



"Last of England,"  
Ford Madox  
Brown (1855),  
Fitzwilliam  
Museum,  
Cambridge, UK



UNIVERSITY OF  
CALGARY



Faculty of Arts  
Department of History

HTST 340: Ethnicity, Race, and Immigration  
in Canada

Fall 2022

Monday, Wednesday, Friday, 10:00-10:50am

SH 284

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<b>Office Location:</b>	SS 300
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<b>Office Hours:</b>	By Appointment

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**Course Delivery, Required Learning Technologies, and On-Line Presence**

The course is delivered and attended in person. Course documents, supporting material, and assignments (not including PowerPoint Slides or lecture notes) are available through D2L. Students are required to have reliable and secure access to the Internet, either through a university or their own computer.

**Course Description**

This is an inquiry-based research and analysis course that explores ideas, identities, and discourses of diversity and plurality in Canada. Through in-depth investigation and reflection, the course will challenge pre-conceived notions of uni-cultural and multicultural concepts as they have evolved

over time, space, and place, and how fundamentally interpretive they are according to lived experiences and individual and collective historical subjectivities related to ethnicity, race, and immigration. Communities in Canada were built through the migration and immigration of people from within and outside of Canada. This course will place such historical developments in the context of the rise of both the idea and practice of modern multiculturalism. Particular social signifiers, institutions, and dialogues will be examined in how they affected the way people perceived their own lives in rural and urban communities in the evolving Canadian nation-state. Imbedded and ascribed historical meanings of language, power, inequality, and agency are integral components of this study. Historical perceptions of role and self, often from the social margins, as formed through intellectual and cultural forces of ethnicity and race will be seen to intersect on how people were rendered voiced or voiceless, and prominent or invisible, and how constructions of difference have informed our past and present understandings of Canada and the world.

Introductory lectures will examine the essential tools of the aspiring history student including research techniques, approaches to historical source material, and clear and effective writing, critical thinking, informal logic, and argumentation skills in historical scholarship.

### **Objectives of the Course**

1. Through lectures, discussion, and research, to provide an academic forum for the study of the multiplicity of identities, self, citizenship, and voice in the history of Canada;
2. To challenge notions and practices of social and cultural hegemony and pressures to conform throughout Canadian history;
3. To engage students in critically analyzing socio-intellectual ideas of Canadian ethnicity, race, immigration, and multiculturalism as historically fluid, and that all historical knowledges that underlay interdisciplinarity are inter-related;
4. To discuss and analyze important issues in concepts of Canadian ethnicity and race, taking into consideration socio-historical and contemporary tensions and balances of regionalism, the evolving voice of women, rural versus urban perspectives, industrialization and unionization, related issues of government and immigration policy, institutional, bureaucratic, and intellectual cultures, secularization, influence of media, the law, international relations, and public and private arenas of health and education;
5. Through a brief introductory overview of logic, informal argumentation, critical thinking, and gendered and ethnic experiential and intuitive (emotional, spiritual, identity-based) methodologies and reflection, the students will strive to critically study the historical Canada as a tangible and intangible, and practical and theoretical jurisdiction;
6. To stimulate an inquisitiveness into the study of the history of Canada. The intellectual foundations of this course require the participants to constantly and critically challenge their own

pre-conceived notions, ideas, conceptions, perspectives, biases, predispositions, paradigms, and proclivities related to the history of people, cultures, ethnicities, gender, and cultures in Canada and elsewhere;

7. To promote an individual and collective mindset of the embracement, curiosity, study, and respect of alternative viewpoints, arguments, and perspectives; and

8. to help make the students more powerful, critical, and judicious historical and humane thinkers and researchers which is an integral skill not only for this course but for fulfilling life choices and for career aspirations on campus and off.

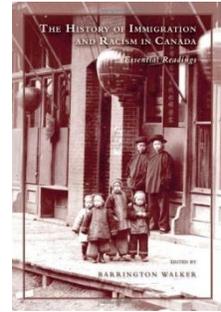
**By the end of the course, the student should be able to:**

1. understand, and engage in informed critical debate, about the important issues facing Canada and Canadian multiculturalism, ethnicity, race, and immigration in the past, present, and future
2. be able to synthesize integral ideas and themes in relation to Canada and Canadian culture, identity, practices, and institutions, and express them clearly and argumentatively
3. be able to approach future research projects and tasks more insightfully and effectively
4. understand that all interdisciplinary knowledge in Canadian history and elsewhere is inter-related
5. be able to identify argument versus opinion and which one is more intellectually powerful and effective
6. understand more clearly the enduring power and practice of judicious and critical thought

**Instructorial and Course Philosophy:** The instructor is to be considered a facilitator, discussant, resource, and lecturer of historical argument and discussion. The instructor may be approached on any questions or concerns related to course content and procedure, or to broad academic issues that pertain to your intellectual reflection and growth. The course philosophy is hermeneutic, heuristic, and holistic: as a group, we will tackle pertinent topics and arguments in the history of Canada, and strive to challenge foundational assumptions of the subject matter in debate and discussion based on critical and thoughtful perspectives.

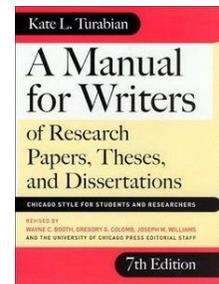
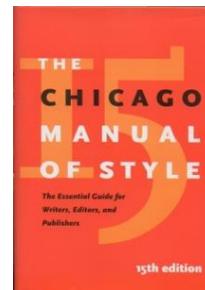
## Textbook

The following text is necessary for the course and is available on-line through the university library: Barrington Walker, ed., *The History of Immigration and Racism in Canada: Essential Readings* (Toronto: Canadian Scholars' Press, 2008). Other required readings in the form of peer-reviewed articles are available online as well through the university library.



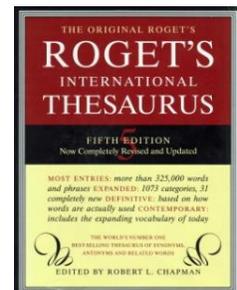
## Non-Required to Purchase but Highly Recommended Resources

1. *The Chicago Manual of Style* (or the abbreviated Turabian *A Manual for Writers*). Consistent and accurate formatting style is fundamental to the writing components of this course.



2. *Funk and Wagnalls Canadian College Dictionary*. Toronto: Fitzhenry and Whiteside; *Oxford English Dictionary* (latest edition).

3. Chapman, Robert L., ed. *The Original Roget's International Thesaurus*. New York: Harper Collins (latest edition).



4. Canadian-based media, for example *The Globe and Mail*; *Calgary Herald*; CBC's *The National*; *CBC Radio*; *CTV News*; *Global TV*

5. *Journal of the Canadian Historical Association*; *Canadian Historical Review*; *Journal of Canadian Studies*; *History of Intellectual Culture*; and other applicable disciplinary peer-reviewed journals, for example in women's studies, culture, immigration, ethnicity, and race (available on-line via library website, or in print in the library).

6. *Canadian Historical Atlas* (multiple volumes); *Canadian Encyclopedia*

7. University of Calgary Library Canadian Studies Research Guide

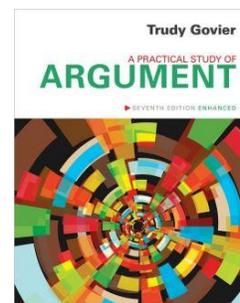
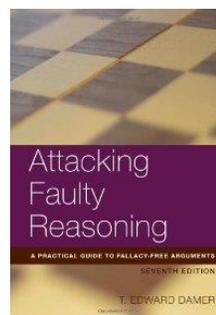
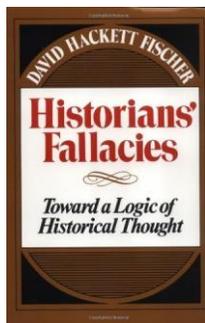
<https://libguides.ucalgary.ca/guides/canadianstudies>; and Archives Guide:

<https://library.ucalgary.ca/research/databases>; miscellaneous and historical library and archival databases

8. Canadian Historical Association Booklets: Ethnic Groups

<http://www.collectionscanada.gc.ca/cha-shc/008004-111.01-e.php?q1=E&interval=100&PHPSESSID=ncvsn87i5a8425m11nn95muob3>

9. Books on critical thinking and informal logic. Examples include: David Hackett Fisher, *Historians' Fallacies: Towards a Logic of Historical Thought* (New York: Harper Perennial, 1970); T. Edward Damer, *Attacking Faulty Reasoning: A Practical Guide to Fallacy-Free Arguments*, latest edition (Belmont, CA: Wadsworth Cengage Learning/Nelson Education Ltd.); Vincent Ryan Ruggiero, *Beyond Feelings: A Guide to*



*Critical Thinking*, latest edition (New York: McGraw-Hill); Trudy Govier, *A Practical Study of*

*Argument* (Belmont, CA: Wadsworth Publishing, 2009).

### **Thinking and Writing Skills**

Students are required to concentrate on their thinking and writing skills while engaged in the contextual and academic analysis of the idea and foundations of Canada in the context of immigration, multiculturalism, race, and ethnicity. The instructor may be consulted on questions relating to writing, presentation, critical thinking, and argumentation skills. All assignments require the use of informal historical argumentation and argumentative structure. Resources for improving writing and presentation skills are available at the university Writing Centre in the Student Success Centre, third floor of the Taylor Family Digital Library. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

### **Schedule of Lectures and Readings**

The schedule of lectures and readings is available for download on D2L, and will be discussed in the first week of class.

### **Assignments and Evaluation**

Assignment documents and instructions are available on D2L. Students must keep a copy of each submitted assignment and be able to produce the copy immediately if requested. All assignments and discussions will be based on the material covered in lectures, assigned readings, any handouts and outlines, and the course textbook. Demonstrated knowledge of the topics covered will be graded according to such indicators as depth and breadth of analysis, critical perception, research, and expression of the material. An understandable and clearly-presented argument is always necessary. Following the research and writing guidelines discussed in the course and adhering to the Chicago/Turabian formatting manual are necessary for structuring and arguing all qualitative responses throughout the course. Not following the instructions and details of these reference materials will result in a negative assessment on the any course component or assignment.

Evaluation will take into consideration clarity and depth of thought and presentation. The final mark on the assignments and examination will be affected negatively by improper grammar and organization, lack of clarity, poor spelling and presentation, incomplete or faulty sentence and paragraph structures, use of ghost subjects, and lack of proper, supported, and convincing argumentation. All of these items are the *sine qua non* for expressing thoughts and analysis on concepts, arguments, and issues discussed in class.

All assignments must be submitted in MSWord or PDF format through the D2L Dropbox before class on the day of submission as stipulated in this syllabus. See Policy for Late Assignments, below. Ensure that the assignment has been successfully uploaded and sent.

### **Evaluation Breakdown**

- **Class participation, classroom collegiality, and attentiveness:** Due to the size of the class, this component is not marked officially or in a separate evaluation, but attendance is **HIGHLY** recommended and is considered an essential responsibility of each student. Questions that pertain to all the assignments, the final examination, and course procedures, content, and expectations will be covered in classroom lectures and discussion.

Adherence to lecture-room etiquette is vital. Talking in class while the lecture and related discussions are conducted is unacceptable, the main argument being that it disrupts the intellectual culture and focus of the class and disturbs your student colleagues. Also please be aware that the use of laptops for other than recording lecture and discussion notes can be distracting for colleagues nearby. Food and (non-alcoholic) drinks are allowed.

Please note that hardcopies or electronic copies of class lectures, slides, and notes are not available through the instructor. For reasons of copyright, PowerPoint slides, presentations, and videos are not posted on D2L.

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>
<b>Mid-Term Article Review and Analysis</b>	30%	31 October, before class
<b>Argument Paper</b>	35%	7 December, before class
<b>Final Examination</b>	35%	TBA

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► If ALL assignments and the examination are NOT completed in the course, the final grade will be assessed a "F."

**Registrar-scheduled Final Examination:** Yes. The date for writing the final exam cannot be changed by the instructor. If the student would like to write the examination on a different date and/or time, approval must be granted by the university examination timetabling office for a deferred exam. If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, no guarantee is in place that the exam will not be scheduled during the day. No books, notes, computers, calculators or other electronic equipment, or other resources can be used while writing the exam.

**Policy for Late Assignments:** All assignments are due before the start of class on the due date. Ensure that the assignment has been successfully uploaded and sent to the D2L Dropbox. Assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day late. Please ensure that the instructor's name and course number are clearly indicated on the front page. To be fair to members of the class who meet assignment deadlines, course workload or computer problems are not acceptable reasons for late submissions. Late assignments due to health reasons must be accompanied by a stamped physician's note explaining clearly the reasons for the missed deadline.

Assignments submitted after the stipulated time and day of submission will be graded but without written comments.

### **Departmental Grading Scale**

Letter Grade	Percentage Grade	GPA	Description
A+	90-100%	4.0	Outstanding
A	85-89%	4.0	Excellent, superior performance, showing comprehensive understanding of subject matter
A-	80-84%	3.7	
B+	77-79%	3.3	

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B	73-76%	3.0	Good, clearly above average performance with knowledge of subject matter generally complete
B-	70-72%	2.7	
C+	67-69%	2.3	
C	63-66%	2.0	Satisfactory, basic understanding of subject matter
C-	60-62%	1.7	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation
D+	56-59%	1.3	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
D	50-55%	1.0	Minimal Pass, marginal performance
F	0-49%	0.0	Fail, unsatisfactory performance or failure to meet course requirements

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Note: for the official grade on any assignment or examination, a “F” is calculated as zero percent.

## **Plagiarism and Other Academic Misconduct**

### **Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student’s academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

### **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were

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their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, 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

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 Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

### **Use of Internet and Electronic Communication Devices**



During class, cell phones must be turned off. To promote the full academic freedom of class participants that includes the free and unimpeded intellectual exchange of knowledge, arguments, ideas, and information, and to protect copyright of course material, **audio or visual recording of lectures, discussions, presentations, or media including PowerPoint slides is prohibited**. Unauthorized recording of lectures and discussions is a serious academic offense and is included in the university calendar under the definition of "Academic Misconduct." Please note that use of laptops for other than typing lecture, discussion, and presentation notes is distracting for colleagues nearby.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing

### **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 in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes and electronic versions of textbooks). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

### **Ethics**

Whenever you perform research with human participants (i.e., surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. **You cannot conduct interviews of any kind for the explicit purposes of research for this course unless you consult with the instructor first.** For more information about your research ethics responsibilities, see the University of Calgary Research Ethics sites: [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

This course is conducted in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP). As one consequence, students must identify themselves on all assignments and the examination by placing their name on the front page and their ID number. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

### **Student/Academic Accommodations**

If necessary, requesting academic accommodations according to the [Student Accommodations policy](#) is the student's responsibility. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an

accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

### **Writing Support Services**

Students are required to concentrate on their thinking and writing skills while engaged in the contextual and academic analysis of Canada. The instructor may be consulted on questions relating to writing, presentation, critical thinking, and argumentation skills. All assignments require the use of informal argumentation and argumentative structure. Students must become familiar with “On Constructing and Writing a History Argument.” 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 such as grammar, punctuation, and sentence structure, but also general clarity and organization. Research papers must be properly documented.

If you need help formulating a thesis statement, about the proper use and formatting of footnotes, or want to ask someone about your written assignment for this or any other history or Canadian Studies class, besides seeking out the guidance of the instructor, the Department of History offers small-group and individual writing support from some of our top graduate students for all students registered in a History class. Canadian Studies students are more than welcome to seek this support. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: [hist.ucalgary.ca](http://hist.ucalgary.ca). Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. 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).

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides

clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

**Safewalk and Campus Security: 403-220-5333**

**Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page 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