

# University of Calgary Department of History

## HTST 340 Ethnicity, Race and Immigration in Canada Winter 2019 Tuesday and Thursday: 12:30 – 13:45 PF 128

**Instructor:** F. Glover

**Office:** SS643

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**Web page:** D2L available through My U of C portal

**Office Hours:** Tuesday and Thursday, 11:00 – 12:00

### **Course Description**

What is the Canadian identity? Can there be a Canadian identity, or do we need to speak of Canadian identities? To what extent has Canada gone from an exclusive society to an inclusive society? What is multiculturalism and why was Canada the first nation to embrace a multicultural policy? Is Canada unique? This course seeks to explore these questions by addressing the issues of ethnicity, race, and immigration from the founding of New France until the present day. Some of the topics that will be discussed are: the attempts to build a Catholic society in New France, the creation of the *habitant*, continuity and change in French-English relations; the Black Loyalists; sectarian divisions between British Protestants and Irish Catholics; the Asian-Canadian experience; the acceptance/non-acceptance of refugees; the birth of multicultural Canada; and the Quebec Charter of Values, just to name a few.

### **Assignments and Evaluation**

Assignments must be handed in before class on the due date and students have to attend the exams at the appointed times. All assignments and exams must be completed in order to successfully complete this course. Accommodations will only be made for students under special circumstances.

## **Mid – Term Examination – February 14 (Percentage of Grade, 20%)**

The mid-term examination will be based on the lectures and required readings. The exam will consist of identifying and explaining the significance of important figures, events and themes as well as short essay questions.

## **Primary Source Analysis – Date Due, March 7 (Percentage of Grade, 20%)**

Students will analyze a primary source. Detailed instructions will be provided on D2L. The sources to be analyzed are listed in the Appendix. The analysis must be 5 – 7 pages in length, double spaced, and Times New Roman (12 point font) should be used.

## **Essay – Date Due, March 28 (Percentage of Grade, 30%)**

Students will write an essay based on a theme or subject discussed in this course. Students must use at least 10 secondary sources (scholarly monographs or articles). The essay must be 8 – 10 pages in length, double spaced, and Times New Roman (12 point font) should be used. Detailed instructions and a short list of useful secondary sources will be provided on D2L.

## **Final Exam – Date Scheduled by the Registrar (Percentage of Grade, 30%)**

The examination will consist of identifying and stating the significance of important figures, events and themes as well as long essay questions. The material for this exam will be based on the lectures and required reading of the course.

## **Submitting Assignments and Policy for Late Assignments**

All assignments should be given to the instructor on the due date in class. Late assignments will be downgraded one-half letter grade for every day late, meaning, a paper that would have received a B if not late will be given a grade of B- if one day late.

## **Electronic Devices**

It is expected that all cell phones will be turned off during class and that students who bring computers and lap tops to class will use them for taking notes only.

## **Lectures and Assigned Readings**

It is vital to read the assigned readings before class in order to be prepared for the lectures. The readings will also provide the context needed to prepare for, and write, the primary source analysis as well as the essay. Students must read two articles per week – one of which is required reading. All required readings are in **bold**.

## Lecture Schedule

### Week 1 (January 10)

- **Introduction to the Course**

### Week 2 (January 15 and 17)

- **Migration and Ethnicity**
- **New France: The Making of a Catholic Colony**

### Readings

Kathleen Neils Carzen, David A. Gerber, Eva Marawska, George E. Pozzetta, and Rudolph J. Vecoli, "The Invention of Ethnicity: A Perspective from the USA," *Journal of American Ethnic History*, vol.12, no.1 (1992): 3 – 41. **Peter Moogk, "Reluctant Exiles: Emigrants from France in Canada before 1760," *William and Mary Quarterly*, vol.46, no.3 (July, 1989): 463 – 505.** Donald A. Yerxq, "Champlain's Dream: An Interview with David Hackett Fischer," *Historically Speaking*, vol.10, no.2 (April, 2009): 18 – 21.

### Week 3 (January 22 – 24)

- **The Beginnings of British North America, Refugees, and the Black Loyalists in Atlantic Canada**

### Readings

John Faragher, "A Great and Noble Scheme: Thoughts on the Expulsion of the Acadians," *Acadiensis*, vol. XXXVI, no.1 (October, 2006): 82 – 92; Vernon P. Creviston, "'No King unless it be a constitutional king,' rethinking the place of the Quebec Act in the coming of the American revolution," *The Historian*, vol.73, no.3 (Fall, 2011): 463 – 479; **Michel Brunet, *French Canada and the Early Decades of British Rule, 1760 – 1791*, The Canadian Historical Association, Booklet, no. 13 (1981)**, available online at, [http://www.collectionscanada.gc.ca/obj/008004/f2/H-13\\_en.pdf](http://www.collectionscanada.gc.ca/obj/008004/f2/H-13_en.pdf); Katie Cottreau Robins, "The Loyalist Plantation: An Interdisciplinary Approach to Informing Early African-Nova Scotian Settlement," *Journal of the Royal Nova Scotia Historical Society*, vol. 17 (2014): 32 – 56; James W. Walker, "Myth, History and Revisionism: The Black Loyalists Revisited," *Acadiensis*, vol.29, no.1 (Autumn, 1999): 88 – 105.

### Week 4 (January 29 – 31)

- **Immigration to British North America and Sectarianism**

### Readings

Mark McGowan, "Remembering Canada: the place of Canada in the memorializing of the Great Irish Famine," *Atlantic Studies*, vol. 11, no.3 (2014): 365 – 382; Scott W. See, "The Orange Order and Social Violence in Mid-Nineteenth Century Saint-John," *Acadiensis*, vol.13, no.1 (Autumn, 1983): 68 – 92; **J.R. Miller, "Anti-Catholic Thought in Victorian Canada," *The Canadian Historical Review*, vol. 66, no.4 (December, 1985): 474 – 494.**

## Week 5 (February 5 – 7)

- Immigration to the West

### Readings

Sheila McManus, “Mapping the Alberta-Montana Borderlands: Race, Ethnicity and Gender in the Late Nineteenth Century,” *Journal of American Ethnic History*, vol.20, no.3 (Spring, 2001): 71 – 87; Reg Whitaker, *Canadian Immigration Policy since Confederation*, pp. 5 – 11. Available online at, [http://www.collectionscanada.gc.ca/obj/008004/f2/E-15\\_en.pdf](http://www.collectionscanada.gc.ca/obj/008004/f2/E-15_en.pdf); O.W. Gerus and J.E. Rea, *The Ukrainians in Canada*, pp.3 – 16. Available at, [http://www.collectionscanada.gc.ca/obj/008004/f2/E-10\\_en.pdf](http://www.collectionscanada.gc.ca/obj/008004/f2/E-10_en.pdf).

## Week 6 - February 12 - 14

- British Columbia: Building a “White Man’s Province”
- Mid-Term examination (February 14)

### Readings

Erika Lee, “Enfranchising the borders: Chinese exclusion along the US borders with Canada and Mexico, 1882 – 1924,” *Journal of American Ethnic History*, vol.89, no.1 (2002): 54 – 86; Jean Barman, “Beyond Chinatown, Chinese Men and Indigenous Women in Early British Columbia, *BC Studies*, vol. 177 (spring, 2013): 39 – 47; **David Goutor, “Constructing the Great Menace: Canadian Labour’s Opposition to Asian Immigration, 1880 – 1914,” *Canadian Historical Review*, vol.88, no.4 (2008): 549 – 576**; Enakshui Dua, “Exclusion through Inclusion: Female Asian migration in the making of Canada as a white settler nation,” *Gender, Place, and Culture*, vol.14, no.4 (2007): 445 – 466.

## February 19 and 21 (No Class – Winter Break)

## Week 7 -February 26 and 28

- How to Write an Essay
- “Dangerous Foreigners”: Internment and the Social Gospel

### Readings

James Farney and Bohdan Kordan, “The Predicament of Belonging: The Status of Enemy Aliens in Canada, 1914,” *Journal of Canadian Studies*, vol. 39, no.1 (2005): 74 – 89; John C. Lehr, “Government Perceptions of Ukrainian Immigrants to Western Canada, 1896 – 1902,” *Canadian Ethnic Studies*, vol.19, no.2 (1987): 1 – 12; **James Opp, *Re-imagining the moral order of urban space; religion and photography in Winnipeg, 1900 – 1914*, *Journal of the Canadian Historical Association*, vol. 13 (2002): 73 – 93.**

## Week 8 - March 5 and 7

- The Sikh Community in British Columbia and the Komagata Maru Affair
- The Japanese and Chinese Communities in British Columbia and the Prairies
- Primary Source Analysis is Due

## Readings

**Hugh Johnson, “The Komagata Maru and the Ghadr Party: Past and Present Aspects of a Historic Challenge to Canada’s Exclusion of Immigrants from India,”** *BC Studies*, vol. 178 (Summer 2017): 9 – 31; Nilum Panesar, Yolande Pottie – Sherman, and Rima Wilkes, “The *Komagata* Through a Media Lens: Racial, Economic and Political Threat in Newspaper Coverage of the *Komagata Maru* Affair,” *Canadian Ethnic Studies Journal*, vol. 59, no.1 (2017): 85 – 101; Alison Marshall, “Chinese Immigration to Western Manitoba Since 1884: Wah Hep, George Chong, the KMT, and the United Church,” *Journal of Canadian Studies*, vol.42, 3, (fall, 2008): 28 – 54; Chuen – Yan Lai, “The Chinese Consolidated Benevolent Association in Victoria, Its Origins and Functions,” *BC Studies*, no.11 (autumn, 1972): 53 – 67; Dore, Anne, “Transnational Communities: Japanese Canadians of the Fraser Valley, 1904 – 42,” vol. 134 (summer, 2002): 35 – 70.

## Week 9 – March 12 and 14

- Guest Lecture, Dr. Paul Stortz, “Canada’s Sad Chapter: Immigration and Exclusionary Policies towards European Academic Refugees, 1932-1945”
- Churches, Missionaries and the “other”

## Readings

Bernard L. Vigod, *The Jews in Canada* (Immigration and Ethnicity Series). Available online at, [http://www.collectionscanada.gc.ca/obj/008004/f2/E-7\\_en.pdf](http://www.collectionscanada.gc.ca/obj/008004/f2/E-7_en.pdf); Daniel Hiebert, “Jewish Immigrants and the Garment Industry in Toronto, 1901 – 1931: A Study of Ethnic and Class Relations,” *Annals of the Association of American Geographers*, vol. 83, no.2 (1993): 243 – 271; **Irving Abella and Harold Troper, “The Line Must be Drawn Somewhere: Canada and Jewish Refugees, 1933 – 1939,”** *Canadian Historical Review*, vol.60, no.2 (1979), 178- 209; Peter W. Ward, “The Oriental Immigrant and Canada’s Protestant Clergy,” *BC Studies*, no.22 (Summer, 1974): 40 – 55.

## Week 10 - March 19 and 21

- **A Brief History of Canadian-Japanese Relations**
- **The Internment of the Japanese**

## Readings

**Andrea Geiger, “Negotiating Boundaries of Race and Class: Meiji Diplomatic Responses to North American Categories of Exclusion,”** *BC Studies*, vol. 156 (Winter 2007/8): 37 – 51; John Meehan, “Steering Clear of Great Britain: Canada’s Debate over Collective Security in the Far Eastern Crisis of 1937,” *The International Review of History*, vol.25, no.2 (2003), 253 – 281; Patricia E. Roy, “The Reception of Japanese Evacuees in Kelowna and Kaslo, B.C.,” *BC Studies*, no. 87 (Autumn, 1990): 23 – 47; Aya Fujiwara, “Japanese-Canadian Internally Displaced Persons: Labour Relations and Ethno-Religious Identity in Southern Alberta, 1942 – 1953,” *Labor/Le Travail*, no.69 (Spring, 2012), 64 – 89.

### Week 11 - March 26 and 28

- A Changing Mindset?: Immigration Policies in the Cold War Era
- Essay is Due

#### Readings

Harold Troper, "Canada's Immigration Policy Since 1945," *International Journal*, XLVIII (Spring, 1993): 255 – 280; Arif Anwar, "Canadian Immigration Policy: Micro and Macro Issues with the Points Based System," *Canadian Ethnic Studies*, vol.46, no.1 (2014): 169 – 179; Carmela Patias, "Socialists, Jews, and the 1947 Saskatchewan Bill of Rights," *The Canadian Historical Review*, vol.87, no.2 (June, 2006): 266 – 292; Laura Madokoro, "Slotting,' Chinese Families and Refugees, 1947 – 1967," *Canadian Historical Review*, vol.93, no.1 (2012), 25 – 56; Frank Iacovetta, "Recipes for democracy? Gender, Family and Making Female Citizens in Cold War Canada," *Canadian Women Studies/Les Cahiers de Femme*, vol.20, no.2 (2000): 12 – 21.

### Week 12 - April 2 and April 4

- Multiculturalism
- Refugees

#### Readings

Janos Kenyeres, "Aspects of Canadian Multiculturalism: History, Policy, Theory and Impact," *Central European Journal of Canadian Studies*, vol. 9 (2014): 27 – 44; Karim H. Karim, "Press, Public Sphere, and Pluralism: Multiculturalism Debates in Canadian English Language Newspapers," *Canadian Ethnic Studies*, vol. 40, no.2 (2016): 21 – 52; Miu Chang Yan, Shirley Chau, Dave Sangha, "An Exploratory of How Multicultural Policies are Implemented at the Grassroots Level," *Canadian Ethnic Studies*, vol.41, no.3 (2009), 49 – 75. Marlene Epp, *Refugees in Canada: A Brief History*, available at, [https://cha-shc.ca/\\_uploads/5adh2puxd.pdf](https://cha-shc.ca/_uploads/5adh2puxd.pdf).

### Week 13 - April 9 and 11

- Addressing the Injustices of the Past
- Contemporary Issues, The Quebec Charter and the Future of Multiculturalism

#### Readings

Daniel Lachapelle Lemire, "Bittersweet memories: Narratives of Japanese Canadian Children's Experiences before the Second World War and the Politics of Redress," *BC Studies*, vol. 192 (Winter, 2016/2017): 71 – 104. Stephen Winter, "The Stakes of Inclusion: Chinese Canadian Head Tax Redress," *Canadian Journal of Political Science*, vol. 41, no.1 (2008): 119 – 141; Hicham Tiflati, "Muslim Youth Between Quebecness and Canadianness: Religion, Identity, Citizenship, and Belonging," *Canadian Ethnic Studies*, vol. 49, no.1 (2017): 1 – 17; Jordan Stranger Ross and Nicholas Blomley, "My land is worth a million dollars': How Japanese Canadians contested their dispossession in the 1940s," *Law and History Review*, vol.35, no.3 (2017): 711 – 751.

## **Appendix: Sources to be used for the Primary Source Assignment (Only choose one source to analyze)**

Government of Canada, “White Paper on Immigration, 1966,” *Digital History - Histoire Numérique*, <http://biblio.uottawa.ca/omeka2/jmccutcheon/items/show/24>

Announcement of Canadian Multiculturalism Policy, 1971, Library and Archives Canada. Canada. Parliament. House of Commons. Debates, 28<sup>th</sup> Parliament, 3<sup>rd</sup> Session, Volume 8 (8 October 1971): 8545 – 8548, Appendix, 8580 – 8545. (<https://pier21.ca/research/immigration-history/canadian-multiculturalism-policy-1971>)

Canadian Multiculturalism Act (1988). <https://laws-lois.justice.gc.ca/PDF/C-18.7.pdf>

J.S. Woodsworth, *Strangers within our Gates or Coming Canadians* (Toronto: F.C. Stephenson, 1909). <https://archive.org/details/strangerswithino00wooduoft/page/n7>

Quebec Charter of Values. <https://globalnews.ca/news/952478/read-full-text-of-bill-60-quebecs-charter-of-values/>

Society for Promoting Christian Knowledge (Great Britain). Tract Committee, *Canada: containing statistical and other information for government sources and useful counsel to emigrants* (Brighton: Society for Promoting Christian Knowledge, 1883). <https://archive.org/details/canadacontaining00soci>

Report of the Royal Commission on Chinese and Japanese Immigration, 1902 (Students should only read pages 7 – 41 (Regarding the Chinese) or pages 327 – 288 (Regarding the Japanese)). <https://archive.org/details/cu31924023463965/page/n3>

Report by W.L. Mackenzie King, C.M.G. Deputy Minister of Labour: Commissioner appointed to investigate into the Losses sustained by the Japanese population of Vancouver, B.C., on the occasion of the riots that occurred in that city in September, 1907. [http://publications.gc.ca/collections/collection\\_2016/bcp-pco/Z1-1907-7-eng.pdf](http://publications.gc.ca/collections/collection_2016/bcp-pco/Z1-1907-7-eng.pdf)

R.P. Mackay, *Bird's Eye View of Our Foreign Missions* (Toronto: Presbyterian Church of Canada, Foreign Mission Committee, 1919). [https://archive.org/details/cihm\\_81017](https://archive.org/details/cihm_81017)

## **Important Departmental, Faculty, and University Information**

**\*Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.\***

*Department Twitter @ucalgaryhist*

### **Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Copyright:**



The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	

Percentage	Letter Grade	Grade Point Value	Description
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

### Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*

([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning

and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

### **Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Campus Resources for Mental Health:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.

- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>
- Registration Changes and Exemption  
Requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

*Winter 2019*