



## Module Descriptor

<b>Title</b>	Ethnicity, Racism & Social Relations		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	SOCY09058	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	N Hay		

### Summary of Module

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.

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?

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.

Module Delivery Method	On-Campus <sup>1</sup>	Hybrid <sup>2</sup>	Online <sup>3</sup>	Work -Based Learning <sup>4</sup>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr		<input checked="" type="checkbox"/> Lanarkshire		<input type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London		<input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Understand race as a historically variable and contextually situated social construct.
<b>L2</b>	Build an interdisciplinary understanding of how race and racial formation affects social institutions and social relations
<b>L3</b>	Explain the endemic nature of racism and discuss and critically engage with race and ethnicity in relation to contemporary social issues.
<b>L4</b>	Describe examples of racialised inequality in relation to social institutions, power, and individual experience.
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 9</b></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>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 9</b></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>
<b>Generic Cognitive skills</b>	<b>SCQF 9</b>

	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.
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 9</b></p> <p>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.</p> <p>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.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 9</b></p> <p>Taking responsibility for planning time and meeting deadlines for assessments.</p> <p>Exercising autonomy and individual learning through seminar and coursework preparation.</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
n/a	
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

## Indicative Resources

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Anthias, F. and Yuval-Davis, N. (1993) *Racialized Boundaries*, London: Routledge

Bell, D. (1987). *And we are not saved: The elusive quest for racial justice*. New York: Basic Books

Caliendo, S. M. and McIlwain, C. D. (2021) (eds.) (second edition) *The Routledge Companion to Race and Ethnicity*, London: Routledge.

Delgado, R. & Stefancic, J. (2017) *Critical Race Theory: An Introduction*. NYU Press

Fanon, F. (2008). *Black Skin, White Masks*. Grove Press

Gilroy, P. (1993). *The Black Atlantic: Modernity and Double Consciousness*, Cambridge: Harvard University Press

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>

Hall, S. (1997) 'Race, the floating signifier', Media Educational Foundation.

Silva, D. F. (2007). *Toward a Global Idea of Race*. Minneapolis: University of Minneapolis Press

**(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)**

## Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

For the purposes of this module, academic engagement equates to the following:

- On-campus attendance of weekly lectures and seminars

## Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

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

## Supplemental Information

Divisional Programme Board

Please select

<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Social Sciences - Sociology
<b>Moderator</b>	C Wilson
<b>External Examiner</b>	R Ryder
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Assessment 1 – Presentation on a current issue related to racial inequality (30%)  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.
<b>Assessment 2</b>
Assessment 2 – Essay (70%)  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.
<b>Assessment 3</b>
(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 Module Handbook.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Assessment 1 – Presentation on a current issue related to racial inequality (30%)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Assessment 2 – Essay (70%)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	70	

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Transferred to new template	Mar 25	N Hay