

SOU33021 —Race, Ethnicity and Identity 1.

Module Information	
Module Code	SOU33021
Module Title	Race, Ethnicity and Identity 1
Department	Sociology
Year Group	Junior Sophister
Module Personnel	Dr Philomena Mullen
Academic Year	2026-27
Credit Weighting	5 credits
Semester	Semester 1
Contact Hours	2 lectures + 1 tutorial per week

Module Content	
Module Description	This module examines the social, political and cultural construction of race, ethnicity and identity, situating contemporary forms of racism within historical and global contexts. It introduces students to foundational debates on the nature of race as a socially produced category, beginning with scientific and biological constructions of racial difference and moving toward sociological theories of racial formation and postcolonial critique. Core theoretical perspectives include racial formation theory, intersectionality and postcolonial melancholia, enabling students to analyse how race is produced and reproduced through institutions, knowledge systems and everyday practices. The module focuses closely on the persistence and transformation of racism in contemporary societies, including its recalibration within liberal democracies, institutional diversity regimes and digital and technological infrastructures. A particular strength of the module is its European and transnational framing, engaging with scholarship on whiteness, colonial legacies and contemporary racial politics beyond a US-centric focus. Through key texts in race critical theory as well as critical race theory, Black feminist thought, and postcolonial studies, students develop the tools to critically examine how race and identity are constructed, contested and lived in contemporary society.

Module Content

Learning Outcomes

- Develop foundational knowledge of the concepts of race and ethnicity, and critically assess how they differ and intersect.
- Understand how race and ethnicity shape processes of identity formation in contemporary societies.
- Analyse how racism operates at both interpersonal and structural levels within social, political and institutional contexts.
- Critically examine how racialisation operates as a social process shaping all social groups, and reflect on how racial categorisation informs identity, experience, and social relations.
- Develop the ability to construct, articulate and communicate well-informed arguments on race, ethnicity and identity in written and oral formats.

Indicative Reading / Resources

Students are required to do assigned readings for the tutorial.

It is also expected that you will read around the topics from the additional articles and chapters as well as other relevant and contemporary stories that arise on race, ethnicity and identity issues. As well as the list of set and recommended readings provided in advance of each tutorial, you will find below a number of key texts within this field. I urge you to pick out and read a number of these readings during the module. These will support your own writing and argument formation when carrying out your presentations and writing your essays.

Recommended supplementary reading List:

- Barth, F. (1969). 'Introduction' in Barth, F. (ed.) *Ethnic Groups and Boundaries*. Boston: Little, Brown and Company, pp. 9–38.
- Benjamin, R. (2019). *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press.
- Brubaker, R. (2004). 'Ethnicity Without Groups', *Archives Européennes de Sociologie*, 43(2), pp. 163–189.
- Fanon, F. (2008). *Black Skin, White Masks*. London: Pluto Press.
- Garner, S. (2004). *Racism in the Irish Experience*. London: Pluto Press.

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- Hall, S. (1996). 'Who Needs Identity?' in du Gay, P. et al. (eds.) Questions of Cultural Identity. London: Sage, pp. 1–17.
- Lentin, A. (2020) Why Race Still Matters. Cambridge: Polity Press.
- Lentin, A. (2025). The New Racial Regime. Recalibrations of White Supremacy. Pluto Press: London.
- Omi, M. and Winant, H. (2014) Racial Formation in the United States. 3rd edn. New York: Routledge.
- Said, E.W. (2003). Orientalism. London: Penguin.
- Wekker, G. (2016). White Innocence: Paradoxes of Colonialism and Race. Durham, NC: Duke University Press.

Assessment

Assessment Components

- Group/Pair Presentation (35%)
- End of Module Essay (2,500 words, 65%)

Assessment Details

1. Group/Pair Presentation (35%):

Students will work in a group or pair to deliver a presentation during tutorials. This assessment gives students the opportunity to explore a key topic from the module in more depth, and to work collaboratively to develop and present ideas clearly to their peers.

Through this assignment, students will:

- Develop their understanding of key theories and concepts in race, ethnicity, and identity
- Apply these ideas to real-world or contemporary examples
- Build confidence in presenting academic arguments orally
- Develop teamwork and collaboration skills
- Engage in discussion and respond to questions in a seminar setting

Where appropriate, individual contributions may be taken into account through tutor observation and/or peer feedback.

2. End-of-Module Essay (2,500 words) (65%)

Assessment

Students will complete a 2,500-word essay at the end of the module. This gives students the opportunity to develop an independent, well-structured argument on an essay topic within Race, Ethnicity, Identity 1.

The essay allows students to:

- Demonstrate understanding of key theories and debates from the module
- Apply these ideas to specific examples or case studies
- Develop critical thinking and analytical skills
- Build confidence in academic writing and argumentation
- Engage in independent research using scholarly sources

Assessment Approach:

This combination of coursework is designed to give students different ways of engaging with the subject. The presentation encourages active learning and discussion during the semester, while the essay allows for more independent analysis and reflection on key themes.

Attendance:

Students are expected to attend both lectures and tutorials and to actively contribute to the tutorials.

Students must attend at least 80% of tutorials, a -5% deduction will be applied for less than 80% attendance

Additional Information

Prerequisites

None

Co-requisites

None

Any other information

None