



Sociology 2211f/g (570)
Sociology of 'Race' and Racism
Fall/ Winter 2026-2027

Instructor: H. Ahmed
Email: hahmed88@uwo.ca

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.



Sociology of Race and Racism
Sociology 2211F
Fall 2026

Course Information

Instructor: Hana Shams Ahmed

Contact Information: hahmed88@uwo.ca

Mode of Instruction: In-person

Office hours: By appointment (in-person/virtual)

Antirequisite(s): Sociology 2200E; Sociology 2143E, Sociology 2107A/B

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

Land Acknowledgement

King's University is situated on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton Peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London ([King's University College Land Acknowledgment](#)). The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing Indigenous urban population. King's University values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of the Turtle Island (also known as North America).

Course description

We are living at a time when questions of “race” and racism have become increasingly contested. The rise of populist politics and right-wing movements, growing anti-immigrant sentiment, resistance to equity and diversity initiatives, debates over how social justice should be taught in universities, and continuing struggles over Indigenous land and sovereignty have made conversations about racism both urgent and difficult. We begin by asking what “race” means and how racial classifications became so socially and politically powerful. We will examine scientific racism, biological determinism and eugenics and consider how their legacies continue to shape understandings of human difference.

From there, we explore racialization, racial hierarchy, structural and institutional racism, whiteness, intersectionality, colonialism, and positionality. We will study settler colonialism

and anti-Indigenous racism, including residential schools and their continuing relationship to debates over Indigenous land, sovereignty, inequality, and reconciliation. We will examine anti-Black racism and its connections to slavery, segregation, policing, and contemporary racial inequality, while attending to the particular histories of Black communities in Canada.

We will discuss immigration and racialization, including how immigrants become constructed as threatening, undesirable, or incapable of belonging, and critically examine the promises and limitations of Canadian multiculturalism. Other topics include Islamophobia, antisemitism, the racialization of religion; race, gender and class; racism in education, employment, housing, health, and policing; media and popular culture; and everyday racism and colourism. We will also discuss Palestine as a contemporary site for thinking about racialization, colonialism, and dispossession. Finally, we consider anti-racist resistance, social movements, solidarity, and racial justice. Although Canada provides an important context, cases in other parts of the world help us understand how racial categories, hierarchies, and stereotypes travel across borders.

Throughout the course, we will connect these topics to contemporary issues and debates unfolding in the media and public life. We will examine how ideas about race, difference, inequality, and belonging are produced, why certain ideas become persuasive, whose interests they serve, and what social and political consequences they have. Ultimately, the course encourages students to understand race and racism as historically produced and how they shape institutions, identities, inequalities, and ideas about who belongs.

Course Learning Objectives

By the end of this course, students should be able to:

1. Explain and critically evaluate key concepts and theories of “race,” racism, and racialization, including scientific racism, racial formation, structural and institutional racism, whiteness, intersectionality, and settler colonialism.
2. Interrogate the historical construction of racial categories and hierarchies and assess how colonialism, slavery, scientific racism, eugenics, immigration policies, and nation-building continue to shape contemporary racial inequalities.
3. Analyze the historical and continuing effects of settler colonialism and anti-Indigenous racism in Canada.
4. Identify and analyze different manifestations of racism and racialization, including anti-Indigenous and anti-Black racism, Islamophobia, antisemitism, anti-immigrant racism, and other forms of racialized exclusion in Canada and comparative global contexts.
5. Apply an intersectional perspective to examine how race interacts with gender, class, sexuality, religion, citizenship, immigration status, and other dimensions of inequality to shape people’s social experiences and opportunities.

6. Understand how racism operates beyond individual prejudice through institutions and everyday practices, including education, employment, housing, health care, policing, immigration, media, academia, and public policy.
7. Communicate informed arguments about race and racism while engaging respectfully with differing perspectives, using appropriate theoretical and empirical evidence in written, oral, and classroom discussions.

Course Format and Organization

This course will be delivered in person. Because much of the learning in this course will take place through discussion, collaborative activities, and engagement with course materials during class, regular attendance and active participation are expected.

Attendance and participation are related but distinct expectations. Attendance means being present for classes. Participation means actively engaging with the course through class discussions, asking or responding to questions, participating in small-group activities, engaging thoughtfully with readings, and completing in-class activities. Students are expected to attend classes regularly and come prepared to engage with the assigned materials. I understand, however, that illness, emergencies, disabilities, caregiving responsibilities, and other circumstances may sometimes affect a student's ability to attend or participate, and I will always accommodate those circumstances.

Students with approved accommodations that affect attendance or participation should contact me so that we can determine appropriate arrangements. When in-class participation is not possible, we may arrange alternative forms of participation or equivalent assignments so students have a fair opportunity to demonstrate their engagement with the course. You are also welcome to contact me to discuss course material, your progress, or other course-related concerns. Please email me to arrange an appointment.

All required readings and other course materials, including articles, book chapters, films, videos, and other assigned resources, will be made available through Brightspace.

Course Expectations

This is an in-person, discussion-based course, and your regular attendance and engaged participation are important to your learning and success in the course. Students are expected to complete assigned readings and other materials before class and come prepared to discuss, question, and critically engage with them.

Throughout the course, students will have opportunities to reflect on course materials, connect concepts to contemporary events and their own observations of the social world, and develop their analytical skills through class discussions, activities, assignments, and assessments. Students are expected to contribute to a classroom environment in which everyone can participate.

A Special Note on Difficult and Sensitive Course Content

This course discusses racism and racial inequality and therefore engages with subjects that may be difficult, disturbing, or emotionally challenging. Course readings, lectures, discussions, and audiovisual materials may include racism and racist language, colonial and state violence, genocide, antisemitism, Islamophobia, anti-Black and anti-Indigenous racism, hate crimes, displacement, and other forms of discrimination and violence.

Engaging critically with difficult material is a part of this course. At the same time, students are encouraged to be attentive to their own well-being. If any course content is affecting you, you are welcome to speak with me privately. Where appropriate, we can discuss ways to engage with the material while meeting the course learning objectives.

Support is available to you. King's Accessibility, Counselling and Student Development (ACSD) provides free personal counselling and accessibility support to King's students, including support related to stress and anxiety, trauma, grief, and other personal or academic concerns.

King's Student Supports – Counselling, Accessibility and Well-Being

Accessibility, Counselling and Student Development (ACSD): acsd@kings.uwo.ca | 519-930-4640

Students can also access **academic advising, writing support, accessibility services, and other academic resources** through King's. **King's Academic Supports**

For immediate or after-hours mental-health support, there is **Reach Out 24/7 (519-433-2023)** and **Good2Talk (1-866-925-5454)** as community resources for students.

Course Evaluation

Assessment	Due Date	Weight %
Class Attendance and Participation	Ongoing	10
In-class Assignments	Ongoing	10
Critical News Analysis	Oct 22	20
Midterm Exam	Oct 29	20
Essay	Nov 23	20
Group Presentations	Dec 3	20
		100%

Assessment Descriptions

In-Class Reflection Assignments

Throughout the course, students will complete short handwritten in-class reflections in response to videos, discussions, or other course materials. Each reflection will consist of approximately one short paragraph responding thoughtfully to a question provided in class and will be graded for completion rather than quality. Each completed reflection is worth 1 point, and completing 10 reflections guarantees the full 10 marks for the course.

Critical News Analysis

Students will select one national or international issue related to race, racism, or racialization and compare how at least three different news outlets have covered the same issue. Students will examine how the issue is framed, whose perspectives are included or excluded, and how race and racialization are addressed and/or overlooked in the news media reports. The assignment will consist of a four to five-minute video presentation and an accompanying 300-word written abstract summarizing the main findings. Detailed instructions and evaluation criteria will be provided separately.

Essay

Building on the topic selected for the Critical News Analysis, students will write a research essay that moves beyond media coverage to critically examine the issue itself from a sociological perspective. The essay should develop a clear argument about how race, racism, and/or racialization shape the chosen event/incident/issue and consider its relevant historical, social, political, and institutional contexts. Students are expected to draw on course concepts and readings as well as additional academic research to develop their analysis. The essay should be approximately 1,500–2,000 words, excluding references. Detailed assignment instructions and evaluation criteria will be provided separately.

Group Presentation

For the final assignment, students will work in groups to design a public awareness campaign and propose a Summer 2027 community initiative addressing racism in London, Ontario. Drawing on Ibram X. Kendi's *How to Be an Antiracist*, course concepts, and the City of London's [2025–2029 Anti-Black Racism Action Plan](#), or the [2025-2035 Reconciliation Action Plan](#), each group will identify a specific issue affecting a certain racialized community in London and develop a media campaign to raise awareness and encourage anti-racist action. Groups will propose a realistic community event, including its objectives, intended audience, activities, and basic budget, and present their campaign and proposal to the class as a pitch for community support. Detailed assignment instructions and evaluation criteria will be provided separately.

Submitting Assignments

All written assignments must be submitted electronically through Brightspace by the deadline indicated in the course outline or assignment instructions. Students are responsible for ensuring that the correct and complete file has been successfully uploaded. Please make every effort to submit assignments by the stated due dates. However, I recognize that assignment deadlines can be stressful, particularly when several assignments are due around the same time. For the two major written assignments (the Critical News Analysis and Research Essay), there will therefore be a one-week grace period following the stated deadline. You may submit your work at any point during this period without requesting an extension and without penalty. If you need additional time beyond the grace period, please speak with me so we can discuss an appropriate arrangement.

If you miss an In-Class Reflection Assignment because you are unable to attend class, you will have an opportunity to complete an additional reflection in a subsequent class. The Midterm Exam and Group Presentation will take place on their scheduled dates, and accommodations for them will follow King's University College guidelines.

As an educator, my primary concern is your learning and meaningful engagement with the course. I recognize that students encounter different circumstances and that not every request for flexibility will necessarily be accompanied by formal documentation. I

encourage you to communicate with me when circumstances affect your ability to complete course requirements, and I will work with students individually, where possible and within university policies, to find reasonable and equitable arrangements.

All submitted work must follow the principles of academic integrity. Students are expected to properly acknowledge and cite all sources and to follow the course policy on the use of generative AI. Plagiarism, unauthorized collaboration, or other forms of academic misconduct will be addressed according to King's academic integrity policies.

Generative AI Policy for assignments

Generative AI may be used as a learning support for activities such as brainstorming, clarifying concepts, improving organization, and language or accessibility support. However, AI should not replace your own intellectual work or generate written assignments. For written assignments, students should briefly disclose how they used AI. Students remain responsible for the accuracy, sources, and integrity of all work they submit.

Grading

Grade	Percentage Range	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50 to 59	Fair work, minimally acceptable
F	Below 50	Fail

Course Schedule of Classes, Readings, Assessments

Week/Module Dates	Readings and Activities	Assessment Due Dates
Week 1 September 17	What is “Race”? Scientific Racism and the Making of Racial Difference • Introduction to the course and the course instructor • Discussion on course outline and course expectations • Smithsonian magazine article: The Disturbing Resilience of Scientific Racism – Ramin Skibba • Western University website: Statement by Western University on Philippe Rushton • Tahir Abbas Blog: Nathan Cofnas, “Race Realism”, and the Boundaries of Academic Freedom – Tahir Abbas Optional Viewing The 1989 debate at Western University between J. Philippe Rushton and David Suzuki. This video is provided as supplementary material and is not required viewing.	
Week 2 September 24	Settler Colonialism and Anti-Indigenous Racism in Canada • Theodore Niizhotay Fontaine. (2022). <i>Broken Circle: The Dark Legacy of Indian Residential Schools</i>. Heritage House Publishing Co. ○ First Three Chapters. • Robyn Maynard, Leanne Betasamosake Simpson. (2022). <i>Rehearsals for Living</i>. ○ Part 1: On Letter Writing. Commune ○ End of (This) World Guest Speaker: TBD	
Week 3 October 1	Theories of Race, Racism and Racialization • Eduardo Bonilla-Silva. (2021). <i>Racism without racists: Color-blind racism and the persistence of racial inequality in America</i>. Chapter 2: What is Systemic Racism?	

	- Richard Delgado and Jean Stefancic (2023). <i>Critical Race Theory: An Introduction</i> - Chapter 1: What is Critical Race Theory?	
Week 4 October 8	Anti-Black Racism in Canada - William Edward Burghardt Du Bois (2023). <i>Souls of Black Folk: A Graphic Interpretation</i>. - Afua Cooper. (2022). <i>The Enslavement of Africans in Canada</i>. - Desmond Cole (2022). <i>The Skin We're In: A Year of Black Resistance and Power</i>	
Week 5 October 15	READING WEEK No Class	
Week 6 October 22	Immigration, Citizenship and Multiculturalism in Canada - Monica D. Gagnon, Rupaleem Bhuyan, Denise Gastaldo, and Lisa Forman (2026). Creating undeserving citizens: an analysis of the “birth tourism” discourse in the Canadian context. <i>Social Problems</i>. - Eva Mackey (1999). <i>The House of Difference: Cultural Politics and National Identity in Canada</i>. - Chapter 1	Critical News Analysis Video Assignment Due
Week 7 October 29	Mid-Term Exam	
Week 8 November 5	Race, Religion, and the New Far Right - Uzma Jamil (2022). The racialized logics of Islamophobia in Canada. In <i>The rise of global Islamophobia in the war on terror</i>. - The Guardian analysis: Europe’s centre fears nationalist wave after AfD victory but only has itself to blame - Jon Henley	

Week 9 November 12	Race, Gender, Class and Intersectionality • Kimberlé Crenshaw (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of colour. • bell hooks (2015). <i>Ain't I a Woman: Black Women and Feminism</i>. Chapter 1: Introduction.	
Week 10 November 19	Race, Representation, and Colorblindness • Stuart Hall (2000). <i>Racist ideologies and the media</i>. • Kimberlé Crenshaw (2019). Unmasking Colorblindness in the Law: Lessons from the Formation of Critical Race Theory. In <i>Seeing Race Again</i>	
Week 11 November 26	Race, Colonialism, and the Politics of Solidarity • Liz Fekete (2024). Anti-Palestinian racism and the criminalization of international solidarity in Europe. <i>Race & Class</i>. • The Guardian analysis: Don't let the sound and fury over Gaza protests drown out what the students are saying - Nesrine Malik Guest Speaker: TBD	Essay Due November 23
Week 12 December 3	Anti-Racist Futures • Ibram X. Kendi (2019). <i>How to be an antiracist</i>. ○ Introduction. ○ Chapter 2: Duelling Consciousness	Group Presentation: Anti-Racist Futures

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (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 at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

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

<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

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

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

<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's by emailing 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. 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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.