1. **Title of the module**

SOCI5370 (SO537) ‘Race’ and Racism

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

School of Social Policy, Sociology and Social Research

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 credits (7.5 ECTS)

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

Autumn term (term 1)

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

None

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

BA Sociology and associated programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 clarify and debate the meanings surrounding the term 'racism'. 'Racism' has come to be used so broadly, so that it is in danger of becoming an inflated term. Students taking this module should be able to demonstrate their understanding of the historical evolution of this term, and the contemporary debates surrounding this term;

8.2 critically assess how changing conceptualizations of racism arise in specific historical, sociopolitical contexts;

8.3 rethink and refine the traditional emphasis upon racism, as something which predominantly affects 'Black' people. Much recent work in this area has addressed the need to explore the potentially disparate experiences of racisms by various ethnic minority groups;

8.4 explore the comparative experiences of ethnic minorities, for example the ways in which they experience and respond to forms of racial discrimination and abuse in Western advanced capitalist societies;

8.5 assess the effectiveness of state policies to combat racism, for instance through ‘positive discrimination’ and EO policies.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 understand and disseminate complex theoretical material;

9.2 develop an ability to present arguments orally in seminar discussions;

9.3 organize information in a clear and coherent manner through essay writing and seminar discussion;

9.4 develop research skills via use of online sources and e-journals.

1. **A synopsis of the curriculum**

What is meant by ‘racism’? Charges of racism are seemingly everywhere – in the workplace, in the streets, in everyday interactions. But what exactly is racism? Is it beliefs about racial inferiority or superiority? Is it found in actions and consequences whether people intended to be racist or not? We will first review various theories of racism, and critically assess how changing conceptualisations of racism arise in specific, socio-political contexts. We will also consider whether a colour-blind future is desirable and/or possible.

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

Eds. Martin Bulmer & John Solomos, *Racism* (1999)  
George Fredrickson, *Racism: a Short history* (2002)  
Andrew Pilkington, *Racial Disadvantage and Ethnic Diversity* (2003)  
John Solomos & Les Back, *Racism and Society* (1996)  
Mairtin Mac an Ghaill, *Contemporary Racisms and Ethnicities* (1999)  
Ali Rattansi, *Racism: an Introduction* (2008)

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Essay (3000 words) (35%)

Seminar Participation (15%)

Examination (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)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| *Lectures* | X | X | X | X |  | X |  |  |  |
| *Seminars* | X |  |  |  | X |  | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | X | X | X |  | X | X |  | X | X |
| Seminar Participation | X | X |  |  |  | X | X | X |  |
| Examination | 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**

The discussion and application of the module topics is undertaken in an international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  | September 2009 |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018