HISTORY 221

RACISM AND ANTI-RACISM IN CANADIAN HISTORY

WINTER TERM 2020

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Office Hours:  Tuesdays 2:30-4, or by appointment.
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Office Hours:  By appointment.

CLASS SCHEDULE
Monday and Wednesday 3:30-4:50PM Room HH1102

January
6  Course Introduction
8  "Race," Slavery and Imperialism
13 Slavery in Canada
15 Black Pioneers in the Maritimes
20 “Remember Africville”
22 The Underground Railroad
   African-American Fugitives in Ontario
27 “Cooperation”: Canada and Indigenous Peoples
29 Discussion #1

February
3  Residential Schools
5  East Asians in British Columbia
10 The Komagata Maru Incident
   The Oklahoma Migration
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<td>STUDY WEEK</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>March 2</td>
<td>Between the Wars</td>
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<td><strong>Discussion #3</strong></td>
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<td>“Race” in World War II</td>
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<td>Postwar Reactions against Racism</td>
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<td>Indigenous Activism and Resurgence</td>
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<td>Truth and Reconciliation</td>
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<td>“Dresden Story” + “Encounter at Kwacha House”</td>
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<td>Further Developments in Race Relations</td>
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**DISCUSSIONS**

Four times during the term 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:

**For Discussion #1:**

**Critical attention:** How are these articles different? Can you discern the authors' perspective? What do you suppose was the agenda in each case? Why is this debate significant in understanding Indigenous history?

**Content:** How did government policies affect individual Indigenous peoples? How were Indigenous peoples able to preserve their culture? Do these articles correspond with an image of tolerance and equality in the treatment of Indigenous Canadians?

**For Discussion #2:**

**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?

**For Discussion #3:**
Peter Ward, "British Columbia and the Japanese Evacuation," *Canadian Historical
Evacuation of the Japanese Canadians, 1942: A Realist Critique of the Received
Version,” in Norman Hillmer et al., eds., *On Guard for Thee: War, Ethnicity and the
Canadian State, 1939-1945* (Ottawa: Canadian Committee for the History of the

**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?

**For Discussion #4:**
Bryan D. Palmer, “‘Indians of All Tribes’: The Birth of Red Power” in Lara
Campbell et al., eds. *Debating Dissent: Canada and the Sixties.* (Toronto:
Indian Chiefs, “Indian Nations and the Constitution: A Position Paper,”
(Vancouver: 1980), i-iii, 1-27.

**Critical attention:** Observe the way the authors develop their argument. Identify
the fundamental argument in each of the assigned texts. How do they organize
their evidence in order to produce a convincing theme? Are you convinced? If so,
what are the successful characteristics? How does the nature of each text affect its
argument (i.e. an academic article versus a position paper, secondary source versus
primary source)?

**Content:** How does the story of “Red Power” relate to the stories of other
minority activism during the 1960s? Why was the government proposing to abolish
Aboriginal rights? What was the role of the 1969 White Paper in provoking
Indigenous responses? How was the “Red Power” movement reflected in the
position paper by the Union of B.C. Indian Chiefs? How did the deliberations
regarding Constitutional reform shape the demands regarding Aboriginal Rights?
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 terms 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

A take-home exam will be distributed and explained during our last class on April 1st. Your written response to the examination will be due on April 8th.

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
HH136 Ms. Brittany Woodhall, Undergraduate Assistant, Ext. 35828, brittany.woodhall@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
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:
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.