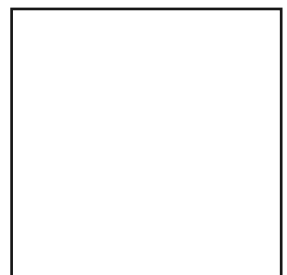
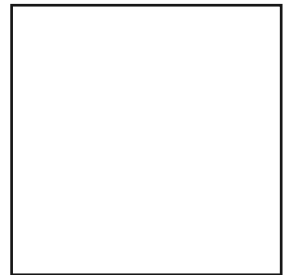
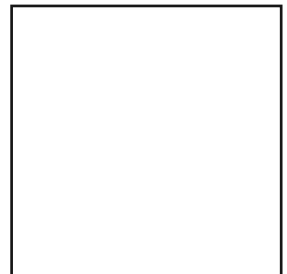


Nelson Thornes Distance Learning

AS Citizenship

Clare Anderson

Andrea Parsons



Nelson Thornes

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First edition published in 2009. This edition published in 2011 by:
Nelson Thornes Distance Learning
Delta Place
27 Bath Road
CHELTENHAM
GL53 7TH
United Kingdom

11 12 13 14 15 16 17 / 10 9 8 7 6 5 4 3

Page make-up by OKS

Printed in Great Britain by Berforts Group

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Acknowledgements

The authors and publishers wish to thank the following for permission to use copyright material:

Julian Baggini for an extract from his article, 'Who should you trust more – the media, the government, or neither?', *The Guardian*, 9.5.06;

British Broadcasting Company for an extract from 'UK's families put on fraud alert', BBC News at bbc.co.uk/news, 20.11.07;

Guardian News and Media Ltd for extracts from Simon Jeffery, 'Ubiquitous term – Globalisation of the media', *The Guardian*, 31.10.02. Copyright © Guardian News & Media Ltd 2002; and Lucy Mangan, 'How do you define Englishness? A documentary about race flummoxed its participants', *The Guardian*, 14.11.06. Copyright © Guardian News & Media Ltd 2006.

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Key to icons used throughout this pack:



Writing



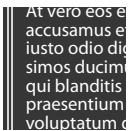
Hand-in activity (either by post or e-mail)



Listening



Discussion



Reading



Internet research or online activity

Study Calendar



AS Citizenship 2011–12

Study week	Unit start date	Unit	Assignment	Work due date
1		Introduction		
2		Unit 1.1 What is a citizen?	Assignment 1.1 Hand in week 3	
3		Unit 1.2 How socially diverse is Britain?	Assignment 1.2 Hand in week 4	
4		Unit 1.3 Prejudice, discrimination and disadvantage	Assignment 1.3 Hand in week 5	
5		Unit 1.4 How can discrimination and disadvantage be reduced?	Assignment 1.4 Hand in week 6	
6		Unit 1.5 What are rights?	Assignment 1.5 Hand in week 7	
7		Unit 1.6 What rights do I have?	Assignment 1.6 Hand in week 8	
8		Unit 1.7 The legal framework: Protecting the citizen		
9		Unit 1.8 How do the courts protect rights?		
10		Unit 2.1 The concept and nature of power		
11		Unit 2.2 Who has economic power in the UK?		
12		Unit 2.3 The influence of the media	Assignment 2.3 Hand in week 13	
13		Unit 2.4 The citizen and political power in the UK		

Study week	Unit start date	Unit	Externally assessed assignment	Work due date
14		Unit 2.5 What is the impact of the European Union on life in the UK?		
15		Unit 2.6 Taking part in the democratic process	Assignment 2.6 Hand in week 16	
16		Unit 2.7 Pressure groups	Assignment 2.7 Hand in week 17	
17		Unit 2.8 Becoming an informed citizen		
18		Unit 2.9 Citizenship in action		

Introduction



Hello and Welcome to AS Citizenship.

Over the next year, we shall be studying citizenship issues. The information set out below is provided to help you through the course so that you know exactly what we will be covering each week and what work you need to prepare. As this is a distance learning course, you are responsible for your own learning and this is something that you are probably not used to. The more time and effort you put into this course, the more you will get out of it.

Tutorials are **very different from lessons**. Each week you will be set a certain amount of work to prepare for the next tutorial. During tutorials, we will go over what you have learned during your preparation time and answer any questions or queries you may have. This will help you understand any points you have not understood when going through the work by yourself. You will learn in a number of different ways, in which you will be required to play an active part. It is therefore essential that you prepare **ALL** of the set work thoroughly so that you can participate fully. If you get behind at any stage, it will be very difficult to catch up, which will then affect your ability to succeed with this course.

Distance learning will only work for you if you are prepared to work for yourself.

If you are struggling with any of the work that you have been asked to cover, you will have access to your tutor via email at any time during the week. You can also speak to the Link Teacher at your school, who will contact your tutor on your behalf.

REMEMBER, your tutor is there for you! Do not get to a stage where you want to give up or feel that you just cannot do the work before you ask for help.

At the start of your AS Citizenship pack, you will find a table that sets out the work that we will be covering week by week. You should ensure that you keep this information with you so that if, for any reason, you miss a tutorial, you will know exactly what is required of you for the next week so that you can keep up.

If you do miss a tutorial, it is your responsibility to ensure you get any additional notes from your fellow students.

Submission of Assignments

Assignments should be submitted on or before the deadline set in the tutorials. You can submit assignments by email or by post.

If you do not understand part of the assignment or are struggling with it in any way, then **ASK**. Your tutor will give you all the help possible to enable you to complete the work. Don't be afraid to ask as that is what your tutor is there for.

Assignments generally require essay-style responses and there are a few points that you should always remember when writing:

- **ALWAYS** answer the question in the way that it is set – for example, if a question is asked in part (a) and part (b), then provide full answers to each part, clearly showing where each part starts and finishes.
- If you are typing assignments, then use double line spacing. If you are writing them, use alternate lines on the page. This makes it much easier for marking and allows plenty of helpful comments to be made by your tutor on each page.
- Do not use headings, lists or diagrams as the examiner will not appreciate you doing this in the exam. It is a good idea to develop good habits from the beginning of your course.
- Do not write in red pen.

Failure to submit assignments will be reported directly to the Link Teacher at your school. This may affect your ability to continue with the course, your predicted grade, your exam success and your UCAS reference. Assignments are important as they are an assessment of your understanding and progress. Your tutor will be aware of any additional information that you require or assistance that you may need in understanding certain subject areas when assignments are marked. It is therefore in your best interests to ensure you do the work.

Other important information

Your tutor will visit you twice during the year. The first visit will take place sometime during October and the second during March/April. Your tutor will spend two hours with you on both occasions. This will be an opportunity for you to ask any questions, have an individual discussion and revise any particular areas of the course. Your tutor will be visiting schools for two weeks so you will have a week where there will be no formal tutorial but you will be set work to do during this time.

- Your tutor will communicate with you via email with tips for assignments, deadline reminders and relevant legal updates, throughout the year. Please provide the correct email address and ensure that you let your tutor know, should you change your address. You will receive emails on a regular basis so please provide an email address that you use regularly to ensure that you are kept up-to-date.
- After Christmas, you will be set a mock exam. This will give you a good idea of what the actual exams will be like in June. It will show you how much information you need to get down in the time available, and also how much revision you will need to do.
- Once we have completed all of the course material, we will move on to revision for the exams. If you have kept up with the revision sheets set throughout the year, you will find revision easier so this, again, is in your best interests. Also, ensure that all your notes are completed and that you have any extra handouts/additional information that you have been provided with.
- Attendance at tutorials is compulsory, as is good behaviour and doing the work. Attendance, behaviour and performance is reported to the Link Teacher at your school after each session. Your Link Teacher will be told whether you have completed your preparation work for the session and whether you have submitted assignments by the deadline. If your behaviour becomes a problem during tutorials, you will be removed to enable other students to work. Please be considerate of your fellow students.

We hope that you really enjoy your distance learning course this year. Throughout the course, you will use valuable learning tools that will help you in the future, particularly as you apply to university. You will be able to show that you are able to work on your own, that you are organised, that you are good at time management and that you can meet set deadlines. In addition, the assignment work will help you to develop and refine skills for constructing valid arguments, evaluation and assimilation.

Good Luck!

GCSE Grades and Dates of Birth

In order for your tutor to assess your capabilities at this early stage, he/she will need to know how you did in your GCSEs. From this, your tutor will be able to give you a predicted grade as a baseline. Do not be alarmed at this, as nearly all students far exceed this predicted grade as they progress through their AS and onto A2.

Activity 1

List the GCSE's you did with their grades:



Write down your date of birth:

Your tutor will then take down this information during the first session.

Over the year, we shall study Citizenship issues. At the end of this, you will sit two module examinations, which will give you an AS in Citizenship.

The subjects covered in the Year are:

Identity, Rights and Responsibilities

- What is a citizen?
- How socially diverse is Britain?
- Prejudice, discrimination and disadvantage
- How can discrimination and disadvantage be reduced?
- What are rights?
- What rights do I have?
- The legal framework: protecting the citizen
- How do the courts protect rights?

Democracy, Active Citizenship and Participation

- The concept and nature of power
- Economic power in the UK
- The influence of the media
- The citizen and political power in the UK
- The impact of the EU
- Taking part in the democratic process
- Citizens and the electoral process
- Pressure groups
- Citizenship in action
- Becoming an informed citizen

Citizenship is a subject that is in the news all the time. It is important that, as a student of citizenship, you keep up to date with current affairs. You can do this by watching the news and current affairs programmes and reading the newspapers. It is also a good idea to cut out and keep any articles that you think will be relevant to the course. Examiners are always impressed by students who show that they are aware of topical issues.

The main textbook for AS Citizenship is:

Duncan Watts, *AQA AS Citizenship Student's Book*, Nelson Thornes, 2009.

During this year, we shall be looking at the court system and the work of those connected with the law. Try to visit your local courts, that is, Magistrates, Crown and County Courts. When you do, make notes on the people you see and the cases you hear. Any visit to a law court will be useful for understanding the topics on the courts and legal profession and will help with answering questions. If you get the chance, why not visit the most famous criminal court in the UK, the Old Bailey in London; or the Royal Courts of Justice in London, which houses the High Court and Court of Appeal?

During the course, we shall be studying the law of England and Wales (Scotland has its own laws). It is a fascinating subject as it affects each and every one of us, every day of our lives and even in death. Just look at any newspaper on any given day to see how important the law is. Watch any news or current affairs programmes, dramas and even soaps and you will find references to the law. How many police and detective programmes are on the television? This shows just how relevant the law is to us. Remember, though, that when we think of the law and picture 'The Bill' chasing villains, that this is only one small part of the law. This year we will discover why we have the law, who makes it and what form it takes.

Why citizenship?

Citizenship is very high on the government's agenda, with the aim that all young people should be equipped with the ability to make a 'positive contribution'. In 2005, the Department for Education and Skills stated:

'... we need to be confident that everyone leaving education is equipped to be an informed, responsible, active citizen'.

During your study of citizenship, not only will you learn about the issues surrounding citizenship, but you will also develop knowledge and skills relevant to other subjects and activities. In addition, because you are studying via distance learning you will be working more independently than in your other subjects. This encourages you to take responsibility for your own learning and is excellent preparation for higher education and the workplace.

Studying citizenship presents you with the opportunity to develop an understanding of contemporary society and question the role played by individuals and groups. You will learn about your rights and responsibilities and how society works. You will also develop knowledge and understanding of a wide variety of issues – social, political, environmental and economic.

There are three levels of involvement in citizenship:

- **informed citizen** – you need to become this before you can become a;
- **participating citizen** – you need to participate before you can be considered an;
- **active citizen.**

Activity 2

Consider how you can become:

a an informed citizen



b a participating citizen

c an active citizen

By choosing to study AS Citizenship, you have taken your first step towards becoming an active citizen, working through the three stages in Activity 2. The specification has three themes running through it, and these are considered crucial to the concept of citizenship.

The Three Themes of Citizenship

- **Identity** – what is a citizen? Are we all equal?
- **Democracy** – a discussion of politics at a local, national and global level.
- **Justice** – how the law works in practice and how decisions are made.

What is citizenship?

There are many definitions of citizenship. At its most basic, citizenship has been described as the relationship between an individual and the state. The following definition taken from Wikipedia goes deeper than this:

Citizenship is membership in a political community (originally a city or town but now usually a country) and carries with it **rights** to political participation; a person having such membership is a **citizen**. It is largely coterminous with nationality, although it is possible to have a nationality without being a citizen (i.e. be legally subject to a state and entitled to its protection without having rights of political participation in it); it is also possible to have political rights without being a national of a state. In most nations, a non-citizen is a non-national and called either a foreigner or an alien.

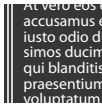
Citizenship is the **political rights** of an individual within a society. Thus, you can have a citizenship from one country and be a national of another country. For example, a Cuban–American might be considered a national of Cuba due to his being born there, but he could also become a US citizen through naturalisation. Nationality derives from either place of birth, parentage, or ethnicity (as in Israel). Citizenship derives from a legal relationship with a state. Citizenship can be lost, as in denaturalisation, and gained, as in naturalisation, or by marriage.

Citizenship status often implies some **responsibilities** and duties under **social contract theory**. 'Active citizenship' is the philosophy that citizens should work towards the betterment of their **community** through **economic participation**, public service, volunteer work, and other such efforts to improve life for all citizens.

Activity 3

Read the Wikipedia definition on page xii, paying particular attention to the words in bold, and then answer the following questions:

- 1 The definition refers to citizenship rights. Can you think of any rights that you, as a citizen, have?



- 2 Consider how these rights can be upheld.

- 3 What do you think is meant by political rights?

4 With rights, also come responsibilities. Can you think of any responsibilities that you, as a citizen, have?

5 Go to the Wikipedia website and find the definition of citizenship. You will be given the opportunity to find out more about the **social contract theory**. Make a few notes that would enable you to explain this theory.

6 How would you explain what a **community** is?

It is clear that the issue of citizenship is a complex and often personal one that encompasses an individual's relationship with the state and other citizens. There have been many simulations staged to see what people's reaction would be in certain 'citizenship' situations. For example, what would you do if you saw someone who appeared to be about to commit suicide? How we react in every-day situations is all to do with citizenship and how we contribute to society.

One example would be how citizens work with the police to both prevent and solve crime. Without the help of ordinary citizens, many crimes would go unsolved.

Activity
4

Imagine you are walking through a busy shopping centre and an elderly man keels over in front of you. What do you do?

- a** Walk past – pretending you haven't seen him.
- b** Ask if he is alright.



In your next lesson, we will discuss your answer and will explore more fully the possible consequences of both answers.

Activity 4 explored how we relate as individuals. A person who might score highly as a 'citizen' in the above situation may fail to be involved at a more community level. At the end of this unit, you will consider your school as a community. However, a community could simply be members of the same family, people who live in the same street, estate, city or those on a team together. For a community to flourish, it is essential that all members are involved.

Activity
5

There are plans to close down your local community centre due to lack of funds. The elderly play cards and bingo there and the local football and cricket teams use the changing rooms. It can also be hired out for parties, and so on.

What do you do when you hear about the proposed closure? And what would be the consequences of your action?

- a** Nothing. The neighbours are into that kind of thing, they'll complain.
- b** Write a letter just from yourself.
- c** Don't do anything yourself but you'll sign a petition if someone else organises it.



d Write a letter and get everyone else in your area to sign it.

Active citizenship

In both Activity 4 and 5, you considered the different levels of citizenship. It is important that citizens are 'active' in the above situation, otherwise elderly people can be overlooked and community centres get closed down. There are many things we, today, take for granted that stem from citizens getting 'active' years ago. For example, slavery was only abolished after a long and hard fought battle by citizens such as William Wilberforce in the UK and slaves themselves in the affected areas.

Activity 6

Try to think of something we take for granted now that came about due to 'active citizenship'. Write down your ideas.



As students of AS Citizenship, you will be expected to keep an Active Citizenship Profile. The aim of the profile is to encourage you to play a part in society and help you to develop a 'voice'. At your two tutor visits, your tutor will discuss ways you can complete your profile and review progress with you. It is essential that you complete this profile as you will be expected to refer to it in your exam. Some of the activities and debates we conduct in class may be included and your tutor will guide you through the profile.

Activity 7

Read the Active Citizenship Profile guidance notes (see pages xvii–xviii) and consider:

- a any activities you have taken part in that could be used in your profile



b any activities you are planning to take part in that could be used in your profile

c any activities that you think could be used in your profile.



AQA Active Citizenship Profile 2011/2012

Guidance Notes

As part of your A-level course, you will be expected to be involved in a wide range of active citizenship tasks. Your involvement in these tasks should be recorded in your Active Citizenship Profile. You will need to complete the profile and take the completed document into the examination for Module 2. In addition, it is recommend that you retain a copy of this document in order to refer to its contents as part of your revision.

Active citizenship is about making a difference. The contexts can relate to developing your own knowledge, applying your knowledge in a real or simulated situation involving others; developing active citizenship skills and applying them in real and simulated situations; active citizenship participation to bring about change, working alone or with others. These activities can take place in the classroom, your school, college or within the wider community.

Examples of Active Citizenship Tasks

A Developing your own knowledge: You need to carry out research in order to inform yourself about an element of the course. This research could involve speaking and questioning others or using ICT abilities. Once undertaken, you can apply your knowledge to a citizenship task.

B Applying your knowledge through citizenship skills: This could mean taking part in a discussion or formal debate: having to present a case and convince others by advocating a point of view.

C Participation to bring about change: You and others organise an event to raise awareness of an issue.

Other examples could include influencing decisions by taking part in the democratic process, helping to empower others to put forward their point of view, make a change for the better, challenge an injustice or resist an unwanted change.

The profile contains a number of log sheets in relation to the forms of participation outlined above. Some of your work will range over all three headings, that is, you develop your knowledge, you determine a course of action using your citizenship skills, which leads to your participation in an active citizenship task.

Your tutor will hand out the forms at the first visit and explain how to complete the log sheets.

Module 1 Identity, Rights and Responsibilities

Unit 1.1 What is a citizen?

Key question: What does it mean to be British?

On completion of this unit, you should be able to:

- Give a definition of citizenship.
- Explain how to become a British citizen.
- Understand the nature of British identity.

Key Terms

- Citizenship
- Individualist
- Communitarian
- Britishness
- Ethnicity

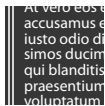
What is a citizen?

In the introduction, you discussed the Wikipedia definition of **citizenship** and explored some of the questions arising from the definition itself. In the activities, you questioned what makes a good citizen and started to think about the impact that citizens can have on society.

Activity 1

Read page 1 of the textbook and answer the following:

- 1 In ancient Athens, what were citizens expected to do?



- 2 Consider whether this is the same for citizens in modern Britain.

Citizenship is all about how citizens can influence or make a difference in their community. The 'community' can relate to many different groups such as family, school, street or estate, football or rugby team.

In the Wikipedia definition, the community is defined as the 'state' and citizenship as the relationship that citizens have with the state as subjects.

Activity

2

Read pages 1–2 of the textbook and answer the following:

1 How would you describe the 'state'?



At vero eos
accusamus
iusto odio
dignissimos
qui blanditiis
praesentium
voluptatum

2 Try to think of an example of a right and corresponding responsibility linking the individual with the state.

Active Citizenship

In the introduction, you were presented with two different citizenship scenarios – the elderly man who needed help and the threatened closure of the community centre. Both involved action on behalf of citizens but the person who would stop to help the man might not organise a petition to save the community centre and vice versa. By revisiting these exercises, it can be seen that citizens view their roles and interaction with other citizens and the state differently. There are two differing views of citizenship; **individualistic** and **communitarian**.

Activity

3

Read pages 2–5 of the textbook and answer the following:

- 1 Explain the difference between good and active citizenship as referred to in the Crick Report.



At vero eos
accusamus e
iusto odio d
simos ducim
qui blanditi
praesentium
voluptatum

- 2 'Some are seen to be wise whilst others are judged to be foolish.' Try to think of an example of someone's behaviour that might fit this description.

- 3 Explain the individualistic approach to citizenship with an example to illustrate.

4 Explain the **communitarian** approach to citizenship with an example to illustrate.

5 Which approach do you think best describes the view of society at present? Give reasons for your answer.



Citizen's Rights and Duties

In Activity 2 we considered rights and corresponding duties.

Activity

4

Read pages 5–8 of the textbook and answer the following:

- 1 Explain what is meant by a **rights culture** and give an example of this in modern Britain.



- 2 T.H. Marshall developed the concept of **social citizenship**. Explain what he meant by this.

- 3 Consider how the political left have responded to Marshall's theory.

- 4 Using the case study on pages 6 and 7 of the textbook, give an example of active citizenship.



The British Citizen

(governed by the British Nationality Act 1981)

British citizenship is one of six different forms of British nationality. Of the six, only British citizens have an automatic right to live and work in the UK and to apply for a British passport. Those with other forms of British nationality, such as overseas citizenship must obtain permission to live and work in the UK.

Under the British Nationality Act 1981, the following have full British Citizenship:

- Those born in the UK pre-January 1983
- Those born in the UK post-January 1983 if one parent is a British Citizen

Legal entry to the UK is strictly controlled and on 14 July 2008, the Government announced a tough new approach that will require all migrants to speak English and obey the law if they want to gain citizenship and stay permanently in Britain.

Public support for the proposals was confirmed by a Home Office Mori poll released following the announcement, which revealed that:

- 70 per cent of the public think that newcomers should earn the right to stay in Britain.
- 83 per cent think that immigrants in Britain should be made to learn English.
- 69 per cent agree that newcomers should be penalised on the path to citizenship if they do not obey the law.

Former Home Secretary, Jacqui Smith, said:

‘In recent months we have listened to people across Britain and the message is clear – they want those who want to make Britain their home to speak English, to work hard and to earn the right to stay here.’

Former Border and Immigration Minister Liam Byrne said:

‘Britain is not anti-foreigner, we’re a welcoming, tolerant place. But we do expect newcomers to sign up to a deal if they want to stay and build a life in Britain. The public overwhelmingly supports the idea of newcomers earning their right to stay. Today we show how we’ll make these ideas law, hand in hand with our new points system for selective migration, like the one that’s worked so well in Australia.’

Mr Byrne is referring to a new points-based system designed to ensure that only skilled non-EU migrants, whose skills are in demand in the UK, are allowed entry.

The coalition Government agree that there should be an annual limit on non EU migrants.

How to Become a British citizen

Since 2004, migrants applying for British Citizenship must either take the 'Life in the UK' test or take English and citizenship classes.

Activity 5

Go to BBC online and find the article 'Can you pass a citizenship test'. Have a go at the test and we will go through the answers in class.



British Identity

Identity is to do with how people see and feel about themselves, both as individuals and in comparison with other individuals. However, identity is not a simple and straightforward concept. There are several strands to identity. Usually people define themselves with a social identity, that is, describing how they feel they fit in with society. However, just because a person is born into, or judged by others as belonging to, a particular group or community does not mean that he or she identifies with it. This is an important aspect of identity and understanding this is fundamental to understanding the identity issues in society.

People often feel torn between different identities, for example, they may act differently at home than they do in school or work. This kind of identity conflict is especially prevalent in the UK today as diversity increases.

Following on from social identity comes citizenship identity. This can best be described as seeing oneself to be a citizen within a society and feeling oneself to be a citizen within a society, having the same rights and responsibilities as every other citizen.

In later units, you will explore these rights and responsibilities and consider whether all citizens are equal and why some feel like 'second-class citizens'.

One of the key questions that often comes up in the examination is what it means to be 'British'. Each year, Morgan Stanley ask citizens of the UK to nominate their 'Great Britons' of the year. These are people from a variety of categories such as the arts, sports and business who are felt to have contributed exceptional achievements to their field. From the nominations, a shortlist of three are chosen from each category by a panel of judges who are experts in their fields. From the shortlist, a final judging panel then choose the winners who are announced in January.

Activity 6

Read pages 8–10 in your textbook and answer the following:

About Britishness

In a time of increasing globalisation, it can sometimes feel that we are losing our sense of national identity.



At vero eos
accusamus e
iusto odio d
simos ducim
qui blanditi
praesentium
voluptatum

As the population of the UK evolves, so the idea of what it means to be British evolves with it. It is an ever-changing idea but there is real value in continually attempting to explore what it means at any given time. It helps to give us all a better sense of our nation which, in turn can help foster feelings of unity and community spirit.

By encouraging young people and wider society as a whole to explore and discuss the concept of **Britishness** and to celebrate outstanding British achievement, we hope that this will help to reinforce positive British values.

(taken from www.greatbritons.org)

The nominees are judged on the following criteria:

- adaptability
- modesty
- sense of humour
- strength and determination

- 1 Do you consider the four characteristics to be distinctly British characteristics?

In October 2007, Morgan Stanley held a debate on whether Britishness is a concept that can be defined and what characteristics reflect Britishness. Here are some of the extracts:

Jim Knight MP, posed the question 'Is there a definition of Britishness?' and concluded that the answer to this question was 'No. There is not a single definition of Britishness but there are characteristics that stand out as particularly British.' He noted that there are values such as tolerance and freedoms that we celebrate as being British.

David Starkey, historian, commented that Britishness could be defined as a cultural nationalism. He noted that for the rest of the UK this has flourished, while for England, cultural nationalism has declined. 'We don't even own our own language' he says.

Starkey described London as 'the market place of identities.' In this way, he said 'it is impossible to give a single definition of Britishness as there are so many identities within it.'

The idea of a national identity, that is, Britishness is particularly complex in the context of the UK, which is made up of four separate nations – England, Wales, Scotland and Northern Ireland.

Activity

7

Read pages 11–13 of the textbook and answer the following.

- 1 David Starkey referred to '**cultural nationalism**'. Consider how this might be flourishing in Wales and Northern Ireland but not England.



At vero eos
accusamus
iusto odio
simos ducim
qui blanditi
praesentium
voluptatum

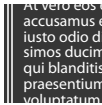
- 2 Why do you think that, despite views such as Starkey's, **Englishness** is the most discussed national identity?

Identity can only really be understood in relation to a range of criteria including social class, regionality, **ethnicity**, religion, age, nationality, employment and education. In a later unit, you will discuss each of these in more detail when discussing stereotyping and labelling.

Activity 8

Read pages 13–22 of the textbook and answer the following.

Discuss how the factors social class, regionality, ethnicity, religion and age affect identity.



Assignment

Read the article below and answer the question that follows:

1.1

How do you define Englishness? A documentary about race flummoxed its participants

If the tape had not been clearly labelled as part of the Dispatches series, I think I would have assumed that **100% English** (Channel 4) was the first fruit of a marvellously fertile collaboration between Ricky Gervais, Stephen Merchant and Armando Iannucci. They could certainly have come up with the premise: take a handful of proudly English individuals each convinced of their purely Anglo-Saxon heritage, then confront them with DNA evidence to the contrary, sit back and observe their responses. But I think I would eventually have rumbled the documentary nature of the programme, on the grounds that you just couldn't make up most of the participants.

Carol Thatcher, for one. She learned that she was 24% Middle Eastern in origin. She looked disconcerted. 'Do you mean Mediterranean?' she asked hopefully. No, said presenter Andrew Graham-Dixon. He meant Saudi Arabia, Iraq, Libya, places like that. Thatcher paused. Then she rallied. Recalling her brother's ill-fated 1982 attempt to drive across the Saharan desert, she whooped: 'Mark will be astonished to know that he ought to have done better!' If it's any comfort, Carol, I believe that the ability to whoop is considered by many to be the sine qua non of Englishness.

Then – oh, then – there was Carol Manley. The producers must have fallen on her like dogs on chopped liver. A vision in scarlet lipstick, white face-powder and permanent headscarf, Carol has spent the last 37 years restoring her 15th-century manor house with homemade wattle and daub. She lamented the fact that 'You mustn't say wog! Why? I wouldn't mind if people called me a golly-white-wog! What's wrong with them?'

She would like, she said, to have lived in medieval times. Graham-Dixon pointed out that the Normans were not English. 'No,' Carol shot back. 'But you couldn't say they were Iranians, could you?' Which was, in its own way, unanswerable. Rather like her eventual summary of her position: 'I think you have to be flaxen-haired to be English, don't you?' she asked him rhetorically, sweetly, poisonously.

Carol's DNA was 80% European, 11% Native American and 0% sub-Saharan African, or, as Carol clearly saw it in her mind, '0% black'. 'Oh thank God,' she said fervently. 'Thank God! That was the one I feared most! Afraid there was some Hottentot somewhere ...' She was also 9% east Asian which, the expert suggested, meant she could be related to Genghis Khan. She seemed delighted with the notion. Viewers were probably just relieved that she wasn't found to be his direct reincarnation.

At least Carol's answers had the merit of simplicity. The rest of the participants tied themselves in knots over the question of Englishness, as their idea of what was proper struggled to hold sway over deeper feelings. If you were to analyse the DNA of their responses, it would have comprised 10% national pride and nostalgia ('Fifty years ago, you knew you were English. It was a mark of respect,' said soldier Damon Barks), 30% fear of the effects, real or imagined, of immigration ('I just feel that we are rapidly becoming the ethnic minority in our own country' – Nicola Hale, Grimsby), 40% ignorance of the island's history (how else to explain the confidence of comic Danny Blue's assertion that

they would find no dilution of his Anglo-Saxon bloodline in the previous 12 generations?) and 20% out-and-out racism. This last was usually revealed by a secondary test, known as the Ian Wright Differential.

'Is Ian Wright - who was born here, played football for the England team, is fiercely patriotic - English?' Graham-Dixon asked Nicola, who created something of an offside trap for herself by saying: 'He makes me feel shamefaced that some people even with white skin can't feel the same.' Danny was clearer. 'An English person can't have black skin,' he said. 'He'd probably call me a racist, but 200 years from now his children wouldn't be English.'

Danny is, it turns out, 10% Middle Eastern, 11% South Asian, 37% south-eastern European and 43% northern European. 'Bit of a mongrel, aren't I?' he said wryly, before resolving that from now on, if you could trace back two or three generations in this country, you could call yourself English. 'Maybe four ... If two Jamaicans have children ... they're English bred ... Oh, this throws it all out the window now - I'm afraid I'm going to have to say they're English,' he concluded. I'm sure they'll be thrilled.

Lucy Mangan

www.guardian.co.uk, 14 November 2006



□□□□□□□□□□

Assignment

Examine some of the problems that exist with trying to define what is meant by 'Englishness'.

1.1



Points to consider and discuss in your answer:

- how the notion of 'Englishness' is problematic
- no agreement on what it means to be English - variety of definitions
- political nature of definitions
- how a definition might affect social inclusion
- how ethnicity might affect a definition.
- Top Tip - google 'How do you define Englishness' for lots of useful information.

Module 1 Identity, Rights and Responsibilities

Unit 1.2 How socially diverse is Britain?

Key question: What does it mean to be British?

On completion of this unit, you should be able to:

- Discuss the factors that influence migration.
- Consider how Britain has evolved into a multicultural society.
- Explain the concepts of stereotyping and labelling.

Key Terms

- Immigration
- Emigration
- Migration
- Social diversity
- Multicultural
- Stereotyping
- Labelling

Human Migration

What is **human migration**? It is the movement of people from one place to another. This can either be:

- **emigration** – which involves a person moving from their native country to live in another;

or

- **immigration** – which involves a person coming to live in another country.

Emigration can be for many different reasons and have very different effects on the countries involved. In the 19th and 20th centuries, tens of thousands of black people came to live in the UK. They tended to reside mainly in the port cities such as Cardiff's Tiger Bay.

During the same period however, many more Britons left the UK to start a new life in the USA, Canada, Australia and New Zealand.

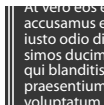
Activity

1



Read pages 24–33 of the textbook and answer the following:

- 1 Consider why so many Britons emigrate.



- 2 Why do you think so many Poles have returned to Poland?



The reasons people emigrate can be split into two categories:

- **pull factors** – factors attracting them to another country;
- **push factors** – factors or circumstances encouraging them to leave their native country.

Activity 2



Read pages 25–7 of the textbook and make a list under the above two headings. Try to give an example of each and a country to which it might apply.

Pull factors:



At vero eos
accusamus e
iusto odio d
simos du cin
qui blanditi
praesentium
voluptatum

Push factors:



After 1945, there was shortage of manpower in Britain and workers from the Caribbean were encouraged to emigrate to Britain. In the 1960s and 70s, South Asians came to Britain in significant numbers from India, Pakistan and Bangladesh. These 20th century immigrants integrated into urban life and have had a major impact upon British culture. In the UK today, 6 per cent of the British population can be said to be of African, Caribbean or Asian origin. It is this constant immigration that has led to the UK becoming a highly **social diverse** nation, often referred to as **multicultural**.

Activity 3

Read pages 26–8 of your textbook and answer the following questions:

1 What event marked the beginning of immigration from the Caribbean?



At vero eos
accusamus e
iusto odio d
simos ducim
qui blanditi
praesentium
voluptatum

2 What prompted this influx?

3 How did immigration from South Asia begin?

Problems Faced by Immigrants from the Caribbean and Southern Asia

Although immigrants from the Caribbean and South Asian appeared to integrate into British society, for many it was a difficult time. They looked different and their culture and religion were often different. In 1956, an immigrant from the Caribbean, Samuel Selvon, wrote *The Lonely Londoners*, which details the life of a group of West Indians in London.

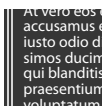
The novel follows the men through their daily lives, where their main focus is the search for employment. As its title implies, many immigrants felt isolated and, as in the novel, sought fellow immigrants to live and socialise with. This in turn often led to 'ghettos' being created where different minority populations would live together. Even today, in London 25 per cent of the population live in religiously segregated areas. This grouping together, however, often exacerbated the problems faced by these minorities as they suffered violence and harassment from the white British population.

Immigration has continued apace but with the focus more on migrants from Eastern Europe.

Activity 4

Read pages 28–33 of the textbook and answer the following questions:

- 1 What effect has the expansion of the European Union (EU) had upon immigration to the UK?



- 2 Which EU country has the most immigrants registered in the UK?

3 Using the Crewe case study, consider the effect recent immigration from Eastern Europe has had on the UK.

4 What is an illegal immigrant and what problems do you think they pose in the UK?



Ethnic minorities

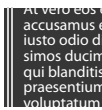
No discussion of social diversity can take place without reference to ethnic minorities. The current term used in official statistics is **black and ethnic minority (BEM)**.

Activity

5

Read pages 33–8 of the textbook and answer the following questions:

1 Why do you think the term '**ethnic minority**' began to be used?



2 To whom does the term '**ethnic minority**' refer?

3 Explain and discuss the differences in age and employment between ethnic minorities and the white population.

Multicultural Britain

Britain has relatively quickly become what has been described as a multicultural, socially diverse society. In 1997, the Labour government adopted a policy of **multiculturalism**, whereby minorities have the right to preserve their culture but at the same time also participate as citizens. This has been described as 'integrating without assimilating'.

However, this has caused problems and attracted criticism. In November 2005, John Sentamu, the first ethnic minority Archbishop of York said:

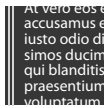
'Multiculturalism has seemed to imply, wrongly for me: Let other cultures be allowed to express themselves but do not let the majority culture at all tell us its glories, its struggles, its joys, its pains.'

Activity 6

Read pages 33–41 of your textbook and answer the following questions:

1 Explain the terms:

a Assimilation



b Integration

c Multiculturalism

2 Referring to the Archbishop's statement, comment and discuss as a group what you think he means. Do you agree with him? Remember to give reasons for your answer.

3 Find out about the Birmingham Winterval Festival and comment on this in light of a statement made by Tony Blair when he was prime minister:

'When it comes to our essential values – belief in democracy, the rule of law, tolerance, equal treatment for all, respect for this country and its shared heritage – then that is where we all come together, it is what we hold in common.'



Stereotyping and Labelling

The word '**stereotype**' comes from the Greek *stereo* and *typos*, meaning 'solid impression'. Stereotyping may be either positive, for example, all Welsh people have lovely singing voices; or negative, for example, all Americans are fat.

Labelling is often thought to be the same as stereotyping and there is sometimes an overlap.

Activity 7

Read pages 42–3 in the textbook and answer the following:

1 Try to explain the difference between stereotyping and labelling.



At vero eos
accusamus e
iusto odio d
simos ducim
qui blanditi
praesentium
voluptatum

2 Consider how stereotyping can be both helpful and harmful.

The Role of the Mass Media

The media can be divided into three categories: broadcast media, which includes television and radio; the press, which includes newspapers, journals and magazines; and finally, new media, which is largely the internet. While television is governed by strict regulation, the same is not so true for print media.

The first real media outlets were newspapers, with some newspapers dating back to the 18th century. However, it was not until the 20th century that newspapers

started to attract a mass readership. At the same time, the growth in radio was also occurring. The birth of the BBC (British Broadcasting Corporation) in 1926, and its status as a public service, made radio the main form of mass media until the 1950s. From the 1950s, and specifically the broadcasting of the Queen's coronation, television began to overtake radio as the most common form of mass media.

From 1955, commercial television began to broadcast. In the 1970s, colour televisions replaced black and white sets; in the 1980s, Channel 4 started broadcasting; and by the late 1980s, cable and satellite channels were becoming available. By the early 1990s, almost all houses had at least one television, with many having more than one. With the advent of digital television (for example, Freeview) in the last few years, the access to multiple channels has grown enormously. This means that the public has access to a range of specific-interest channels, such as news-specific or lifestyle channels. In addition to this, the growth of the internet has provided another way in which people can access information.

Theory Behind Media Influence

There are a number of theories behind how the media works in modern society. They include:

- **Pluralist theory** – the theory that individuals choose what media they access from the range of options that they have available to them. This means that they are choosing media that reflects their own values. The theory also argues that because there are a range of options competing with each other, that any unpopular views will die out, and no single view will dominate. This theory does not deny that the media is, and can be, biased.
- **Manipulation theory** – the belief that the media is a very powerful institution whose message has a massive amount of influence, and that people can be manipulated and controlled by the media.
- **The consensus theory** – this is the theory that the media plays an important role in setting the political agenda, within the framework of what it itself has deemed to be acceptable. This means that some groups/individuals will fall outside this consensus of acceptable values, and will be seen as extremists. You will also find that little opinion outside the consensus appears in the media. This model also argues that the media is controlled by powerful groups, albeit indirectly.
- **Hegemonic theory** – the belief that those who own, control and are involved in the production of media have views that have been formed by their background (class, education, age) and that these views shape what they produce. This type of bias might not be conscious.

Activity 8



Read pages 43–5 of the textbook and answer the following questions:

- 1 Which theory of media influence do you most agree with and why?



At vero eos
accusamus e
iusto odio d
simos ducim
qui blanditi
praesentium
voluntatum

2 How do you think the media affects stereotypes?

3 Complete the activities on pages 44–45 of your textbook, which refer to Trowler’s study of female and racial stereotypes.



In his book *Folk Devils and Moral Panics*, Stanley Cohen claimed that the media often create stereotypes, then go on to over report ‘problems’ associated with that stereotype, which then increase the extent of the problem.

Activity

9

Use the internet to answer the following questions:

1 What are **folk devils**? Try to think of a modern example of folk devils.



2 When is a **moral panic** likely to occur? Try to think of a modern example.

3 Explain how the media can lead to a particular group gaining more power.

Assignment **Assess the ways in which some social groups are labelled and stereotyped.**

1.2

(10 marks)



Plan:

- Explain what is meant by stereotyping and labelling – giving examples of both.
- Discuss, with examples, how stereotyping can be both positive/negative and helpful/harmful.
- Explain the term ‘mass media’ and discuss its role in stereotyping and labelling.
- Look at how women and ethnic minorities are portrayed in the media, with examples, and consider the effect this might have.
- Look at Cohen’s *Folk Devils and Moral Panics*, with examples, and consider the effect they might have.