1. **Title of the module**

SOCI8840 (SO884) - Race, Difference, and Belonging

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 7

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

20 credits (10 ECTS)

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

Spring term (term 2)

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

None

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

Sociology MA

International Social Policy MA

Criminology MA

Criminology with a term Abroad MA

Methods of Social Research MA

Two year masters versions of the appropriate programmes listed above

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

8.1 a knowledge of contemporary discourses and theories about ‘race’ and ethnicity in Western societies such as Britain and the USA, as well as the ability to assess the strengths of competing accounts of social change

8.2 a good understanding of the various theoretical and empirical understanding of the changing manifestations of racisms – and their limitations

8.3 an ability to articulate the complex relationships between identity formation, discourses about ‘race’ and ethnicity, and ongoing forms of inequality and social change

8.4 an understanding of the implications of recent streams of immigration and ‘super-diversity’ for multi-ethnic Britain and Europe, including a focus on debates about multiculturalism, citizenship, and belonging

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

9.1 The ability to communicate (orally and written) in a clear and organized way

9.2 The ability to gather relevant information and access key sources by electronic or other means

9.3 The ability to develop argumentation based upon sound reasoning and understanding of the material – and the ability to articulate this in written form

9.4 The ability to synthesize items of knowledge from different schools and disciplines of enquiry and critically assess policy options

9.5 The ability to gather library and web-based resources appropriate for final year degree study; make judgments about their merits and use the available evidence to construct a critical argument to be presented orally or in writing.

1. **A synopsis of the curriculum**

This module investigates and critically examines the ways in which understandings of race, difference, and belonging have shaped, both historically, and in the contemporary era, multiethnic societies such as Britain and the USA. In what ways do notions of race and racial difference, and contestations over belonging, still matter (or not) in societies today? What forms of competing evidence exist in claims about either the continuing (or declining) significance of ‘race’ and notions of difference more generally?

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

S. Cornell & D. Hartmann, *Ethnicity and Race, Thousand Oaks*: Pine Forge Press 1998

J Feagin *Racist America New York*: Routledge 2000

P. Gilroy *After Empire London*: Routledge 2004

T. Modood *Multiculturalism Cambridge*: Polity Press 2007

A. Nayak *Race, Place, and Globalization* 2004

J. Solomos *Race and Racism in Britain London*: Macmillan 1993

J. Solomos & L. Back, *Racism and Society Basingstoke*: Macmillan 1996

M. Song *Choosing Ethnic Identity* Cambridge: Polity Press 2003

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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

Coursework – essay (5000 words) – 100%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay – 5000 words | **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**

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.

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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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2010 | N/K | January 2011 | N/K | N/K |
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Revised FSO March 2018