

SOCIM3107 Theories of Ethnicity and Racism

Teaching Block: 1

Weeks: 1-12

Unit Owner:	Dr Jon Fox	Level:	M/7
Phone:	0117 331 0608	Credit points:	20
Email:	jon.fox@bristol.ac.uk	Prerequisites:	None
Office:	2.02, 3 Priory Road	Curriculum area:	
Unit owner office hours:	Please see SPAIS MSc Blackboard for details (Please note, there are no regular office hours during Reading Week)		

Seminar time and location:

Please check your online timetable for day, time and venue of each seminar

You are also expected to attend **ONE** seminar each week. Your online personal timetable will inform you to which group you have been allocated. Seminar groups are fixed: you are not allowed to change seminar groups without permission from the office.

Weeks 6, 12, 18 and 24 are Reading Weeks; there is NO regular teaching in these weeks.

In addition to timetabled sessions there is a requirement for private study, reading, revision and assessments. Reading the required readings in advance of each seminar is the *minimum* expectation. The University Guidelines state that one credit point is broadly equivalent to 10 hours of total student input.

Learning Outcomes

- argue for a preference for one definition of ethnicity as against competing definitions;
- argue similarly for preferred definitions of racism;
- demonstrate a critical knowledge of key theories of racism and ethnicity, drawing from key works in social theory;
- develop a view of modernity into which theories of ethnicity and racism may be fitted;
- have a clear understanding of the debates about citizenship, multiculturalism and assimilation/integration; and,
- understand the intersections of class, social inequalities and ethnicity.

Requirements for passing the unit:

- Satisfactory attendance at seminars
- Completion of all formative work to an acceptable standard
- Combined mark of all summative work must be a pass (50 or above)

Details of coursework and deadlines

Assessment:	Word count:	Weighting:	Deadline:	Day:	Week:
Formative - essay	2,000	0%	11.00am 10 th November	Friday	7
Summative - essay	4,000 words	100%	9.30am 11 th January	Thursday	Assessment Week 1

- Summative essay questions will be made available on the SPAIS MSc Admin Blackboard site.
- Instructions for the submission of coursework will be emailed prior to the submission deadline.
- Assessment in the school is subject to strict penalties regarding late submission, plagiarism and maximum word count. See Appendix.
- Marking criteria can be found in the Appendix.

Teaching Format, Unit Expectations, Award of Credit Points

Unit aims

This unit will examine key theoretical orientations to the concepts of racism and ethnicity. The course will critically assess the ways in which these concepts are used and will explore competing explanatory frameworks.

Unit Objectives

- to examine critically the key theoretical debates concerning racism and ethnicity; and,
- to link understandings of ethnicity and racism to theories of social change and modernity.

Each weekly session is up to two hours long, structured combining seminar discussion around key themes as identified and introduced by the tutor. These discussions will be based on the reading for each week.

All students must do the required reading set for each session.

For the award of credit points, students must attend all sessions, make considered presentations, and complete the assessed essay. Credit points are necessary for students to be recognised as having successfully completed the unit.

Presentations

Each student will give one 10 minute presentation. Students will sign-up for presentations for a week of their choosing. Presentations should critically address the week's main substantive themes.

Coursework essay

Students may submit a short (1,500 word) essay. This is not required but it provides an opportunity for students to get guidance from the tutor on their work.

Assessed essay – 4,000-word essay due at the completion of the unit.

Set Readings, 'Study Skills' and Library

A selection of recommended readings constitutes the *minimum* requirement for each session. In order for students to grasp fully the debates addressed, a list of further reading is provided for each session which students will be expected to pursue in accordance with their interests.

The following more general works may be of benefit *but should not be relied upon exclusively*. These include:

- Back, L., and Solomos, J. (2009), *Theories of Race and Racism: A Reader* (Routledge) HT1521 THE
Brubaker R., (2004), *Ethnicity without Groups*, Harvard University Press GN495.6 BRU
Collins, P. H. and Solomos, J. (2010), *The SAGE Handbook of Race and Ethnic Studies*, London: SAGE Publications Ltd HT1521 SAG
Fenton S., (2010) *Ethnicity, Polity*
Horowitz, D. (1985) *Ethnic Groups in Conflict*, University of California Press GN496 HOR
Karner, C. (2007) *Ethnicity and Everyday Life*, Routledge GN495.6 KAR
Miles, R. (1982) *Racism and migrant labour*, Routledge & Kegan Paul HT1521 MIL
Modood, T. 2007 *Multicultural Politics: Racism, Ethnicity and Muslims in Britain*, Edinburgh: Edinburgh University Press DA125.M87 MOD
Modood, T. 2007 *Multiculturalism, a Civic Idea*, Polity HM1271 MOD

Students must also read widely in **academic journals**; the principal ones are:

<i>Ethnicities</i>	<i>Ethnic and Racial Studies</i>
<i>Journal of Ethnic and Migration Studies</i>	<i>Patterns of Prejudice</i>
<i>Nations and Nationalism</i>	<i>Social Identities</i>
<i>International Migration Review</i>	

SUMMARY TIMETABLE

Introduction

Week 1:

The social construction of race and ethnicity

Week 2:

The history of race

Week 3:

The history of ethnicity

Part 1: Race, ethnicity, and culture

Week 4:

Culture as cognition

Week 5:

Culture as structure

Week 6:

Reading week

Part 2: Race, ethnicity, and politics

Week 7:

Politics as symbolic struggle

Week 8:

Politics as ethnic and racial mobilisation

Part 3: Race, ethnicity, and economics

Week 9:

Economics as structure

Week 10:

Economics as structured inequalities

Conclusion

Week 11:

Everyday life and race and ethnicity

Introduction

Week 1: The social construction of race and ethnicity

This week we establish the theoretical foundations for the study of race and ethnicity. Our goal is to establish that race and ethnicity are social constructs. In so doing, we do not seek to diminish the significance of race and ethnicity but rather to understand them as social (as opposed natural) phenomena that are related to other social processes in the world. This perspective informs all subsequent analysis in the weeks to come.

Recommended reading:

- Rogers Brubaker, 'Ethnicity without Groups,' *Archives Européennes de Sociologie*, vol. 43, no. 2 (2002), pp. 163-189. HM1.A7
- Bob Carter and Steve Fenton, 'Not thinking ethnicity: A critique of the ethnicity paradigm in an over-ethnicised sociology', *Journal for the Theory of Social Behaviour*, vol. 40, no. 1, pp. 1-18. HM251.J5
- Abner Cohen, chapter 6, "'Invisible" organisations: Some case studies' in *Two-Dimensional Man: An Essay on the Anthropology of Power and Symbolism in Complex Society*, London: Routledge and Kegan Paul, 1974, pp. 90-118. CB 475 COH
- Matthew Desmond and Mustafa Emirbayer, 'What is racial domination', *Du Bois Review*, vol. 6, no. 2, pp. 335-55.
- Clifford Geertz, chapter 10, 'The integrative revolution: Primordial sentiments and civil politics in the new states', in *The Interpretation of Cultures: Selected Essays*, New York: Basic Books, 1973, pp. 255-310. GN325 GEE
- Richard Handler, chapter 1, 'Is "identity" a useful cross-cultural concept?', in *Commemorations: The Politics of National Identity*, John R. Gillis, ed., Princeton, NJ: Princeton University Press, 1994, pp. 27-40. JC311 COM
- Donald Horowitz, chapter 2, 'A family resemblance,' in *Ethnic Groups in Conflict*, Berkeley, CA: University of California Press, 1985, pp. 55-92. GN496 HOR
- Mara Loveman, 'Is "race" essential?', *American Sociological Review*, vol. 64, no. 6 (1999), pp. 891-98. HM1.A48
- Ellis P Monk, Jr, 'The consequences of "race and color" in Brazil', *Social Problems*, vol 63, no 3 (2016), pp. 413-30. HM1 S59
- Aliya Saperstein and Andrew M. Penner, 'Racial fluidity and inequality in the United States', *American Journal of Sociology*, vol. 118, no. 3 (2012), pp. 676-27. HM1.A43
- Miri Song, 'Challenging a culture of racial equivalence', *British Journal of Sociology*, vol. 65, no. 1, pp. 107-29. HM1.B65
- Loïc JD Wacquant, 'For an analytic of racial domination', *Political Power and Social Theory*, vol. 11 (1997), pp. 221-34. JA1.P49
- Max Weber, chapter 5, 'Ethnic Groups' in *Economy and Society*, Berkeley, CA: University of California Press, 1978, vol. 1, pp. 385-98. HM57 WEB

Further reading:

- Rogers Brubaker, 'Ethnicity, race, and nationalism', *Annual Review of Sociology*, vol. 35 (2009), pp. 21-42. HM1.A58
- Ronald Cohen, 'Ethnicity: Problem and focus in anthropology', *Annual Review of Anthropology*, vol. 7 (1978), pp. 379-403. GN1 A5
- Thomas Hylland Eriksen, chapter 1, 'What is ethnicity?', in *Ethnicity & Nationalism: Anthropological Perspectives*, London: Pluto Press, 2d rev ed 2010, pp. 1-22. JC311 ERI
- Francisco J. Gil-White, 'How thick is blood? The plot thickens: If ethnic actors are primordialists, what remains of the circumstantialist/primordialist controversy?' *Ethnic and Racial Studies*, vol. 22, no. 7 (1999), pp. 789-820. HT1501.E8
- Richard Jenkins, chapter 1, 'Knowing who's who', chapter 2, 'A sign of the times?', and chapter 3, 'Understanding identification', in *Social Identity*, London: Routledge, 2004, 2nd ed, pp. 1-38. HM131 JEM [1st ed 1996]
- Nasar Meer and Anoop Nayak, 'Race ends where? Race, racism and contemporary sociology', *Sociology*, 2014. HM1.S73
- Pierre L. Van den Berghe, chapter 2, 'Ethnicity as kin selection: The biology of nepotism', in *The Ethnic Phenomenon*, New York: Elsevier, 1981, pp. 15-36. HT1521 VAN

Week 2: The history of race

In week two, we examine the historical origins of race. We look into the emergence of race in the context of colonialism, slavery, and migration. Race in this view is a modern phenomenon; it has not been around since time immemorial nor will it be around forever, but rather must be understood in relation to specific and changing historical conditions. This is the social constructivist position in historical perspective.

Recommended reading:

- Frank Dikötter, chapter 1, 'Racial discourse in China: Continuities and permutations', in *The Construction of Racial Identities in China and Japan: Historical and Contemporary Perspectives*, ed. Dikötter, London: Hurst, 1997, pp. 12-33. DS730 CON
- Nicholas B Dirks, chapter 1, 'Introduction: The modernity of caste', in *Castes of Mind: Colonialism and the Making of Modern India*, Princeton, NJ: Princeton University Press, 2001, pp. 3-18. DS422.C3 DIR
- Barbara Jeanne Fields, 'Slavery, race and ideology in the United States of America,' *New Left Review*, no. 181 (1990), pp. 95-118. HX1.N4
- George M. Fredrickson, chapter 3, 'Race mixture and the color line', in *White Supremacy: A Comparative Study in American and South African History*, New York: Oxford University Press, 1981, pp. 94-135. E184.A1 FRE
- David Theo Goldberg, 'Racial Europeanization', *Ethnic and Racial Studies*, vol. 29, no. 2 (2006), pp. 331-64. H T1501.E8
- Michael Omi and Howard Winant, chapter 4, 'Racial formation', in *Racial Formation in the United States: from the 1960s to the 1990s*, New York: Routledge, 2d ed. 1994, pp. 53-76. E185.615 OMI
- Edward Said, chapter 1, 'The scope of Orientalism', in *Orientalism*, London: Penguin Books Ltd, 2003 (1978), pp. 31-112. DS32.8 SAI

Further reading:

- Kevin B Anderson, chapter 3, 'Race, class, and slavery: The Civil War as a second American revolution', in *Marx at the Margins: On Nationalism, Ethnicity, and Non-Western Societies*, Chicago: University of Chicago Press, 2010, pp. 79-114. JC233.M299 AND
- Homi K Bhabha, 'The other question...', *Screen*, vol. 24, no. 6 (1983), pp. 18-36. PN1993.S3
- Noel Ignatiev, chapter 2, 'White Negroes and smoked Irish', in *How the Irish Became White*, New York: Routledge, 1995, pp. 34-61. E184.I6 IGN
- George Mosse, chapter 1, 'Eighteenth-century foundations', in *Toward the Final Solution: A History of European Racism*, New York: Howard Fertig, 1978, pp. 1-16. HT1521 MOS
- Charles Wagley, chapter 30, 'On the concept of social race in the Americas', in *Contemporary Cultures and Societies of Latin America: A Reader in the Social Anthropology of Middle and South America and the Caribbean*, eds. Dwight B. Heath & Richard N. Adams, New York: Random House, 1965, pp. 531-45. HN110.5.A8 CON

Week 3: The history of ethnicity

Following from race, we turn our attention this week to ethnicity. Ethnicity is presented as a predominantly 20th century social phenomenon that enters into circulation in the context of international migration. Ethnicity, it is argued, is the language we use to make sense of the social difference that is the aftermath of migration. We study this nexus of ethnicity and migration in different geographical and historical contexts.

Recommended reading:

- Stephen Castles and Mark J. Miller, chapter 2, 'The migratory process and the formation of ethnic minorities', chapter 3, 'International migration before 1945', and chapter 4, 'Migration to highly-developed countries since 1945', in *The Age of Migration: International Population Movements in the Modern World*, Basingstoke: Palgrave Macmillan, 2009, 4th ed, pp. 20-95. JV6032 CAS
- Thomas Hylland Eriksen, chapter 5, 'Ethnicity in history', in *Ethnicity & Nationalism: Anthropological Perspectives*, London: Pluto Press, 2d rev ed 2010, pp. 95-116. JC311 ERI
- Steve Fenton, chapter 3, 'The demise of race: The emergence of "ethnic"' in *Ethnicity*, Oxford: Polity, 2d ed rev. 2010, pp. 51-70. GN495.6 FEN
- John Rex, chapter 2, 'The social institutions of colonialism: Conquest and unfree labour', in *Race Relations in Sociological Theory*, London: Routledge & Kegan Paul, 1983, 2nd ed, pp. 32-58. HT1523 REX

Anthony D. Smith, chapter 2, 'The ethnic basis of national identity', in *National Identity*, London: Penguin Books, 1991, pp. 19-42. JC311 SMI

Crawford Young, chapter 2, 'Ethnicity and the colonial and post-colonial state in Africa', in *Ethnic Groups and the State*, Paul Brass, ed., London: Croom Helm, 1985, pp. 59-93. JC311 ETH

Further reading:

Haisa R. Diner, chapter 1, 'History and the study of immigration', in *Migration Theory: Talking across Disciplines*, eds. Caroline B. Brettell and James F. Hollifield, New York: Routledge, 2007, pp. 27-42. JV6035 MIG

Steve Fenton, chapter 4, 'Racialisation and ethnicity in the economic context,' *Ethnicity: Racism, Class and Culture*, London: Macmillan, 1999, pp. 114-40. HT1521 FEN

John Hutchinson and Anthony D. Smith, eds., section 3, 'Ethnicity in history', in *Ethnicity*, Oxford: Oxford University Press, 1996, pp. 105-132. HT1521 ETH

Elisabeth Tonkin, Maryon McDonald, and Malcolm Chapman, chapter 2, 'History and ethnicity', in *Ethnicity*, John Hutchinson and Anthony D. Smith, eds., Oxford: Oxford University Press, 1996, pp. 18-24. HT1521 ETH

Part 1: Race, ethnicity, and culture

Week 4: Culture as cognition

In the fourth and fifth weeks of the unit our investigation shifts to the cultural dimensions of race and ethnicity. Here we are interested in race and ethnicity as categories of social division that can be situationally invoked to parse the social world. The meaning and content of these categories are the focus of struggle between differently situated actors invested in defining race and ethnicity. Race and ethnicity in this perspective are relational concepts that give meaning to us and our place in the world.

Recommended reading:

Fredrik Barth, 'Introduction,' in *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*, ed., Barth, London: Allan and Unwin, 1969, pp. 9-38. GN495.8 ETH

Pierre Bourdieu, 'The social space and the genesis of groups', *Theory and Society*, vol. 14, no. 6 (1985), pp. 723-44. H1 T49

Rogers Brubaker, Mara Loveman, and Peter Stamatov, 'Ethnicity as cognition', *Theory and Society*, vol. 33, no. 1 (2004), pp. 31-64. H1 T49

Richard Jenkins, chapter 5, 'Categorization and power', in *Rethinking Ethnicity: Arguments and Exploration*, London: SAGE Publications, 1997, pp. 52-73. HT1501.E8 Andreas Wimmer, 'The making and unmaking of ethnic boundaries: A multilevel process theory', *American Journal of Sociology*, vol. 113, no. 4 (2008): pp. 970-1022. HM1.A43

Eviatar Zerubavel, chapter 1, 'The sociology of the mind' and chapter 4, 'The social division of the world' in *Social Mindscapes: An Invitation to Cognitive Sociology*, Cambridge, MA: Harvard University Press, 1997, pp. 1-22, 53-67. BF323.S63 ZER

Further reading:

Rogers Brubaker, Margit Feischmidt, Jon Fox, and Liana Grancea, chapter 7, 'Categories', in *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town*, Princeton, NJ: Princeton University Press, 2006, pp. 207-38. DR279.92.H8 DRU

Roy D'Andrade, chapter 6, 'The growth of schema theory', in *The Development of Cognitive Anthropology*, Cambridge: Cambridge University Press, 1995, pp. 122-49. BF460 DAN [Education]

Teun A. van Dijk, chapter 3, 'Political discourse', in *Elite Discourse and Racism*, Newbury Park, CA: Sage Publications, 1993, pp. 49-114. HT1521 DIJ

William Petersen, chapter 5, 'Politics and the measurement of ethnicity' *The Politics of Numbers*, eds. Petersen and Paul Starr, New York: Russell Sage Foundation, 1987, pp. 187-233. HA37.U55 POL

Daniel Posner, 'The colonial origins of ethnic cleavages: The case of linguistic divisions in Zambia', *Comparative Politics*, vol. 35, no. 2 (2003), pp. 127-46. JA1 C62

Anthony Reid, chapter 4, 'Malay (*Melayu*) and its descendants: Multiple meanings of a porous category' in *Imperial Alchemy: Nationalism and Political Identity in Southeast Asia*, Cambridge: Cambridge University Press, 2009, pp. 81-114. DS523.3 REI

- Marc Howard Ross, chapter 1, 'Introduction: Easy questions and hard answers, what are they fighting about?' in *Cultural Contestation in Ethnic Conflict*, Cambridge: Cambridge University Press, 2007, pp. 1-29. HM1121 ROS
- Claudia Strauss and Naomi Quinn, chapter 3, 'Schema theory and connectionism', in *A Cognitive Theory of Cultural Meaning*, Cambridge: Cambridge University Press, 1997, pp. 48-84. GN502 STR
- Margaret Wetherell and Jonathan Potter, chapter 3, 'Discourse, power and subjectivity', in *Mapping the Language of Racism: Discourse and the Legitimation of Exploitation*, New York: Harvester, 1992, pp. 58-87. HT1521 WET
- Kevin A. Whitehead, 'Racial categories as resources and constraints in everyday interactions: implications for racialism and non-racialism in post-apartheid South Africa', *Ethnic and Racial Studies*, vol. 35, no. 7, 2012, pp. 1248-65. HT1501.E8

Week 5: Culture as structure

We continue our focus on the cultural dimensions and determinants of race and ethnicity by considering its structural elements. This week we investigate culture as a larger system of meaning in which ideas of race and ethnicity are embedded. We consider political attempts to manipulate the content and boundaries of race and ethnicity in and through debates about multiculturalism. Culture in these perspectives is theorised as a semi-autonomous domain in which concepts of race and ethnicity are situated.

Recommended Reading:

- Jeffrey C Alexander, 'Struggling over the mode of incorporation: Backlash against multiculturalism in Europe', *Ethnic and Racial Studies*, vol. 36, no. 4, pp. 531-56. HT1501.E8
- Zygmunt Bauman, chapter 2, 'From pilgrim to tourist – or a short history of identity', in Stuart Hall and Paul du Gay, eds., *Questions of Cultural Identity*, London: Sage Publications, 1996, pp. 18-36. HM101 QUE
- Han Entzinger, chapter 1, 'The rise and fall of multiculturalism: The case of the Netherlands', in *Toward Assimilation and Citizenship: Immigrants in Liberal Nation-States*, eds. Christian Joppke and Ewa Morawska, Basingstoke: Palgrave Macmillan, 2003, pp. 59-86. JV6342 TOW
- Paul Gilroy, chapter 1, '"Race", class and agency', in *'There Ain't no Black in the Union Jack': The Cultural Politics of Racism*, London: Hutchinson Education, 1987, pp. 15-42. DA125.A1 GIL
- Stuart Hall, chapter 1, 'Introduction: Who needs "identity"?', in *Questions of Cultural Identity*, eds. Hall and Paul du Gay, London: Sage Publications Ltd, 1996, pp. 1-17. HM101 QUE
- Nasar Meer and Tariq Modood, 'The multicultural state we're in: Muslims, "multiculture" and the "civic re-balancing" of British multiculturalism', *Political Studies*, vol. 57, no. 3, pp. 473-97. JA1.P61
- Tariq Modood, chapter 1, 'Is multiculturalism appropriate for the twenty-first century?', in *Multiculturalism: A Civic Idea*, Cambridge: Polity, 2007, pp. 1-20. HM1271 MOD

Further reading:

- Paul Gilroy, introduction, 'On living with difference', in *After Empire: Multiculture or Postcolonial Melancholia?* London: Routledge, 2004, pp. 1-28.
- Stuart Hall, chapter 11, 'Cultural identity and diaspora', in *Identity: Community, Culture, Difference*, ed. Jonathan Rutherford, London: Lawrence & Wishart 1990, p. 222-37. HM101 IDE
- David Hollinger, chapter 1, 'Introduction,' and chapter 2, 'Haley's choice and the ethno-racial pentagon,' in *Postethnic America: Beyond Multiculturalism*, New York: Basic Books, 1995, p. 1-50. E184.A1 HOL
- Tariq Modood, chapter 9, '"Difference", cultural racism, and anti-racism', in *Debating Cultural Hybridity: Multi-Cultural Identities and the Politics of Anti-Racism*, eds. Pnina Werbner and Modood, London: Zed Books, 1997, pp. 154-72. HT1521 DEB
- Tariq Modood, chapter 8, 'Muslims and the politics of multiculturalism', in *Multicultural Politics: Racism, Ethnicity and Muslims in Britain*, Edinburgh: Edinburgh University Press, 2005, pp. 151-70. DA125.M87 MOD
- Peter Scholten and Ronald Holzhaecker, 'Bonding, bridging and ethnic minorities in the Netherlands: Changing discourses in a changing nation', *Nations and Nationalism*, vol. 15, no. 1 (2009), pp. 81-100. JC311.N2
- John Skrentny, chapter 4, '"We were advancing the really revolutionary view of discrimination": Designating official minorities for affirmative action in employment', and chapter 5, '"In view of the existence of the other significant minorities": The expansion of affirmative action for minority capitalists', in *The Minority Rights Revolution*, Cambridge, MA: The Belknap Press of Harvard University Press, 2002, pp. 85-164. JC571 SKR

Yasemin Nuhoğlu Soysal, chapter 4, 'Discourses and instruments of incorporation', and chapter 5, 'The organization of incorporation', in *Limits of Citizenship: Migrants and Postnational Membership in Europe*, Chicago, IL: University of Chicago Press, 1994, pp. 45-83. JN94.A92 SOY

Week 6: Reading week

Part 2: Race, ethnicity, and politics

Week 7: Politics as symbolic struggles

Here we return to some of the themes discussed in week 4 from the perspective of the state. We investigate different ways in which the state and associated political actors engage in various struggles to name, identify, classify, and define their preferred visions of racial and ethnic difference. Both the stakes and outcome of these discursive and symbolic struggles are the ways in which we understand race and ethnicity today.

Recommended reading:

- Pierre Bourdieu, 'Identity and representation: Elements for a critical reflection on the idea of region', in *Language and Symbolic Power*, Cambridge: Basil Blackwell, 1991, pp. 220-28. P40 BOU
- Paul R. Brass, chapter 1, 'Text and context', and chapter 8, 'Conclusion', in *Theft of an Idol: Text and Context in the Representation of Collective Violence*, Princeton, NJ: Princeton University Press, 1997, pp. 3-31, 260-88. HN690.Z9.V5 BRA
- Michael Burleigh and Wolfgang Wipperman, chapter 3, 'Barbarism institutionalized: Racism as state policy', in *The Racial State: Germany 1933-1945*, Cambridge: Cambridge University Press, 1991, pp. 44-73. DD256.5 BUR
- David FitzGerald and David Cook-Martin, Introduction, in *Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas*, Cambridge, MA: Harvard University Press, 2014, pp. 1-46. JV6351 FIT
- David I. Kertzer & Dominique Arel, chapter 1, 'Censuses, identity formation, and the struggle for political power', in *Census and Identity: The Politics of Race Ethnicity, and Language in National Censuses*, eds. Kertzer and Arel, Cambridge: Cambridge University Press, 2001, pp. 1-42. HA179 CEN
- Mara Loveman and Jeronimo O. Muniz, 'How Puerto Rico became white: Boundary dynamics and intercensus racial reclassification', *American Sociological Review*, vol. 72, no. 6, pp. 915-39. HM1.A48
- Michael Omi and Howard Winant, chapter 5, 'The racial state', in *Racial Formation in the United States: From the 1960s to the 1990s*, New York: Routledge, 1994, pp. 77-91. E185.615 OMI
- Joseph Ruane and Jennifer Todd, 'The roots of intense ethnic conflict may not in fact be ethnic: Categories, communities and path dependence', *European Journal of Sociology*, vol. 45, no. 2 (2005), pp. 209-32. HM1.A7
- Patrick Simon, 'The choice of ignorance: The debate on ethnic and racial statistics in France', *French Politics, Culture & Society*, vol. 26, no. 1 (2008), pp. 7-31. DC417.F7
- Maarten Peter Vink and Rainer Bauböck, 'Citizenship Configurations: Analysing the Multiple Purposes of Citizenship Regimes in Europe', *Comparative European Politics*, vol., no. 5 (2013), pp. 621-48.
- Andreas Wimmer, chapter 3, 'Dominant ethnicity and dominant nationhood', in *Rethinking Ethnicity: Majority Groups and Dominant Minorities*, ed. Eric P. Kaufmann, London: Routledge, 2004, pp. 40-58. HM1271 RET

Further reading:

- Patricia Ahmed, Cynthia Feliciano, and Rebecca Jean Emigh, 'Internal and external ethnic assessments in Eastern Europe', *Social Forces*, vol. 86, no. 1 (2007), pp. 231-55.
- John R. Bowen, chapter 4, 'Scarves and schools', in *Why the French don't like headscarves: Islam, the state, and public space*, Princeton, NJ: Princeton University Press, 2006, pp. 65-97. GT2212 BOW
- Geoffrey C. Bowker and Susan Leigh Star, chapter 6, 'The case of race classification and reclassification under apartheid', in *Sorting Things out: Classification and its Consequences*, Cambridge, MA: MIT Press, 1999, pp. 195-225. T14 BOW [Queen's Building]
- Randall Collins, chapter 3, '"Balkanization" or "Americanization": A geopolitical theory of ethnic change', in *Macrohistory: Essays in Sociology of the Long Run*, Stanford, CA: Stanford University Press, 1999, pp. 70-109. D16.8 COL

- F James Davis, chapter 4, 'The rule becomes firm', in *Who is Black? One Nation's Definition*, University Park, PA: The Pennsylvania State University Press, 1991, pp. 51-80. E185.625 DAV
- Virginia R. Domínguez, chapter 1, "Introduction" in *White by Definition: Social Classification in Creole Louisiana*, New Brunswick: Rutgers University Press, 1986, pp. 1-20. F380.C87 DOM
- Siniša Malešević, 'Did wars make nation-states in the Balkans? Nationalisms, wars and states in the 19th and early 20th century South East Europe', *Journal of Historical Sociology*, vol. 25, no. 3 (2012), pp. 299-330.
- Paul Maylam, chapter 5, 'The segregation era', and chapter 6, 'Apartheid', in *South Africa's Racial Past: The History and Historiography of Racism, Segregation, and Apartheid*, Aldershot: Ashgate, 2001, pp. 143-206. DT1757 MAY
- Kurien, Prema. 1994. 'Colonialism and ethnogenesis: A study of Kerala, India.' *Theory and Society*, vol. 23, no. 3, pp. 385-417. H1.T49
- David R. Roediger, chapter 7, 'Irish-American workers and white racial formation in the antebellum United States', in *The Wages of Whiteness: Race and the Making of the American Working Class*, London: Verso, 1999, rev. ed, pp. 133-63. HD4903.5.U58 ROE
- James C. Scott, part 1, 'State projects of legibility and simplification', in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, New Haven, CT: Yale University Press, 1998, pp. 9-84. HD87.5 SCO
- Dusko Sekulic, 'The creation and dissolution of the multinational state: The case of Yugoslavia', *Nations and Nationalism*, vol. 3, no. 2 (1997), pp. 165-79. JC311.N2

Week 8: Politics as ethnic and racial mobilisation

In our second week on politics we turn to the ways in which race and ethnicity are the ongoing and changing products of political mobilisation. From this perspective, race and ethnicity are interest groups: they are fought over by different actors who organise to promote and disseminate their own vision of racial and/or ethnic difference in the world. These struggles suit both their symbolic and material interests. In the process of these struggles, race and ethnicity become legitimate (and legitimated) bases for social organisation.

Recommended reading:

- Michael Banton, chapter 6, 'How competition affects boundaries', in *Racial and Ethnic Competition*, Cambridge: Cambridge University Press, 1983, pp. 100-39. HT1521 BAN
- Nathan Glazer and Daniel P. Moynihan, 'Introduction', in *Ethnicity: Theory and Experience*, Glazer and Moynihan, eds., Cambridge, MA: Harvard University Press, 1975, pp. 1-26. HT1521 ETH
- Sarah Wallace Goodman, 'Fortifying citizenship: Policy strategies for civic integration in western Europe', *World Politics*, vol. 64, no. 4 (2012), pp. 659-98. D839.W6
- Henry E. Hale, chapter 1, 'Introduction', chapter 2, 'The need for a microfoundational theory of ethnicity', and chapter 3, 'A relational theory: Ethnicity is about uncertainty, whereas ethnic politics is about interests' in *The Foundations of Ethnic Politics: Separatism of States and Nations in Eurasia and the World*, Cambridge: Cambridge University Press, 2008, pp. 1-56. GN496 HAL
- Christian Joppke, 'Multiculturalism and immigration: A comparison of the United States, Germany, and Great Britain', *Theory and Society*, vol. 25, no. 4 (1996), pp. 449-500. H1.T49
- Ruud Koopmans and Paul Statham, chapter 2, 'Migration and ethnic relations as a field of political contention: An opportunity structure approach', in *Challenging Immigration and Ethnic Relations Politics*, Koopmans and Statham, eds., Oxford: Oxford University Press, 2000, pp. 13-56. JV7590 CHA
- Joane Nagel, introduction, 'American Indian ethnic renewal', and chapter 1, 'Constructing ethnic identity', in *American Indian Ethnic Renewal: Red Power and the Resurgence of Identity and Culture*, New York: Oxford University Press, 1996, pp. 3-42. E98.E85 NAG
- Michael Mann, chapter 1, 'The argument' in *The Dark Side of Democracy: Explaining Ethnic Cleansing*, Cambridge: Cambridge University Press, 2005, pp. 1-33. HV6322 MAN
- Susan Olzak and Joane Nagel, chapter 1, 'Introduction - competitive ethnic relations: An overview,' in *Competitive Ethnic Relations*, Olzak and Nagel, eds., Orlando, FL: Academic Press, 1986, pp. 1-14. HT1523 COM

Further reading:

- Donald Horowitz, chapter 4, 'Group comparison and the sources of conflict' and chapter 5, 'Group entitlement and sources of conflict', in *Ethnic Groups in Conflict*, Berkeley, CA: University of California Press, 1985, pp. 141-228. GN496 HOR

- Ruud Koopmans and Paul Statham, 'Challenging the liberal nation-state? Postnationalism, multiculturalism, and the collective claims making of migrants and ethnic minorities in Britain and Germany', *American Journal of Sociology*, vol. 105, no. 3 (1999), pp. 652-96. HM1.A43
- Joane Nagel, chapter 4, 'The political construction of ethnicity,' in *Competitive Ethnic Relations*, Susan Olzak and Nagel, eds., Orlando, FL: Academic Press, 1986, pp. 93-112. HT1523 COM
- Joseph Rothschild, 'Introduction' and chapter 1, 'Ethnicity as a political phenomenon in search of scholarly analysis' in *Ethnopolitics: A Conceptual Framework*, New York: Columbia University Press, 1981, pp. 1-31. JF1061 ROT
- Pierre L. Van den Berghe, chapter 6, 'Socio-political conflicts: "Native Policy"', in *South Africa: A Study in Conflict*, Berkeley, CA: University of California Press, 1967, pp. 110-54. DT763 VAN
- Patrick Weil, chapter 1, 'Access to citizenship: A comparison of twenty-five nationality laws', in T Alexander Aleinikoff and Douglas Klumeyer, eds., *Citizenship Today: Global Perspectives and Practices*, Washington, DC: Carnegie Endowment for International Peace, 2001, pp. 17-35. JF801 CIT

Part 3: Race, ethnicity, and economics

Week 9: Economics as structure

In week 8, we begin our examination of the economic underpinnings of race and ethnicity in the modern world. Our starting point, building on the social constructivist paradigm, is that race and ethnicity do not have an independent existence in the world but rather must be understood in interaction with various economic structures. Here we consider Marxist and Weberian perspectives on this relationship between race and ethnicity on the one hand and economic structures on the other.

Recommended reading:

- John L and Jean Comaroff, chapter 2, 'Three or four things about ethno-futures', and chapter 3, 'Questions of theory', in *Ethnicity, Inc.*, Chicago: University of Chicago Press, 2009, pp. 6-59. GN495.6 COM
- Siniša Malešević, chapter 9, 'Neo-Weberian theory: Ethnicity as status privilege', in *The Sociology of Ethnicity*, London: Sage Publications, 2004, pp. 127-42. GN495.6 MAL
- Robert Miles, 'Introduction', in *Capitalism and Unfree Labour: Anomaly or Necessity?*, London: Tavistock Publications, 1987, pp. 1-14. HB501 MIL
- Frank Parkin, chapter 3, 'Internal class cleavages and the ethnic factor', in *Marxism and Class Theory: A Bourgeois Critique*, New York: Columbia University Press, 1979, pp. 29-43. HT609 PAR
- Ben Pitcher, chapter 2, 'Theorizing racial consumption', in *Consuming Race*, London: Routledge, 2014, pp. 27-53. HC110.C6 PIT
- John Rex, chapter 1, 'Sociological concepts and the field of ethnic and race relations' and chapter 2, 'Race and ethnicity in sociological theory', in *Race and Ethnicity*, Milton Keynes: Open University Press, 1986, pp. 1-37. HT1521 REX
- John Solomos and Les Back, chapter 4, 'Marxism, racism, and ethnicity', in Rodolfo D. Torres, Louis F. Mirón, and Jonathan Xavier Inda, eds., *Race, Identity, and Citizenship: A Reader*, Oxford: Blackwell, 1999, pp. 65-78. HT1521 RAC
- Max Weber, chapter 2, 'The economic relationships of organized groups', in *Economy and Society*, Berkeley, CA: University of California Press, 1978, vol. 1, pp. 341-48. HM57 WEB

Further reading:

- Rogers Brubaker, chapter 1, 'Citizenship as social closure', and chapter 3, 'State, state-system, and citizenship in Germany', in *Citizenship and Nationhood in France and Germany*, Cambridge, MA: Harvard University Press, 1992, pp. 21-34, 50-72. JN2919 BRU
- Eugene D. Genovese, chapter 1, 'Materialism and idealism in the history of Negro slavery in the Americas,' in *In Red and Black: Marxian Explorations in Southern and Afro-American History*, New York: Vintage Books, 1972, pp. 23-52. E185 GEN
- Robert Miles, chapter 6, 'Racialising subjects and aliens', in *Racism after 'Race Relations'*, London: Routledge, 1993, pp. 150-70. HT1521 MIL
- John Rex, chapter 1, 'The theoretical problem stated', chapter 2, and chapter 7, 'A working paradigm for race relations research', in *Race Relations in Sociological Theory*, London: Routledge & Kegan Paul, 1983, pp. 1-58, 162-91. HT1523 REX

Week 10: Economics as structured inequalities

In our second week on the economic dimensions of race and ethnicity we examine the ways in which economic inequalities structured through processes of global migration become understood and represented as racial and ethnic differences. This returns us to the themes of slavery, colonialism, and migration discussed earlier in the term but now in contemporary comparative perspective.

Recommended reading:

- Edna Bonacich, 'A theory of ethnic antagonism: The split labor market,' *American Sociological Review*, vol. 37, no. 5 (1972), pp. 547-59. HM1.A48
- Susan Condor and Steve Fenton, 'Thinking across domains: Class, nation, and racism in England and Britain,' *Ethnicities*, vol. 12, no. 4, pp. 385-93. HT1501.E82
- Steve Fenton, chapter 6, 'Migration and ethnicity' in *Ethnicity*, Oxford: Polity, 2d ed rev. 2010, pp. 115-38. GN495.6 FEN
- Michael Hechter, chapter 1, 'Introduction', and chapter 2, 'Towards a theory of ethnic change', in *Internal Colonialism: The Celtic Fringe in British National Development, 1536-1966*, Berkeley, CA: University of California Press, 1975, pp. 3-43. DA44 HEC
- Robert Miles, chapter 6, 'Labour migration and racism: The case of the Irish', and chapter 7, 'Racism and class structure: Migrant labour in contemporary capitalism,' *Racism and migrant labour*, London: Routledge & Kegan Paul, 1982, pp. 121-88. HT1521 MIL
- John Rex, chapter 4, 'Class, race, and ethnicity in the metropolis', in *Race and Ethnicity*, Milton Keynes: Open University Press, 1986, pp. 59-78. HT1521 REX

Further reading:

- Marcus Banks, chapter 4, 'Ethnicity and race in Britain,' in *Ethnicity: Anthropological Constructions*, London: Routledge, 1996, pp. 88-120. GN495.6 BAN
- Dalton Conley, chapter 1, 'Wealth matters' in *Being Black, Living in the Red: Race, Wealth, and Social Policy in America*, Berkeley, CA: University of California Press, 2d ed rev. 2010, pp. 1-24. E185.8 CON
- Michael Hechter, 'Group formation and the cultural division of labor', *American Journal of Sociology*, vol. 84, no. 2 (1978), pp. 293-318. HM1.A43
- Giovanni Picker, chapter 5, 'Cohesion', in *Racial Cities: Governance and the Segregation of Romani People in Urban Europe*, London: Routledge, 2017
- John Solomos, Bob Findlay, Simon Jones, and Paul Gilroy, chapter 1, 'The organic crisis of British capitalism and race: The experience of the seventies', in Centre for Contemporary Cultural Studies, ed., *The Empire Strikes Back: Race and Racism in 70s Britain*, London: Hutchinson & Co, 1982, pp. 7-44. DA125.A1 EMP
- John Rex, part 2, 'Colonial migration to Britain 1945-70', in *Race, Colonialism, and the City*, London: Routledge & Kegan Paul, 1973, pp. 75-136. HT1523 REX
- Andrew Pilkington, chapter 2, 'Migration, race and ethnic diversity', in *Racial Disadvantage and Ethnic Diversity in Britain*, Basingstoke: Palgrave Macmillan, 2003, pp. 29-50. DA125.A1 PIL
- William Julius Wilson, chapter 5, 'Modern industrialization and the alteration of competitive race relations', chapter 6, 'Protest, politics, and the changing black class structure', and chapter 7, 'The declining significance of race' in *The Declining Significance of Race: Blacks and Changing American Institutions*, Chicago: The University of Chicago Press, 1978, pp. 88-182. E185 WIL
- William Julius Wilson, 'Race, class and urban poverty', *Ethnic and Racial Studies*, vol. 26, no. 6 (2003), pp. 1096-1114. HT1501.E8

Conclusion

Week 11: Everyday life and race and ethnicity

We round out our theoretical discussion of race and ethnicity by questioning its everyday meaning and salience. The basic question here, following from our examination of the structural determinants of race and ethnicity, is, 'who cares'? We turn our attention to individual actors and their agency in producing and reproducing race and ethnicity in the world today. To what extent to ordinary people's understandings of race and ethnicity follow from those privileged in and circulated through official discourse and policy? We adopt a critical stance toward the manifestations of race and ethnicity in everyday life.

Recommended reading:

- Floya Anthias, 'Interconnecting boundaries of identity and belonging and hierarchy-making within transnational mobility studies: Framing inequalities', *Current Sociology*, vol. 64, no. 2 (2015), pp. 172-90.
- Les Back, chapter 3, "'Neighbourhood nationalism": Youth, race, nation and identity', in *New Ethnicities and Urban Culture: Racisms and Multiculture in Young Lives*, London: Routledge, 1996, pp. 49-72. HT1521 BAC
- Gerd Baumann, chapter 2, 'The argument: Identifying a dominant discourse', and chapter 3 'A shared Southall culture?', in *Contesting Culture: Discourses of Identity in Multi-Ethnic London*, Cambridge: Cambridge University Press, 1996, pp. 9-71. GN585.G7 BAU
- Philomena Essed, chapter 10, 'Everyday racism: A new approach to the study of racism' in *Race: Critical Theories: Text and Context*, eds. Essed and David Theo Goldberg, Oxford: Blackwell, 2002, pp. 176-94. HT1521 RAC
- Jon E Fox and Demelza Jones, 'Migration, everyday life, and the ethnicity bias', *Ethnicities*, vol. 13, no. 4 (2013): 385-400. HT1501.E82
- Herbert Gans, 'Symbolic ethnicity: The future of ethnic groups and culture in America', *Ethnic and Racial Studies*, vol. 2, no. 1 (1979), pp. 1-20. HT1501.E8
- Charles Husband, Yunis Alam, Jörg Hüttermann, and Joanna Fomina, chapter 4, 'Migratory waves and negotiated identities: The Polish population of Bradford', in *Lived Diversities: Space, Place and Identities in the Multi-Ethnic City*, Bristol: Policy Press, 2014, pp. 83-108. DA125.A1 HUS
- Christian Karner, chapter 1, 'Ethnicity and everyday life', and chapter 2, 'Power and classification, meaning and resistance', in *Ethnicity and Everyday Life*, London: Routledge, 2007, pp. 15-68. GN495.6 KAR
- Barbara Ballis Lal, chapter 13, 'The 'Chicago School' of American sociology, symbolic interactionism, and race relations theory', in John Rex and David Mason, eds., *Theories of Race and Ethnic Relations*, Cambridge: Cambridge University Press, 1986, pp. 280-98. HT1521 THE
- Greg Noble, 'The discomfort of strangers: Racism, incivility and ontological security in a relaxed and comfortable nation', *Journal of Intercultural Studies*, vol. 26, no. 1-2 (2005), pp. 107-20. HT1501.J6
- Fran Tonkiss, chapter 1, 'Community and solitude: Social relations in the city', and chapter 2, 'Spaces of difference and division', in *Space, the City and Social Theory: Social Relations and Urban Forms*, Cambridge: Polity Press, 2005, pp. HT110 TON
- Steven Vertovec, 'Super-diversity and its implications', *Ethnic and Racial Studies*, vol. 30, no. 6 (2007), pp. 1024-54. HT1501.E8
- Sophie Watson and Anamik Saha, 'Suburban drifts: Mundane multiculturalism in outer London', *Ethnic and Racial Studies*, vol. 36, no. 12 (2013), pp. 2016-34. HT1501.E8
- Susanne Wessendorf, 'Commonplace diversity and the "ethos of mixing": Perceptions of difference in a London neighbourhood', *Identities: Global Studies in Culture and Power*, vol. 20, no. 4 (2013), pp. 407-22.
- Andreas Wimmer, 'Does ethnicity matter? Everyday group formation in three Swiss immigrant neighbourhoods', *Ethnic and Racial Studies*, vol. 27, no. 1 (2004), pp. 1-36. HT1501.E8
- Amanda Wise, chapter 1, 'Everyday multiculturalism: Transversal crossings and working class cosmopolitanisms', in Wise and Selvaraj Velayutham (eds), *Everyday Multiculturalism*, Basingstoke: Palgrave Macmillan, 2009, pp. 21-45. HM1271 COL

Further reading:

- Anthias, Floya, 'Intersections and translocations: New paradigms for thinking about cultural diversity and social identities', *European Educational Research Journal*, vol. 10, no 2 (2011), pp. 204-17.
- Les Back, 'Why everyday life matters: Class, community, and making life liveable', *Sociology*, vol. 49, no. 5 (2015), pp. 820-36. HM1.S73
- Michael Billig, chapter 3, 'Remembering banal nationalism', in *Banal Nationalism*, London: SAGE Publications, 1995, pp. 37-59. JC311 BIL
- Rogers Brubaker, Margit Feischmidt, Jon Fox, and Liana Grancea, chapter 12, 'Politics', in *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town*, Princeton, NJ: Princeton University Press, 2006, pp. 333-55. DR279.92.H8 DRU
- Bridget Byrne, chapter 2, 'Troubling "race"', and chapter 5, 'Seeing, talking, living "race"', in *White Lives: The Interplay of 'Race', Class and Gender in Everyday Life*, London: Routledge, 2006, pp. 15-27, 72-103. HQ1600.L6 BYR
- Paul Gilroy, chapter 4, 'The negative dialectics of conviviality', in *After Empire: Melancholia or Convivial Culture?: Multiculture or Postcolonial Melancholia*, London, Routledge, 2004, pp. 133-68. DA125.A1 GIL

- Maria Hudson, Joan Phillips, and Kathryn Ray, chapter 10, 'Rubbing along with neighbours: Everyday interactions in a diverse neighbourhood in northern England', in Amanda Wise and Selvaraj Velayutham (eds), *Everyday Multiculturalism*, Basingstoke: Palgrave Macmillan, 2009, pp. 199-215. HM1271 COL
- Sarah Neal, Katy Bennett, Allan Cochrane, and Giles Mohan, 'Living multicultural: Understanding the new spatial and social relations of ethnicity and multicultural in England', *Environment and Planning C: Government and Policy*, vol 31, no 2 (2013), pp. 308-23.
- Greg Noble, "'Countless acts of recognition": Young men, ethnicity and the messiness of identities in everyday life', *Social & Cultural Geography*, vol. 10, no. 8 (2009), pp. 875-91.
- Jonathan Y. Okamura, 'Situational Ethnicity,' *Ethnic and Racial Studies*, vol. 4, no. 4 (1981), pp. 452-65. HT1501.E8
- Dan Swanton, 'Sorting bodies: Race, affect, and everyday multiculturalism in a mill town in northern England', *Environment and Planning A*, vol. 42, no. 10 (2010), pp. 2332-2150.
- Maykel Verkuyten, Wiebe de Jong, and C.N. Masson, 'The construction of ethnic categories: Discourses of ethnicity in The Netherlands', *Ethnic and Racial Studies*, vol. 18, no. 2 (1995), pp. 251-76. HT1501.E8
- Mary C. Waters, chapter 2, 'Flux and choice in American ethnicity', *Ethnic Options: Choosing Identities in America*, Berkeley, CA: University of California Press, 1990, pp. 16-51. E184.A1 WAT
- Sophie Watson, chapter 6, 'Brief encounters of an unpredictable kind: Everyday multiculturalism in two London street markets', in Amanda Wise and Selvaraj Velayutham (eds), *Everyday Multiculturalism*, Basingstoke: Palgrave Macmillan, 2009, pp. 125-39. HM1271 COL

Appendix A

Instructions on how to submit essays electronically

1. Log in to Blackboard (<https://www.ole.bris.ac.uk/>) and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail f.cooper@bristol.ac.uk with your username and ask to be added.
2. Click on the "Submit Work Here" option on the left hand menu and then find the correct assessment from the list.
3. Select 'view/complete' for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.
4. The screen will display 'single file upload' and your name. Enter your candidate number as a submission title, and then select the file that you wish to upload by clicking the 'browse' button. Click on the 'upload' button at the bottom.
5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the 'Submit' button. This step must be completed or the submission is not complete.
6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

Important notes

- You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.
- Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.
- By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.
- If Blackboard is not working email your assessment to f.cooper@bristol.ac.uk with the unit code and title in the subject line.

How to confirm that your essay has been submitted

You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.

Appendix B
Summary of Relevant School Regulations
(Further details are in the Postgraduate taught handbook, which takes precedence)

Attendance of Seminars

SPAIS takes attendance of and participation in seminars very seriously. Seminars form an essential part of your learning and you need to make sure you arrive on time, have done the required reading and participate fully. Attendance at all seminars is monitored, with absence only condoned in cases of illness or for other exceptional reasons.

If you are unable to attend a seminar you must inform your seminar tutor. You should also provide evidence to explain your absence, such as a self-certification and/or medical note, counselling letter or other official document. If you are ill or are experiencing some other kind of difficulty which is preventing you from attending seminars for a prolonged period, please contact the Postgraduate Office or the Graduate Administration Manager who can advise on how to proceed.

Requirements for credit points

To be awarded credit points for a taught unit, students must:

- Have a satisfactory attendance record.
- Pass the summative assessment

Where there are multiple summative assessments in a unit, students must achieve the pass mark for the weighted average of the assessments (i.e. in the mark for the unit overall). They do not need to pass each individual piece of assessment.

If any of these conditions are not met, then your ability to progress through your degree may be affected.

Presentation of written work

Coursework must be word-processed. As a guide, use a clear, easy-to-read font such as Arial or Times New Roman, in at least 11pt. You may double-space or single-space your essays as you prefer. Your tutor will let you know if they have a preference.

All pages should be numbered. Ensure that the essay question appears on the first page.

Students are required to complete and include a cover page for essay/summative submissions – the template cover page will be available via the online submission point for students to complete.

Candidate numbers are required on summative work in order to ensure that marking is anonymous. Note that your candidate number is not the same as your student number. This number can be viewed in StudentInfo (<https://www.bris.ac.uk/studentinfo>). You should regard this number as personal to you and not share it with anyone else. The number is used to ensure that the marking of a student's work is done anonymously. Please ensure that you memorise your candidate number as you will need to write it on every assessment.

Assessment Length

Each piece of coursework must not exceed the stipulated maximum length for the assignment (the 'word count') listed in the unit guide. Summative work that exceeds the maximum length will be subject to penalties. **The word count is absolute (there is no 10% leeway, as commonly rumoured).** Five marks will be deducted for every 100 words or part thereof over the word limit. Thus, an essay that is 1 word over the word limit will be penalised 5 marks; an essay that is 101 words over the word limit will be penalised 10 marks, and so on.

The word count includes all text, tables, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes the cover page, bibliography, headers and appendices. However, appendices should only be used for reproducing documents, not additional text written by you.

Students are advised that any attempt to circumvent word count limits by changing essay format, e.g. by removing spaces in references, will be investigated. In these cases, penalties will be applied if the actual word count is exceeded and further disciplinary action may be taken.

Students should be aware that word count penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.

Referencing and Plagiarism

Students are required to reference the source materials used to inform their submitted work. Students are expected to use the Harvard referencing system as set out in the relevant section of the SPAIS *Study Guide*. Unless otherwise stated, essays must contain a bibliography. Students should consult the SPAIS *Study Guide* for full details (students can access this via the SPAIS MSc-Dip Admin Blackboard site).

Inadequate referencing in submitted work can run the risk of plagiarism. Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material.

Plagiarism is a serious academic offence and penalties will be applied in such cases, as is set out in the SPAIS *Postgraduate taught handbook*. See also the relevant section of the School *Study Skills Guide* for more information.

Please note that plagiarism may lead to penalties that may prevent students found guilty of such an offence from progressing in their programme of study.

Extensions

Extensions to coursework deadlines will only be granted in exceptional circumstances. If you want to request an extension, complete a Coursework Extension Request Form (available at Blackboard/SPAIS MSc/Dip Administration/forms) and submit the form with your evidence (e.g. medical certificate, death certificate, or hospital letter) to Faye Cooper in the Postgraduate Office, 11 Priory Road or f.cooper@bristol.ac.uk.

Extension requests will not be considered if there is no supporting evidence.

All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Graduate Administration Manager in person. In their absence you can contact Faye Cooper in the PG Office, again in person or by telephone.

Extensions can only be granted by the Graduate Administration Office. They cannot be granted by unit convenors or seminar tutors.

You will receive an email to confirm whether your extension request has been granted or not.

Submitting Essays/Work for assessment

Formative work: Where applicable, details on how to submit formative work for assessment will be contained in this unit guide.

Summative work: All summative submissions ***must be submitted electronically via Blackboard.***

Electronic copies enable an efficient system of receipting, providing the student and the School with a record of exactly when an essay was submitted. It also enables the School to systematically check the length of submitted essays and to safeguard against plagiarism.

Late Submissions

Penalties are imposed for work submitted late without an approved extension. Any kind of computer/electronic failure is **not** accepted as a valid reason for an extension, so make sure you back up your work on another computer, memory stick or in the cloud (e.g. One Drive, Dropbox or another equivalent system). Also ensure that the clock on your computer is correct. The following schema of marks deduction for late/non-submission is applied to both formative work and summative work:

- Up to 24 hours late, or part thereof *Penalty of 10 marks*
- For each additional 24 hours late, or part thereof *A further 5 marks deduction for each 24 hours, or part thereof*
- Assessment submitted over one week late *Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.*
- The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
- If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 50 and recorded as a second attempt.

Students should be aware that late penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.

Marks and Feedback

In addition to an overall mark, students will receive written feedback on their assessed work.

In accordance with the Faculty's Regulations and Code of Practice for Taught programmes, marks and feedback are typically returned within fifteen working days of the relevant submission deadline, unless exceptional circumstances arise in which case students will be informed of the deadline for return. The process of marking and providing detailed feedback is a labour-intensive one, with most 4000 word essays taking at least 45 minutes to assess and comment upon. Summative work also needs to be checked for plagiarism and length and moderated by a second member of staff to ensure marking is fair and consistent.

If work is submitted late, then it may not be possible to return feedback within fifteen working days.

Fails and Resits

If you fail the unit overall, you will normally be required to resubmit or resit unless you do not meet the progression requirements for your programme. Your School Office will contact you if this is the case.

Appendix C

Level 7 Marking and Assessment Criteria (Postgraduate)

All MSc/Diploma marking in the School is out of 100 on the following scale and with the following classifications:

70 and above Distinction

60-69 Merit

50-59 Pass

Below 50 Fail

Work within each of the classifications is expected to demonstrate the following attributes. Please note that markers do not weight each of these attributes equally when finalising the mark. Markers may also take into account the extent to which achievement of unit-specific intended learning outcomes (see unit guide) has been demonstrated when assessing work and arriving at the mark.

70-100: DISTINCTION

Addresses the Question Set

The work is a highly appropriate response to the question or assignment task that has been set. Coverage and selection of content is exemplary. There is clear analysis of the question or topic. Clear ability to analyse and synthesize ideas is demonstrated. At the upper end of the distinction range (marks of 80+), work will be outstanding in (where appropriate) its incorporation and use of empirical evidence/theoretical frameworks/methodological approaches in addressing the question.

Contains coherent structure and argument

The assignment is internally consistent, extremely coherent, concise and well-structured. The introduction is well focused and provides a clear indication of the rationale, key literature base used and organisation of the work. The central argument/structure of the work has a clear and logical sequence of progression. The conclusion draws insights which are logically developed from the analysis. At the upper end of the distinction range (marks of 80+), work will be outstanding in the extent to which the structure facilitates the answer to the question.

Demonstrates understanding of key concepts and/or data

A detailed understanding of key concepts and/or data will be demonstrated. At the upper end of the distinction range (marks of 80+) sustained evidence of critical understanding of concepts and/or critical analysis of data will be demonstrated.

Supports argument with appropriate evidence

The assignment demonstrates that an excellent knowledge of the topic has been gained from careful research and wide ranging reading that goes well beyond the prescribed reading list. The selection, interpretation, comparison, evaluation, and integration of evidence and source material to support the argument is extremely effective. At the upper end of the distinction range (marks of 80+), work will indicate outstanding ability to deal with complexity, contradictions or gaps in the existing academic literature.

Demonstrates critical evaluation

Work at this level will indicate a detailed and critical understanding of central theoretical and/or methodological issues as appropriate. At the upper end of the distinction range (marks of 80+) work will show extensive evidence of coherence, creativity, originality and imagination in addressing the question or topic.

Writing, Background Reading, Referencing and Bibliographic format

The work is extremely well presented, with minimal grammatical or spelling errors. It is written in a fluent and engaging style that demonstrates sufficient background reading, with exemplary referencing and bibliographic formatting in accordance with the required conventions. At the upper end of the distinction range (marks of 80+), the work will be virtually error-free in these respects.

60-69: MERIT

Addresses the Question Set

The work is a very appropriate response to the set question or assignment task. The question is addressed comprehensively, and a convincing and coherent argument is maintained in doing so. There is very good coverage of content and some evidence of an ability to think critically in relation to the question or topic will be shown. Where appropriate, the work will illustrate good comprehension of the theoretical implications of the set question or assignment.

Contains coherent structure and argument

The structure of the assignment is sound. The introduction is relevant and provides the reader with a clear guide to the central argument and the overall structure of the work. The conclusion will highlight and reflect upon the key points of argument developed within the main body of the essay and relative to the set question or assignment.

Demonstrates understanding of key concepts and/or data

A sound understanding of relevant key concepts and/or data has been developed and demonstrated, with key related issues and debates identified and discussed.

Supports argument with appropriate evidence

Overall there is a very good selection and use of sources which are well integrated, interpreted and evaluated. The work will demonstrate the ability to be selective in the range of material used. Some independent reading and research that goes beyond the prescribed reading list will be demonstrated, although the range of evidence used will be more restricted in comparison with an assignment awarded a higher grade.

Demonstrates critical evaluation

The work will clearly demonstrate a capacity to synthesise and critically evaluate source materials and/or debates in relation to the set question or assignment rather than simply describe or summarise them.

Writing, Background Reading, Referencing and Bibliographic format

The work is clear and fluent and largely conforms to referencing and bibliographic conventions. It has been well edited and demonstrates sufficient background reading. Proof-reading has resulted in there being few grammatical or spelling errors.

50-59: PASS

Addresses the Question Set

The work is a reasonably appropriate response to the set question or assignment task. All aspects of the set question or topic have been addressed. The work will show some comprehension of the underlying theoretical/methodological implications of the question where appropriate, but there may be limitations in the understanding of how these issues relate to the question.

Contains coherent structure and argument

The assignment has been effectively structured, although more careful editing may have improved the overall coherence of argument. The introduction is well focused and provides a sense of the central argument and overall organisation. The conclusion provides a summary of the discussion, although may be primarily descriptive in nature and may fail to reflect upon or support the argument fully.

Demonstrates understanding of key concepts and/or data

A basic level of understanding of relevant key concepts and/or data has been demonstrated, though there may be some errors and/or gaps in the knowledge and understanding. Key related issues have been identified and discussed but without many significant insights being developed.

Supports argument with appropriate evidence

The argument will be supported by reference to and incorporation of some relevant evidence, but with scope for greater range and depth of evidence. The work will indicate a generally clear understanding of appropriate evidence, but this may be presented in an uncritical/descriptive manner and/or insufficiently incorporated into the overall argument in response to the set question or assignment task.

Demonstrates critical evaluation

A good range of relevant content has been covered, and there is some attempt at analysis but a tendency to be descriptive rather than critical. Work in this classification may also exhibit a tendency to assert/state points of argument rather than argue on the basis of reasoning and evidence.

Writing, Background Reading, Referencing and Bibliographic format

The style of writing is appropriate and presents few comprehension difficulties for the reader. The assignment is not as fluently written as it might have been, and there may be scope for improvement in spelling and grammar. There is evidence of sufficient background reading. Referencing and bibliographic formatting generally conform to the conventions, but there may be scope for further improvement in accuracy and consistency in accordance with the required conventions.

0-49 FAIL

Addresses the Question Set

Although some attempt will have been made, the work largely fails to address and/or significantly misunderstands the set question or assignment task. At the lower end of the fail range (marks of 0-40) there is little or no understanding of the set question or assignment task in evidence.

Contains coherent structure and argument

The work does not contain a sufficiently structured argument, and may be ineffectively organised. The introduction may lack a clear rationale or statement of argument, and/or may lack a clear outline of the overall structure of the assignment. The conclusion may lack any indication of insights in relation to the set question or assignment task. At the lower end of the fail range (marks of 0-40) the structure of the work may be incoherent or illogical, and/or the work may lack a clearly developed argument.

Demonstrates understanding of key concepts and/or data

There is limited knowledge and understanding of key concepts and/or data, with significant errors and/or omissions in this respect. At the lower end of the fail range (marks of 0-40) there may be significant lack of awareness or understanding of key concepts and/or data.

Supports argument with appropriate evidence

Few key points of appropriate evidence are identified and/or there may be very little attempt at analysis of evidence, with the work tending towards excessive description. At the lower end of the fail range (marks of 0-40) evidence referred to and included in the work may not be relevant to the addressing the set question or assignment task.

Demonstrates critical evaluation

The approach is typified by a general lack of critical evaluation in relation to relevant literature and issues. Work that simply asserts rather than argues a case may also fall into this classification. The use of sources may be excessively derivative of existing work, with little or no indication of an ability to independently analyse relevant material. At the lower end of the fail range (marks of 0-40) there is little or no evidence of critical evaluation.

Writing, Background Reading, Referencing and Bibliographic format

The standard of writing presents difficulties for the reader, with frequent grammatical and spelling errors to a degree that inhibits communication. The range and depth of background reading may be insufficient. The approach to referencing and bibliographic formatting does not follow the required conventions to a sufficiently consistent level. At the lower end of the fail range (marks of 0-40) the use of language may present considerable comprehension difficulties for the reader. The assignment may

not meet stipulations in terms of layout and/or length, and the approach to referencing may not meet expected conventions