


Hello everyone
& welcome to
DDI02 20J
Drop-in Session TMA05

7pm Monday 3rd April 2023

Tutor – **Dr Martin Treacy**





TMA05 drop-in session

Monday 03th April 2023

HOW ARE YOU FEELING?

Comment down below!



TMA05

**cut-off date:
20 April 2023**

Part 1: Essay plan

- (Part 1 is not awarded separate marks but non-submission means Part 2 of the assignment can gain no more than a bare pass mark.)

Part 2: Essay

- (90 per cent of the mark for this assignment)

Either

- **Option 1:** *Homeless people are sometimes viewed as ‘a “problem population” that implicitly or explicitly chooses their plight’ (Drake and Murphy, 2022, p. 243). Compare and contrast this view with the view that homelessness is a social issue linked to social inequalities and injustices.*

Or

- **Option 2:** *From a conservative perspective, the 2011 riots were a result of criminal and immoral behaviour. Compare and contrast this conservative perspective with a radical perspective on riots.*
- Word limit: 1500 words

Part 3: Self-reflection

- (10 per cent of the mark for this assignment)
- *Summarise the feedback you have received on your previous four TMAs as action points for you to consider as preparation for the EMA at the end of the module. Identify up to three or four action points in total.*
- Word limit: 150 words

Strand 3: ORDERING LIVES

This strand explores:

- How social order is disrupted
- How social order is supposed to work
- Questions whether disorder might be more than just a lack of order
- Questions if disorder might offer a different vision of social order?
- The making and maintaining of social order
- Different social orders
- Authorities and authoritative knowledge
- Governance

Ordering Lives: Topics for Discussion

How is homelessness policed, ordered and a signifier of disorder?

What is 'a riot' and how can we explain a riot?



ORDERING LIVES: STRAND CONTENT

- **Chapter 6: Ordering homelessness ***
- Chapter 7 Discovering disorder:
crime and deviancy
- **Chapter 8 Riots and disorder on the
street ****
- Chapter 9 Governing inequalities

* Key source of evidence for TMA05 Option 1

**Key source of evidence for TMA05 Option 2

- **Option 1:** *Homeless people are sometimes viewed as ‘a “problem population” that implicitly or explicitly chooses their plight’ (Drake and Murphy, 2022, p. 243).* Compare and contrast this view with the view that homelessness is a social issue linked to social inequalities and injustices

Chapter 6 Ordering homelessness

- **Defining homelessness**

- The world homeless population is estimated to be between 100 million and 1 billion.
- The large range in the estimated number of homeless people is due to a lack of an agreed definition of homelessness across the world.
- Definitions of homelessness vary between industrialised, non-industrialised and Global South countries due to social and cultural contexts and differing ‘official’ or governmental approaches to defining what constitutes ‘homelessness’.

• Homelessness as a signifier of social disorder

- Signifiers are 'signs' that stand for or come to mean something (an object, image, gesture). Homeless people often signify 'danger' / 'threat' / 'disorder'.
- Visible homelessness associated with disorder / unruliness, urban decline and poverty.
- Anti-homeless policies are evident in many urban areas especially when significant events are undertaken (Olympics, Capital of Culture, Festivals.....).
- Broken windows theory has been influential here in seeing disorderly environments as leading to crime. This is 'zero-tolerance' policing that seeks to 'clean and reclaim the streets' (not much research evidence to support the theory).
- Is it just 'common sense' that unclean environments lead to crime and disorder? Where is the evidence for this?

- **Homeless people as a ‘problem population’**

- **Homeless people as risky and dangerous**
- Despite the fact that homelessness is not a crime, there is legislation in many countries that might be considered anti-homeless and which aims to legislate the everyday activities that homeless people engage in, making them punishable offences
- **Ordering the disordered lives of homeless people** Social order or spatial control: anti-homeless or ‘hostile’ architecture to dissuade homeless people from occupying visible public spaces.

- **Homelessness as a multidimensional experience**

- Social scientists seek evidence to get at the detail of how and when someone became homeless: what difficulties do they face while homeless. This is a deep understanding of homelessness.

• Biographical experiences of homelessness

- homeless people's share multiple layers of disadvantage and lack of opportunity.

• Homelessness as a social issue

- some are more at risk of homelessness than others.
- The importance of poverty – especially childhood poverty – and the impact of wider labour and housing [market](#) contexts are significant factors in increasing the risk of becoming homeless.
- HOWEVER - social scientists take care not to confuse causation with correlation. This means that although a set of circumstances may make it more likely for an event to occur, according to statistical data and information, it does not mean that these circumstances are *causes* that will definitely lead to such outcomes for individuals.
- Preventative policy action that targets people in 'at-risk' for becoming homeless is worth implementing to reduce the risk of their becoming homeless in the first place. (helping those at risk of victimisation).

- **Homeless people as ‘at risk’ and vulnerable**
- Understanding homeless people as ‘at risk’ (not a risk) from crime, violence, robbery, sexual assault, abuse and neglect from authorities.
- **Supporting homeless people as a form of social justice**
- “Key elements to solving societal issues such as homelessness include recognising the way structures of society matter, the way opportunities can be limited for some people and changing the way societies support their most vulnerable citizens. Social scientists can help contribute [with]evidence” (Drake and Murphy 2022 p.).

Chapter 8

RIOTS AND DISORDER ON THE STREETS

TMA05 Option 2: Option 2: *From a conservative perspective, the 2011 riots were a result of criminal and immoral behaviour. Compare and contrast this conservative perspective with a radical perspective on riots.*

Plan your answer:

- What is a 'riot'?
- Disorder / angry mob rule / protest / revolt....
- Riots and their role in history and making and remaking society
- TWO perspectives on explaining riots:
conservative and radical
- The current era and riot (2011 UK riots)

Riots in history:

The storming of the Bastille, 14 July 1789 a key moment in the French Revolution

Riots played a role in regulating society

Expression of grievances and action against injustices (food prices, imposition of machinery, unfair imprisonment, strikes, anti-police riots....)

“A regular component of community protest and politics” (Andrews 2014 p. 293)

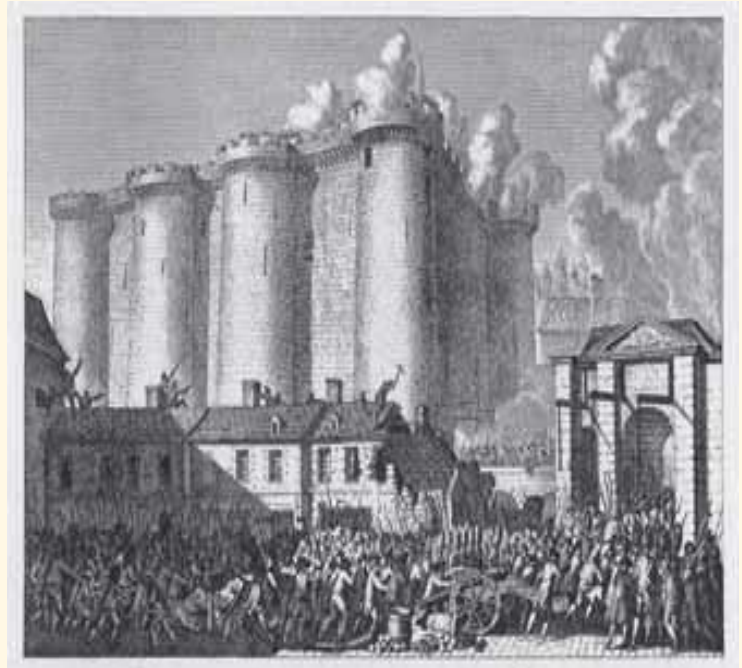
Women (and men) were a central to protest, riot and political change in 18th century society

Conservative perspective

- The riots must be quashed as the actions of a mob; undermining long-standing institutions, conventions and hierarchies; moral decline; and the influence of liberal or radical elites

Radical perspective

- The riots were legitimate grievances of those who had suffered social and economic inequality, and political repression.
- Riots were / are essential to progressive social change & creating fairer more just society
- Riots are constructive: the source of new ideas and new institutions for a society to move forward
- Riots also part of reason and Enlightenment



2011 – Disorder and riots in contemporary society

- **Grievances:** Riots took place over four days in England in August 2011, following the shooting of Mark Duggan, a 29-year-old black man from the Broadwater Farm Estate in Tottenham, north London.
- **Alt Media:** The use of social media, notably Blackberry Messenger, was a central feature, with many commentators citing their role in mobilizing support, spreading news and keeping people ahead of the police as events unfolded

Press headlines, Moral Panic & Folk Devils

- The Daily Telegraph: ‘Rule of the mob’
- The Sun: ‘Anarchy’
- The Daily Mail: ‘The anarchy spreads’
- Daily Star: ‘Anarchy in the UK’
- Daily Express: ‘Flaming morons’
- The Scotsman: ‘London under siege as mobs roam streets’



2011

- **Conservative view**

Focus on the behaviour of the rioters
(immoral, idle, thieving, bastards)

Reliance on official media to propagate values

Focus on **disruption** to families, workplaces, consumption,

‘the law abiding majority’

Focus on protection of private property
(‘looters’!)

Not about ‘race/policing; austerity;

Poverty...therefore no legitimate grievances leading to riots

Rioters should be jailed NOT listened to

Solution? Criminal justice



- **Radical view**

Voice of the powerless (must be listened to and used as evidence for what is happening here)

Riot 2011: A symptom of failed government policy and neglect

Reliance on unofficial media

Focus on deep structural causes
(constraints, inequalities, disconnection, voicelessness)

Solution? Social justice

Thinking about the topic

Similarities

- 1
- 2
- 3
- 4

Differences

- 1
- 2
- 3
- 4

The London Riots

How could you explain the riots drawing on radicalism and conservatism?



The Radical Case

- *Reading the Riots* – The Guardian
- Unemployment
- Social inequalities
- Unacceptable government policies
- Activism for social change

The Conservative Critique

- Acts of pure criminality
- Not about race, government cuts or poverty
- Broken Britain
- Politicians
- The media
- Anarchy, disorder, mobs and gangs

David Cameron and the London riots

- Cameron discounted social conditions such as poverty and unemployment as reasons for the 2011 London riots, and focused instead on criminality and morality' (Andrews, 2013, p.315).
- He emphasised 'individual responsibility', rather than the 'societal failings', thereby arguing in favour of a punitive response, as against a socially transformative one.
- Therefore, perhaps unsurprisingly, his interpretation of the events was more conservative than radical



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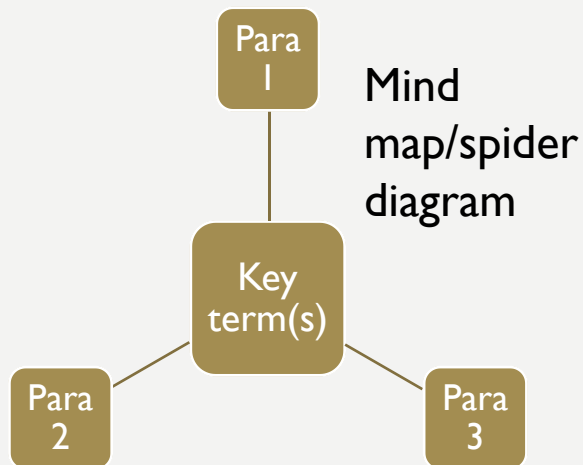
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WHAT DOES AN ESSAY PLAN LOOK LIKE?

- There are two ways of planning an essay: one more visual and the other more textual.



Textual essay plan/ shopping list

My Lovely Essay Plan

This is the question typed out in full at the top

Introduction

Summary of upcoming essay

(I'll write the summary of what I've written when I've written it.)

Definition of key term(s)

Main Body

Para 1

Para 2

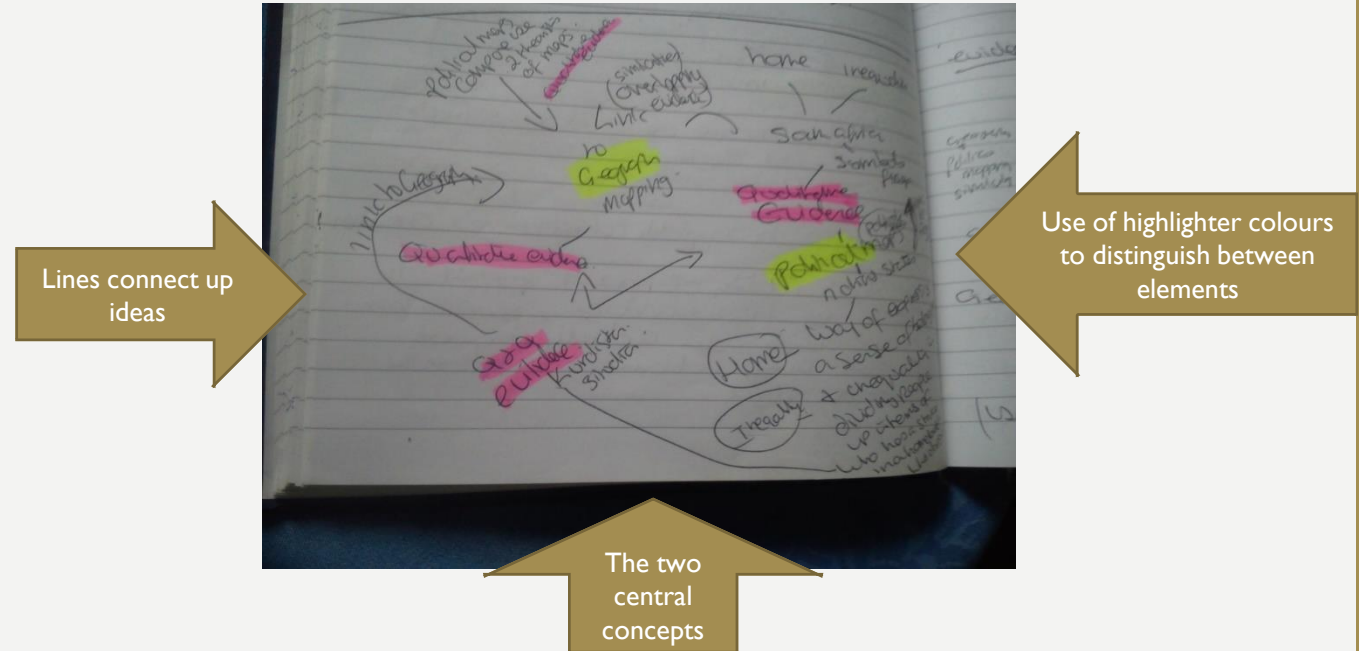
Para 3

Conclusion

(This will summarise my argument, not the essay I wrote or the question.)

THE REAL DEAL


Here is a real mind map plan, which a student kindly allowed to be reproduced. (It's a rough plan – not the full final version.)



How can I put this kind of plan in my assignment?

Take a photo of it, and paste it into the Word document you want to submit - as a picture.

(Only if it's decipherable. Do indicate what you are going to discuss first, second, third....)



Study skills: compare and
contrast

In order to compare and contrast

...

- Define key terms [topic words]
- Outline **VERY BRIEFLY** the two theoretical perspectives
- Outline some evidence
- Explain how the theoretical perspectives fit the evidence
- As you go along, **compare** [identify similarities between] and **contrast** [identify differences between] the two theoretical perspectives. **This should make up the bulk of your answer – at least 2/3 of the wordcount.**
- Later on in your studies, you will learn how to critically **evaluate** two or more theoretical perspectives. Here you are just being asked to **compare and contrast**.



- apples and bananas are both fruit.
- apples are grown in temperate zones while bananas are grown in tropical zones.

Using tables to compare and contrast

	Apples	Bananas
Compare	Fruit	Fruit
Contrast	Grows in temperate zones	Grows in tropical zones
Contrast	Sweet	Starchy

Or this ...

Introduction

Outline of essay

Definition of key terms (The Open University 2022)

Qualitative	Quantitative	Reference
Interview		
	Table	
	Graph	
Video		
Picture		

Conclusion

Comparing and Contrasting

- Comparing is about finding similarities
- Contrasting is about finding differences
- When comparing and contrasting, you are not required to conclude that one view or approach is better than another
- BUT - you might want to consider which differences or which similarities were the most significant in light of the evidence and examples you have provided.

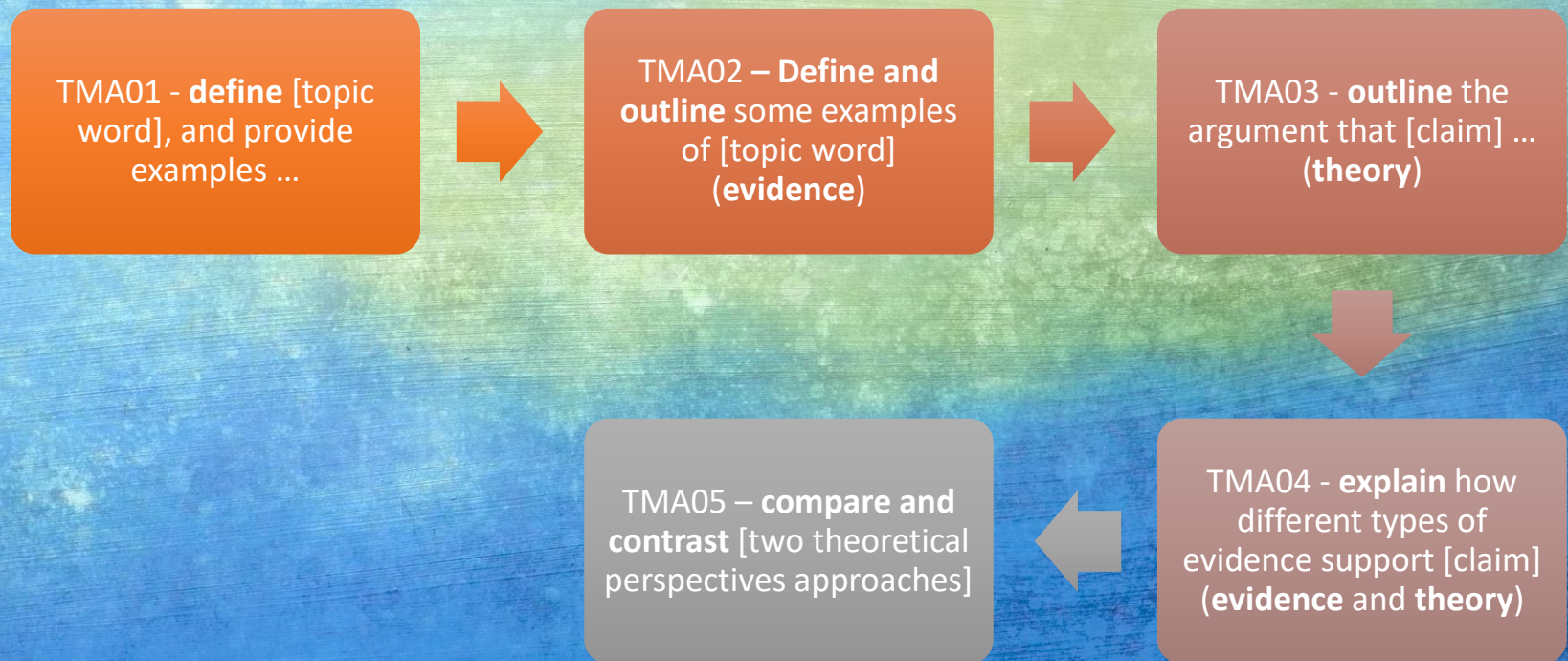
Similarities and differences

- You might find more similarities than differences or vice versa
- BUT you need to be systematic in identifying similarities and differences between the two views
- You need to discuss both differences and similarities and evidence these points

TMA05 PART 2 IS ASKING YOU TO:

- Compare and contrast two different views or approaches related to a specific social problem
- Construct an argument by explaining how the two views or approaches are similar or different
- Integrate material from various sources to support the points you make
- Writing a well-structured academic essay that follows a clear plan.

TMA SKILLS



Compare and Contrast

How to compare

- Look for **similarities**
- 1. Are they examining the same subject matter?
- 2. Do they use similar concepts?
- 3. Do they look at the same evidence?
- 4. Do they have similar arguments and conclusions?

How to contrast

- Look for the **differences**
- 1. Are they examining the same subject matter?
- 2. Do they use similar concepts?
- 3. Do they look at the same evidence?
- 4. Do they have similar arguments and conclusions

Draw conclusions

- Is one approach preferable to the other?
- If so, why? – What is the justification?



Two approaches

Block method

1. Describe each subject in turn before comparing them
 - Describe the first approach
 - Describe the second approach
 - Outline the points of similarities
 - Outline the differences
 - Conclude by summarizing your findings
 - e.g., say whether there were more similarities or differences

Theme method

1. Take a series of points or themes and examine how each approach deals with them
 - Identify the first theme and outline the points of similarity and/or difference in how the two approaches deal with it
 - Identify the second, third, fourth, themes and outline the points of similarity and/or difference in how the two approaches deal with them
 - Conclude by summarizing your findings e.g. by stating whether there were more similarities or differences.

Essay Formats: Block Approach

1. Introduction
2. Para 2: Brief outline of the two different approaches
3. Para 3. Outline similarities
4. Para 4. Outline differences
5. Conclusion.

Essay Format: Theme approach

- The introduction, paragraph 1 and conclusion are the same as the block approach.
- Para 2-4 etc:
- Discuss both approaches to the subject together in the same paragraphs focusing on a single topic, and move between themes in the different examples or the points you make

Transition words

- In compare and contrast essays, use transition words and phrases to help signpost your intentions and to make the similarities and differences explicit. Use transition words and phrases such as:

Similarities	Differences
In comparison	Contrasted with
Like	Different from
At the same time	While
Equally	Instead
Similar to	On the other hand
Likewise	Unlike
In the same way	In contrast
By the same token	However

Online exercises to support your skills development

5 Comparing and contrasting arguments

Section 4 involved comparing and contrasting two different methods. The ability to compare and contrast different approaches is one of the skills that builds on the skills of outlining an argument and of using quotations worked on.



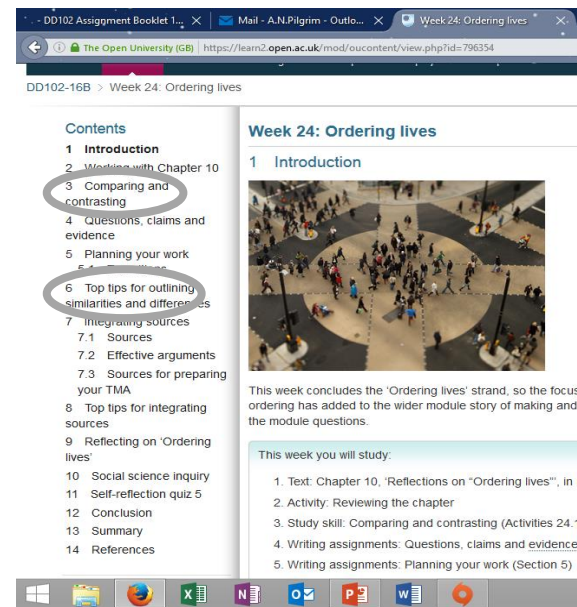
Georgina Blakeley, Matt Staples and Eluned Jeffries



Comparing arguments

[Download](#) [Show transcript](#)

Week
20




DD102-16B > Week 24: Ordering lives

Contents

- 1 Introduction
- 2 Working with Chapter 10
- 3 Comparing and contrasting
- 4 Questions, claims and evidence
- 5 Planning your work
- 6 Top tips for outlining similarities and differences
- 7 Integrating sources
 - 7.1 Sources
 - 7.2 Effective arguments
 - 7.3 Sources for preparing your TMA
- 8 Top tips for integrating sources
- 9 Reflecting on 'Ordering lives'
- 10 Social science inquiry
- 11 Self-reflection quiz 5
- 12 Conclusion
- 13 Summary
- 14 References

Week 24: Ordering lives

1 Introduction



This week concludes the 'Ordering lives' strand, so the focus is on ordering. This week has added to the wider module story of making and checking the module questions.

This week you will study:

1. Text: Chapter 10, 'Reflections on "Ordering lives"', in *U*
2. Activity: Reviewing the chapter
3. Study skill: Comparing and contrasting (Activities 24.1
4. Writing assignments: Questions, claims and evidence (
5. Writing assignments: Planning your work (Section 5)

Week
24

Any
questions?

