EQ307-15 Education, race and ethnicity: inequalities in Europe

20/21

Department
> Education Studies

Level
> Undergraduate Level 3

Module leader
> Paul Warmington

Credit value
> 15

Assessment
> 100% coursework

Study location
> University of Warwick main campus, Coventry

Description

Introductory description

This module explores the links between race, ethnicity and educational inequalities in Europe and will enhance your knowledge of how race and ethnicity are conceptualised in education in different national contexts. You will explore the complexities of racial and ethnic inequalities and the way they impact on the education of particular populations and facilitate a comparative analysis of different educational approaches to diversity and their application in practice. You will also explore the ways in which race and ethnicity intersect with gender and faith to shape educational experiences and outcomes.

[Module web page](#)

Module aims

1. To explore the links between 'race'/ethnicity and educational inequalities in Europe;
2. To enhance students' knowledge of how 'race'/ethnicity is conceptualised in education, in different national contexts;
3. To explore the complexities of racial/ethnic inequalities and the way they impact on the education of particular populations
4. To facilitate a comparative analysis of different educational approaches to diversity and their application in practice;

5. To explore the ways in which 'race'/ethnicity intersects with gender and faith to shape educational experiences and outcomes.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module will explore educational inequalities in Europe and their impact on children and young people's educational experiences and outcomes. In particular, it will focus on inequalities of 'race'/ethnicity and the way in which diversity is understood and operationalised in educational systems in Europe. The first part of this module will introduce the key concepts of 'race'/ethnicity and explore the intersections of the social categories 'race'/ethnicity with others, namely gender and faith. This part of the module will also examine education in Europe as a laboratory for European and national policies relating to 'race'/ethnic relations, migration, religious extremism, their articulation of principles such as multiculturalism, universalism and secularism and how such policies promote or undermine an educational equality agenda. The second part of the module will introduce a series of national case studies, representing geographical spread and varying histories, traditions of migration and the management of
difference. Part two of the course will also include interactive learning sessions, giving students the opportunity to present their research on relevant issues of educational inequality in a particular European setting. In the case of Education Studies students, the module reflects the general course aims by extending students' knowledge of a particular aspect of education (in this case 'race'/ethnicity and inequality) and by deepening their understanding of values and principles underpinning diversity politics and education in different countries. Thus elements from Education Studies students' 1st year modules on The Social Context of Childhood and Education (EQ105) and International education (EQ104) will be built upon. In the case of non-CES students, the module will offer a comprehensive engagement with issues of 'race'/ethnicity, diversity and inequality in the educational context. As part of the module, students will research, debate and critically explore selected educational debates and practices around 'race'/ethnicity and diversity in five selected countries and through this develop an awareness of different inequalities and the role of various political and social actors.

Indicative content:

1. Inequalities in education
2. 'Race' and ethnicity in education: a historical and comparative approach
3. Exploring contrasting European policy frameworks: regulations, directives and acts on diversity in education
4. Case study I: UK
5. Case study II: France
6. Student led session on selected topics
7. Case studies III: Gypsy, Roma Traveller
8. Case studies IV: Scandinavia
9. Diaspora & Education
10. Student presentations and conclusions

Learning outcomes

By the end of the module, students should be able to:

- Understand the key concepts of 'race' and ethnicity and recognize their link with educational inequalities in selected European countries;
- Identify different ways of conceptualising 'race' and ethnicity in European educational systems and understand their development and applications over time
- Understand and be able to analyse the various and complex ways in which inequalities of 'race' and ethnicity impact on the educational outcomes of particular populations
- Be able to contextualise and critically compare policies and practice in relation to diversity in education in specific national and European frameworks;
- Understand the intersection between 'race'/ethnicity, gender and faith in particular European educational systems and the impact of intersecting inequalities on particular populations.

Indicative reading list

Archer, Louise and Becky Francis (2007) Understanding Minority Ethnic Achievement – Race, Gender class and 'success', Abingdon: Routledge.

Bochaca, J. G. (2006). Ethnic minorities and the Spanish and Catalan educational systems - from exclusion to intercultural education, International Journal of Intercultural Relations 30: 261-279.

Carrera, Sergio and Geyer, Florian (2009) EU Policy on Education: the Impact on the Social Inclusion of Vulnerable Groups, CEPS Special Report, 2009.

Horst, Christian (2010) Intercultural Education in Denmark - A Report to International Alliance of Leading Educational Institutes (IALEI). Danish School of Education, Aarhus University, Denmark

Law, I. and Swann, S. (2011) Ethnicity and Education in England and Europe: gangstas, geeks and
gorjas, Farnham: Ashgate.

Molnar, Emilia and Csaba Dupcsik (2008) Country Report on Education: Hungary, EDUMIGROM Background papers, Center For Policy Studies, Central European University.

NUS (2011) Race for Equality- A report on the experiences of Black students in further and higher education, London: National Union of Students

Sedgwick, Mark (ed) (2015) Making European Muslims – Religious Socialization among Young Muslims in Scandinavia and Western Europe, New York: Routledge

Schiff, Claire et al (2008) Country Report on Education: France, EDUMIGROM Background papers,
Center For Policy Studies, Central European University.

Szalai, Julia, ed. (2011) Contested Issues of Social Inclusion through Education in Multiethnic Communities across Europe EDUMIGROM Final Study, Budapest: Central European University, Center for Policy Studies

Tomlinson, Sally (2009) Race and Education – Policy and politics in Britain, Maidenhead: Open University Press Walters, S. (2012) Ethnicity, race and education : an introduction, New York: Continuum Vertovec, S., Wessendorf, S. (Eds.) (2010). Multiculturalism Backlash – European Discourses, Policies and Practices. Routledge, London.

[View reading list on Talis Aspire](#)

Interdisciplinary

In particular, the module draws on the disciplines of sociology, history and human geography.

International

The module focuses on international dimensions of race and ethnicity.

Subject specific skills

Students should demonstrate a critical understanding of -

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
- theories, practice and research in the area of education

Transferable skills

- Active listening
- Analysis and decision making
- Critical thinking
- Intellectual ability
- International cultural awareness
- Interpersonal and communication
- Motivation, tenacity, commitment
- Negotiation
- Passion

Study

Study time

Type	Required
Lectures	10 sessions of 1 hour (33%)
Seminars	10 sessions of 2 hours (67%)
Total	30 hours

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
In-class presentation	20%	
An in-class presentation.		
Coursework	80%	
A 2,500-word coursework essay related to topic of in-class presentation.		

Feedback on assessment

Written feedback on assignment \r\nTutorials

Availability

Courses

This module is Optional for:

- Year 3 of UETA-X3Q5 Undergraduate Language, Culture and Communication