

**UNIVERSITY COLLEGE NORTHAMPTON
POSTGRADUATE MODULAR SCHEME**

MODULE SPECIFICATION

SCHOOL FIELD*	Education
	Education
MODULE TITLE*	Perspectives on Race Equality

Module Code	Level*	Credit Value*	Leader
EDUM022	M	20	Chris Derrington/Dave Hill

Pre-requisites*:

Qualified teacher status or equivalent

Co-requisites*:

None

Restrictions*:

None

Context/rationale:

This module will introduce and explore theories and terminology around race equality. It will explore how changes in theories, government legislation, public attitudes and local policies have impacted and continue to impact upon education and schools.

Learning Outcomes*

On successful completion of the module students will be able to:

Knowledge and Understanding

- a) Understand and evaluate different conceptions and justifications of equality and equality of opportunity and their political and educational implications **(A1-2, A5-6)**
- b) Critically contextualise empirical developments in the economy, in society and in education with regard to 'race' in society. **(A3-5)**
- c) Demonstrate an awareness of the extent of discrimination and disadvantage in contemporary schooling, education and society with respect to 'race'. **(A1-8, 10-11)**

Subject - specific Skills

- d) Become aware of and evaluate explanatory theoretical developments in the economy, in society and in education. ((A1-3)
- e) Become aware of, understand and critique national, local authority, institutional and classroom level developments in policy and practice regard to 'race'. (B2-3, C2)
- f) Relate such empirical, theoretical and policy positions and developments to their own first and second hand experience and practice (B2, A4-5, B11)

Key Skills

- g) Demonstrate the ability to communicate effectively, both in oral and written forms and in a range of appropriate contexts (C1-3, A7)
- h)Critical reflective on their classroom teaching to promote understanding of cultural diversity (C6)
- i)Demonstrate effective communication skills, both orally and in written form. (C1)

Indicative Content:

The sessions will start by considering terminology such as 'race', racism and institutional racism and discuss the differences between multicultural education and anti-racist education. The lectures will then explore the current position concerning racial inequality and education and look at implications for policy and practice in the classroom, in schools and in society. It will be argued that it is the job of every person who works with young children and students to teach them about diversity and tolerance, and to challenge racism.

Teaching and Learning Strategy:

TEACHING, LEARNING + ASSESSMENT ACTIVITIES	STUDY HOURS
Lectures	30
Tutorials	2
Assignment	50
Preparation reading and research	118
TOTAL	200

Assessment strategy*and assessment criteria:

- ? 1 x Individual Book Review Presentation of c.2,000 words and a handout.
- ? 1 x 3,000 Word Assignment. The title will be self-selected by the student in consultation with the tutor.
- ? The assignment may develop from the students' own practice or that in their current work placement or previous experience.

ASSESSMENT ITEMS	UNITS	WEIGHTING	LEARNING OUTCOMES
Presentation and Handout		40%	a-i
Assignment (3000 words)		60%	a-i

Assessment criteria:

Assessment will be conducted in accordance with UCN assessment procedures as detailed in the specification. Specific assessment criteria will be produced adapted from UCN's generic M Level grade descriptors.

Indicative reading and other learning resources:

Students should also look at the journal, *Multicultural Teaching*. It is in the UCN Library. Also, look at the Runnymede Trust's *Race and Immigration* magazine, and *Searchlight*, the anti-fascist/anti-racist magazine (available from Searchlight, 37B New Cavendish St., London W1M 8JR). Look at the back copies too, as well as the current edition. And, for a strong anti-racist Marxist perspective, see *Race and Class*. It is in the library, so is the journal *Education and Social Justice*.

- Bhatti, G. (1999) *Asian Children at Home and at School*. London: Routledge/Falmer.
- Blair, M. and Bourne, J. et al. (1998) *Making the Difference: Teaching and Learning Strategies in Successful Multi-Ethnic Schools*. London: DfES.
- Cole, M. (ed.) (2000) *Education, Equality and Human Rights: Issues of Gender, 'Race', Sexuality, Special Needs and Social Class*. London: Routledge/Falmer.
- Cole, M., Hill, D. and Shan, S. (ed.) (1997), *Promoting Equality in Primary Schools*. London: Cassell.
- Gaine, C. and George, R. (1999) *Schooling and Equality: Gender, 'Race' and Social Class*. London: Falmer.
- Gillborn, D. and Mirza, H. (2000) *Educational Inequality: Mapping race, Class and Gender- a synthesis of research evidence*. London: Ofsted.
- Hill, D. (2001) *The National Curriculum, the Hidden Curriculum and Equality*. In D. Hill and M. Cole (eds.) *Schooling and Equality: Fact, Concept and Policy*. London: Kogan Page.
- Hill, D. and Cole, M. (2001) *Schooling and Equality: Fact, Concept and Policy*. London: Kogan Page.
- Jones, R (1999) *Teaching Racism or Tackling It?* Stoke-on-Trent: Trentham Books.
- Office for Standards in Education (Ofsted) (1999) *Raising the Attainment of Minority Ethnic Pupils, School and LEA responses*. London: Ofsted.
- Office for Standards in Education (Ofsted) (2001) *Managing Support for the Attainment of Pupils from Minority Ethnic Groups*. London: Ofsted.
- Parekh, B. (2000) *Report of the Commission on the Future of Multi-Ethnic Britain ('The Parekh Report')*. London: Profile Books.
- Parker-Jenkins, M. and Baig, A. (1995) *Children of Islam*. Stoke-on-Trent: Trentham

Books.

Sewell, T. (1997) *Black Masculinities and Schooling*. Stoke-on-Trent: Trentham Books.

Tizard, B and Phoenix, A. (2002) *Black, White or Mixed Race*. London. Routledge.

TTA (2000) *Raising the Attainment of Minority Ethnic Pupils*. London: TTA.

Useful Web sites:

www.britkid.org

Site set up to help children deal with racism and to promote racial tolerance
Commission for Racial Equality

www.cre.gov.uk

www.homebeats.co.uk

Institute for Race Relations

www.homebeats.co.uk/resources/education

Racism and Education

www.ourworld.compuserve.com

National Assembly Against Racism

www.carf.demon.co.uk

Campaign

www.blink.org.uk

Against Racism and Fascism

www.ieps.org.uk

Black Information Link

Institute for Education Policy Studies, a

Radical Left/ Marxist education

group/policy unit/publishers

Approval and review dates:

Date of Approval:

Date of Revision:

Section: