

GENERAL ELECTIVE

Fall 2010
AHSS 2350

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Course Title:	AHSS 2350 - Canadian Immigration & Identity
Pre-requisites:	N/A
Co-requisites:	N/A
Credits:	0.50
Course Website (If applicable):	N/A
Method of Delivery:	Lecture

Office Hour:	4:00-5:00 pm
Lectures/Tutorials:	5:15-7:55 pm
Location:	GH 124

Calendar Description:

This course examines the historical movement of peoples into Canada since the late eighteenth century. Attempting to explore modern Canadian identity and notions of hybrid and hyphenated identity, the course will focus on the arrival and settlement of a range of different nationalities and ethnic groups in Canada.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Understand and employ critically the concepts of diaspora, ethnicity, and identity.
2. Understand the movement of peoples into Canada, and situate that movement into its correct periodisation.
3. Debate critically multiculturalism within Canada from an historical perspective.

Learning Resources

Required Textbook(s):

Title: *Strangers at Our Gates: Canadian Immigration and Immigration Policy, 1540-2006*

Author: Valerie Knowles

Edition: 2007

Publisher: Dundurn Press

***ISBN:** 978-1-55002-698-6

Title: *An Unstoppable Force: The Scottish Exodus to Canada*

Author: Lucille H. Campey

Edition: 2008

Publisher: Dundurn Press

***ISBN:** 978-1-55002-811-9

Title: *The Blacks in Canada*

Author: Robin Winks

Edition: 1997

AVAILABLE ONLINE

Supplementary Text/ Other:

JOURNALS (available online)

BC Studies

Canadian Historical Review

Journal of Canadian Studies

Course Schedule

TOPICS AND READINGS

Required Readings:

Sept. 13: Canada and the Multicultural Project

Knowles, *Strangers at Our Gates*, 11-47

Sept. 20: Eighteenth Century Migrations

Knowles, *Strangers at Our Gates*, 48-83

Sept. 27: Diasporas and Emigration

Knowles, *Strangers at Our Gates*, 84-104

Oct. 4: Nineteenth Century European Settlements in Canada

Knowles, *Strangers at Our Gates*, 105-126

RESEARCH PROPOSAL IS DUE

Monday, October 11

• Holiday --No Classes Scheduled

Oct. 18: African-American Migration and Settlement

FILM: *Breaking the Ice, The Story of Mary Ann Shadd*. Dir. Sylvia Sweeney (1999)

Robin Winks, *The Blacks in Canada* 2nd edn (McGill-Queen's UP, 1997), 142-177 (**available online, check PRIMO**)

Oct. 25: Life and Labour: Immigrant Experiences in the Nineteenth Century

David Goutor, “Constructing the ‘Great Menace’: Canadian Labour’s Opposition to Asian Immigration, 1880-1914,” *Canadian Historical Review* 88, 4 (2007): 549-576 (**available online, check PRIMO**)

BOOK REVIEW IS DUE

Nov. 1: Canada as Haven: World War I and II

FILM: *Freedom Had a Price*. Dir. NFB (1994)

Knowles, *Strangers at Our Gates*, 127-154

Nov. 8: Twentieth Century Migration and Settlement (I): Eastern and Southern Europeans

Knowles, *Strangers at Our Gates*, 155-178

Kenneth M. Sylvester, “Immigrant Parents, Ethnic Children, and Family Formation in the Early Prairie West,” *Canadian Historical Review* 84, 4 (2003): 585-612 (**available online, check PRIMO**)

Nov. 15: Twentieth Century Migration and Settlement (II): Caribbean and South Asian

FILM: *No Time to Stop: Stories of Immigrant and Visible Minority Women*. Dir. NFB (1990)

Hugh Johnston, “Group Identity in an Emigrant Worker Community: The Example of Sikhs in early Twentieth-Century British Columbia” *BC Studies* 148 (2005): 3-23

Agnes Calliste, “Race, Gender and Canadian Immigration Policy: Blacks from the Caribbean, 1900-1932,” *Journal of Canadian Studies* 28, 4 (1994): 131-148

Nov. 22: Immigration Policies and Deportation

Knowles, *Strangers at Our Gates*, 179-220

Dennis G. Molinaro, “‘A Species of Treason?’ Deportation and Nation-Building in the Case of Tomo Čačić, 1931-1934,” *Canadian Historical Review* 91, 1 (2010): 61-85 (**available online, check PRIMO**)

Nov. 29: Twentieth Century Migrations (III): Refugee Settlement and Sojourners

Knowles, *Strangers at Our Gates*, 221-272

Dec. 6: Ethnic Pride: Parades, Carnivals and Cultural Associations in Canada

Jordan Stranger-Ross, “An Inviting Parish: Community without Locality in Postwar Italian Toronto,” *Canadian Historical Review* 87, 3 (2006): 381-407 (**available online, check PRIMO**)

Evaluation and Due Dates

Students will be evaluated in this course through:

1. Research Proposal = 10%
2. Book Review = 15%
3. Reflection/Reaction Paper = 5%
4. Research Paper = 20%
5. Tutorial Participation = 10%
6. Exam = 40%

Paper assignments are due at the beginning of lecture.

1. Research Proposal: Students will choose their final essay based on a weekly reading topic. The proposal will comprise a brief description of the topic, research questions to be answered, and thesis statement. The bibliography will include at least 10 secondary sources. The proposal is to be 2-3 double-spaced pages with a bibliography of 1-2 pages.

Due date: October 4, 2010

2. Book Review: Students will write a book review on *An Unstoppable Force: The Scottish Exodus to Canada*. The book review is to be 1,000 words or 4 double-spaced pages in length. The review will describe the main arguments of the book, analyse the primary and secondary sources used by the author, assess the author's methodology and conclude with a personal assessment of the book.

Guidelines for Book Reviews

- 1) Intent: What are the major objectives (themes/arguments/ideas) of the book?
- 2) Sources: What are the sources used: primary and/or secondary?
- 3) Methodology: a) How do the sources used affect the major themes, arguments, ideas advanced?; b) What techniques (quantitative history, oral history, etc.) does the author use to bring out the most of the sources; c) Was this the most appropriate method?
- 4) Effectiveness: Does the author get his/her themes, arguments, and ideas across successfully?
- 5) Your Informed/Educated Opinion: Why is your response to this book (i.e., the author's themes, arguments, and ideas) positive OR negative?

Due date: October 25, 2010

3. Reflection/Reaction Paper: To encourage you to reflect on what you are learning in the course, you are required to turn in a "personal reaction paper" during the semester. Where interesting or provocative issues are raised, we will share the papers in tutorial. Each paper is to be 1 page in length or 300 words.

Due Date: At your discretion. You must hand in at least 1 before December 6, 2010.

4. Research Paper: The essay will be based on the Research Proposal. Students will write a research paper between 10-12 double-spaced pages (2,000-2,500 words) in length. The essay should aim to be a finished draft. It must include proper citations, see the *Chicago Style Manual*.

Due date: December 6, 2010

Policy for Late Work

- Late assignments will be penalized at a rate of 5% per day and will not be accepted after 1 week past the deadline.
- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

Drop Box Policy

- If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2010-2011 Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are urged to provide meaningful feedback (approximately 20% of the total course evaluation is the standard), prior to the 40th class day. This is the last day that students are permitted to drop classes without incurring any academic penalties.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

http://studentservices.humberc.on.ca/ssd/pnp/fac_resp.htm.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>