COURSE DESCRIPTION:

This course will focus on the politics of race in North America with a view to assessing how, when and with what impact social, economic and political life have been informed by and continue to be informed by the politics of race. The course is predicated on examining the ways in which the white experience is institutionalized in political, economic, legal, and cultural structures so as to understand how benefits and burdens flow to citizens based on their racial, ethnic, and Indigenous status. The course will begin by introducing students to critical race theory and readings on race, whiteness, and colonialism. In the second part of the course, attention will shift to the political realm and the significance of race to elections, candidate evaluation, and representation. The final part of the course will focus on key policy areas, including criminal justice, child custody, and immigration and welfare state policies to critically assess whether the institutionalization of whiteness in law and public policy has been challenged successfully and what role race continues to play in these policy realms.
Course Materials
Many of the readings are available electronically. Those that are not available electronically are marked with a ✶.

Email
The Professor will respond to email and will do her best to reply within 48 hours. Emails sent on the weekend will be answered on Monday. Please do not send email messages via OWL. Do note that university policy precludes Professors from responding to email messages that were not sent from a Western email account. Note, also, that grades may not be discussed via email.

Web Site
There is a web site set up for this course at https://owl.uwo.ca/portal. The course syllabus, links to certain readings and legal cases, and links to turnitin.com will be posted on the web site, as will important class announcements. Accordingly, students should check the web site regularly.

Turnitin
All assignments, with the exception of the essay proposal, are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (http://www.turnitin.com).

Assignments can be submitted to turnitin.com through OWL. Note that assignments have not been submitted “on time” unless they have been submitted to turnitin.com prior to being submitted in hard copy form at seminar. A copy of your turnitin receipt must be attached to your work.

Academic Offences (Graduate Students)
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

Extensions
Extensions are not given. However, when there are genuine and unavoidable family or medical circumstances, students may seek academic accommodation, as detailed below. If you fail to hand in an assignment but are pursuing academic accommodation, please advise your Professor of this fact.

Computer Problems
Students are expected to back up their written work and lecture/tutorial notes. Furthermore, students will be responsible for finding replacement lecture/tutorial notes where they fail to back-up their files. Extensions are not granted for computer-related problems.
Academic Accommodation
If a situation should arise where a student requires accommodation because of a medical or personal issue, the student should visit his or her faculty’s Academic Counselling office so that an academic counsellor can make a recommendation for academic accommodation to the student’s Professor(s).

This procedure means that you do not provide your instructor with any details of your situation. It is your responsibility to speak with a counsellor as soon as possible after an issue arises. Academic accommodation ONLY will be provided if you speak with an Academic Counsellor and provide them with documentation of your issue, and if the issue is brought to their attention in a timely fashion.

Academic Counselling for the Faculty of Social Sciences is located at SSC 2105
Telephone: 519 661-2011
Recorded information: 519 661-2052
Fax: 519 661-3384
Email: ssaco@uwo.ca

Medical Illness
Please be aware that the policies regarding medical documentation have changed. The following is an excerpt from the Policy on Accommodation for Medical Illness.

Undergraduate Students (S.08-113).
Documentation from Family Physicians and Walk-In Clinics
A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

Hard copies are available from Academic Counselling in the Faculties.

Documentation from Student Health Services
Students obtaining documentation from Student Health Services should sign a “release of information.” This form authorizes Student Health Services to provide information to the student’s home Faculty. Release of information forms are available from, and can be arranged through, the student’s home Faculty Academic Counselling service.

Documentation from Hospital Urgent Care Centres or Emergency Departments
Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that his/her ability to meet his/her academic responsibilities was seriously affected.

Learning Objectives
By the end of the course, students should be able to identify the key components of critical race theory. Students should also be able to formulate critical assessments of political and legal issues using this mode of analysis.

**Evaluation**

- Seminar Assignment 20%
- Participation 20%
- Critical Literature Reviews 30%
- Essay Proposal 5% (Due March 15)
- Research Essay 25% (Due April 5)

**Seminar Assignment**

Commencing in week 3 of the course, each student will be responsible for leading the seminar. A sign-up sheet is posted on my office door.

There are two components to this assignment. First, students will make a brief presentation to the class in which they present their own views and observations about the week’s readings. The content and structure of your presentation should resemble the content and structure of a critical analysis. This means that students should focus on questions and themes that cut across the week’s readings, rather than simply summarizing the readings. Presentations may not run for more than **10 minutes**, and may be shorter.

Second, students will lead the class in discussion by posing questions that draw out themes and debates in the required readings and *engaging the class around those issues*. Accordingly, in addition to being assessed on their ability to identify relevant debates, themes, and issues, students will be evaluated on their ability to stimulate discussion among their classmates. Students are welcome to introduce news stories about current events that are relevant to the week’s readings if they would like to.

In most weeks, more than one student will be scheduled to present to the class. Students scheduled for the same seminar may choose to run the seminar jointly, though there is no requirement to do so. Nonetheless, where students scheduled for the same week choose not to work jointly, they should communicate with one another about the focus of their presentations and discussion questions in order to avoid undue repetition.

**Participation**

Course participation constitutes a weekly assignment. Participation grades will be assigned for each week’s class and will be based on the quality of the contribution made to the seminar discussion in accordance with the guidelines below. More specifically, the grades assigned will reflect whether a student’s contribution to class discussions demonstrates a familiarity with, and understanding of, the week’s readings. Students who attend seminar, but do not contribute orally to the seminar discussion, will be assigned a grade of zero for the week. **Students who do not attend at least 9 seminars between weeks 2-12 will not pass the course or receive a course credit.** Students who find participating in class discussions challenging are encouraged to come to class with prepared discussion questions to pose to the class.
## Participation Grading Guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>Always: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions</td>
<td>Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion</td>
</tr>
<tr>
<td>75-84</td>
<td>Almost always: thoughtful comments and questions for the most part; willing, able and frequent contributor</td>
<td>Has done most readings; provides competent analysis of reading when prompted by others</td>
</tr>
<tr>
<td>65-74</td>
<td>Frequent: has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions</td>
<td>Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material</td>
</tr>
<tr>
<td>50-64</td>
<td>Occasional: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic</td>
<td>Actual knowledge of material is outweighed by improvised comments and remarks</td>
</tr>
<tr>
<td>0-49</td>
<td>Rare: rarely speaks; parrots text or comments of others</td>
<td>Little or no apparent familiarity with assigned material</td>
</tr>
</tbody>
</table>

### Critical Literature Review
Undergraduate students will submit either 2 or 3 critical literature reviews of the weekly readings at two (or three) different seminars. Where an undergraduate student chooses to submit 3 critical analyses, only the two highest marks received will count towards his or her grade. Graduate students will write 3 critical literature reviews of the weekly readings at three different seminars.

Students may choose the seminars in which to submit their critical literature reviews, subject to two conditions. First, **students must hand in at least one critical literature review during weeks 2**
through 8 of the course. Second, students must submit a critical literature review for the week in which they are scheduled to lead the seminar.

Students who fail to submit their first assignment by week 8 will be assigned a grade of zero, and that grade will be included in the student’s grade calculation for the critical literature review course component. Students may still complete 2 additional CLR assignments, but the grade of zero assigned to CLR 1 will be averaged with the grades received on any other CLRs that the student completes.

Each critical literature review must be no more than 5 pages in length and will examine at least two of the week’s readings. Students may not exceed the 5 page limit (double-spaced, using standard margins and 12 point font). Staying within the page limit is a part of the assignment. Critical literature reviews must be handed in before the class in which the readings in question are to be discussed. Critical literature reviews must include footnotes, endnotes, or parenthetical citation and a bibliography organized according to the Chicago style. Assignments must be submitted in hard copy form with a turnitin receipt attached. Email submissions will not be accepted. Note that late penalties do not apply to critical literature reviews and that no extensions will be granted.

The purpose of the analysis is for students to identify one central question that points to a difference of opinion or difference in approach among the authors and to critically reflect on this aspect of the literature. To this end, only a small portion of an analysis should be devoted to summarizing or outlining the authors’ arguments respecting the central question identified. Instead, students should 1) identify one question (posed in question form) to be discussed in the analysis; 2) provide a very brief (comparative) outline of the principal arguments (and/or approaches) of the authors in relation to the specific question identified; and 3) most importantly, offer a critical assessment of the authors answers to the common question identified.

This is not an argumentative essay in which students marshal evidence from the readings in order to advance a thesis or enter a policy debate. Instead, students are asked to compare, contrast, and critically assess how different scholars study a common question. In this respect, students should think of the assignment as a comparative critical literature review. Students should focus on the relationship between the readings by comparing and contrasting how the authors study, approach, and answer a common question. Accordingly, the nature of the critique that students provide should be comparative. The idea is to use one reading to find weaknesses or strengths in others. It is the interplay between the readings and how they stand in relation to each other that is the focus of the assignment. What are the ramifications of one author’s work for another author’s work? Does one author build upon the work of another? Would one author’s work benefit from the insights of another’s work? Does one reading reveal a fundamental flaw in another? Can we piece together a more complete answer to the question identified by combining the answers of several authors? These are the kinds of questions that students should be thinking about when fashioning their critiques.

Research Essay and Proposal
Undergraduate students will write a 3000 word research paper to be submitted at the beginning of the last seminar of the term. Graduate students will write a 4000 word paper with the same
due date. Students are free to formulate any topic that they see as relevant to the course in consultation with the Professor.

Students must seek approval of their research paper topic in week 10 of the term by submitting a brief written proposal at the start of class. The essay proposal will 1) brief outline the suggested topic for study; 2) provide either a guiding research question or thesis statement; and 3) include an annotated, working bibliography, which identifies the central thrust of each book or article listed and its relevance to the stated research topic. Essay proposals should be a maximum of 2-3 pages and can be shorter. Of course, students are welcome to discuss their essay topics with the instructor in advance of submitting the written proposal. **Essay proposals need not be submitted to turnitin.**

Essays are due at the start of the final seminar (ie. before class commences). Essays must include footnotes, endnotes, or parenthetical citation and a bibliography organized according to the Chicago style. As a general guide, undergraduate papers should include a bibliography with **no fewer than** 8 academic sources. Graduate students’ papers should include a bibliography with **no fewer than** 10 academic sources. While it is acceptable to incorporate some class readings into the essay, as this is a research paper, class readings should not constitute a large percentage of the student bibliography.

Essays must be double spaced, submitted in hard copy form with a turnitin receipt attached. Email submissions will not be accepted. Extensions only will be granted where recommended by Academic Counselling. A 2% penalty per day will be assessed to late assignments without extensions.

**Seminar Schedule**

**Week 1. January 11**

Introduction

**Week 2. January 18**

Race and the Academy: Why Study Race?


**Week 3. January 25**  
Critical Race Theory: Decolonization and Whiteness


**Week 4. February 1**  
Representations of Race


*link available in course web site.*

**Week 5. February 8**  
Race and Ideology: The Complexities of Racial Politics and Coalition Building


**Week 6. February 15**
**Race and Elections: The Election of Barack Obama**


**Week 7. February 22**
**No Class (Reading Week)**

**Week 8. March 1** (**LAST CHANCE TO SUBMIT CA 1**)  
**Race and Representation**


**Week 9. March 8**

**Race and Child Custody: What is in the ‘Best Interests of the Child’?**


*link available in course web site.*

**Week 10. March 15** (**ESSAY PROPOSAL DUE**) **Race and the Criminal Justice System: Racial Profiling and the ‘War on Drugs’**


**Week 11. March 22**  
The Prison Industrial Complex


**Week 12. March 29**  
Race, Immigration and the Welfare State


*link available in course web site.*

**Week 13. April 5** (**RESEARCH ESSAY DUE**)
Prerequisite checking - the student’s responsibility
"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements
With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems (“Clickers”)
"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:
• the use of somebody else’s clicker in class constitutes a scholastic offence,
• the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current Western Academic Calendar (http://www.westerncalendar.uwo.ca/)
"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work
Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments
In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences
"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf
Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to http://counselling.ssc.uwo.ca/procedures/having_problems/index.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty’s academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com )."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. http://www.uwo.ca/univsec/academic_policies/index.html
In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

**A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991
Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES
The Registrar’s office can be accessed for Student Support Services at http://www.registrar.uwo.ca

Student Support Services (including the services provided by the USC listed here) can be reached at: http://westernusc.ca/services/

Student Development Services can be reached at: http://www.sdc.uwo.ca/

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.