

**FYSM 1602P**  
**RACE AND ETHNICITY**

Seminar: Tuesday. 8.35a.m-11.25a.m  
Please confirm location on Carleton Central

**Instructor:** Annette Isaac  
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**Office Hours:** **Fall: Tuesday: 12-2.30.**  
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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.*

**NOTE: This outline is a general indication of course activities for the entire year 2009-10. Because this is full year course, it may be necessary at times to adjust schedules and readings.**

**Key dates: 2009-10**

Please check Carleton Central for university timetable details for official holidays, university days, last day to withdraw from classes (especially for refunds), and exam dates. **Our class timetables starts on page 2 (“C”)**

**A. COURSE THEME**

In the first term, we will explore how race regimes developed as part of colonialism and nation building in Canada, the United States and Australia. 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, the United States and Australia. Our weekly class discussion will also draw on current

events in race relation in these three countries and globally. Throughout the course special emphasis will be placed on the most proactive and effective ways to combat racism.

**B. COURSE OBJECTIVES AND DESIRED OUTCOMES**

To introduce students to some basic ideas about race, ethnicity 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, ethnicity and politics, locating them in a historical perspective.

To critically assess the social, cultural and political meaning of race and ethnicity and their significance in shaping the political structure/institutions of states.

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

**C. ASSIGNMENT & MARKS TIMETABLE**

| <b>Assignments</b>   | <b>Date Due</b> | <b>Marks</b> |
|--|-----------------|--------------|
| <b>Fall 2009</b>   |                 |              |
| Review Assignment  | Tues. Oct 6     | 5%           |
| Research paper assignment.   | Tues Oct 27     | 5%           |
| Mid-term test ( <b>90 Minutes.In class</b> )   | Tues Nov 3      | 15%          |
| Mini-research paper.   | Tues Nov 24     | 15           |
| Participation & contribution to the Seminar. <u>Sign book.</u> Includes attendance in class and workshops. |                 | <b>5%</b>    |
| <br><b>Winter 2010</b>   |                 |              |
| Writing Log # 1  | Tues Jan 26     | 5%           |
| Writing Log # 2  | Tues Feb 9      | 5%           |
| Final exam ( <b>2.5hrs in class</b> )  | Tues Mar 9      | 15%          |
| Group presentations  | Tues Mar 16& 23 | 10%          |
| Final paper  | Tues April 6    | 15%          |
| Participation & contribution to the Seminar. <u>Sign book.</u> Includes attendance in class and workshops. |                 | <b>5%</b>    |
| <br><b>Total</b>   |                 | <br>100%     |

**As per early feedback guidelines, the review assignment due October 6<sup>nd</sup> will be returned to you by October 20, 2009.**

## D. CONDUCT OF THE SEMINAR, ASSIGNMENTS AND EVALUATION

### Expectations

First-year seminars (**and Arts One Programme**) have both **academic** and **practical** objectives. Our academic goal is to help you critically assess the social, cultural and political meanings of race, ethnicity and their significance in shaping the political structure /institutions of states in select countries. Our practical goal is to help you develop the basic skills you need to be successful as a university student.

You are expected to attend all sessions of the seminar and workshops unless you are ill or have a serious personal or family crisis. The skills and research workshops and related exercises are essential parts of the course to help you achieve the goals and objectives described above.

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 Co-ordinator 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.

**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.**

## E. TEXTS AND READINGS.

### Text. Required and mandatory:

Coursepack. Available from the Carleton University Bookstore.

**Title: FYSM 1602F. Race and ethnicity. Fall winter 2009-2010. Dr. Annette Isaac**

### Recommended on reserve

- Vickers, Jill. (2002). *The Politics of "Race" in Canada, Australia and the United States*. Ottawa: Golden Dog Press.
- Mark, A (1998). *Making race and nation*. Cambridge: Cambridge University Press.

### Recommended writing reference manual:

- Faigley, L., Graves, R., & Graves, H. (2007). 2<sup>nd</sup> Edition. *The brief penguin handbook*. Toronto: Person, Longman

**N.B.** See also Carleton's Library for comprehensive list of research and reference sources. Go to the main page, click on "Citing your sources" and follow the links for your specific needs. Our class workshop will focus on the specific resources for your first year assignments.

**Readings.** Not all readings are in the coursepack. A few are on websites or on web ct. See our lecture schedule following (G- "Overview of readings")

## F. 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 2009. Due Tuesday, Nov 24

Details on the mini-research paper will be distributed in class in October.

### Final research paper: Winter 2010.

This assignment (**due Tuesday April 6, 2010**) 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, 2009. 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 and present newspaper, magazine, book, journal, television and radio reports about issues arising out of our readings and national and global events. For this purpose ***reading of a good general interest daily newspaper and a newsmagazine and keeping up with current events are helpful.***

### Format

#### Fall 2009.

Media groups will report from the end of September to end of November. (*Adjustments will be made as necessary*). Each group will report at least once in the first term. **A written short summary (maximum one page typed double spaced of your report must be handed in.** This report will be factored into your participation mark.

#### Winter 2010

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 or commentaries on the videos/short feature films, 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, **March 16-23, 2010**. 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 (especially for the final group presentation).
- 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.

### Advising week.

One class per semester is set aside for individual consultations on the term's and year's work, course decisions, or other academic challenges. Please note that this activity may be subject to change depending on course workloads.

### Late assignments

A penalty of **1% per day, starting from the next day** will be deducted for all late assignments. **Students are expected to keep an extra copy of their assignments.**

**N.B. It is important to hand in your paper in person to me even if you are late. Please do not slide assignments under my office door. Use the Departmental Drop Box. If you are unable to hand in your assignment during class and if you have notified me beforehand. The cut off time for the drop off box is**

4pm. Any papers dropped off after 4pm will be date stamped the following day and will be considered late. In all cases **KEEP A HARD COPY OF YOUR PAPER OR WRITTEN ASSIGNMENTS.** This is necessary in case of lost, misplaced, and stolen or other mishaps with your paper.

Please note that assignments sent via e-mail or fax will not be accepted unless in extenuating circumstances and as approved by the Chair of Political Science.

### Return of assignments

Your assignments, submitted **on time**, and your mid-term exam will be returned 2 weeks after dates specified unless otherwise indicated.

## G. Overview of Readings, Lecture Topics, Assignments and Workshops. Fall-winter 2009-2010

### September, 2009

**September 15.** Introduction to the seminar. Welcome! Base-line writing sample.

#### Required reading

Course outline. Available on web ct.

**September 22.** Overview. Tools and concepts. What is race, ethnicity?

#### Required reading

Vickers. Politics of Race, Introduction. (**coursepack**)<sup>1i</sup>

**September 29.** Ideology of racism. Media Group reports start.

#### Required reading

Henry, F. et al. Chapter 1. *The colour of democracy*. (**coursepack**)

### October 2009

**October 6.** The idea of race. **Assignment #1 due.** Group reports.

#### Required reading

Omi and Winant. *Racial formation in the United States*. (**coursepack**)

**October 13.** *Race regimes.*

#### Required reading

Vickers *Politics of race*. Excerpts (**coursepack**). pgs 35-50 and 63-73

**Video.** Throwaway citizens. Full group discussion.

**October 20.** Research skills workshop in class. **Mandatory.** Small groups.

**October 27.** People of colour: demographic projections in Canada. Group reports

#### Required reading

Donaldson. *Our Diverse Cities*. **Online journal**. Vol. 2. 146-153.

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<sup>1</sup> I have abbreviated reading references to minimize photo-copying. However, use full reference style (MLA for example) in all your assignments. See **Coursepack for full references where relevant.**

### November 2009

**November 3.** Mini- Essay structure workshop. **Mandatory.** Assignment #2 due. Exam prep study techniques & test taking. Group reports.

**Required reading**

*Victimology.* Balkisoon. [www.toronotolife.com](http://www.toronotolife.com). March 2008, 63-68.

**November 10.** 'Mid Term Test- IN CLASS. 8.35-10.30. In class.

Based on readings, discussions and video up to November 3.

**November 17. ADVISING WEEK. Individual interviews** - student review. Research for mini-paper

**Required reading**

Van Kirk. *Marrying-in to 'marrying-out' Changing patterns of Aboriginal/Non-Aboriginal Marriage (coursepack).*

**November 24.** Talking about Difference. Group reports and small group work for end of term's round table discussion. **Mini-research paper due.**

**Required reading**

Shadd, Ship, Bedard and Szepesi. *Talking about difference.* **Web ct. Excerpts.**

### December 2009

**December 1.** Term review & winter updates. ROUND TABLE! Full class group discussion.

### January 2010

**January 5.** Welcome back! Updates and review of second term. Return fall essays. Sample writing.

**Required reading**

Review of coursepack, online and Web ct readings

**January 12.** Claiming Justice

**Required reading**

Vickers, Chapter 3, "Approaches to change", (pgs 97-104) and "New Efforts to Achieve Change- Successes and Failures", (pgs. 129-143)

**January 19.** United States. **First writing log due. Includes readings for this week.** Individual presentations and commentaries.

**Required reading**

Holder. *A nation of cowards.* Web ct. (Also available on line through search engines).

Dunne, M. (2008). Black and White unite? The Clinton-Obama Campaigns in historical perspective. *The Political Quarterly.* 79, (3). Pp354-365. **Online journal**

**January 26.** United States. Individual presentations and commentaries. **VIDEO or guest lecture. TBA**

**Required reading**

Obama. Race. (*The audacity of hope*) **coursepack.**

## February

**February 2.** Canada. Aboriginal and First Nations: Indigenous youth. **Second library or writing workshop.** In class. **Mandatory**

**Required reading**

Pitawanakwat, &., Price. *The meaning of political participation for indigenous youth.* [www.cprn.org](http://www.cprn.org)

**February 9.** Canada Reconciliation. **Second writing log due. Includes readings for this week.** Individual presentations and commentaries. **VIDEO or guest lecture. TBA**

**Required reading**

Rice and Snyder. *Reconciliation in the context of a settler society* **Web ct.**

**February 16. Winter Break. No class.**

**February 23.** Australia. Aboriginals in Australia. Individual presentations and commentaries.

**Required reading**

Yengoyan. Aboriginals in confrontation: History, racism and the Australian state. *International social Science Review.* 2 (2). 2001: 275-294. **Web ct.**

## March

**March 2. Advising week.** Australia. Individual interviews - student review of year's work

**Required reading**

Beresford, Q., & Beresford, M. (2006). Race and reconciliation: the Australian experience in international context. *Contemporary Politics*, 12, (1), 65-78.

**March 9. Final exam. In class 2.5 hours**

**March 16.** Group presentations with guest commentaries

**March 23** Group presentations with guest commentaries

**March 30.** Term review and briefings for final papers and submission of marks.

**April.** Classes officially end on **Monday April 5.**

**April 6.** Drop off final paper in my office LOEB D692

***Congratulations!***

## Academic Accommodations

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your letter of accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 16, 2009, for December examinations, and March 12, 2010 for April examinations**.<sup>ii</sup>

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. 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 academic 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. Instructors and students may contact an Equity Services Advisor for assistance ([http://www.carleton.ca/equity/human\\_rights/index.htm](http://www.carleton.ca/equity/human_rights/index.htm))

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your 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 acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, 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. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

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

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. 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.

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**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 exam 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.

**Connect Email Accounts:** The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

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<sup>ii</sup> **For PMC students** in this course, please see me in October and February to discuss our in class exams.