

## **COURSE SPECIFICATION DOCUMENT**

**NOTE:** ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

**Academic School/Department:** Communications, Arts and Social Sciences

**Programme:** Political Science

**FHEQ Level:** 6

**Course Title:** Ethnicity and Identity

**Course Code:** PLT 6415

**Course Leader:** Professor Alex Seago

**Student Engagement Hours:** **120**

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning : 75

**Semester:** FALL and/or SPRING and/or SUMMER

**Credits:** 12 UK CATS credits  
6 ECTS credits  
3 US credits

### **Course Description:**

Examines the questions of whether ethnicity is a universal phenomenon, and if ethnic conflict is inevitable. Investigates why ethnicity became such an important tool of political organization in the 20th century. This course examines ethnicity, and to a lesser extent religion and nationalism, as bases of social and political belonging and differentiation and sources of both creativity and conflict. Starting with the premise that identity is socially constructed, the ways in which ethnic identity has been formed and used in different societies will be examined. Different theories of ethnicity will be explored during the course, as well as specific case studies. Key contemporary issues in the study of ethnicity and identity, such as immigration and multiculturalism, are also addressed.

**Pre-requisites:** DEV 4100 or HST 4110 or INR 4100 or PLT 4100 or SCL 4110

### **Aims and Objectives:**

- To introduce students to the main theoretical literature on ethnicity, race and nationalism and to discuss how these intersect with other bases of identity such as religion and 'civilizations'.
- To provide students with the opportunity to explore the politics of ethnic and religious diversity in the contemporary world.
- To explore contemporary debates about the meaning of multiculturalism and the strategies currently being deployed by states and other actors to deal with diversity and

social cohesion.

**Programme Outcomes:**

At the end of this course, the students will have achieved the following programme outcomes.

6A(ii); 6B(ii); 6B(iv); 6C(i); 6C(iii); 6C(iv); 6D(ii); 6D(iv)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

**Learning Outcomes:**

At the end of this course, the students will have achieved the following learning outcomes.

- Demonstrates the ability to develop critical responses to, and a systematic and historical understanding of, theoretical approaches taken in the study of the politics of ethnicity and identity
- Demonstrates a systematic understanding of policy responses to questions of ethnicity and identity, particularly with regard to the issue of immigration
- Demonstrates a systematic insight into the key academic, public and policy debates taking place with regard to the politics of ethnicity and identity
- Takes responsibility for their own learning, and completes assigned work with a degree of clarity, contextualisation, critical thinking, and reflexive normative understanding appropriate for a 6000-level course

**Indicative Content:**

- The 'Politics of Identity' and its relationship to other social cleavages (ie Class, Gender, Ethnicity, Religion, Sexuality)
- Theoretical concepts and debates in the study of ethnicity and identity (ie Race and Racism, Nationalism; 'Primordialism' v 'Modernism')
- Religion as a contemporary vehicle of identity-formation
- The politics of ethnicity and immigration
- The politics of 'Assimilation' and 'Multiculturalism'.
- Case studies of the politics of ethnicity and identity

**Assessment:**

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

**Teaching Methodology:**

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with

