Immigrants and Canadian Religions

SMH 6874/3874

Canada is a nation of immigrants, and Canadian religions are the religions of immigrants. The waves of immigrants to Canada will be studied including the 17C French, 18C Irish and Scottish, 19C German, Polish, Jewish, and Ukrainian immigrants; 20C English, Italian, and Portuguese to the more recent Caribbean, Filipino, Chinese, Tamil, Vietnamese, and Korean religionists. The attitudes of Anglo-Canadians will be examined as they progress from Anglo-Celtic Calvinism to Canadian secular multiculturalism.

Source Materials

- Writings of English Canadian Immigrant History (CHA: Canada’s Ethnic Groups, 1997).

bibliography of Canadian Religious History online at web site of Canadian Catholic Historical Association.

Canadian Historical Review, 1919 -
Historical Studies, 1931 - (www.umanitoba.ca/colleges/st_pauls/ccha)
Polyphony (Multicultural History Society of Ontario), 1978 -
Course Outline

1. Introductory Meeting. Religions and Canadian Multiculturalism. New and Old History.
John Biles and Humera Ibrahim, Religion and Public Policy: Immigration, Citizenship, and Multiculturalism,” in Religion and Ethnicity in Canada.

John Dickinson & Brian Young’s A Short History of Quebec.
Martin Pâquet’s “French Canadians” in Magocsi’s Encyclopedia of Canada’s People

Don Akenson’s Small Differences: Irish Catholics and Irish Protestants, 1815-1922
Mark McGowan’s Creating Canadian Historical Memory: The Case of the Famine Migration of 1847 (Canadian Historical Association, 2006)
Brian Clarke. Piety and Nationalism: Lay Voluntary Associations and the Creation of an Irish-Catholic Community in Toronto, 1850-1895

J. M. Bumsted’s The People’s Clearance: Highland Immigration to North America, 1770-1815.

Alan Hayes’s Anglicans in Canada
Neil Semple’s The Lord’s Dominion: The History of Canadian Methodism

6. Driven by Politics or Religion? German Canadians.
Gerhard Bassler’s The German Canadians, 1750-1937: Immigration, Settlement & Culture
Ross Fair. “‘Theirs was a Deeper Purpose’: The Pennsylvania Germans of Ontario and the Craft of the Homemaking Myth,” Canadian Historical Review 87: 4(December 2006), 653-84.
7. Fragmented Identity? Ukrainian Canadians. 

8. Identity Retained or Lost? Polish Canadians. 
Henry Radecki’s *Ethnic Organizational Dynamics: The Polish Group in Canada* 

9. Creating Italian Canadians? John Zucchi’s *Italians in Toronto* 
Jordon Stanger-Ross, “An Inviting Parish: Community without Locality in Postwar Italian Toronto,” *Canadian Historical Review* 87, 3 (September 2006), 381-407, 
Bruno Ramirez’s *Italians in Canada* (CHA: Canada’s Ethnic Groups, 1989). 

James W. St.G. Walker’s *The West Indians in Canada* (CHA: Canada’s Ethnic Groups, 1984) 

Anita Beltran Chen’s “Filipinos” in *Encyclopedia of Canada’s Peoples*.

Norman Buchignani, D. M. Indra, and R Srivastava’s *Continuous Journey: A Social History of South Asians in Canada* 


**Important Information**

**Evaluation:** Class Presentation 30%; Research Essay 40%; Collaborative Recapitulation 30%.

**Research Essay:** A 25-page research essay (12-page for basic degree level students) on an event in Canadian religious history concerning immigrant workers, family life, or a particular immigrant group. Try to include at least one reference from *Polyphony, Canadian Ethnic Studies,* or *Journal of American Ethnic History.* Establish your theme (cf Franca Iacovetta’s *A Nation of Immigrants: Women, Workers, and Communities in Canadian History, 1840s-1960s* on how to do this ), and sprinkle your three points with dates, places, persons, events, and a conclusion. In the *double-spaced* essay, include pagination, indent paragraphs, footnotes, and bibliography. Please indent paragraphs. The term essay is due on the last day of the examination week, i.e. on 18 April 2008.

**Class Presentation:** A ten minute analysis of your theme accompanied by a one-page abstract focussing on (1) the questions which the research paper is investigating and (2) its supporting bibliography (cf below).

**Collaborative Recapitulation:** In a three-page, typed essay, the student reviews the highlights of the course in a comprehensive and objective historical essay which reveals that he/she has entered into the ongoing class dialogue. The essay displays what the student has learned, including a main theme, three points sprinkled with dates, places, persons, and events, and a conclusion. Due on 15 April.

**Class Procedure:** The participant will do the weekly readings, analyze the arguments, and prepare three questions for class discussion. Daily class interventions will be included in the 30% mark for class presentation.

**Preparing the Presentation and Leading a Discussion**

1. Analyze the arguments of the authors, articles, and books you are reading.
2. Identify the main questions they raise and look for discussion.
3. Discuss the arguments which support your theme and points.
4. How do these arguments and themes relate to the ongoing class discussion?
5. Discuss your bibliographical sources.

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