

**HISTORY 3265G  
Racism in Canadian History**

**Summer Evening 2023  
Tuesdays and Thursdays, 7:00 p.m. - 9:00 p.m.**

**Course delivery is a virtual, synchronous format via Zoom.  
A link to Zoom and the twice-weekly class meetings can be located on the History 3265G  
OWL website Tool Menu.**

**Instructor: Professor Keith Fleming  
Department of History, Office: Lawson Hall 1208  
Email: [kfleming@uwo.ca](mailto:kfleming@uwo.ca)**

**Office hours (virtual and in-person): Tuesdays 3:30 p.m. – 5:30 p.m.**

**If needed, I will also hold individual appointments with students via Zoom scheduled at  
mutually convenient times.**

**This is a draft syllabus. Please see your course OWL site for the final syllabus.**

**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

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The 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.

**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 **Required Readings** are available 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).

### **Methods of Evaluation:**

Each student will write a **research essay** (13-15 typewritten pages in length. Essay topics will be assigned by the instructor. An electronic copy of the completed research essay must be submitted via the course OWL website no later than Friday 21 July 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.

Research Essay (due Friday July 21<sup>st</sup>)

40%

Primary Source Presentation and Report	20%
Seminar Participation	20%
Reading response questions (10 x 2% each)	20%

**Students must pass all elements of the course (research essay; primary source presentation and report; reading response questions; seminar participation) 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 will submit each Tuesday and Thursday a **written response** (maximum 500 words per response) to a question **based on the required readings** for that day. The reading response questions will be posted on the “**Assignments**” section of the course OWL website by noon two days before the written response is due. For example, the response question due on Tuesday June 27 will be posted on OWL by noon on Sunday June 25<sup>th</sup>, and the response question due on Thursday June 29<sup>th</sup> will be posted on OWL by noon on Tuesday June 27<sup>th</sup>. Students will submit their weekly written responses via the course OWL website no later than 7:00 p.m. on the day they are due. Late submissions will not be accepted or graded. Responses must also be submitted to Turnitin.com via the course OWL website.

Students are expected to attend and participate actively in all seminar discussions, thereby demonstrating their comprehension of the **Required Readings**. This course syllabus also lists numerous **Supplementary Readings** which students are not required to read but are useful for examining in greater detail the weekly discussion topics.

Sample discussion questions based on the **Required Readings** 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 class sessions (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:**

#### **Session One: Tuesday 20 June 2023**

Introduction to History 3265G

#### **Session Two: Thursday 22 June 2023**

**Topic: Defining Racism and Racialization**

#### **Required 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*, Vol. 33, No. 65 (2001): 79–103.

### **Session Three: Tuesday 27 June 2023**

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

#### **Required Readings:**

"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.

"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.

"'Always and Only an Indian': Assimilation in Practice," in Robin Brownlie, *A Fatherly Eye: Indian Agents, Government Power, and Aboriginal Resistance in Ontario, 1918-1939* (University of Toronto Press, 2003), pp. 124-149.

#### **Supplementary 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).

"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.

"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.

"'A Particularly Authoritarian Organization': The Administrative Context," in Robin Brownlie, *A Fatherly Eye: Indian Agents, Government Power, and Aboriginal Resistance in Ontario, 1918-1939* (University of Toronto Press, 2003), pp. 29-55.

### **Session Four: Thursday 29 June 2023**

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

#### **Required Readings:**

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.

"Epilogue: Beyond Closure, 1992 to 1998," in John S. Milloy, *A National Crime: The Canadian Government and the Residential School System, 1879 to 1986* (University of Manitoba Press, 2017), pp. 295-305.

"Shingwauk's Vision/Aboriginal Nightmare: An Assessment," in J.R. Miller, *Shingwauk's Vision: A History of Native Residential Schools* (University of Toronto Press, 2009), pp. 406-438.

#### **Supplementary 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.

“‘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.

J.R. Miller, *Residential Schools and Reconciliation: Canada Confronts Its History* (University of Toronto Press, 2017).

### **Session Five: Tuesday 4 July 2023**

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

#### **Required Readings:**

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.

“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.

Karolyn Smardz Frost, “Planting Slavery in Nova Scotia’s Promised Land, 1759-1775,” in Michele A. Johnson and Funké Aladejebi, eds., *Unsettling the Great White North: Black Canadian History* (University of Toronto Press, 2022), pp. 53-84

#### **Supplementary Readings:**

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

Harvey Amani Whitfield, *North to Bondage: Loyalist Slavery in the Maritimes* (UBC Press, 2016).

“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.

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.

Michele A. Johnson and Funké Aladejebi, eds., *Unsettling the Great White North: Black Canadian History* (University of Toronto Press, 2022).

### **Session Six: Thursday 6 July 2023**

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

#### **Required 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.

Stephen Lewis, “Report of the Advisor on Race Relations to the Premier of Ontario, Bob Rae,” June 9, 1992:

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

### **Supplementary Readings:**

“‘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.

Debra Thompson, *The Long Road Home: On Blackness and Belonging*, (Scribner Canada, 2022).

### **Session Seven: Tuesday 11 July 2023**

#### **Topic: Antisemitic Racism**

#### **Required Readings:**

“‘The Line Must Be Drawn Somewhere,’ Shades of Antisemitism in Canada, 1760-1945,” in Franklin Bialystok, *Faces in the Crowd: The Jews of Canada* (University of Toronto Press, 2022), pp. 157-186.

“Canada and Antisemitism in the Second Half of the Twentieth Century,” in Ira Robinson, *A History of Antisemitism in Canada* (Wilfrid Laurier University Press, 2015), pp. 105-130.

Gerald Tulchinsky, ‘The Politics of Marginality,’ in *Canada’s Jews: A People’s Journey* (University of Toronto Press, 2008), pp. 283-327.

#### **Supplementary Readings:**

Alan Davies, ed., *Antisemitism in Canada: History and Interpretation* (Wilfrid Laurier University Press, 1992), pp. 39-66.

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.

Ira Robinson, *A History of Antisemitism in Canada* (Wilfrid Laurier University Press, 2015).

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

### **Session Eight: Thursday 13 July 2023**

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

#### **Required Readings:**

“John Chinaman,” 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. 3-22.

“‘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.

**Supplementary 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.

Patricia E. Roy, *The Oriental Question: Consolidating a White Man's Province, 1914-41* (UBC Press, 2003).

"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 Nine: Tuesday 18 July 2023****Topic: Anti-Japanese Racism****Required Readings:**

"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.

**Supplementary Readings:**

Eric M. Adams, "'Equally Applicable to Scotsmen': Racism, Equality, and Habeas Corpus in the Legal History of Japanese Canadians," in Jordan Stanger-Ross, ed., *Landscapes of Injustice: A New Perspective on the Internment and Dispossession of Japanese Canadians* (McGill-Queen's University Press, 2020), pp. 67-100.

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.

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

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.

"Evacuation," 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. 142-166.

"Toward First-Class Citizenship for Japanese Canadians, 1945-49," in Patricia E. Roy, *The Triumph of Citizenship: The Japanese and Chinese of Canada, 1941-67* (UBC Press, 2007), pp. 186-231.

**Session Ten: Thursday 20 July 2023****Topic: Anti-South Asian Racism****Required Readings:**

“Arrival: Stopped at Canada’s Gateway”; “Delay: Stalling by Officials”; “The Court of Appeal: Canada’s Policy Upheld”; “Force: The Police Repulsed”; “Intimidation: Facing a Navy Cruiser,” in Hugh J.M. Johnston, *The Voyage of the Komagata Maru: The Sikh Challenge to Canada's Colour Bar* (UBC Press, 2014), pp. 68-141.

**Supplementary Readings:**

“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 July 21<sup>st</sup>**

**Session Eleven: Tuesday 25 July 2023:**

**Topic: Anti-Muslim Racism**

**Required 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>

Sarah 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: Thursday 27 July 2023**

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

**Required 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.

Jordan Stanger-Ross and Matt James, “Social Accountability after Political Apologies,” in Jordan Stanger-Ross, ed., *Landscapes of Injustice: A New Perspective on the Internment and Dispossession of Japanese Canadians* (McGill-Queen’s University Press, 2020), pp. 454-461.



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>

### **Supplementary Readings:**

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>

for additional information regarding:

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