

# MA Cities and Society

## Programme Specification

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London**Name of Final Award and Programme Title:** MA Cities and Society**Name of Interim Exit Award(s):**

Postgraduate Certificate in Cities and Society

Postgraduate Diploma in Cities and Society

**Duration of Programme:** 1 year full-time or 2 years part-time**UCAS Code(s):** Not applicable**HECoS Code(s):** (100505) Sociology**QAA Benchmark Group:** Not applicable**FHEQ Level of Award:** Level 7**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** August 2017**Home Department:** Sociology**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

## Programme overview

This programme emphasises how to bring together social analysis, design, activism, and inventive methods for engaging various dimensions of urban work – from planning, policy making, research, cultural intervention, to the management of social programmes and institutions.

1. The organisation of contemporary urban economies, including the production of built and virtual environments, physical and social infrastructure.
2. The ways in which different forms of economic accumulation and economic practices impact upon cities, and how any city reflects a particular set of constraints and possibilities.
3. The proliferation of technical systems, media, and practices of interpretation and organisation that change our notions about the proper" use of things and bodies. These changed notions generate new opportunities for individual and collective life,

but also potentially diminish the capacity of people from different walks of life to take each other into consideration.

4. The intersections of finance, governance, ecology, and culture in producing multiple forms for assessing urban futures- particularly calculations of risk, sustainability, productivity and creativity. How to work with different institutional sectors, national and regional contexts, and transnational organisations, as well as circuits of migration and knowledge production.
5. How teachers, researchers, professionals, activists, planners, entrepreneurs, and artists – all possible constituencies for this programme – can conceptualise and operationalise work, projects, and careers that take them across various geographical locales, institutional domains, discourses, and social networks.

## **Programme entry requirements**

In line with the College's Mission Statement and the ethos of the Department, candidates from diverse backgrounds are encouraged to join the degree. It is important to encourage a stimulating learning environment with individuals of different ages, work and academic backgrounds and national or ethnic backgrounds. Applicants will either:

1. have a first degree in Sociology, or in a related social science or humanities degree. They will normally be expected to have at least an upper second class honours or its equivalent.

Or:

2. have a professional qualification in a sociologically-related subject at degree level or equivalent, and significant work experience.

Non-native English speakers will normally have to satisfy the IELTS requirements. Applicants not educated in English will be expected to have an IELTS score of at least 6.5. Wherever possible students will be offered an interview aimed at clarifying the aims and contents of the programme and determining the suitability of individual candidates. Interviews can alter the usual criteria for entry on a case-by-case basis.

## **Aims of the programme**

The MA Cities and Society is a research and training programme designed to support strategic interventions in urban governance, design, institution-building and change, as well as socio-spatial development.

Cities continuously provide new challenges to understanding the constraints and potentials of both human and non-human life. Sociology finds itself operating in remade urbanities that can be loosely tagged with a variety of theoretical notions—i.e. translocality, transcultural, transnational, rhizome, flows, networks, and transversals—but which are often invoked as if

they have some magical power rather than understanding what their use actually makes possible.

These notions do, nevertheless, point to the incessant transformation of urban life and the need to intersect diverse forms of analysis in order to more effectively engage such transformation. Accordingly, the programme provides students with an opportunity to engage with the following critical domains of contemporary urbanisation processes:

1. The organisation of production and consumption processes, information dissemination and decision-support systems, political contestation and social control that conjoin, compose, deform and differentiate territories, populations and ways of life in trajectories that no longer can be conceptualised as matters of scale, sectors, disciplines, developmental stages, or states.
2. The persistence of sentiments and power relationships that once were organised in the forms of colonialism and imperialism in both old and new ways that permit, even facilitate, the reciprocal penetration of highly diverse logics of accumulation, livelihood practices, and symbolic capitals—so that any city embodies a singular range of constraints and possibilities.
3. The proliferation of technical systems coupled with a prolific dismantling of mediations of all kinds, and thus limits on the proper use of things and bodies, which both generate new opportunities of individual and collective life, at the same time as potentially diminishing the platforms on which people from different walks of life could take each other in consideration.
4. The complexities of relational systems which prompt intensive struggles over control of the terms and apparatuses that anticipate and calculate risk and speculate on the future.

Given the various inter-weavings of these threads, the key educational challenge concerns what is possible for cities and urban life to do and how. How can individuals and groups navigate these architectures and circuitries of powers; how do they participate in the open-ended possibilities embodied by new configurations of collective action simultaneously occasioning both emergency and potentiality; how can teachers, researchers, professionals, activists, entrepreneurs, and artists—all possible constituencies for this program—conceptualise and operationalise work, projects, and careers that take them across various geographical locales, institutional domains, dismodules, and social networks?

The main aim of the programme is thus to explore new approaches to thinking about and researching the city formation and urban life. This can be broken down into three inter-related aims:

- To promote an appreciation of the relevance of the social, sociological knowledge and ways of knowing in the understanding of cities, urban economy, culture and

politics, and the management of social change, and to encourage critical understanding of interrelated concepts, debates and themes.

- To enable students critically to engage sociological theories and methodologies relevant to the studies of cities and urbanities, controversies and social change, and conduct an intellectually informed sustained investigation.
- To expose students to a lively research environment and the relevant expertise of the Sociology and related departments and centres to provide a catalyst for independent thought and study.

## What you will be expected to achieve

Programme outcomes range from those that are explicitly demonstrable and measurable through individual modules and assessment to those that can only be assessed through the holistic appraisal of student performance. For this reason, a set of VLE resources and specifically tailored PDP materials will be jointly compiled and mutually agreed by each student and the Programme Convenor to record all aspects of performance and collate both formal and informal feedback.

To successfully complete a programme of study for the Postgraduate Certificate in Cities and Society, students will have to complete any two (out of three) compulsory modules (60 CATS) and show a developing ability in the areas outlined below.

To successfully complete a programme of study for the Postgraduate Diploma in Cities and Society, students will have to complete the three compulsory (90 CATS) and option module/s (30 CATS) and show a developed competence in the areas outlined below.

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate conceptual and methodological knowledge of the key concepts and debates in urban studies—with an emphasis on intersecting the histories, cultures and economies of cities across the world-and social transformation including new approaches to the field.	Remaking London; Urban Field Encounters; Navigating Urban Life
A2	Synthesise and critically analyse the literature on, and development of, urban life and world cities within the history of sociology and related academic areas, such as geography, political science,	Remaking London; Navigating Urban Life;

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	post-colonial theory, architecture, social economy and cultural studies.	
A3	Devise and develop a comparative framework for examining cities of divergent histories, geographies, and economic positionalities, taking into consideration the complexity of global and local conceptualisations of normativity and change.	Remaking London; Urban Field Encounters; Navigating Urban Life
A4	Understand the positionalities of cities from the viewpoints of other disciplines in the humanities and social sciences	Urban Field Encounters; Optional Modules
A5	Identify ways of using the study of urban life as a means of simultaneously engaging apparent discrepancies amongst people, things, and fields of study; to articulate dimensions of living that supposedly are dissonant or contradictory. Distinguish and appraise a range of sociological research methodologies and their potential applicability as well as their possible limitations.	Urban Field Encounters; Optional Modules
A6	Recognise and account for sensitive ethical issues relating to research and representation.	Urban Field Encounters

## **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Critically analyse the complex interaction of theoretical, practical and applied sociological approaches to urban life, city development, world economy, and social transformation.	Remaking London; Urban Field Encounters; Navigating Urban Life
B2	Systematically and creatively engage in debates relating to the main historical themes of urban development, change, governance, culture and economy in original and imaginative ways.	Remaking London; Urban Field Encounters; Navigating Urban Life

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B3	Critically engage sociological (and more generally social science) theories and methodologies relevant to complementarities and conflicts in the spatial, economic and political relationships among cities, and generate intellectual engagement with these through a project.	Remaking London; Navigating Urban Life
B4	Rethink urbanising processes as applicable to various scales and entities of consideration that go beyond the “city” or “region”, with an emphasis on examining multiple temporalities in order to supplement the more conventional spatial discourses of urban studies.	Remaking London; Urban Field Encounters; Navigating Urban Life
B5	Conceptualise ways for articulating institutions, circuits of movement, and types of work and material practices that are not obviously related, and demonstrate thinking and actions that challenge conventional understandings of the spatialisation of cause and effect, of the architectures of proximity and relevance, and of the assessment of the possible.	Remaking London; Urban Field Encounters; Navigating Urban Life
B6	Establish creative connections between their previous academic and work experiences with themes emerging from the programme, including their own development and implementation of a research focus, and appraise the usefulness of sociological models and methodologies when applied to specific issues and problems.	Urban Field Encounters; Optional Modules
B7	Adapt concepts and methods flexibly and imaginatively to pursue their future specific aims relating to employment or further research linked to the study of work cities and urban life (e.g. research degrees; studies for national or international agencies or government	Remaking London; Urban Field Encounters; Navigating Urban Life

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	organisations; policy design, implementation or evaluation).	

## **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	Synthesise and analyse how sociological and creative methods and concepts can, and potentially might further, relate to intervention in urban life and in the sustainability and transformation of cities, in both conceptual and practical ways.	Remaking London; Urban Field Encounters; Navigating Urban Life
C2	Analyse and evaluate different kinds of knowledge in the context of core themes in urban history, development, culture, politics, and change through individual research.	Remaking London; Urban Field Encounters; Navigating Urban Life
C3	Compare, contrast and analyse sociological perspectives on conflict, controversy and social change with the perspectives of other disciplines, other expert sectors and lay knowledge and action.	Urban Field Encounters; Optional Modules
C4	Elaborate the difficulties, possibilities, constraints and ethical concerns of working in complex urban situations and in multiple cities of divergent backgrounds and conditions, demonstrating self-direction and originality in tackling and solving problems.	Urban Field Encounters
C5	Critically assess the approaches and philosophies, structures and organisation of various urban formations and their concomitant cultural processes, as well as political systems and actors.	Remaking London; Urban Field Encounters; Navigating Urban Life

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Effectively communicate, explain and debate in a wide range of contexts and with a broad range of interlocutors (specialist and non-specialist), including designing and producing clear and well structured reports on specific themes or topics.	Remaking London; Urban Field Encounters; Navigating Urban Life; Optional Modules
D2	Evaluate and assess a range of research methods and the use of computer applications for data collection and processing, bibliographic searches, and a critical appreciation of the Internet as a resource.	Remaking London; Urban Field Encounters; Navigating Urban Life
D3	Demonstrate the capacity to translate major concepts of urban studies into the conceptual frameworks of other humanities and social science disciplines.	Urban Field Encounters; Optional Modules
D4	Exercise initiative and personal responsibility in effective independent work with the attendant skills of experimentation, work organisation, time planning, independent decision-making and keeping to deadlines under often complex and unpredictable circumstances.	Remaking London; Urban Field Encounters; Navigating Urban Life
D5	Work productively in a team, to conceptualise particular research strategies and opportunities, as well as organise and allocate responsibilities and provide mutual support.	Urban Field Encounters

Students who successfully complete the MA programme will be able to do the following:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate conceptual and methodological knowledge of the key concepts and debates in urban studies—	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	with an emphasis on intersecting the histories, cultures and economies of cities across the world-and social transformation including new approaches to the field.	
A2	Synthesise and critically analyse the literature on, and development of, urban life and cities within the history of sociology and related academic areas, such as geography, political science, post-colonial theory, architecture, social economy and cultural studies.	Remaking London; Navigating Urban Life; Dissertation
A3	Devise and develop a comparative framework for examining cities of divergent histories, geographies, and economic positionalities, taking into consideration the complexity of global and local conceptualisations of normativity and change.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
A4	Identify ways of using the study of urban life as a means of simultaneously engaging apparent discrepancies amongst people, things, and fields of study; to articulate dimensions of living that supposedly are dissonant or contradictory.	Urban Field Encounters; Optional Modules; Dissertation
A5	Distinguish and appraise a range of sociological research methodologies and their potential applicability as well as their possible limitations.	All modules
A6	Recognise and account for sensitive ethical issues relating to research and representation.	Urban Field Encounters; Dissertation
A7	Understand the positionalities of cities from the viewpoints of other disciplines in the humanities and social sciences	Urban Field Encounters; Optional Modules; Dissertation

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically analyse the complex interaction of theoretical, practical and applied sociological approaches to urban life, city development, world economy, and social transformation.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
B2	Systematically and creatively engage in debates relating to the main historical themes of urban development, change, governance, culture and economy in original and imaginative ways.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
B3	Critically engage sociological (and more generally social science) theories and methodologies relevant to complementarities and conflicts in the spatial, economic and political relationships among cities, and generate intellectual engagement with these through project work.	Remaking London; Navigating Urban Life; Dissertation
B4	Rethink urbanising processes as applicable to various scales and entities of consideration that go beyond the “city” or “region”, with an emphasis on examining multiple temporalities in order to supplement the more conventional spatial discourses of urban studies.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
B5	Conceptualise ways for articulating institutions, circuits of movement, and types of work and material practices that are not obviously related, and demonstrate thinking and actions that challenge conventional understandings of the spatialisation of cause and effect, of the architectures of proximity and relevance, and of the assessment of the possible.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
B6	Establish creative connections between their previous academic and work experiences with themes emerging from the programme, including their own	Urban Field Encounters; Optional Module; Dissertation

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	development and implementation of a research focus, and appraise the usefulness of sociological models and methodologies when applied to specific issues and problems.	
B7	Adapt concepts and methods flexibly and imaginatively to pursue their future specific aims relating to employment or further research linked to the study of work cities and urban life (e.g. research degrees; studies for national or international agencies or government organisations; policy design, implementation or evaluation).	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
B8	Critically engage social science theories and methodologies relevant to complex relations and conflicts in the spatial, economic and political relationships among cities and apply these in a 12-15,000 word piece of writing.	Dissertation

### **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	Synthesise and analyse how sociological and creative methods and concepts can, and potentially might further, relate to intervention in urban life and in the sustainability and transformation of cities, in both conceptual and practical ways.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
C2	Analyse and evaluate different kinds of knowledge in the context of core themes in urban history, development, culture, politics, and change through individual research.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
C3	Compare, contrast and analyse sociological perspectives on conflict, controversy and social change with the perspectives of other disciplines, other expert sectors and lay knowledge and action.	Urban Field Encounters; Optional Module; Dissertation

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C4	Conduct research in situations where individuals, households, communities, cities, nations, regions, sectors, disciplines, and groups are no longer necessarily the predominant or most salient subjects and objects of processes, actions or events; no longer the sole launching pads for investigations of the social, even if these distinctions continue to be enforced.	Dissertation
C5	Elaborate the difficulties, possibilities, constraints and ethical concerns of working in complex urban situations and in multiple cities of divergent backgrounds and conditions, demonstrating self-direction and originality in tackling and solving problems.	Urban Field Encounters; Dissertation
C6	Critically assess the approaches and philosophies, structures and organisation of various urban formations and their concomitant cultural processes, as well as political systems and actors.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation

## Transferable skills

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
D1	Design, formulate and conduct research on a topic relevant to contemporary debates in urban studies	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
D2	Effectively communicate, explain and debate in a wide range of contexts and with a broad range of interlocutors (specialist and non-specialist), including designing and producing clear and well structured reports on specific themes or topics.	All modules
D3	Evaluate and assess a range of research methods and the use of computer applications for data collection and processing, bibliographic searches, and a	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
	critical appreciation of the Internet as a resource.	
D4	Provide concrete demonstrations of how specific ensembles of places, institutions, policies, and control systems could be engaged so that each might do something differently—through conceptual writing, project planning, media projects, and active engagement with the field.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
D5	Provide concrete demonstrations on how different economic, cultural, political and historical differences are simultaneously brought to bear on cities, as cities themselves are remade, through conceptual writing, project planning, media projects, and active engagement with the field.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
D6	Exercise initiative and personal responsibility in effective independent work with the attendant skills of experimentation, work organisation, time planning, independent decision-making and keeping to deadlines under often complex and unpredictable circumstances.	Remaking London; Urban Field Encounters; Navigating Urban Life; Dissertation
D7	Work productively in a team, to conceptualise particular research strategies and opportunities, as well as organise and allocate responsibilities and provide mutual support.	Urban Field Encounters
D8	Demonstrate the capacity to translate major concepts of urban studies into the conceptual frameworks of other humanities and social science disciplines.	Urban Field Encounters; Optional Modules; Dissertation
D9	Produce a coherent piece of writing of significant length that engages with relevant texts and events, summarising, rethinking and relating them to each other and to a complex urban situation	Dissertation

## How you will learn

A range of teaching methods is employed to support the learning outcomes detailed above. Students attend lectures and participate in seminars, as well as have individual tutorials to discuss written work and general progress. Additionally, a central component of the programme consists of workshops, student presentations and a final project dissertation.

Students will be encouraged to work independently, and to work as part of a team. Students are encouraged to attend seminars, workshops and conferences in the Department and elsewhere in the College, where research students, staff and invited speakers present their work. They will be given the opportunity to benefit from the wealth of academic libraries available to students from the University of London.

The compulsory modules and workshop programme provide unity and cohesion and support the design, planning and conduct of the project work. The project develops the students' research capability, their ability to work independently under the supervision of a nominated member of staff and to present an extensive and scholarly piece of writing.

Students demonstrate their on-going learning through written and oral submissions. Regular feedback, either written, oral or both, is intended to develop and improve students' knowledge and understanding of the discipline and writing and presentation skills. Further, formal feedback on the coursework submission of the compulsory modules will provide an important formative dimension to the development and refinement of the project portfolio.

### Dissertation Seminars

Special taught dissertation seminars and 'clinics' are provided throughout the academic year to enable students to plan and undertake their research. The seminars are designed to guide students through the process of carrying out their own research, formulating the research problem, research design, exploring and applying research methods in a variety of situations, combining different methods, practical and ethical issues in social research, confidence in fieldwork, and issues related to managing, planning, timetabling and time management.

## How you will be assessed

As outlined below, summative assessment on the programme takes a variety of forms, designed to test different skills and evaluate different learning outcomes. The fit between each module on the programme, learning outcomes, the relation between formative and summative assessment, and the mix of forms of assessment are addressed by the module convenor and reviewed annually by the department PG Learning and Teaching Committee.

Assessed essays and reports: For Navigating Urban Life and Remaking London an extended essay or research design report (5-6,000 words) is the basis of assessment. For the module Remaking London, this can also take the form of a multimedia presentation – a visual, audio, audio-visual or digital interactive piece engaging a viewer/participant for between 15 and 40 minutes so as to communicate a sociological problem – supplemented by a shorter (2,000 word) essay. The extended essay or research design report offers the opportunity for students to develop a thoughtful and elaborated argument, and the expectation is that the student will pay attention to structure and presentation. By including the option of submitting creative work with the essay and report, students may be assessed on their capacity to frame creative methods as part of sociological discourse. For Urban Field Encounters, a group project with an individual research design proposal (4-5,000 words) will form 100% of the final assessment mark.

## Dissertation

The written dissertation is evidence of a student’s ability to effectively undertake a critical, independent study in an area relevant to the themes of the MA. It will be 12,000-15,000 words in length and based on a topic of the student’s choice that is conceived according to a sociological framework. It develops and assesses the capacity of students to work independently, to define a research problem, design and implement the research and communicate the findings. The thesis promotes and tests the ability to construct a clear argument on a complex and extensively treated topic. It will involve a critical evaluation of existing literature, research findings and analysis. It is acceptable (though in practice rare) to submit a dissertation based primarily on library work if it concerns a topic within methodology. It may constitute a conventional text (of 12-15,000 words) or a media presentation using web design, video, or various combinations of media, supplemented by a 5,000 words commentary. Students work closely with a dissertation supervisor who approves the practicability of students’ intentions and advises on appropriate approaches and the final wording of the title. Students are also offered individual consultation feedback sessions on a regular basis.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	A mark of 70-79% is awarded when candidates show evidence of an excellent application of appropriate knowledge, understanding and skills as specified the module learning outcomes. Typically this involves extensive reading and grasp of questions and their context and an exceptional degree of clarity in argument and use of evidence. Knowledge and understanding will have been presented critically, with insight and independence of thought. Argument and analysis of

<b>Mark</b>	<b>Descriptor</b>	<b>Specific Marking Criteria</b>
		reading will demonstrate the candidates own reasoning and be exceptionally clear, critical, well-focused and cogent.
70-79%	Distinction	A mark of 60-69% is awarded when candidates show a good application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. This involves consistency and fluency in discussing and evaluating reading from a range of sources and an ability to relate this reading to the assessment tasks.
60-69%	Merit	A mark of 50-59% is awarded when there is clear evidence of a satisfactory application appropriate, knowledge, understanding and skills as specified in the module learning outcomes. Typically this involves evidence of knowledge and understanding where there is a limited development of ideas and critical comment.
50-59%	Pass	A mark between 30-49% is awarded when there is not a satisfactory application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. There may be confusion and incoherence and unfocused comment on the literature.
30-49%	Fail	A mark between 10-29% is awarded when only some but not all of the learning outcomes specified for the module have been achieved. Typically a candidate in this position will not have satisfied the examiners that they have read and understood the essential texts of the module. Research involved in the writing of module work or the dissertation will be poorly organised and inadequately discussed.
10-29%	Bad fail	A submission that does not even attempt to address the specified learning outcomes
1-9%	Very bad fail	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment
0%	Non submission or plagiarised	A mark of 70-79% is awarded when candidates show evidence of an excellent application of appropriate knowledge, understanding and skills as specified the module learning outcomes. Typically this involves extensive reading and grasp of questions and their context and an exceptional degree of clarity in argument and use of evidence. Knowledge and understanding will have been presented critically, with insight and independence of thought. Argument and analysis of reading will demonstrate the candidates own reasoning and be exceptionally clear, critical, well-focused and cogent.

## How the programme is structured

Remaking London (30 CATS over 1 term)

Assessment: One 5,000-6,000 word essay or short multi-media presentation (film, sound recording, photography or digital interactive presentation engaging a viewer/participant for 20-40 minutes) accompanied by 2,000 word written piece.

In nearly every century over the last millennium, London has been a crucial node within the networks of commerce and cultural exchange that spanned the world. In the 21st century, London remains a site of intense activity, sat atop innumerable junctions of capital, migration, culture and commodities. As such London presents the ideal focal point for developing an understanding of the pressing questions facing cities today and into the future. However, while it is important to understand the long history of London's place within global networks of power and exchange, it is also impossible to ignore the extent to which, in recent years, forces that shape the contemporary city are visibly shifting. That is, the roads that meet at the city's junction are arriving from new destinations, carrying new opportunities and risks for the city and precipitating new developments. Accordingly, this module seeks to understand how London is being re-made amidst the re-wiring of global circuitry.

Focusing on specific examples – drawn from the Centre for Urban and Community Research's activity across London – the module illuminates the impact of new technologies, markets, mutations in governing ideologies, novel patterns of mobility and new technologies of surveillance on the city and its inhabitants. Beyond understanding how these developments impact on London the module aims to develop an understanding of London through its relatedness to other urban locations, situating London's connectedness to elsewhere as integral to the ways in which the city is being re-made.

Module specific learning outcomes

By the conclusion of this module students will have:

- Developed an advanced understanding of the key issues shaping the development of London in the 21<sup>st</sup> century.
- Developed an understanding of the extent to which the trends impacting on the demography and design of the contemporary city relate to other spaces and times.
- The ability to critically evaluate an urban 'problem' with reference to the specific literatures and theories pertaining to that problem.
- The ability to discuss a range of potential responses to specific urban problems in terms of their political and practical implications.

- The ability to design and plan a theoretically and empirically informed intervention in urban environments.

Urban Field Encounters (30 CATS over 1 term)

Assessment: One 4,000-5,000 word essay

Contemporary readings of urbanity stress the manifold unfoldings of city environments. Pushing beyond geographical territories, urbanity requires us to work across different ideas of time and space and apprehend these from the perspective of ongoing process and change. Urbanities give rise to differential forms of practice – we engage cities and their infrastructures, institutions, governances, capitals and cultures in diverse and irreducible ways. Given the dynamic relations that make up the urban and the people that inhabit and move through it, how do we begin to explore and comprehend questions of city life and our interventions in it?

This module investigates and experiments with a series of methods that can be employed to think about the urban. To engage the complex questions of the urban we require creative sociological methods through which we can observe, make sense of and analyse what we experience without fixing it in place. This module takes as its foundation artistic and sensorial innovations in the social sciences. It groups these over five weeks through themes of Observing, Listening, Assembling, Writing and Intervening. Such methodological innovations allow us to think about the urban in ways that engage multiplicitous publics, voices and forms of participation and practice. Drawing from interdisciplinary developments in visual, sonic and sensory sociologies, this module brings together theoretical literature with practical application and critical reflection.

Module Specific Learning Outcomes

By the conclusion of this module students will have:

- Developed an advanced knowledge of creative social science and humanities research methodologies for tackling current research questions in Urban Sociology;
- Critically evaluated the intellectual contribution and practical application of
- selected creative and sensory methods and techniques through their own experimentation;
- Developed the ability to present, discuss and write about the practical and
- theoretical elements of urban sociological research processes through workshop participation and written assessment;
- Experienced processes of report writing, drafting and review through the formative assessment of workshop reports.

- Developed the ability to structure, plan, and execute a sociological research proposal addressing critical contemporary social, political, economic and cultural conditions using creative, sensory methods.

Navigating Urban Life (30 CATS over 1 term) Assessment: One 5-6,000 word essay

This module addresses significant issues in the contemporary organisation of urban landscapes, urban life and connections between cities as well as the interface between human and architectural fabric. Drawing on specific empirical examples in based in China, Hong Kong, the US, London and parts of mainland Europe this module examines key debates in urban sociology and research. There is a strong focus on visual apprehension of cities and ways of accessing and researching cities through photography.

A short tour of 'urban theory' from the Chicago School to the present day. This sets up the conceptual basis for the session following which, although empirically focused on specific cities, illuminate different conceptual frameworks for understanding urbanism.

Who's City? This examines debates concerned with the social production of space and rights to the city. An examination of ghetto urbanism in the US through Wacquant, Bourdieu, Bourgeois and the research through which this kind of urban knowledge is generated.

Pastness and Urban Landscape. This examines discrepant and linear notions of time/interpretations of pastness, collective memory, and how pasts are inscribed within urban landscapes. We will draw mainly on visually-led investigation of Hong Kong and London to explore these themes.

Post-Colonial Cities. This session examines the intersections between globalisation and colonialism in Hong Kong and in the lives of 'skilled' migrants from the global North. It makes extensive use of photographic narratives of Hong Kong as an iconic city landscape and the use of environmental portraiture to capture migrants' relationships to the city.

Globalisation, Migration and Urban Life. Drawing on visual empirical research on mosques and African churches in London this session examines the impact of recent and current migration on commerce, religion and city landscape. It sets this in broader debates about globalisation and cities developed from the previous session.

Material Cultures and Multiple Globalisations. This session draws on some of the more ordinary trajectories of commodities and collaborations composing the global world through small trade between China/Hong Kong and Africa, and Europe and Africa.

Mega-Cities and Non-City Zones. This session is set in China. It examines architecture, the generic city, land speculation and the dynamics between mega-cities and economic and technical development zones through some of the lives that are lived in them.

Urban Regeneration. This session examines the politics, debates, conceptualisation and social divisions generated and sustained in urban renewal projects. Who benefits from these projects? How do they reconstruct cities? We will draw specifically on Olympic-related redevelopments in Athens, London, and Beijing.

Architectural and Planning Politics. This session examines ways in which political and military decisions are embedded in architecture and planning. It draws on Weizman's *Hollow Land* and asks questions about whether this involves a radical re-conceptualisation of space.

Mobilities. This session is concerned with movement and routes as well as the infrastructure and technologies of mobility such as bridges, roads, airports, stations, tunnels, trains, motor transport, and shipping. It asks critical questions about whether these approaches to space generate information about social morphology or social life more generally.

### Module Specific Learning Outcomes

By the conclusion of this module, students will be able to:

- Demonstrate a unique understanding of the interface between theory and practice in the representation of urban cultures.
- Demonstrate a sophisticated understanding of different methodologies in carrying out research in complex urban settings.
- Demonstrate an advanced competence in producing a research based dissertation in the humanities and social sciences.
- Demonstrate an advanced fluency with current debates in critical cultural theory around the city.
- Demonstrate an advanced understanding of the theoretical debates in contemporary urban studies.
- A sophisticated understanding of debates around the production of knowledge about the city.

### Optional Modules

Students are able to choose one relevant option module from all the Academic Departments/Centres offering MA options across Goldsmiths. Most optional modules take place over one eleven week term and consist of ten one hour lectures, ten one hour small group seminars and one reading week. The optional modules chosen would be limited to those that share core concerns with the programme and their learning outcomes reinforce the central programme learning outcome that produces an advanced understanding in social and cultural theory. Over sixty relevant options are currently taught across Goldsmiths.

Depending on programme enrolment, prospective class size and space, compulsory and options modules will be made available as options to MA students from other departments across the college, and with the permission of the instructor.

Progression Requirements:

Full-time students will normally be expected to pass all taught components before proceeding to the dissertation.

## Full-time mode

### Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Remaking London	SO71093B	30	7	Compulsory	2
Navigating Urban Life	SO71042B	30	7	Compulsory	1
Urban Field Encounters	SO73002C	30	7	Compulsory	1
Optional Module		30	7	Optional	2
Dissertation	SO71004B	60	7	Compulsory	1-3

## Part-time mode

Part-time students will normally be expected to pass 30 CATS compulsory module “Navigating Urban Life” and optional modules to the value of 30 CATS in their first year before proceeding to the second year.

### Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Navigating Urban Life	SO71042B	30	7	Compulsory	1
Optional Module		30	7	Optional	2

### Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Urban Field Encounters	SO73002C	30	7	Compulsory	1
Remaking London	SO71093B	30	7	Compulsory	2
Dissertation	SO71004B	60	7	Compulsory	1-3

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching

are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Links with employers, placement opportunities and career prospects**

Graduates from this programme will find employment in a wide range of national and international aid and policy organisations, NGOs, policy research, journalism, economic and political forecasting, or private sector management and a percentage of the student body will continue into research degrees. In addition this field has a wide range of non-academic research posts regularly advertised. Careers talks are organised specifically for the Masters students by the College Careers Service.

## **The requirements of a Goldsmiths degree**

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

## **Modules**

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

## **Progression**

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

## **Award of the degree**

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

## **Classification**

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

- Distinction – 70%+
- Merit – 60-69%
- Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

## **Interim exit awards**

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

## **Programme-specific rules and facts**

### **General programme costs**

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

### **Specific programme costs**

Not applicable.

## **How teaching quality will be monitored**

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).