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### Comments on Assignment 1

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- Late assignments
- Write more concisely, avoid repetitions as this is a clear indication of thoughtless writing and no proof reading
- **PROOF READ YOUR WORK.** Lots of silly mistakes could have been easily avoided!
- **DO NOT USE** contractions (e.g. don't, it's, wasn't...) in academic writing!
- Avoid google, **AVOID WIKIPEDIA** in UNIVERSITY ASSIGNMENTS!
- General organization, coherence and consistency, usually OK, especially when you linked the sense of place and identity, the artwork and your region in your discussion
- **Always MAKE LINKS between the different sections**

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### Why is referencing figures, tables and maps important?

- Plagiarism and academic honesty
- To identify the source of the data
  - Trustworthiness of the source
- To allow readers to use or find the data

SO

- Label adequately all figures, maps and tables
- Refer to figures, tables and maps in the text
- **Be more precise:**
  - E.g. Majority of pop. is Aboriginal / In Nunavut, the Aboriginal people account for 85% of the total population (Statistics Canada, 2006 Census).

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- MAPS: Absence of geographical attribute on map, often explained in text, but not on the map
- Boundaries/transition zones: usually guessed!?!
- Boundaries
  - transition zones VS Sharp boundaries
  - WHY? Explain, show you understand what a boundary is...
- Type of regions: Some of you argued with valid and well thought arguments: BRAVO! 

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- Geographical features/attributes: not necessarily the history of the region. Many of you goggled the name of the region and used the first link that contained its history!
- You needed to discuss the geographical attribute
  - E.G. Mining is an important attribute in the Territorial North.
  - This is not enough! Why, how it delimits the region, how does it determine the region's boundaries?
-  • Some of you discussed the sense of place, meaning and identity between the geographical features of your region: BRAVO!

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- Conclusion
  - Weak: no reference to sense of place or the artwork!
- Reference
  - No peer reviewed article....?
- Marks lost for meaningless title (e.g. Assignment 1, etc), and margins !!?
- SOMETHING BASIC: Read the instructions and do what is asked! Some of you forgot to write some sections, even though it was CLEARLY written on the Assignment handout...
- Bravo for some of the beautiful and thoughtful artworks that some of you created!

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If you need to meet with the TAs, they initialled your assignment. Contact them by email to make an appointment:

- Niloofer Alavi: [nalavi050@uottawa.ca](mailto:nalavi050@uottawa.ca)
- Paul Beckwith: [pbeck062@uottawa.ca](mailto:pbeck062@uottawa.ca)
- Sarah Katherine Ploeger: [kploe057@uottawa.ca](mailto:kploe057@uottawa.ca)
- Engenio Landeiro: [eland078@uottawa.ca](mailto:eland078@uottawa.ca)

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### ...CONTINUED Immigration in Canada



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### Canada's history of immigration

- *Early waves of immigration*
- *European immigrants – 'old-timers'*
- *Recent immigration – newcomers*



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## Migration factors

- Push factors
  - Emigration from countries of origin led by restructuring circumstances
  - Economic crisis, war, famine, religious persecution, insufficient land, poverty, natural disasters, political instability...
- Pull factors
  - Factors attracting people into a host country
    - Policies, programs, recruitment campaigns
  - E.g. Sifton's Policy

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## Migration factors

Immigrant group	Time period	Push/pull factors
First wave of people from Asia	15000 BP	-climate change -search for food
Second wave of French and British	16 <sup>th</sup> to 19 <sup>th</sup> centuries	-establishment of colonial outpost -resources (fish, fur)
Eastern Europeans	Late 19 <sup>th</sup> early 20 <sup>th</sup> centuries	-homesteading opportunities in the Canadian West -religious persecution (e.g., Doukhobors)
Newcomers	1967-present	-social, economic, political, environmental factors

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## Canada's immigration policy

- Prior to 1967
  - Restrictive (exclusionary) policy
  - Preference for immigrants from the British Isles and other European countries
  - "racist policies limiting, taxing, or barring migration from non-European countries" (Hoernig and Zhuang, 2006)
- Post 1967
  - Opening of immigration to non-European countries of origin
  - Introduction of an 'objective' points system
  - Lead to an increase in the diversity of immigrants

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## Today's 'objective points' system

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- No exclusion based on country of origin
- New exclusions based on levels of education, profession/occupation (work experience), age, family status...

### **Skilled workers and professionals: Self-assessment test**

- <http://www.cic.gc.ca/english/immigrate/skilled/assess/index.asp>
  - You need 67 points in order to be eligible

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## Immigration classes

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- Family class or family reunification (25%)
- Refugees (15%)
- Economic class (60%)
  - Independent immigrants (skilled workers and professionals)
  - Business immigrants (start a business in Canada)

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## Temporary foreign workers

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- Policy to provide short term solutions to labour shortages in specific sectors of the economy
  - Live-in caregiver (e.g. Filipina women hired mainly by middle-class families)
  - Foreign workers
    - E.g. oil sand workers in Alberta
    - E.g. meat-packers in Manitoba
    - E.g. horticulture and agriculture sectors
  - Foreign students

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## Changing ethnic composition

- In the 2006 Census, 200 ethnic origins were reported
  - Compared with 25 ethnic origins in 1901
- At the time of Confederation, only 1.5% of the Canadian population claimed non-European origin
- 2001: Canadians of non-European origin comprised 20% of the total population

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## Ethnic origins of Canadians

Table 4.12 Ethnic Origins of Canadians

Ethnicity	1996		Ethnicity	2006	
	Number	%		Number	%
Total population	28,528,125	100.0	Total population	31,241,090	100.0
Canadian	8,806,275	30.9	Canadian	10,066,290	32.2
English	6,832,095	23.9	English	6,579,015	21.0
French	5,597,845	19.6	French	4,941,210	15.8
Scottish	4,260,840	14.9	Scottish	4,719,850	15.1
Irish	3,767,610	13.2	Irish	4,354,155	13.9
German	2,757,140	9.7	German	3,179,425	10.2
Italian	1,207,475	4.2	Italian	1,445,335	4.6
Ukrainian	1,026,175	3.6	Chinese	1,316,510	4.3
Chinese	921,585	3.2	North American Indian	1,253,615	4.0
Dutch (Netherlands)	916,215	3.2	Ukrainian	1,209,085	3.9

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## Visible minorities

- Visible minority: "Refers to the visible minority group to which the respondent belongs. The *Employment Equity Act* defines visible minorities as 'persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour'" (2006 Census Dictionary).
- 2006: 5,068,100 individuals belonged to a visible minority or 16.2% of Canada's total population
- Compared with 13.4% in 2001, and 11.2% in 1996
- In 2006, 75.0% of recent immigrants were visible minorities

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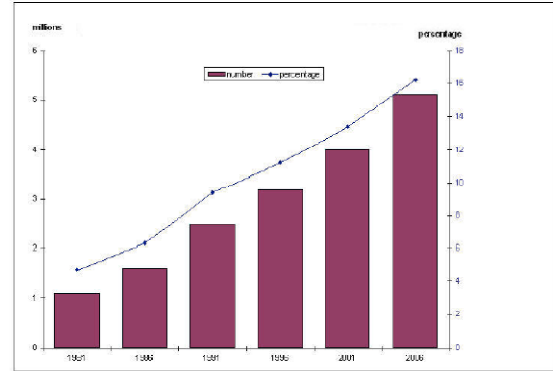
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Figure 1 Number and share of visible minority persons in Canada, 1981 to 2006



Sources: Statistics Canada, censuses of population, 1981 to 2006.

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### Proportion of visible minority groups

- In 2006, South Asians surpassed Chinese as the largest visible minority group
- Chinese and Blacks were the second and third largest visible minority groups, respectively
- But Canada's visible minority population is ethnoculturally diverse

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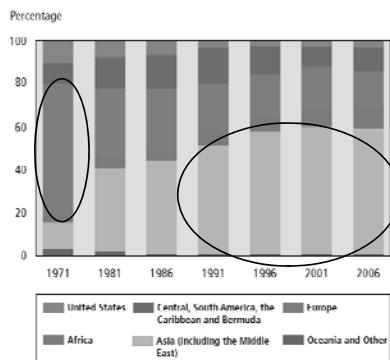
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### Region of Birth of Immigrants to Canada, 1971–2006




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### Immigration by place of birth (%) and period of immigration, 1871-2001

	1871	1901-1911	1961-1970	1971-1980	1981-1990	1991-2001
Europe	88.9	65.5	69.0	35.8	25.7	19.0
United States	10.9	31.8	6.4	7.4	4.9	9.7
Asia		2.3	12.3	33.0	46.9	39.7
Africa			3.3	5.8	5.9	7.6
Caribbean and Bermuda			5.7	9.6	6.6	4.5
Central and South America			2.2	6.8	9.7	5.6
Other	0.2	0.4	1.2	1.5	0.9	0.9

Sources: G.J. Matthews and R. Morrow, *Canada and the World: An Atlas Resource* (Scarborough: Prentice-Hall, 1995: 13); Statistics Canada Cat. no. 93F0020XCB.

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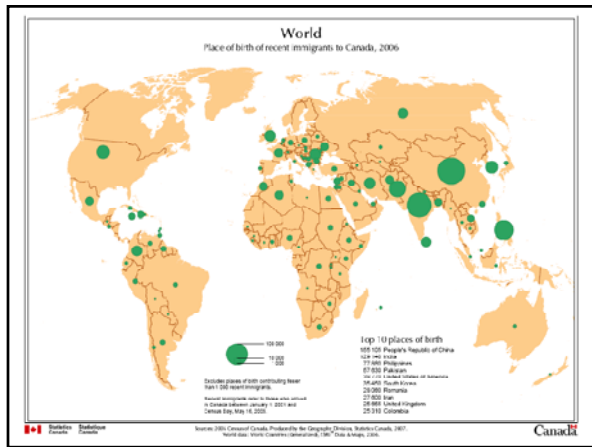
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### Top 10 places of birth, 2001-2006

- 155 105 People's Republic of China
- 129 140 India
- 77 880 Philippines
- 57 630 Pakistan
- 38 770 United States of America
- 35 450 South Korea
- 28 080 Romania
- 27 600 Iran
- 25 655 United Kingdom
- 25 310 Colombia

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## Larger CMAs

- Montreal, Toronto and Vancouver (MTV)
  - Home to 62.9% of total foreign-born population
  - In contrast to 27.1% of the Canadian-born population
- Canada's 3 largest CMAs (MTV) received 69% of all new immigrants
- In 2006, 45.7% of Toronto's population was foreign-born.
  - The world's highest rate, ahead of major gateway cities in the US, Australia, and Europe
  - Vancouver: 39.6% of the population was foreign-born
  - Montreal: 20.6% of the population was foreign-born

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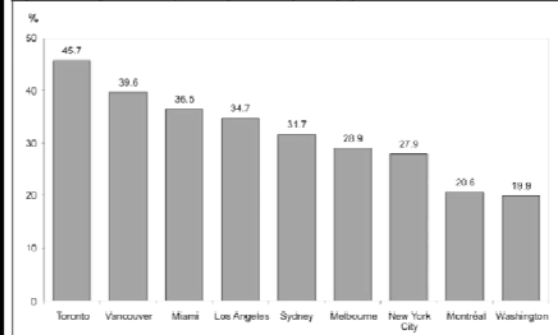
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Figure 4 Foreign-born as a percentage of metropolitan population, 2006



Note: The data from the United States is from 2005.  
Sources: Statistics Canada, 2006 Census; Australian Bureau of Statistics, 2006 Census; U.S. Census Bureau, 2005 American Community Survey.

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## Smaller CMAs gain popularity

- 28.3% newcomers resided in a CMA other than MTV
- 16.6% went to six medium-sized CMAs
  - Calgary, Ottawa-Gatineau, Edmonton, Winnipeg, Hamilton, and London (ON)

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## Review for the midterm exam

- On Thursday March 3rd, in class, 1 – 2:20 pm
- Duration: 1 hour and 20 minutes

➤ Please, post your questions on the course website

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## Format

- A mix of questions
  - One map of Canada                      4 Definitions (choice of 6)
  - 6 fill in the blanks                      3 Short answers (choice of 5)
  - 10 Multiple choice questions      3 bonus questions
- Read questions carefully before answering. For the definitions and short answer responses, marks will be influenced by degree of organization, clarity of expression, and use of examples where applicable.

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## Some study hints

- Use your own class notes
- Review Bone and other readings, especially the major concepts and key ideas of the readings as well as the most important demographic trends
- UNDERSTANDING is better than memorizing
- Understand the major demographic trends
  - E.g. Canada is an urban country; just over 80% of Canada's population lives in the cities
  - E.g. In Canada, the Allophones (20%) will probably outnumber the Francophones (22%) soon
- Understand the key maps – WHERE?
- Use the Power Point presentations to help you identify key concepts and ideas

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## Overview of the course (so far)

- Part 1: Regions of Canada
  - Regional geography and the concept of regions
  - Canada's historical geography and territorial expansion
  - Canada's physical geography
  - Regional tensions: Canada's four faultlines
  - Canada's linguistic geography and linguistic minority issues
  - Canada's demographic and population trends (the Census)
  - Aboriginal people in Canada
- Part 2: Canada's urban Geography
  - The Canadian cities and their suburbs
  - Immigration and ethnic diversity

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## Regional geography and the concept of regions

- Regions
  - Physical or human/cultural characteristics
  - Uniform vs. functional regions
  - Sense of place
- Canada's major geographic regions
  - Robert Bone's six regions
  - The Nine Nations of North America (Garreau), Can. Nordicity (Hamelin)
- The idea of regionalism
- Core/periphery model and heartland/hinterland



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## Canada's historical geography

- Early waves to the Americas
  - Possible migration routes
  - Paleo-Indians, Paleo-Eskimo
  - Culture regions and language families of Aboriginal peoples
- Colonization of North America
  - Early British and French expeditions
  - Colonization and the exploitation of natural resources
  - New immigration waves to the Second World War
- Canada's territorial expansion and the staple thesis

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## Canada's physical geography

- Why is Canada's physical geography so essential to understand its regional geography?
- What are some impacts of Canada's physical geography on human activity?



The Atlas of Canada

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## Regional tensions: Canada's four faultlines

- Outline the character of the four faultlines
- Link these faultlines to Canada's regions and its identity
- The centralist/decentralist faultline
  - Economic and political power struggles
  - The idea of regionalism
  - The Canadian state and federalism
    - Distribution of powers
    - Responsibilities of each level of government
    - Benefits and costs of a federal system

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- Aboriginal/non Aboriginal faultline
  - Sources
  - The Indian Act
- Immigration faultline
  - Sources of the faultline
  - Canada a country of immigration
- French/English faultline

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### Canada's linguistic geography

- Official languages
- Mother tongue
- Portrait of Canada's linguistic geography
  - Where are the Francophones, Anglophones, Allophones and people speaking Aboriginal languages?
  - How many are they?
- Factors contributing to the community vitality of ethnolinguistic minority groups
  - Structural - objective
  - Subjective

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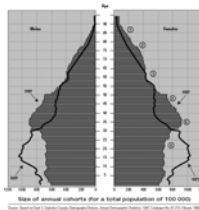
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### Canada's demographic and population trends

- Examine the major demographic trends and patterns and their implications for Canada and its regions
  - Components of population change
  - Population pyramids
  - Boom, bust, and echo
- Population distribution
- The Canadian census
  - Major components and tools
  - Long vs short questionnaire
- Changing trends
  - Aging society and its implications
  - Changing family structures




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## Aboriginal presence and population

- The legacy of colonialism in relation to the current issues relating to Aboriginal peoples
- Definitions for identifying Aboriginal people
- Profile of the Aboriginal population
  - Geographic distribution
  - Demographic and socio-economic characteristics
  - Major phases for the Aboriginal people in Canada
  - Aboriginal presence in the cities

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## Methodological tools

- Spatial thinking
- Mapping
  - Why maps?
  - Major components of maps
  - Different types of maps
- Plagiarism
- Referencing



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## Canadian cities

- Epochs of urban development in Canada
- Urbanization and urban growth
  - A highly urbanized nation
  - The increased significance of CMAs
  - Metropolitan attraction
- Urban restructuring
  - From rural to urban to suburban
  - Suburbanization and its challenges (+ / -)
  - Gentrification
  - Growing ethnic diversity



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## Immigration and ethnic diversity

- The history and significance of immigration in the making of the Canadian nation
  - Early waves of immigration
  - European immigrants – ‘old-timers’
  - Recent immigration – newcomers
- Canadian policy of immigration
  - Immigration policies (pre-/post-1967)
  - The ‘objective’ points system
  - Immigration classes (or categories)
- Demographic significance of Canada’s immigrant population

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## Midterm exam: Office hours

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- Laurie Guimond
    - Monday February 28, 1:30-3:30 pm
- Please, post your questions on the course website

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## Monday March 7

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Assignment 2 handed out

DUE Thursday March 24th

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