1. **Title of the module**

SOCI6012 (SO6012) Ethnicity and Identity in Multi-ethnic Societies

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

School of Social Policy, Sociology and Social Research (SSPSSR)

1. **The level of the module (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 (7.5 ECTS)

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

Autumn term (term 1) OR Spring term (term 2)

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

None

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

All BA Sociology programmes

All BA Cultural Studies and Media programmes

All BA Criminology programmes

It is also available as a ‘wild module’ for students in other Schools

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Critically analyse the different theories and arguments made about the nature of ethnicity and ethnic ties.
   2. Demonstrate and apply their knowledge of contemporary debates and theories about our membership in ethnic groups and the formation of our identities more generally.
   3. Articulate the relationships between identity formation, discourses about ethnic and racial difference, and the dynamics of social inclusion and exclusion.
   4. Demonstrate their knowledge of historical and recent streams of immigration and their implications for multi-ethnic Britain, the USA, and Europe.
   5. Understand the intersectional dimensions of people’s identities, including gender, class, ethnicity, religion, sexuality.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Critically evaluate varied multidisciplinary theoretical and analytical approaches

9.2 Analyse and critically evaluate competing theories about ethnicity, based on both theoretical and empirical assessments

9.3 Draw on relevant materials and analytical tools to develop considered arguments and evaluations

9.4 Effectively articulate complex arguments in written form, including the ability to structure information in a coherent manner

1. **A synopsis of the curriculum**

This module aims to get students to think about their place in their social worlds, and in particular the importance of our ethnic and racial backgrounds and identities in shaping this sense of belonging. What is the nature of ethnic ties and membership? How do understanding of ethnic group identity and membership influence our interactions with one another, and structure our opportunities in the wider society? How do our ethnic backgrounds intersect with our gender, religion, and sexuality? These issues are now critical in multi-ethnic societies such as Britain, where our use of ethnic categories and terms are central to societal organization and function, whether in the census or in everyday interactions. But given the dizzying speed with which our societies are become super-diverse, via various forms of migration, and interracial and interethnic unions, the terms and categories we use are much less ‘obvious’ than they may have been in the past. Membership in ethnic groups themselves is now increasingly contested, and we also question what we mean by terms such as ‘minority’ or ‘BME’.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

S. Cornell 2007 *Ethnicity and Race: making identities in a changing world*, Pine Forge Press, London

Barth, F. 1969. ‘Introduction’ in *Ethnic groups and boundaries, the social organisation of cultural difference*. London: Allen & Unwin

M. Song, 2003, *Choosing Ethnic Identity*, Polity, Cambridge

R. Jenkins,2014, *Social Identity* 4th edition, Taylor and Francis, Hoboken

M.C. Waters, 1990, *Ethnic Options: choosing identities in America*, University of California Press, Berkeley

S. Hall, 2013, *Representation* Second edition, Open University Press

A. Wimmer, 2013, *Ethnic Boundary Making: institutions, power, networks*, Oxford University Press, New York:

M. Tuan, 1998, *Forever Foreigners or Honorary Whites: the Asian ethnic experience today,* Rutgers University Press

M. Song 2017 *Multiracial Parents: Mixed Families, Generational Change, and the Future of Race*, New York University Press, New York

Key journals: Ethnic and Racial Studies, Ethnicities, Journal of Ethnic and Migrant Studies, Identities

1. **Learning and teaching methods**

Total Contact Hours: 22

Private Study Hours: 128

Total Study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework - essay (2500 words) - 50%

Examination (2 hours) – 50%

13.2 Reassessment methods

100% coursework

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x |
| lectures | x | x | x | x | x | x | x | x | x |
| seminars | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay (2500 words) | x | x | x | x | x | x | x | x | x |
| Examination (2 hours) | x | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

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

b) Learning, teaching and assessment methods

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

Canterbury

1. **Internationalisation**

This module does not explicitly engage with internationalisation. However, because it is on ethnicity and belonging, within the context of a globalized contemporary order, themes of global and local attachments, and understandings of ‘home’, are explored in relation to disparate local, national, regional and international contexts.

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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