Brock University
Sociology 4P67
Racism and Anti-Racism in Canada
Winter 2014

Instructor: Melissa St. Germaine-Small, Ph.D. (ABD)
Office: STH 421
Course Info: WED 5:00-8:00pm Room MCD304
E-mail contact: mstgermainesmal@brocku.ca
Office hours: By appointment

Contact Policy:
I will respond to all student e-mail questions/requests (Mon – Fri) within 24 hours.
Students are encouraged to arrange an appointment should further assistance be required.
I will be available before or after seminar on Wednesdays.

Course Description:
We will consider aspects of racism and anti-racism in Canada with respect to health,
education, law and social policy. This course will assist students who wish to pursue
graduate studies in the social sciences and/or careers in social service.

Learning Objectives:
- Students will develop a critical knowledge base pertaining to theories of racism
  and anti-racism
- Students will develop a critical knowledge base concerning the influence of
  racism upon Canadian social institutions
- Students will learn evaluation skills and strategies pertaining to anti-oppressive
  and anti-racist initiatives
- Students will develop advanced academic writing, group discussion and
  facilitation skills

All required readings available on course reserve through the Brock University
Library, online open-access or through our course site on SAKAI

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<thead>
<tr>
<th>EVALUATION PLAN</th>
<th>Grade %</th>
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<tr>
<td>Weekly Seminar Participation – 10 marks weekly</td>
<td>20</td>
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<tr>
<td>Reading and Response Papers (3 x 10 marks)</td>
<td>30</td>
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<td>Due in seminar – various dates</td>
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<tr>
<td>Discussion Facilitation and Reading Summary</td>
<td>10</td>
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<tr>
<td>Various dates</td>
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<td>Group Presentation</td>
<td>20</td>
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<td>End of term</td>
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<td>Final Assignment – Due online Wed April 9 at 5:00pm</td>
<td>20</td>
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<td>TOTAL</td>
<td>100</td>
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*NOTE: Important Dates from Registrar’s Website*
1) Thursday February 27 - students will receive 15% of their grade
2) Friday March 07 – last date for withdrawal without academic penalty

**Statement on Accommodation**
This instructor strongly supports Brock University’s effort to accommodate members of the university with disabilities. If you require accommodations in order to participate in this course, I encourage you to contact the Student Development Centre Services for Students with Disabilities (4th Floor Schmon Tower ext. 3240) and also discuss these accommodations with me. To support efforts to make Brock University and this course accessible to students with disabilities, I would appreciate receiving any feedback on accessibility issues. When I receive such feedback, I will pass it on to accessibility@brocku.ca and seek advice about appropriate changes.

**Statement on Academic Integrity**
Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, “Academic Misconduct,” in the “Academic Regulations and University Policies” entry in the Undergraduate Calendar, available at: www.brocku.ca/webcal to view a fuller description of prohibited actions, and the procedures and penalties. Students are also encouraged to use services of the Brock Student Development Centre for assistance with writing and study skills.

While the use of a computerized plagiarism detection system (e.g. turn-it-in) will not be used, all assignments will be cross-referenced across seminars.

**Civility in the Classroom**
Students are expected to behave in a courteous and respectful manner toward the instructor, fellow students and guests. In turn, students can also expect to be treated in a courteous and respectful manner. Please refrain from holding side conversations or acting in other distracting ways such as texting and/or accessing Facebook or other non-course related internet content during class time. To ensure an equitable learning environment for all students, the instructor reserves the right to request that disruptive students leave the classroom.

**Instructor’s Policy for Late or Missed Assignments and Presentations:**

**Late assignments**
Unless an extension has been granted by the instructor, all assignments are due by the scheduled time on the scheduled day. All late assignments will receive a 1-mark penalty for each 24 hour period (including weekends). For example, an assignment due at 4:00pm on Monday and submitted electronically at or before 4:00pm on Tuesday graded at 16/20 becomes a 15/20 after the late deduction. In the case of illness, a valid doctor’s certificate must be provided to the instructor.
Missed presentations
Presentations are due on the scheduled date. Failure to present on your scheduled date will result in a grade of zero. In the case of illness, a valid doctor’s certificate must be provided to the instructor. Please be advised that a make-up assignment is not guaranteed. The instructor reserves the right to establish another comparable assignment or grade allotment for the missing component.

Submitting Assignments: All assignments must be handed in according to the instructions provided. Please do not submit assignments or correspondence to the Departmental Administrative Assistants or under office doors. In order to receive credit for assignments and ensure that late penalties are not deducted, it is each student’s responsibility to ensure work is properly submitted.

Description of Evaluation Components:
1. SEMINAR PARTICIPATION (20%) – Weekly seminar participation is a vital feature of this course and is weighted in keeping with other honours level courses. The instructor will take attendance at the beginning of each seminar and make note of ongoing contributions throughout the session. Weekly seminar participation is out of 10 marks with 3 marks being granted strictly for attendance. The remaining 7 marks will be assigned as class participation marks through individual contributions; small group discussion and in-class experiential activities. Students are expected to make meaningful overall contributions in a way that addresses assigned readings and supports and enhances overall seminar discussion. Quantity and quality of responses will be considered when assigning participation marks and will be evaluated in a manner consistent with the Brock undergraduate grading scheme (e.g., what constitutes ‘A’ – “F” level contributions). Because of the quality and level of participation required to obtain a high seminar grade, the instructor reserves the right to assign students reasonable make-up assignment(s) for any seminar(s) missed due to illness or other legitimate reason(s). Such opportunities will be determined on a case by case basis.

2. READING AND RESPONSE PAPERS (3 papers x 10 marks) = 30%
These papers provide you with an opportunity to respond to assigned readings and prepare discussion points for seminar. Each submission should be approximately 4-6 double-spaced pages. Detailed instructions provided on Sakai.

3. DISCUSSION FACILITATION AND READING SUMMARY (10%)
Each student will be responsible for completing one discussion facilitation and reading summary. This assignment entails the following: selecting one of the weekly readings, summarizing the content and facilitating two to three discussion questions for 20-30 minutes. One of the discussion questions may be in the form of a group activity or experiential exercise that illuminates some component of the reading. At the beginning of each scheduled facilitation, each seminar participant must be provided with a one-two page handout that includes a brief summary of the reading; your discussion questions; a brief description of your group discussion/activity and your purpose/rationale for using it.

4. GROUP PRESENTATION (20%)
Working in groups of 3 or 4 each group is responsible for facilitating exploration and discussion of a selected topic that builds upon an aspect of racism/ antiracism covered in the course readings.
Each group is responsible for a 50 minute period. Detailed instructions provided on Sakai.

5. FINAL ASSIGNMENT (20%) - Detailed instructions provided on Sakai.

General guidelines and requirements for written assignments:
1. Each assignment must have a cover page that identifies, the course, the assignment, student’s name (or group names) & ID, date submitted and Instructor’s name. Double-sided printing is strongly encouraged (i.e., 2 pages = 1 page, double-sided, etc.).
2. The use of APA (6th edition) style for citations and references is mandatory in this course. Style guides are available on-line from the Brock University Library.
3. Spelling, grammar, organization and academic style are all important. Headings and subheadings must be used to organize content.
4. All assignments will be graded according to the specific requirements provided and in keeping with Brock grading criteria (i.e., A, B, C, D and F for overall quality of work).

SEMINAR SCHEDULE AND READINGS

Week 1 – Jan 08
Introductions and Course Overview; effective presentation and critical writing practices

Week 2 – Jan 15 – Conceptualizing Racism and Anti-racism - I

Week 3 – Jan 22 - Conceptualizing Racism and Anti-racism - II

Week 4 – Jan 29 – Racism and Aboriginal Peoples - I: History, Education and Residential Schools
Chapter 4 – Racism and Aboriginal peoples – in Satzewich (2011)
Petoukhov, K.S. (2008). Transforming the legacy of Indian Residential Schools in Canada into a public issue: A critical analysis of Michael Burawoy’s Public
Sociology. *Canadian Graduate Journal of Sociology and Anthropology, 2*(1), 44-59


**Week 5 – Feb 05 – Racism and Aboriginal Peoples - II: Identity, Power and Marginalization**


**Week 6 – Feb 12 – Racism, Law and Policing**

Chapter 5 – Policing - in Satzewich (2011)


**Week 7 – Feb 26 - Looking toward change - I: Conceptualizing Anti-racism and Anti-oppression**

Chapter 7 – Solutions for change - in Satzewich (2011)


February 19 – Reading Week – No seminar

**Week 8 – March 05 - Looking toward change – II: Working for Anti-racism and Anti-oppression**


**Week 9** – March 12 – Looking toward change – III: Challenges and paradoxes in anti-racist and anti-oppression work


**Week 10** – March 19 - Group Presentations

**Week 11** – March 26 - Group Presentations

**Week 12** – April 02 - TBD *Course wrap-up and final assignment consultation*