1. **Title of the module**

LAWS6230 (LW623): Race, Religion and Law

1. **School or partner institution which will be responsible for management of the module**

Kent Law School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

There are no specific pre- or co-requisites, but the module is available only to final-year students.

1. **The programmes of study to which the module contributes**

Optional module available to all undergraduate single and joint honours law programmes. The module is available as a wild module to all Social Science and Humanities students, with the convenor’s permission.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Understand the complex relationship between law and dominant concepts of race and religion;
	2. Appreciate the significance of critical race, postcolonial, feminist, and critical religion theories for understanding contemporary social and legal issues to do with race and religion;
	3. Appreciate the significance of a grounding in social and legal histories of race and religion in order to understand contemporary formations;
	4. Identify the wide range of influences on legal discourse, policy, and law-making in relation to race and religion, including concepts from political theory, postcolonial theory, and the humanities and social sciences more broadly;
	5. Appreciate the intersections of concepts of race and religion with concepts of gender, sexuality, class, and disability;
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

In relation to the study of law, students will be able to:

* 1. Demonstrate interdisciplinary approaches to the study of law;
	2. Deploy critical and self-reflexive modes of analysis in relation to the subject;
	3. Construct well-reasoned and well-structured arguments about theoretical and practical legal issues;

In relation to general abilities, students will be able to:

* 1. Demonstrate argumentation skills that relate to legal and non-legal texts;
	2. Demonstrate skills in critical reading and analysis;
	3. Undertake independent research on a defined topic;
1. **A synopsis of the curriculum**

Weeks 1-6: Theoretical perspectives on race, religion, and ethnicity as concepts; case studies in the social and legal history of race and religion; overview of contemporary legal regulation of these categories in UK law

Weeks 7-12: Contemporary case studies; research training

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Barkan, E. *The Retreat of Scientific Racism: Changing Concepts of Race in Britain and the United States Between the World Wars* (Cambridge University Press,1992)
* Goldberg, D.T. *Racist Culture; Philosophy and the Politics of Meaning* (Blackwell, 1993)
* Goldberg, D.T. *The Racial State* (Blackwell, 2002)
* Herman, D. *An Unfortunate Coincidence: Jews, Jewishness, and English Law* (Oxford University Press, 2011)
* Jivraj, S. *The religion of law: race, citizenship and children's belonging* (Palgrave Macmillan, 2013)
* Miles, R. *Racism* (Routledge, (1989)
1. **Learning and teaching methods**

Total study hours: 150

Contact hours: 20

Private study hours: 130

1. **Assessment methods.**

13.1 Main assessment methods

The module is assessed by 100% coursework:

* 1. A 1000-word essay outline (10%).
	2. A collaborative oral presentation (10%).
	3. A 3000-word research essay (80%) on a topic chosen by the student, and approved by the convenor.

13.2 Reassessment methods

The module will be reassessed by a reassessment instrument (i.e. a research essay for 100%). The reassessment will re-test all of the module’s learning outcomes.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lecture/seminars | X | X | X | X | X | X | X | X | X | X | X |
| Seminars | X | X | X | X | X | X | X | X | X | X | X |
| Private Study | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay outline |  | X | X |  | X | X | X |  |  |  |  |
| Oral presentation | X | X | X | X | X | X | X | X | X | X | X |
| Research essay | X | X | X | X | X | X | X | X | X | X | X |

1. The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

* 1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
	2. Module outlines will be made accessible before the module starts.
	3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
	4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
	5. In accordance with the School’s statement on lecture capture, the School will not routinely record teaching sessions that are heavily discussion based (i.e. combined lecture/seminars) which is the case in this module.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b(1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

Though primarily focused on the law of the United Kingdom, this module will explore some topics from a comparative perspective (particularly with regard to the law and practice of various Commonwealth jurisdictions).

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 02/06/17 | Minor | September 2017 | Template, 12 and 13 | No |
| 05/12/17 | Minor | September 2018 | 13, 14 | No |