



Canadian Heritage  
Multiculturalism

Patrimoine canadien  
Multiculturalisme

# **EXECUTIVE SUMMARY AND ANALYSIS**

# **ANNOTATED BIBLIOGRAPHY OF CANADIAN THESES AND DISSERTATIONS ON DIVERSITY (1980-2001)**

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## EXECUTIVE SUMMARY AND ANALYSIS

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### SCOPE

This annotated bibliography contains over 1500 theses and dissertations on diversity completed at Canadian universities since 1980. Particular emphasis was placed on ethnocultural, racial, religious, linguistic, and immigrant diversity while theses on sexual orientation, gender, Aboriginal status and ability were included when they intersected with aforementioned identity markers. Theses incorporated into this database are products of a diverse range of disciplines including, but not limited to, education, literature, religion, anthropology, psychology, linguistics, history, sociology, nursing, sciences, social work, geography, women studies, political science and Canadian studies.<sup>1</sup>

### BACKGROUND

In the past twenty years the demography of Canada has changed dramatically. As Canada becomes a more diverse and multicultural nation, issues regarding ethnocultural, racial, religious, linguistic and sexual identities are becoming increasingly significant for academic researchers, policy makers and Canadian citizens in general.

Canadians are engaging in critical discussions on race, culture, and sexuality and, in particular, the manner in which they contribute to individual and collective identity and the manner in which they engage with the broader sociocultural landscape. Whether these discussions occur in the public sphere or academe, there is a need to rethink constructs such as culture, race, ethnicity, and identity as complex, fluid, and heterogeneous rather than static, bounded, or homogeneous.

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<sup>1</sup> Despite efforts to include theses and dissertations from a variety of disciplines, regions, and topics, this bibliography is by no means exhaustive. If you are aware of a thesis or dissertation that falls within the parameters of this project, please forward the bibliographic information and abstract to [Humera\\_Ibrahim@pch.gc.ca](mailto:Humera_Ibrahim@pch.gc.ca).

Discussions and debates on social justice issues such as racism, hate, discrimination, equality, exclusion, and representation have become increasingly important and complex. There is increasing recognition that equity needs to be examined at every level and within every institution in the social, political, cultural and economic spheres of life. Moreover, questions of full participation and substantive citizenship have become more critical.

In an effort to address concerns regarding equality, access, and representation in institutions such as education, employment, media, social services, and health governments of all levels have responded with policies, legislation and community support. For example, the federal government introduced a federal multiculturalism policy in 1971, followed by the *Employment Equity Act* (1986) and the *Multiculturalism Act* (1988), the creation of the Canadian Race Relations Foundation and the involvement of Canada in the World Conference Against Racism, Xenophobia, and Related Forms of Intolerance held in South Africa in August 2001.

Not surprisingly, these debates and discussions are reflected in current graduate research in Canada. There is a marked and increasing presence of graduate research undertaken in Canada on immigration, integration, multicultural education, social justice, racism, hate and discrimination, particularly in the past 10 years. This is not only reflected in the recent theses but also in the creation of several new institutes in Canadian universities on immigration and refugees, religion, women studies, queer studies, geographical area studies and disability. There has also been the emergence of interdisciplinary federally funded research networks, such as the Metropolis Project. An international policy-research project and network, Metropolis supports and encourages graduate research and policy development on immigration, integration and diversity.

Despite efforts by academics, non-governmental organizations and governments to adequately address issues related to diversity, identity, civic participation and social justice, gaps remain. Therefore, it is important that Canadian researchers and policy makers reflect on past experiences, successes and failures, in the areas of diversity, equality, and combating intolerance in the past twenty years in order to address gaps in research and policy. This compilation of theses and dissertations on diversity is an important tool for researchers, policy

makers, community organizations, and other stakeholders in the growing field of diversity studies and policy development. As a research and policy tool, this bibliography is an easily searchable resource of current research, an indication of the future of academic research in diversity, and a means to gauge strengths and weaknesses in current Canadian research.

## **METHODOLOGY**

In order to compile the optimum amount of dissertations and theses the *Dissertation Abstracts International Database* and the *Canadian Theses Service* at the National Library of Canada were consulted. These databases were searched using three different keyword categories: 1) Broad thematic keywords such as multicultural, ethnic, immigrant, race/racism/racial, and ethnocultural; 2) Issue based keywords such as citizenship, redress, civic participation, discrimination, intermarriage, etc. and; 3) Specific community keywords such as Black, Muslim, Chinese, Sikh, Hindu, Hutterites, Hungarian, Italians, Ukrainians, etc.

All relevant dissertations and theses were entered into a reference manager database (Endnote) including data on author, title, date, university, type of degree, page length, abstract, and supervisor when available. Finally, all dissertations and theses were coded using a list keywords included in Appendix A. Keywords include different ethnocultural communities; provinces; disciplines; identity markers such as race, disability and gender; and broader themes such as discrimination, racism, identity, immigration, multiculturalism, policy, education, employment, language, health, justice, housing, sports and leisure.

## **HOW TO USE THE DATABASE**

Researchers can search this database a number of ways including: 1) author; 2) date; 3) university; 4) keyword; 5) supervisor (when available the supervisor's name was entered in the "author address" field) and; 6) any word found in all of the fields including title, keyword and abstract. The database allows researchers to conduct keyword searches based on different issues, communities, regions and disciplines. For example, a researcher could execute a search on theses on multicultural education completed at Dalhousie University. Once the search is complete, the database can generate a bibliography specifically on this search in a word processor file.

## **A NOTE ON THESES IN FRENCH**

Approximately 100 theses and dissertations written in French were found during this initial search. Clearly, this does not represent accurately the amount of graduate research in French completed in Canada today. Whereas the *Dissertation Abstracts International Database* appears to have a limited number of theses in French, a more comprehensive search of the *Canadian Theses Service* at the National Library of Canada using French keywords would likely yield a more representational bibliography. Therefore, a more focused search of available databases for theses and dissertations written in French is required. In order to view the French theses and dissertations that are included in this bibliography search “Français” under keywords.

## **MAJOR TRENDS**

### ***1. Regional Variations***

Most of the graduate research in each region of the country and at each university is quite diverse, representing the full range of disciplines, areas of study, and ethnocultural communities. Nevertheless, certain trends and pockets of specialization were apparent.<sup>2</sup>

Nearly 200 of the theses are associated with one of three universities in British Columbia (University of Victoria, University of British Columbia, Simon Fraser University). In British Columbia, there appears to be a significant amount of graduate research focused on government and education policies on multiculturalism and anti-racism. For example, there are a number of theses on multicultural and anti-racism policy and curriculum in schools (Joshee 1995, Gartland 1990, Quiring 1996, Shiu 1998, Greenlaw 1994) as well as theses on federal immigration and multicultural policy (Purewal 1993, Day 1998, Puttagunta 1998). Specific ethnocultural communities that tended to dominate graduate research in B.C. are the Japanese, Chinese, and South Asian communities. Notably, research on the former two communities tended to focus on education and integration issues, while research on the Japanese community focused on issues of memory and identity (Ayukawa 1990 & 1997, Camelon 1996, Quirt 2000, Iwama 1998, McAllister 1993). Surprisingly, no theses on Doukhobors or Chinese head tax were completed at universities in British Columbia.

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<sup>2</sup> Refer to Appendix B for complete list of universities in the bibliography and number of theses per institution.

In Alberta, the majority of the approximately 200 theses included come from either the University of Alberta or the University of Calgary with a nominal amount from the University of Lethbridge. Most striking about the dissertations from Alberta are the number on ethnocultural communities with longer histories in Canada such as the Ukrainians Polish, Dutch, Hutterites, and Mennonites (Hanchuk 1990, Marechko 1992, Rauser 1991, Plokhii 1996, Laing 1989, Dobson 1992). There is also a great deal of research on communities characterized by more recent arrival to Alberta such as the Chinese, Vietnamese, and South Asian communities. Similar to graduate research throughout the county, education and integration are important themes in graduate research in Alberta. However, there is also a fair amount of research on themes such as sport and leisure (Dallaire 1999, Taylor L.K. 1998, Keating 1998, Wells 1994 Chamberlain 1983) and religion (Nicolai 1998, Taranger 1996, Munn Gafuik 1996, Robertson 1994, Stefaniuk 1993, Grandin 1991, Miller 1991, Reshef 1990, Fahlman 1984) that distinguishes graduate research in Alberta from the rest of the country.

There were approximately 100 theses out of Saskatchewan and Manitoba, 80 of which are from the University of Manitoba. At the University of Manitoba there appears to be a strong concern with access and use of social services (Kler 1995, Kent 1999, Wang H. 1999, Stelzer 1993, Nyman 1992, Nyman 1992) and education. Some themes of note are studies on Japanese communities in Manitoba and, in particular, around the resettlement of Japanese to the area during World War II (Nunoda 1991, Dion, 1991, Suzuki 1995, Kang 1996) and research on Mennonite communities, specifically those communities that immigrated to Manitoba from Latin America (Thiessen 1997, Loepky 1990, Loewen 1990, Redekop 1992). Of the fewer than 25 theses from Saskatchewan universities, the majority focused predominantly on education issues. It is important to note that because theses on Aboriginal communities fell outside the scope of this particular bibliography, the actual amount of graduate research on diversity completed in the prairie provinces is underrepresented. A bibliography on graduate research in Canada on Aboriginal communities and issues would easily equal or surpass the size of this bibliography.

Over 700 of the theses came from one of the thirteen universities in Ontario captured in this database (University of Ottawa, Carleton University, University of Toronto, York University, University of Waterloo, University of Western Ontario, Queen's University, Wilfred Laurier University, University of Windsor, McMaster University, Lakehead University, Laurentian University, and Trent University). Nearly 300 of these come from the University of Toronto, 130 from York University, and over 70 each from Carleton University and Queen's University. Due to the amount of theses from Ontario, it was difficult to find specific trends in the research, however, some themes were evident at university and municipal levels. For example, there is a vast amount of research at the University of Toronto on race and racism, particularly in the field of anti-racist and multicultural education (Li 1996, Taylor 1997, Karumanchery 1992, Phillion 1999, McCurdy-Fagan 1998, Anthony 1998). At Queen's University there are several theses on psychology such as those that examined stress among immigrants (Dona 1990, Nolte 1993, Cook 1989, Almyroudis 1991, Ataca 1998). The University of Western Ontario had a strong emphasis on psychology (Gliksman 1981, Zebian 1996, Vidal 1999, Ho 1999) and demography (Khondakar 1981, Loaiza 1989, Halli 1984). While the history of ethnocultural communities was generally undeveloped, there were several theses completed at Carleton University that explored historical aspects of diversity, three of which were on the Japanese (Ide 1998, McAllister, 2000, Nishiguchi 1993). Ethnocultural communities researched at Ontario universities included the Blacks, Chinese, Italian, South Asian, and Somali.

There are approximately 240 theses from five Québec universities (Université de Montréal, McGill University, Concordia University, Université du Québec, and Université Laval), of these 100 were in French. Clearly, this is not an adequate reflection of the amount of graduate research ongoing in Québec. Of those theses included in the database, the majority were from McGill University (90), Concordia University (60) and Université Laval (50). Despite the underrepresentation of theses in French, preliminary findings indicate that immigration, integration and education are important areas of focus in Québec. Many of the specific ethnocultural communities researched in theses in Québec, particular those completed in French, are often on recent immigrants from the la francophonie, such as Haiti, Lebanon, and several countries from North Africa and Southeast Asia (Benoi 1998, Charland 1999, Gilmore 1998, Girouard 2000, Fournier 1998, Khem Tran 1999, Landry 1995, Sayegh 1993, Younes

1988). There is also a significant amount of research on Latin American immigrant communities (Gagnon 1993, Dias 1995, Proulx-Desrosiers 1996, Sanchez Balbuena 1996, Veilleux 1997) and on the Jewish community in Montréal (Gutstadt 1996, Siboni Corcos 1995, Broh 1996, Herbert 1994, Olazabal 1999, Shatenstein 1992, Segal 1991).

There are approximately 70 theses coming from universities in Nova Scotia, New Brunswick and Newfoundland and Labrador (Dalhousie University, Saint Mary's University, Acadia University, University of New Brunswick, Université de Moncton, Memorial University) with the majority coming from Dalhousie University. There is a substantial amount of research on Black Nova Scotians, particularly with a focus on women's issues and education (Hay 1997, Lumsden 1997, Taylor C.S. 1996, Mortley 1995, Lennox 1990). There is only one thesis on the Buddhist church in Halifax (Eldershaw 1994). Five out of the nine theses from Memorial University in Newfoundland and Labrador are on local Chinese communities with a particular emphasis on Chinese folk traditions (Liu 1991, Thomson 1991, Zhu 1991). There are no graduate theses included from the University of PEI, nor are there any theses on diversity in PEI completed at other universities. There are only two theses in the entire database that examine diversity issues in the North (Roy-Nicklen 1986, Hulan, 1996).

## ***2. Institutions and Disciplinary Fields of Inquiry***

This annotated bibliography clearly demonstrates that graduate research on diversity is a prominent and topical concern in a wide range of disciplines and areas of specialization, from the representation of ethnicity in Canadian literature to different approaches to teaching ESL/FSL in classrooms. While there is a great variation in graduate research, some sectors are better represented than others. For example, institutions such as education and health are well represented in the literature, institutions such as justice, media, cultural industries and employment are less developed. Similarly, disciplinary fields of inquiry such as psychology, identity, and integration are well developed, whereas history, policy research, civic and political participation need a great deal more attention. It is important to note that these areas rarely stood alone and often overlapped with other areas of specialization.

Over 450 of the theses in this bibliography are concerned with multicultural and anti-racist education. Within this area, issues researched range from ESL/FSL teaching techniques,



English or French immersion, the creation and implementation of representational curriculum, anti-racism, education attainment for immigrants and other minority groups, adult education, and integration. The majority of education research is concentrated on the classroom either in terms of classroom dynamics, curriculum, or teacher training. For example, there are several studies on multicultural and anti-racist curriculum (Connors-Stack 1995, Beaubier 1996, McCurdy-Fagan 1998, Matsubara 1996, Arthur 1997), ESL/FSL issues (Taylor, L.K. 1997k, Zhu, Z. 1996, Nguyen, Q.T. 1997, Dagenais 1995), psychological stress in the classroom for new immigrants (McClelland 1995, Masgoret 1997), and teacher training (Morrison 1994, Takahashi 1997, Adeodu 1997, Seevaratnam, 1994). In comparison to classroom-focused research, there seems to be less research on provincial educational policy (with the exception of curriculum) and public education. There is also a fairly well developed body of research emerging on international students (Tu 1992, Song 1995, Owen 1997, Isaya 1995) and heritage languages (Chow 1983, Xiao 1992, Mitsopoulos 1989). Research in education often overlaps with other academic fields such as psychology, immigration, and gender studies.

There was a surprising amount of research on diversity in the health sector. There were over 140 theses that dealt with health issues, many of which overlapped with psychology. Research on health issues tended to focus on community specific concerns of access to health care institutions and culturally sensitive care. There were several theses that examined elder care in specific ethnocultural communities, particularly the Chinese, Japanese and Indo-Canadian populations (Brotman 2000, Koehn 1999, Matsuoka 1991, Bowman 1997) and on infant care and nutrition (Richardson 1984, Douglas 1996, Edwards 1995). Notably, all five theses on Hutterite communities dealt specifically with health concerns (Gushuliak 1990, Jefferies 1996, Phillips 1992, Brunt 1989, Laing 1989). There were only two theses that deal specifically with discrimination or intolerance in the health system, one on Chinese immigrant women (Wang 1998) and one on Afro-Caribbean women (Noel 1996).

Perhaps most surprising was the paucity of less than 100 theses on employment issues. Of these approximately one quarter of these deal with racism and discrimination in the workforce, over 10 are on domestic workers and domestic worker policy, 10 are on accreditation issues, 15 are on employment equity, and 20 on immigrant integration into the workforce.

Despite a strong presence in the public sphere and in the media, there is very little graduate research on justice issues. Of the 50 theses on justice issues there were only 12 that dealt with hate and bias activity (mostly from a legal perspective), 15 on policing issues, 10 on family violence, and a handful on redress and reconciliation.

One area of research that was particularly underdeveloped was civic and political participation. There are only 13 theses that examined the participation and involvement of community organizations in Canadian society. Three of these examined the development of Black civic and political activism in Canada (Etoroma 1993, Bertley 1980, Stamadianos 1994). There were approximately 15 theses that examined the participation of ethnocultural communities in Canadian politics (Chui 1996, Soberman 1995, La Rocque 1998, Kilpatrick 1995).

The amount of theses on media is also surprisingly low. There are approximately 30 theses on media, most of which focus on the representation of ethnocultural and racial minorities in media (Matthews 1992, Karim 1997, Hadlaw 1996). A handful are on media produced specifically by and for ethnocultural communities (Herbert 1994, Ahmed 1997, Jolicoeur 1995).

Over 250 theses included in this bibliography examine the expression, representation and formation of identity in several different ethnocultural communities in Canada. Many of the theses on identity were also in conjunction with other issues such as integration, education, gender and psychology. In the case of education, there were several theses that examined the link between ethnicity, identity, and the maintenance of heritage languages (Baggio 1984, Mota 1998, Nygren-Junkin 1997, Okuno 1993). There are also more than 30 theses on the links between ethnic identity and cultural industries such literature written by members of ethnocultural communities, performances of music and dance, and film (Browning-Leveque 1992, Lau 1991, Cherwick 1999, Waxer 1991, Sebryk 1995, Glynn 1993). Of interest, ethnocultural communities that dominated the research linking cultural industries with identity are the Ukrainians, Italians, Jamaican, and Trinidadian (Gallaughier 1991, Butska 1994, Canton 1997). There were also a few theses that examined broader issues of race,

multiculturalism, immigration, and identity in the cultural industries (Hulan 1996, Pegley 1999, Hughes 1997, Daynard 1997). Very few of these theses examined the intersections of identity with the small exception of those that looked at gender and ethnicity, gender and race, and ethnicity and religion (Gorber 1999, Sasvari 1995, Train 1995). There were surprisingly few theses on the role of family and marriage in identity (Hunjan 1997, Cogan 1999, Amanor-Boadu 1996, Ben Zeev 1998).

Nearly 200 of the theses were either completed in the field of psychology or related disciplines. Within this broad field of psychology there were several sub-specialities including: mental health and illness, stress, identity formation, acculturation, family, marriage and adoption. Perhaps the most striking trend in research in psychology was the emphasis on recent immigrant communities as opposed to more established ethnocultural communities. In fact, a great deal of the research focused on stress and coping strategies in the integration process for recent immigrant communities (Sands 1995, Sidhu 1990, Migliore 1991, Lin 1991). Although there is extensive research on stress and integration there is comparatively little research on mental illness and studies on torture survivors with a few notable exceptions (Nyman, 1992, Sands, 1995, Mpumlwana 1991, Guerino, 1991). Unlike other disciplines that research diversity issues that focus on the individual, classroom, or community, psychology often examines these issues in context of the family (Pal 1995, Loh 1990, Rosen 1987). Out of the 12 theses on adoption 7 focused on the psychological implications on Romanian children adopted into Canadian families (Brenneis 1993, Thompson 2000, McMullan 1993).

Approximately 150 theses are on policy related issues, not including those theses that examine education and curriculum policy. One third of the theses examined immigration policy, including specific issues such as domestic workers (Cunningham 1991, Daenzer 1991, Schechter 1998), refugees (Dumas 1995, Campbell 1998, Lippert 1998, Mangat 1995) and the history of immigration policies (Kristmanson 1999, Wong 1981, Suyama 1994, Garcea 1994, Spencer 1994, Zhang 1990). Theses on multiculturalism policy predominately examined the impact and effect of a federal policy (Jaworsky 1980, Gabriel 1998), the history of the policy (Joshee 1995, Biles 1997, Cairone 1996), and how the policy manifests itself in other federal policies such as film and cultural industry (Daynard 1997, Druik 1999, Bali 1997). Notably there appears to very little research on employment equity policy (Brennan 1998, Adkins

1999, Gorber 1999). There were very few theses that examined policies on diversity in the health system (Green 1999, Ning 1993, Porter 1996). There was only two theses on female genital mutilation (FGM)/female circumcision (Shermarke 1996, Clarke 1995).

### ***3. Ethnocultural Community***

While many of the concerns and issues researched in one community were researched in all – community specific themes are apparent in the literature in this bibliography. There were very few studies that did community comparisons. There were over 300 theses on race and 200 theses on religion and ethnicity respectively with 100 of these overlapping.

There are over 160 theses that focused on Chinese Canadians. This makes the Chinese community the most studied of all ethnocultural communities included in this bibliography. Of these 160 theses, the majority focused on education issues, particularly on ESL (Ma 1991, Zhu 1996, Young 1997). There is also a substantial amount of graduate research on Chinese communities use and need of the health system, notably the services available for elder care (Li 1990, Yuet 1997, MacKinnon 1993). Very little research on the history of the Chinese in Canada, including issues such as head tax or Chinese labourers on the railroad has been undertaken so far. There was also very little research on concerns with employment or discrimination.

Following the Chinese, the next largest bodies of research are on the South Asian and Black communities. Much of the 80 theses on the South Asian community focused on ethnicity and identity issues, with several on the intersections between ethnicity and gender (Mann 1998, Seyan 1998, Sidhu 2000, Dhiman 1997). Of these theses on ethnicity and gender, a few are on marriage and intermarriage (Tee 1997, Puri 1999, Mann 1998, Cayer 1996).

Of the 80 theses on Blacks in Canada, 20 were on the Black communities in Nova Scotia, 30 examined the intersection of gender with Black identity, 30 are from University of Toronto, and 25 were on education related issues. One major gap in the research on Black communities is employment. There are only 5 theses on employment issues and 4 of these focus specifically on gender issues (Scott 1994, Uneke 1994, Mendoza 1990, Plaza 1996, Thompson 1986).

Studies on the Italians (50 theses), Japanese (50 theses), Ukrainians (30 theses), Greeks (20 theses), and Portuguese (16) communities tended to focus on identity issues. Specifically, studies on Italian communities focused on ethnic identity and history, particularly in the context of Ontario cities (Petkovic 1992, Carlson Cumbo 1996, Di Giacomo 1982, Gerretsen 1993). As mentioned earlier, there was a significant amount of research on history, memory and identity within Japanese communities (Ide 1998, Kang 1996, Oikawa 1999, Iwama 1998 Hemmings 1990). Studies on the Ukrainians focused on religion (Marechko 1992, Matiasz 1994) and cultural industry (Boulter 1990, Glynn 1993, Cherwick 1999, Granger 1996). 7 of the 16 theses on the Portuguese are on education issues (Nunes 1999, Mota 1998, Bell 1992).

Of the 46 theses on Latin American communities the majority focused on integration into education, health, and employment. Most of these focused on the Chilean and El Salvadorian communities. There are also several interesting theses on Latin American Mennonites in Manitoba. While there seems to be well-developed body of research on Mennonites, there is very little work on the Hutterites and Doukhobours.

There is surprisingly little work done on Arab or Middle Eastern communities. Of the less than 30, there are a few on gender specific concerns (Sharir 1996, Relja 1995 Collins 1996, Belfry 1997), two on employment (Suyyagh 1995, Al Hihi 1997), and a few on education (Fawcett-Frain 1989, Iya 1996, Fahlman 1984). 6 are specifically on the Lebanese community (Sayegh 1993, Kastoun 2000, Fahlman 1984).

## **CONCLUSION**

There is an extensive breadth in graduate research on diversity that covers various ethnocultural communities, disciplines, areas of specialization and institutions produced at Canadian universities. While each region of the country produces a wide range of research from education to health, trends and pockets of specialization are apparent. Research on education, language, identity, and psychology are well developed throughout Canada with only a few exceptions. For example, there is little research on identity at the universities in Saskatchewan and little research on psychology at Atlantic universities. However, research

on policy, media, employment, justice, civic and political participation, cultural industries, and histories of ethnocultural communities in Canada is sporadic at best and absent at worst.

Research on specific ethnocultural communities is largely dependent on where these communities are more established. For example, studies of Black Canadians are predominantly undertaken at Ontario or Atlantic universities, whereas studies on Haitians are in Quebec, and Mennonites in Manitoba. Some exceptions are studies on the Chinese or various South Asian communities that tend to appear throughout the different regions.

Universities in B.C., Alberta, Manitoba, Ontario and Quebec are all active in graduate research on diversity. However, it appears resources and institutional development may be required to help develop the research base in Saskatchewan, the Atlantic (particularly PEI where no theses were found) and the North. A national network that encourages and supports research on diversity issues (broadly defined) at the graduate level, with particular attention to Saskatchewan, the Atlantic and the North would be useful.

## APPENDIX A: KEYWORDS

Aboriginal  
Accreditation  
Acculturation  
Adoption  
African  
Age  
Alberta  
Algeria  
Amish  
Anglophones  
Anthropology  
Anti-Racism  
Arab  
Architecture  
Armenians  
Art  
Art History  
Ashanti  
Asia  
Australia

B.C.  
Baha'i  
Bamako  
Bangladeshi  
Bermuda  
Bilingualism  
Black  
Black Nova Scotian  
Bosnian  
Brazil  
British  
Broadcasting  
Buddhist  
Burundian  
Business

Calvinists  
Cambodian  
Cameroon  
Caribbean  
Census  
Charter

Children  
Chilean  
Chinese  
Christian  
Citizenship  
Civic Participation  
Civil Society  
Class  
Communications  
Criminology  
Croatia  
Cultural Industry

Dance  
Danish  
Demography  
Diaspora  
Disability  
Discrimination  
Diversity  
Domestic Workers  
Doukhobors  
Dutch

East Asian  
Economics  
Education  
El Salvador  
Elderly  
Employment  
Employment Equity  
Environment  
Eritrean  
ESL  
Estonian  
Ethiopians  
Ethnic Media  
Ethnicity  
Ethnocultural

Family  
Family Violence

Federal Policy	International Comparison
FGM	International Students
Filipinos	Internment
Film	Intersections
Finland	Iranian
Folk	Irish
Food	Islam
Français	Israeli
Francophones	Italians
French	
FSL	Jamaican
	Japanese
Gaelic	Jewish
Gender	Justice
Geography	
German	Korean
Ghana	Kurds
Globalization	
Greek	Labour
Guatemalan	Language
Gujarti	Laotian
Guyanese	Latin America
	Latvia
Haitian	Law
Hate	Lebanese
Headtax	Libya
Health	Linguistics
Heritage Languages	Literature
Hijab	Lutheran
Hip Hop	
Hindi	Macedonian
Hindu	Malayalee
History	Mali
Housing	Maltese
Human Rights	Manitoba
Hungarian	Marriage
Hutterites	Mauritian
	Media
Iceland	Mennonites
Identity	Methodist
Immigration	Methodology
India	Metis
Indonesia	Metropolis
Integration	Mexican
Intercultural	Middle East
Intermarriage	Military



Mixed Race	RCMP
Monuments	Redress and Reconciliation
Mormons	Refugees
Morocco	Religion
Multiculturalism	Representation
Multiculturalism Fellowships	Roma
Museums	Romanian
Music	Rural
	Russian
Nation	
Native	Saskatchewan
New Brunswick	Senegalese
Newfoundland and Labrador	Serbs
Nigerian	Sexual Orientation
North	Sexuality
Norway	Sicilian
Nova Scotia	Sikh
Nursing	Social Cohesion
	Social Justice
Ontario	Social Work
	Sociology
Pakistani	Somali
Parks	South Africa
Performance	South Asian
Persian	Southeast Asia
P.E.I.	Space
Philosophy	Spaniards
Pluralism	Sports and Leisure
Police	Sri Lanka
Policy	State
Polish	Stereotypes
Political Participation	Swedes
Political Science	Syrian
Politics	
Portuguese	Taiwanese
Postcolonialism	Tamils
Poverty	Thailand
Psychology	Theatre
Public Administration	Theology
Public Opinion	Tibetan
Punjabi	Tourism
	Torture
Quebec	Trinidad and Tobago
	Tunisia
Race	Turkish
Racism	

Ukrainian  
Urban Planning  
Urdu

Veterans  
Vietnamese  
Visible Minority  
Volunteerism

War Brides  
War Trauma

Youth  
Yugoslavia

**APPENDIX B: LIST OF UNIVERSITIES**

<b>UNIVERSITY</b>	<b>NUMBER OF THESES AND DISSERTATIONS</b>
University of Victoria	32
University of British Columbia	72
Simon Fraser University	72
Trinity Western University	2
University of Calgary	72
University of Lethbridge	4
University of Alberta	131
University of Regina	14
University of Saskatchewan	9
University of Manitoba	81
University of Ottawa/Université d'Ottawa	48
Carleton University	77
University of Toronto	297
York University	133
University of Waterloo	13
University of Western Ontario	36
Queen's University	65
Royal Roads University	2
Wilfred Laurier University	20
University of Windsor	19
McMaster University	12
University of Guelph	34
Lakehead University	3
Laurentian University	3
Trent University	8
McGill University	87
Concordia University	59
Université de Montréal	28
Université du Québec	9
Université Laval	48
Dalhousie University	27
Saint Mary's University	7
University of New Brunswick	12
Université de Moncton	1
Acadia University	3
Memorial University	9

## APPENDIX C: REFERENCES CITED IN EXECUTIVE SUMMARY AND ANALYSIS

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