HISTORY 221

RACISM AND RESPONSE
IN CANADIAN HISTORY

FALL TERM 2017

Instructor:  Prof. James Walker, HH112, Ext. 33706, jwwalker@uwaterloo.ca
Office Hours:  Wednesday 4:30-5:30, Thursday 2:30-3:30, or by appointment.
Teaching Assistants:  Mr. Tim Clarke, HH  t2clarke@uwaterloo.ca
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Office Hours:

CLASS SCHEDULE

Tuesday and Thursday, 4-5:20PM.  Room AL105

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<td>&quot;Race,&quot; Slavery and Imperialism</td>
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<td>Slavery in Canada</td>
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<td>Black Pioneers in the Maritimes</td>
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<td>“Remember Africville”</td>
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<td>The Komagata Maru Incident</td>
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<td>The Oklahoma Migration</td>
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<td>“In the Shadow of Gold Mountain”</td>
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<td>“Race” in World War I</td>
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<td>“Honour Before Glory”</td>
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DISCUSSIONS

Four times during the term (September 26, October 19, November 2 and 16) the class will divide into smaller groups to discuss a set of assigned readings. The division into groups will be organized during a lecture period early in the term. The reading selections are all available through the Library “Course Reserves” link. These articles supplement the lectures with additional information, and above all with some different interpretations, to contribute to your own evolving understanding of "race" in Canadian history. The eight articles are paired in order to illustrate how common sets of facts or issues can be interpreted in different ways. In addition to some overlapping factual content, each pair offers students an opportunity to assess historical explanation according to a specific characteristic as outlined in the list below. These characteristics are, of course, present in every piece of historical writing; they are isolated in these exercises in order to make them more obvious and thus to facilitate the development of your own critical reading skills. The questions for each pair of articles include some relating to content, to focus your reading and to contribute to your accumulation of information, but note that your critical attention is directed toward the way the articles are organized, argued, explained and documented. The articles are "about" some given topic, but they also seek to explain something, and it is this – the explanation, and how it is effected – to which you are guided by the questions in the list.

Keep the following questions close by as you read the articles in preparation for each discussion, so that you can come to class with some answers/comments/interpretations of your own. The eight articles, grouped in pairs with attached questions to foster critical reading and discussion, are:

**Critical attention:** How are these two articles different? Can you discern the authors’ **perspective**? What do you suppose was the agenda in each case? Can you ascertain any characteristics about the authors themselves from what they have written here?

**Content:** How did enslaved African Canadians/Americans participate in gaining their own freedom? Why was Governor Simcoe unable to abolish slavery completely? What happened to the American fugitives when they reached Ontario? How did relations between the United States and Upper Canada affect slavery and freedom for black people? Do these articles correspond with an image of tolerance and equality in the reception of formerly-enslaved runaways and other incoming African Americans?


**Critical attention:** What is the **theme** of each article? How do they explain a similar phenomenon differently? Is there any commonality in their analyses?

**Content:** Assess the role of personal prejudice in the origin and growth of racial discrimination in Canada. What other factors should be considered? What were some of the major consequences of prejudice against African and Chinese Canadians? Why were Canadians so opposed to their immigration? Does the treatment of people of African and Asian origin differ?


**Critical attention:** Examine the **evidence** upon which each article is based, and the manner in which that evidence is used. Why do the authors arrive at different conclusions? Is the answer to be found in their evidence, or somewhere else?

**Content:** How were the Japanese Canadians perceived as a threat? Were these perceptions accurate? Why was there no outcry from civil liberties groups? What were the reasons for the dislocation and internment? Where should historians be looking for the answers?


**Critical attention:** Observe the way the authors develop their **argument**. How do their arguments differ? How do they organize their evidence in order to produce a convincing theme? Are you convinced? If so, what are the successful characteristics? If not, how could the argument be constructed to become convincing?

**Content:** What is the link between the family unit and the Canadian state? What factors in postwar society affected Canadian immigration policy and public opinion on “race”? Assess the impact of the Ontario campaigns and the Chinese Benevolent Association/Foon Sien Wong on their respective fields of endeavour. What factors seem to lead to successful resistance and institutional change?
ASSIGNMENTS

Reports on Assigned Readings

For each of the four discussions, write approximately three to four pages (up to a maximum of 1000 words) addressing the questions under the heading “Critical Attention.” Be sure to focus on the bolded term for each discussion and examine how the readings differ in their treatment of the topic. Bring this report with you to class on the date assigned for the discussion.

Discussion Report

Once in the term, each student will take responsibility for guiding their small-group discussion session. Write a brief prose account (approximately two typed pages or about 500 words) of the discussion for which you served as stimulator. Please note that this is a report on the discussion itself, not on the assigned reading. Describe the questions you raised and the most interesting answers or arguments offered by your group mates. Bring your report to class one week after your discussion. If you prepared any notes for distribution during the discussion, you may append them to your Discussion Report.

The Final Exam

The examination will be held during the regular December exam period. Questions will be in three sections. Section 1 will contain names and events, to be identified in a short prose paragraph. Each question in Section 2 will concern issues discussed in one lecture topic with any associated readings. Section 3 questions will range over broader issues raised in the course overall, and will connect information and themes from several lectures, films and readings. More detailed comments and advice will be offered in the final lecture on November 30th.

MARK ALLOCATION

Reports on Assigned Readings  40%  (4 X 10%)
Discussion Report  10%
Participation in Discussions  20%
Final Examination  30%

History Department Locations:

HH111 Prof. John Sbardellati, Associate Chair, Undergraduate, Ext.
32737, jsbardellati@uwaterloo.ca
HH154 Ms. Victoria Tolton, Undergraduate Assistant, Ext. 35828, victoria.tolton@uwaterloo.ca
HH117 MacKirdy Reading Room (History Department Library).
HH122 History Undergraduate Society office.
Library Ms. Jane Forgay, History Liaison Librarian, Ext. 35417, jdforgay@uwaterloo.ca

History 221, Fall 2017. Prof. James Walker, HH112, Ext. 33706, jwwalker@uwaterloo.ca
Drop-Box  Opposite HH109. Leave written assignments in appropriate professor's box when unable to hand them in directly.

Information Case  On wall adjacent to HH132. Contains descriptions of History Department courses and other information. Especially useful during pre-registration.

Department Fax  (519) 746-2658.

This course is recognized as a PACS Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies program.

Information from the Associate Dean of Arts

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

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.

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.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Other sources of information for students:
Academic Integrity website (Arts); Academic Integrity Office (uWaterloo)

PROACTIVE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

AccessAbility Services 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 AccessAbility Online at the beginning of each academic term.