able to access the full range of IT services. Returning students should continue to use the same account they were previously allocated.
You are expected to be familiar with the College Computing Regulations which are available at: http://www.bbk.ac.uk/hr/policies_services/policies_az/computing_regulations

You can find out more about these services and others by visiting our website at: http://www.bbk.ac.uk/its

**ITS Helpdesk Opening Hours**
The ITS Helpdesk is located on the Ground Floor of the Malet Street main building, in the My Birkbeck Student Centre. The opening hours are:

Monday to Friday 9.00am – 8.00pm (Term time)

10.00am – 6.00pm (Vacations)

The Team can also be contacted on +44 (0)20 7631 6543 or at its-helpdesk@bbk.ac.uk

**7.4 Further Help**
Further help is available from several other sources such as:

Disability Office +44 (0)20 7631 6336
disability@bbk.ac.uk

IT Services +44 (0)20 7631 6543
its-helpdesk@bbk.ac.uk

The Library +44 (0)20 7631 6063
library-help@bbk.ac.uk

The Students’ Union +44 (0)20 7631 6335
info@bscu.bbk.ac.uk

**7.5 Disability & Dyslexia Service**

At Birkbeck there are students with a wide range of disabilities, specific learning difficulties, medical conditions and mental health conditions. Many of them have benefited from the advice and support provided by the College’s Disability & Dyslexia Service.

**The Disability & Dyslexia Service and Mental Health Service**

The Disability & Dyslexia Service is located in the Wellbeing Centre G26, on the ground floor of the Malet Street building.

All enquiries should come to the Wellbeing Centre, who will determine the appropriate referral to specialist staff. They can provide advice and support on travel and parking, physical access, the Disabled Students’ Allowance, specialist equipment, personal support, examination arrangements, etc. If you have a disability or dyslexia, we recommend you call us on **0207 631 6316** to book an appointment.

The Disability & Dyslexia Service can help you to complete your Study Support Plan, confirming your support requirements with your School and relevant Departments at the College so they are informed of your needs.
Access at Birkbeck

Birkbeck's main buildings have wheelchair access, accessible lifts and toilets, our reception desks and teaching venues have induction loops for people with hearing impairments, and we have large print and tactile signage. Accessible parking, lockers, specialist seating in lectures and seminars and portable induction loops can all be arranged by the Disability & Dyslexia Service.

The Disabled Students’ Allowance

UK and EU (with migrant worker status) disabled and dyslexia students on undergraduate and postgraduate courses are eligible to apply for the Disabled Students’ Allowance (DSA). The DSA provides specialist equipment including computers with assistive technology and training, personal help e.g. note takers, BSL interpreters, specialist tutors for students with dyslexia and mental health mentors and additional travel costs for students who have to use taxis. It provides thousands of pounds worth of support and all the evidence shows that students who receive it are more likely to complete their courses successfully. The Disability & Dyslexia Service can provide further information on the DSA and can assist you in applying to Student Finance England for this support.

Support in your Department

Your Department will receive a copy of your Study Support Plan from the Disability and Dyslexia Service. This will make specific recommendations about the support you should receive from the Department.

Whilst we anticipate that this support will be provided by the Programme Director, tutors and Programme Administrator in the Department, they will also have a Disability Lead. If you experience any difficulties or require additional support from the Department then they may also be able to assist you. They may be contacted through the Programme Administrator.

Support in IT Services and Library Services

There is a comprehensive range of specialist equipment for students with disabilities in IT Services. This includes an Assistive Technology Room, which may be booked by disabled students. We have software packages for dyslexic students (e.g. Claroread and Mind view), screen reading and character enhancing software for students with visual impairments available in our computer laboratories, specialist scanning software, large monitors, ergonomic mice and keyboards, specialist orthopaedic chairs, etc. We have an Assistive Technology Officer, who can be contacted via IT Services.

The Library has an Assistive Technology Centre, where there is also a range of specialist equipment, including an electronic magnifier for visually impaired students, as well as specialist orthopaedic chairs and writing slopes. The Disability and Dyslexia Service Office refers all students with disabilities to the Library Access Support service, who provide a comprehensive range of services for students with disabilities and dyslexia.

Examinations and Assessments
Many disabled and dyslexia students can receive support in examination, including additional time, use of a computer, etc. They are often also eligible for extensions of up to two weeks on coursework, which should be requested in writing.

**Specific Learning Difficulties (e.g. dyslexia, dyspraxia)**

Mature students who experienced problems at school are often unaware that these problems may result from their being dyslexic. Whilst dyslexia cannot be cured, you can learn strategies to make studying significantly easier. If you think you may be dyslexic you can take an online screening test in the computer laboratories, the instructions for the screening test are available on the Disability Office website. If appropriate, you will be referred to an Educational Psychologist for a dyslexia assessment. Some students can receive assistance in meeting this cost, either from their employer or from Birkbeck.

**Further information**

For further information or to make an appointment to see the Disability & Dyslexia Service, please call the Wellbeing Administrators on 020 7631 6316 or email disability@bbk.ac.uk.

We hope you enjoy your time at Birkbeck and your study of the BA Psychosocial Studies. Please feel free to let us know if there are any ways in which the Programme can be improved for the benefit of future students. Good luck with your studies.