



SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS

**HISTORY PROGRAMME**

**TRIMESTER 2, 2009**

(Monday 13 July to Sunday 15 November)

**HIST236: RACE AND RACISM IN MODERN EUROPEAN HISTORY**

**CRN 11172**

**COURSE OUTLINE**

**COURSE COORDINATOR / LECTURER:**

**Dr. Simone Gigliotti**

**ROOM:** Old Kirk Building, Room 505 (OK 505)

**PHONE:** 463 6775

**EMAIL:** [simone.gigliotti@vuw.ac.nz](mailto:simone.gigliotti@vuw.ac.nz)

**OFFICE HOURS:** Tuesday 12.00 – 1.00pm

**LECTURE TIMES:** Tuesdays, 9.00 – 10.50am

(with a ten-minute break between the lectures from 9.50- 10.00).

**Please note: Lectures commence on Tuesday 21 July (week 2)**

**VENUE:** Hunter Lecture Theatre 220 (HU220)

**TUTORIALS:** Tutorials begin in Week 2 of the course (week beginning 20 July). From July 13-17, you will be asked to sign into ONE of the following tutorial groups with Yvette Butcher, the History Programme Administrator: [yvette.butcher@vuw.ac.nz](mailto:yvette.butcher@vuw.ac.nz) (04-463-5344) Students will be advised via email of their tutorial time on or before Monday 20 July.

**Tutorial options:**

Tues 1.10-2.00pm (OK406)

Tues 3.10-4.00pm (EA012)

Thurs 12.00-12.50pm (KK204)

Thurs 3.10-4.00pm (EA012)

**ADDITIONAL INFORMATION:**

This course actively uses Blackboard to communicate information about lectures, tutorials and assessment. Please ensure that you have activated your [myvuw.ac.nz](http://myvuw.ac.nz) account to receive these updates. Information about any changes to the timetable or programme will be announced in lectures, posted in Blackboard "Announcements," and emailed to students via that medium. Lecture outlines (text only; no images or maps are reproduced on Blackboard) are made available to students at 9am on the Monday preceding the lectures.

**COURSE CONTENT**

This course examines the concept of race, the origins of racial thinking and the practice of racial intolerance and persecution in Europe and its colonies from 1500 to 1950. Emphasis will be given to the meanings of race through its codes: class, colour, culture, and community, and the implications of these codes for the negotiation of self, group and national identities in the construction of racial and ethnic 'types' in a range of discourses. This theoretical background will be illuminated with selected examples

of race-based politics and nation-making projects, imperialism, racial science, biological racism, and ethnic cleansing, and the responses of colonised and persecuted groups to these practices in Europe, the British and French Caribbean, and Africa.

### **COURSE DELIVERY:**

HIST236 is taught during the teaching period Monday 13 July to Friday 16 October. **Lectures and tutorial begin in the second week.** Students are encouraged to attend each of the weekly 9am to 10.50am lecture/seminars and from week 2 of the trimester, the weekly 50min tutorial.

### **LEARNING OBJECTIVES**

*Students completing the paper should be able to demonstrate:*

- A broad grasp of the historical and social contexts in which racial thought and practices developed, particularly from the sixteenth century to present;
- An ability to develop informed historical arguments based on diverse sources of primary evidence and secondary scholarly sources;
- Competency in oral discussions, such as tutorials;
- Competency in written work, such as specified assessment tasks.

### **Graduate attributes for History students**

As with all HIST courses, learning objectives of this course contribute to the attainment of the following specific attributes for History graduates:

#### *Critical Thinking*

- 1: Assess conflicting or different arguments
- 2: Develop understanding of historical events, context and change
- 3: Use appropriate methodologies to evaluate evidence

#### *Creative Thinking*

- 1: Synthesise information in a clear, logical and lively way
- 2: Create well-documented interpretations of historical events
- 3: Search for patterns in historical processes over time and space

#### *Communication*

- 1: Develop lucid historical arguments through writing and oral discussion
- 2: Use library print and online resources efficiently and constructively
- 3: Strengthen learning through collegial interchange

#### *Leadership*

- 1: Pursue and manage independent research
- 2: Develop critical citizenship
- 3: Develop confidence through public speaking
- 4: Strengthen decision-making capabilities

#### *Other*

- 1: Understand the development of the historical discipline

### **WORKLOAD:**

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote **15 hours** per week to HIST236. This includes 2 hours of lectures per week, attendance at tutorials, reading the set readings in preparation for tutorials and conducting research for your assessment tasks.

### **COURSE READING:**

The HIST236 book of readings, which can be purchased from Student notes. Textbooks can be purchased from Vicbooks located on the top floor of the Student Union Building, Kelburn Campus. Books of Reading are distributed from the Student Notes Shop on the ground floor of the Student

Union Building. Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop the day after placing an order online. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays), 10.00 am – 1.00 pm Saturdays. Phone: 463 5515

### **RECOMMENDED READING:**

**All books have been placed on closed reserve in the VUW library.**

Macmaster, N, *Racism in Europe, 1870-2000* (New York, 2001)

Lieberman, B. *Terrible Fate: Ethnic Cleansing in the Making of Modern Europe* (Chicago, 2006)

Moses, A. Dirk (ed), *Empire, Colony, Genocide: Conquest, Occupation and Subaltern resistance in world history* (New York: Oxford, 2008)

Mills, Charles W., *The Racial Contract* (Ithaca, 1997)

Frederickson, George, *Racism: a short history* (Princeton, 2002)

### **ASSESSMENT REQUIREMENTS:**

The course is internally assessed with **three written pieces**. Full details of assessment content and instructions are provided in the book of readings and uploaded into Blackboard under “Course Information” and “Assignments”. Below is an **overview** of assessment tasks and objectives.

1. Primary Source Document Review: **1,500 words**; due **Monday 17 August**, 5pm; (worth **20%** of overall grade);
2. Research Essay: **3,000 words**; due **Monday 21 September**, 5pm (worth **45%** of overall grade);
3. In-Class test: **Tuesday 13 October** (no more than 1,500 words; **35%** of overall grade; information about the test and review sheets will be distributed two weeks before the test date).

#### **Primary Source Document Review: Learning Objectives**

- To develop critical thinking and reasoning about the interpretation of a specific document in racial thought;
- To evaluate your comprehension and utilization of primary and where relevant, secondary sources, in research and writing a historically and critically informed review;
- To achieve a critical awareness of the problems and complexities of sources and the uses to which they have been put;
- To improve your awareness of the diversity of racial thought and philosophy.

#### **Research Essay: Learning Objectives**

- To assist in the furthering of knowledge in a chosen topic or theme in the history of racial thought and experience of racism;
- To develop skills in writing and researching history essays;
- To developed a critical and mature use of primary and secondary sources;
- To build on previous experience in writing history essays through sustained thought, writing, and comprehensive engagement with historical events and their historiography;
- To enable students to consolidate knowledge gained in lectures and tutorials.

#### **In-Class test: Learning Objectives**

- To assess your ability to interpret and write with concision on themes of the course
- To provide a final forum to explore the consolidation and interpretation of knowledge of major themes of the course
- Provide a forum for students to display their written command of the main issues and topics in race and racism in European history;

### RETURN OF ASSESSED WORK:

In HIST 236, assignments will be returned in the following manner:

- Principal point of return is during lectures. The lecturer will then distribute uncollected work in tutorials. Collection can also be made during office hours.
- The lecturer will retain graded essays up to a maximum of three weeks. Thereafter, essays will be available at the History Office for collection up until the final teaching week.

### COMMUNICATION ABOUT GRADED ESSAYS:

The course coordinator will advise students through Blackboard when submitted assignments have been marked and due for return. Ideally, lecturers aim to return work that is submitted on time to students no later than two weeks (in exceptional circumstances this may increase to three weeks). In any case, lecturers endeavour to give students a good amount of time to interpret and improve on their graded work before the next assessment is due.

### PENALTIES:

Please note: There are penalties incurred for late submission of work:

- Students will be penalised for late submission of essays—a deduction of **5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days**. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

### MANDATORY COURSE REQUIREMENTS:

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- and
- b) Attend at least **7 out of 10 tutorials** in the course.

Faculty guidelines permit you to miss up to 25% of tutorials without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious personal crisis.

PLEASE NOTE: THERE IS NO PROVISION FOR MAKE-UP EXERCISES IN THIS COURSE TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

### STATEMENT ON THE USE OF TURNITIN:

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. *Turnitin* is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. *Turnitin* is used to assist academic staff in detecting mis-referencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by *Turnitin*. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources.

*Turnitin* will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

#### **ACADEMIC INTEGRITY AND PLAGIARISM:**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx)

#### **GENERAL UNIVERSITY POLICIES AND STATUTES:**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>