

University of Waterloo
Department of History
ARTS 130
Taking B[L]ack History
Winter 2019
8384 (23): Tuesday 6:30-9:20pm, HH 336

Instructor Information

Instructor: Dr. Christopher Stuart Taylor, PhD
Office: HH 154
Office Hours: Tuesdays 1:30-2:30; Thursdays 5:30-6:30
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Course Description

What would the world have been like if Africa had colonized Europe? What if the 'Other' was White? Do these questions make you uncomfortable, or do they pique your curiosity about the many 'what ifs' that could have turned history?

This class will force students to consider a world where the power dynamics are flipped. We will look at the histories of slavery and colonialism and ask students to revisit stereotypes and contemporary inequities and how history has created a system where 'White is right'. This class will interrogate the way history was written and how these lies have become realities and excuses for White society.

Course Goals and Learning Outcomes

In a collaborative workshop environment, and while developing a communication portfolio that provides a vehicle for the course outcomes, ARTS 130 students will:

- A. Understand their own diverse experiences, strengths, and goals as communicators and build these skills while connecting with other Arts students in a community of practice.
- B. Critically explore their own positionality while practicing interpersonal communication skills to develop a deeper awareness of their agency in communication processes.
- C. Develop rhetorical knowledge through analysis of context, audience and genre and act on that knowledge through iterative communication assignments.
- D. Collaborate with peers and provide, incorporate, and reflect on feedback.
- E. Use processes of communication to inquire about and consider ideas—their own and those discovered through research.

- F. Identify and work with the technological means and tools that are available to them for composition and communication.

Course Requirements and Assessment

More information on Course Requirements and Assessment will be made available.

All written assignments must be submitted in Arial 12pt font and double-spaced.

Assessment	Date of Evaluation	Weighting
Class Participation	On-going	20%
Reflection Paper/Presentation	Week 2	5%
Blog	Week 4	10%
Class Seminar	Weeks 5-11	15%
Final Assignment – Research Paper (Draft)	Week 6	15%
Final Assignment – Research Paper	Week 10	20%
Final Assignment – Presentation	Week 11	10%
Final Assignment – Peer Review	Week 8	5%
Total		100%

Class Participation

Attendance will be recorded; however, ‘showing up’ is only the bare minimum. There is no such thing as a ‘wrong’ answer and students are encouraged to share any and all views on the readings. Students may also receive participation marks by handing in a brief ‘reflection’ paper at the end of class summarizing and contributing original viewpoints of the week’s material and class discussion. As part of their participation grades, all students will be required to have a Twitter account (either an existing account, or one created specifically for the course), and follow **@DrCSTaylor**. Twitter participation will be assessed by the number (and quality) of tweets with **#TakingBlack130**, likes, and overall engagement on Twitter.

Mark breakdown:

- In-class participation and attendance: 50%
- Twitter: 25%
- Discussion Board: 25%

Note: All students must have and/or create a Twitter account for this class. This is a requirement under their participation grade.

Arts 130 Intended Learning Outcome:

- Identify and work with the technological means and tools that are available to them for composition and communication.

Reflection Paper

This assignment will help you learn to centre your 'Self' and understand how your lens influences how you digest historical and contemporary information and communicate your views to the world. This will also help you write descriptively, which is a useful skill for communicating your knowledge and findings to others. You will learn about your 'Self' and how the writing of history is a political act; as the saying goes, history is written by the victor. You will use these assignments to 'unpack' and 'unlearn' and to reflect on your experiences. This assignment will push you to the edges of discomfort: the space where 'learning happens.' This assignment will help you to begin to understand the importance of hearing your voice – and the voices of marginalized/underrepresented voices – in (Canadian) history.

Arts 130 Intended Learning Outcome:

- Critically explore their own positionality while practicing interpersonal communication skills to develop a deeper awareness of their agency in communication processes.

Blog

You will write one 500-600 word blog post related to historical and current events, lecture content, and class content. Students will be encouraged to keep up to date on daily current events via 'mainstream' and social media.

Arts 130 Intended Learning Outcome:

- Develop rhetorical knowledge through analysis of context, audience and genre and act on that knowledge through iterative communication assignments.

Class Seminar

Each week you, as a part of a group, will lead class seminars (the order will be chosen in Weeks 1 and 2; groups will have approximately 5 students). You are required to read and engage with the assigned texts and other readings/material related to the week's topic, and facilitate discussion with your classmates in a collegial fashion. You will be required to do one (1) seminar for the term.

Arts 130 Intended Learning Outcomes:

- Use processes of communication to inquire about and consider ideas – their own and those discovered through research.
- Collaborate with peers and provide, incorporate, and reflect on feedback.

Group Assignment Checklist

Please read the checklist below following the completion of your group assignment. Once you have verified these points, hand in this signed checklist with your group assignment.

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.

2. A proper bibliography has been included, which includes acknowledgement of all sources used to complete this assignment.
3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
4. Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity. Group discussions regarding the importance of academic integrity have taken place.
5. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be subject to disciplinary action.

Course: _____

Assignment: _____

Date: _____

Name (print)	Signature	Section Contributed	Section Edited

Final Assignment Portfolio (Draft, Final Research Paper & Presentation)

As a part of the final assignment, you will write a 4-5-page academic essay on a topic of your choice related to the course content – pending approval from the instructor. The presentation will be on how/why you chose your topic, and some of your challenges/successes of completing the work. The presentation will be no more than a 2 minute summary.

Students will submit a draft essay that will be subject to peer review.

Arts 130 Intended Learning Outcomes:

- Use processes of communication to inquire about and consider ideas – their own and those discovered through research.
- Understand their own diverse experiences, strengths, and goals as communicators and build these skills while connecting with other Arts students in a community of practice.
- Collaborate with peers and provide, incorporate, and reflect on feedback.

Peer Review/Feedback

As students, you will be receiving, and providing, substantive feedback throughout the course. Will we be following a provided set of guidelines to be distributed during class.

“Feedback is rooted in the partnership between student and teacher...When students respond to feedback as an invitation to contribute something of their own to an academic conversation, they do so because students imagine their instructors as readers waiting to learn from their contributions, not readers waiting to report what they’ve done wrong on a given paper.”

Sommers, N. (2006). *Across the Drafts. College Composition and Communication* 58(2), p. 248-257

Course Outline

Course Outline is subject to change.

Week	Date	Topic	Readings Due	Assessment Due
1	Jan 8, 2019	Introduction, Syllabus, Accessibility, Class Seminars, Intended Learning Outcomes	<ul style="list-style-type: none"> • Syllabus 	
2	Jan 15, 2019	Positionality and Power (Lecture)	<ul style="list-style-type: none"> • Reni Eddo-Lodge, Why I’m No Longer Talking to White People About Race (The Long Read) • A Class Divided [Video] https://www.pbs.org/wgbh/frontline/film/class-divided/ • The Implicit Association Test [Activity] https://implicit.harvard.edu/implicit/takeatest.html 	<ul style="list-style-type: none"> • Seminar Schedule Selection • Reflection Paper • Reflection Presentation

Week	Date	Topic	Readings Due	Assessment Due
3	Jan 22, 2019	Equity vs. Equality (Lecture)	<ul style="list-style-type: none"> Stephanie Bangarth, "The Second World War and Canada's Early Human Rights Movement: The Asian Canadian Experience," in <i>A History of Human Rights in Canada</i> [Reading] The \$100 Race [Video] https://www.youtube.com/watch?v=4K5fbQ1-zps 	<ul style="list-style-type: none"> Participation
4	Jan 29, 2019	Indigenous Peoples and Colonization (Lecture)	<ul style="list-style-type: none"> Truth and Reconciliation Report (Preface and Intro): [Reading] http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf Stolen Children: Residential School Survivors Speak Out https://www.youtube.com/watch?v=vdR9HcmiXLA Indigenous Peoples Atlas of Canada https://indigenouspeoplesatlasofcanada.ca/ 	<ul style="list-style-type: none"> Blog
5	Feb 5, 2019	A History of Race and Racism	<ul style="list-style-type: none"> Augie Fleras, <i>Unequal Relations</i>, (Section Race Mattered: On the Origins of Race Thought, p. 38-57) [Reading] 	<ul style="list-style-type: none"> Class Seminar 1 "How to write an essay" – TA CMOS Citations – TA
6	Feb 12, 2019	'Black' Canada? Slavery and an Introduction to Black Canadian History	<ul style="list-style-type: none"> Robyn Maynard, Policing Black Lives, Chapter 1 ("Devaluing Black Life, Demonizing Black Bodies") [Reading] 	<ul style="list-style-type: none"> Class Seminar 2 Research Paper Draft

Week	Date	Topic	Readings Due	Assessment Due
			<ul style="list-style-type: none"> The Transatlantic Slave Trade [Video] https://www.youtube.com/watch?v=3NXC4Q_4JVg The Slave Trade in Two Minutes [Video] https://www.youtube.com/watch?v=ra6Bs_VpsBw The Book of Negroes (Episode 1) 	
7	<i>Reading Week February 19, 2019</i>			
8	Feb 26, 2019	An Introduction to Canadian Immigration History	<ul style="list-style-type: none"> Valerie Knowles, Strangers at Our Gates, Revised Edition, (Introduction & Chapter 6) [Reading] Welcome to Canada [Video] https://www.youtube.com/watch?v=z-KxeG4b8f4 The Book of Negroes (Episode 2) 	<ul style="list-style-type: none"> Class Seminar 3 Research Paper Peer Review and Workshop
9	March 5, 2019	Whiteness and White Supremacy	<ul style="list-style-type: none"> Andreas Krebs, "Hockey and the Reproduction of Colonialism in Canada," in <i>Race and Sport in Canada: Intersecting Inequalities</i> [Reading] White Privilege, Does it Exist? [Video] https://curio.ca/en/video 	<ul style="list-style-type: none"> Class Seminar 4

Week	Date	Topic	Readings Due	Assessment Due
			<p>/white-privilege-does-it-exist-5114/</p> <ul style="list-style-type: none"> • The Book of Negroes (Episode 3) 	
10	March 12, 2019	Blackness and Black Power (Guest Lecture: Ola Idris Ali)	<ul style="list-style-type: none"> • Frantz Fanon, <i>Black Skin, White Masks</i>, Chapter 5 (The Fact of Blackness) [Reading] • Malcolm X [Video] https://www.youtube.com/watch?v=vMiSko4kO04 • Dr. MLK [Video] https://www.youtube.com/watch?v=2xsbt3a7K-8 • The Book of Negroes (Episode 4) 	<ul style="list-style-type: none"> • Research Paper – Final
11	March 19, 2019	Tying the Past to the Present	<ul style="list-style-type: none"> • David T. McNab, “A Brief History of the Denial of Indigenous Rights in Canada,” in <i>A History of Human Rights</i> • The Book of Negroes (Episode 5) 	<ul style="list-style-type: none"> • Class Seminar 5 • Research Paper Presentation
12	March 26, 2019	An Introduction to a History of Black Canadian Women and Intersectionality (Lecture)	<ul style="list-style-type: none"> • Afua Cooper, “Black Women and Work in Nineteenth-Century Canada West: Black Woman Teacher Mary Bibb,” in <i>Back to the Drawing Board: African-Canadian Feminisms</i> • Kimberlé Crenshaw [Video] https://www.ted.com/tal 	<ul style="list-style-type: none"> • Roundtable Reflections

Week	Date	Topic	Readings Due	Assessment Due
			ks/kimberle_crenshaw_the_urgency_of_intersectionality <ul style="list-style-type: none"> The Book of Negroes (Episode 6) 	
13	April 2, 2019	Reflections	<ul style="list-style-type: none"> Individual Reflection Papers 	<ul style="list-style-type: none"> Individual Reflections

Late Work

Please note, late assignments, without a valid University of Waterloo approved reason (e.g. medical reasons with a doctor's note), will be accepted up to **3 days** past their due date. After three days, assignments **will no longer be accepted and you will receive a mark of 0 on the assignment.**

For each day that the assignment is late, the final grade of the assignment will be docked 5% (for a total of 15%). You will not be allotted an extension (without late penalty) due to issues with time or workload management. However, I encourage you to exercise your right to lose 5% per day, for three days, if you need longer to complete your assignment. Please note that extensions granted for 'compassionate reasons' refers only to those circumstance where there is a death in the family.

Email Policy

All course related email must be sent to Christopher.Taylor@uwaterloo.ca. The subject line **must** have the title of your course section (i.e. "ARTS 130: 23") and be written in a professional manner (i.e. "Dear Dr. Taylor"). Remember, you are writing to your professor, not sending a text to your friend. Any email correspondence that does not follow these guidelines will be ignored and deleted. Email will be responded to within 2-3 business days (Monday to Friday).

Electronic Device Policy

Research clearly shows that the use of electronic devices can be distracting during learning and also disrupt the learning of others. Therefore, the use of technology such as laptops, tablets and/or cell phones is not permitted in this class. If students use such technology without permission of the instructor, they will be asked to leave the classroom and lose 1% of their mark for each infraction. After the third incident, the student will be removed from the course. If you require the use of a lap top to assist with your note taking or you are a note taker for Accessible Learning, please connect with me after class, or come to see me during office hours.

Attendance Policy

In-class attendance is mandatory and will be recorded as a part of the 'participation' grade.

Peer Attendance and Accountability (PA²)

To support the transition to University, students will follow the Peer Attendance and Accountability (PA²) model. Students will be required to have a class ‘partner’ that they will be able to use as a supporting resource throughout the term. The nature of the relationship will be entirely student driven; however, students will use the PA² as a means to support attendance and missed classes, lecture notes, informal feedback on assignments, a ‘sounding board’ for class discussion, an accountability measure to ensure assignments are handed in on time and done to the best of one’s ability.

NOTE: Students will be heavily penalized if they use the PA² model to violate the University’s policies of Academic Integrity and Plagiarism.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](#).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic

accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Information on Plagiarism Detection

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.