

Title of Module: Ethnicity, Racism & Social Relations			
Code: SOCY09058	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	N Hay		
Summary of Module			
<p>This module will explore issues of race, ethnicity, racism, racial formation and race relations, underpinned by Critical Race Theory. This module will explore these issues through comparative case studies from the UK, the Caribbean, Africa, South America, Asia and North America. It will build on the study of Colonialism and Colonial Legacies in L8 module Global Society and will provide a strong foundation for the Social Justice and Social Activism module at L10.</p> <p>Overall, this module aims to review various theories of racism and critically assess how changing conceptualisations of race, ethnicity and racism arise in specific socio-political context and societal institutions. It will examine and problematise how the concept and reality of race has been constructed, shaped and changed over time. The module will ask questions such as: How and when does race emerge as a concept and a lived reality? Has racism always existed? What are the differences between institutional and interpersonal racism?</p> <p>After this exploration, this module will unpack and examine race and ethnicity as arbitrary labels which result in social divisions that impact on and limit people's opportunities. It will do this by focusing on contemporary social institutions and relations, including housing, the welfare state, education, the criminal justice system, healthcare and employment.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
X					
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1: Students will understand race as a historically variable and contextually situated social construct.</p> <p>L2. Students will build an interdisciplinary understanding of how race and racial formation affects social institutions and social relations.</p> <p>L3. Students will be able to explain the endemic nature of racism and discuss and critically engage with race and ethnicity in relation to contemporary social issues.</p> <p>L4: Students will be able to describe examples of racialised inequality in relation to social institutions, power, and individual experience.</p>	
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 9.</p> <p>The specific knowledge and understanding that students gain from this module will be highly relevant and useful in terms of employability and their PDP skills. The module deliberately adopts a holistic, global and interdisciplinary perspective and employers are increasingly interested in such skillsets, especially when applied to highly topical concerns such as racial inequality.</p> <p>Students will develop a depth of understanding of understanding of the values, principles and ideological underpinnings of racism and racial inequality which impact on society at a global level.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9.</p> <p>Developing the understanding of a range of knowledge and understanding of sociological techniques of enquiry which are used to examine race, ethnicity and social relations.</p> <p>Retrieving and examining relevant information from a variety of primary and secondary sources relating to racial inequality through the use of global and interdisciplinary case studies.</p> <p>This applied/practice knowledge and understanding will also be supported by direct engagement with organisations working on these issues in the third sector. Students will also be expected to apply knowledge and understanding from practice-based work in their assessments.</p>

Generic Cognitive skills	SCQF Level 9. For this module, students will be required to evaluate and develop a critical understanding of competing beliefs, ideas, concepts and issues related to race and ethnicity. They will draw on logic and reasoning skills to examine these topics within seminars and will use their visual/auditory processing skills to present their understanding of these issues in assessments.	
Communication, ICT and Numeracy Skills	SCQF Level 9. Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding racism and racial inequality. In this first assessment, students are required to utilise digital technology, which will require full use of ICT resources at their disposal. Oral communication will also be developed through group tasks to facilitate discussion on different topics and using tact and diplomacy to critically analyse viewpoints through a persuasive argument as well as delivering a presentation through an optional form of media.	
Autonomy, Accountability and Working with others	SCQF Level 9. Taking responsibility for planning time and meeting deadlines for assessments. Exercising autonomy and individual learning through seminar and coursework preparation.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
Weekly three-hour sessions across the teaching period will comprise a mix of interactive lectures, group discussion and student-led activities. Seminar-style and workshop activities will be facilitated through the provision of core readings and visual resources made available to students via the VLE, one week in advance of each session. These sessions will embody both subject-specific and study skills elements, the latter including reading with questions, identifying competing perspectives and theories, using key concepts, assessing evidence and analysing policy outcomes, critical analysis and evaluation of policy, synthesizing alternative policy ideas.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12

Asynchronous Class Activity	0
Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Caliendo, S. M. and Mcllwain, C. D. (2021) (eds.) (second edition) The Routledge Companion to Race and Ethnicity, London: Routledge.</p> <p>Gilroy, P. (1993). The Black Atlantic: Modernity and Double Consciousness, Cambridge: Harvard University Press</p> <p>Gulliver, K. (2016). Forty Years of Struggle: A Window on Race and Housing, Disadvantage and Exclusion, https://humancityinstitute.files.wordpress.com/2017/01/forty-years-of-struggle.pdf</p> <p>Silva, D. F. (2007). Toward a Global Idea of Race. Minneapolis: University of Minneapolis Press</p> <p>Delgado, R. & Stefancic, J. (2017) Critical Race Theory: An Introduction. NYU Press</p> <p>Bell, D. (1987). And we are not saved: The elusive quest for racial justice. New York: Basic Books</p> <p>Fanon, F. (2008). Black Skin, White Masks. Grove Press</p> <p>Anthias, F. and Yuval-Davis, N. (1993) Racialized Boundaries, London: Routledge</p> <p>Hall, S. (1997) 'Race, the floating signifier', Media Educational Foundation.</p>	
<p>(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>	
Engagement Requirements	
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>	

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	C Wilson
External Examiner	R Ryder
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>Presentation on a current issue related to racial inequality (30%)</p> <p>This assessment will require students to present their understanding of a current issue related to racial inequality using Critical Race Theory. This can either be presented in the form of: a podcast, a vlog, a blog post or an academic poster. A podcast or vlog should be 10 minutes long max. Blog posts should be 1200 words max, and an academic poster should include no more than 500 words.</p>
<p>Essay (70%)</p> <p>The researching and writing of a 2500-word essay will require students to draw upon their knowledge and understanding of race and racial formation in relation to a contemporary social issue. Writing of the essay will require students to analyse a range of material, to construct a clear argument and to communicate their ideas effectively.</p>
<p>(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Presentation	✓		✓		30	0	
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Essay	✓	✓	✓	✓	70	0	

Combined Total For All Components	100%	0 hours	
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Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)