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
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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 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 **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 21st) 40%
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 25th, and the response question due on Thursday June 29th will be posted on OWL by noon on Tuesday June 27th. 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:


**Session Three: Tuesday 27 June 2023**
**Topic: Anti-Indigenous Racism (Part I)**

**Required Readings:**


**Supplementary Readings:**


**Session Four: Thursday 29 June 2023**
**Topic: Anti-Indigenous Racism (Part II)**

**Required Readings:**


**Supplementary Readings:**


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:


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:
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:


**Supplementary Readings:**


**Session Seven: Tuesday 11 July 2023**

**Topic:** Antisemitic Racism

**Required Readings:**


**Supplementary Readings:**


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.


**Session Eight: Thursday 13 July 2023**

**Topic:** Anti-Chinese Racism

**Required Readings:**


Supplementary Readings:

Session Nine: Tuesday 18 July 2023
Topic: Anti-Japanese Racism

Required Readings:


Supplementary Readings:

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

Required Readings:

**Supplementary Readings:**

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**Research Essay due Friday July 21**

**Session Eleven: Tuesday 25 July 2023:**
**Topic:** Anti-Muslim Racism

**Required Readings:**


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**Session Twelve: Thursday 27 July 2023**
**Topic:** Governmental Apologies and Anti-Racism Measures

**Required Readings:**


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

https://www.rcaanc-cirnac.gc.ca/eng/1100100015644/1571589171655

Justin Trudeau, “Komagata Maru apology in the House of Commons, May 18, 2016”: 

“Justin Trudeau's Apology to Residential School Survivors in Newfoundland, November 24, 2017: 

“Justin Trudeau’s Apology on Behalf of the Government of Canada to the Passengers of the MS St. Louis, November 7, 2018”: 

“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”: 

“Justin Trudeau’s Apology for the Internment of Italian Canadians During World War II, May 27, 2021”: 

Quebec City Mosque Attack National Day of Remembrance: 

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:

· Academic Offences
· Accessibility Options
· Medical Issues
· Plagiarism
· Scholastic Offences
· Copyright
· Health and Wellness