

HISTORY 3265F
Racism in Canadian History

Instructor: Professor Keith Fleming

Email: kfleming@uwo.ca

Office: Department of History, Lawson Hall Room 1208

Office Hours: Wednesdays, 10:30 a.m. – 12:30 p.m.

This is a **draft** outline. Please see the course sit on OWL Brightspace for a final version.

Course Description:

This seminar course is an introduction to the history of racism in Canada. Although popular sentiment long maintained that Canada 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. Aspects of the history studied in this course might be 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).

Prerequisite:

1.0 History course at the 2200 level or above

Course Syllabus:

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:

All course **Required Readings** are available in digital format at the Western Libraries “Course Readings” site for History 3265F (<https://ares.lib.uwo.ca/ares/>) which can also be accessed via the “Resources” link of the course site on OWL Brightspace.

Methods of Evaluation:

Research Essay Proposal (due Wednesday October 9 th)	5%
Research Essay (due Friday November 22 nd)	35%
Primary Source Presentation and Report	15%
Seminar Participation	20%
Final Examination	25%

Students must pass all elements of the course (research essay proposal; research essay; primary source presentation and report; seminar participation; final examination) to achieve a passing grade in the course.

Each student will submit via the course site on OWL Brightspace (see **Assignment link**) a **research essay proposal** (one to two pages in length) outlining the topic, thesis, and main sources to be utilized no later than **Wednesday 9 October 2024 at 11:55 p.m.** Essays will not be accepted or assigned a grade if they are submitted on a topic other than what was approved by the instructor.

Each student will write a **research essay** (12-14 typewritten pages in length). Essay topics will be assigned by the instructor in consultation with each student. A detailed description of the essay assignment will be posted on the course site on OWL Brightspace (see **Assignment link**). An electronic copy of the completed research essay must be submitted via the course site on OWL Brightspace no later than **Friday 22 November 2024 at 11:55 p.m.** In addition, the essay must be submitted by the due date and time to Turnitin.com via the course site on OWL Brightspace. Any accommodations for this assignment will require supporting documentation.

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 **9:00 a.m. 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 course site on OWL Brightspace for other students in the course to access prior to the presentation being made.

A 3-hour final examination, to be held during the December examination period, will cover all course required readings and lecture content.

Electronic devices are not allowed during examinations.

Make-up tests, midterms, and exams can only be approved by Academic Counselling. Please see https://history.uwo.ca/undergraduate/program_module_information/policies.html for department procedures and requirements involving make-up tests and exams.

A late penalty of 5% for the first day and 2% per day thereafter (weekends included) will be assessed against written work (including the research essay proposal; the 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 **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 course site on OWL Brightspace (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:

Session One:

Introduction to History 3265F

Session Two:

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:

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*, 4th 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:**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:

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*, 3rd 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).

Research Essay Proposal due Wednesday October 9th @ 11:55 p.m.

Session Six:

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

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:

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:

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*, 3rd 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*, 3rd 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:

Topic: Anti-Japanese Racism

Required Readings:

“Japs,” in W. Peter Ward, *White Canada Forever: Popular Attitudes and Public Policy Toward Orientals in British Columbia*, 3rd 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, “Zenosuke 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*, 3rd 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:

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*, 3rd 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 November 22nd @ 11:55 p.m.

Session Eleven:

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:

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:

Communication policies: The best way to contact me is via email (kfleming@uwo.ca). I also will hold office hours in Lawson Hall 1208 on [day and time TBD] when you can stop by to discuss course related matters.

Use of electronic devices: No electronic devices will be allowed during the final examination. No use of audio or video recording devices is permitted in lectures or tutorials.

Use of generative artificial intelligence (AI): The use of generative AI tools, such as ChatGPT, is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be clearly acknowledged and explained. If in doubt, please ask me for clarification.

Please review the Department of History’s shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.