

**HISTORY 3265G  
Racism in Canadian History**

**Winter 2023  
Mondays, 6:30 p.m. – 8:30 p.m.  
Somerville House 3355**

**Course delivery is in-person**

**Instructor: Professor Keith Fleming  
Office hours: Mondays, 3:30 p.m. – 5:30 p.m.  
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**This is a draft syllabus. Please see your course OWL site for the final syllabus.**

**Course delivery with respect to the COVID-19 pandemic**

The intent is for this course to be delivered in-person, but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (i.e., on Zoom at the times indicated in the timetable). The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

**Course Description:**

A survey of racism in Canadian society from the eighteenth century to the present, including the racist targeting of Canada's Black, Chinese, Indigenous, Japanese, Jewish, Muslim, and South Asian communities, focusing specifically on institutional racism. Governmental and citizen-based anti-racism initiatives are also studied.

**Prerequisite:**

1.0 History course at the 2200 level or above

**Antirequisite: [none]**

**Course Syllabus:**

This seminar course is an introduction to the history of racism in Canada. Although popular sentiment within Canada long maintained that it was a country largely devoid of racial prejudice and systemic discrimination, particularly in comparison to its American neighbour, an abundance of historical evidence demonstrates otherwise. Through examining the racist targeting of Canada's Black, Chinese, Indigenous, Japanese, Jewish, Muslim, and South Asian communities, this course documents a legacy of racism in Canadian history reaching back to the eighteenth century. Attention is devoted at the beginning of the course to developing a specific understanding of the prejudicial attitudes and discriminatory practices, institutions and structures that perpetuate inequalities and are properly defined as 'racist.' Although racist behaviours occupy a broad continuum – ranging from covert and subtle insinuation to explicit and extreme violence – a primary focus in this course is on recurring examples of institutional racism (for example, restrictive immigration regulations imposed upon particular ethnic groups, or governmental policies constraining Indigenous peoples) that marginalized, excluded, segregated, and dominated racialized minorities in Canada. Much of the history studied in this course is upsetting. We approach this history by following the lead of George M. Fredrickson, a leading scholar in the field, who advised that "the responsibility of the historian ... who studies racism is not to moralize and condemn but to

understand this malignancy so that it can be more effectively treated” (from *Racism: A Short History*, Princeton University Press, 2015, p. 158).

### **LEARNING OUTCOMES:**

- Students will be able to
- identify major events, concepts, minority groups, and personalities that constitute Canada’s history of racism
- define clearly and apply judiciously to Canada’s history core concepts such as ‘racism,’ racist,’ and ‘racialization’
- interpret information about a wide range of people, groups, events, and documents discussed in the assigned readings and explain their significance
- strengthen skills of oral and written communication
- analyze primary and secondary sources, including their origins, methods, arguments, strengths, limitations, potential implications, and significance for the study of racism in Canadian history
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions
- effectively integrate primary and secondary sources within class presentations, discussions, and research essays
- analyze academically the impact of historical precedents that contextualize present-day racism in Canada

### **Course Materials:**

The course readings are available either in digital format at the Western Libraries site for History 3265G (which can be accessed via the ‘Course Readings’ link on the course OWL website), or on two-hour reserve at D.B. Weldon Library.

The book for review, George M. Fredrickson, *Racism: A Short History* (Princeton University Press, 2015), is available for purchase through the University Book Store or various on-line retailers and is on two-hour reserve at D.B. Weldon Library.

### **Methods of Evaluation:**

Each student will write a **scholarly book review** (7-8 typewritten pages in length) of George M. Fredrickson, *Racism: A Short History* (Princeton University Press, 2015). An electronic copy of the completed book review must be submitted via the course OWL website no later than Friday 27 January 2023 at 11:55 p.m. In addition, the book review must be submitted by the due date and time to Turnitin.com via the course OWL website.

**Note:** Other useful general surveys of the history of racism are Ali Rattansi, *Racism: A Very Short Introduction* (Oxford University Press, 2020) and Francisco Bethencourt, *Racisms: From the Crusades to the Twentieth Century* (Princeton University Press, 2013).

Each student must submit electronically to [kfleming@uwo.ca](mailto:kfleming@uwo.ca) a formal and brief (1-2 page typewritten) **essay proposal** no later than Monday 6 February 2023 at 6:30 p.m. Students who fail to meet this deadline will not be permitted to submit an essay and will receive a grade of “0” on the assignment. Approved essay topics cannot subsequently be changed without the instructor’s prior consent.

Each student will write a **research essay** (13-15 typewritten pages in length). Essay topics will be assigned by the instructor in consultation with each student. An electronic copy of the completed research essay must be submitted via the course OWL website no later than Friday 24 March 2023 at 11:55 p.m. In addition, the essay must be submitted by the due date and time to Turnitin.com via the course OWL website.

Each student, in consultation with the instructor, will make a 15-minute **seminar presentation** discussing a minimum of three primary sources that the student has identified as providing clarity and context to central themes in that week’s required readings. The types of sources to be consulted could include, but are not limited to, government documents, speeches, newspaper articles, personal diaries, excerpts from novels, advertisements, photographs and other illustrations, or radio and television broadcasts. Presentations must not exceed the maximum 15-minute allotment. An electronic copy of the primary source presentation and accompanying written report must be submitted to [kfleming@uwo.ca](mailto:kfleming@uwo.ca) no later than noon on the day that the class presentation takes place. In addition to including all images of the primary sources being discussed in class, the written report must describe your reasons for selecting those primary sources and how they provide clarity and context to the week’s assigned readings. The written report should be approximately 5 pages in length. The course instructor will post the primary source presentation on the “Resources” section of the History 3265G OWL website for other students in the course to access prior to the presentation being made.

Students will submit each week a **written response** (maximum 500 words per weekly response) to a question based on the assigned readings for that week. The response questions will be posted on the “Assignments” section of the course OWL website 24 hours before the written response is due. Students will submit their weekly written responses via the course OWL website no later than 6:30 p.m., the beginning of that week’s class. Late submissions will not be accepted or graded. Ten response questions in total will be assigned,.

Book Review (due Friday January 27 <sup>th</sup> )	15%
Research Essay Proposal (due Monday February 6 <sup>th</sup> )	5%
Research Essay (due Friday March 24 <sup>th</sup> )	30%
Primary Source Presentation and Report	15%
Seminar Participation	15%
Weekly Written Responses (10 x 2%)	20%

**Students must pass all elements of the course (book review; research essay proposal; research essay; primary source presentation and report; seminar participation; weekly written responses) to achieve a passing grade in the course.**

A late penalty of 5% for the first day and 2% per day thereafter (weekends included) will be assessed against written work (including the book review; research essay; and primary source presentation report) submitted after the due date.

Students are expected to attend and participate actively in all seminar discussions, thereby demonstrating their comprehension of the assigned readings. Sample discussion questions will be posted on the History 3265G OWL website (under the ‘Resources’ link) before each class to assist students in preparing to participate meaningfully in the seminar. All students will be assigned a participation grade on a 10-point scale following each seminar. Failure to attend a seminar will result in a score of “0” for that class. Merely attending a seminar without participating in the discussion will result in a score of “2” for that class. The assignment of a participation grade from “3” to “10” will be determined by the quality of the student’s contributions to discussion during any given seminar.

In instances when absence from class is unavoidable, students are expected, when possible, to inform the instructor in advance of their pending absence.

Non-illness absences from seminars are unacceptable. Any student attending fewer than nine of the twelve scheduled discussion seminars (an absence rate of approximately 25%) for non-illness reasons will be assigned a failing grade for seminar participation and a failing grade in the course.

### **Course Schedule and Readings:**

**[NOTE: WEEKLY REQUIRED READINGS OF APPROXIMATELY 75 PAGES PER WEEK WILL BE SELECTED FROM THE LISTS BELOW.]**

#### **Session One: Monday 9 January 2023**

Introduction to History 3265G

**Topic: Defining Racism and Racialization**

#### **Session Two: Monday 16 January 2023**

**Topic: Racism in Canadian History: An Overview**

#### **Readings:**

Henry Yu, "A Provocation: Anti-Asian Exclusion and the Making and Unmaking of White Supremacy in Canada," in Laura Madokoro, Francine McKenzie, and David Meren. eds., *Dominion of Race: Rethinking Canada's International History* (UBC Press, 2017), pp. 25-37.

Timothy J. Stanley, 'Why I Killed Canadian History: Conditions for an Anti-Racist History in Canada,' *Histoire sociale/Social History* 33, 65 (2001): 79-103.

#### **Session Three: Monday 23 January 2023**

**Topic: Anti-Indigenous Racism (Part I)**

#### **Readings:**

J.R. Miller, *Skyscrapers Hide the Heavens: A History of Native-Newcomer Relations in Canada*, 4<sup>th</sup> edition (University of Toronto Press, 2018), pp. 264-272.

"Dominion Administration of Relief, 1883-85," in James Daschuk, *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life* (University of Regina Press, 2013), pp. 127-158.

"The 'Discovery' of the 'Indian'" in Bryan D. Palmer, *Canada's 1960s: The Ironies of Identity in a Rebellious Era* (University of Toronto Press, 2009), pp. 367-411.

"Themes and Issues," in Hugh Shewell, *'Enough to Keep Them Alive': Indian Welfare in Canada, 1873-1965* (University of Toronto Press, 2004), pp. 3-24.

"Shooting an Elephant in Canada," in Hugh Shewell, *'Enough to Keep Them Alive': Indian Welfare in Canada, 1873-1965* (University of Toronto Press, 2004), pp. 322-342.

Robin Brownlie, *A Fatherly Eye: Indian Agents, Government Power, and Aboriginal Resistance in Ontario, 1918-1939* (University of Toronto Press, 2003), pp. TBD.

**Review of Fredrickson, *Racism: A Short History* due Friday January 27<sup>th</sup>**

#### **Session Four: Monday 30 January 2023**

**Topic: Anti-Indigenous Racism (Part II)**

**Readings:**

“The School Experience,” in Truth and Reconciliation Commission of Canada, *A Knock on the Door: The Essential History of Residential Schools from the Truth and Reconciliation Commission of Canada* (University of Manitoba Press, 2016), pp. 47-128.

Arthur Bear Chief, *My Decade at Old Sun, My Lifetime of Hell* (AU Press, 2016). pp. 21-39.

“The Founding Vision of Residential School Education, 1879-1920,” in John S. Milloy, *A National Crime: The Canadian Government and the Residential School System, 1879 to 1986* (University of Manitoba Press, 2017), pp. 23-47.

“‘The Means of Wiping Out the Whole Indian Establishment’: Race and Assimilation,” in J.R. Miller, *Shingwauk’s Vision: A History of Native Residential Schools* (University of Toronto Press, 2009), pp. 183-216.

**Session Five: Monday 6 February 2023****Topic: Anti-Black Racism (Part I)****Readings:**

Joseph Mensah, “The History of Blacks in Canada,” in *Black Canadians: History, Experiences, Social Conditions* (Fernwood Publishing, 2002), pp. 43-55.

“Maritime Slavery and Loyalist Settlement” and “Conclusion: Legacies of Slavery,” in Harvey Amani Whitfield, *North to Bondage: Loyalist Slavery in the Maritimes* (UBC Press, 2016), pp. 36-45; 110-118.

“Slavery, the Loyalists, and English Canada, 1760-1801,” in Robin W. Winks, *The Blacks in Canada: A History*, 3<sup>rd</sup> edition (McGill-Queen’s University Press, 2021), pp. 24-60.

Graham Reynolds and Wanda Robson, “A Narrative of Race in Canadian History from Slavery to the Underground Railroad,” in *Viola Desmond’s Canada: A History of Blacks and Racial Segregation in the Promised Land* (Fernwood Publishing, 2016), pp. 14-34.

Kristin McLaren, “‘We Had No Desire to be Set Apart’: Forced Segregation of Black Students in Canada West Public Schools and Myths of British Egalitarianism,” in Barrington Walker, ed., *The History of Immigration and Racism in Canada: Essential Readings* (Canadian Scholars’ Press Inc., 2008), pp. 69-81.

James W. St.G. Walker, “Race and Recruitment in World War I: Enlistment of Visible Minorities in the Canadian Expeditionary Force,” in *The Canadian Historical Review*, Vol. 70, No. 1, March 1989, pp. 1-26.

“Fighting the Empire: Race, War, and Mobilization,” in Sarah-Jane Mathieu, *North of the Color Line: Migration and Black Resistance in Canada, 1870-1955* (University of North Carolina Press, 2010), pp. 100-142.

Michele A. Johnson and Funké Aladejebi, eds., *Unsettling the Great White North: Black Canadian History* (University of Toronto Press, 2021), pp. TBD.

***Research Essay Proposal due Monday February 6<sup>th</sup>***

**Session Six: Monday 13 February 2023**

## **Topic: Anti-Black Racism (Part II)**

### **Readings:**

Graham Reynolds and Wanda Robson, "The Many Faces of Jim Crow: Racial Segregation in Canada, 1880-1960," in *Viola Desmond's Canada: A History of Blacks and Racial Segregation in the Promised Land* (Fernwood Publishing, 2016), pp. 35-68.

'It Will Be Quite an Object Lesson': *R. v Phillips* and the Ku Klux Klan in Oakville, Ontario, 1930," in Constance Backhouse, *Colour-Coded: A Legal History of Racism in Canada, 1900-1950* (University of Toronto Press, 1999), pp. 173-225.

"'Bitterly Disappointed' at the Spread of 'Colour-Bar Tactics': Viola Desmond's Challenge to Racial Segregation, Nova Scotia, 1946," in Constance Backhouse, *Colour-Coded: A Legal History of Racism in Canada, 1900-1950* (University of Toronto Press, 1999), pp. 226-271.

"Deviating from the Strict Letter of the Law": Race, Poverty, and Planning in Postwar Halifax," in Tina Loo, *Moved by the State: Forced Relocation and Making a Good Life in Postwar Canada* (UBC Press, 2019), pp. 121-156.

Stephen Lewis Report on Race Relations in Ontario (1992):

[https://www.siu.on.ca/pdfs/report\\_of\\_the\\_advisor\\_on\\_race\\_relations\\_to\\_the\\_premier\\_of\\_ontario\\_bob\\_rael.pdf](https://www.siu.on.ca/pdfs/report_of_the_advisor_on_race_relations_to_the_premier_of_ontario_bob_rael.pdf)

## **Session Seven: Monday 27 February 2023**

### **Topic: Antisemitic Racism**

### **Readings:**

Kathy Hogarth and Wendy L. Fletcher, *A Space for Race: Decoding Racism, Multiculturalism, and Post-Colonialism in the Quest for Belonging in Canada and Beyond* (Oxford University Press, 2018), pp. 74-81.

Irving Abella, "Jews, Human Rights, and the Making of a New Canada," in *Journal of the Canadian Historical Association*, 2000, pp. 3-15.

Irving Abella and Harold Troper, "'The line must be drawn somewhere': Canada and Jewish Refugees, 1933-1939" in *Canadian Historical Review*, Vol. 60, No. 2, June 1979, pp. 178-209.

Michael Brown, "From Stereotype to Scapegoat: Anti-Jewish Sentiment in French Canada from Confederation to World War I," in Alan Davies, ed., *Antisemitism in Canada: History and Interpretation* (Wilfrid Laurier University Press, 1992), pp. 39-66.

Stephen Speisman, "Antisemitism in Ontario: The Twentieth Century," in Alan Davies, ed., *Antisemitism in Canada: History and Interpretation* (Wilfrid Laurier University Press, 1992), pp. 113-133.

Gerald Tulchinsky, 'Corner of Pain and Anguish,' in *Canada's Jews: A People's Journey* (University of Toronto Press, 2008), pp. 126-145.

Gerald Tulchinsky, 'The Politics of Marginality,' in *Canada's Jews: A People's Journey* (University of Toronto Press, 2008), pp. 281-327.

## **Session Eight: Monday 6 March 2023**

## **Topic: Anti-Japanese Racism**

### **Readings:**

John Price, "Asian Canadians and the First World War," in Laura Madokoro, Francine McKenzie, and David Meren. eds., *Dominion of Race: Rethinking Canada's International History* (UBC Press, 2017), pp. 54-72.

"Japs," in W. Peter Ward, *White Canada Forever: Popular Attitudes and Public Policy Toward Orientals in British Columbia*, 3<sup>rd</sup> edition (McGill-Queen's University Press, 2002), pp. 97-117.

"'Repatriation' to Japan and 'Non-Repatriation' to British Columbia" in Patricia E. Roy, *The Triumph of Citizenship: The Japanese and Chinese of Canada, 1941-67* (UBC Press, 2007), pp. 112-147.

Peter Neary, "Zenosuke Inouye's Land: A Canadian Veterans Affairs Dilemma," in *The Canadian Historical Review*, Vol. 85, No. 3, September 2004, pp. 423-450.

"The Decision to Evacuate," in Patricia Roy, J.L. Granatstein, Masako Lino and Hiroko Takamura, *Mutual Hostages: Canadians and Japanese during the Second World War* (University of Toronto Press, 1990), pp. 75-101.

"In Temporary Quarters: The Experiences of the Evacuees," in Patricia Roy, J.L. Granatstein, Masako Lino and Hiroko Takamura, *Mutual Hostages: Canadians and Japanese during the Second World War* (University of Toronto Press, 1990), pp. 102-138.

## **Session Nine: Monday 13 March 2023**

### **Topic: Anti-Chinese Racism**

### **Readings:**

Sean Hier and Joshua Greenberg, "New Discourse and the Problematization of Chinese Migration to Canada," in Frances Henry and Carol Tator, *Discourses of Domination: Racial Bias in the Canadian English-Language Press* (University of Toronto Press, 2002), pp. 138-162.

Kay J. Anderson, "Creating Outsiders, 1875-1903," in Barrington Walker, ed., *The History of Immigration and Racism in Canada: Essential Readings* (Canadian Scholars' Press Inc., 2008), pp. 90-106.

Timothy J. Stanley, "Anti-Chinese Racism and the Colonial Project of British Columbia" in Timothy J. Stanley, *Contesting White Supremacy: School Segregation, Anti-Racism, and the Making of Chinese Canadians* (UBC Press, 2011), pp. 47-68.

"'We Could Never be Welded Together': The Inassimilability Question, 1914-30," in Patricia E. Roy, *The Oriental Question: Consolidating a White Man's Province, 1914-41* (UBC Press, 2003), pp. 26-54.

"The Roots of Animosity" and "Agitation and Restriction" in W. Peter Ward, *White Canada Forever: Popular Attitudes and Public Policy Toward Orientals in British Columbia*, 3<sup>rd</sup> edition (McGill-Queen's University Press, 2002), pp. 23-52.

"Racism Against the Chinese," in Peter S. Li, *The Chinese in Canada* (Toronto: Oxford University Press, 1988), pp. 23-40.

## **Session Ten: Monday 20 March 2023**

## **Topic: Anti-South Asian Racism**

### **Readings:**

Hugh J.M. Johnston, *The Voyage of the Komagata Maru: The Sikh Challenge to Canada's Colour Bar* (UBC Press, 2014), pp. 68-141.

“The Komagata Maru Incident” in W. Peter Ward, *White Canada Forever: Popular Attitudes and Public Policy Toward Orientals in British Columbia*, 3<sup>rd</sup> edition (McGill-Queen’s University Press, 2002), pp. 79-93.

Enakshi Dua, “When Home and Harem Collide: The ‘Hindu Women’s Question’: A Mass Spectacle of the Canadian Nation, Family, and Modernity,” in Rita Dhamoon, Davina Bhandar, Renisa Mawani, and Satwinder Kaur Bains, eds., *Unmooring the Komagata Maru: Charting Colonial Trajectories*, (UBC Press, 2019), pp. 215-243.

*Research Essay due Friday March 24th*

### **Session Eleven: Monday 27 March 2023:**

#### **Topic: Anti-Muslim Racism**

### **Readings:**

“Islamophobia: A New Racism?” in Vic Satzewich, *Racism in Canada* (Oxford University Press, 2011), 83-100.

Aurélie Campana and Samuel Tanner, “Meanwhile in Canada: Anti-Muslim Ordinary Racism and the Banalization of Far Right Ideology,” Canadian Network for Research on Terrorism, Security, and Society, 2019.

<https://books.scholarsportal.info/en/read?id=/ebooks/ebooks5/cpdc5/2019-10-07/1/10101217>

Wilkins-Laflamme, “Islamophobia in Canada: Measuring the Realities of Negative Attitudes Toward Muslims and Religious Discrimination,” in *Canadian Review of Sociology* (Vol. 55, No. 1, February 2018), pp. 86-110.

<https://onlinelibrary-wiley-com.proxy1.lib.uwo.ca/doi/epdf/10.1111/cars.12180>

### **Session Twelve: Monday 3 April 2023**

#### **Topic: Governmental Apologies and Anti-Racism Measures**

### **Readings:**

Government of Canada, Ministry of Canadian Heritage and Multiculturalism, “Building a Foundation for Change: Canada’s Anti-Racism Strategy 2019-2022.”

<https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/anti-racism-strategy.html>

Jane Stewart, Minister of Indian Affairs and Northern Development, “Statement of Reconciliation, January 7, 1998,” in Arthur Bear Chief, *My Decade at Old Sun, My Lifetime of Hell* (AU Press, 2016). pp. 163-165.

Stephen Harper, “Prime Minister Harper Offers Full Apology for the Chinese Head Tax, June 22, 2006”:

<https://www.canada.ca/en/news/archive/2006/06/prime-minister-harper-offers-full-apology-chinese-head-tax.html>



Stephen Harper, “Statement of Apology – to former students of Indian Residential Schools, June 11, 2008”: <https://www.rcaanc-cirnac.gc.ca/eng/1100100015644/1571589171655>

Justin Trudeau, “*Komagata Maru* apology in the House of Commons, May 18, 2016”: <https://pm.gc.ca/en/news/speeches/2016/05/18/komagata-maru-apology-house-commons>

“Justin Trudeau's Apology to Residential School Survivors in Newfoundland, November 24, 2017: <https://www.macleans.ca/news/canada/read-justin-trudeaus-apology-to-residential-school-survivors-in-newfoundland/>

“Justin Trudeau’s Apology on Behalf of the Government of Canada to the Passengers of the *MS St. Louis*, November 7, 2018”: <https://pm.gc.ca/en/news/speeches/2018/11/07/statement-apology-behalf-government-canada-passengers-ms-st-louis>

“Justin Trudeau’s Apology on Behalf of the Government of Canada to Inuit for the Management of the Tuberculosis Epidemic from the 1940s-1960s, March 8, 2019”: <https://pm.gc.ca/en/news/speeches/2019/03/08/statement-apology-behalf-government-canada-inuit-management-tuberculosis>

“Justin Trudeau’s Apology for the Internment of Italian Canadians During World War II, May 27, 2021”: <https://openparliament.ca/debates/2021/5/27/justin-trudeau-1/>

Quebec City Mosque Attack National Day of Remembrance: <https://www.canada.ca/en/canadian-heritage/news/2021/01/the-government-of-canada-intends-to-create-national-day-of-remembrance-of-the-quebec-city-mosque-attack-and-action-against-islamophobia.html>

Ontario’s Anti-Racism Strategic Plan: <https://www.ontario.ca/page/ontarios-anti-racism-strategic-plan>

Ontario Anti-racism directorate: <https://www.ontario.ca/page/anti-racism-directorate>

Ontario Anti-Racism Act, 2017: <https://www.ontario.ca/laws/statute/17a15>

Canadian Race Relations Foundation: <https://www.crrf-fcrr.ca/en/>

### **Additional Statements:**

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>

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