

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	'Difference': 'Race', Ethnicity and Diversity in Contemporary Society		
Module Code	UZSY79-30-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Sociology and Criminology
Department	Health and Social Sciences		
Contributes towards	BA (Hons) Criminology: option BA (Hons) Criminology with Sociology: option BA (Hons) Criminology and Sociology: option BA (Hons) Sociology and Criminology: option BA (Hons) Criminology and Law: option BA (Hons) Criminology with Law: option LLB (Hons) Law with Criminology: option BSc (Hons) Criminology with Psychology: option BSc (Hons) Psychology with Criminology: option BSc (Hons) Psychology with Sociology: Option BSc (Hons) Sociology with Psychology: Option BA (Hons) Sociology: Option		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements			

Part 2: Description

The aim of this module will be to explore the nature of, and the relationship between, race and ethnicity; here understood as social constructs of real ongoing importance in shaping people's lives. As a basis for collective identities, inequalities/exclusions, and social conflicts and transformations, race and ethnicity continue to frame the ways in which we make sense of contemporary societies characterised by profound levels of social diversity. The module will draw on theory, research and topical case studies, drawn from both criminology and sociology, to explore the social conditions of race and ethnicity's reproduction today. We will respond to the changing nature of social conditions, and select interesting and current case studies to inform the module. We will also take the opportunity to utilise our location in Bristol, one of the UK's most important cities in the history of British 'race relations', in providing case study analysis.

- Theories of Race and Ethnicity
- Colonialism, Imperialism and Empire
- Political Economy of Mass Migration and Integration
- Borders, Control and the Politics of Immigration
- Marginalised and 'hidden' ethnicities

- New Ethnicities, hybridities and the Third Space
- Diversity: from 'Multiculturalism' to Cosmopolitanism
- Race, Ethnicity and Cultures of Resistance
- Intersections 1: Gendering Race and Ethnicity
- Intersections 2: Religion – Islam, Islamophobia and Europe
- The Extreme Right
- Post colonialism
- Communities, social movements, inclusion and social justice
- Legislating for Equality
- Urban Protest – 'Race Riots' and Beyond
- Race, ethnicity and crime
- Race, ethnicity and the criminal justice system

The module will be delivered by one hour weekly lectures and one hour weekly seminars, this will be followed with one hour of online activity each week.

Part 3: Assessment

The module's assessment strategy is inclusive of both formative and summative assessment, designed to enable students to successfully meet the module's learning outcomes. The formative assessment aims to support students harnessing skills, such as reflexivity, peer-review and the communication of ideas in alternative formats for diverse audiences. Drawing on the skills practised through the formative assessment, the summative assessment aims to further enable students to demonstrate independent evaluative skills through the retrieval and interpretation of a wide range of information.

The module's assessment strategy is designed after a dialogue with all level 2 module leaders to ensure not only parity in assessment but also to allow for a range of skills and competences to be developed through the different stages of the programme.

Summative Assessment

1. 2,000-word evidenced based report linking race and ethnicity to a substantive topic covered in the module (80%)
2. 1,000-word online blog (20%) students will write three blogs through the duration of the module, these will be based on current issues pertaining to Race, Ethnicity and Diversity, and will select one blog as part of the portfolio to be assessed.

Formative Assessment


While formative assessment will be offered to students throughout the module, students have the opportunity to complete a practise blog as well as to comment on their peers' blogs.

Students will be provided with a choice of case studies to frame their assessment around and as the application of this will be personalised for each student the assessment itself will be individualised.

Identify final timetabled piece of assessment (component and element)	A1	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	NA

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 2,000 word report	80%
2. 1,000 word blog	20%

Resit (further attendance at taught classes is not required)											
Component A (controlled conditions) Description of each element	Element weighting (as % of component)										
2,000 word report	80%										
1,000 word blog	20%										
Part 4: Teaching and Learning Methods											
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Develop an evaluative understanding of theoretical and conceptual approaches to 'race' and ethnicity (component A). • Comprehend and assess the roles played by 'race' and ethnicity as sources of social identity and causes of social inequality (component A). • Understand the role played by intersectionality in shaping 'racial' and ethnic identities (component A). • Evaluate the nature and impact of 'race' and ethnicity as sources of conflict, struggle and resistance (component A). • Understand the interplay between theory, research, policy and praxis relevant to the study of 'race' and ethnicity (component A). • Demonstrate the ability to communicate issues of 'race', ethnicity and social inequalities to a wider audience (component A). 										
Key Information Sets Information (KIS)	<p><u>Key Information Set - Module data</u></p> <p>Number of credits for this module 30</p> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> 	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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300	72	228	0	300							
Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>										
Total Assessment	<table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading List	https://uwe.rl.talis.com/lists/A4C4F690-3D39-019B-59C2-298D20B287CA.html?edit										

FOR OFFICE USE ONLY

First CAP Approval Date	17/1/2018			
Revision CAP Approval Date		Version	1	RIA 12251