

## **About Free University Brighton's Freeegrees**

Free University Brighton offers free, higher education courses in Social Science, Philosophy and Feminism, Gender & Sexuality – we call these courses Freeegrees.

Here are some frequently asked questions and answers about the courses. At the end you will find the 2017/18 courses schedule so you can see what's on offer and what our current students have said about the Freeegrees.

We hope this answers some of your questions but if not, please get in touch. You can email us at [contact@freeuniversitybrighton.org](mailto:contact@freeuniversitybrighton.org)

### **Who can do these courses?**

Anyone can study these courses, you don't need any previous qualifications just an open mind and a willingness to learn and to share your own ideas and experiences. We've designed the courses so that people who work, care for others or have other commitments can participate. There will be one study session per week lasting around 2-3 hours.

### **How does it work?**

The courses are taught by volunteer teachers, typically university lecturers and academics, and we run classes in public spaces around the city that we can use for free. Because we rely on volunteer teachers, who are often working full time, the courses are made up of modules of different subjects. Each volunteer teaches their subject over a period of weeks which is more manageable for them, but it also means students get to learn a variety of subjects. In the first year, students typically study 6-8 subject areas. In subsequent years, students get to collectively choose which subjects they learn from a range of subjects that are offered.

### **How are the courses assessed?**

There are no exams. We think exams are stressful and not the best way of assessing people's abilities. We will be awarding certificates on two bases, 1) by attendance without assessment; or 2) by assessment of essays on a pass or fail basis.

### **When and where will the classes take place?**

The classes will take place in various venues around the City. At the moment we are using the Council's Learning Centre in the City Clean depot on Upper Hollingdean Road, Brighton. We will ensure venues are wheelchair accessible and are easy to get to by public transport.

### **What are the commitments in terms of course work, amount of reading etc?**

The courses have been designed so that people who work, care for others or have other commitments can still do them. Therefore, there will be one study session per week of around 2 - 3 hours and reading / coursework will be minimal. However we will be glad to recommend more reading and coursework for those who want it

### **I find reading and writing difficult, will there be any help or support?**

Yes. The courses have been designed so that learning is mainly done through group talks and discussion. Teachers do provide reading resources but we also try and supplement these with alternative resources such as video and sound clips where possible.

Course assignments can be done in a number of ways: some prefer to submit written essays but you can also do a poster presentation, make a film or sound recording, have a face to face discussion (like a viva) or another method. We are open to creative and new ideas but essentially we will be assessing your understanding of the subject and whether you have successfully answered the assignment's question.

We will provide help and support to those who need it. It is best to contact us and let us know your needs so we can work out how best to support you.

### **How many years will it take to complete the courses?**

Three to four. After year one you will receive a certificate. Year two will be equivalent to a diploma and we envisage it will take around 4 years to gain the equivalent of a degree.

Please note that this higher education course has been designed to be part time to ensure it is accessible to those who work, have caring responsibilities or other commitments. Therefore, the amount of study time/material covered will be less than a conventional degree.

### **Can I just attend some of the modules?**

Yes. If you don't wish to work towards a degree-level course, you can just choose the subjects you like. We aim to give people a university or higher education experience. Some people are interested in learning for the fun of it and others want the achievement of passing assignments and knowing their work is of the same standard as a degree. Both are welcome and valid.

### **Are you offering degrees like other universities?**

No. FUB does not have degree awarding powers and our aim is to offer higher education courses that are genuine alternatives to the ones offered by British universities.

We began this project by listing all the things we consider to be bad about conventional universities and throwing them into the bin! For example competition, stratifying students by grading, education that is oriented to what achieves the most income for a university rather than what is educationally or socially good.

We then designed these courses on what we believe education should be about. For example, educational curiosity, discovery, self-development, building intellectual self-confidence, learning for pleasure and, of course, education that is accessible to all.

In terms of quality, what we offer is comparable to a conventional university degree. But we are confident we can offer people a better educational experience, one that is free and open to all, is collaborative rather than competitive and is jointly directed by teachers and students.

### **Will these courses be recognised by employers?**

We can't guarantee that. However, our courses are taught by lecturers and academics working at conventional universities and our courses have been validated by independent academics as meeting a certain standard. Conventional universities also self-validate using external assessors, so we are confident that our course is as good as any other higher education course.

### **Can I study a course with you in a subject of my choice?**

No. Because we rely on volunteer tutors, we can only offer courses that they are willing and able to teach.

However, as a group, our students do get to select subjects they wish to study from the ones offered. If students wish to learn other subjects, then we try to find people who can teach them.

We do our best to offer learner-centred education where students are involved in the design of the course and determine what they study and how.

## **Social Science and Humanities Freegree 2017-2018 Level 1 Courses (for first year learners)**

## **AUTUMN TERM**

### ***New Learners' Induction***

This session will help you get to know others on the course and prepare you for studying. It will cover communication, study support groups, access to learning resources and all the other essential things.

### ***Inequalities in Education***

We will start the term with an exploration of inequalities in education, including class, race, gender. The course will introduce theoretical perspectives for making sense of these inequalities including Althusser's theory of education as Ideological State Apparatus, Bourdieu's notions of capitals and Ranciere's critique.

### ***The Divide Film Screening***

The Divide tells the story of 7 individuals striving for a better life in the modern day US and UK - where the top 0.1% owns as much wealth as the bottom 90%. By plotting these tales together, we uncover how virtually every aspect of our lives is controlled by one factor: the size of the gap between rich and poor.

The film is inspired by the critically-acclaimed, best-selling book "The Spirit Level" by Richard Wilkinson and Kate Pickett.

### ***Crime, Inequality and Justice***

This course will provide students with the opportunity to discuss what it means to live in a society in which a range of social inequalities are prevalent. We will explore what inequality means, and the ways social inequalities are visible to us in contemporary British society.

We will go on to explore how inequalities are expressed in patterns of crime, offending and criminal victimisation. We will discuss the impact of these inequalities on different social groups, and how they are connected to bigger questions of social class, 'race' and ethnicity.

### ***Feminism, Gender & Sexuality***

These workshops explore issues of contemporary feminisms, gender and sexuality

themes, in an inclusive and holistic context where diversity of social experiences are respected and understood. The workshops give an opportunity to learn about the fundamental importance of gender and sexuality as analytic categories but also to understand instances of oppression and exclusion. The latter is particularly important as gendered identities, norms, structures and institutions impact and shape our lives. Such experiences also intersect in complex ways with other aspects of our identities and social experiences such as ethnicity/race, class, sexual orientation, age and disability. This workshop will focus on essential critical perspectives emerging in contemporary social and cultural contexts on a local and global scale. A critical perspective will provide diverse knowledge on gender related themes as affecting both women and men in contemporary society and will strive for independent and collective discussions in an encouraging and supportive environment.

## ***Equality and Human Rights***

This session will summarise the law of human rights within England and Wales, enshrined in the Human Rights Act (HRA) 1998, bringing 'convention rights' (from the European Convention on Human Rights (ECHR)) into our domestic legislation. The relationship between the ECHR and HRA will be discussed, as well as summarising the relevant rights protected, the practical enforcement of the HRA within our law and the resultant protection of rights, as well as the debates surrounding repealing the HRA 1998. Furthermore, equality and anti-discrimination legislation will be summarised, with specific reference to the protected characteristics under the Equality Act 2010, and some of the discussions around formal and substantive models of equality and how these are expressed (or otherwise) through law.

## ***Changes in Legal Aid***

This session will summarise the situation regarding state funded legal aid since the cuts brought in through the Legal Aid Sentencing and Punishment of Offenders Act (LASPO) 2012, which came into force in 2013. The impact that these cuts have had on those in need of free legal advice, as well as the legal profession and legal education, will be discussed. The sessions will cover the philosophy of legal aid and free legal advice, the limited areas aid is now available in England and Wales, what was available previously, and some of the responses and critiques from the justice system, in turn. The impact of LASPO on obligations under national, regional and international human rights law and equality legislation regarding rights to a fair trial and access to justice will also be covered.

## **SPRING TERM**

## **Thinking Sociologically and the Sociology of Thinking**

What does 'thinking sociologically' mean, how is it done, and how does it differ from other ways or modes of thinking? Is it useful, meaningful and possible even? If so, how so? If not, why not? Also, is there such a thing as 'a' or 'the' Sociology of Thinking? What does it entail, who does it include, and what is its purpose, aim, or audience? Intrigued by those questions, these two sessions on 'Thinking Sociologically and the Sociology of Thinking' examine the usefulness, relevance, merits, and shortcomings of sociological thought by defending it as a uniquely imaginative, playful, challenging, and pluralistic endeavour, rather than a simple perspective from which to view the social world around us. Both sessions are designed to join the dots, make links, but also highlight differences between Sociology and the other disciplines that feature in the FUB degree (Criminology, Philosophy, Economics, Politics, Psychology).

## **Contemporary Theory in the Political Economy of Africa Development**

This course will ask what are the forms of damage that a single story has done to the political economy of Africa development? Firstly we will explore 'whiteness' as a hegemonic\* power structure that constrains equal and even redistribution of wealth, that should have offered people in the global south better life chances.

We will look at how racism functions as a controlling mechanism which maintains colonial relations as 'natural' occurrences: the colonizer internalises colonialism and its attendant ideologies, and colonized peoples in turn internalise the idea of their own inferiority and ultimately come to emulate their oppressors. Finally we will look at identity and power as shifting, temporary constructions.

*\*hegemonic - ruling or dominant in a political or social context*

## **SUMMER TERM**

### ***Introduction to Philosophy: Knowing and doing, problems and possibilities***

This module aims to introduce the student to some of the central difficulties in 'epistemology' (knowing) and 'ethics' (doing) and presents a range of ways that philosophers have suggested such problems might be addressed. We will look at what a 'knowledge claim' is, ask what the difference is between 'knowledge' and 'opinion', investigate how we might decide what the right thing to do is and ask why people seem to act against their own interests. Why is it that knowing what is right often doesn't make people actually behave any differently? Where and how does knowledge make any difference to the actions we perform?

Students will learn basic tools for the critical analysis of epistemic and ethical claims. They will have a basic overview of key philosophical approaches to problems of knowledge and action and will have a basic understanding of the practices of rational argument.

### ***Alternative Societies***

People often criticise the way society is, but that leads to the question 'what's the alternative?'. This module will provide an introduction to sociology as a critical way of thinking about the world and go on to explore alternatives to current types of society. It will look at utopianism, communism, alternative economies and co-ops, communes or intentional communities, counter-cultures, alternative education, green society, societies with less work and global society without borders. The module will discuss alternatives that students themselves raise for discussion. Are societies that are alternatives to ours desirable and viable?

### ***Psychology in the Real World***

The focus of this module is mental health and wellbeing. It focuses on the ways in which psychologists can explore, understand, and challenge the mental distress associated with forms of political, economic and social oppression and marginalisation experienced by many in the UK.

# Philosophy Freegree 2017-2018

## Level 1 Courses (for first year learners)

### AUTUMN TERM

#### ***New Learners' Induction***

This session will help you get to know others on the course and prepare you for studying. It will cover communication, study support groups, access to learning resources and all the other essential things.

#### ***Existentialism***

This is a ten-week course exploring theories around the existence of the individual person as a free and responsible agent determining their own development through acts of the will.

### SPRING TERM

#### ***Metaphysical Thought***

This is a ten-week course exploring metaphysical thought including existence, objects and their properties, space, time and cause and effect.

### SUMMER TERM

#### ***Epistemological Issues***

This is a ten-week course exploring the theory of knowledge, especially with regard to its methods, validity, and scope, and the distinction between justified belief and opinion.

## The Students Views

Here's what this year's students have said about the course...

"It has been my life long dream to study at university level but finances prevented that. FUB has given me this opportunity. It has broadened my thinking and opened up my mind to other views and possibilities. Thank you!"

"It's given me a much deeper understanding of what's going on around me and how my life is connected with all these broader movements".

"It's turned my world upside down and has given me some hope for the future to know there are others who are as passionate about equality and justice".

"I feel I have been able to explore subjects in a non-exam environment, which is great".

"I've loved learning such a variety of subjects and it has really improved my confidence in my own educational abilities"

"The tutors knowledge and enthusiasm has been brilliant."

"I'm enjoying the student experience for the first time, and have made friends whom I meet outside of the classes".

"I'm much more open to ideas and critically looking at information that conflicts with my 'world view'".

"I am less anxious in groups and at the thought of being with a group of people I don't know well - this is massive for me". "It is challenging on so many levels, and an absolutely wonderful experience!"

"It's given me the confidence to state my opinions and inform others. I've also started getting involved with a homeless activist group. I'm likely to go on my first ever protest march this summer."

"This has reminded me of the joy of studying". "It's been amazing, really good to get me through the winter when I would normally get a bit mopey".

"The re-introduction to some quality and focused learning, from lecturers and students, has been more than I could have hoped for. Great to meet more likeminded people but from different walks of life, after seven years living in Brighton".

"FUB is a great project and it's very exciting to be part of it.