The history of Black women in Canada is often overlooked, ignored, and neglected. Black women have been pushed to the periphery of Canadian historiography as their stories – and voices – are erased from the mainstream Canadian narrative. This interdisciplinary course will explore the history of Black women in Canada from slavery to the twenty-first century. The course will emphasize the history and the intersectionality of race, gender, and class. It will examine concepts of transnationalism, migration, and diaspora in Canada, the United States, the United Kingdom, and the West Indies as it relates to Black women.

**Course Objectives:**

1. To develop a historical understanding of Black women in Canada.
2. To “re-think” and “re-write” the place of Black women in Canadian history and Canadian society.
3. To engage in and develop knowledge of the Canadian historical narrative and immigration history in Canada.
4. To learn how to disseminate academic knowledge, analysis, and critical thought to the general public.
5. To view Black women and Black immigrant women in Canada as equal partners in the Canadian “cultural mosaic.”
6. To understand the role race, gender, class, and migration played in Canadian nation-building and present-day Canadian society.
7. To explore and engage in the interdisciplinary nature of the social sciences as it relates to the study and history of marginalized women in Canada.
8. To engage in methods of historical research methods including oral history and analyzing textual and visual primary documents at the upper-year undergraduate level.
9. To apply diverse theoretical models of analysis.
10. To gain critical thinking, develop oral and written communication, and encourage argumentative and analytical skills.

**Course Evaluations:**

- Weekly Participation: 20%
- Student Seminars and Blog Posts: 30%
- Research Proposal: 5%
- Research Essay/Documentary: 35%
- Research Presentation: 10%
Course Evaluation Details:

*Weekly 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. The course will have its own designated Twitter hashtag, and students will be marked on the frequency (and quality) of their tweets/re-tweets/favourites. Students also have the opportunity to post newspaper/magazine/blog articles of current events and topics on Black women in Canada to the course blog and comment on the week’s course material.

*Student Seminars and Blog Posts:* Each week students will be chosen to lead group seminars (the order will be chosen in Weeks 1 and 2). The students are required to read the assigned texts in-depth and facilitate discussion with their classmates in a collegial fashion. In addition to the student seminar, students are required to post their seminar notes/discussion questions and corresponding multimedia (photos, YouTube/hyperlinks, etc.) to the course blog. Students will be required to do one (1) blog post/seminar for the year.

*Research Proposal, Essay/Documentary, and Presentation:* Students will write a 10-12 page essay on a topic of their choice related to the course content – pending approval from the instructor. Each student must present their work in a 5 minute presentation that will be uploaded to the course blog/YouTube during the week of submission. Students are encouraged to be as creative as possible during their presentations. Students also have the option of creating a short documentary on the topic of their choice – pending approval from the instructor.

Students must submit a 1 page proposal of their research topic, which includes their thesis and arguments.

*** Note: All submitted assignments must be double-spaced in 12 point Arial or similar sans serif (accessible) font. ***

Required Texts (Available for Purchase Online)


Course Policies:
Email: Please feel free to contact me by e-mail with any and all questions and concerns about the course and I will try to respond as quickly as possible.

Participation Etiquette: Students must be respectful of their colleagues and should do everything in their power to avoid ad hominem arguments/attacks. The class, and its online extension, is a designated “Safe Space.” Trolling is strictly prohibited.

Submitting Assignments: It is the expectation that students will submit assignments by the assigned dates; in the event that this expectation cannot be met, students are advised that the policies and practices of the Faculty of Arts and Humanities and the Faculty of Social Science will be followed.

Plagiarism: “Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their work in electronic form for plagiarism checking”

“Recycling” Assignments: "You cannot submit assignments in WS 3330G submitted or prepared for another course, at Western or elsewhere, unless you have explicit permission in writing in advance from both professors to do so."

Late Policy: All assignments are due at the beginning of class on the specified date. Students will be deducted 3% per late day unless granted an extension (in extraordinary circumstances) in a reasonable amount of time prior to the due date. Assignments will not be accepted two weeks following the due date.

Accommodation for Medical Illness: Please see the following link for Western’s official policy on accommodation for medical illness.
http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

Support Services: Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help. Here is the link to the official policy:
http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf

Turnitin.com: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between the University and Turnitin.com."
http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf

Academic Offences: Students are directed to the following link that outlines what constitutes a Scholastic Offence.
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf
Course Schedule

**Week 1:** *Introduction and “How-to-Read” and “How-to-Facilitate Adult Education” lessons*

**Week 2:** *Aminata Diallo: Black Women in Historical Fiction*


Film: “*Sisters in the Struggle*”
http://www.nfb.ca/film/sisters_in_the_struggle/

Film: “*Everybody’s Children*”
http://www.nfb.ca/film/everybodys_children

**Week 3:** *Black Canada: A Historical Overview*


*Recommended Readings:*


**Week 4:** *A History of Canadian Immigration*


**Week 5:** *Gender, Race and Migration*


Recommended Reading:


**Week 6: Black Feminist Thought**


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Recommended Readings:


**Week 7: Black Women and Slavery in Canada**


**Week 8: Nineteenth and early twentieth century Black Women in Canada**
Bristow, Peggy. “We’re Rooted Here and They Can’t Pull Us Up:” Essays in African Canadian Women’s History. Toronto: University of Toronto Press, 1994. (Chapters 2, 3, 4 & 5)


Recommended Reading:


Week 9: Black Women and Racial Discrimination in Canada in the early to mid-twentieth century


Recommended Reading:


Week 10: The Emigrant Ambassadors: The Black West Indian Nurses and Domestics in Canada


Recommended Reading:


**Week 11: Longing for Home: Black Immigrant Women in Exile**


**Recommended Reading:**


**Week 12: Representations of Black Women (and men) in Canada: From Angelique and Cary, to Jean Augustine and Anne Cools, to Michaëlle Jean and Margarett Best**


Discussion: Queer Black Women and Black Female Sexuality

**Recommended Readings:**


***Note: This outline is subject to change with reasonable notice.***