



## **Module Specification**

### **Race, Inequality and Justice - An Interdisciplinary Perspective**

Version: 2023-24, v3.0, 28 Mar 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>4</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>8</b>

## Part 1: Information

**Module title:** Race, Inequality and Justice - An Interdisciplinary Perspective

**Module code:** UMEDSY-15-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Business & Law

**Department:** FBL Dept of Accounting Economics & Finance

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Economics

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Drawing on disciplines such as sociology, political economy, and race and ethnic studies, Race, Inequality and Justice uses a multi-, cross- and interdisciplinary approach, and explores how 'race', 'races', racisms, and racialised inequalities and injustices manifest across a range of historical and contemporary socio-economic and political issues. The module aims to provide students with complex and nuanced understandings about the ways in which 'race', 'races', and

racialised inequalities and injustices have come about, continue to be embedded in, and impact people's lives, societies, institutions, economies, policies and politics. The multi-, cross- and interdisciplinary approach offers the possibility to study and understand the multi-layered and multi-dimensional ways in which 'race', 'racism', and racialised inequalities and injustices are produced and reproduced and how these can be addressed and changed. The module aims to provide students opportunities to learn about these issues as they relate not only to the UK and the USA, but globally. Upon successful completion of the module, among many other benefits, students should have gained new and deep understandings of the multifaceted and historically embedded power relations shaped by 'race' that underpin and structure societies, institutions, economies, policies, and politics. Students should be able to understand and analyse socio-economic and political problems shaped by 'race' in delicate, sensitive, nuanced, and sophisticated ways.

**Features:** Not applicable

**Educational aims:** The module has a number of pedagogical aims, including the following:

1. To introduce students to foundations for understanding and analysing 'race', 'racism', racism, and racialised inequalities and injustices, their impacts on people's lives, and how these are produced and reproduced across space and time
2. To provide opportunities for the study and assessment of concepts, histories, societies, institutions, policies, politics, that help us understand, are embedded in, and impact, 'race', 'racism' and racialised inequalities and injustices
3. To develop students' academic, analytical, critical thinking, reflective, communication (written and verbal), and social skills with respect to engaging with 'race', 'racism' and racialised inequalities and injustices in delicate, sensitive, nuanced, and sophisticated ways.

**Outline syllabus:** This module typically covers a range of topics that help students understand the multi-layered and multi-dimensional ways in which 'race', 'racism', and racialised inequalities and injustices are produced and reproduced and how these can be addressed and changed. Indicative topics may include:

What are 'race' and 'racism', what is racism

Whiteness, white supremacy, white privilege

Colonialism, slavery, empire

Intersectionality

Racial capitalism

Climate crisis

Immigration

Resistance and rebellion

Reparations

Anti-racism

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The module would typically consist of a combination of 2-hour long lectures and 1-hour long tutorials, as well as online learning activities, which may include documentaries and podcasts. The lectures and tutorials may consist of different activities, such as class discussions.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Develop complex and nuanced understandings about the ways in which 'race', 'races', and racialised inequalities and injustices have come about, continue to be embedded in, and impact, people's lives, societies, economies, institutions, policies, and politics

**MO2** Develop critical understandings of the relationships between racial and racialised constructions/groups/identities and social, economic, political and cultural structures, processes, and outcomes across space and time

**MO3** Demonstrate the ability to communicate and formulate informed arguments and ideas about racial and racialised underpinnings of everyday and strategic social, economic, political, and cultural issues

**MO4** Comprehend and assess the impacts of politics, policies, socio-economic, political, and cultural structures, and institutions on different/various racialised groups and communities across space and time.

**MO5** Develop specialised conceptual and interdisciplinary skills to be able to offer justice-centred proposals for social change.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) via the following link

## **Part 4: Assessment**

**Assessment strategy:** This module deploys a mix of formative and summative assessment.

Formative assessment takes various forms and occurs throughout the module. This may include feedback during teaching and learning sessions

Summative assessment has two tasks:

A) Group podcast production that critically reflects on students' own racialised positionality (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 relevant data/evidence/figures/diagrams, concepts, and literatures using approaches that allow for analysis of power, intersectionality, inequality, and injustice in relation to race and ethnicity

ability to assess the effects of politics, policies, socio-economic and political structures and institutions on racial/racialised groups and communities

ability to integrate and analyse conceptual and historical insights on race and ethnicity, and apply these to everyday social, economic, political, and policy issues

ability to assess key data/evidence, concepts, literatures, historical patterns and formulate informed arguments and ideas about contemporary racialised inequalities and injustices through active participation, discussion, community/peer engagement and through written expression

ability to work together with peers to produce a solid, reflective, and critical academic output

development of critical, sensitive, nuanced, and sophisticated thinking on inequalities that are based on racial/racialised and ethnic constructions, and other axes of power such as class and gender

Task A - production of a podcast reflecting on students' own racialised positionality:

Students will be asked to work in teams to produce a podcast of not more than 20 minutes where they critically reflect on and discuss how their racialised identities, positionalities and intersectional backgrounds within societies affect how they think

about, navigate, and engage with historical and contemporary racialised (in)equalities and (in)justices, domestically and globally. Podcasts are submitted via blackboard. The podcast recording is one component of the larger exercise, which includes writing a short summary script, and engaging with relevant module and academic content. Feedback will highlight areas of strength and for improvement. This assessment component aims to help students develop the ability to utilise and apply relevant data/evidence, concepts, and literatures, develop teamworking skills, engage with community and develop critical thinking. The podcast assignment will be graded as follows: 25% group mark for the podcast recording and 15% individual mark for the individual summary script.

#### Task B - individual written assignment:

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

#### **Assessment components:**

##### **Online Assignment (First Sit)**

Description: 20 minute group podcast

Weighting: 40 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

##### **Written Assignment (First Sit)**

Description: 2000 word essay

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Online Assignment (Resit)**

Description: A 20 minute group podcast . Groups of 1 permitted if necessary .

Weighting: 40 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Written Assignment (Resit)**

Description: 2000 word essay

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Economics [Frenchay] BA (Hons) 2022-23

Economics [Frenchay] BSc (Hons) 2022-23

Business Management and Economics [Frenchay] BA (Hons) 2022-23

Accounting and Finance [Frenchay] BA (Hons) 2022-23

Accounting [Frenchay] BSc (Hons) 2022-23

Banking and Finance [Frenchay] BSc (Hons) 2022-23

Accounting and Business Management [Sep][FT][Frenchay][3yrs] BA (Hons) 2022-23



Accounting and Business Management [Sep][SW][Frenchay][4yrs] BA (Hons) 2022-23

Accounting {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Banking and Finance {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Banking and Finance {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Economics {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Economics {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Economics {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-22

Economics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Business Management and Economics {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-22

Business Management and Economics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Accounting {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Accounting and Management {Foundation} [Sep][FT][Frenchay][4yrs] - Withdrawn  
BA (Hons) 2021-22

Accounting and Management {Foundation} [Sep][SW][Frenchay][5yrs] - Withdrawn  
BA (Hons) 2021-22

Accounting and Business Management {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-22

Accounting and Business Management {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Accounting and Finance {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-22

Accounting and Finance {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22