



MODULE SPECIFICATION

Part 1: Information			
Module Title	Economics of Race, Inequality and Justice		
Module Code	UMEDSY-15-2	Level	Level 5
For implementation from	2021-22		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Business & Law	Field	Cultural Studies, Economics, Sociology and Criminology
Department	FBL Dept of Accounting Economics & Finance		
Module Type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p>Overview: The Economics of Race, Inequality and Justice draws upon insights from economic sociology, stratification economics, development economics, labour and health economics. This module will provide a critical exploration of economic issues, theory, methods and policy that bring about or underlie inequalities based upon racial and ethnic identities in society. Informed economic analysis of race and ethnicity offers the possibility to understand the origins, opportunities, processes and real and potential outcomes for people of different racial and ethnic backgrounds. Such a perspective unearths how inequality is produced and reproduced in society and how justice can be advanced to reduce these levels of inequalities. Students will learn about key theoretical debates, historical accounts in the United Kingdom, United States and applied cases of international relevance from the Global South. The interdisciplinary approach provides students with tools to analyse various economic problems and policies considering the implications on social groups based on intersections of race, class and ethnic identities, and to understand the limitations of much existing economic analysis. It is expected that the module will result in a much deeper, more diversified, engaged and decolonial learning experience to help students examine and address societal problems and utilise heterodox economic reasoning to advance justice in holistic and innovative ways.</p> <p>Educational Aims: The module has a number of pedagogical aims:</p> <ol style="list-style-type: none"> 1. To introduce students to the economic arguments, rationales and theoretical debates related to the intersections of race, class and ethnic identities and how they generate and reproduce inequalities and economic outcomes;

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2. To provide opportunities for the study and assessment of economic issues, theories, policies and institutions that consider the distribution of wealth and income across racial and ethnic groups;
3. To develop students' understanding, analytical and communications skills with respect to understanding inequalities and advancing justice taking into account racialised and ethnic groups in society;
4. To examine the historical and contemporary manifestations of race and ethnicity across different societies as an economic phenomenon.

Outline Syllabus: This module will typically cover indicative topics that help students understand the ways in which economic theories, arguments and institutions may reproduce unequal outcome across racialised and ethnic groups in society. Indicative topics include:

Introduction to Economics of Inequality and Race

Colonialism and the globalization of Empire: contemporary drivers and manifestations

Education, poverty and wealth

Employment and Labour Market Discrimination

Climate Justice and Environmental Racism

Housing and Land in Black and Ethnic Communities

Immigration and Brexit

Public Policy and the Economics of Reparations

Teaching and Learning Methods: The module will involve a combination of 1 hour long lectures, 2 hour long workshops as well as online learning tools and activities, structured debates and class discussions.

Part 3: Assessment

This module deploys a mix of formative and summative assessment. Formative assessment takes various forms and occurs throughout the module; it may include peer feedback, responses to writings and readings and informal activities. Regular VLE messages, reflective posts, community engagement and discussions, provide generic feedback to groups on classes. Students will develop group work skills in classes through problem-solving, debates and discussions. Students will be encouraged to ask questions and voice opinions so as to understand their own views, values and enhance their understanding towards citizenship and lifelong learning.

Summative assessments will have two components: A) Group podcast production that critically reflects on a policy/programme (weighting 40%) B) One written academic assignment on the themes covered in the module (weighting 60%). The two-tier assessment is intended to test different skills and competencies. These include:

ability to assess economic theories and outcomes utilizing tools of power analysis, intersectionality and inequality based on race and ethnic identities.

ability to assess the implications of policies and institutions on racialized groups and communities

ability to integrate theoretical debates, historical insights on race and ethnicity, and their contemporary applications to everyday economic and policy issues

ability to assess key literature, historical patterns and formulate informed arguments and ideas about contemporary events, both through participation, discussion, community engagement and in writing

ability to work together with class members to produce a solid, reflective and critical piece of work

development of critical thinking on inequalities that are based on racialized and ethnic identities, and other axes of power such as class

Component A - Production of a Podcast on a programme/initiative

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Students will be asked to work in teams to produce a podcast of 20-30 minutes where they critically reflect and discuss one policy/ programme or initiative according to one of the themes of the syllabus. They must consider and assess its effectiveness, impact on members of the community and integrate the views of key community groups and other constituencies about potential solutions who have been targeted by the policy. The main aim of this assessment is to allow students' creativity and to apply some of the key concepts introduced in the first part of the module. It will allow them to reflect on their own learning on the theoretical aspects and empirical evidence to make sound contributions and analysis about the impacts of the policy/programme/initiative on and new ideas for racialized communities and ethnic groups. Each student will contribute either through discussion on the podcast, production-related activities, script-writing, technical aspects of podcasting, interviewing and recording key community members/groups. Teams must endeavour to integrate insights of these community members into the podcast production, which will be submitted via Blackboard. Feedback will highlight areas of strength and for improvement. This assessment component will help students develop ability to utilise economic reasoning, develop teamworking skills, engagement with community and critical thinking. The produced podcast will comprise 100% of the overall mark for Component A.

Component B – written assignment:

The assignment will be a substantive academic essay of 2000 words. This will be the most important component of summative assessment as students will be required to apply relevant concepts to analyse one of the topics in the module. Students will need to critically engage with a key theories and conceptual approaches and illustrate it with a case study, based on adequate research on current or historical examples and review of relevant secondary literature. This assessment component will help students identify and critically examine the links between theory and empirical evidence and develop academic writing skills.

First Sit Components	Final Assessment	Element weighting	Description
Group work - Component A		40 %	30 minute podcast production done in a group
Written Assignment - Component B	✓	60 %	2000 word essay
Resit Components	Final Assessment	Element weighting	Description
Field work - Component A		40 %	1000 word reflective piece of a policy/programme or initiative based on an interview with a key community member geared towards solutions
Written Assignment - Component B	✓	60 %	1500 word essay

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	Develop and apply economic reasoning to consider race and ethnicity as sources of economic opportunities and outcomes	MO1
	Develop a critical understanding of the relationship between racial and ethnic identities and economic processes and outcomes	MO2
	Demonstrate the ability to communicate and formulate informed arguments and ideas about the racial and ethnic underpinnings of everyday and strategic economic issues	MO3
	Comprehend and assess policies, institutions and economic issues relative to the roles played by racial and ethnic identities	MO4
	Develop specialised theoretical and interdisciplinary skills to be able to offer justice-centered proposals.	MO5

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Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	114
	Total Independent Study Hours:	114
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	36
	Total Scheduled Learning and Teaching Hours:	36
	Hours to be allocated	150
	Allocated Hours	150
Reading List	<p>The reading list for this module can be accessed via the following link: https://rl.talis.com/3/uwe/lists/4B3478D9-DF5A-7A4A-EF45-F00F0016EE1E.html</p>	

Part 5: Contributes Towards
<p>This module contributes towards the following programmes of study:</p> <p>Banking and Finance {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2019-20</p> <p>Banking and Finance {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2019-20</p> <p>Economics {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20</p> <p>Economics {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2019-20</p> <p>Economics {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2019-20</p> <p>Business Management and Economics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2019-20</p> <p>Economics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2019-20</p> <p>Business Management and Economics {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2019-20</p>