

Dedicated to the memory of Professor Edward Osei-Kwadwo Prempeh

**FYSM 1602P
Race and ethnicity**

Seminar: Monday & Wednesday 10.05 – 11.35 a.m. Rm 206 Tory

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First year seminar goals

- *Engage students with ideas through interactive learning.*
- *Help students learn close analysis of texts, concepts, ideas.*
- *Help students learn to work in groups in and out of classes and benefit from peer interaction.*
- *Provide students with early assessment and evaluation.*
- *Help students integrate their learning via a culminating assignment.*
- *Provide extensive consultation, advising and mentoring.*

Key dates: 2007-8

Fall 2007

Fri. Sept 21 Last day to change courses or sections for fall/winter courses
Fri. Nov 9 Last day to withdraw from fall term courses
Mon. Dec 3 Last day of fall-term classes

Winter 2008

Mon. Jan 7 Winter term classes begin
Feb. 18-22 Winter Break
Fri. Mar 14 Last day to withdraw from fall/winter term courses
Mon. April 7 Last day of winter-term classes
April 11-29 Final exams

NOTE: This outline is a general indication of course activities for the entire year 2007-8. It may be necessary at times to adjust schedules and readings. The readings and assignment schedule for the winter term will be distributed in the first class in January 2008.

COURSE THEME

In the first term, we will explore how race regimes developed as part of colonialism and nation building in Canada, Australia and the United States. Our class begins with an examination of "race", ethnicity" and other descriptors. We will examine how "race" differences are manifested in these three societies today. We will explore a conceptual framework within which political science can analyze the politics of "race". We will discuss: (1) how race regimes were established, (2) how they worked and (3) how they were changed over time. We will examine the role played by state institutions including: the courts, the military, police, legislatures and the bureaucracy in establishing and maintaining five specific race regimes - internal colonialism, slavery, segregation, whites-only nationalisms and democratic racism.

In the second term we will deepen our analysis of the politics of race and the paradox of democratic racism in contemporary Canada and the system of racial segregation in South Africa. Throughout the course special emphasis will be placed on the most proactive and effective ways to combat racism.

COURSE OBJECTIVES AND DESIRED OUTCOMES

To introduce students to some basic ideas about race and politics and the development and institutionalization of new and effective strategies and mechanisms for change.

To introduce students to a variety of theoretical and conceptual perspectives for understanding race and politics, locating them in a historical perspective.

To review and critically evaluate the merits of the literature on the subject of race and racism.

To critical assess the social, cultural and political meaning of race and its significance in shaping the political structure/institutions of states.

To help students attain the first year seminar goals specifically to develop the skills and competencies needed to be successful in university studies.

ASSIGNMENT & MARKS TIMETABLE

| Assignment | Date Due | Mark |
|--|--------------------------|-------------------------|
| First Term - Fall 2007 | | |
| Review Assignment | Wed. Oct 10 | 5% |
| Research paper assignment. | Wed Nov 7 | 5% |
| Mid-term test (90 Minutes)in class | Wed Nov 14 | 15% |
| Mini-research paper. | Mon Dec 3 | 15 % |
| Participation & contribution to the Seminar. <u>Sign book.</u> Includes attendance in class and workshops. | | 10% for the entire year |
| Second Term. Winter 2008 | | |
| Writing Log #1 | Jan. Wed 23 | 5% |
| Writing Log #2 | Feb. Wed 13 | 5% |
| Group Presentation | March 17-24 | 10% |
| Final paper | Mon. March 31 | 15% |
| Final Exam | Exam period, April 11-29 | 15%*** |
| Total | | 100% |

CONDUCT OF THE SEMINAR, ASSIGNMENTS AND EVALUATION

Expectations

First-year seminars have both **academic** and **practical** objectives. Our academic goal is to help you develop an understanding of "race" and "ethnicity" in Canada, Australia, the United States and South Africa. Our practical goal is to help you develop the basic skills you need to be successful as a university student. The skills and research workshops and related exercises are essential parts of the course to help you achieve the goals and objectives described above.

You are expected to attend all sessions of the seminar and workshops unless you are ill or have a serious personal or family crisis. A sign-book (included in participation mark) will be circulated each day. It is your responsibility to be on the sign list. If you miss more than one class let us know the circumstances, during office hours, by e.mail or by phone. Speak to your Departmental Undergraduate Advisor, Arts One Coordinator or myself if you feel overwhelmed. There are plenty resources at Carleton to help you through the first year.

Before class, you should read and think about the assignments so you can make some contribution during class time. For each class, jot down 5 (five) comments or observations you have about the course readings for that week. There are no "right" answers so don't be afraid to speak up. We will try to create a setting where participation is informal and non-threatening. In this seminar, we will be dealing with many "hot button" issues. People of good will may disagree on such issues and energetic debate is an important part of any seminar. Therefore, we expect you to treat one another, and your instructors, with courtesy and respect at all times.

Grading. *What does it takes to get an "A" ?*

It is important always to know what is expected of you. For example, **what happens if you miss a whole assignment?** Can you still pass? The rules are different in different departments, programs and courses. **FIND OUT!** If the course outline doesn't tell you...*ask*.

In this course:

To get an "A- to A+" final grade, you must achieve a score of 80-100% and pass the final exam.

To get a "B- to B+" final grade, you must achieve a score of 70-79% and pass the final exam.

To get a "C- to C+" final grade, you must achieve a score of 60-69% and pass the final exam.

To get a "D- to D+" final grade, you must achieve a score of 50-59% and pass the final exam.

Note: the average grade in first year courses is "C".

Students cannot expect to pass this course if they have not completed all the assignments. Please familiarise yourself with Carleton's university regulations in the Undergraduate Calendar, especially for grades and course withdrawals.

TEXTS.

Available in the Carleton Bookstore

Required:Fall 2007

- Vickers, Jill. (2002). *The Politics of "Race" in Canada, Australia and the United States*. Ottawa: Golden Dog Press.

Winter 2008

- Coursepack. Available from the Carleton bookstore in January 2008

Recommended writing reference manuals

- Faigley, L., Graves, R., & Graves, H. (2007). *The brief penguin handbook*. Toronto: Person, Longman
- Robertson, H. (2003). *The Research Essay: A Guide to Essays and Papers* (5th Ed.) Ottawa: Piperhill Publications.
- Sawers, N. (2002) *Better essays and term papers* (3rd Ed.) Edmonton: The NS Group.

Other useful references

- Anderson, K. (2001). *Recognition of Being: Reconstructing Native Womanhood*. Toronto: Sumach Press.
- *Bernasconi, R & Lott, L.T. (2000). *The idea of race*. Indianapolis: Hackett Publishing Company.
- *Mark, W. A. (1998). *Making race and nation*. Cambridge: Cambridge University Press.

*These books will also serve as further background to the weekly assigned course readings and lectures.

ASSIGNMENTS

Short assignments: Details on the first review assignment, research paper structure (**fall**) and writing logs (**winter**) will be discussed in class.

Mini-research paper: Fall 2007

This assignment (**due Mon. Dec 3**) will help you develop skills of analysis and close reading of texts needed for university-level essays. Details on the mini-research paper will be distributed in October.

The research skills and writing workshops will help you conduct your research and strengthen essay writing skills. Complete details on these workshops will be discussed prior to the scheduled dates.

Final research paper: Winter 2008

This assignment (**due March 31, 2008**) consolidates the full year's work on development of skills of analysis and close reading of complex academic texts, development of arguments, and university library and Internet research skills. The essay, 10-12 pages, **maximum**, in length (word-processed and double-spaced, including references or bibliography) will build on the research and work from your first paper in the fall, 2007. Complete details on the list of essay topics, and format will be handed out and discussed in the last week of class in January.

All written assignments will be assessed on the following:

- Grasp (comprehension) of course issues.
- How effectively you state and develop your arguments.
- How well you organize and write your material.
- Choice and adequacy of sources.
- Complete and accurate scholarly reporting (reference notes and bibliographic format).
- Grammar and spelling; proofread your essay (don't trust the spellchecker!)

N.B. Not all assignments are done for marks. Several done in class time will help you develop necessary skills including: a base-line writing sample and textual analysis exercises.

GROUP WORK

Helping students learn to work in groups is one of the core FYSM goals. In the first term the group assignment involves working in small groups to identify newspaper, magazine, book, journal, television and radio reports about issues arising out of our readings and national and global events. You will learn to locate materials about your "beat", analyze the information and report to the class as a whole.

Format

Fall 2007.

Groups will report from the end of September to end of November (*Adjustments will be made as necessary*). Each group will report twice in the first term. **At least one written short summary of your report must be handed in.** This report will be factored into your participation mark.

Winter 2008

There are two parts to the group work this term: class presentations and discussion and a final group presentation

Class presentations/discussion

You will continue to work in small groups based on the issues and case studies in the winter term. Each group will be responsible for presenting the assigned readings followed by discussions (with the same energy as the fall term!)

Final group presentation

There will be one final group presentation at the end of the semester, between March 17-24, 2008. Details and assessment criteria will be provided in February. Preparation for the group presentation will take place during class time in March.

Individual and group presentations will be evaluated on the following:

- Grasp (comprehension of course issues)
- How well you locate materials and present information.
- How well you relate information you report to the course themes.
- How well you analyze the material you report.
- How effectively you work together as a group.
- The accuracy and completeness of your references.

Late assignments

A penalty of **5% per week, starting from the next day** will be deducted for all late assignments. **Students are expected to keep an extra copy of their assignments.**

G. Overview of Readings, Lecture Topics, Assignments and Workshops. Fall 2007

| Week | Topics & Key Concepts | Required Readings | Activities & Assignments |
|---|--|---|---|
| Week 1 Sept. 10 &12 (Lectures#1 &2) | Introduction to the seminar | Course outline- Handouts | Welcome! Base-line writing sample (in class) |
| Week 2. Sept 17 &19 (Lect. 2& 3) | Overview- tools and concepts What is race, ethnicity? | Politics of Race, Vickers, Introduction | |
| Week 3. Sept. 24 &26 (Lect.3 &4) | "Race" regimes | -Vickers Chapter 1. -Critical analysis and reading. Penguin Handbook | Group reports |
| Week 4 Oct 1&3 (Lect. 5&6) | Two subsequent "race regimes. | Vickers Chapter 2. -Critical analysis and reading. Penguin Handbook | - Tues Oct 3. Group reports |
| Week 5 Oct 10. (Lect 7) | Two subsequent "race" regimes. | Vickers Chapter 2. | Assignment #1 due Oct. 10 |
| Week 6. Oct 15&17. (Lect. 8&9). | Approaches to change. | -Vickers Chapter 3 -Outline and research paper structure. Penguin Handbook | Research skills workshop. (Mandatory) Oct. 17 |
| Week 7 Oct 22&24 (Lect. 10& 11.) | Approaches to change. | Vickers Chapter 3 -Outline and research paper structure. Penguin Handbook | Group reports |
| Week 8 Oct 29&31 (Lect. 12& 13) | Concepts for understanding the politics of "race" | Vickers Chapter 4 | Essay structure workshop. Oct. 31 (Mandatory) Group reports |
| Week 9 Nov 5& 7 (Lect.14& 15) | Concepts for understanding the politics of "race" | Vickers Chapter 4 | ADVISING WEEK -Assignment #2 due. Nov. 7 -Exam prep workshop-study techniques & test taking |
| Week 10 Nov. 12& 14 (Lect. 16& 17) | Mid Term Test- IN CLASS | Based on readings & discussions up to week 9 | Mid-term test. Wed. Nov. 14 – 10-11.30 a.m. In class. Tory 206. Group reports |

| Week | Topics & Key Concepts | Required Readings | Activities & Assignments |
|--|-------------------------------|----------------------------|--|
| Week 11 Nov. 19 & 21. (Lect 18 & 19.) | Review of definitions | <i>Vickers- Appendices</i> | Small group work for end of term's discussion. Planning for round table |
| Week 12. Nov 26 & 28 (Lect 20 & 21) | Term review & winter updates. | Video- TBA | ROUND TABLE! Full class group discussion. |
| Week 13. Dec 3. Lecture 22 | Class visits | | Mini-research paper due. |

NB. The schedule for winter 2008 will be distributed in the first class in January.

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Accommodations:

For Students with Disabilities: Students with disabilities requiring academic accommodations are encouraged to contact a coordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*. Then, make an appointment to discuss your needs with the Instructor at least two weeks prior to the first in-class or ITV test. This is to ensure sufficient time to make the necessary accommodation arrangement. Please note the following deadline for submitting completed forms to the Paul Menton Centre: **November 9th, 2007** for December examinations, and **March 14th, 2008** for April examinations.

For Religious Obligations: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

For Pregnancy: Pregnant students requiring accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgement; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; or (c) borrows, without acknowledgement, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Duplicate Assignments: It is not permitted to hand in the same assignment to two or more courses.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. The departmental mail-slot is intended for overnight late papers only. **Please note that assignments sent via fax or email will not be accepted.** Final exams are intended solely for the purpose of evaluation and will not be returned.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final examination will result in a grade of ABS. FND (Failure – No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.