# THIRD YEAR MODULE OPTIONS 2017-2018

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**PROCEDURE**

1. First check the structure of your degree in your *Undergraduate Handbook* (available on the VLE ‘Virtual Office’) to establish whether (and, if so, when) there are any compulsory modules for your degree. (There is also a note about compulsory requirements in the description of each module). Combined degree students must make sure that they know what is expected of them in respect of their other subject.

2. Check the descriptions of the modules running in the Autumn and Spring Terms, and make your choices.

3. There are no taught modules in the Summer Term. Those students who have to do a Dissertation must check their *Undergraduate Handbook* for the submission deadline.

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AIM
This module will critically consider the historical development of criminological theory and the political and philosophical foundations upon which the major schools of criminological thought are built. Each week you will receive a lecture on a book that is pivotal to the development of theoretical criminology, a text that often has played an integral role in the development of a distinct theoretical perspective; for example, symbolic interactionism, post-structuralism, Marxism or feminism. By the end of the module you will have learned how criminological arguments are formulated, expressed and developed through a monograph. You will also learn how individual texts relate to the development of theoretical (and also policy) perspectives. The eclectic nature of the texts you will study on this module will enable you to develop an advanced understanding of the contours of debates that exist between, but also within theoretical perspectives.

LEARNING OUTCOMES

- To encourage reading and scholarly analysis of some of the key texts in post-war theoretical criminology.
- To develop understanding of the role that key texts play in the development of criminological theories and perspectives
- To develop an advanced understanding of theoretical debates in criminology.

ORGANISATION
This module is built around weekly two hour lectures and one hour seminar sessions. Students will work in pairs to give a presentation during one seminar.

ASSESSMENT
4000 word essay

DESCRIPTION
This module offers a comprehensive and challenging introduction to criminological theory. All students taking this module will be expected to read key sources in preparation for each session.

INDICATIVE READING
Tierney, J. (2009), Criminology, London: Longman
AIM

The body has taken centre stage in sociology over recent years and this module will examine some of the key perspectives and topics associated with the sociology of the body, embodiment and corporeality. The module will explore the recent ‘turn’ towards the body in scholarship and the way the body has been brought into the very centre of social and cultural studies.

LEARNING OUTCOMES

By the end of this module students will:

- understand the place of the body in contemporary sociological perspectives;
- gain a thorough grounding in the connections between theory and empirical areas of research on the body;
- will gain confidence in presenting to large groups through student presentations;

ORGANISATION

The module is taught by a 1hr lecture and a 2hr workshop and seminar including group work and short student presentations.

ASSESSMENT

An essay of no more than 3000 words.

DESCRIPTION

We will look at the role of economy, capitalism and neoliberalism in shaping the contemporary body. The module will explore the rise of the ‘body as a project’ and recent literature on diet, body shape, fitness, toning, body building, etc. We will explore the history of etiquette in civilising the boundaries our bodies and in regulating how we are allowed to eat, drink, dress, defecate, perspire, cry, procreate, menstruate, etc. The module examines the place of the body in modern visual and representational culture across contexts as wide ranging as advertising, clinical diagnosis, pornography and social media. We look at the kinds of bodily defences and boundaries we increasingly employ to protect our bodies from unwelcome contact with other bodies. And yet we will also explore ways of seeing our bodies as dependent on symbiotic relationships with other bodies, including the bacteria and microbiome within our bodies. The module relies on a broad range of perspectives including Foucault on biopower, Douglas and Elias on body boundaries, Bourdieu on embodied habitus, Crawford and Bordo on gendered body economies, Shilling and Featherstone on the body in social theory, Haraway on cyborgian bodies, Sloterdijk and Derrida on body defences.

INDICATIVE READING


AIM

To find out what looking at animals can tell us about the nature of human identities and the structures of human societies.

LEARNING OUTCOMES

• To develop an understanding of the role played by animals in human politics and culture, and an appreciation of how that role has evolved historically and geographically

• To examine the significance of animals in the production of both profit and knowledge in capitalist societies

• To consider the contrasts between expert and lay opinions on the nature of animal life, and the use of animals in the construction of definitions of what counts as human

ORGANISATION

The module will be taught through a weekly one-hour lecture and two hour seminar.

ASSESSMENT

Mode: A 4000 word essay on a question chosen from a short list provided during the module.

DESCRIPTION

Over the past thirty years, the social sciences and humanities have begun a profoundly critical re-examination of our relationship with animals and the natural world. In the past, ‘nature’ and ‘animals’ were treated as irrelevant to the analysis of the social world: now, we understand just how important they are to the origin, development and maintenance of our societies. Why do we (intend to) eat cows and not horses? Should the interests of endangered animals (whales, lions, elephants) be given priority over those of the humans that live near them? How do we define an endangered animal? If we can poison and shoot foxes, why can’t we hunt them? And why can we shoot foxes, but not badgers? Can animals think? Can they feel? Can some of them talk? Do these questions matter when considering the legal status of animals? Do we treat a person holding a Rottweiler differently to a person holding a Pekinese? What assumptions do we make about them? What are these people telling us about themselves when they walk their dogs? Finally, why are all these questions about mammals? What about reptiles, amphibians, birds, fish, insects? Don’t they count? These are just some of the questions we’ll explore in this module as we look at the ethical, economic, social, cultural, political, biological, edible and emotional roles of animals in human societies.

INDICATIVE READING

AIM
To introduce students to the key substantive and methodological issues in the study of anomalous or exceptional human experiences.

LEARNING OUTCOMES
By the end of the module students should have
● developed a knowledge of the range, incidence and characteristics of what are known as anomalous or paranormal phenomena;
● a critical appreciation of some of the conceptual and methodological issues which inform social science responses to these kinds of experiences;
● an overview of the relationship between sociology and scientific attempts to understand anomalous experiences.

ORGANISATION
This module will be taught in a weekly two hour lecture/workshop session and a weekly one hour seminar/workshop.

ASSESSMENT
Mode: A 4000 word essay on a question chosen from a short list provided during the module.

DESCRIPTION
In this module we will explore social scientific approaches to paranormal or anomalous experiences. We will consider issues such as the extent to which cultural tradition can shape experiences, and we examine the argument that reports of paranormal experiences are a response to social disadvantage. We will also consider contemporary psychic practitioners, and explore the performative and discursive aspects of psychic demonstrations.

INDICATIVE READING
Aim
The module aims to explore the links between art and society from a sociological perspective. This module encourages students to reflect upon how art is produced and how it is diffused into society, as well as how this process affects peoples tastes.

Learning Outcomes
By the end of this module students should:

- be able to reflect upon the social construction of art and its three main dimensions, production, mediation and reception
- have a critical vision of the different actors and institutions involved in this process (e.g. the role of museums)
- be able to engage with the sociological literature on art, artists and taste but also to understand better the main theoretical currents in sociology
- gain an insight into interdisciplinary approaches on these topics (e.g. museum studies, history of art, etc.).

Organisation

Assessment
- Essay, representing 75% of the overall mark
- Written report, representing 10% of the overall mark
- Presentation, representing 15% of the overall mark

Description
Art production and consumption are associated with values that are deep-rooted in society and that have to be unraveled and deconstructed, such as the concepts of gift, genius or the universality of tastes. These values are not neutral. On the contrary, they play an important role in the (re)production of social inequalities and are entangled with issues of domination and power. Following insights from the French sociologist Pierre Bourdieu, the recent Great BBC class survey has, for instance, recently highlighted the importance of cultural capital observable through peoples tastes or cultural preferences in social class divisions and more generally social stratification. Cultural preferences are thus embedded in a wide range of social relations (class, gender, age, ethnicity) and hence symbolic and moral boundaries.

The module aims to encourage students to develop a critical view on these different aspects of the relationships between art and society, with a particular focus on the understanding of the social meaning of tastes. Examples of questions students will be asked to reflect upon are: what is an artist? Is an artist somebody naturally gifted? What are the relationships between artists and society? How do art institutions support and diffuse art? How is art received by people? How are tastes formed?

Indicative Reading

Contemporary Research in Social Psychology

Module Organiser: TBA
(Module team: Dr Clare Jackson, Dr Darren Reed & Prof Robin Wooffitt)

Level 3 | 20 Credits | Spring Term

Prerequisites: Introducing Social Psychology (Level 1) and Critical Perspectives in Social Psychology (Level 2)
Compulsory for Degree: Open to students taking Sociology with Social Psychology ONLY

AIMS

● To introduce students to the latest social psychology research on topics of relevance to contemporary society (e.g. identity, social media, childbirth, consciousness and introspection)
● To demonstrate the practical application of critical approaches such as discursive psychology, discourse analysis, and conversation analysis.
● To give students hands-on experience of working with real-life data.
● To encourage students to think critically about different theoretical and methodological approaches to the study of contemporary topics in social psychology.

LEARNING OUTCOMES

This module will enable students to:

● recognise how critical theories and methods have contributed to empirical work in contemporary social psychology
● engage with contemporary debates relating to experimental and critical approaches to social psychology
● consider the relevance of contemporary social psychology to applied settings
● evaluate the strengths and weaknesses of different explanations for social behaviour and demonstrate the ability to use this knowledge to develop a critical argument

ORGANISATION

The module will be taught through a 2 hour lecture-workshop plus a 1 hour seminar each week incorporating lecture-based teaching, seminar discussions, and data analysis.

ASSESSMENT

Mode: A 4000-word essay from a list to be distributed at the beginning of the term.

INDICATIVE READING


AIM
This module will provide a research-based understanding of birth, marriage and death as fundamentally social phenomena, profoundly influenced by law and social policy. It will unsettle taken-for-granted lay understandings of them as purely personal experiences and locate them in their socio-legal contexts. Students will also be involved in a small-scale research project that runs throughout the module.

LEARNING OUTCOMES
By the end of the module students will have engaged with the sociological, socio-legal, and related disciplinary literatures on birth, marriage and death and developed an understanding of the intersections between these three domains. They will be able to articulate connections between the experiences we consider ‘intimate’ and ‘private’ and the socio-legal and political contexts that construct them. They will also have developed an understanding of the role of empirical research in investigating these domains.

ORGANISATION
The module will be taught through a mixture of lectures, student-led presentations, research activities and group discussions/debates.

ASSESSMENT
A 4000 word essay on a question chosen from a list provided during the module.

DESCRIPTION
This module will focus on the way in which our personal experiences of birth, marriage and death are shaped by social, legal, political and technological contexts. We will explore historical and anthropological accounts of birth, marriage and death to understand how these experiences are socially constructed, legally organised, and contingent on time and place. We will engage with contemporary socio-legal contestations in all three terrains (e.g. advocacy for homebirth, same-sex marriage, assisted dying) and consider a range of ethical and scientific perspectives and their media representation. We will consider the application of key sociological themes across all three domains (of birth, marriage and death), e.g. risk, medicalisation, ritual, religion, gender and race and participate in a small-scale empirical research project.

Please be aware that this module is both intellectually and emotionally challenging, deals with sensitive issues, and may raise strong personal emotions.

INDICATIVE READING
AIM & DESCRIPTION
The module is about what it might mean to talk about a ‘performative social science’ in terms of theory, concepts, and methods.

Its primary emphasis is the empirical investigation of moments in the ‘interaction order’ and in performance and art practice, as creative, constructive, and critical. It is informed by concepts and theories from a range of disciplines including sociology, social psychology, and performance studies.

The sessions will combine film, lectures, and seminar discussions. The focus will be on performative social science, art practice, and performance practice. These areas will be built on studies of technology in contemporary society.

ASSESSMENT
- A 3000 word essay (75% of overall mark)
- A performative presentation (25% of overall mark)

The objective of the presentation is to present an idea, or set of ideas, from the module through a ‘performative’ presentation. A performative presentation might be a traditional power point presentation (but presented, or performed, in a professional way, with a concern for conveying the ideas to an audience in a clear and concise way); but it could also be composed of a number of other things, such as:
  - A performed poem
  - A rap
  - An edited video
  - A remixed audio track or song
  - An image show (with accompanying audio)
  - Etc.

In each case the presentation will be assessed in relation to how it clearly it conveys an argument or perspective. This could be how logically it states an argument, but it could also be how powerfully it presents an idea. The mark given for the exercise will count as 25% of your outcome mark. For each presentation you will receive a mark in the following categories, alongside a feedback sheet.
  - Clarity of idea (10%)
  - Relevance of idea to the course (10%)
  - Manner of presentation and performance (5%)

INDICATIVE READING


AIM

To introduce students to some of the key ideas, concepts and debates in contemporary social theory.

LEARNING OUTCOMES

By the end of the module students should have acquired:

- knowledge of key debates in contemporary sociological theory
- a detailed understanding of contemporary writings on agency and structure
- an ability to apply concepts like agency and structure to different life stages and different aspects of social life

ORGANIZATION

The module will be taught through a three hour workshop each week, combining lecture and seminar discussions.

ASSESSMENT

A 4000 word essay on a question chosen from a list provided during the module.

DESCRIPTION

This module will build on the introduction to sociological theory offered in the first year of the degree by exploring in detail a number of key debates in contemporary social theory. The module will draw upon the work of thinkers such as Margaret Archer, Ulrich Beck, Pierre Bourdieu, Michel de Certeau, Anthony Giddens and Henri Lefebvre. Particular attention will be paid to understandings of structure and agency in sociological theory, and how sociologists have conceptualised everyday practices in their critiques of contemporary cultures. Core questions to be addressed include: What is agency? Have we now entered a period of modernity wherein our lives are shaped by freedom and choice or does social structure continue to play a role in moulding experience in particular ways? And how might we situate theories of the everyday as part of our wider understandings of contemporary social worlds?

INDICATIVE READING

AIMS
The aims of this module are to:

1. Provide a theoretically informed understanding of a range of criminal offences that relate to gender and sexuality;
2. Outline historical and contemporary responses to these offences in the form of different strategies of social control;
3. Consider the effectiveness of various forms of social control;
4. Understand how the formal regulation of sex contributes to the broader social construction of gender and sexuality in contemporary societies.

LEARNING OUTCOMES
Having completed the module, students should:

- Have an understanding of sociological and criminological approaches to sexuality and gender;
- Be able to apply sociological theories and concepts to a number of different substantive issues around sexuality and sexual offences;
- Have a critical awareness of both formal and informal social responses to crimes related to gender and sexuality.

ORGANISATION
The module will be taught through a two-hour lecture, and one-hour seminar each week.

ASSESSMENT
Mode: A 4000 word essay selected from a short list provided during the module.

DESCRIPTION
Sexual offences may not be as common as other forms of crime but they provoke high levels of anxiety and concern. This module will explore crime and deviance in relation to a number of substantive areas related to sexuality. It will consider how different types of offences are structured in relation to sexuality and gender and how this, in turn, organizes responses to them. The module will begin by considering how gender and sexuality have been theorized by a number of criminologists, sociologists and legal scholars and then examine a number of diverse contemporary issues, including: rape and sexual violence; paedophilia and child sexual abuse; prostitution; pornography; public sex; and homophobia and hate crime.

INDICATIVE READING
AIM
This module will critically reflect upon how the modern metropolis and various forms of urbanism are imagined in cinema. Drawing upon a series of crime films from 1920 to the present, the module tracks urban change over this period, focusing in particular on the cities of New York City, Los Angeles, London and Paris. Cinema is used to critically reflect upon major transformations of urban life including bureaucratic control, urban renewal, suburbanisation, ghettoisation and globalisation. In this manner, the module inevitably engages with forms of social (and urban) stratification such as race, ethnicity, class and gender. As such, the module encourages an understanding of the historical sociology of the modern city as well as a close reading if urban history in each of these cities. A crucial part of the module is a consideration of conceptual and theoretical discussions that attempt to understand the relationship between cinema and the city.

LEARNING OUTCOMES
By the end of this module students should:

● develop a critical understanding of the relationship between (1) cinema and sociology; (2) cinema and the city; (3) the ‘real’ and the ‘reel’.
● develop an understanding of urban sociology and changing conceptualisations of the urban experience
● be able to reflect critically upon how cinema engages with major urban transformations in a range of Western cities
● become attuned to both the ideological and critical content of crime based cinema

ORGANISATION
Students will attend a two-hour lecture and a one-hour seminar per week.

ASSESSMENT
● 4000 word essay

INDICATIVE READING

AIMS
The aims of this module are to:
   i. Provide students with a theoretically informed understanding of the interaction between race and modern state formation.
   ii. Develop students' understandings of links between stratification, race and structural notions of racism.
   iii. Reflect on the significance of the postracial, both in terms of the implications of suggestions that racism is of the past or has been overcome, and in terms of how we might look to move beyond racial structuration.
   iv. Develop written and oral communication skills through essay writing and individual assignments.
   v. Develop ability to synthesise and analyse complex information and communicate key points (through group work in seminars and course assignments).

LEARNING OUTCOMES
By the end of the module, students should be able to:
   → Engage with the sociological and related disciplinary literatures on the connections between racism and the state including institutions, media, policy and legislation.
   → Understand racism as a structuring device and reflect critically on social, economic, political and cultural inequalities.
   → Connect and critically discuss the theoretical literature on the racial state in relation to grounded empirical realities in Britain.
   → Appreciate the connections between the conceptualisations of race in Europe and racial governance in colonized states.
   → Think critically about the significance of claims to postraciality, what the postracial means in practice and as an ideal utopia.

ORGANISATION
The module will be taught through a 2 hour lecture plus a 1 hour seminar each week.

ASSESSMENT
Mode: A 3000 word essay worth 75% of the course mark and a powerpoint presentation worth 25%.

DESCRIPTION
Racism is often thought of as an aberration, discussed as something exceptional and contraire to accepted liberal conventions and norms. In recent times, amidst claims that society is now ‘post-race’ inferring that racism has largely been overcome, high-profile racist events are often depicted as sporadic episodes and remnants of the past. Such claims frequently rely on conceptualisations of racism as the product of individual acts of prejudice. This module tackles such assumptions and understandings through focusing on the connections between racism and the state, considering the way race 1) has informed modern state formation, 2) continues to be used as a structuring device, and 3) is performed as an everyday governmentality.

INDICATIVE READING
AIM
The module aims are to:

- introduce the major criminological approaches to sex work, including feminist theories;
- develop a critical understanding of criminological theories and concepts relating to the local and global sex industry;
- understand and evaluate the history of the sex industry in the UK, in the context of contemporary issues of globalisation, the global sex trade, and legal reform;
- understand and critically evaluate legal, social and cultural dimensions of the sex industry;
- design and undertake criminological research in order to analyse crime, justice and the sex industry;
- appreciate the value of criminological enquiry into crime, justice and the sex industry and demonstrate learning through the digital essay form (Wiki)

LEARNING OUTCOMES
Subject-specific Knowledge:

On completion of the module students should be able to:

- demonstrate critical understanding of the major themes in the study of the sex industry (historical, legal, social, political, and cultural);
- demonstrate critical understanding of the impact of theoretical criminology in relation to both historical and contemporary dimensions of the sex industry;
- critically assess related social policy issues, with particular reference to the politics of contemporary prostitution reform (globally and locally);
- critically communicate in appropriate formats analyses of crime justice and the sex industry (i.e using digital technologies)

Subject-specific Skills

On completion of the module students should be able to:

- think critically about recurring and transforming themes and issues in sex work;
- critically evaluate criminological theory in relation to historical and contemporary dimensions of the sex industry;
- critically evaluate and interpret information, evidence and explanations of sex work from a variety of sources and theoretical perspectives.

Key skills

On completion of the module students should be able to:

- engage in critical reasoning and informed debate;
- synthesise arguments drawn from a variety of sources;
- communicate arguments effectively in writing;
- carry out independent study and further reading using traditional and electronic sources;
- manage their time and workload;
- demonstrate effective study and learning skills (note taking; avoiding plagiarism, gathering and using information, constructing a bibliography, referencing)
- demonstrate good IT skills in word processing, using the web, using a virtual learning environment (i.e.VLE and through developing a Wiki page.

ORGANISATION
Module content detail:

- Histories of Sex Work and the Sex Industry.
- Crime, Deviance and Selling Sex: theoretical approaches and perspectives.
Prostitution and the Law in the UK: legislation and policing. The contemporary politics of prostitution reform.
Prostitution/ Sex work in the Media.
Violence against sex workers and hate crime
Contested Spaces of Street sex work: street sex work and communities in the UK.
Male sex workers, gender and difference
Children, Young People and the Global Sex Industry.
Migrant sex workers and sexual trafficking
The Sex Worker’s rights movement

ASSESSMENT:
Formative: Seminar Presentation
Summative: Wiki [digital essay] no more than 4000 words

DESCRIPTION
The module will critically examine the historical, legal, social and cultural dimensions of the sex industry within the context of the major theories of crime and deviance. Students will develop an understanding of the current politics of prostitution reform, at both local and global levels and evaluate research studies on crime, justice and the sex industry in the 21st century.

INDICATIVE READING


AIM
This module aims:

● To invite students to consider that alternative models to the dominant neoliberal social order are possible through a critical reading of sociological theory both past and present.
● To draw upon a range of international social theorists in order to examine the often neglected objective of these scholars to imagine alternatives to their existing societies and its perceived problems.
● To evaluate utopian and futurist analytical approaches as tools for social action, organization and policy-making in order to enable students to develop critical problem solving faculties.
● To explore a number of contemporary social problems as a means to critically examine sociological propositions for change and alternative social assemblages.

LEARNING OUTCOMES

By the end of this module you should:

● Have an understanding of alternative models to the dominant neoliberal social order developed through a critical reading of sociological theory both past and present;
● Be able to draw upon a range of international social theorists in order to examine the often neglected objective of these scholars to imagine alternatives to their existing societies and their perceived problems;
● Be able to evaluate utopian and futurist analytical approaches as tools for social action, organization and policy-making;
● Have considered a number of contemporary social problems as a means to critically examine sociological propositions for change and alternative social assemblages.

ORGANISATION

Indicative Module Content:

● Introductory Session: Can sociology offer alternative futures? Images of utopia
● Marx, Engels and the problems of capitalism and Marxist alternatives
● Durkheim alienation and the new moral order
● Edward Said and Postcolonialism
● George H. Mead, Karl Mannheim and democracy
● Feminism, wages for housework and anti-pornography
● Daniel Bell and the information society
● Postcapitalism, basic income, technology and workless society
● Burawoy and public sociology

ASSESSMENT

● One essay of no more than 4000 words

INDICATIVE READING


Marx, K and Engels, F. *The German Ideology*