

HTST 340
Ethnicity, Race and Immigration in Canada
(Fall 2019)
Dr. Kevin Anderson



Class location and time: Monday, Wednesday, Friday, 1:00-1:50, MS 211

Email: kevin.anderson2@ucalgary.ca

Telephone: 403-220-2987

Office Hours: By appointment

Office Location: SS615

Course Description:

This course will examine ethnicity, race and immigration in Canadian history from the eighteenth-century creation of permanent European settlements, to the dissolution of strategic relationships between Indigenous peoples and European settlers, to mass immigration, to the rise of multiculturalism in the 1960s. Of particular focus will be 1) waves of immigration 2) the creation of “Whiteness” in the mid-to-late 19th century 3) the development of race as a “natural” scientific category 4) the attempt to dismantle the biological definition of race and embrace a cultural, multivocal definition of identity and 5) the complex processes of “in groups” and “out groups.” The class will attempt to historicize normative understandings of race and ethnicity by de-constructing “the Other” in Canada’s past and present.

Learning Outcomes:

Be able to think critically (this does not mean only negatively) by constantly asking questions and (re)-evaluating one’s own mental processes and potential assumptions.

Be able to discern secondary and primary sources.

Be able to write a scholarly essay with a clear, concise and consistent thesis.

Be able to formulate clear, consistent and concise arguments orally in-class.

Understand that historical writing itself has a context and historians have perspectives; this is not necessarily a negative but complicates the easy divide between objectivity and subjectivity.

Define race and ethnicity. Be able to use these complex categories as a lens for analysis.

Understand the major patterns involved in migration, such as push and pull factors, creation of distinct diaspora/ethnic communities, centrality of religion, language, art and politics in creating these communities, and/or differences between first, second, third and/or fourth generation immigrants.

Critically evaluating the idea of Canada as a “nation of immigrants” and the role of immigration and diversity in the image of Canada-as-a-mosaic.

The continuity and change in narratives of “Other-ness”, especially how migrants have been/are scapegoated in times of national crises.

Deconstruct the ethno-nationalist roots of Canadian identity.

Engage with debates and subject matter of the past and apply this knowledge to the present; critique contemporary social categories by understanding that all categories have a history and are the result of normative understandings of identity and the environment.

Not simply dismiss figures from the past as foolish, solely racist, or thankfully forgotten, but also not excuse actions of figures from the past as “of their time.” History is about understanding people in their context, while critically examining how and why they came to believe what they believed. These beliefs can often be unpleasant and in need of challenging because they have contemporary consequences.

Assessment:

Participation, 15%: Participation will be evaluated based on involvement in class group discussion, largely taking place on Fridays. Attendance is the prerequisite for a high participation grade.

Mid-term Exam, 25%, written in-class October 18.

Research Essay: 8-10 pages, 35%: The final essay is the main opportunity for you to develop your collection, analytical, writing and research skills. The final essay is an argumentative and analytical essay: in other words, you must have a clear thesis stated in the introduction of the essay, supported by evidence in the form of sub-arguments and ending with a conclusion. The essay should be analytical, and not simply descriptive; you are not repeating information to me

but demonstrating that you can think critically and integrate scholarly and non-scholarly sources into a coherent narrative.

You must use at least **three** primary sources (items from the historical period you are examining produced by the historical actors of the period) and at least **four** secondary sources (scholarly peer-reviewed books or articles usually written by an academic). You are free to write on any topic you want, as long as it is related to the course theme of race, ethnicity and immigration in Canada.

You can submit it *either* on November 22 and have your essay returned by the last class, **OR** you can submit it on December 2 and have your essay returned by the final exam or soon after. There will be no difference in evaluation.

Final Exam, 25%: Scheduled by the registrar.

All assignments must be submitted as a hardcopy in-class, or in the Red Box in the History Department, 6th Floor Social Science Building. If email submission is required because of extenuating circumstance, students must contact the instructor.

Please make sure to provide references in your work. Students must use the Chicago Manual of Style, Notes and Bibliography citation system. The *History Student's Handbook* may prove useful for citation format.

References exist for several reasons: 1) to provide credit where credit is due. 2) to demonstrate that the author is familiar with the existing literature on the subject under study and is in dialogue with this literature 3) to allow the reader to find the material the author is presenting, whether primary or secondary material, and expand the exposure of writers and readers to the seemingly infinite amount of information and 4) to keep the author accountable to the evidentiary record while allowing simultaneously for interpretation and argumentation.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without references is unacceptable and will receive a mark of zero.

Students are required to keep all research notes and rough drafts for their essays and may be required to hand them in. Keep this material even after the essay has been graded.

All essays must be written in 12-point Times New Roman font, double-spaced with margins approximately 2.54 cm on the top and bottom of the page and 3.17 cm on the left and right of the page. This is to ensure the standardization of all papers submitted.

Extensions will be granted on compassionate grounds or because of extenuating circumstances and only after consultation between the student and the instructor.

Late assignments will have a half-letter grade deducted per day, including weekends.

Cell phones must be turned off during class. Laptops are allowed in-class for copying notes only.

Required Texts:

There are no required texts for this course. All readings will be provided on D2L by the instructor, through links posted in the course syllabus, or on reserve in the library.

Topics, Reading Schedule and Course Schedule

Week One: Friday, September 6

Class Orientation

Week Two: Monday September 9, Wednesday September 11, Friday September 13

Lectures: Creating British North America, Part I: Indigenous Allies, The Conquest of New France, and the American Revolution

Readings:

John Reid, "Pax Britannica or Pax Indigena: Planter Nova Scotia (1760-1782) and Competing Strategies of Pacification," *Canadian Historical Review* 85 (2004): 669-692.

<http://ezproxy.lib.ualgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=15418486&site=ehost-live>

Michel Brunet, *French Canada and the Early Decades of British Rule, 1760-1791* (1981).

https://cha-shc.ca/_uploads/5c38a92e76a03.pdf

Week Three: Monday September 16, Wednesday September 18, Friday September 20

Lectures: Creating British North America, Part II: (Black) Loyalists, Slavery and Peopling a Vast Colony

Readings:

Barry Cahill, "The Black Loyalist Myth in Atlantic Canada," *Acadiensis* 29 (1999): 76-87.

<https://www-jstor-org.ezproxy.lib.ualgary.ca/stable/30303264>

James W. St. G. Walker, "History and Revisionism: The Black Loyalists Revisited," *Acadiensis* 29 (1999): 88-105.

<https://www-jstor-org.ezproxy.lib.ualgary.ca/stable/30303268>

Week Four: Monday September 23, Wednesday September 25, Friday September 27

Lectures: The Irish and the Early Waves of British North American Immigration

Readings:

Mark McGowan, "Remembering Canada: the place of Canada in the memorializing of the Great Irish Famine," *Atlantic Studies* 11 (2014): 365 – 382.

<https://doi-org.ezproxy.lib.ualgary.ca/10.1080/14788810.2014.937076>

G. Bruce Retallack, "Paddy, the Priest and the Habitant: Inflecting the Irish Cartoon Stereotype in Canada," *The Canadian Journal of Irish Studies*, 28.2/29.1 (2002 - 2003): 124-147.

PDF posted on D2L.

Week Five: Monday September 30, Wednesday October 2, Friday October 4

Lectures: Canada First and The Frontier: Confederation and the Creation of (a White) Canada

Readings:

Carl Berger, *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*, chapter 2.

PDF posted on D2L.

Paula Hasting, "'Our Glorious Anglo-Saxon Race Shall Ever Fill Earth's Highest Place': *The Anglo-Saxon and the Construction of Identity in Late-Nineteenth Century Canada*," in *Canada and the British World: Culture, Migration, and Identity*, Phillip Buckner and R.Douglas Francis, eds. (Vancouver: UBC Press, 2006): 92-110.

<http://deslibris.ca/ID/408585>

Week Six: Monday October 7, Wednesday October 9, Friday October 11

Lectures: Rolling Back the Prairies: Mass Immigration Comes to Canada, Backlash and Nativism Follow

Readings:

David Hall, "Clifford Sifton's Vision of the Prairie West," 77-102, in *The Prairie West as Promised Land*.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=102&docID=3250119&tm=1546896996443>

Marilyn Barber, "Nationalism, Nativism and the Social Gospel: The Protestant Churches Response to Foreign Immigration in Western Canada, 1897-1914." In *The Social Gospel in Canada*, edited by Richard Allen, 186-226.

PDF posted on D2L.

Week Seven: Wednesday October 16, Friday October 18

Catching-up and Mid-Term Exam

Thanksgiving; no class on Monday

Week Eight: Monday October 21, Wednesday October 23, Friday October 25

Lectures: Asian Immigration: Chinatowns, Riots, Stereotypes and the Komagata Maru (Plus Internment!)

Readings:

David Goutor, "Constructing the 'Great Menace': Canadian Labour's Opposition to Asian Immigration, 1880-1914," *Canadian Historical Review* 88 (2007): 549-576.

<https://www-utpjournals-press.ezproxy.lib.ucalgary.ca/doi/pdf/10.3138/chr.88.4.549>

Henry Yu, "A Provocation: Anti-Asian Exclusion and the Making and Unmaking of White Supremacy in Canada," in *Dominion of Race: Rethinking Canada's International History*.

PDF posted on D2L.

Radhika Mongia, "The *Komagata Maru* as Event: Legal Transformations in Migration Regimes," in *Unmooring the Komagata Maru*, 95-120.

PDF posted on D2L.

Week Nine: Monday October 28, Wednesday October 30, Friday November 1

Lectures: Anti-Semitism: None is Too Many

Readings:

Ira Robinson, *A History of Anti-Semitism in Canada*, chapters 4-5.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4180735>

Irving Abella and Harold Troper, "'The line must be drawn somewhere': Canada and Jewish Refugees, 1933-9," *Canadian Historical Review* 60 (1979): 178-209.

<https://www-utpjournals-press.ezproxy.lib.ucalgary.ca/doi/pdf/10.3138/CHR-060-02-04>

Week Ten: Monday November 4, Wednesday November 6, Friday November 8

Lectures: The Fall and Rise of Immigration: The Railways Agreement to Japanese Internment, or the Logical Conclusion of "Dangerous Foreigners"

Readings:

Rebecca Mancuso, "For Purity or Prosperity: Competing Nationalist Visions and Canadian Immigration Policy, 1919-1930," *British Journal of Canadian Studies* 23 (2010): 1-23.

<https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/204986609/fulltextPDF/4FC8ABA284F44A65PQ/1?accountid=9838>

Patricia Roy, *The Triumph of Citizenship: The Japanese and Chinese in Canada, 1941-1967*, chapter 1.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/408634>

November 10-16 Term Break, no classes

Week Eleven: Monday November 18, Wednesday November 20, Friday November 22

Lectures: Things Must Change: Postwar Immigration and the Rights Revolution

Readings:

Stephanie Bangarth, “‘We are not asking you to open wide the gates for Chinese immigration’: The Committee for the Repeal of the Chinese Immigration Act and Early Human Rights Activism in Canada,” *Canadian Historical Review* 84 (2003): 395-422.

<https://www-utpjournals-press.ezproxy.lib.ucalgary.ca/doi/pdf/10.3138/CHR.84.3.395>

Carmela Patrias and Ruth Frager, “‘This is our country, these are our rights’: Minorities and the Origins of Ontario’s Human Rights Campaigns,” *Canadian Historical Review* 82 (2001): 1-19.

<https://www-utpjournals-press.ezproxy.lib.ucalgary.ca/doi/pdf/10.3138/CHR.82.1.1>

Week Twelve: Monday November 25, Wednesday November 27, Friday November 29

Lectures: Multiculturalism as National Policy: The 1960s

Readings:

Triadafilos Triadafilopoulos, “Dismantling White Canada: Race, Rights, and the Origins of the Points System.”

PDF posted on D2L.

Christopher MacLennan, “Conclusion: ‘A mere scrap of paper’?” in *Toward the Charter: Canadians and the Demand for a National Bill of Rights, 1929-1960*, 151-161.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3330682>

Week Thirteen: Monday December 2, Wednesday December 4, Friday December 6

Catching-up and Exam Review

Advising and Student Information Resources:

- **Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.**
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- Registration changes and exemption requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

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	
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.

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly referenced.

Red Box Policy:

Essays and other assignments may be dropped into 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. are date stamped 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 at 4:00 p.m. Monday to Friday.

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*

<https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works
- Using 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 is reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K*.
<https://www.ucalgary.ca/pubs/calendar/current/k.html>

Copyright:

Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, you may be required to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see

<http://library.ucalgary.ca/copyright>.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with

Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Other Useful Information:

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Fall 2019