

Free University Brighton

# **Freegree Handbook**

Academic Year 2019/20



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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.

## 1. 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.

The following sections demonstrate in relative detail the structure and content of FUB's educational principles, philosophy, and approach.

## 2. Aims

*Personal learning and civic education*

- ✓ Ability to research a topic with scholarly rigour
- ✓ Enhancement of curiosity, discovery and enjoyment in learning
- ✓ Intellectual confidence in one's own ability as a basis for further learning
- ✓ Experience of co-operative, collaborative decision-making and learning
- ✓ Understanding of possibilities for social change

## 3. Learning Outcomes

*Understanding, criticism, and argument*

- ✓ Knowledge and understanding of a topic from a range of perspectives
- ✓ Ability to explain economic, social, political structures, processes, and power relations using theory to understand them
- ✓ Ability to develop and substantiate an argument on a given topic
- ✓ Ability to critically evaluate an argument or text

*Writing and publication*

- ✓ Ability to write clearly and critically on a given topic, whether for self-clarification, for other members of the course, or for publication

## 4. Teaching and Learning Approach

### **Class formats and learning methods**

How classes are organised is up to tutors but each session will be around 2.5 hours, usually with a short break for networking and rest. We encourage learners to work in tutorial groups so they get to know each other as a method of self-directed learning. The modules will be designed so that learning is mainly done through group talks, workshops and discussion.

We use a combination of teaching and learning methods that range from lectures to group discussion which is self-directed by learners or facilitated by learning assistants and tutors.

We also expect that learners will help determine what themes and content are discussed in the classes, with an emphasis on their own real life experiences as a basis for this. An emphasis will be on learners' learning as much as teaching.

### **Learning Roles**

#### **Module tutors**

These are people who design, run, and teach on individual modules. Module tutors identify topics, literature, and relevant perspectives, to ensure that learners are aware of these. While there is an element of traditional lecturing involved, there is

also a strong emphasis on negotiating concerns and themes with learners, and facilitating learning through learners' active discussion, group work and workshops.

### **Learning Buddies**

Learning buddies are a way of offering additional support to new students, particularly those who have not participated in higher education or have not studied for a long time. Learning buddies are graduates or students who have completed at least a year of a freegree and can provide friendly help and guidance to others in and out of the classes. If you think you can benefit from a buddy, or are happy to buddy up with someone, please get in touch.

### **Learning Support Groups (after and between classes)**

Learning Support Groups are a way for new students to support each other during their studies in informal, social groups. In previous years, students who live near each other or who are doing the same modules have met up to discuss material covered in classes, share notes and recordings, consolidate and further their learning and identify and support any learning needs. This can also be done virtually by creating forums in Ryver. We encourage you to set up your own support groups but can help if required. Occasionally module tutors can join the groups to help with any student support needs. Please do invite them as and when required.

### **Online Learning Resources**

We also have an online communication platform called [Ryver](#). We use this as our central communications device and it works as noticeboard and an online learning space for each class (Open Forums) to share learning materials and engage with each other away from the classroom. You should join the Open Forum for a class you wish to attend. There is more info on Ryver in the next section of this Handbook.

This is where learners can access important information about the modules, participate in the relevant discussion groups, share information with each other, keep up to date with news, events and activities about the Freegree and message tutors and other learners. **Getting access to Ryver and using it regularly will be vital for your participation in the Freegree.**

## **5. RYVER**

Ryver (usually pronounced 'River') is a central tool at FUB. It is where you will find Open Forums for each class, a main shared chat channel for all at FUB called 'All Hands' and numerous other forums and team chats for learning and organising.

You join Ryver by signing up. We have an instruction page available at:

<http://freeuniversitybrighton.org/fubo>

There is a short tutorial video available there on how to sign up and use Ryver.

Here is an image of the Ryver interface with a couple of handy pointers.

The image shows a Slack interface. On the left is a dark sidebar with navigation options: Search, Notifications, Topic Stream, Task Stream, Personal Tasks, FORUMS (circled in red with a red arrow and text 'Click here for class forums'), All Hands, FUB Teaching Team, TEAMS (with a plus sign), Philosophy Tutors, Induction Days 2019, Developing Links and Part..., Open Day 2019, IT Working Group, Communications and Publ..., and PEOPLE (circled in red with a red arrow and text 'click here for private messages'). The main chat window is titled 'All Hands' and shows a conversation. The chat header has 'CHAT' and 'TOPICS'. The first message is from KarenTankerous: 'How does only offering a 'FUB name' comply with the LC's security requirements?'. A reply from mattlee says: 'Ah, forgot to say the Induction sessions are to be at the resource centre. I think in spirit, and in such a way as to make everyone happy. I don't think, as far as I know, that these things h...'. KarenTankerous replies: 'How does only offering a 'FUB name' comply with the LC's security requirements?'. KarenTankerous then says: 'I should have said 'Will' not 'How does'. As a longstanding user of pseudonyms, I totally get what you are saying need from us before working on the logistics of meeting those needs?'. A date separator shows 'Friday, August 23rd 2019'. mattlee replies: 'Sure, will do, and yeah this way of framing things was based on my understanding of what was needed, but I h...'. KarenTankerous replies: 'I should have said 'Will' not 'How does'. As a longstanding user of pseudonyms, I totally get what you are sayi need from us before working on the logistics of meeting those needs?'. There is a reaction of 1 emoji. Elizabeth Vasileva replies: 'Congrats to @Lto21 who has finally won his immigration appeal after years of fighting!! Well done!'. There are 4 heart reactions and 2 emoji reactions. niall drennan replies: 'Great news @Lto21'. A date separator shows 'Saturday, August 24th 2019'. Helen wrigglesworth replies: 'Well done'.

## 6. Assessments

It is a principle that all FUB assignments are work which is at a level comparable with work that would pass at undergraduate level at a conventional university.

Module tutors discuss criteria for assessment with learners. We involve learners by asking what skills they want to develop and how they'd like to do that. We'll consider ways to integrate "real world" issues into the assessment process to make it more relevant and meaningful.

We have decided that we won't use exams as a method of assessment as they're stressful, and we feel that they aren't a good way of assessing people's learning.

FUB values collaboration rather than competition, and co-operative decision-making rather than hierarchy. As such we don't give grades. Our assessment therefore consists of a set of criteria against which we assess learner's progress.

If you don't meet the criteria the first time you can revise and resubmit your piece of work until you do. The general criteria for assessment are the 'learning outcomes' above, unless otherwise noted by individual Module Tutors.

## Dissertation module

The dissertation module provides students with the opportunity to design and carry out an extended piece of written research on a topic or theme of their choice and focused on a research question they have developed. The module provides an opportunity for students to engage with research methodology, to develop skills in reviewing relevant literature, data collection and analysis, and results in a deeper and more extensive understanding of a specific topic.

The module is designed to take place over two years. Students on the module are provided with a range of support on the module, including an allocated support tutor with expertise in the area of study, workshops and group study sessions.

### Getting a Certificate

Our aim is to offer a free programme of degree-level education. Learners don't have to be assessed or get an award at the end. The main aim is education for the love of learning and for self-development.

For learners who want to get an award we are proposing:

- 1) A certificate based on attendance; or
- 2) A certificate based on assessment.

For a certificate by attendance, you will need to attend 75% of the scheduled classes. You should, therefore, be looking to attend 8-10 classes per term. This should allow for illness, personal problems etc. but if you can't achieve this, you can attend any classes you missed the following year to make up your attendance.

Another route is an award by passing assessments (as well as attendance). Tutors will present learners with a question (or questions) during each module and let you answer them in a way which is negotiated between the student and tutor, e.g. by submitting an essay, a sound file/recording, making a short film/podcast, meeting to have a conversation, etc.

If learners opt to submit work to be assessed, you'll need to submit 3 pieces of work per year minimum (i.e. one per term choosing between the two or three subjects offered each term) to obtain a certificate. You can submit up to 6 pieces of work to be assessed (one per course) if you want to do this.

You can also submit occasional pieces of work, just for feedback without being assessed. Working towards a certificate is just an option, doing the course just for its own sake is fine and many learners have opted to do this. **If you do want to work towards a certificate it is important you keep evidence in the form of attendance sheets that have been signed and assessments that have been graded. We suggest starting your own folder and keeping your evidences in that for each course.**

## 7. Course Validation

The first and second years of the Freegree have been independently validated as 'comparable in terms of level to a first year undergraduate course at a conventional university' and we are in the process of getting subsequent years validated too. The validation was carried out by a body of independent academics from other universities, a similar process used to validate courses at conventional establishments like the University of Sussex and University of Brighton.

More information on validation can be found on the link below:

<http://freeuniversitybrighton.org/wp-content/uploads/2016/06/Free-degree-validation-press-release.pdf>

## 8. What can I study at FUB?<sup>1</sup>

The 2019/2020 academic year is divided into three terms – Autumn, Spring and Summer.

We organise a 1st YEAR course **specifically aimed at those without any prior Higher Education experience**. If this is the course you are interested in then focus on the classes in the calendar with the 1st YEAR prefix. You are of course welcome to attend other classes but try and make sure the 1st YEAR classes are your priority as you will get to know other students following the same stream more easily that way.

All other classes are usually open to anyone, **with or without** prior Higher Educational experience. Occasionally a course will need a prerequisite (ie: you will need to have completed another course before taking that one). If so this will be mentioned in the Course Outline in this Handbook or in the Class Forum on Ryver, probably in a course outline or description. Most courses have no prerequisite.

There are two main types of course, Humanities and Social Sciences (HSS) and Philosophy (PHIL). You can mix and max any modules you wish from either HSS or PHIL.

In addition Students can also choose to build a degree more in line with a specific subject stream – e.g. the Philosophy stream or the Feminism, Gender & Sexuality stream and the courses are colour coordinated according to subject streams, so if you want to pursue a particular theme in your studies you can.

**To join a class you sign onto the appropriate class forum on RYVER and attend sessions.**

There are also Study Support Sessions and Research Methods sessions open to all.

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

## 9. Course Timetable

Please note that some classes may be subject to change. We keep an up to date online (Google) calendar for Freegree courses so it is always best to refer to this. **Get accustomed to using this freegree classes calendar regularly and checking before attending. It is worth checking each week before you attend in case last-minute changes have to take place. If such changes do take place they will also be announced in Ryver.**

The FREEGREE CLASSES CALENDAR can be found at:

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

You can also use the calendar to sync the courses you want to attend to your own electronic calendar by importing into your own Google Calendar.

Here is a listing of the course titles for each term. Short descriptions for each course can be found in the Module Descriptions sections later in the Handbook.

### **1st YEAR CLASSES** **(for people with no Higher Education experience)**

#### **Autumn Term**

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

*Thursday evenings 7-9.30pm on 26 September, 3,10,17,24 October 2019*

##### **Introduction to Feminism, Gender & Sexuality**

*Thursday evenings 7-9pm on 31st october and 7th November*

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

*Saturday mornings 10.30am-1pm on 9th November, 16th November, 23rd November and 30th November*

#### **Spring Term**

##### **Social Research in Action**

*Tuesday evenings 7-9pm, 14th, 21st and 28th January and 4th February*

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

*Saturday mornings 10.30am-1.30pm, 25th January and 1st February*

##### **Introducing Critical and Public Sociology**

*Saturday morning, 10.30am-1.30pm, 8th February*

##### **The Political Economy of African Development**

*Thursday evenings 7-9pm, 13th, 20th and 27th February and 5th and 12th March*

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

*Thursday evenings, 7 - 9.30pm, 19th, 26th March and 2nd and 9th April*

**Summer Term**

**Contemporary Issues in Crime and Justice**

*Thursday evenings, 7- 9.30pm, 14th, 21st and 28th May and 4th and 11th of June*

**Alternative Societies**

*Thursday evenings, 7-9.30pm, 18th, 25th June and 2nd, 9th and 16th July*

**HSS / PHIL classes (Humanities and Social Sciences) and (Philosophy)**

(for people with or without Higher Education experience)

<b>Study Support</b>	<b>Philosophy &amp; Political Theory</b>	<b>Feminism, Gender &amp; Sexuality</b>	<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>

**Autumn Term**

**HSS: Creative and Critical Research Methods**

Saturday mornings, 11am-1.30pm, 5th, 12th, 19th and 26th October and 2nd and 9th, 16th and 30th November (the last two dates are workshops as listed below)

**HSS: Deconstructing men and masculinities - theoretical and empirical insights into identities and sexualities**

Saturday morning, 16th November 11.00-1.30pm as part of the 2019 Creative and Critical Research Methods offerings

**HSS: Feminist and Intersectional theories**

Saturday morning, 30th November 11.00-1.30pm as part of the 2019 Creative and Critical Research Methods offerings

**HSS: Introduction to Community Psychology**

Thursday evenings, 6.30pm-9.30pm, 19th, 26th September and 3rd, 10th October

**PHIL: Philosophy of Consciousness: Introduction to Phenomenology**

Saturday mornings, 10am-2pm, 28th Sept, 5th, 12th, 19th and 26th October, 9th, 16th, 23rd and 30th November and the 7th December

**HSS: Approaches and Ideas in Political Economy**

Tuesday evenings, 7-9pm, 8th, 15th, 22nd and 29th October, 5th, 12th, 19th and 26th Nov and 3rd and 10th December

### **PHIL: Philosophy of Education**

Thursday evenings, 7-9.30pm, 10th, 17th, 24th and 31st October, 14th, 21st and 28th November and 5th, 12th December

### **PHIL: Schizoanalysis for Beginners - an introduction to Deleuze and Guattari's Anti-Oedipus**

Monday evenings, 7-9.30pm, 7th, 14th, 21st and 28th October and 4th, 11th 18th and 25th November and 2nd and 9th December

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

Saturday mornings, 11am-1.30pm, Saturday 7th and 14th December

### **HSS: An introduction to Nonviolent Communication (NVC)**

Saturday, 10am - 4pm, 30th November

### **Spring Term**

### **PHIL: Philosophy of Consciousness: Language and Meaning**

Saturday mornings, 10am-2pm, 11th, 18th, 25th January, 1st, 8th, 22nd and 29th February, 7th, 14th and 21st March

### **PHIL: A Philosophical History of Policing**

Monday evenings, 7-9pm, 13th, 20th and 27th January and 3rd, 10th, 17th and 24th February and 2nd, 9th and 16th March

### **PHIL: Hannah Arendt and the Politics of Climate Change**

Thursday evenings, 7-9.30pm, January 16th, 23rd and 30th, February 6th, 13th, 20th and 27th and March 5th, 12th and 19th

### **HSS: Inequalities in Education**

Saturday mornings, 10.30am-1pm, 18th, 25th January and 1st and 8th February

### **HSS: Feminism, Gender and Sexuality**

Thursday evenings, 7-9pm, 16th, 23rd and 30th January

### **HSS: Critical Community and Liberation Psychology**

Saturday mornings, 11am-1.30pm, 7th, 14th, 21st and 28th March and 4th and 18th April

### **Summer Term**

### **HSS: Women's History**

Thursday evenings, 7-9.30pm, 14th, 21st and 28th May and 4th, 11th, 18th June

### **HSS: Critical Perspectives on Crime and Punishment**

Monday evenings, 7-9.30pm, 11th, 18th May and 1st, 8th, 15th 22nd and 29th June and 6th, 13th and 20th July

### **HSS: Money makes the world go round. Money, Finance, Capitalism and crisis**

Tuesday evenings, May 12th, 19th and 26th and June 2nd, 9th, 16th, 23rd, 30th June

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

Monday evenings, 7-9pm, 29th June, 6th, 13th & 20th July, 2020

### **HSS: Inequalities in Education**

Saturdays mornings, 10.30-1pm, 9th, 16th, 23rd and 30th May

### **PHIL: Plato and Deleuze**

Monday evenings, 7-9.30pm, 11th, 18th and 25th May and 1st, 8th, 15th, 22nd and 29th June and 6th, 13th and 20th July

### **PHIL: Reading philosophy - philosophy of language**

Thursday evenings, 7-9pm, 14th, 21st and 28th May and 4th, 11th, 18th and 25th of June and 2nd, 9th and 16th July

### **PHIL: The road to extinction: philosophy, climate change and the Anthropocene**

Saturday mornings, 10.30am - 2pm, 16th, 23rd and 30th May and 6th, 13th, 20th, 27th June and 4th, 11th and 18th July

### **HSS: The Dinner Party**

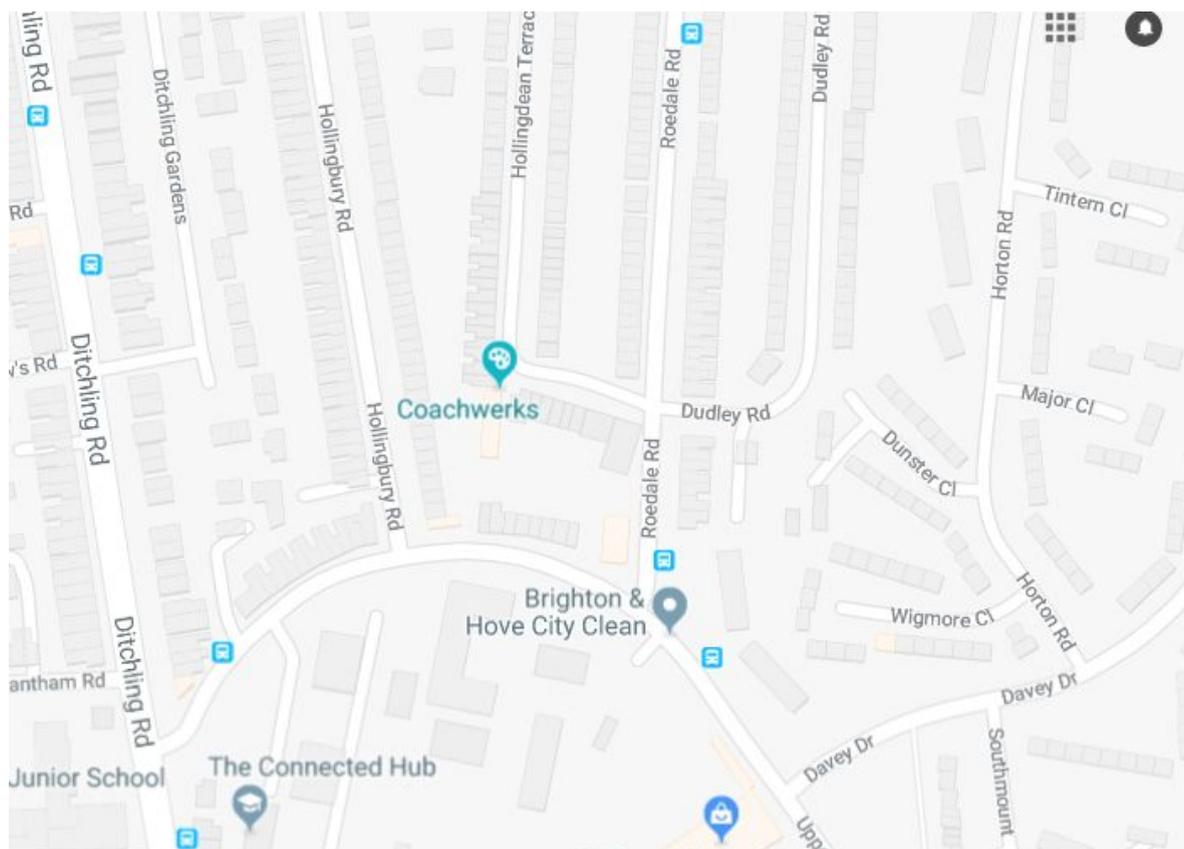
Thursday evening, 7-9.30pm, June 25th

## 10. Location of classes

Unless otherwise stated, all courses will be at Brighton & Hove City Council's Learning Resource Centre at the City Clean Depot, Upper Hollingdean Road, Brighton BN1 7GA.

The entrance to the depot is opposite the Hollingbury Pub on Roedale Road and the Centre is a large Portacabin on the right just inside the gates. Please make sure you sign in at the reception hut when you arrive and stick to the marked walkways as there are large vehicles passing through at all times.

Map of the Learning Resource Centre at the City Clean Depot



## 11. Induction Events

### **Induction Days**

*Facilitators: FUB Tutors and Students*

*7 – 9pm Monday 16th September, 2019*

*7-9pm Wednesday 18th September, 2019*

*2-4pm Saturday 21st September, 2019*

These sessions repeat **and you only need to attend one of them**. They 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**

*7-9pm Monday 23rd September, 2019*

*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.

### **Introduction to Critical Thinking**

*7-9pm Monday 30th September*

*Facilitator: Maria Ragusa*

The two-hour introductory session on Critical Thinking begins by looking at what critical thinking is before moving on to look at the difference between facts and opinions. We also consider the importance of asking the right questions and end with an exercise in critically evaluating texts. If students find the session useful, we can look at doing more sessions.

## 12. 1st YEAR Modules Descriptions

These are introductory modules for those who are new to the Freegree courses and are aimed at those who have no prior Higher Education experience.

### **AUTUMN TERM**

(Please note - all dates are subject to change, it is important you check the freegree calendar regularly - <http://freeuniversitybrighton.org/freegreeclasses>)

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

Facilitator: Carlie Goldsmith

Thursday evenings 7-9.30pm on 26 September, 3,10,17,24 October 2019

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.

### **Introduction to Feminism, Gender & Sexuality**

Facilitator: Arianne Shahvisi

Thursday evenings 7-9pm on 31st october and 7th November

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.

## **Inequalities in Education**

Facilitators: Kathryn Telling, Sara Bragg and Nadia Edmond

Saturday mornings 10.30am-1pm on 9th, 16th, 23rd and 30th November

Does doing well at school reflect hard work, intelligence, ability? Or is educational success a result of factors like privilege, and of how schools label students from different backgrounds? We examine the role of education and schooling in producing social inequality and introduce students to critical perspectives that 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 based on class, gender, ethnicity. Topics to be covered will follow students' own interests. The sessions all encourage reflection on personal experiences of schooling and education.

## **SPRING TERM**

### **Social Research in Action**

Facilitators: Mike Hall and Vhasti Hale

Tuesday evenings 7-9pm, 14th, 21st and 28th January and 4th February

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

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

Facilitator: Lambros Fatsis

Saturday mornings 10.30am-1.30pm, 25th January and 1st February

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

Saturday morning, 10.30am-1.30pm, 8th February

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.

## **The Political Economy of African Development**

Facilitator: Luqman Temitayo Onikosi

Thursday evenings 7-9pm, 13th, 20th and 27th February and 5th and 12th March

This course is a general introduction into precolonial, colonial and post colonial political economy of Africa development. We will be looking at various issues within these periods that had affected Africa development.

Firstly, the course will begin by looking at 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 polyethnic 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.

Secondly, the course explore contemporary issues in Africa political and economy development from the period of 1885AD to present. We will explore contemporary

consequences of the colonial divisions and various forms of exploitation of Africa's people, environment and its resources.

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

Facilitator: Matt Lee

Thursday evenings 7 - 9.30pm, 19th, 26th March and 2nd and 9th April

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.

## **SUMMER TERM**

### **Contemporary Issues in Crime and Justice**

Facilitator: Carlie Goldsmith

Thursday evenings 7- 9.30pm, 14th, 21st and 28th May and 4th and 11th of June

In this module, students will be introduced to a range of contemporary issues that are of current interest to those working in the field of criminology and criminal justice. Each week, students will be provided with a range of sources prior to class and they will be asked to work in groups to present the key debates/arguments and then lead a discussion on one of the following questions.

- What age should a child be held criminally responsible?
- Should drugs be legalised?
- Does prison work?
- Should those responsible for the climate crisis be subject to criminal sanctions?

## **Alternative Societies**

Facilitator: Luke Martell

Thursday evenings, 7-9.30pm, 18th, 25th June and 2nd, 9th and 16th July

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?

## 13. HSS and PHIL Module Descriptions.

These modules are open to all unless otherwise stated.

### **AUTUMN TERM**

(Please note - all dates are subject to change, it is important you check the freegree calendar regularly - <http://freeuniversitybrighton.org/freegreeclasses>)

### **HSS: Creative and Critical Research Methods**

Facilitators: Kate Bloor, Anastasia Christou, Rosa Marvell, Kate Meakin, Sara Bragg

Saturday mornings, 11am-1,30pm, 5th, 12th, 19th and 26th October and 2nd and 9th, 16th and 30th November (the last two dates are workshops as listed below)

In this module you will examine new /emerging ways of doing research - such as that provided by new technology/media and multi-methods- and develop a critical/reflective approach to doing research on feminist, gender and sexuality perspectives. You will explore approaches to research that challenge existing social theory paradigms and reveal other perspectives. You will go on to develop a basic understanding of philosophical and political underpinnings to research and how it is done, drawing on perspectives that reveal the power relations in society and (concurrently) within research.

### **HSS: Deconstructing men and masculinities - theoretical and empirical insights into identities and sexualities**

Facilitator: Anastasia Christou

Saturday morning, 16th Nov 11.00-1.30pm as part of the 2019 Creative and Critical Research Methods offerings

This workshop will explore constructions, narrations, mediations and experiential representations of men and masculinities drawing on ethnographic research, media discourse, interdisciplinary academic accounts and historical analysis shaping public discourse about masculine identities and sexualities. The discussion will examine concepts and will connect academic theory with everyday life issues in a wide-ranging exploration of masculine identities, past and present, in developing a holistic approach to understanding the contemporary challenges involved in the cultural critiques and redefinitions of masculinities. Concepts such as male femininity, metrosexualities, white privilege, hegemonic masculinity, transhumanism, liquid masculinities, masculinity in sports culture, masculinity crisis, misandry, residual

patriarchy, laddism, etc. will be explored in bridging academic research with current global issues.

## **HSS: Feminist and Intersectional theories**

Facilitator: Anastasia Christou

Saturday morning, 30th November 11.00-1.30pm as part of the 2019 Creative and Critical Research Methods offerings

This workshop aims to foster a collaborative approach to teaching, learning and discussing issues of contemporary feminisms, intersectionalities, gender and sexuality themes, in an inclusive and holistic context where diversity of social experiences are respected and understood. This is an opportunity to learn about the fundamental importance of gender and sexuality as analytic categories but also to understand theoretical approaches to 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.

## **HSS: Introduction to Community Psychology**

Facilitator: Bruno De Oliveira

Thursday evenings, 6.30pm-9.30pm, 19th, 26th September and 3rd, 10th October

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.

## **PHIL: Philosophy of Consciousness: Introduction to Phenomenology**

Facilitator: John Thornton

Saturday mornings, 10am-2pm, 28th Sept, 5th, 12th, 19th and 26th October, 9th, 16th, 23rd and 30th November and the 7th December

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.

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

Facilitator: Mike Hall

Tuesday evenings, 7-9pm, 8th, 15th, 22nd and 29th October, 5th, 12th, 19th and 26th Nov and 3rd and 10th December

'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.

We'll begin with a session based on a documentary about the Baka, a people of the rainforest which we'll use to discuss the question 'What is an 'economy'? What does 'it' do?'. This'll lead us into our critical exploration of the three accounts of how modern capitalism works.

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

## **PHIL: Philosophy of Education**

Facilitator: Malcolm Macqueen

Thursday evenings, 7-9.30pm, 10th, 17th, 24th and 31st October, 14th, 21st and 28th November and 5th, 12th December

This course will explore the theme of education in the history of philosophy. In the first half of the course, we will begin by discussing how the differences between Plato and Aristotle's philosophies is important for their theories of education. We will trace this difference as it is engaged by subsequent thinkers, including Avicenna, Locke, Rousseau, and Kant. The second half of the course will deal with critical philosophies of education, and will include both critical engagement with the canonical thinkers from the first half of the course, and novel philosophies of education. Important themes will include 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? What role does philosophy and/or philosophers have in society? What is education for?

## **PHIL: Schizoanalysis for Beginners - an introduction to Deleuze and Guattari's Anti-Oedipus**

Facilitator: Matt Lee

Monday evenings, 7-9.30pm, 7th, 14th, 21st and 28th October and 4th, 11th 18th and 25th November and 2nd and 9th December

Why do people do things that are 'wrong' even when they appear to know better? Why are societies repressive? How does fascism arise – is it, as some have argued, because people actually desire their own repression? Is 'reason' able to guide desires, to control them even – and should it? How is a better world possible? Such questions have been central to philosophy since the time of Plato and are often some of the most difficult to answer, whilst simultaneously being some of the most important. In the early twentieth century new answers to such questions began to arise that drew on the work of Karl Marx and Sigmund Freud. By the end of the twentieth century, however, such answers seemed to many to be not only wrong but dangerous. Yet the questions remained, now even more perplexing than they were before.

In the book 'Anti-Oedipus' by Gilles Deleuze and Felix Guattari, a critique of psychoanalysis and Marxism is made and a new theoretical model (called 'schizoanalysis') with which to understand and change society is offered. The book, written in the early 1970's and highly influenced by the political events of 1968, is

often taken to be a key moment in the twentieth century school of 'critical thought'. ('Critical thought' is that form of philosophy which directly engages with questions arising from the political and social world, with its roots in the ideas of Marx and Freud.) 'Anti-Oedipus' is, however, a very difficult text to understand, for numerous reasons, and often leaves readers baffled as to its meaning, purpose or reputation. The aim of this course is: firstly, to demystify Anti-Oedipus and enable it to be read with a critical and questioning mind; secondly, to present and critically discuss some of the key concepts contained in the book.

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

Facilitator: John Pickering

Saturday mornings, 11am-1.30pm, Saturday 7th and Saturday 14th December

There will be four sessions on the Saturdays of consecutive weekends.

Session one: Setting the scene: How do we define psychology? How has it developed? What are now the main ideas in the subject?

Session two: Freud and Jung, a legacy of controversy: What are Freud's and Jung's central ideas? How do Freud's and Jung's theories relate to each other? What's their current status?

Session three: the origin of the human mind: How do human and animal minds differ? How has the human mind evolved? What is the future of the human mind?

Session four: Psychology and the future: How serious are our environmental problems? Can psychology help to understand them? Can psychology help to solve them?

## **HSS: An introduction to Nonviolent Communication (NVC)**

Facilitator: Neil Howard

Saturday, 10am-4pm, 30th November

This workshop is a basic introduction (level 1) to learn about nonviolent communication. The session will be as follows

1.Introduction, icebreaker, 2.What NVC is and where/how it originated, 3Feelings and Needs, 4.Empathy and Active Listening, 5.Self-expression

There will be opportunities to have audience participation in learning/ practising these skills.

Aims of the workshop : participants will leave with an understanding of NVC in the hope they wish to learn more to integrate it into their daily lives.

## **SPRING TERM**

### **PHIL: Philosophy of Consciousness: Language and Meaning**

Facilitator: John Thornton

Saturday mornings, 10am-2pm, 11th, 18th, 25th January, 1st, 8th, 22nd and 29th February, 7th, 14th and 21st March

The module continues our investigation into the question of what it means to be conscious by means of a phenomenological examination of language and meaning. Again, we shall look at what Heidegger had to say, particularly in his lecture *The Way to Language*. Then, moving on to a more contemporary philosopher, we shall consider Gadamer's influential work on hermeneutics.

Our emphasis here will be on exploring the immediate experience of the emergence of meaning and understanding. To assist us, we shall also use the work of Henry Bortolotti and his 21<sup>st</sup> century attempt to make hermeneutics intelligible to a modern audience. This means, in a break with tradition, we shall finally be looking at a secondary source, although Bortolotti does produce an original synthesis of the ideas and insights of the phenomenological legacy and succeeds in tying them back to the earlier investigations of Goethe. So perhaps, if there is time, we shall also enter into the poetical-scientific world of Goethe...

### **PHIL: A Philosophical History of Policing**

Facilitator: Elizabeth Vasileva

Monday evenings, 7-9pm, 13th, 20th and 27th January and 3rd, 10th, 17th and 24th February and 2nd, 9th and 16th March

A course on philosophical history of policing, starting with Aristotle through Hegel, Adam Smith, Althusser, Foucault, Agamben, and others. We'll be mostly examining the relationship between law and order, and respectively government and police, and how they are used to justify and understand police power. We will be drawing on examples from the history of British policing, but the class will primarily consist of a close reading of the primary texts

### **PHIL: Hannah Arendt and the politics of climate change**

Facilitator: Lucy Benjamin

Thursday evenings, 7-9.30pm, January 16th, 23rd and 30th, February 6th, 13th, 20th and 27th and March 5th, 12th and 19th

In this module we will turn to one of the most singular thinkers of the 20th century, Hannah Arendt, in order to 'think' the crisis of catastrophic climate change. Arendt famously rejected the title philosopher, choosing to position herself as a 'political theorist.' Despite this insistence her writings bridge the two disciplines, producing philosophically informed understandings of politics and philosophy grounded by

political context. It is this hybridization of politics and philosophy that will situate our reading of her work. However, given that for Arendt the immediacy of experience and the reality of events structured the course of thinking, in this module we read Arendt and think politics and philosophy in relation to what we might consider the experience of our age: climate change.

The module begins with the assumption that climate change poses political questions; questions of responsibility, rights, access to resources, judgment etc. We then make the further assumption that climate change should be thinkable from within the canon of political philosophy. With this in mind during the course we will reread Hannah Arendt's work with an 'environmental eye.'

The course will be divided into four subsections each lasting two weeks. During week one of each subsection we will read an essay by Arendt in order to 'think' it in relation to climate change in week two. The structure of the course will be open to student input particularly as we turn to think about environmental issues.

## **HSS: Inequalities in Education**

Facilitators: Kathryn Telling, Sara Bragg and Nadia Edmond

Saturday mornings, 10.30-1pm, 18th, 25th January and 1st, 8th February

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.

## **HSS: Feminism, Gender and Sexuality**

Facilitator: Arianne Shahvisi

Thursday evenings, 7-9pm, 16th, 23rd and 30th January

These workshops build on those studied in the 1st YEAR course, 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.

## **HSS: Critical Community and Liberation Psychology**

Facilitator: Bruno de Oliveira

Saturday mornings, 11am-1.30pm, 7th, 14th, 21st and 28th March and 4th and 18th April

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.

## **SUMMER TERM**

### **HSS: Women's History**

Facilitators: Ali Ghanimi and Sue Hadfield

Thursday evenings, 7-9.30pm, 14th, 21st and 28th May and 4th, 11th, 18th June

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 6 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.

### **HSS: Critical Perspectives on Crime and Punishment**

Facilitators: Carlie Goldsmith and Suzanne Hyde

Monday evenings, 7-9.30pm, 11th, 18th May and 1st, 8th, 15th 22nd and 29th June and 6th, 13th and 20th July

In the first four weeks of this eight week module, students are introduced to a range of critical sociological and criminological theory that seek to explain macro level societal shifts over the last four decades, which have reshaped the world, changed our understanding and representation of marginal groups and our attitudes towards crime and punishment. The second four weeks of the module will focus on the English riots that took place in August 2011 and these events will be used as a case study to illustrate and illuminate such social and criminological changes and shifts, with particular reference to youth, race and social class.

## **HSS: Money makes the world go round. Money, Finance, Capitalism and crisis**

Facilitator: Mike Hall

Tuesday evenings, May 12th, 19th and 26th and June 2nd, 9th, 16th, 23rd, 30th June

Money is endlessly fascinating and slippery – not the least because we're usually quite short of it! Most of us can empathise with Karl Marx when says bitterly that "Never has anyone written so much about 'money in general' amidst such total lack of money in particular." In this course we'll begin an exploration of money and finance, building on some aspects of the theories and ideas we introduced in 'Approaches and Ideas in Political Economy'.

Here are some topics that we'll try to cover (we'll see how far we can get in eight weeks)

- What is money? How is it created? What does it do? How does it work in a capitalist economy? Why does it sometimes all go wrong?
- What's the government got to do with it? The government, money and finance: bonds, the rate of interest and the bond market
- What is 'finance'? What does 'it' do? How do banks and other finance organisations work: What do they do? What is their role in a capitalist economy? The financial system and financial markets
- The Great Financial Crisis of 2008: What happened? Why did it happen?

The course is designed for students who have taken my introductory module 'Approaches and Ideas in Political Economy' or who have previously studied political economy.

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

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

Monday evenings, 7-9pm, 29th June, 6th, 13th & 20th July, 2020

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.

## **HSS: Inequalities in Education**

Facilitators: Kathryn Telling, Sara Bragg, and Nadia Edmond

Saturdays mornings, 10.30-1pm, 9th, 16th, 23rd and 30th May

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.

## **PHIL: Plato and Deleuze**

Facilitator: Matt Lee

Monday evenings, 7-9.30pm, 11th, 18th and 25th May and 1st, 8th, 15th, 22nd and 29th June and 6th, 13th and 20th July

The aim in this course will be to read three of Plato's texts in the light of the critical response offered by the French philosopher Gilles Deleuze. From Plato we will read Phaedrus, Statesman and Sophist which look at questions of love, politics and knowledge. We will examine the Socratic method, as Plato develops it, that involves dialectic, a process of conflict and irony (elenchus) that enables the truth to be found even if it doesn't actually present it in a specific package for easy consumption.

From Deleuze we will read a selection of extracts from his works because his comments on Plato are scattered throughout numerous books and essays. Deleuze claims that at the heart of Plato's work is the problem of selection – how to choose between rival contenders to a claim. Who is it who truly knows? Who is it who truly loves? Who is it who is truly just? For Deleuze, the problem with Plato is that the method he uses to determine the true claimant is flawed from the beginning because of the way in which it establishes a 'model-copy' relationship that is conceptually incoherent.

## **PHIL: Reading philosophy - philosophy of language**

Facilitator: Jacob Berkson

Thursday evenings, 7-9pm, 14th, 21st and 28th May and 4th, 11th, 18th and 25th of June and 2nd, 9th and 16th July

This will be a close reading course, working through texts from the 'analytic tradition' of Philosophy.

## **PHIL: The road to extinction: philosophy, climate change and the anthropocene**

Facilitator: Charlie Blake

Saturday mornings, 10.30am - 2pm, 16th, 23rd and 30th May and 6th, 13th, 20th, 27th June and 4th, 11th and 18th July

We are living through a tumultuous period of human history. A period in which, not only is our own species, *homo sapiens sapiens*, under threat from massive changes to our planetary climate systems, but many other species of plant and animal with which we currently share this world are also facing possible or likely or even certain extinction as a consequence of our unthinking ecological interventions, global plundering of fossil fuels and other resources.

There are clearly political, social, economic, creative and personal dimensions to our responses to this crisis as demonstrated by the rise of Extinction Rebellion and similar modal and molecular activisms, films, games, fictions and artworks in the past few years, but responses are far from uniform or coordinated. By way of coordination, this module will attempt to explore the specifically philosophical dimension of this rolling crisis through consideration of various ideas of world, planet, Earth, Cosmos, life and death, geometry, topology, technology, cognition, reflection and control from Aristotle and Epicurus through Leibniz, Spinoza and Kant and the Romantics to the more recent thinking of Gilles Deleuze & Felix Guattari, Michel Serres, James Lovelock, Donna Haraway, Karen Barad and various thinkers of the anthropocene, the posthuman, the transhuman, the non-human and the ahuman.

Should we attempt to save and preserve our present ecology through some form of massively coordinated geoengineering project or even attempt the terraforming of other worlds, as some Silicon Valley libertarians suggest? Or alter the human itself to adjust to new environmental conditions or even replace the human with machine intelligences? Or perhaps learn how to grieve in advance for the end of our species and accept that it is now time for us to depart and to allow other species to take our place as some deep green ecologists and Gaia theorists argue?

In this module, over eight teaching weeks, we will be looking at the origins of ideas of the human and the natural in the Western philosophical tradition (though with reference to non-Western traditions also) and the speculative philosophical thinking that seeks to find a way beyond our current malaise.

## **HSS: The Dinner Party**

Facilitator: Jacqueline da Costa

Thursday evening, 7-9.30pm, June 25th

This major feminist artwork was created by Judy Chicago in the 1970s and was exhibited in London in the early '80s.

Thirty-nine place settings were laid for thirty-nine prominent women from history while a further nine hundred and ninety nine names were inscribed on the floor.

Jacqueline daCosta will present her selection of thirty-nine guests followed by contributions from the attendees.

## Learning Support

This section is about how the FUB supports learners /members, and other forms of support and resources you can access to help your study. The learning process for the degree programme varies according to the course focus, module lecturer style, and subject /topic - and may take a number of different forms. This has some parallels with studying in other higher education situations, where teachers have different styles of delivering teaching, just as learners have different 'styles of learning'.

### **Learning resources and equipment**

Learners participating in the Freegree are provided with a learning support group and leader. This person is your first point of contact should you have any questions or need support. You can change groups if you wish or seek support from any other member of FUB.

The learning process involves a number of activities and all of these are optional and available for you to use by choice. Not all the options for support will suit all members/learners.

Whilst most of the material for studying is available online, and via sources such as libraries, a large part of the support we provide is face to face. The learning materials we provide are free but we have limited resources to provide printed materials so it is important that you do have access to a computer.

For those who do not have access to computer technology we can try, either help them apply for a grant; obtain free computers; or get them help in/from the library. In these circumstances we would try our best to make special arrangements for learners where possible, bearing in mind we have no budget for extra or special resources.

We encourage learners to find ways to share their costs and expense of getting other materials they may want to support their learning. For example, some may wish to record lectures and share the recordings (please make sure you have permission from the class and the tutor before you do this).

We hope to also provide some computer training sessions specifically for FUB members, to help those who are less used to using technology and/or libraries to find information. There are very low cost IT classes in Brighton that might be useful for some people. Please ask if you feel you need help with this.

## Learners' experience – Learning for Life

The Freegree provides an opportunity to study to degree level and aims to empower learners to connect what they have learned to current social issues. We encourage you to debate issues on academic and real world subjects, and explore the implications of this material, to issues that learners care about. All of this is called 'active' learning as learners become embedded more deeply in the thoughts, ideas, and process of learning and interact more with others.

This approach is outlined in our You-tube videos (see below) that cover basic study techniques and methods and explain the resources you may use as a student.

<https://www.youtube.com/watch?v=8yJ1lkbcyKI&feature=youtu.be> – first

<https://www.youtube.com/watch?v=QedsN5VUoNY&feature=youtu.be> - second

<https://www.youtube.com/watch?v=EVsfDqPn56o&feature=youtu.be> – third

## STUDY SKILLS: LEARNING FOR LIFE

**A. Learning to learn,** Ideas, motivation, confidence, styles of learning, skills, memory, learning process

**B. GUIDE TO INFORMATION:** Using libraries, finding information, organising, literature searching, time planning, planning work, technology etc

**C. Easy reading:** Finding and selecting reading material, reading comprehension, reading speed and strategies, practising, increasing reading etc select all

**Writing with pleasure;** getting started, overcoming blocks, journals, note taking, preparing and organising information, practising, developing and planning, using diagrams, tables, pictures, assignments

**Critical thinking and essays;** developing ideas, and critical thinking, academic writing and style, SAU structure, planning essays, assessing titles, writing styles, bibliography and references, checking drafts, constructing persuasive arguments

We provide some interactive study skills sessions to start you off on this journey which cover all of the above topics. There is a recommended text by **Stella Cottrell 'The Study Skills Handbook'** from Palgrave. There are lots of copies in Jubilee library. This provides you with a number of exercises, and self-help guides, for use at home or to work on in groups. For example, you can identify your own specific 'learning style', and work out ways that you can develop that using the book.

We guide learners towards understanding the learning process, and skills related to that, such as using libraries, organising your work and information, and reading, writing and critical thinking. You will find worksheets and exercises in the recommended text that cover these topic areas.

## **The FUB Study Skills Handbook**

Alongside all other forms and types of learning support, we have also created a Study Skills Handbook which is a handy companion to various aspects of learning, and covers useful tips, guidance and advice on thinking, reading and writing critically, taking/making notes, using technology for learning, while also offering information on additional forms of learning support. You can access it electronically here: <https://fub.ryver.com/index.html#forums/1081245> or you can e-mail [lambros.fatsis@gmail.com](mailto:lambros.fatsis@gmail.com) to obtain a print copy.

## **Libraries and information**

### **Sussex University Library**

Members of the public can use the library at the University without borrowing books just reading them in the building. As a 'reference only' member you need to show proof of identity. In addition, there are 'visitor access' computers inside the library for members of the public.

<http://www.sussex.ac.uk/library/visitors>

### **Jubilee Library**

Is the main public library in Brighton and Hove and is located in the North Laine area of the city.

Members of the library are able to access a limited number of academic databases that hold articles on a range of disciplines. There are a wide range of other resources and material available to you in the libraries, including policy documents, newspapers, special collections, as well as books, comics and so on.

Members can also use the bookable study areas within the library and computer facilities.

<http://www.brighton-hove.gov.uk/content/leisure-and-libraries/libraries/jubilee-library>

### **Other public libraries**

There are 13 other local libraries in Brighton and Hove (see here for the full list <http://www.brighton-hove.gov.uk/content/leisure-and-libraries/libraries/library-openings>)

[ng-times-and-contact-details](#)). Many of these, although not all, have access to computers and space to study for members.

## **Services for disabled learners (or those who are new to studying)**

Clearly the needs of different types of learners will overlap. Many of the services are specifically for disabled people or their carer's, based in/from the public library. These are outlined in a specific (FUB) guide that is available on request, online, and/or from the study skills tutors.

For example, if you have difficulty in getting to a library, public libraries offer;

- Longer loan period of six weeks
- Concessions on fees and charges - an exempt card to people with disabilities or mental health problems.
- Collection of items - by a friend or family member or send books to a local library
- Access to online services - like eBooks and other online resources
- Access to services by telephone...AND A Home delivery service

All these different services are outlined in more detail in a [FUB handout](#) **about the libraries**.

## **Communicating effectively**

Even with the availability of new technology, it can be quite difficult to communicate between each other within FUB. Course information is available on the FUB website (we will set you up with a login during the induction). Students are also asked to regularly check emails and the FUB website for updates on courses and events.

We encourage all learners to be proactive and to approach their learning support tutor or module tutor if they need help. Please do not feel worried about contacting a volunteer tutor, we see supporting you in whatever ways we can as a key part of our role.

We encourage learners to use (and develop) skills in;

- Empathy
- Listening
- Group work
- Appreciate each other's life experiences
- Understanding and respecting differences.

If however, there are tensions or problems within a module the first port of call is to speak to the tutor responsible for that module, or if you feel more comfortable, your learning support tutor. If they can't resolve the issue, they will take further advice from within the broader group of FUB teaching members.

If you have any personal problems that are affecting your studying or any general issues with Free University Brighton please contact your learning support tutor as we may be able to refer you onto someone who can help in the community, voluntary or statutory sector. We will not be able to provide welfare support or advice - but will do our best, to point you in the right direction, if we can. We also encourage all members of FUB to support each other in relation to any problems or issues we might have.

## **Working in groups**

This will happen in a variety of different ways, and for different purposes, within FUB. As a member of FUB, you are encouraged to attend our collective meetings. This is where you can contribute to the development of the courses, give your feedback, suggest ideas to the collective and change how we do things – but also actively contribute to organising or participating in some of our activities. This is the part of the FUB experience.

You may also wish to study within your own 'bespoke' study group that you set up yourself. We encourage the development of study groups and can give advice on how to set up a group, and make it work effectively.

The possible advantages of these groups are;

- Interaction makes the learning process more fun
- Fears and anxieties can be shared and reduced
- Common study skills issues can be addressed more directly
- Ideas and issues can be debated and shared
- Resources can be shared
- Collective problems or concerns can be fed back to the tutors where appropriate

Some of the possible disadvantages of self-help groups are;

- Becoming too detached from the tutors - and the learning process
- Feeling you're having to 'teach yourself', but don't know how
- Individuals don't necessarily get the specific help they need
- Individuals getting left out or not included

Advantages and disadvantages can be 'balanced' - when learners use all different types of support and advice available to them - and also, by raising issues or problems when they arise, including support from other learners.

# Frequently Asked Questions

## **Is Free University Brighton actually free?**

Yes. (Education for love, not money, is our slogan and principle).

## **How does that work?**

Everyone who organises and teaches at FUB is an unpaid volunteer and most of the venues we use for teaching/ learning are donated to us. We use the internet and free apps (software) to organise and share resources with learners and do not charge for any of the sessions we offer. FUB has received a small amount of donations to help us pay for rooms where we can't get access free space. It is often a particular challenge for us getting access to larger rooms, for example.

## **Why have a free university?**

The massive increase in tuition fees, government cuts and privatisation are putting education out of reach for many of us. Now, more than ever, we need free education for all regardless of ability to pay.

FUB is both a protest against the growing marketisation of Higher Education, as well as a positive and constructive response to it. FUB offers free courses, workshops, talks, film screenings etc. to create a more democratic educational experience where teachers and learners learn from each other. What's on offer is decided by local people and placed into the heart of the community by making use of existing public spaces.

## **How does it work?**

FUB runs (amongst other educational events) four-year, degree-level courses in Social Science, Philosophy and Feminism, Gender & Sexuality, all available to learners at no cost. Learners take one 2-3 hour class a week over three terms of a whole academic year. They can obtain a certificate for attendance (over 75% attendance required), or by assessment (one assessment submitted for each of the three terms on a pass basis).

## **What's on offer?**

Modules on the course cover a range of subjects including Criminology, Political Economy, Philosophy, Sociology, Psychology, Politics, International Relations, Gender, Feminism and Sexuality.

### **Who teaches on the Freegree and why?**

The majority of courses on the FUB degree are taught by professional academics from universities (see the list of Tutors for more information). Their interest in volunteering stems from their dissatisfaction with the current state of Higher Education, and their commitment to public education that is available to all at no cost.

### **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 a Freegree course?**

At least four. After year one, if you have met the attendance criteria of 75% of classes, you will receive a certificate. Year two will be equivalent to a diploma and we envisage it will take 4 years to complete a Freegree, but this may be longer depending on patterns of study and modules completed.

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 study to degree level, 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 and recognition of submitting assignments and getting certificates. Both are welcome and valid.

### **Are you offering the same degrees as other universities?**

No. We do not have degree awarding powers. Our aim is to establish a higher education course that is a genuine alternative 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 learners 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 the 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 many ways what we are offering 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 learners.

### **Are freegrees recognised by employers?**

Freegrees are not degrees so some employers may not recognise them. However, our courses are taught by academics and lecturers working at conventional universities, and our educational content and outcomes are 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.

*\*The first and second years of our freedegrees have been independently validated as 'comparable in terms of level to a first and second year undergraduate course at a conventional university'. The validation was carried out by a body of independent academics from other universities, a similar process used to validate conventional establishments like the University of Sussex and University of Brighton. More information on validation can be found on the link below:*

<http://freeuniversitybrighton.org/wp-content/uploads/2016/06/Free-degree-validation-press-release.pdf>

### **Can I do a degree with you in a subject of my choice?**

No. This is not feasible as our volunteer teachers have other academic or teaching jobs. What we can offer is a mixed subject course based on what is offered by our volunteer teachers. However, as a group, our learners do get to select subjects they wish to study from the ones offered. If learners 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 learners are involved in the design of the course and determine what they study and how.

### **What can learners contribute?**

Time and commitment. We are a cooperatively run organisation and rely on volunteers to help with running and promoting FUB. Roles such as learning assistants, administration and marketing are open to learners. In addition, learners are absolutely central to all of the decisions made in the university and attend planning and progress meetings that are held outside of the taught sessions. In addition, we ask that learners contribute by participating in any monitoring or evaluation activities we run – this might, for example, include responding to an online questionnaire or providing a case study.

## Tutors at FUB

### **Lucy Benjamin**

Lucy Benjamin is a PhD candidate at Royal Holloway, University of London. Her research project seeks to expose what she calls the 'latent environmentalism' of Hannah Arendt as a means to present Arendt's work as 'thinkable' within the context of climate change. She has previously published on Arendt and is a committee member for the 2020 Arendt Circle meeting. She completed her undergraduate work in Australia and her MPhil in The Netherlands. She is a firm believer that academic work should not only be contained to the classroom but should inform our appearance in the world and that the world should intrude into the classroom. She can be contacted via email at [lucy.benjamin.2018@live.rhul.ac.uk](mailto:lucy.benjamin.2018@live.rhul.ac.uk)

### **Charlie Blake**

Charlie Blake studied at the Universities of Warwick and Oxford where he obtained the degree of Doctor of Philosophy in 2005. He has taught Philosophy, Literature, Critical and Cultural Theory, and Film and Media at a range of Universities in the United Kingdom and is currently Visiting Senior Lecturer in Media Ethics and Digital Culture at the University of West London. He is a founding and executive editor of the award-winning journal *Angelaki: Journal of the Theoretical Humanities* and has recently published on the topology of serial killing, ecosophical aesthetics and ahumanism, music and hypostition, and the greater politics of barnacles, bees and werewolves.

### **Kate Bloor**

Kate Bloor is a social researcher with experience of teaching research methods and doing research in the social sciences and public sectors, currently specifically health related. Her interests range from techniques of exploring political, social and organisational issues and questions using research methods, including specifically, the politics of research, data, and information. At FUB Kate teaches research methods and study skills and helps to support students who are new to learning academically and specifically those with disabilities. You can message Kate on Ryver @[kate\\_bloor1](https://www.ryver.com/@kate_bloor1)

### **Sara Bragg**

Sara teaches Inequality in Education with Nadia Edmond and Kathryn Telling. She is a researcher who has worked at the Universities of Brighton, Sussex, London (the Institute of Education), the Open University and the London School of Hygiene and Tropical Medicine. She has qualitative research methodology expertise and has researched and written in the areas of child and youth cultures; gender, sexualities, consumption; young people as media audiences; student and youth "voice", citizenship and participation; creative research methods; pedagogies, including the role of media in sex and health education. She is co-author of *Researching Everyday*

Childhoods: Time, Technology and Documentation in a Digital Age (Rachel Thomson, Liam Berriman, Sara Bragg). 2018. London: Bloomsbury. You can contact Sara via email [dr.sara.bragg@gmail.com](mailto:dr.sara.bragg@gmail.com) or via Ryver @Sara\_Bragg

## **Anastasia Christou**

Anastasia is Associate Professor of Sociology, member of the Social Policy Research Centre and founding member of the FemGenSex research network at Middlesex University, London. Anastasia has engaged in multi-sited, multi-method and comparative ethnographic research in the United States, the UK, Denmark, Germany, Greece, Cyprus, France, Iceland and Switzerland. She has widely published research on issues of diasporas/migration/return migration; second generation/ethnicity; space/place; transnationalism/identity; culture/memory; gender/feminism; inequalities/austerity; post-socialism; home/belonging/exclusion; emotion/narrativity; youth/ ageing; sexualities; translocality; health mobilities/care/trauma, motherhood/mothering; women/men/masculinities; racisms/intersectionalities; gendered violence/social media; tourism mobilities; material culture; academic exclusion/solidarity; educational inequalities; embodiment. At FUB Anastasia offers contributions for the Feminist, Gender and Sexuality studies; Inequalities and Education; Critical and Creative Research Methods.

## **Bruno De Oliveira**

Bruno is PhD student in the sub-discipline of Psychology, Community Psychology, at the School of Applied Social Sciences at the University of Brighton since May 2015. Bruno is a Visiting Lecturer in Psychology at the University of Brighton but his teaching experience was also formed by teaching at universities such as Royal Holloway, Birkbeck and London South Bank. Bruno is an Associate Fellow of the Higher Education Academy. Finally, Bruno has practical experience working in the third sector where he put his theories into practice. You can contact Bruno via email [b.deoliveira2@brighton.ac.uk](mailto:b.deoliveira2@brighton.ac.uk) or on Ryver @bdo12

## **Nadia Edmond**

Nadia teaches Inequality in Education with Kathryn Telling and Sara Bragg. She is the Programme leader for the Professional Doctorate in Education and the Masters in Research in Education at the University of Brighton. Nadia's research and teaching build on her interest in critical perspectives on education and learning with particular focus on the relationship between formal and informal learning in professional development and professionalism as well as the role of Higher Education in the professions. You can contact Nadia via email at [n.edmond4may@gmail.com](mailto:n.edmond4may@gmail.com)

## **Lambros Fatsis**

Lambros teaches 'Thinking Sociologically and the Sociology of Thinking' and 'Introducing Critical and Public Sociology' at FUB. He is currently Lecturer in Sociology and Criminology at the University of Southampton. He previously taught at the University of Sussex, and has received several awards and nominations for teaching excellence and academic support. His scholarly interests revolve around sociological interpretations and public perceptions of the public sphere, culture, and intellectual life. He is particularly interested in how certain forms of public expression and creativity are not only marginalised in the relevant academic literature, but also criminalised by the criminal justice system. Parts of his research have been published at the European Journal of Social Theory and Crime, Media, Culture, and he is currently writing a book with Dr. Mark Carrigan on public sociology and social media for Bristol University Press. When he doesn't teach or write Sociology and Criminology, he writes sociologically-inspired short stories for the So-Fi sociological fiction zine, as well as opinion pieces for The Sociological Review blog, the British Society of Criminology blog, the European Politics and Policy (EUROPP) blog of the LSE, The Sociological Imagination blog, The Huffington Post Greece, and the prestigious Greek national daily Kathimerini. You can email Lambros at: [lambros.fatsis@gmail.com](mailto:lambros.fatsis@gmail.com) or message him on Ryver @[@lambros\\_fatsis](https://www.ryver.com/lambda)

## **Ali Ghanimi**

Ali is the founder of Free University Brighton, does much of the day-to-day organising and teaches women's history. She has degrees in Electronic Engineering and Organisational Psychology and runs a woodworking business. Ali manages the FUB website and email account so you can email her at [contact@freeuniversitybrighton.org](mailto:contact@freeuniversitybrighton.org) or message her on Ryver @[@Ali\\_Ghanimi](https://www.ryver.com/ali)

## **Carlie Goldsmith**

Carlie teaches the first year criminology module Crime Inequality and Justice and co-teaches the second year module Critical Perspectives on Crime and Punishment with Suzanne Hyde. Carlie is a social researcher and independent scholar who specialises in the fields of criminal justice policy, youth justice and critical perspectives on crime and justice. She gained an undergraduate degree in Criminology and Social Policy at the University of Brighton and was awarded a Doctoral Degree in Applied Social Science in 2011. Between 2008 and 2014 Carlie was a senior lecturer in criminology at Kingston University. She is obsessed with crime and a big fan of films where nothing much happens. You can email Carlie at [carlie.goldsmith@gmail.com](mailto:carlie.goldsmith@gmail.com) or message her on Ryver @[@carlie\\_goldsmith](https://www.ryver.com/carlie)

## **Mike Hall**

Mike teaches research methods and a module on Brexit for FUB. For many years he taught at the University of Brighton, ending up as the coordinator of a programme of undergraduate social science degrees. He had a varied academic background including philosophy and political economy, but in the later stages of his working life

he was primarily engaged in developing and teaching courses in social research methods. Before he retired last year, he taught for a number of years at the University's Hastings campus on a degree course aimed at mature and non-traditional students. He is committed to egalitarian and liberating methods of learning and teaching grounded in student activity and, above all, enjoyment. You can message Mike on Ryver @mbh2

## **Neil Howard**

Neil is an academic by trade, an activist by passion, and someone studies and teaches nonviolent communication (NVC) as part of each of those endeavours. He lives in Brighton with his family and supports individuals and social movements with trainings in nonviolent theory and practice.

## **Emily Humphreys**

Emily is a local non-fiction writer, poet and gardener with an intellectual background in philosophy, masculinity studies and queer theory. In particular she is interested in the roots of cis-gendered identity, and in how we can use T W Adorno's concept of 'nonidentity thinking' to unpick the deep errors of language and bring about social liberation. She has two grown-up sons and lives in Kemptown. You can contact Emily via email [ebmh32@gmail.com](mailto:ebmh32@gmail.com) or on Ryver @embh

## **Suzanne Hyde**

Suzanne co-teaches the second year module Critical Perspectives on Crime and Punishment with Carlie Goldsmith. Suzanne is a social researcher who has spent the past 5 years researching and teaching issues around the 2011 England riots and aftermath. She worked as a researcher on the LSE/Guardian 'Reading the Riots' project, interviewing people arrested as a result of alleged involvement with the riots, lawyers, police officers and those who lost property as a result of the riots. She is currently completing a doctoral study on the riots at the University of Brighton. With an undergraduate degree in Social Policy at Goldsmiths, and an MSc in Social Anthropology from UCL, Suzanne's working life has been located within post-16 education and social + community research. You can email Suzanne at [suzriots@gmail.com](mailto:suzriots@gmail.com) or on Ryver @suzaway

## **Matt Lee**

Matt Lee is a philosopher. He attended the University of Wolverhampton in 1992, following his release from prison as a 'Poll Tax Rioter', having been arrested on the Trafalgar Square anti-poll tax demonstration. After obtaining his degree in Philosophy from Wolverhampton he moved back to his home town of Brighton where he went to the University of Sussex, gaining Masters and Doctoral degrees in Philosophy before lecturing in Philosophy at the University of Greenwich until 2013 when he was made redundant after their Philosophy degree was closed. His research work focuses primarily on transcendental structures, schizoanalysis and the relation between theory and practice. His list of publications and ongoing notes on

philosophy can be found online at [notebookeleven.com](http://notebookeleven.com). He also likes motorbikes. You can message him on Ryver @Matt

## **Luke Martell**

Luke teaches on alternative societies for FUB. He is also a sociology tutor at Sussex University. He is interested in alternative societies, socialism, social democracy and globalisation. You can email Luke at [lukemartell@gmx.com](mailto:lukemartell@gmx.com) or message him on Ryver @lukemartell

## **Luqman Temitayo Onikosi**

Luqman Temitayo Onikosi teaches the Political Economy of Africa Development at FUB and has an MA in Global Political Economy. He founded the Hear Afrika Society in 2008 while studying for a joint undergraduate degree in Economics and International Relations, now called The Hear Alkebulan\* Institute [<https://hearalkebulaninstitute.wordpress.com/about/>] The Hear Alkebulan\* Institute aims to dispel the myths and stereotypes about Africa and offers a critical perspective in the discourse around issues affecting Africa, through organising conferences, workshops, writing articles and exhibitions. Luqman also co-instituted the Decolonizing Education: Towards Academic Freedom In Pluriversality (DETA-FIP) think tank based at the School of Global Studies, University of Sussex. You can email Luqman at [luqmanonikosi@googlemail.com](mailto:luqmanonikosi@googlemail.com) or message him on Ryver @Lto21

## **John Pickering**

John works at Warwick University. While psychology is his main area he is also interested in philosophers like Whitehead, Bergson, Peirce and William James who think reality is made up of living processes rather than just dead matter. John also has an interest in non-Western psychological ideas, especially Buddhism. He thinks psychology can and should help with the environmental problems that face us. You can contact John via email [j.a.pickering@warwick.ac.uk](mailto:j.a.pickering@warwick.ac.uk) or on Ryver @JohnP

## **Arianne Shahvisi**

Arianne Shahvisi teaches gender studies for FUB. She is a philosopher with a background in science. She studied Natural Sciences at the University of Cambridge, where she also completed a masters in Astrophysics. She then moved to Oxford, where she took a second masters in Philosophy of Physics, before returning to Cambridge to complete a PhD in Philosophy. Arianne then worked in the Philosophy department at the American University of Beirut for two years, before moving back to the UK to take up her current position as Lecturer in Ethics at the Brighton & Sussex Medical School. Arianne's research interests are broad and cross-disciplinary. They are united by their application of philosophical methods to real-world issues. Her work is strongly defined by concerns relating to gender, race, class, science, and globalisation, and the power differentials present in all. You can contact Arianne via email [a.shahvisi@bsms.ac.uk](mailto:a.shahvisi@bsms.ac.uk)

## **Kathryn Telling**

Kathryn teaches Education and Inequality with Sara Bragg and Nadia Edmond and also teaches sociology at the University of Sussex. She's interested in universities and how people's access to them, experiences within them and transitions out of them are shaped by social inequalities, in particular social class. She asks these questions with particular reference to the humanities disciplines. You can email Kathryn at [kathryn.telling@googlemail.com](mailto:kathryn.telling@googlemail.com) or contact her via Ryver @kathryn

## **John Thornton**

John Thornton teaches Philosophy of Consciousness at FUB. He is an Adjunct Associate Professor at the Institute for Integrated and Intelligent Systems at Griffith University in Australia and an Honorary Reader at the University of Sussex where he convened the Masters level course Adaptive Systems in conjunction with Simon McGregor. John has taught, researched and published in the areas of Artificial Intelligence and Cognitive Science for more than 20 years and currently supervises two PhD students working on computational implementations of predictive processing models of the mammalian brain. You can find John online at <http://www.ict.griffith.edu.au/~johnt/> and message him on Ryver @j\_thornton.

## **Elizabeth Vasileva**

Elizabeth (or Betti) teaches Queer Theory and Political Ideologies at FUB. She recently completed her PhD on post-anarchist ethics and the philosophy of Gilles Deleuze. In her studies she has slowly migrated from social studies to philosophy, but her interests have remained relatively unchanged – radical politics, social movements, ethics, feminist and queer theory, new materialisms, issues of power and subjectivity. "I see theory and practice as the same, and I like making learning applicable outside the classroom". You can contact Betti via email [betti\\_vasileva@yahoo.com](mailto:betti_vasileva@yahoo.com) or on Ryver @bettie