



**Sociology 2211F/G (570)**  
**Sociology of 'Race' and Racism**  
**Fall/ Winter 2025-2026**

**Instructor: J. Notwell**  
**Email: [jnotwell@uwo.ca](mailto:jnotwell@uwo.ca)**

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**Course Information**

**Calendar Description:**

This course will introduce students to a sociological critique of 'race' and an exploration of the multiple ways that racism operates. Using the theoretical lenses of identity, culture, power and intersectionality, students will analyze historical and contemporary issues and events in Canada, the US, and elsewhere in the world.

**Antirequisite(s):** [Sociology 2200E](#); Sociology 2143E, [Sociology 2107A/B](#).

**Prerequisite(s):** 1.0 from Sociology courses at the 1000 level.

**Extra Information:** 3 hours

**Course Weight:** 0.50  
**Breadth:** Category A  
**Subject Code:** SOCIOLOG

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol 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.

## SOC 2211G Sociology of 'Race' and Racism

Winter 2026

Mode of Instruction: In-person

Instructor: Jess Notwell

Contact Information: The best way to reach Jess is via email at [jnotwell@uwo.ca](mailto:jnotwell@uwo.ca).

### Course Description:

ᑕᐱᐃᐃᐃ tawâw (welcome)! My name is Jess and I am a Two Spirit nehiyaw/Métis/settler prof here at King's. My Elders are nehiyaw, Anishinaabe, and Haudenosaunee, so the Teachings I carry are from different Nations. I love teaching and learning, and can't wait to sit in Circle and share our truth and wisdom together in class!!

**At a time of genocides, lynchings, and escalating violence against Black, Indigenous and racialized people, what can we learn from people struggling for freedom? What can we learn from Turtle Island to Congo, El Salvador to Iran, Sudan to Palestine and across Territories about 'race' and racism, love as resistance, and world-building as revolution? Co-created with students, this course is an opportunity to (un)learn and take anti-racist, anti-colonial action. ALL students are welcome!**

The CARE Collective is a student-led, community-engaged component of this course focused on caring, (un)learning, and taking action within relationships of respect and reciprocity. **Based on priorities and course materials identified during two student and community Sharing Circles in January 2026, we will plan and implement a collective action that concretely enacts anti-racist, anti-colonial "world-building as revolution".**

This is *your* education; *your* learning space. Being student-centred means ensuring space for students to choose learning priorities. There is space in our collective learning journey to reflect and shift together.

This course will include student-involved Action Research about co-creating the course itself. Together, we will build on the wisdom of last year's students to elaborate what a course on 'Race' and Racism looks/feels like and map key knowledges/praxis, learnings and questions. Participation in the research is voluntary, your choice will be respected, and students who choose not to participate in the research will be part of all class activities but your information will not be incorporated into the research. A Consent Form/further information about the research will be provided during the second class.

We can't wait to meet you/see you again!!!! ᑕᐱᐃᐃᐃ ka-wapahmitinâwâw (see you)! ☺

**Prerequisite(s):** 1.0 from Sociology courses at the 1000 level. Please contact us at [jnotwell@uwo.ca](mailto:jnotwell@uwo.ca) to inquire about special permission to enroll in this course if you do not have the prerequisites. **We want to welcome as many students as possible!!** Please know that the university stipulates that unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

### Course Learning Outcomes:

- Understand and explain 'race,' racialization and racism (including anti-Indigenous racism, anti-Black racism, anti-Palestinian racism, anti-Muslim racism, environmental racism) and interconnections with (settler) colonialism, genocide, white supremacy, capitalism, imperialism, ableism, misogyny, misogynoir, and anti-2SLGBTQ+ hate
- Understand and explain relationships between love as resistance, revolution, resurgence, liberation and 'race,' racialization and racism
- Explain and enact anti-racist, anti-colonial community mobilization through the CARE Collective

### Required Resources and Experiential Learning Costs:

There is no text required for this course. A course schedule with a list of materials will be provided on Brightspace. These may include readings, videos, podcasts, websites, social media links and so on. This is an Experiential Learning Course. There is no cost to participate in the experiential learning activities listed in the Course Schedule.

**Assessment/Assignments:** (To be discussed further and finalized in class)

*Please note: This course requires attendance and active participation because Indigenous ways of knowing and being include respect and reciprocity. Attendance and active participation in **at least 75%** of classes throughout the semester is required. If you have barriers for this requirement, for example due to family care responsibilities or disability accommodations/access needs, please let me know asap.*

**Assignment 1: Protest Sign/Gallery/Poster & Accompanying Text** – 20% – Students will create a protest sign OR Social Media Gallery/Poster with accompanying 2-page explanation. The purpose of this assignment is to create a sign/gallery/poster that could be shared with community to raise awareness about/address ‘race,’ racialization and racism. Please ensure that your 2-page explanation clearly addresses at least one course learning outcome. In the text box on Brightspace, please indicate which course learning outcome(s) you chose. We hope to hold an exhibition of our Signs/Galleries/Posters. Further details will be provided in class. Due: Feb. 10<sup>th</sup>

**Assignment 2: Auto-Ethnographic Storytelling** – 35% – Each student will make a 10-12 minute video about your personal experience learning about love as resistance, revolution, resurgence, liberation and ‘race,’ racialization and racism. Tentative assignment questions (TBC after the Sharing Circles): (i) Who are you? How do you come to be on these Territories? How do you enact being a “Treaty person” (in relationship with Indigenous Nations and All Our Relations)? (ii) What do love as resistance, revolution, resurgence, liberation mean to you and how have you experienced/witnessed them? (iii) What do ‘race,’ racialization and racism mean to you and what would you like to share about how they relate to your own story? (iv) Describe in detail one or more actions you are taking/will take to enact anti-racism and anti-colonialism toward liberation. Further details will be provided in class. Due: Mar. 24<sup>th</sup>

**Assignment 3: CARE Collective & Course Participation** – 45% – As a class, with community, we will plan and implement a collective action project that enacts anti-racist, anti-colonial community mobilization through the CARE Collective. Students will participate in two Sharing Circles with community in January 2026 (outside of class time, exact schedule TBD together). Based on the ideas shared and priorities identified during the Sharing Circles, we will co-create our class collective action. Some work will take place during class but students will also need to work outside of class on project responsibilities. Each student will complete a **WEEKLY** reflection on your participation in the course and the project (see handout). Further details will be provided in class. Due: Weekly (each reflection is due at 11:00am just before the class following the one you reflected on)

**Course Schedule:**

Please Note: We are doing this work together with community, which means that we WILL make changes during the semester based on their guidance, changes in their availability, and our work together. Moses Latigo-Odida will share his truth and wisdom in additional classes based on his schedule this semester.

Week	Date	Learning & Resources	Activities & Due Dates
1	Jan. 6 <sup>th</sup>	<b>Opening Circle: In Conversation with Moses Latigo-Odida</b>	<u>ACTIVITY:</u> Opening Circle & Good Relations Wampum
2	Jan. 13 <sup>th</sup>	<b>Love as Resistance, Revolution, Resurgence, and Liberation Part 1</b> * Sharing Circle this week <i>outside of class time</i>	<u>ACTIVITY:</u> Research Consent & Sharing Circle Planning
3	Jan. 20 <sup>st</sup>	<b>Indigenous Resurgence: ‘Race,’ Racialization and Racism Part 1</b>	<u>ACTIVITY:</u> Collaborative Mapping
4	Jan. 27 <sup>th</sup>	<b>Black Liberation: ‘Race,’ Racialization and Racism Part 2</b> * Sharing Circle this week <i>outside of class time</i>	ACTIVITY: Collective Mapping & Sharing Circle Planning



# KING'S UNIVERSITY COLLEGE

## GENERAL COURSE POLICIES

### 2025-2026

#### **1. Academic Accommodations, Consideration for Absences**

##### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

##### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

##### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King’s University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King’s University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King’s University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

### **GBSV Support:**

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### 3. Statement on Use of Electronic Devices

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### 4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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.

### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

### **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **7. Policy on Attendance**

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.