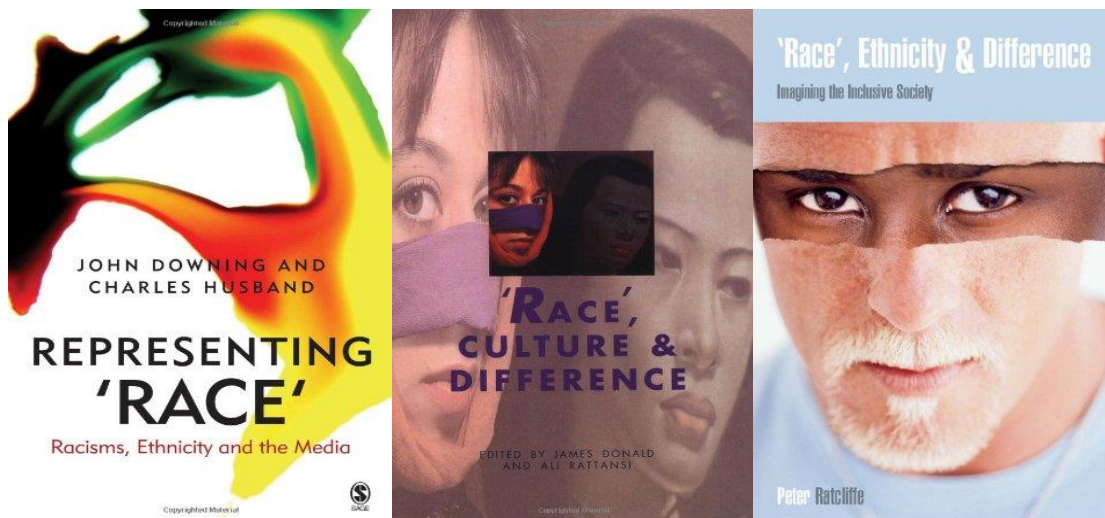


Module Guide

‘Race’, Culture and Identity



Division of Social Sciences

Level 6

Table of Contents

1. Module Details
2. Short Description
3. Aims of the Module
4. Learning Outcomes
 - 4.1 Knowledge and Understanding
 - 4.2 Intellectual Skills
5. Assessment of the Module
6. Feedback
7. Student Evaluation
8. Introduction to Studying the Module
 - 8.1 Overview of the Main Content
 - 8.2 Overview of Types of Classes
 - 8.3 Importance of Student Self-Managed Learning Time
 - 8.4 Employability
9. The Programme of Teaching, Learning and Assessment
10. Learning Resources

Overview of lecture programme

WEEK	TOPIC
1	Introductory Seminar and the Question of Identity
2	Theoretical Understanding of 'Race' and Racism
3	'Race ' and Whiteness
4	Historical Context of 'Race' and Racism
5	Student self-directed study week
6	'Race' and the Media
7	Guest Lecture
8	Youth Culture and Identity
9	Representation of 'Race' and Sexuality in Film
10	Race', Women and Feminism
11	Race Relations Legislation and the Racialisation of Politics
12	Overview of the Module

1. MODULE DETAILS

Module Title:	Race, Culture and Identity
Module Level:	6
Module Reference Number:	DSS_6_RCI
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	Level 5 Modules
Co-requisite Modules (If applicable):	None
Course(s):	BSc (Hons) Sociology 1
Module Coordinator:	Dr Shaminder Takhar
MC Contact Details (Tel, Email, Room)	020 7815 5748; takhars@lsbu.ac.uk , BR241
Teaching Team & Contact Details (If applicable):	
Subject Area:	Sociology
Summary of Assessment Method:	1 essay 3,000 words [100% of assessment]
The Library Information Officer for DSS	Rebecca Fong fongr@lsbu.ac.uk
External Examiner appointed for module:	Dr Gary Hazeldine School of Social Sciences Birmingham City University

2. SHORT DESCRIPTION

This module addresses the centrality of race and ethnicity to social relations. It provides an analysis of race and ethnicity within a changing scholarship and within their historical, cultural, political and theoretical contexts. Theoretical understandings of the intersectionality of race, gender and sexuality will also be explored, highlighting their impact on all aspects of people's lives. The complexities of analysing race, gender and sexuality are applied to representations in cultural forms, such as media and film. The module also demonstrates how the concepts covered have been influential in shaping public policy.

3. AIMS OF THE MODULE

The module aims to:

- develop an understanding of intersectionality
- provide an understanding of theoretical perspectives used in the study of race, gender and sexuality
- understand the impact and influence of race, gender and sexuality

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

On successful completion of the module, students will have developed:

- a comprehensive understanding of a range of theoretical tools to understand race, gender, sexuality and intersectionality

4.2 Intellectual Skills

On successful completion of the module, students will have developed the ability to:

- investigate the usefulness of race theories/intersectionality and reviewed debates on the relationship between race, class, gender and sexual politics
- evaluate the role of institutions in the formation of hierarchies based on race, class and gender
- to communicate and sustain an informed argument and analysis on issues related to race

5. ASSESSMENT OF THE MODULE

Formative assessment:

Annotated bibliography based on the areas covered in their chosen essay question.

Summative assessment:

Essay: 3000 words (100%)

Hand in Date: Friday 10th January 2020

Please note that to pass the module an overall mark of 40% is required.

Marks will be deducted for late submission or for exceeding the word limit.

Note that you are required to **submit your essay in Arial 12pt**. Please complete your annotated bibliography in the same format.

For a more general outline of assessment issues and marking criteria please see the DSS Course Guide.

Penalties for going over the word limit:

Over 10% over word length - deduct 5 marks.

Over 20% over word length - deduct 8 marks.

Over 25% over word length - deduct 10 marks.

Over 50% over word length - deduct 20 marks.

ASSESSMENT BRIEF

Your Assessment Brief includes your submission deadlines and the date by which you will receive feedback.

Your Assessment Brief will include the marking criteria that will be used to assess your work

The feedback you receive on your assessment will use these criteria and will help you to improve your performance in future assessments.

For further information regarding assessment in this course, please see your Course Handbook on Moodle. This contains detailed information regarding assessment including an explanation of the procedures to be followed if an assessment deadline is missed, as well as how to make an application for extenuating circumstances.

Essay Writing Guidelines

Plagiarism

All essays must also be submitted to TURNITIN after you hand in your essay. You are encouraged to submit a draft copy of your essay to the draft TURNITIN site and to review the originality report and revise your essay as necessary. Large chunks of text which are the same as text produced elsewhere will be treated as plagiarism and will have serious consequences for your marks and degree performance. Writing in your own words is a key requirement for students' work.

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations to deal with it if it is discovered. You will find a summary of the University regulations & procedures governing plagiarism in your Student Handbook. You must read this carefully.

Referencing & Bibliography

All essays must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. The Harvard System (also called the Author - Date System) is one of several available methods of referencing and is the preferred choice of most departments in the University. The help sheet covers the referencing of many different types of material, both printed and electronic. You are required to consult and use this help to accurately reference in your essays. The extensive 25 page help sheet outlines the different types of material you will use in your essays and can be found using the first link below (A). The second link (B) is the Harvard referencing workbook and the third (C) is a helpful video provided by the Media Library. **Please note: you may not be able to go directly to the links from this document and if so you will need to cut and past the links into the URL.**

<https://my.lsbu.ac.uk/my/wcm/myconnect/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.pdf?MOD=AJPERES>

<https://my.lsbu.ac.uk/my/wcm/myconnect/926ecab8-9ea3-452e-99a8-ea54c7e9bdfd/General+Harvard+Referencing+Workbook+2014-2015.pdf?MOD=AJPERES>

<https://hml.lsbu.ac.uk/Play/934>

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) "The Second World War and the Welfare State in Britain: sociological interpretations of historical development", in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:
Tomlinson, J. (1992) "Planning: Debate and Policy in the 1940s", *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:
<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

NB. In a rapidly changing situation new journal articles are constantly appearing. I will post titles of readings on the Moodle site for this module but please also check the journals yourself – there are many journals available electronically via the library website! The Journal of Gender Studies has a range of articles which can be accessed electronically.

You are expected to read at least one of the core readings for each seminar. You are not expected to read the 'further readings' listed each week, however they will be useful for you when writing your essay. You can also find a list with further readings at the end of the module guide. Most of the readings are from e-books or from journal articles which can be accessed easily. The length of the lists also means that the library cannot be expected to stock all the items, but it does guarantee to stock all core items (meaning that the library's teaching stock is in fact larger than that found in many universities in Britain – including some rather prestigious ones). The inevitable limitations that all libraries face mean that you should plan your reading in advance and make use of the reservation system. Please also return literature in good time to allow others to make use of it.

If you do want to read all or most of the items for a particular week (perhaps in order to prepare for an essay or presentation) and are having difficulty locating some of them, you are entitled to use other university libraries in the London area and I would strongly urge you to visit the British Library of Political and Economic Science (located across Waterloo Bridge at the LSE). Additionally, the librarians are happy to have 1:1 appointments to help you search for articles and with other matters – please contact the library at directly.

Marking Criteria

Marking Criteria applies to both the essay and the final exam. At all levels, five areas of assessment objective can be recognised:

1. Knowledge of the topic - ideas, concepts and institutions
2. Analysis of issues and an awareness of different viewpoints
3. Evaluation of competing explanations or theories applied to a problem
4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

Essay Assessment Criteria

Coursework must be submitted electronically via the module Moodle site and should also be submitted to TURNITIN

All coursework must have a word count clearly presented at the end. Penalties for going over the allocated word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

Hints on completing your assessment

- Your work must be presented according to the format required
- You need to demonstrate good knowledge and understanding of the topics discussed (see also learning outcomes) and show that you have undertaken independent research using a range of sources
- You need to provide appropriate examples or the inclusion of relevant data or supporting evidence
- Do not forget to reference correctly and provide a bibliography, correctly set out, at the end of your work

- Avoid lengthy quotations or answers that simply link together quotations from your sources - put points succinctly in your own words and cite the source of the argument or evidence
- Do not include bullet points or sub-headings in your work
- Ensure your answer provides analysis (how and why things happen) and not just a descriptive account (what happens)
- Give sufficient time for proof-reading - correcting errors and checking that the answers make sense. Poor expression in English will lose you marks
- Use a clear and direct style and keep sentences short
- Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University coursework

Plagiarism

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the LSBU *Assessment and Examinations Handbook* (https://www.lsbu.ac.uk/data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf) and in your Course Guide. Please read these carefully.

Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

<https://my.lsbu.ac.uk/my/portal/Study-Support/How-to-Guides>

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:

<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

6. FEEDBACK

The coursework deadlines are published, after discussions between staff, and where appropriate between staff and students, in the first few weeks of the semester. It has been provisionally agreed that the deadline for the coursework for this module is January 2019. Marked coursework is returned to students within 20 working days of submission. Generic feedback may also be provided.

7. STUDENT EVALUATION

Student evaluations on moodle showed a very positive attitude to the module; for instance many of respondents thought the lectures and seminars very good/excellent. There was a similar response for the overall student experience of the module. The evaluations also contain many positive comments about the lecturing, seminar activities, the overall content of the course, reading materials and the virtual learning environment. Students enjoyed the guest lecture given by Stephen Bourne as it provided information on black history that many students were not aware of. The final lecture and seminar will continue to provide study skills and preparation for the end of module essay – aspects which students found useful. Some comments were made on how to improving the virtual learning environment and an increase in resources such as the library. Every effort has been made to improve these aspects including the introduction of a Moodle site, which replaces the old VLE site. The module will be subject to continuous efforts to improve it. Responses to the following questions include:

What was the part of the module that you liked the best?

Fantastic teaching! I really enjoyed how involved the module leader was and used different techniques to teach us the topics and cement our understanding in the seminars.

I enjoyed learning about race and culture in more depth

I had an interest in the topic therefore enjoyed using the reading list and researching at home. The documentary list provided was helpful.

Learning about race and racism.

I found the concept of whiteness very interesting, I think concept allows a person to develop a better well rounded approach because it requires a person to be very objective.

What improvements do you think we could make to the module?

I would have liked the power point slides to have had more detailed information and notes that would have helped understand each topic a little more, as well as helping us with the assessment.

Nothing [no improvements]

8. INTRODUCTION TO STUDYING THE MODULE

8.1 Overview of the Main Content

This module addresses the centrality of race and ethnicity to social relations. It provides an analysis of race and ethnicity within a changing scholarship and within their historical, cultural, political and theoretical contexts. Theoretical understandings of the intersectionality of race, gender and sexuality will also be explored, highlighting their impact on all aspects of people's lives. The complexities of analysing race, gender and sexuality are applied to representations in cultural forms, such as media and film. The module also demonstrates how the concepts covered have been influential in shaping public policy.

8.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

This module will be taught by a combination of lectures and seminars. The lecture will involve formal lecture presentations, video clips and structured discussion of key themes. Powerpoint slides will be posted on the Moodle site for you to access and study before each lecture. Announcements or additional information relevant to the module will be posted on the Moodle site. In addition, students will be sent email messages via the Moodle site so students will need to access their LSBU email account on a regular basis.

Seminars form an integral part of the course and all students are required to attend on a regular basis. Seminars will involve active participation by students in order to get the most out of the module. The seminars will be organised around the topics covered in the lectures, and to ensure that you get the most out of the module, it is expected that you will:

- have done at least the *minimum* directed reading for each seminar
- actively participate in the discussion and be willing to make a presentation
- attend both the lectures and seminars.

8.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

Preparation time is important for researching your chosen area for group presentations and essay writing. Allow time to meet with the group on a regular basis before the presentation. Students often discover the gaps in their knowledge and understanding when they have to communicate a coherent and evidentially supported argument to others.

8.4 Employability

This module develops skills that will enhance the employability of students. In particular it will demonstrate their ability to think analytically, to discuss and debate issues relevant to the module to meet deadlines, to search for academic materials, to write a piece of coursework within a given word-length.

9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	TOPIC
1	Introductory Seminar and the Question of Identity
2	Theoretical Understanding of 'Race' and Racism
3	'Race ' and Whiteness
4	Historical Context of 'Race' and Racism
5	Student self-directed study week
6	'Race' and the Media
7	Guest Lecture
8	Youth Culture and Identity
9	Representation of 'Race' and Sexuality in Film
10	Race', Women and Feminism
11	Race Relations Legislation and the Racialisation of Politics
12	Overview of the Module

Recommended Books recently published:

Akala (2019) *Natives: Race and Class in the Ruins of Empire*, Two Roads Books [The Sunday Time Bestseller] [Available as an e-book in the library]

DiAngelo, R. (2019) *White Fragility: Why it's so hard to talk for white people to talk about racism*, Penguin Books.

Eddo-Lodge, R. (2018) *Why I'm No Longer Talking To White People About Race*, London: Bloomsbury [The Sunday Times Bestseller].

Hammond-Perry Kennetta, (2015) *London is the Place for Me : Black Britons, Citizenship, and the Politics of Race*, Oxford University Press.

Hirsch, A. (2018) *Brit(ish): On Race, Identity and Belonging*, Vintage Books.

Olusoga, D. (2017) *Black and British: A Forgotten History*, Macmillan Books.

Week 1: Introductory Seminar and the Question of Identity

In this session we will discuss the organisation of the course, teaching methods and other related issues.

An introduction to concepts and contemporary debates around:

- Identity, Belonging, Race and Ethnicity
- Culture, Cultural Identities and Multiculturalism
- Difference and Diasporas
- The study of 'Whiteness'

Seminar

Read the following article **before** the seminar

Younge, G. (2010) 'The Chronicles of Cablinasia' in Younge, G. *Who Are We – and should it matter in the 21st century?* London: Penguin/ Viking [Handout]

Ratcliffe, P. (2007) 'Ethnicity, Culture and Difference' in Ratcliffe, P. *Race, Ethnicity and Difference: Imagining the Inclusive Society*, Open University Press.
[Available as an e-book in the library]

Modood, T (2013) 'Is multiculturalism appropriate for the twenty-first century?' in Modood, T. (2013) (2nd ed.), *Multiculturalism: a civic idea*, Polity Press.
[Available as an e-book in the library]

OR

Modood, T. (2005) 'Multiculturalism, Secularism, and the State' in Modood, T. *Multicultural Politics: Racism, Ethnicity and Muslims in Britain*, Edinburgh University Press.
[Available in the library]

In small groups discuss the following:

How useful is identity as a concept?

What is your understanding of multiculturalism?

What do the following concepts mean: 'race', ethnicity, racism, prejudice, 'black', 'white', culture

Core Reading

Pitcher, B. (2009) *The Politics of Multiculturalism: race and racism in contemporary Britain*, Palgrave Macmillan. [Read a chapter of your choice - this is an e book available in the library]

Bhavnani, R; Mirza, H.S; Meeto, V. (2005) *Tackling the Roots of Racism*, Policy Press.

Cashmore, E. (ed.) (2007) *Encyclopedia of Race and Ethnic Studies*, Routledge.

Finney, N. & Simpson, L. (2009) 'Sleepwalking to Segregation'? *Challenging myths about race and migration*, Bristol University: The Policy Press.

Fekete, L. (2009) *A Suitable Enemy: Racism, Migration and Islamophobia in Europe*, London: Pluto Press.

Further Reading

Dyer, R. (1997) *White: Essays on Race and Culture*, London: Routledge.

Gunaratnam, Y. (2003) *Researching Race and Ethnicity*, Sage Publications.

Hesse, B. (ed.) (2000) *Un/settled Multiculturalisms: Diasporas, Entanglements, Transruptions*, London: Zed Books.

Hewitt, R. (2005) *White Backlash and the Politics of Multiculturalism*, Cambridge University Press.

Hussain, Ed (2007) *The Islamist: Why I joined radical Islam in Britain, what I saw inside and why I left*, London: Penguin Books.

Ifekwunigwe, J. (2004) *'Mixed Race' Studies*, London: Routledge.

Law, I. (2010) *Racism and Ethnicity: Global Debates, Dilemmas, Directions*, Pearson.

Modood, T. (2005) *Multicultural Politics: Racism, Ethnicity and Muslims in Britain*, Edinburgh University Press.

Ratcliffe, P. (2007) *Race Ethnicity and Difference*, Open University Press.

Solomos, J (2003) *Race and Racism in Contemporary Britain*, Palgrave Macmillan.

Classic Texts

CCCS (1982) *The Empire Strikes Back: Race and Racism in 70's Britain*, Harper Collins.

Chamberlain, M.E. (1988) *The Scramble for Africa*, Harlow: Longman.

- Fanon, F. (1986) *Black Skin, White Masks*, London: Pluto Press.
- Fryer, P. (1992) 6th edition, *Staying Power - The History of Black People in England*, London: Pluto Press. **305.800941**
- Fryer, P. (1993) *Aspects of British Black History*, London: Index. Ch.1,2,4 **305.800941**
- Gilroy, P. (1987) *There Ain't No Black in the Union Jack*, London: Hutchinson. Ch.2. **323.141**
- Griffin, J.H. (1962) *Black Like Me*, Signet Books.
- McClintock, A. (1995) *Imperial Leather: Race, Gender and Sexuality in the Colonial Conquest*, London: Routledge.
- Miles, R. (1989) *Racism*, London: Routledge Ch.2. **305.8**
- Sagger, S. (1992) *Race and Politics in Britain*, Hemel Hempstead: Harvester Wheatsheaf, Ch.1, 2. **305.800941**
- Said, E. (1998) *Culture and Imperialism*, Vintage.
- Said, Edward (1979) *Orientalism: Western Conceptions of the Orient*, Penguin Classics [25th Anniversary edition with Afterword, 28 Aug 2003]
- Small, S. (1994) *Racialised Barriers: the Black Experience in the United States and England in the 1990s*, London: Routledge. Ch.1, 2. **305.896**
- Solomos, J. & Back, L. (1996) *Racism and Society*, London: Macmillan. Ch.2.
- Young, R.J.C. (1995) *Colonial Desire: Hybridity in Theory, Culture and Race*, London: Routledge.

Week 2: Theoretical Understanding of 'Race' and Racism

This lecture outlines the contributions made by analytical frameworks in explaining the role of 'race' in contemporary society. It will be looking at theoretical perspectives that conceptualise and locate 'race' and racism in society. We will also examine the term 'postracialism' and whether a post racial society is a myth..

Seminar

Read the following articles **before** the seminar:

Law, I. (2010) 'Theorising Racism and Ethnicity: Foundations' in Law, I. *Racism and Ethnicity: Global Debates, Dilemmas, Directions*, Pearson.
[Available as an e-book in the library]

Lentin, A. (2011) 'What happens to anti-racism when we are post race?'
Feminist Legal Studies. Request full text at:
https://www.researchgate.net/publication/251399377_What_Happens_to_Anti_Racism_When_We_Are_Post_Race

Powell, J.A (2008) Post-racialism or targeted universalism, HeinOnline
<http://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=2633&context=facpubs>

In small groups discuss the following question:

How useful are theoretical perspectives in our understanding of race, culture and identity?

Core Reading

Craig, G; Atkin, K; Chattoo, S. (eds) (2012) *Understanding 'Race' and Ethnicity: Theory, History, Policy, Practice*, Policy Press.

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

Solomos, J. (2003) 3rd edition, *Race and Racism in Contemporary Britain*, London: Palgrave Macmillan. Ch.1.

Solomos, J. *Theories of Race and Racism* (e book: ADOBE READER)

Goldberg, D. (1993) *Racist Culture*, Oxford: Blackwell. **305.8**

Delgado & Stefanic, J. (2012) *Critical Race Theory: An Introduction* (Critical America Series), New York University Press.

Further Reading

Hall, S. (1980) 'Race', articulation and societies structured in dominance', in UNESCO Sociological Theories: Race and Colonialism, Paris: UNESCO. **305.8**

Miles, R. (1989) *Racism*, London: Routledge. Ch.1. **305.8**

Rex, J. (1983) *Race Relations in Sociological Theory*, London: Routledge. Ch.1,7. **305.8**

Rex, J. & Mason, D. (eds.) (1985) *Theories of Race and Ethnic Relations*, Cambridge University Press. **305.8**

Sampson, E. (1993) *Celebrating the Other*, Hemel Hempstead: Harvester Wheatsheaf.

Sollors, W. (ed.) (1996) *Theories of Ethnicity: A Classical Reader*, Macmillan

Solomos, J. & Back, L. (1996) *Racism and Society*, London: Macmillan. Ch.1.

Solomos, J & Back, I. (1995) *Race, Politics and Social Change*, London: Routledge.

Ware, V. & Back, L. (2002) *Out of Whiteness*, University of Chicago Press.

Week 3: 'Race' and Whiteness

This session explores how the boundaries associated with the study of race and ethnicity in contemporary societies are changing. Specifically, we will examine how the study of whiteness over the last two decades has become an important component in race related study and research. The research on whiteness brings to the fore issues such as power, privilege and (in)visibility. The 'controversial' nature of studying whiteness will be looked at through the difficulties that researchers can experience at a methodological and practical level. The question is whether race is being read into areas of social interaction unnecessarily.

Seminar

Read the following article **before** the seminar:

'White Privilege' in Bhopal, K. (2018) *White Privilege: the myth of a post-racial society*, Policy Press.

[Available as an e-book in the library]

'The Challenges of Talking to White People about Racism' in DiAngelo, R. (2019) *White Fragility: Why it's so hard to talk for white people to talk about racism*, Penguin Books.

2. In small groups discuss the following question:
How useful is the study of whiteness?

Core Reading

- Berger, M. (2000) *White Lies: Race and the Myths of Whiteness*, Farrar Straus Giroux.
- Bernardi, D. (ed) (2007) *The Persistence of Whiteness: Race and Contemporary Hollywood Cinema*, Routledge.
- Bhattacharyya, G. Gabriel, J.; Small, S. (2002) *Race and Power: Global racism in The twenty-first century*, London: Routledge.
- Clarke, S. and Garner, S. (2010) 'Empirical Research into White Racialised Identities in Britain'
- Clarke, S. and Garner, S. *White Identities; A Critical Sociological Approach*, Pluto Press.
[Available as an e-book in the library]
- Garner, S. (2007) *Whiteness: An Introduction*, Routledge.
- Lentin, R. (2001) 'Responding to the Racialisation of Irishness: Disavowed Multiculturalism and its Discontents' *Sociological Research Online*, vol. 5, no. 4,
<http://www.socresonline.org.uk/5/4/lentin.html>
- Middleton, S; Roediger, D.R; Shaffer, D.M. (2016) *The Construction of Whiteness: An Interdisciplinary Analysis of Race Formation and the Meaning of a White Identity*, Jackson: University of Mississippi.
[Available as an e-book in the library]

Further Reading

- Back, L. (2002) 'Out of Sight: Southern Music and the Coloring of Sound' in Back, L. & Ware, V. (2002) *Out of Whiteness*, Chicago: University of Chicago Press.
- Dyer, R. (1997) *White: Essays on Race and Culture*, London: Routledge.
- Fanon, F. (1952) *Black Skin, White Masks*, Grove Press [Revised edition, 2008].
- Fanon, F. (1961) *The Wretched of the Earth*, Penguin Modern Classics [Revised edition, 2001].
- Frankenberg, R. (1993) *The Social Construction of Whiteness: White Woman, Race Matters*, London: Routledge.
- Garner, S (2006) 'The Use of Whiteness: What Sociologists Working on Europe Can Draw from US Research on Whiteness', *Sociology*, Vol. 40, No. 2, April 2006.
- Nakayama, T.K. & Martin, J.N. (1998) *Whiteness: The Communication of Social Identity*, London: Sage.
- Neal, S. (1998) 'Embodying Black Madness, Embodying White Femininity: Populist (Re) Presentations and Public Policy - The Case of Christopher Clunis and Jayne Zito' *Sociological Research Online*, vol. 3, no. 4,
<<http://www.socresonline.org.uk/socresonline/3/4/6.html>
- Nakayama, T.K. and Martin, J.N. (eds.) *Whiteness: The Communication of Social Identity*, London: Sage.
- Ware, V. (1992) *Beyond the Pale: White Women, Racism & History*, London: Verso.

Week 4: Historical Context of 'Race' and Racism

The concept of 'race' has been used in a variety of ways and historically undergone stages of development in representations of the 'Other'. The emergence and development of concepts which have been central to racial thought will be examined in this session, as will the link between capitalist development, European expansion and racism.

Seminar

Read the following articles **before** the seminar:

Macmaster, N (2001) 'Introduction: The Roots of Modern Racism' in Macmaster, N. *Racism in Europe*, Palgrave.

[Available as an e-book in the library]

'The Victorian Image of Africa' by M.E. Chamberlain.

Source: Chamberlain, M.E. (2010) (3rd ed.) *The Scramble for Africa*, Harlow: Longman.

[Available as an e-book in the library]

'Racial Classification in History' by Michael Banton, *Social Studies Review*, May 1986 [Handout]

In small groups discuss the following question:

Are contemporary issues of 'race' and racism best understood in the context of history?

Documentary

We will watch some of the following documentary and as part of private study you are required to watch it online:

Congo, White King, Black Death (BBC4, February, 2004)

<http://www.freedocumentaries.org>

Description

"The story of King Leopold II of Belgium's brutal colonisation of central Africa, turning it into a vast rubber-harvesting labour camp in which millions died.

What the Belgians did in the Congo was forgotten for over 50 years. It's a shocking, astonishing story. In a way, it's a horrifying prelude in European history to the Holocaust.

Between 1870 and 1900 the Congo was pillaged - it was valuable as a source of rubber. King Leopold created his own colony in the Congo over which he ruled unchecked. Peter Bate's film is a marvellously made reconstruction of those days - it features footage of Congolese villages and explains with actors exactly what happened.

It's really a memorable film - the painfulness of what is described is counterbalanced by the great skill in the storytelling."

Source: Nick Fraser, Storyville Series Editor

<http://www.bbc.co.uk/bbcfour/documentaries/storyville/congo.shtml>

Core Reading

Gilroy, P. (1993) *The Black Atlantic: Modernity and Double Consciousness*, London: Verso.

Griffin, J.H. (1998) *Black Like Me*, Dutton/Signet Books.

Ifekwunigwe, J. (1999) *Scattered Belongings: Cultural Paradoxes of "Race," nation and Gender*, London: Routledge.

Lentin, A. (2004) *Racism and Anti-Racism in Europe*, Pluto Press.

[Available as an e-book in the library]

Nagel, J. (2003) *Race, Ethnicity and Sexuality: Intimate Intersections, Forbidden Frontiers*, Oxford University Press.

Ratcliffe, P. (2007) *'Race', Ethnicity and Difference*, Open University Press.
McClintock, A. (1995) *Imperial Leather: Race, Gender and Sexuality in the Colonial Conquest*, London: Routledge.

Further Reading

Banton, M. (1992) *Racial Consciousness*, London: Longman. **305.8**
Bolt, C. (1971) *Victorian Attitudes to Race*, London: Routledge. Ch.1,3. **305.800941**
Carrier, J. (ed.) (1996) *Occidentalism: Images of the West*, London: Routledge.
Chamberlain, M.E. (1988) *The Scramble for Africa*, Harlow: Longman.
Dyer, R. (1997) *White*, London: Routledge.
Fanon, F. (1986) *Black Skin, White Masks*, London: Pluto Press.
Ferro, M. (1997) *Colonization: A Global History*, London: Routledge.
Fryer, P. (1992) 6th edition, *Staying Power - The History of Black People in England*, London: Pluto Press. **305.800941**
Fryer, P. (1993) *Aspects of British Black History*, London: Index. Ch.1,2,4 **305.800941**
Gabriel, J. (1994) *Racism, Culture, Markets*, London: Routledge.
Gilroy, P. (1987) *There Ain't No Black in the Union Jack*, London: Hutchinson. Ch.2. **323.141**
Jackson, P. (ed.) (1987) *Race and Racism*, London: Routledge. **305.8**
Miles, R. (1989) *Racism*, London: Routledge Ch.2. **305.8**
Said, E. (1998) *Culture and Imperialism*, Vintage.
Said, Edward (1979) *Orientalism: Western Conceptions of the Orient*, Penguin Classics. [25th Anniversary edition with Afterword, 28 Aug 2003]
Samson, J. (2004) *Race and Empire* (Seminar Studies In History) Longman.
Solomos, J. & Back, L. (1996) *Racism and Society*, London: Macmillan. Ch.2.
Ware, V. (199) *Beyond the Pale*, London: Verso.
Young, R.J.C. (1995) *Colonial Desire: Hybridity in Theory, Culture and Race*, London: Routledge.

Week 5: Student self-directed study week

It is recommended that you work on your formative assessment which will prepare you for the essay.

Week 6: 'Race' and the Media

Analysing 'race' and media is an important area with reference to the coverage of issues involving 'race' and the debates concerned with the effect on race relations in Britain. This session will therefore be looking at images, assumptions and the role of the media in representation and stereotyping. It will also outline the debates about challenging the dominance of racial stereotypes.

Seminar

Read the following articles **and** answer the questions at the end, **before** the seminar:

Malik, S. (2010) 'Race and Ethnicity' in Albertazzi, D. and Cobley, P. (eds) (3rd ed.) *The Media: An introduction*, Pearson Education.
[Available as an e-book in the library]

Malik, S. (2002) 'Light Entertainment on Television – and the Black British Cultures it is Missing' in Malik, S. (2002) *Representing Black Britain: Black and Asian Images on Television*, Sage Publications.

[Available as an e-book in the library]

The Indian family on UK Reality TV

In small group discuss the following questions:

How are perceptions of 'race' influenced by the media?

Newspapers: How much of the story do headlines tell?

Core Reading

Alsultany, E. (2012) *Arabs and Muslims in the Media: Race and Representation After 9/11* (Critical Cultural Communication) New York University Press.

Dines, G & Humez, J.M. (eds) (2014) *Gender, Race, and Class in Media: A Critical Reader*, Sage.

Downing, J.D.H. & Husband, C. (2005) *Representing Race: Racisms, Ethnicity and the Media*, Sage.

Malik, S. (2004) 'Racial coding' in Cashmore, E. (ed) *Encyclopaedia of Race and Ethnic Studies*, London: Routledge 341- 345

Malik, S. (2002) *Representing Black Britain: Black and Asian Images on Television*, Sage Publications.

Malik, Sarita (1998) 'The Construction of Black and Asian Ethnicities in British Film and Television' in Briggs, A. & Cobley, P. (eds.) (1998) *The Media: An Introduction*, Harlow: Longman.

Further Reading

Cottle, S. (2000) *Ethnic Minorities and the Media: Changing Cultural Boundaries*, Open University Press.

Dyer, R. (2002) *The Matter of Images: Essays on Representation*, 2nd revised edition, Routledge.

Gillespie, M. (1995) *Television, Ethnicity and Cultural Change*, London: Routledge..

Malik, S. (2012) 'The Indian Family on UK Reality Television: Convivial Culture in Salient Contexts', *Television and New Media*, XX(X): 1-19.

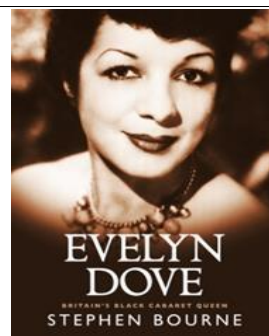
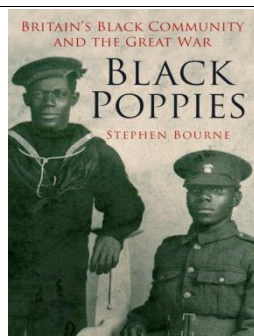
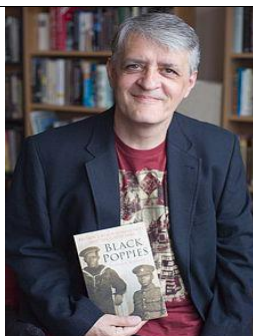
Malik, S., (2010) 'How Little Britain does "race"' in: Lockyer, S. (ed) *Reading Little Britain: Comedy Matters on Contemporary Television*, London : IB Tauris Publishers 75- 94.

Richardson, J.E. (2004) *(Mis)representing Islam: The Racism and Rhetoric of British Broadsheet Newspapers*, B.R. Gruener.

Troyna, B. (1981) *Public Awareness and the Media*, CRE. **305.800941**

Van Dijk, T.A. (1991) *Racism and the Press*, London: Routledge.

Week 7: Guest Lecture Stephen Bourne



Stephen Bourne will be speaking on his new book, *War to Windrush - Black Women in Britain 1939-1948*. Stephen is a local historian and an award winning writer. He has written many books including *Black Poppies*. Stephen will be speaking about Britain's Black Community during World War I, based on his book *Black Poppies*. He will also be speaking about his latest book *Evelyn Dove – Britain's Black Cabaret Queen*. On Friday 14 October from 6pm to 7.30pm Stephen will be launching *Evelyn Dove – Britain's Black Cabaret Queen* (Jacaranda Books, £12.99) at Camberwell Library, Camberwell Green SE5.

In 1914 Britain was home to at least 10,000 black Britons, many of African and West Indian heritage. Most of them were loyal to the 'mother country' when the First World War broke out. Despite being discouraged from serving in the British Army, men managed to join all branches of the forces, while black communities contributed to the war effort on the home front. By 1918 it is estimated that Britain's black population had trebled to 30,000, as many black servicemen who had fought for Britain decided to make it their home. It was far from a happy ending, however, as they and their families often came under attack from white ex-servicemen and civilians increasingly resentful of their presence. With first-hand accounts and original photographs, *Black Poppies* is the essential guide to the military and civilian wartime experiences of black men and women, from the trenches to the music halls. It is intended as a companion to Stephen Bourne's previous books published by The History Press: *Mother Country: Britain's Black Community on the Home Front 1939–45* and *The Motherland Calls: Britain's Black Servicemen and Women 1939–45*.

Week 8: Youth Culture and identity

The role of youth culture has claimed an important place in sociological analysis and we will be exploring the following in this session:

- The experiences of young people and considers whether youth culture is a 'subculture' - different and problematic?
- The question of style, identity and resistance.
- Black youth culture and political struggles.

- The analysis of explanations revolving around racism, educational disadvantage and unemployment.

Seminar

Read the following article **before** the seminar:

'Racial Authenticity, "Acting Black," and Cultural Consumption' in Kumar Warikoo, N. (2011) *Balancing Acts: Youth Culture in The Global City*, University of California Press; LA and Berkeley.

[Available as an e-book in the library]

In small groups answer the following questions:

What and who do the youth of today identify with?

What has been the role of music in youth culture and identity?

Core Reading

Waddington, P.A.J. (1999) 'Discretion, 'Respectability' and Institutional Police Racism' *Sociological Research Online*, vol. 4, no. 1,

<http://www.socresonline.org.uk/4/lawrence/waddington.html>

"Neighbourhood nationalism": Youth, Race, nation and identity'.

Source: Back, L (2002) *New Ethnicities and Urban Culture: racisms and multiculturalism in young lives*, London: Routledge.

[Available in the library]

Bennett, A. (2004) *After Subculture: Critical Studies in Contemporary Youth Culture*, Palgrave Macmillan.

Bennett, A. (2004) *After Subculture: Critical Studies in Contemporary Youth Culture*, Palgrave Macmillan.

Briggs, D. (2012) *The English Riots of 2011: A Summer of Discontent*, Waterside Press.

Gunter, A. (2013) *Growing Up Bad?: Black Youth, 'Road' culture and badness in an East London neighbourhood*, Tufnell Press.

Huq, R. (2005) *Beyond Subculture: Pop, Youth and Identity in a Postcolonial World*, Taylor and Francis10.

Nayak, A. (2003) *Race, Place and Globalization: Youth Cultures in a Changing World*, Berg.

Pitcher, B. (2009) *The Politics of Multiculturalism: race and racism in contemporary Britain*, Palgrave Macmillan.

Further Reading

Alexander, C. (2000) *The Asian Gang: Ethnicity, Identity, Masculinity*,

Alexander, C. (1996) *The Art of Being Black*, Oxford University Press.

Back, L. (1995) *New Ethnicities and Urban Culture*, UCL Press.

Brake, M. (1990) *Comparative Youth Culture: The Sociology of Youth Cultures and Youth Subcultures in America, Britain and Canada*, Taylor and Francis.

Dent, G. (ed.) (1992) *Black Popular Culture*, Seattle: Bay Press. Part IV.

Gilroy, P. (1993) 'Black and White on the Dance-Floor' in Gray. A & McGuigan. J (eds) *Studying Culture - An Introductory Reader*, London: Edward Arnold. **306**

Hall, S. & Jefferson, T. (eds.) (1976) *Resistance Through Ritual*, London: Hutchinson. Ch.1. **305.2350941**

Hebdige, D. (1987) *Cut 'n' mix: culture, identity and Caribbean music*, London: Comedia. **306**

Jones, S. (1988) *Black Culture, White Youth*, London: Macmillan.

McRobbie, A. (1991) *Feminism and Youth Culture: From Jackie to Just 17*, The Macmillan Press.

Sharma, S; Hutnyk, J; Sharma, A (eds.) (1990) *Dis-Orienting Rhythms: The Politics of the New Asian Dance Music*, London: Zed Press.

Solomos, J. (1988) *Black Youth, Racism and the State*, Cambridge University Press.

305.896041

Springhall, J. (1999) *Youth, Popular Culture and Moral Panics: Penny Gaffs to Gangsta Rap, 1830-1997*, Palgrave Macmillan.

White, A. (1987) *Lost in Music: Culture, style and the Musical event*, RKP.

Week 9: Representation of 'Race' and Sexuality in Film

This lecture examines the historical representation of black people in film; contemporary black film in Britain and the United States: the Black perspective on the practices and politics of the film industry; representations of colour, gender, sexuality, culture and the formation of identity.

Seminar

Read the following articles **before** the seminar:

Flory, D. (2013) 'Imaginative Resistance and the White Gaze in *Machete* and *The Help*' in Bloddsworth-Lugo, M.K. (eds) *Race, Philosophy and Film*, New York and London: Routledge.

[Available as an e-book in the library]

<http://0-lib.myilibrary.com.lispac.lsbu.ac.uk/Open.aspx?id=478165>

In small groups discuss the following statement:

The representation of 'race' in cinema has changed over time.

Core Reading

Benshoff, H.M. & Griffin, S. (2003) *America on Film: Representing Race, Class, Gender and Sexuality at the Movies*, Wiley Blackwell.

Bogle, D (1991) *Toms, Coons, Mammies, Mulattoes and Bucks; An Interpretative History of Blacks in American Films*, New York: Continuum.

Dyer, R. (2002) *The Matter of Images: Essays on Representation*, 2nd revised edition, Routledge.

Malik, S, (2002) *Representing Black Britain: Black and Asian Images on Television*, Sage Publications.

Massood, P. (2003) *Black City Cinema: African American Urban Experiences in Film* (Culture & the Moving Image) Temple University Press.

Sim, G. (2014) *The Subject of Film and Race*, Bloomsbury Academic.

Xing, J. (2003) *Reversing the Lens: Ethnicity, Race, Gender and Sexuality Through Film*, Colorado University Press.

Further Reading

Cashmore, E. (1997) *The Black Culture Industry*, London: Routledge.

Davies, J. & Smith, C.R. (1997) *Gender, Ethnicity and Sexuality in Contemporary American Film*, Keele University Press.

Ferguson, R. (1998) *Representing 'Race': ideology, identity and the media*, London: Arnold. Ch. 1,2,3,5,10.

- Jewell, K.S. (1993) *From Mammy to Miss America and Beyond: Cultural Images and the Shaping of US Social Policy*, London: Routledge.
- Leonard, David, J. (2006) *Screens Fade To Black: Contemporary African American Cinema*, Praeger Publishers Inc.
- Levine, L. (1997) *Black Culture and Black Consciousness*, Oxford University Press
- Miller, C. (1998) 'The Representation Of The Black Male In Film', *Journal Of African American Men*, Winter, Vol.3(3) pp. 19-30.
- Projansky, S.& Kent, A. (1998) 'Strategic Whiteness as Cinematic Racial Politics' in Nakayama, T.K. and Martin, J.N. (eds.) (1998) *Whiteness: The Communication of Social Identity*, London: Sage.
- Simmonds, F.N. (1992) 'She's Gotta Have It: The representation of Black Female Sexuality on Film' in Bonner et al. (eds.) *Imagining Women: Cultural Representations and Gender*, Cambridge: Polity Press.
- Snead, J. (1994) *White Screens, Black Images*, New York: Routledge.
- Willis, S. (1997) *High Contrast: Race and Gender in Contemporary Hollywood Films*, Duke University Press.
- Young, L. (1996) 'A Nasty Piece of Work: A Psychoanalytic Study of Sexual and Racial Difference in "Mona Lisa"', in Rutherford, J. (ed.) *Identity: Community, Culture, Difference*, London: Routledge. pp.188-207.

Week 10: 'Race', Women and Feminism

This session is focuses on the intersection of race and gender with reference to theory and will cover the following areas:

- Feminism as a concept; 'feminisms'; the women's movement - creating new agendas for public policy.
- Black women's response to mainstream white feminism; examining issues relevant to the lives of black women; areas of contention.
- Black feminism and the implications of a feminist ideology for all women.

Seminar

Read one of the following articles **before** the seminar:

What is Intersectionality?' in Hill Collins, P. and Bilge, S. (2016) *Intersectionality: Key Concepts*, Polity Press.

White, E. Frances (2010) *Dark Continent of Our Bodies: Black Feminism and The Politics Of Respectability*, Temple University Press. Chapter 1 'Black Feminist Intervention'
[Available as an e-book in the library]

In small groups discuss the following questions:

To what extent has the women's movement been able to cross national boundaries in terms of values, demands and goals?

How useful are the ideas of 'difference' and 'diversity' to feminism?

Core Reading

Bhavnani, K.K. (ed) (2001) *Feminism and 'Race'*, Oxford University Press.

Breines, W. (2006) *The Trouble Between Us: An Uneasy History of White and Black Women in the Feminist Movement*, Oxford University Press.

- Dialogue (2000) 'Feminism 2000: One Step Beyond?' *Feminist Review*, Vol. 64 (1).
- Hill-Collins, P. (2006) *From Black Power to Hip Hop: Racism, Nationalism, and Feminism*, Temple University Press, U.S. [e book]
- Collins, P. H. (1991, 200, 2009) *Black Feminist Thought*, [New York: Routledge. Ch.1,2,7. **305.4208996073 [E BOOK]**
- James, J. (2000) *The Black Feminist Reader*, Blackwell.
- Mirza, H.S. (2009) 'Plotting a History: Black and Postcolonial Feminisms in "New Times"', *Race, Ethnicity and Education*, 12(1): 1-10.
- Mirza, H.S. (1997) *Black British Feminism: A Reader*, London: Routledge.
- Mohanty, C.T. (2003) *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, Duke University Press.
- Pitcher, B. (2009) 'Multicultural Conflicts: The 'Feminist' State' in Pitcher, B. *The Politics of Multiculturalism: race and racism in contemporary Britain*, Palgrave Macmillan. [Available as an e-book in the library]
- Siddiqui, H. (2000) 'Black Women's Activism: Coming of Age?' *Feminist Review*, Vol. 64 (1).
- Takhar, S. (2013) *Gender, Ethnicity and Political Agency: South Asian Women Organizing*, New York: Routledge.
- Yuval-Davis, N. (2006) 'Intersectionality and Feminist Politics', *European Journal of Women's Studies*, (13):193. [Available as an e-journal in the library]

Further Reading

- Abel, E. (1997) *Female Subjects in Black and White: Race, Psychoanalysis, Feminism*, University of California Press, USA.
- Brah, A. (1996) *Cartographies of Diaspora: Contesting Identities*, London: Routledge.
- Carby, H. (1982) "White Woman Listen" Black Feminism and the Boundaries of Sisterhood in CCCS (eds) *The Empire Strikes Back: Race and Racism in 70s Britain*, London: Hutchinson.
- Frankenberg, R. (1993) *The Social Construction of Whiteness: White Women, Race Matters*, London: Routledge.
- hooks, b. (1991) *Yearning: Race, Gender and Cultural Politics*, London: Turnaround. **305.4**
- McRobbie, A. (2000) 'Feminism and the Third Way', *Feminist Review*, Vol.64, (1).
- Mirza, H. S. & Joseph, C. (eds) (2010). *Black and Postcolonial Feminisms in New Times: Researching Educational Inequalities*. London: Routledge [also published as Special Issue *Race, Ethnicity and Education*].
- Mohanty, C. et al. (1991) *Third World Women and the Politics of Feminism*, University of Indiana Press.
- Samantrai, R. (2002) *AlterNatives: Black Feminism in the Postimperial Nation*, Stanford University Press.
- Siddiqui, H. (2000) 'Black Women's Activism: Coming of Age?' *Feminist Review*, Vol. 64 (1).
- Takhar, S. (2005) 'South Asian Women, Social Capital and Multicultural (Mis)Understandings', *Community, Work and Family*, Vol. 9. No. 3, pp. 291-307.
- Wallace, M. (1999) *Black Macho and the Myth of the Superwoman*, Verso Books.
- White, E.F (2001) *Dark Continent of Our Bodies: Black Feminism and the Politics of Respectability*, Temple University Press, US.

Week 11: Race Relations Legislation and the Racialisation of Politics

This lecture looks at the following areas:

- Racial discrimination, inequality and antiracist perspectives.
- Immigration policy, ideologies, 'problems' of immigrants and racialised conflicts.

- Racialisation of political and legal institutions.
- Emergence of pressure groups, politicians and political institutions.

Seminar

Read one of the following readings **before** the seminar:

'Race Relations and Cultural Differences' in Verma, G and Bagley, C. (2011) *Race Relations and Cultural Differences: Educational and Interpersonal Perspectives*, Abingdon: Routledge [Available as an e book]

Hill, H. (2001) *Blackstone's Guide to the Race Relations (Amendment) Act 2000*, Oxford University Press.
[Available in the library]

In small groups discuss the following question:
How effective is race relations legislation?

Read a chapter from one of the following **before** the seminar to discuss changes in race relations:

Recommended Books recently published:

Akala (2019) *Natives: Race and Class in the Ruins of Empire*, Two Roads Books [The Sunday Time Bestseller] [Available as an e-book in the library]

DiAngelo, R. (2019) *White Fragility: Why it's so hard to talk for white people to talk about racism*, Penguin Books.

Eddo-Lodge, R. (2018) *Why I'm No Longer Talking To White People About Race*, London: Bloomsbury [The Sunday Times Bestseller].

Hammond-Perry Kennetta, (2015) *London is the Place for Me : Black Britons, Citizenship, and the Politics of Race*, Oxford University Press.

Hirsch, A. (2018) *Brit(ish): On Race, Identity and Belonging*, Vintage Books.

Olusoga, D (2017) *Black and British: A Forgotten History*, Macmillan Books.

Core Reading

Bhavnani, R; Mirza, H.S; Meeto, V. (2005) *Tackling the Roots of Racism*, Policy Press.
[Available in the library]

Hill, H. (2001) *Blackstone's Guide to the Race Relations (Amendment) Act 2000* (Blackstone's Guide), Blackstone Press.

Goulbourne, H. (1998) *Race Relations in Britain since 1945*, London: Macmillan.

Ifekwunigwe, J. (2004) *'Mixed Race' Studies*, London: Routledge.

Mullender, A. (2003) *Promoting Equality: Challenging Discrimination and Oppression*, Palgrave and Macmillan.

Nayak, A. (2003) *Race, Place and Globalization: Youth Cultures in a Changing World*, Berg.

Parekh, B. (2000) *Rethinking Multiculturalism*, Palgrave Macmillan.

Parekh, B. (2000) *The Future of Multi-Ethnic Britain: The Parekh Report*, Profile Books.

Pilkington, A. (2002) *Racial Disadvantage and Ethnic Diversity in Britain*, Palgrave Macmillan.

Pitcher, B. (2009) *The Politics of Multiculturalism: race and racism in contemporary Britain*, Palgrave Macmillan.

Solomos, J. (2003) *Race and Racism in Britain*, London: Macmillan. Ch.4,8.

Williams, M.E. (2002) *Race Relations (Opposing Viewpoints Series)*, Greenhaven Press.

Further Reading

Ahmed, A.S. (2003) *Islam Under Siege*, Polity Press.

Ali, R. (2002) *Our House? a Race and Representation in British Politics*, Institute of Public Policy Research.

Clements, P. (2002) *The Diversity Training Handbook: A Practical Guide to Understanding and Changing Attitudes*, Kogan Page Ltd.

Mason, D. (2003) *Explaining Ethnic Differences: Changing Patterns of Disadvantage in Britain*, Policy Press.

Spencer, L. (2004) *The Diversity Pocketbook*, Management Pocketbooks.

Thompson, N. (2001) *Anti-discriminatory Practice*, (3rd edition), Palgrave Macmillan.

Week 12: Overview of the Module and essay preparation

This session focuses on an overview of the module, i.e. making the links between different aspects of 'race' and culture covered. We will also spend some time looking at how to write effective essays and discussing the annotated bibliography

Study Skills

Chapter 10 'Critical Analytical Thinking' in Cottrell, S. (2013) *The Study Skills Handbooks*, Palgrave Study Guides, Palgrave Macmillan.

[Available as an e-book in the library]

Chapter 6: 'How to Write Essays' in Northedge, A. (2008) 92nd edition) *The Good Study Guide*, Open University Press.

[Available in the library]

10. LEARNING RESOURCES

Many classical texts are available online at: <http://www.constitution.org/liberlib.htm>

You will also find Box of Broadcasts (accessed via the library in the first instance) an enormously useful resource. The subject librarian, Emma Mires-Richards (miresrie@lsbu.ac.uk) is also extremely helpful, knowledgeable and willing to help with student queries.

Box of Broadcasts

<http://bobnational.net/>

Access to a wide range of off-air recordings including films and documentaries can be viewed using the library resource 'Box of Broadcasts' (BoB). All LSBU students have access to this useful resource via the Perry library catalogue which is easy to use. You can enquire in the Perry Library if you have any problems with access.

You can click on the link above and you will be asked to login by stating that you are from LSBU. You then use your LSBU user name and password. You can then watch any programme that has been recorded. . The subject librarian, Emma Mires-Richards (miresrie@lsbu.ac.uk) is also extremely helpful, knowledgeable and willing to help with student queries.

Academic Journals

The following journals should be consulted throughout the course. They contain many useful articles which can provide a clear summary of the issues connected to the study of 'race', culture and identity:

Social Identities
Gender, Place and Culture
Race and Class (Institute of Race Relations)
Ethnic and Racial Studies
Social Studies Review
Sociological Review
New Community
European Journal of Intercultural Studies
British Journal of the Sociology of Education
International Journal of Comparative Sociology
Capital and Class
Critical Social Policy
Social Policy Review
Feminist Review

Newspapers

You are encouraged to read at least one daily newspaper, which carry items relevant to the topics covered in this Module. Some useful examples are *The Guardian*, *The Times*, *The Independent* and *The Daily Telegraph*. There are, of course, a long list of other relevant daily newspapers and weekly popular publications, such as *The Economist*.

Moodle Sites: Virtual Learning Environment (VLE). The Moodle sites are specific to the modules.

Virtual Learning Environment - Moodle

The University's Technology Enhanced Learning (TEL) strategy seeks to support students' learning on modules through Moodle, a virtual learning environment (VLE). Students will be able access core information concerning modules through Moodle sites for each module; this will include course and module guides, assignment briefs, lecture and seminar programmes etc, study materials, links to other web sites, discussion boards and a range of online activities, as well as links to the Library catalogue and other University services (including your timetable).

With the introduction of the new VLE we have moved to online submission, marking and feedback process. All assignments should be submitted electronically via the VLE. Online marking, and the return of marks and feedback to students will be done via the VLE. Training and introductions to Moodle will be available from course teams and the Library as part of your induction.

DVDs

Immigration is a Time Bomb [BBC 2004, 60 mins.]

Journalist Ron Liddle criticises what he sees as an open door policy to **immigration** in Britain. Second of a two part season Unwelcome Britain. Recorded off air, 10.3.2005.

Panorama: Destination UK [BBC 2007, 30 mins.]

Meets people who are attempting a hazardous journey from Africa to the UK using migration routes operated by criminal gangs.

The Polish Invasion [Channel 4, 2006, 30 mins.]

Sir Digby Jones argues that **immigration** from Poland has exposed weaknesses in the British work ethic and the British education system.

Race: the floating signifier [1997, 60 mins.]

Stuart Hall considers why race matters and argues that each society defines racial difference in its own terms.

Racism: a history. Part 3 [2007, 60 mins.]

Looks at slavery in the Belgian Congo and racial segregation in the United States. From a three part series exploring the history of racism. Recorded off air, 4.3.2007.

Playing the Race Card, 3 [1999, 50 mins.]

The grievances that led to black youth riots in 1981. Recorded off air, 7.11.99.

It Ain't Half Racist Mum [1985, 30 mins.]

Is television racist?

Black and White in Colour : color adjustment [1992, 90 mins.]

How 40 years of race relations have been reflected in prime-time American television.

Panorama: White Fright [2007, 30 mins.]

A report from Blackburn, in Lancashire, a town which is becoming increasingly segregated by race.

Windrush [1998, 180 mins.]

Looks at the influence on Britain of the people who arrived from the Caribbean on the Empire Windrush in 1948.

Windrush : A British story [1995, 60 mins.]

The emergence of a new black British identity and of black celebrities who make their mark in entertainment and sport.

Windrush : Arrival [1998, 60 mins.]

The arrival of the first major influx of immigrants from the Caribbean in 1948.

Core Reading

Alexander, C. & Knowles, C. (eds.) (2005) *Making Race Matter: Bodies, Space and Identity*, Palgrave Macmillan.

Bhattacharyya, G. Gabriel, J.; Small, S. (2002) *Race and Power: Global racism in The twenty-first century*, London: Routledge.

Bhavnani, R; Mirza, H.S; Meeto, V. (2005) *Tackling the Roots of Racism*, Policy Press.

Cashmore, E. (ed.) (2007) *Encyclopedia of Race and Ethnic Studies*, Routledge.

Downing, J.D.H. & Husband, C. (2005) *Representing Race: Racisms, Ethnicity and the Media*, Sage.

Dyer, R. (2002) *The Matter of Images: Essays on Representation*, 2nd revised edition, Routledge.

Finney, N. & Simpson, L. (2009) *'Sleepwalking to Segregation'? Challenging myths about race and migration*, Bristol University: The Policy Press.

- Gottschalk, P. (2007) *Islamophobia: Making Muslims the Enemy*, Roman and Littlefield Publishers.
- Ifekwunigwe, J. (2004) *'Mixed Race' Studies*, London: Routledge.
- Modood, T. (2005) *Multicultural Politics: Racism, Ethnicity and Muslims in Britain*, Edinburgh University Press.
- Nakayama, T.K. & Martin, J.N. (eds.) (1998) *Whiteness: The Communication of Social Identity*, London: Sage.
- Nagel, J. (2003) *Race, Ethnicity and Sexuality: Intimate Intersections, Forbidden Frontiers*, Oxford University Press
- Nimer, M. (2007) *Islamophobia and Anti-Americanism: Causes and Remedies*, Amana Books.
- Pitcher, B. (2009) [The Politics of Multiculturalism: race and racism in contemporary Britain](#), [Palgrave Macmillan](#).
- Ratcliffe, P. (2007) *Race Ethnicity and Difference*, Open University Press.
- Solomos, J. (2003) *Race and Racism in Contemporary Britain*, Palgrave Macmillan
- Tate, S. (2005) *Black Skins, Black Masks: Hybridity, Dialogism, Performativity*, Ashgate.
- Reynolds, T. (2005) *Caribbean Mothers: Identity and Experience in the UK*, Tufnell Press.

Optional Reading

- CCCS (1982) *The Empire Strikes Back: Race and Racism in 70's Britain*, Harper Collins.
- Gilroy, P. (1990) *There Ain't No Black in the Union Jack*, Hutchinson.
- Goulbourne, H. (1998) *Race Relations in Britain Since 1945*, Macmillan.
- Gunaratnam, Y. (2003) *Researching Race and Ethnicity*, Sage Publications.
- Hesse, B. (ed.) (2000) *Un/settled Multiculturalisms: Diasporas, Entanglements, Transruptions*, London: Zed Books.
- Hewitt, R. (2005) *White Backlash and the Politics of Multiculturalism*, Cambridge University Press.
- Hill, H. (2001) *Blackstone's Guide to the Race Relations (Amendment) Act 2000* (Blackstone's Guide), Blackstone Press.
- Malik, K. (1996) *The Meaning of Race: Race, History & Cultures in Western Society*, London: Macmillan.
- McClintock, A. (1993) *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, Routledge.
- Miles, R. (1993) *Racism After Race Relations*, Routledge.
- Parekh, P. (2000) *The Future of Multi-Ethnic Britain*, London: Profile Books.
- Parekh, P. (2000) *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Palgrave.
- Pilkington, A. (2002) *Racial Disadvantage and Ethnic Diversity in Britain*, Palgrave Macmillan.
- Modood, T. et al (1994) *Changing Ethnic Identities* London: PSI.
- Said, E. (1998) *Culture and Imperialism*, Vintage.
- Said, Edward (1979) *Orientalism: Western Conceptions of the Orient*, Penguin Classics.
- [25th Anniversary edition with Afterword, 28 Aug 2003]
- Ware, V. (2002) *Out of Whiteness: Color, Politics and Culture*, University of Chicago Press.
- Watson, C.W. (2000) *Multiculturalism*, Open University Press.