

MODULE PROFORMA		
<i>4SOCL004W Understanding Race</i>		
Module code: 4SOCL004W	Credit level: 4	Length: One semester
UK credit value: 20	ECTS value: 10	
Faculty and Department: Social Sciences and Humanities / History, Sociology and Criminology		
Module Leader: Dr Ben Pitcher		
Extension: 69050	Email: B.Pitcher@westminster.ac.uk	
Host course and course leader: BA (hons) Sociology, Dr Francis Ray White		
Status: Option		
Subject Board: SHS Level 4		
Pre-requisites: None		
Study abroad: Yes. No alternative assessment required.		
Special features: Field trips. Open to Study Abroad		
Access restrictions: None		
Are the module learning outcomes delivered, assessed or supported through an arrangement with an organisation(s) other than the University of Westminster. No		
Summary of module content: This module provides an introduction to key contemporary debates in the sociology of race. Each week is organised around a key concept, challenging 'commonsense' ideas about racial difference, ethnicity and culture. Exploring the fascinating role of race in the organisation of social and cultural life, this module assumes no prior knowledge of the topic, and provides an excellent foundation for the further study of race at levels 5 and 6. This module includes a walking tour of 'black London' led by a professional tour guide.		

### Learning outcomes

By the end of this module, the successful student will be able to:

1. Summarise and evaluate key contemporary debates in the sociology of race (4.1, 4.2, 4.3, 4.4, 4.5);
2. Describe some of the historical, social and cultural factors that have shaped those debates (4.2, 4.3, 4.4);
3. Highlight what is distinctive about sociological approaches to race (4.4);
4. Identify some of the ways in which academic debates can critically inform discussion of race in popular, media, political and social policy debate (4.4);
5. Use recognized academic conventions in referencing and bibliography (4.8);

6. Demonstrate evidence of transferable skills, including effective writing, critical thinking, independent study, time planning and management, and appropriate use of sociological resources (4.8).

**Course outcomes the module contributes to:** 4.1, 4.2, 4.3, 4.4, 4.7, 4.8 (these are listed above in parentheses after relevant learning outcomes).

### Indicative syllabus content

- social constructionist takes on race;
- theories of identity and difference;
- the history of colonialism and imperialism;
- race and national identity;
- theories of ethnicity;
- theories of whiteness;
- theories of hybridity and mixing;
- theories of diaspora and transnationality;
- theories of Islamophobia;
- theories of multiculturalism.

### Teaching and learning methods

This module is delivered via lectures, seminars and online workshops. Lectures introduce key theoretical perspectives and debates, using plenty of accessible examples. Seminars are used to assess students' understanding of lectures and set reading, and to encourage them to relate theoretical ideas to their own experiences. Online workshops take place via online discussion boards and/or social media, and require students to undertake exercises and answer questions, which are facilitated and responded to by the teaching team.

A tour of 'black London', led by a professional guide, gives students the opportunity to reflect on London as an important historical site in the sociology of race, and helps to the challenge 'common-sense' idea that race in Britain is only a subject of postcolonial immigration.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	11
Seminar	Scheduled	22
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	12
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	3
Work based learning	Scheduled	
<b>Total Scheduled</b>		48
Placement	Placement	
Independent study	Independent	152
<b>Total student learning and teaching hours</b>		200

\*the hours per activity type are indicative and subject to change.

## Assessment rationale

### 1. Essay 1 (30%)

Titled 'the social character of race', this will draw on the first weeks of the module, and aim to reinforce a distinctively sociological understanding of race. Assigned a relatively small percentage of marks, this serves as a formative assessment to help students engage with and understand a specifically sociological position on the theorization of race. It provides a solid conceptual basis for subsequent development and elaboration. This assessment addresses learning outcomes 1, 3, 5 and 6.

### 2. Essay 2 (70%)

This will draw on the subsequent weeks of the module, and require students to engage with three key concepts they have studied on the module. The percentage of marks are higher for this this summative assessment, and it gives students the opportunity to engage in a more detailed way with module content. This assessment addresses learning outcomes 1, 2, 3, 4, 5, and 6.

## Assessment criteria

In marking the first assessment, tutors will consider the extent to which the student has demonstrated the ability to:

- summarise and evaluate relevant theories and concepts.
- express what is distinctive about a sociological approach to race.
- draw on relevant secondary sources.
- draw on relevant examples to illustrate theories and concepts.
- express ideas clearly and use good written English.
- use appropriate academic conventions including references and bibliography.

In marking the second assessment, tutors will consider the extent to which the student has demonstrated the ability to:

- summarise and evaluate relevant theories and concepts in some detail.
- situate these theories and concepts in their historical, social and cultural contexts.
- draw on relevant secondary sources, to include some independent research.
- draw on relevant examples to illustrate theories and concepts.
- identify how academic debates can critically inform discussion of race in popular, media, or political debate.
- express ideas clearly and use good written English.
- use appropriate academic conventions including references and bibliography.

## Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Essay 1	30	35	-	essay
Essay 2	70	35	-	essay

## Synoptic assessment

This module does not contribute directly to synoptic assessment

## Sources

### Essential Reading:

Back, L and Solomos, J. (2009) *Theories of Race and Racism: A Reader* (2nd edition). London: Routledge.

Bloch, A. and Solomos, J. (2010) *Race and Ethnicity in the 21<sup>st</sup> Century*. Basingstoke: Palgrave Macmillan.

Fenton, S. (2010) *Racisms: an introduction*. London: Sage.

Karner, C. (2007) *Ethnicity and Everyday Life*. London: Routledge.

Meer, N. (2014) *Key Concepts in Race and Ethnicity*. London: Sage.

### Further Reading

Anderson, B. (2006) *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (revised edition). London: Verso.

Back, L (1996) *New Ethnicities and Urban Culture: racisms and multiculturalism in young lives*. London: Routledge.

Bonnett, A. (2000) *Anti-Racism*. London: Routledge.

Delanty, G., Wodak, R. and Jones, P. (eds) (2008) *Identity, belonging and migration*. Liverpool: Liverpool University Press.

Garner, S. (2007) *Whiteness: an introduction*. London: Routledge.

hooks, b. (1981) *Ain't I A Woman: Black Women and Feminism*. Boston: South End Press.

Kivisto, P. and Hartung, E. (2006) *Intersecting Inequalities. Class, Race, Sex, and Sexualities*. London: Pearson/Prentice Hall.

Martin, S. I. (1999) *Britain's Slave Trade* London: Channel 4 Books.

Modood, T. *Multicultural Politics: Racism, Ethnicity and Muslims in Britain*. Edinburgh: Edinburgh University Press.

Murji, K. and Solomos, J. (2005) *Racialization: Studies in Theory and Practice*. Oxford: Oxford University Press.

Pitcher, B. (2009) *The Politics of Multiculturalism: Race and Racism in Contemporary Britain*. Basingstoke: Palgrave Macmillan.

Stevenson, N. (ed.) (2001) *Culture and Citizenship*. London: Sage.

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**Date of initial validation:** 2015  
**Dates of approved modifications:**  
**Date of re-validation/review:**