

Race and Ethnicity in Canada to 1900
HSTR329A01
Department of History, University of Victoria
Fall 2018
Wednesday 6:30-9:20
CRN: 11977

Course Outline (subject to change)

Instructor: Dr. Georgia Sitara

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Office Hours: Wednesday 1:00-3:00 and by appointment

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Course Description

This course provides students with an opportunity to study key themes, events and developments in the history of race and ethnicity in “Canada” from European contact with indigenous peoples up to, and including, 1885. The course takes a thematic, geographical and chronological approach to the history, and explores changes over time within various regions. It aims to provide students with an overview of the history as well as a more in depth exploration of selected topics including legal and military history, gender and intimate relationships, as well as institutional practices and resistance to them. The course is also concerned with how we remember the past and with seeking out productive ways of talking about and representing history.

Each week is organized as a unit on a theme and region(s) in a specific time period. Within each unit, there will be lecture, film clips / film (where possible), and open class discussion on the course material. The course is organized as an ongoing, rigorous academic conversation. Students are encouraged to do the readings and come to class prepared for informed engagement.



Portrait of Angélique Creator: Beaugrand-Champagne, Annie

Course Readings

Students are required to read one book for this course:

Afua Cooper, *The Hanging of Angélique: The Untold Story of Canadian Slavery and the Burning of Old Montreal* (Toronto: Harper Collins, 2006). This book is available for sale at the University of Victoria bookstore.

The rest of our course readings are available online through the U VIC Library website. Students must be signed into U VIC to access the readings. There are three ways to access these readings:

- A link to each text is provided below in the course schedule.
- The readings are accessible through the University of Victoria Libraries website: <http://www.uvic.ca/library/>. From the U VIC Libraries main page, select "course reserves" and then our course number HSTR329A01. The assigned readings are listed alphabetically by journal title and are accompanied by an electronic link to the whole text. If the link to a reading is not working, please contact the reserve desk at [250-721-8230](tel:250-721-8230) or email them at reserve@uvic.ca
- Students can access the readings by copying and pasting each title individually through Summon, the main library search engine.

Please do the readings to maximize your learning and optimal success in this course.

Course Assignments and Grade Distribution

10% Attendance and Participation

15% Research Proposal due on **Wednesday October 3rd at the beginning of class**

20% Critical Reflection due on **Wednesday October 24 at the beginning of class**

25% Research Paper due on **Wednesday November 28 at the beginning of class**

30% Final Exam December Date set by the University

10% Attendance and Participation: Students are expected to attend every session having done all the readings and prepared for informed engagement with lecture, film and discussion.

15% Research Proposal due on Wednesday October 3rd at the beginning of class: The research paper assignment is an opportunity for students to research and write about a theme of their choice in the history of race and ethnicity in Canada to 1900. There are two components to the research paper assignment. Students are required to submit a research proposal and a working annotated bibliography. Your proposal should be 500-700 words (double spaced) and provide a clear description of the theme or focus of your research paper. What do you want to learn about? What questions do you want to answer? The bibliography should list a minimum of the *five* non-course-based academic secondary sources (books, book chapters, journal articles,

etc.) and provide a short description of each title demonstrating how each will contribute to your research. For citations and bibliography, students are required to follow the History Department Style Guide: <https://www.uvic.ca/humanities/history/assets/docs/styleguide.pdf>

The proposal and bibliography will provide me with an opportunity to offer feedback and suggestions to strengthen your work. If you need help at any stage of your process, please send me an email and come see me. It would be my pleasure to help you find a topic, narrow down your topic, and find relevant sources.

Students are required to attach and resubmit their marked proposal and preliminary bibliography with their final research paper.

20% Critical Reflection due on Wednesday October 4 at the beginning of class

Students are required to write 4-5 pages double spaced (1000-1250 words) on the book *The Hanging of Angélique* as well as on the material assigned for the week of October 17th on slavery in the Maritimes and the segregation of schools. What did you learn from each source? What is the argument and evidence presented by each author? Which arguments did you find most persuasive, and why? Students should include discussion of the films *Black Hands* and *Little Black School House* to strengthen their reflection.

Students need to provide a bibliography (using the History Department Style Guide: <https://www.uvic.ca/humanities/history/assets/docs/styleguide.pdf>) of all the sources they have consulted and considered in writing this assignment.

This is an assignment on the course material. It is an opportunity for students to write about, and get feedback on, their thinking on the required readings. It is meant to help students prepare to write an excellent final exam.

25% Research Paper due Wednesday November 28th at the beginning of class: The research paper should be 6-7 pages double spaced (1500-1750 words) and should contain a discussion of all the material that appears in your bibliography. You are welcome to use class materials in addition to your five non-course based academic and scholarly sources. For citations and bibliography, students are required to follow the History Department Style Guide: <https://www.uvic.ca/humanities/history/assets/docs/styleguide.pdf>

Students are required to attach and resubmit their marked proposal and preliminary bibliography with their final research paper.

30% Final Exam date set by the University during the December exam period: The exam will be composed of THREE essay style questions on course themes. Students will have lots of questions to choose from and will be required to draw on course readings, films and lectures to support their answers. Exam questions will be distributed and discussed on the last day of class, Wednesday December 5th.

How to Succeed in This Course

- do the readings before you come to class
- bring your readings to class
- come to class and pay attention
- take notes during lecture, film and discussion
- review your notes
- ask questions in class, by email and in office hours when you need clarification
- do the work
- do your best
- ask for assistance and support (everyone struggles and resources are available to help)
- let me know how I can best support you

Course Schedule

Wednesday September 5

Introduction and Welcome

In class film: *Start Hall: Race, the Floating Signifier*

Wednesday September 12

Knowledge, Power, Race and the Land

In class film excerpts from: *On Orientalism & Reel Injun*

- Laura Hurwitz & Shawn Bourque, “Settler Colonialism Primer,” *Unsettling America: Decolonization in Theory and Practice* (June 2014): 1-11.
<https://unsettlingamerica.wordpress.com/2014/06/06/settler-colonialism-primer/>
- Audra Simpson, Chapter Four “Ethnographic Refusal: Anthropological Need,” *Mohawk Interruptus* (USA: Duke University Press, 2014): 95-114* (This is the hardest reading of our term. Just do your best with it and we’ll discuss it in class. Thank you.)
<http://reader.dukeupress.edu.ezproxy.library.uvic.ca/mohawk-interruptus/110>

Students should start reading *The Hanging of Angélique*

Wednesday September 19

New France

In class film excerpts: *Kanata: Legacy of the Children of Aataentsic*

- Allan Greer, Chapter 5, “New France,” *Property and Dispossession: Natives, Empires and Land in Early Modern North America* (Cambridge: Cambridge University Press, 2018): 145-188. https://www-cambridge-org.ezproxy.library.uvic.ca/core/services/aop-cambridge-core/content/view/2D1A78D18628E4B4CDF26B2EFCF52547/9781316675908c5_p145-190_CBO.pdf/new_france.pdf
- Scott Manning Stevens, “The Historiography of New France and the Legacy of Iroquois Internationalism,” *Comparative American Studies: An International Journal* 11.2 (June 2013): 148-165. <http://dx.doi.org.ezproxy.library.uvic.ca/10.1179/1477570013Z.00000000037>
- Online film assigned as homework: *Kanehsatake: 270 Years of Resistance* https://www.nfb.ca/film/kanehsatake_270_years_of_resistance/

Students should continue reading *The Hanging of Angélique*

Wednesday September 26

Slavery in New France

In class film: *Black Hands: The Trial of an Arsonist Slave*

- Afua Cooper, *The Hanging of Angélique: The Untold Story of Canadian Slavery and the Burning of Old Montreal* (Toronto: Harper Collins, 2006)

Wednesday October 3

Research Proposal due at the beginning of class

British-Indigenous Relations on the Atlantic Coast

In class film: *The Hector*

- William Wicken, Chapter Four, “Treaty Making in the 18th Century,” in *Overview of the Eighteenth Century Treaties Signed Between the Mi'kmaq and Wuastukwik Peoples and the English Crown, 1693-1928*. Report Submitted to Land and Economy Royal Commission on Aboriginal Peoples (Ottawa:1996): pp 142-177 http://publications.gc.ca/collections/collection_2017/bcp-pco/Z1-1991-1-41-150-eng.pdf
- Daniel N. Paul, “Scalp Proclamation of 1749” & “British Scalp Proclamations of 1749 & 1750” <http://www.danielnpaul.com/BritishScalpProclamation-1749.html>
- Online film assigned as homework: *Is the Crown At War with Us?* https://www.nfb.ca/film/is_the_crown_at_war_with_us/

Wednesday October 10

The Fight between the French and British for Turtle Island, or the Seven Years War

In class film: *Expulsion: The Story of Acadia*

- John Mack Faragher, “‘A Great and Noble Scheme’: Thoughts on the Expulsion of the Acadians,” *Acadiensis* 38.1 (Autumn 2006)
<https://journals.lib.unb.ca/index.php/Acadiensis/article/view/5726/11196>
- Elizabeth Fenn, “Biological Warfare in Eighteenth-Century North America: Beyond Jeffery Amherst,” *The Journal of American History* 86.4 (March 2000): 1552-1580.
<http://web.b.ebscohost.com.ezproxy.library.uvic.ca/ehost/pdfviewer/pdfviewer?vid=17&sid=aaa08eaa-d82a-46b1-b6bc-b6f37918680f%40sessionmgr101>
- John Borrows, “Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government” in *Aboriginal and Treaty Rights in Canada: Essays on Law, Equity, and Respect for Difference* (edited by Michael Asch Vancouver: UBC Press, 1997): 1-10. <https://www.sfu.ca/~palys/Borrows-WampumAtNiagara.pdf>

Wednesday October 17

Loyalist Resettlement of the Lands now known as Nova Scotia and Ontario

In class film: *Little Black School House*

- Victoria Freeman, “‘Toronto Has No History!’ Indigeneity, Settler Colonialism, and Historical Memory in Canada’s Largest City,” *Urban History Review / Revue d’histoire urbaine* 38.2 (Spring 2010): 21-35.
<https://search-proquest-com.ezproxy.library.uvic.ca/docview/216510498?pq-origsite=summon&accountid=14846>
- Harvey Amani Whitfield, “The Struggle over Slavery in the Maritime Colonies,” *Acadiensis* 41.2 (Summer / Autumn 2012): 17-44.
<http://www.jstor.org.ezproxy.library.uvic.ca/stable/pdf/41803349.pdf?refreqid=excelsior%3Acc9850c1f95a8e86cbcb87f50bc878f8>
- 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,” *Historie sociale / Social History* 37.73 (2004): 27-50.
<http://hssh.journals.yorku.ca/index.php/hssh/article/view/4373/3571>

Wednesday October 24

Critical Reflection due at the beginning of the class

The Beothuk

In class film: *Stealing Mary*

- Warren Cariou, “Indigenous Rights and the Doomed Indian,” *European Romantic Review* 27.3 (2016): 309-318.
<http://www.tandfonline-com.ezproxy.library.uvic.ca/doi/pdf/10.1080/10509585.2016.1163784?needAccess=true>

- Ingeborg Marshall, "A History and Ethnography of the Beothuk," Newfoundland: Beothuk Institute, 1996): <http://www.beothukinstitute.ca/history/>
- Fiona Polack, "Reading Shanawdithit's Drawings: Transcultural Texts in the North American Colonial World," *Journal of Colonialism and Colonial History* 14.3 (Winter 2013): <http://muse.jhu.edu.ezproxy.library.uvic.ca/article/524452>

Wednesday October 31

Historicizing Whiteness

In class film: *Death or Canada*

- Corrie Scott, "How French Canadians became White Folks, or Doing Things with Race in Quebec," *Ethnic and Racial Studies* 39.7 (2016): 1280-1297. <http://www-tandfonline-com.ezproxy.library.uvic.ca/doi/pdf/10.1080/01419870.2015.1103880?needAccess=true>
- Scott W. See, "An Unprecedented Influx: Nativism and Irish Famine Immigration to Canada," *The American Review of Canadian Studies* 30.4 (Winter 2000): 429-453. <https://search-proquest-com.ezproxy.library.uvic.ca/docview/213999197?pq-origsite=summon&accountid=14846>
- Michael Kenneally, "Irish Immigration to Nineteenth-Century Canada: Alternative Narratives," *Canadian Issues* (Fall 2005): 38-40. <https://search-proquest-com.ezproxy.library.uvic.ca/docview/208678761/fulltext/C70F6DAEE4A04E11PQ/1?accountid=14846>

Wednesday November 7

From Fur Trade to Colony: Red River

In class film: *Mistress Madeleine*

- Sylvia Van Kirk, "From 'Marrying-In' to 'Marrying Out': Changing Patterns of Aboriginal / Non-Aboriginal Marriage in Colonial Canada," *Frontiers* 23.3 (2002): 1-11. <http://muse.jhu.edu.ezproxy.library.uvic.ca/article/40617/pdf>
- Sharron A. Fitzgerald & Alicja Muszynski, "Negotiating Female Morality: Place, Ideology and Agency in the Red River Colony," *Women's History Review* 16.5 (2007): 661-680. <http://www-tandfonline-com.ezproxy.library.uvic.ca/doi/pdf/10.1080/09612020701447624?needAccess=true>
- Michael Hughes, "Within the Grasp of the Law: Land, Legitimacy, and the Racialization of the Métis, 1815-1821," *Ethnohistory* 63.3 (July 2016): 519-540. [Within the Grasp of the Law](#)

Wednesday November 14 Reading Break No class

Wednesday November 21

Numbered Treaties and the So-Called North-West Rebellion

In class film: *The Trial of Poundmaker*

- Arthur J. Ray, Jim Miller & Frank J. Tough, Chapter Nine “Treaties at Forts Carlton and Pitt, or Treaty 6,” in *Bounty and Benevolence: A History of Saskatchewan Treaties* (Montreal: McGill-Queen's University Press, 2000): 130-147.
<http://ezproxy.library.uvic.ca/login?url=http://site.ebrary.com/lib/uvic/Doc?id=10132426>
- John L. Tobias, “Canada's Subjugation of the Plains Cree, 1879–1885,” *Canadian Historical Review* 64.4 (1983): 1-30. <http://www.utpjournals.press/doi/pdf/10.3138/CHR-064-04-04>
- Paul Groarke, “The Trial and Execution of Louis Riel: Defending my Country of the North-West,” *Canadian Journal of Native Studies* 33.2 (2013): 1-28.
<https://search-proquest-com.ezproxy.library.uvic.ca/docview/1541674319/fulltextPDF/3D30EED3B26648E1PQ/1?accountid=14846>

Wednesday November 28

Research Paper due at the beginning of class

The lands now known as British Columbia and the Completion of the Canadian Pacific Railway

In class film: *Victoria: More English than the English*

- Graham Brazier, “How the Queen’s Law Came to Cowichan,” *Beaver* 81.6 (December 2001 & January 2002): 31-71.
<http://web.b.ebscohost.com.ezproxy.library.uvic.ca/ehost/detail/detail?vid=1&sid=12b03e9c-c001-4d82-9935-5887d1b26572%40pdc-v-sessmgr06&bdata=JnNpdGU9ZWwhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=5790696&db=aph>
- Adele Perry, “Hardy Backwoodsmen, Wholesome Women, Steady Families: Immigration and the Construction of White Society in Colonia British Columbia, 1849-1871,” *Historie sociale / Social History* 33.66 (2000): 343-360.
<http://hssh.journals.yorku.ca/index.php/hssh/article/viewFile/4570/3764>
- Timothy J. Stanley, “John A. Macdonald, “The Chinese” and Racist State Formation in Canada,” *Journal of Critical Race Inquiry* 3.1 (2016): 6-34.
<https://queens.scholarsportal.info/ojs-archive/index.php/CRI/article/view/5974/5934>

Wednesday December 5

Course Experience Survey

Distribution and discussion of the final exam questions