



Lakehead
UNIVERSITY

Department of
Political Science

PS4513WDE WINTER
Contemporary Political Thought:
The Reason for Racism
Fridays 10AM-1PM Online and Zoom

Instructor name: Dr. Douglas A. West	Time and date: 21/01/04 21/04/06
Office location: OS 1028	Classroom location: WEB and Zoom
Email: dwest@lakeheadu.ca	Office hours: By Appointment

D2L link: <https://mycourselink.lakeheadu.ca/d2l/home/68578>

Course Description

This course is designed to immerse students in the literature of racism and privilege in Canada, its causes, affects and solutions. In addition, students will be engaged in community service through the development and delivery of workshops on race, race relations and post-colonial strategies that diffuse racial tensions.

Students will be involved in Race/Privilege Power Relations work in three stages:

- 1-Students will review the substantive and extant academic literature on racism and race relations in Canada, as well as the history of racist and colonial practices in Canadian contexts.
- 2-Students will work to create a workshop strategy for educating members of the Lakehead University Orillia communities, and the general population of Simcoe County, Ontario.
- 3-Students will implement their workshop strategy in a series developed for delivery in March 2021.

This class is connected to a project that has been described by the CEO of Unique Get Together Society <https://www.uniquegettogethersociety.com/>

About Company

As the founder and CEO of Unique Get Together Society (UGTS) and a woman of Cree descent, I bring 20 years' experience working in social services. With a track record of getting things done, I've spent time working in group homes, women's shelters, detox centers, foster homes and recently, I have had success working with children who live with autism. "As a mother of six, I am no stranger to the demands of raising a family (at the best of times) and I know first-hand how difficult that can be without any support." My goal is to offer our services and support to any child regardless of their ability and personal care. We provide a wide range of programs year round designed to strengthen each individual child and enhance their overall physical, mental, social emotional development. We assist families through other services such as nutritional health, family support, advocacy, and subsidies.

Project Scope

Racism occurs between individuals, on an interpersonal level, and is embedded in organizations and institutions through their policies, procedures, and practices. In general, it may seem easier to recognize individual or interpersonal acts of racism: a slur made, a person ignored in a social or work setting, an act of violence. However, "individual" racism is not created in a vacuum but instead emerges from a society's foundational beliefs and "ways" of seeing/doing things, and is manifested in organizations, institutions, and systems (including education). Below are some useful definitions:

To combat racism today, it is necessary to understand the history of the ideology of "race" in order to challenge whiteness as the foundation of racial categories and racism.

Whiteness is multidimensional, complex, systemic, and systematic:

- It is **socially and politically constructed**, and therefore a learned behavior.
- It does not just refer to skin colour but its **ideology** based on beliefs, values behaviors, habits and attitudes, which result in the unequal distribution of power and privilege based on skin colour. (Frye, 1983; Kivel,1996)
- It represents a **position of power** where the power holder defines the categories, which means that the power holder decides who is white and who is not. (Frye,1983)
- It is **relational**. "White" only exists in relation/opposition to other categories/locations in the racial hierarchy produced by whiteness. In defining "others," whiteness defines itself. **Students will create a platform in which to dismantle systemic racism/privilege. This platform will consist of ways to begin the dismantlement of systemic racism in all institutions. It is used in corporations, education systems, policing systems, banking systems, etc. as to identify and be called on racism in all systems to create change and equality among all people.**

Learning Outcomes: Upon completion of this course, students will be able to:

- Understand and present the essential elements of intellectual and physical racist policies in Canada
- Develop presentation skills necessary for work environments
- Develop and understand effective workshop production and delivery techniques
- Create literature summaries and reviews on extant academic literature in the field of Political Science
- Understand the outcomes of Community Service Learning in action-oriented engagement practices.

COURSE MATERIALS

Required:

Chatwin, Bruce. (1988) *The Songlines*. Penguin

Harper, Kenn, (2001) *Give Me My Father's Body*. Washington Square Press.

Saini, Angela, (2019) *Superior: The Return of Race Science*. Beacon Press.

Readings and other materials will be placed on D2L site

GRADING AND EVALUATION

Course Evaluation and Assessment Weighting

1. Literature Review and Report40%
2. Workshop Design and Delivery.....40%
3. Attendance and Participation.....20%

Assessment Details

1. A report on the review of 10 sources of extant and academic literature on Race Relations and Colonization practices in the Canadian Context divided into a series of components and assigned to 3 different groups of students:
 - a. Historical overview of racist actions/policies in Canada.
 - b. Review of Media Sources on race and colonization.
 - c. Review of decolonizing strategies in community and academic practice.
2. A series of Workshops (3) delivered in March and April to local Lakehead University Orillia communities and to the general population of Simcoe County, Ontario
3. Attendance and Participation will be tracked each week on D2L and Zoom

Late assignments will be deducted 1 grade per day and will not be accepted more than (2) days after the deadline. Assignments submitted more than (2) days after the deadline will result in a mark of 0.

COURSE SCHEDULE and READINGS

Week 1 : Racist Acts on Turtle Island

Reading for the week:

Harper, Kenn, (2001) *Give Me My Father's Body*. Fwd., Introduction and Sections 1-12

Mohawk, John. (1996) Review of *Red Earth, White Lies* by Vine Deloria, Jr.

Porr, Martin and Jacqueline M. Matthews. (2017) *Post-colonialism, human origins and the paradox of modernity*.

Week 2: The Need to Re-place Indigenous Peoples on Turtle Island

Reading for the week:

Harper, Kenn, (2001) *Give Me My Father's Body*. Sections 13-25 and Epilogue

Connolly, William. (1994) *Tocqueville, Territory and Violence*.

Lewis, Bernard, (1998) *The historical roots of racism*.

Week 3: Literature Reviews and Projects Discussion

Reading for the week:

Select Workshop Resources – PS4513

Guidelines for Annotated Bibliography

1. A report on the review of extant and academic literature (10 sources outside the syllabus) on Race Relations and Colonization practices in the Canadian Context divided into a series of components and assigned to **3 different groups of students**:
 - Historical overview of racist actions/policies in Canada.
 - Review of Media Sources on race and colonization.
 - Review of decolonizing strategies in community and academic practice.
2. A series of Zoom Workshops (3) delivered to local Lakehead University Orillia communities and to the general population of Simcoe County, Ontario

Week 4: Placing Canada in Racist Discourse

Reading for the week:

Chatwin, Bruce. (1988) *The Songlines*.pp.1-85.

Healy, Gwen.(2016) *(Re)settlement, displacement, and family separation: contributors to health inequality in Nunavut*

Stanley, Timothy J (2020) *Commemorating John A. Macdonald*

Week 5 : Colonial Business

Reading for the week:

Chatwin, Bruce. (1988) *The Songlines* pp. 86-162.

Schaffer, Gavin.(2005) *Like a baby with a box of matches : British scientists and the concept of 'race' in the inter-war period.*

Hebert, Joel (2019) *"Sacred Trust": Rethinking Late British Decolonization in Indigenous Canada.*

Week 6: Walking Beside Indigenous Ways: The Road to Decolonized Space

Reading for the week:

Chatwin, Bruce. (1988) *The Songlines*. pp. 163-294.

Fernando, Tomaso, et. al (2020) *Land, Territory, and Commons: Voices and Visions From the Struggles*.

Pedri-Spade. Celeste.(2016) *The Drum Is Your Document*.

Week 7: READING WEEK FEBRUARY 15-19

Week 8 : Racism and Science

Reading for the week:

Saini, Angela, (2019). *Superior: The Return of Race Science*. Prologue and pp. 1-52.

Joseph-Salisbury, Remi (2019). *Institutionalized Whiteness, Racial Microaggression and Black Bodies Out of Place in Higher Education*.

Palmi'e , Stephan (2007), *Genomics, Divination, "Racecraft."*

Week 9: Measuring the "essence" of Humanity

Reading for the week:

Saini, Angela, (2019) *Superior: The Return of Race Science*. pp. 53-87.

Gannett, Lisa. (2001) *Racism and Human Genome Diversity Research: The Ethical Limits of "Population Thinking."*

Kaufman, Jay S., Richard S. Cooper, and Daniel L. McGee. (1997) *Socioeconomic Status and Health in Blacks and Whites: The Problem of Residual Confounding and the Resiliency of Race*.

Week 10: Studying Racialized Communities and Power

Reading for the week:

Saini, Angela, (2019) *Superior: The Return of Race Science*. pp. 87-144.

Small, Francine Allisa. (2014) *The Racialization of Disease: A Qualitative and Quantitative Study of Race and Ethnicity in Biomedical Research*.

Miller, Adam. (1994-5) *The Pioneer Fund: Bankrolling the Professors of Hate*.

Week 11: Whiteness, Privilege and the Future of Reconciliation

Reading for the week:

Saini, Angela, (2019) *Superior: The Return of Race Science*. pp. 145-241.

Arai, Susan, (2009). *Critical Race Theory and Social Justice Perspectives on Whiteness*.

Laiola, Sarah Whitcomb. (2019) *From Float to Flicker: Information Processing, Racial Semiotics, and Anti-racist Protest, from "I am a Man" to "Black Lives Matter/"*

Week 12: Discussion and Formulation of Workshops

WORKSHOP RESOURCES ON D2L

Week 13: Zoom Workshop Presentations and Final Literature Reviews

Presentations on
Monday March 29th
Wednesday March 31st
Friday April 2nd

Literature Reviews due to dwest@lakeheadu.ca Friday April 2nd at Midnight

COURSE AND UNIVERSITY POLICIES

The Instructor expects all students to be respectful in their interactions with any person involved with the course.

Tests, Exams and Term Work

If you are going to miss a test, it is very important that you email me as soon as you know that you will be missing the test. Missed tests will be accommodated only in extraordinary circumstances that are supported by written documentation from a healthcare practitioner using the official Student Health Certificate, available at

<https://www.lakeheadu.ca/current-students/examination/medical-notes/node/10641>

Final examinations run from August 17-18 (contingency date). Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar's Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabus). It is your responsibility to check the final exam schedule and be prepared to write the examination on the scheduled date/time/location to avoid a grade of zero. There will be no rescheduling of examinations to accommodate holiday travel or extracurricular activities. No one will be allowed to write examinations prior to the scheduled date.

Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

Academic Integrity

Plagiarism, cheating and academic dishonesty of any kind will not be tolerated. Being caught engaging in any such activities will result in disciplinary action either within the course or at the university level. A listing of University Regulations can be found at:

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loadusercredits=False>. The code of student behaviour and disciplinary procedures can be found at: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures>.

The following rules shall govern the treatment of students who have been found guilty of attempting to obtain academic credit dishonestly:

- (a) The minimum penalty for a student found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- (b) A student found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

STUDENT ACCESSIBILITY SERVICES

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

LAKEHEAD RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your academic advisors, or get help from any number of other support services on campus, including:

The Student Success Centre has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. They provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. More information is available here <https://www.lakeheadu.ca/current-students/student-success-centre>.

The Lakehead Library provides access to resources, study rooms, and research support both online via chat and in person with more details available here <https://library.lakeheadu.ca/>.

Public Computer Labs are available on campus where you may write and/or print out your work. For more details go to <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/computer-labs>.

Student Life and Services offers health and wellness resources both on and off campus, as well as opportunities for involvement in health and wellness activities. More information is available here <https://www.lakeheadu.ca/current-students/student-services/or>.

Office of Human Rights and Equity. You have the right to an education that is free from any form of discrimination. A wide variety of resources are available here <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/resources>.

In **PS4513WDE WINTER Political Thought and Contemporary Issues: The Reason for Racism**, in the context of remote instruction and participation, video and audio recordings of class activities will be made to ensure students' and instructors' easy and comprehensive access to those activities. The recordings are confidential and are intended only for the use of the course students and instructors. They may otherwise not be used or disclosed. During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent. The recordings are made under the authority of sections 3 and 14 of *The Lakehead University Act, 1965*. Questions about the collection of the images and sounds in the recordings may be directed to Dr. Patrick Cain, Chair of Political Science (807) 343-8304 or Dr. Elizabeth Birmingham, Dean of Social Science and Humanities. 807-343-8167