

Carib studies ia



**ASSIGN
BUSTER**

Acknowledgement Nobly, the researcher would like to bestow gratitude to all who has helped me in the completion of this Internal Assessment. Gratitude and appreciation to, God most of all, because without him there's is no ability to complete something. He helped to guide the researcher and helped her put away her indolence and complete her study effectively. The youngest sister of the researcher deserves appreciation because she helped the researcher in getting references and gathering the essential for this project. Much love to you, Lisan.

To all those such as my peers and respondents to my questionnaire, Merci. Hope to submissively return the favour one day. Introduction Locale: Urban Parish: St. Ann School Code: 06063 Gender: Female School Organization: Whole Day Size: Class III Attendance Rate: 92% Capacity: 1000 Enrolment: 950 Number of Teachers: 41 Pupil/TeacherRatio: 24: 1 Owned by: Anglican Church Socio-Economic Context St. Hilda's Diocesan High School for girls was established by the Anglican Church in 1906 as a small day school run by the Deaconesses.

In 1917, it was named The Diocesan High School for Girls and moved to its present site in 1922. It was given the present name in 1927. St. Hilda's is located in Browns Town, St. Ann. It is a medium sized boarding school with approximately 950 students, and it has a capacity of 1000. With 41 teachers, the student teacher ratio is 24: 1. The school's average daily attendance is 92 per cent. Students are from mixed socio economic backgrounds drawn from all over the island and include a few who are not Jamaicans. Many parents are unemployed but some are professionals. Some work in the hotel industry, some are farmers.

The school motto: Res Severa Verum Gaudium (Hard work brings true joy) is a source of inspiration for staff and students alike and summarizes the school's general attitude towards its endeavours and accomplishments. St. Hilda's High school gets valuable support from business and community organizations in the forms of donations and scholarships. Its high academic standard is complemented by a rich cultural heritage which is showcased in its annual Eisteddfod. In 2010, the school was placed fourth in the 'All Together Sing' choir competition and came first in Bob Marley's Song Arrangement Competition.

For the latter, the school received a replica of the icon's guitar. Intervention programmes like 'Young women of Change' give support to students with emotional and social needs.

Statement of problem What is the extent of racism at St. Hilda's Diocesan High, Brown's Town?

Aims and objectives Racism is vastly evident at this institution. The completion of this IA will therefore determine: The extent of racism at the institution The influence of racism at the institution The consequences of racism at the institution

Literature review Racism is the ideologies of social processes which discriminate against people based solely on the basis of their belonging to different ethnicity. It should be noted that some sociologists such as Parsons, think that people are primarily socialized to be racist. The influencing factors of racism are: parents, siblings, peers, schools, governmental officials, religion, mass media and many others' (Solomos, 1993, Haralambos and Holborn, 2004). 'Racial disadvantages are a result of the differences in cultural characteristics that do not coincide with the norms and values of the upper class' (Smith, N. D adopted from Mustapha, 2009). for integration in

the creolization process to take place multi- culturalism and plurality of cultures must be first accepted in order to reduce racial stigmatization (Braithwaite, adopted from Mustapha, 2009). ' Similarly, functionalists aim for a cultural consensus for a consequential balanced and functional society' (Kirby, 1997 adopted from Haralambas and Holborn, 2004). Marx, however, views racism as a belief system used to legitimize the exploitation of the lower class citizens by the upper class. ' Some sociologists even believe that if capitalism had not developed then racial prejudice, in question, would not exist' (Kirby et. l 1997; Cox, 1970, Haralambos and Holborn, 2004). ' Interactionists believes that racial conflict was a result of the deficiency in communication about the variation in the self-conceptualization. In society, race and ethnicity are viewed as variable because they are often being discussed' (Lal, 1998; Kirby, 1997, Haralambos and Holborn, 2004). ' Racism was used to validate slavery during colonialism' (Roleff, 1991). ' In the 19th century, indentured workers were bought to Trinidad to supplant the Africans on the plantations and there was an immediate awareness of the ethnic differences.

Hence, social stratification in the plantation society was based on the differences in the race in society. Therefore, race is one of the fundamental factors behind class division in society. ' (Brereton, 1979 adopted from Reddock and Barrow, 2001). ' The term race was first used in the 15th century but only grew in importance with the relation to the development of liberalism bought a sense of identity to people, which was intended to bring further improvement of society, along with equality' (Golberg, Haralambos and Holborn, 2004). Whites in society being superior encouraged racism and

racist beliefs in society and the racism led to the limitations in the social life chances of proletariats' (Golberg, Haralambos and Holborn) ' Segregation and discrimination in society are also the results of racism' (Haralambos and Holborn, 20004). ' Policies can be formulated to enclose equal opportunities and cultural integration such as the Race and Relations Acts' (Haralambos and Holborn, 2004). ' The Creolization Thesis proposes the governments can promote cultural assimilation and integration in order to have syncretism.

A variety of the cultural traits blended together to form a new culture that is satisfactory for all members of society' (Braithwaite, 1971, Mustapha, 2009).

Research Design The term research design may be defined as the scientific data collected. It is from research that theories are derived. Quantitative data was the selected research data since it is general, objective and value free. The statistics of the data gathered can be easily quantified and is used to support the findings of research. Questionnaires were used because they are used for obtaining particular instruments for data collection.

The data gathered from the questionnaires would be easily quantified and displayed in various figures and diagrams. The study is based on the degree of the existence of racism at St. Hilda's Diocesan High. To effectively complete this project, the study was done during the period of November 20th to November 30, 2012. In order to attain data randomly, the sample population was selected by process. Two out of the fifty questionnaires presented were separately distributed to students from each grade level and class with permission from the school principal and form teachers. Sample

A sample may be defined as a portion of a large population and it is often used to represent the large population. For this study, random sampling was

used. So two out of fifty questionnaires were to distributed 2 students from each class from each grade level, who willingly participated in the study. This would be considered systematic random sampling. It is considered as such because the subject units were chosen in a logical order. The method of sampling is practical because it is time effective when selecting the same from a large population. Data Collection Instrument

Questionnaires were used to collect data. The use of questionnaires was both cost effective and time effective. The use of questionnaires assured the maintenance of increased objectivity and the accuracy in the study. The data gathered from the questionnaires can be easily quantified. Questionnaire Gender male female How old are you? To what ethnicity do you belong? African Chinese American Mixed Do you know what racism is? If yes, explain. Do you think racism exists at St. Hilda's Diocesan High? Please explain the reason for your answer. How prevalent is racism at St.

Hilda's Diocesan High? Great extent not a great extent non-existent Does racism at school affect you? If yes, in what way. Would you consider yourself racist? Would you consider any of your friends as racists? Explain answers for both number 7 and 8. Have you ever been involved in any racist activity? Please account for your answer. Have you ever been a victim of racism? If so, how: Persons provoke you about your ethnicity and religion persons ignore your existence and humanity persons demean your ancestry and heritage other. Please specify. Does anyone at your school instigate racism?

If so, who: academic staff peers principal ancillary staff Do you think racism has a negative impact on students? If yes, in what way: causing students to fail academically because of low self-esteem and confidence emotionally

scarring students, especially the younger ones, for life. If other, specify. What are some of the methods that could be used to eliminate or reduce racism at St. Hilda's? How do you think the school on a whole can benefit from the reduction or elimination of racism? Presentation of Findings Figure 1: Students affected and not affected by racism Figure 2: Been vs. haven't been victims of racism.

Figure 3: ways students were victims of racism Figure 4: racism is instigated/ not instigated Figure 5: Does racism has or doesn't have a negative impact on students? Analysis and Discussion of Findings As seen in figure 1, 10% isn't affected by racism while 90% is. This shows that generally, a large percentage of students are affected by racism at St. Hilda's Diocesan High. The concept behind this question was to ascertain whether multi-culturalism and plurality of cultures are accepted, in order to reduce racial stigmatization as Braithwaite claimed it must in order for integration and proper flow of communication.

Without proper communication students' learning and interpretation of certain matters will be affected. Figure 2 shows the percentage of students who have been victims of racism at St. Hilda's Diocesan High. The diagram is based on information received from the related question from the questionnaire. The diagram shows that 80% have been and 20% haven't. figure 3, displays the percentage and different ways in which students are victimized by racism. It displays that 10% persons demean their ancestry and heritage, 40%, persons provoke them about their ethnicity and religion and 50%, persons ignore their existence and humanity.

Figure 4, 5% said no racism isn't instigated, while a mighty 95% said it is. When asked how and by who, a large number of students stated that it is instigated by the principal in the way she treats certain students because of either their grades or their light coloured skin. One student notably wrote that she thought about becoming a racist so many times because of the way the principal treated her different from all other students. She notably stated that she is of Chinese ethnicity and is academically well of as she is a prefect at the school. She states that ometimes she thinks she is better than other students academically and when it comes to beauty because of how Mrs Johnson, her principal idolizes her. Also certain things that Mrs Johnson would say instilled some kind of racial feelings inside her. This indeed proves that racism is instigated and goes back to: ' Racism was used to validate slavery during colonialism' (Roleff, 1991). ' In the 19th century, indentured workers were bought to Trinidad to supplant the Africans on the plantations and there was an immediate awareness of the ethnic differences.

Hence, social stratification in the plantation society was based on the differences in the race in society. Therefore, race is one of the fundamental factors behind class division in society. ' (Brereton, 1979 adopted from Reddock and Barrow, 2001). This could cause class division yes because this student might think so highly of herself that she will be-little others as it were in slavery days. Also, racism was instigated by planters to cause division and immediate distinction between owner and slaves.

Maybe this is the similar to what Mrs Johnson is doing, separating brighter and prettier students from the rest so the less intelligent or less beautiful one will feel inferior as the slaves did to the whites. All this adds to what is

seen in Figure 5. There are 80% of students who are affected negatively by racism and 20% which aren't. This incorporates Brerton's prospective on racial and ethnic discrimination, racism between slaves from other ethnic groups based on stratification. Also with regards to Figure 3, Marx perspective that racism is a belief system used to legitimize the exploitation of the lower class can be applied.

Students who say they are affected by racism are those who may belong to different social classes in social hierarchy or may belong to different ethnic groups than those who are not affected. Certain students who are affected may also be considered less academically accomplished to those who are not. Racism has negative effects on students as shown in Figure 5. This according to Lal, is that interactionists believe that racial conflicts were a result of the deficiency in communication about the variation in self-conceptualization. Conclusion

In conclusion, racism impacts negatively on the lives of the young ladies of St. Hilda's Diocesan High. Racism negatively affects school interaction, and behaviour of these young ladies. However, as Braithwaite indicates, through formulation of policies, the Government can promote cultural assimilation and integration in order to have syncretism. A variety of cultural traits blended together to form a new culture that is satisfactory for all students of the St. Hilda's Diocesan High School. Bibliography Barrow C and Reddock R, (Eds.), 2001

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Topic Page Acknowledgement Introduction Statement of problem Literature review Research design Sample Data collection instrument Presentation of findings

Analysis and discussion of findings Recommendations Limitations Conclusion Bibliography
bRecommendations The researcher would recommend: The government implement some non- racist movement within all schools The government go about implementing ways to encourage students in schools and fire any employee at the school who encourages racism The school's chairman visit the school more often and see just what is going on there, ask the students their opinions on the matter discussed and go about making changes Students appeal to authorities who might help them on the matter

Limitations Within the completion of this project the researcher didn't have any limitations. All resources were at hand especially at home. The researcher should proudly say that she put these resources to good use. This project was well organized and put together because of this. He researcher hopes all readers and the examiner feels the same.