

Free University Brighton

# Freegree Courses

Academic Year 2018/19



## Welcome to Free University Brighton (FUB)



**Free University Brighton** was set up in 2012 as a direct response to the trebling of student fees for higher education courses to an average of £9,000 per academic year and also cuts to adult education. The idea for free higher education that is accessible to all was partly inspired by Tent City University, which was part of the Occupy camp outside St Paul's Cathedral.

## Guiding Principles

Free University Brighton creates education that is accessible to all, regardless of income or background. FUB emerged out of a genuine interest to provide a *public*, not an *institutional*, space for thinking critically-analytically about the social world, suggesting alternatives (itself being one such alternative!), and engaging learners and tutors in an exchange that is dominated by love for knowledge, not driven by the profit motive. Our motto is 'education for love, not money.'

Our teaching and learning philosophy therefore is not to confer status or dispense credentials, but to open education up by freeing it from its instrumental dimensions, and re-introducing it as both an academic and civic project whose fundamental aim is to promote active learning and foster democratic citizenship through personal and political development.

To achieve this, we take an inclusive, open, and student-centred approach to create opportunities for peer-to-peer, collaborative and shared learning, while also allowing learners to have their say in how modules are run and what teaching and learning support is offered. This is reflected in the democratic structure of FUB, where learners participate in decision-making processes through organised meetings, as well as in the inclusive teaching and the diverse assessments that are offered.

## What will I study at FUB?<sup>1</sup>

The 2018/2019 academic year is divided into three terms – Autumn, Spring and Summer. Those wishing to take a general Social Science and Humanities Freegree will study a range of subjects at an introductory level (Level 1). Those completing their first year can choose from a range of more advanced courses offered in subsequent years. Students can also choose to build a freegree more in line with a specific subject stream – e.g. the Philosophy Freegree or the Feminism, Gender & Sexuality Freegree – or just pick and choose from a range of subjects offered.

If you would like to join any of these courses or modules please feel free to join at any time. We have an online communication app for communicating between classes and sharing useful learning resources. You can find out how to sign up to our Ryver app here.

<http://freeuniversitybrighton.org/fubo/>

PLEASE NOTE, THERE MAY BE CHANGES TO THIS SCHEDULE AS THE TERMS PROGRESS. PLEASE ALWAYS EMAIL US OR CHECK THE FREEGREE CLASS CALENDAR (LINK BELOW) BEFORE COMING TO ANY SESSION TO CHECK IT IS STILL GOING AHEAD AT THE ADVERTISED TIME.

<http://freeuniversitybrighton.org/freegreeclasses/>

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<sup>1</sup> This is what we expect learners will study but modules might be subject to change

## Course Timetable

This is the course timetable for 2018-2019. The courses are colour coordinated according to subject streams. See below.

<b>Study Support Sessions</b>	<b>Philosophy &amp; Political Theory</b>	Feminism, Gender & Sexuality	<b>Psychology &amp; Neuroscience</b>	<b>Criminology</b>
<b>Political Economy &amp; Development Studies</b>	<b>Research Methods</b>	<b>Education Studies</b>	<b>Sociology</b>	<b>Other</b>

## Level 1 Modules

**These are introductory modules for those who are new to Freegree courses.**

### AUTUMN TERM

#### *New Learners' Induction*

*Facilitator: Ali Ghanimi*

*7 – 9.30pm Monday 3 September, 2018*

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.

#### *IT Basics and Study Skills*

*7-9.30pm Monday 10th September, 2018*

*Facilitators Kate Bloor and Matt Lee*

This session is essential for new students, particularly those who haven't studied for a while or who are less confident using IT systems. We will introduce learners to Ryver, our communication app and look at using technology to help you in your studies. The session will also cover study skills, how to find resources, take effective notes in class, tips on writing essays etc.

#### *The Divide Film Screening*

*7-9.30pm Thursday 20 September, 2018*

*St George's Church, St George's Rd, Brighton BN2 1ED (Map Link <http://bit.ly/2bzVUhz>)*

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**

*Facilitator Carlie Goldsmith*

*Tuesday evenings 7-9.30pm on 25 September, 2, 9 & 23 October 2018*

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 is 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.

## **Inequalities in Education**

*Facilitators Nadia Edmond, Kathryn Telling and Sara Bragg*

*10.30am-2pm Saturdays on 3, 10, 17 & 24 November, 2018*

This module examines the role of education and schooling in social inequality and introduces students to critical sociological perspectives in order to explore and question the processes and outcomes of learning in different contexts, from primary school to university. We will analyse how education contexts might both perpetuate and / or challenge social inequalities. Different theoretical perspectives will be integrated in a critical analysis of an education context or issue.

## **Feminism, Gender & Sexuality**

*Facilitator Arianne Shahvisi*

*7-9.30pm Tuesdays on 27 November and 4 December, 2018*

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.

## SPRING TERM

### *An Introduction to Social Research Methods*

*Facilitator Mike Hall*

*7-9.30pm Tuesday evenings 8, 15, 22 & 29 January, 5, 12, 19 & 26 February, 5, 12 & 19 March 2019*

The general aims of this module are to help you to develop the understanding, techniques, and skills necessary to design and conduct small-scale research projects, and to understand and evaluate social research done by other people.

At the end of the module, you should be able to do the following:

1. Understand some fundamentals of the qualitative and quantitative research methods used in professional social research, especially sample survey methodology
2. Understand the different stages of a qualitative and quantitative research project
3. Understand some systematic methods for collecting qualitative and quantitative information ('data')
4. Use appropriate methods to collect and analyse qualitative and quantitative data

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

*Facilitator Matt Lee*

*7 – 9.30pm Thursday evenings 14, 21, 28 Feb and 7 March, 2019*

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.

## **Empowerment and Learning**

*Facilitator Ian Jones*

*7-9.30pm Mondays 11, 18 & 25 March 1, 8, 15, 22 & 29 April, 2019*

In this 8-week course, facilitator Ian Jones will take you through significant, historic changes relating to human empowerment and learning. After first exploring empowerment and learning in the wider sense, we will go on to examine: Gutenberg and the printing press; Shakespeare undermining the Monarchy; The advent of newspapers; The Rights of Man and Revolutions; Massed education from the Industrial Revolution and finally, The First World War and Suffrage.



## SUMMER TERM

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

*Facilitator Lambros Fatsis*

*10-.30am - 1pm Saturdays on 11 & 18 May 2019*

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).

### *Introducing Critical and Public Sociology*

*Facilitator Lambros Fatsis*

*10.30am – 1pm Saturday 25 May, 2019*

This topic will introduce sociology as a fundamentally “public”, and critical subject whose aim does not exhaust itself in studying the social world around us scientifically. Rather, its role is to also let our imaginations roam freely in order to create the very societies in which we wish to live. The aim of this session is to introduce ways in which to think sociologically about the world(s) we inhabit, discuss alternative conceptions of familiar social phenomena, and turn the critical outlook that sociology offers against itself, to examine whether it lives up to its scientific premises, and socio-political promises too.

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

*Facilitator Carl Walker*

*7-9.30pm Thursdays, 6, 13, 20 & 27 June, 2019*

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.

## ***Alternative Societies***

*Facilitator Luke Martell*

*7-9.30pm Thursdays 4, 11, 18 & 25 July 2019*

People often criticise the way society is, but that leads to the question 'what's the alternative?'. This module will explore alternatives to current types of society. It will look at alternatives such as communism, green society and alternative education. This will raise issues to do with utopianism, alternative economies and co-ops, society with less work and global society with open borders. The module will discuss alternatives that students themselves raise for discussion. Are societies that are alternatives to ours desirable and viable?

## Level 2+ Modules

**These modules are for those who have completed a year of a Freegree course, or for those who wish to follow specific subject streams.**

### AUTUMN TERM

#### ***Psychology: Thinking About the Mind***

*Facilitator John Pickering*

*7-9.30pm Tuesdays 4, 11, 18 & 25 September, 2018*

This four week course will start with a look at what we think psychology is, how it fits into the history of Western thought, how the modern discipline came into being and finish the first session with a look at some of the things that are going on in psychology at the present time. After that we'll have a session on Freud and his influence. We'll then decide how to use the last two sessions. Topics will be suggested, which will include The evolutionary origins of the human mind; Artificial intelligence; Psychology from outside Western culture; Psychology and the search for sustainability.

However, students are encouraged to suggest things they would like to study, so come along with ideas. Hopefully the sessions will be a chance for everyone to speak as well as listen, and the course will spark your interest in your own minds.

#### ***Reading Contemporary Political Theory: Slavoj Zizek's The Sublime Object of Ideology***

*Facilitator Luke Collison*

*7-9.30pm Mondays 24 September, 1, 8, 15 & 29 October, 2018*

Join us for a 6 week course in which we attempt to grapple with Slavoj Zizek's first major book: *The Sublime Object of Ideology* — a strange melange of Marx, Hegel and Lacan. It is simultaneously a text on politics, enjoyment, psychoanalysis, popular culture and the nature of reality itself. Zizek is a controversial figure in contemporary philosophy today, a Marxist Hegelian

Lacanian, he writes both for general public and academic circles. His first book seems the best place to start.

Published in 1989, it was reissued by Verso in 2008 and is widely acclaimed as perhaps the most important of all Zizek's work. It is representative of a shift in thought concerning political ideology. A response to Althusser, Sloterdijk, Laclau and Mouffe, this text is worth a closer look and I think a close reading will prove a fruitful for anyone interested in understanding the problems of democracy and politics today.

It will be an intermediate-higher level course and geared to those with some experience with philosophy and political philosophy. The aims of the course are both to understand the arguments developed in this particular text but also to learn how to read more difficult texts on your own. We will look closely at the text itself, spending time on each chapter in turn and working slowly through the book in a seminar format. It will not be a two hour lecture but ideally a kind of guided discussion group. You will be expected to have done the assigned reading for each week.

We will look both at Zizek's text (the Verso edition currently available for £10), extracts from related works in the history of political thought and secondary commentaries on Zizek. Readings, as PDF, will be made available, but ideally if you can afford the Verso edition of the text it will probably be easier to work from. All other materials will be distributed on the FUB Ryver website:

<https://fub.ryver.com/>

## **Philosophy of Consciousness (Part 1) Introduction to Phenomenology**

*Facilitator John Thornton*

*Saturday mornings, Sept. 29th Oct. 6th, 13th, 20th, 27th Nov. 3rd, 10th, 17th, 24th, Dec. 1st, 8th, 15th Dec.*

*(Note that two of these weeks will be private study with no classes – dates to be determined.)*

This module is a means of entry into the phenomenological study of consciousness. To begin we shall consider the basic question: What is Philosophy? – taking Heidegger's Introduction to the Fundamental Concepts of Metaphysics as a guide. Then we shall go back to Descartes' Meditations and consider his method of doubt as a way of access into the first-person experience of being conscious. This will lead us on to Husserl's understanding of Descartes in the Cartesian Meditations and his development of the phenomenological reduction and the concept of intentionality. Then we shall look at Heidegger's critique of Husserl, and Heidegger's own understanding

of intentionality as laid down in the Basic Problems of Phenomenology. Finally, we shall look at how the phenomenological understanding of consciousness relates to our current popular conceptualisations of how the brain works, as expressed in the recent book and television series of David Eagleman.

## **Approaches and Ideas in Political Economy**

*Facilitator Mike Hall*

*7 – 9.20pm Tuesday eves 2, 9, 18, 23 & 30 October, 6, 13, 20 & 27 November, 4 & 11 December, 2018*

'Approaches and Ideas in Political Economy' will support you as you explore three opposing accounts of the inner workings of modern capitalism as a distinct economic system:–

- The current orthodoxy of neoclassical economics that underpins much of 'neoliberalism';
- The Keynesian model of a capitalist economy that criticises the neoclassical/neoliberal approach and offers a different model of a capitalist economy;
- The Marxist critique and understanding of capitalism as an economic system.

Learning and teaching on the module will encourage participative activity, small-group work, and lively discussion. The aim is some noisy enjoyment of the exploration of these highly influential ways of understanding the economics of our world.

We can use 'Approaches and Ideas in Political Economy' as an introductory module for a strand of future modules in political economy (supplementing the others already offered in FUB).

- One follow-up module could explore other approaches that use elements of the basic economic models to criticise our current political economy, notably, Green or environmental critiques and feminist critiques of the capitalist market economy
- Another could explore important trends and events in the capitalist world economy. These could include: the 2008 financial crisis; the growth of inequality in income and wealth; the eurozone crisis; the EU treatment of Greece; economic aspects of Brexit – indeed any economic issues, events, or occurrences that interest us.

## **Philosophy of Education**

*Facilitator Malcolm Macqueen*

*7-9.30pm Weekdays evenings, to be confirmed, starts week beginning 8th Oct – ends week beginning 10th December.*

*(Note that two of these weeks will be private study with no classes – dates to be determined.)*

This course will explore the theme of education in the history of philosophy. We will begin by discussing how the split represented by Plato and Aristotle's respective metaphysics is important for their theories of education. We will trace this split as it is engaged by thinkers including Avicenna, Locke, Rousseau, and Kant. The second half of the course will deal with critical philosophies of education, centred on critical engagement with the canonical thinkers from the first half of the course and covering the themes of power, class, feminism, and social and political change. Questions we will consider will include: what does it mean to learn something? What does the education process teach us about the kind of beings we are? What role does education have in society?

## **The Political Economy of Africa Development (Level 2)**

*Facilitator Luqman Onikosi*

*7-9.30pm Thursdays from 18 Oct to 15 November 2018*

Following on from the introductory course, we will explore the pre-colonial era in Africa to trace the formation of cultural knowledge through interaction with the immediate environment, internal migration within Africa and tribal territorial expansion. By adopting the discourse of early African "Farmers and their Languages" leading from the Holocene period (period after the end of Ice Age began from 12,000 years Before Present) to the period 1885 AD (year of the Berlin Conference when Africa was divided among European countries) the course will illustrate the development of complex polyolithic African empires, a network of trade, socio-cultural and political structure in Africa that pre-existed before the advent of Chattel Slavery and invasion of Africa by Western colonizers. We will examine the impact of European Age of Discovery, in search of the route to the 'Spice Island' i.e Far East, on the pre-existing polyolithic network of trade and socio-cultural and political structure in Africa.

## **Latin American Politics**

*Facilitator Kepa Artaraz*

*7-9.30pm Mondays 19 & 26 November, 3 & 10 December, 2018*

The purpose of the module is to introduce students to the study of politics in Latin America. Primary importance is given to the study and understanding of key themes and perspectives in the study of politics in the region. In addition, the module offers opportunities to develop in-depth understanding of specific country-based case studies both as part of the content delivered and through student-led study and research.

The module will embrace a wide and inclusive understanding of the subject. It is aimed to do this in a way that will engage and challenge the students' thinking. Sessions will consist of lectures with plenty of time student-led discussion of the issues identified in the lecture and through the reading that will be assigned each week. Some weeks, we will watch documentaries on the specific topics.

## **Introduction to Community Psychology**

*Facilitator Bruno de Oliveira*

*Saturdays 6, 13, 20 & 27 October, 2018*

Which local social issue would you like to negotiate change for? Community psychology goes beyond an individual focus and integrates social, local, socio-economic, political, environmental, and influences to promote positive change, health, and empowerment at individual and systemic levels. Community psychology brings social change to the forefront of our understanding of wellbeing. Community psychologists aim to promote mental health and community well-being through action-oriented research.

## **Introduction to the Neuroscientific Revolution: A Paradigm Shift in Psychology**

*Facilitator Sandy Gee*

*7 – 9.30pm Tuesdays 30 Oct, 6, 13, 20 & 27 Nov, 4 Dec*

This 6-week course will introduce you to the revolutionary shift in psychology that's arisen with the new information coming from the discoveries of Neuroscience. In particular we will try out the evolutionary perspective to look afresh at psychological phenomena in terms of their adaptive value to us as

human animals. The course will include time for personal exploration of how these ideas fit with our own experience.

Course Topics week by week:

1. Overview of the Neuroscientific revolution
2. Wired to be Social
3. Emotions & Motivation
4. Memory & Learning
5. Survival & Trauma
6. Positive Neuroplasticity

## **Writing into Meaning: Creative Strategies for Academic Writing**

*Facilitators Emily Danvers, Rebecca Webb and Tamsin Hinton-Smith*

*Saturday afternoons 12.30-4pm on 13 October, 2018 and 4 May, 2019.*

Do you get stuck with knowing what it is you need to write or how to get started with writing? This half-day workshop looks at different creative strategies - from free-writing to clay modelling - to help you get started and stay focused on your writing and covers topics such as:

- Imagining yourself as a writer and writing yourself into the text
- Thinking about your readers and how this can be both inhibiting and encouraging
- How the process of writing brings about different meanings to the ideas we have
- How the writing process can be made more supportive and sociable

While the sessions are mostly focused on academic writing, it would still be helpful for those working on more creative or informal writing projects. We just ask that you come along with an idea or topic in mind, even if this is at its very early stages. We hope that you will leave the session with some writing that you have produced and some methods for thinking about writing more creatively!

## **SPRING TERM**

### **A New Way of Thinking About Gender & Sexuality**

*Facilitator Emily Humphreys*

*7-9.30pm Mondays 14 & 21 January, 2019*

We spend a lot of time talking about gender in relation to discrimination, as well we should. But do we consider 'normal' gender identity enough? In



these sessions we will look at why the word 'gender' became popular and important in a very short space of time, and how that has come to have huge implications for personal identity in general.

Without a sense of personal identity we can hardly function in the world: is our gender identity the keystone of this? All societies arrange work in gendered ways; if we want to overcome this, what is lost and what is gained? How is our current society using gender roles to empower, control or oppress?

We will look at how gender identity impacts on humans' self image, relationships, sex and sexuality and much more. We will also discover the age-old mistake we make in our language and thinking, which undermines our efforts to better understand each other – and ourselves.

## **Philosophy of consciousness (Part 2) Science, Consciousness and the Brain**

Facilitator John Thornton

Dates: Saturday mornings, 12, 19, 26 Jan, 2, 9, 16, 23 Feb, 2, 9, 16, 23, 30 March, 2019  
(Note that two of these weeks will be private study with no classes – dates to be determined.)

This module continues our investigation into the question of what it means to be conscious in the light of the phenomenological philosophical investigations of Edmund Husserl and Martin Heidegger.

In Part Two we look in more detail at Husserl and Heidegger's understandings of science and using this perspective consider our contemporary scientific understandings of consciousness.

This questioning of science will include an examination of the development of the scientific worldview within which scientific conceptions of consciousness have been framed, and an examination of recently developed theories concerning the kinds of physical brain processes that could be associated with first-person conscious experience (looking particularly at predictive coding models). The final aim is to examine how such an objective, scientific understanding of consciousness can be related back to a phenomenological understanding of consciousness as it is revealed in immediate conscious experience.

## **Political Ideologies**

*Facilitator Elizabeth Vasileva*

*7-9.30pm Mondays 14, 21 & 28 Jan and 4 Feb, 2019*

This module looks at political ideologies such as anarchism, fascism, liberalism and conservatism. There are links between this module and the Alternative Societies module in July.

## **Feminism, Gender and Sexuality Level 2**

*Facilitator Arianne Shahvisi*

*Tuesday evenings 7-9.30pm 22, 29 January and 5 February, 2019*

These workshops build on those studied in level one, exploring deeper issues of contemporary feminisms, gender and sexuality themes, in an inclusive and holistic context where diversity of social experiences are respected and understood. 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.

## **Inequalities in Education (Level 2)**

*Facilitators Nadia Edmond, Kathryn Telling and Sara Bragg*

*10.30am to 2pm Saturdays on 26 January, 2, 9 & 16 February, 2019*

This module examines the role of education and schooling in social inequality and introduces students to critical sociological perspectives in order to explore and question the processes and outcomes of learning in different contexts, from primary school to university. We will analyse how education contexts might both perpetuate and / or challenge social inequalities. Different theoretical perspectives will be integrated in a critical analysis of an education context or issue.

## **Women's Herstory**

*Facilitators Ali Ghanimi, Sue Hadfield and Sally Macgregor*

*Saturdays 10.30 – 1pm 16 February to 4 May, 2019*

It is the past which holds the clues to the subordinate position of women. The earlier age of industrial society, for example, can help us understand why women's work has been evaluated as worth less than men's. More importantly, as Sheila Rowbotham asserts, "if a woman's role can be shown to be socially constructed within a specific historical context, rather than natural and universal, it can be challenged and open to change." This 12 week module will begin by exploring women's position today and ask, has this always been the case? Throughout the module, participants will be encouraged to undertake some research in areas that interest them using local history archives. We may also organise some walks and day trips to explore sites associated with inspiring and notable women in Sussex.

## **Critical Community and Liberation Psychology**

*Facilitator Bruno de Oliveira*

*Saturday mornings from 2 March to 27 April 2019*

For the last hundred years, psychology in the West has most often presented itself as a universal and ahistorical science, largely presenting local and Eurocentric perspectives as facts. Today it is possible to see how psychological theories of a bounded individualistic and competitive subjectivity with fixed developmental stages leading to separation constituted an expression of dominant cultural interests.

We are concerned that the academic discipline of psychology has historically been complicit, whether intentionally or not, in the establishment of colonial, neo-colonial, and globalized hierarchies of oppression. We are not seeking homogeneity of thought, but the opening of a space for criticality, for the rise of new ideas and practices in psychology, for an interdisciplinary approach to the psychological, and for unfolding liberatory work within our communities.

Community and Liberation psychology goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and systemic levels.

## **Reading Philosophy – Nietzsche: The Genealogy of Morals**

*Facilitator Matt Lee*

*7-9.30pm Thursdays 14, 21, 28 March, 4, 11, 18, 25 April, 2 May, 2019*

This is part of our 'reading' courses focussed closely on one key text in philosophy. The aim of the course will be both to understand the arguments developed in the text and secondly to learn how to go about reading philosophy. We will look closely at the text itself, spending time on each chapter in turn, but also investigating existing commentary on the work and its place in the history of philosophy.

## **Social Research Methods in Action Level 2**

*Facilitator Mike Hall*

*7-9.30pm Tuesdays from 16 April to 25 June 2019*

The two intermediate modules of Social Research in Action build on the introductory modules. The first module will explore qualitative methods and methodologies, the second, quantitative methods and methodologies.

Both are designed to give you further practice in the tools and techniques of social research, and help you to deepen your understanding of the two main branches of social research, namely, quantitative and qualitative research.

In particular, the modules will build your understanding of particular research methods in detail, and will explore in more depth the principles and ideas underpinning the two approaches to social research – qualitative and quantitative.

The two modules also follow the introductory modules in their approach to learning and teaching. In both of them your learning will be based on actually doing some research in small project groups.

While the intermediate modules do build on the introductory ones offered last year, this doesn't mean that you shouldn't take the intermediate ones because you missed the introductory modules. The intermediates are self-contained and stand alone.

## SUMMER TERM

### **Reading Philosophy - Ethics**

Facilitator Jacob Berkson

Weekday evenings (TBC – 2.5 hours), from week beginning 6 May to week beginning 22 July.

(Note that two of these weeks will be private study with no classes – dates to be determined.)

This is part of our 'reading' courses focussed closely on one key text, this time in Ethics. The aim of the course will be both to understand the arguments developed in the text and secondly to learn how to go about reading ethical philosophy. We will look closely at the text itself, spending time on each chapter in turn, but also investigating existing commentary on the work and its place in the history of philosophy.

### **The Commons and Commoning**

Facilitator Matt Lee

Thursday eves 7-9.30pm 9, 16, 23, 30 May, 6, 13, 20, 27 June, 2019

This 8-week course explores the concept of 'the commons' and it's role in political history and contemporary theory.

### **The Good Life: Stoics, Skeptics, Cynics and Epicureans**

Facilitator Charlie Blake

Saturday mornings (3 hours times tbc) 11, 18, 25 May, 1, 8, 15, 22 & 29 June, 6, 13, 20, 27 July, 2019

(Note that two of these weeks will be private study with no classes – dates to be determined.)

A module on Hellenic philosophy, with the first half a general survey of the ethics, metaphysics and epistemologies of these groups and the second half focussing entirely on Lucretius' *De Rerum Natura*.

## **An Introduction to Feminist Theology**

*Facilitator Jaki da Costa*

*2-5pm Saturday 11 May*

Feminist Theology developed alongside the Women's Movement of the '70s and '80s. As an academic discipline it has encouraged women in particular to look with a critical eye at the male-centred religions that still dominate our world.

This one-off session will touch upon those who still work in the accepted faith communities as well as those who have branched off into Theology (study of the goddess). We will also look at the re-emergence of Wicca as part of women's spirituality, and the work of Jungian analysts in helping women rediscover the Divine Female as a positive aspect of female consciousness.

Time allowing, we will end with a creative session.

## **Queer Theory**

*Facilitator Elizabeth Vasileva*

*7-9.30pm Mondays 20 & 27 May, 3, 10 & 17 June, 2019*

Queer theory is a field of critical theory that emerged in the early 1990s out of the fields of queer studies and women's studies. Queer theory includes both queer readings of texts and the theorisation of 'queerness' itself. Heavily influenced by the work of Lauren Berlant, Leo Bersani, Judith Butler, Lee Edelman, Jack Halberstam and Eve Kosofsky Sedgwick, queer theory builds both upon feminist challenges to the idea that gender is part of the essential self and upon gay/lesbian studies' close examination of the socially constructed nature of sexual acts and identities. Whereas gay/lesbian studies focused its inquiries into natural and unnatural behaviour with respect to homosexual behaviour, queer theory expands its focus to encompass any kind of sexual activity or identity that falls into normative and deviant categories.

## **Kurdish Women's Movement: A Force for Revolution and Change**

*Facilitator Jo Magpie, to be joined by Kurdish Women's Movement activists*

*7-9.30pm Mondays, 24 June, 1, 8 & 15 July, 2019*

For the past 40 years, the Kurdish Women's Movement has been developing its own revolutionary theory and practice alongside and within the wider Kurdish Freedom

Movement. Today this can be seen most clearly in the transitions taking place in Northern Syria as a result of the Rojava Revolution, which began to unfold in 2012 in the midst of the Syrian 'Civil' War.

In these four sessions we will look at how the Kurdish Women's Movement has developed into what is arguably the largest and strongest women's movement of history, how its theory differs from that of Western feminist movements, and will gain a basic understanding of 'jineoloji' – the social science of the women's revolution.

### Education and Inequality (Level 3)

*Facilitators Nadia Edmond, Kathryn Telling and Sara Bragg*

*10.30am – 2pm Saturdays 6, 13, 20, 27 July*

This module examines the role of education and schooling in social inequality and introduces students to critical sociological perspectives in order to explore and question the processes and outcomes of learning in different contexts, from primary school to university. We will analyse how education contexts might both perpetuate and / or challenge social inequalities. Different theoretical perspectives will be integrated in a critical analysis of an education context or issue.

PLEASE NOTE, THERE MAY BE CHANGES TO THIS SCHEDULE AS THE TERMS PROGRESS. PLEASE ALWAYS EMAIL US OR CHECK THE FREEGEE CLASS CALENDAR (LINK BELOW) BEFORE COMING TO ANY SESSION TO CHECK IT IS STILL GOING AHEAD AT THE ADVERTISED TIME.

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