



COURSE OUTLINE

HI4680

Topics in the History of Immigration and Ethnic Settlement in Canada

Winter 2010

Mon: 6:00 – 8:50pm, Room B304

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

OFFICE HOURS: M 4-6; T 12-2; W 1-2:30

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UNIVERSITY TRANSFER: UA, UC, UL, AU, AF, CU, KUC

Canada is a nation peopled by immigrants where ethnicity has played and continues to play an important role in the shaping of our society. This course examines the history of immigration and settlement of selected ethnic groups. In particular, the social, economic, and political experience of the Ukrainians will be used as a case study. Topics and themes include rural and urban settlement patterns; life and labour; Canadian nativism; the pressures of assimilation and integration, and the place of multiculturalism in a society that defines itself essentially as bicultural (English and French).

Course Texts:

Valerie Knowles, *Strangers at our Gates: Canadian Immigration and Immigration Policy, 1540-2006* (Revised Edition, Dundurn, 2007)

Blackboard

Blackboard will be used for all assignment submissions. Various materials will be posted here including:

- Course Outline and Assignment File
- Powerpoint Slides from each week
- Links and Tips for Assignments
- Summaries or Review materials

On the GPRC homepage, use the link at the top right. Once you've logged in, you should be able to access the Blackboard site for this course.

ASSIGNMENTS AND EXAMINATIONS:

Class Participation	10%
Assignment #1 (Proposal)	10%
Assignment #1 (Essay)	35%
Assignment #3 (Migration)	15%
Final Exam	30%

GRADING SYSTEM

Policy with respect to grade changes, letter grades and grade point averages can be found in the college calendar. The last day to officially withdraw is November 6.

Alpha Grade	Percentage	4-point Equivalence	Description
A+	90 - 100%	4.0	Outstanding
A	85 - 89%	4.0	Excellent
A-	80 - 84%	3.7	Very Good First Class Standing
B+	77 - 79%	3.3	
B	73 - 76%	3.0	Good
B-	70 - 72%	2.7	
C+	67 - 69%	2.3	Satisfactory
C	63 - 66%	2.0	
C-	60 - 62%	1.7	
D+	55 - 59%	1.3	Poor
D	50 - 54%	1.0	Minimal Pass
F	Below 50%	0.0	Failure
WF		0.0	Fail, Withdrawal after the deadline

DUE DATES

Assignment #1 (Proposal)
Assignment #2 (Essay)
Assignment #3 (Migration)

February 5
March 5
April 2

Note: These due dates are tentative. Students are advised to review their other course schedules and determine when their assignments will be due. The instructor will then consider proposed due dates within two weeks of the above on a case by case basis.

Self-managed extensions: All students will be given five (5) days of extension they may use as they choose for assignments. One assignment may be handed in five days late or one two days late and a second three days late, etc. **Because of this flexibility, requests for extensions on the basis of pressures of workload, will not be considered.**

Assignments are to be submitted via Blackboard before midnight on the due date. Extensions for tests, essays and the document analysis will be made only when students contact the instructor prior to the deadline and present evidence of extenuating circumstances. To encourage promptness and in fairness to those who complete their work on time, late assignments will be reduced 15% for each twenty-four hour period (or part thereof, including weekends and holidays) after the due date. Any essay sent to the mailroom, dropped off at the switchboard, left at my office, or faxed will not be accepted and will not become the responsibility of the instructor.

TENTATIVE SCHEDULE

Note: Assigned readings placed on reserve in the library should be completed prior to the class in which this material becomes the focal point of our discussions.

January 11: Introduction

January 18: Immigration in the Age of Macdonald

- Readings: *Strangers at our Gates*, 68-83
Edward Ffolkes, "The Settler's Life, 1881"
Michael Cottrell, "St. Patrick's Day Parades in Nineteenth-Century Toronto"

January 25: Sifton's Sheepskin Coats

- Readings: *Strangers at our Gates*, 84-104
Jerry Petryshyn, "The Social and Institutional Frontier"
John Lehr, "Peopling the Prairies with Ukrainians"

February 1: Shaping Canadian Society

- Readings: *Strangers at our Gates*, 105-126
Kay Anderson, "Creating Outsiders"
Donald Avery and Peter Neary, "Laurier, Borden and a White British Columbia"

February 5: Assignment #1 (Proposal) Due

February 8: Interning the "Other"

- Readings: *Strangers at our Gates*, 127-137
Donald Avery, "European Immigrant Workers and Labour Protest in Peace and War"
B.S. Kordan, "The Policy and Practice of Canadian Internment: A Comparative Perspective"

February 15: Family Day – No Class

February 22: The Depression Era

- Readings: *Strangers at our Gates*, 137-145
Barbara Roberts, "Shoveling out the Mutinous"

March 1: The Second World War

- Readings: *Strangers at our Gates*, 145-154
Luigi Bruti Liberati "The Internment of Italian Canadians"
J.L.Granatstein and Gregory A. Johnson, "The Evacuation of the Japanese Canadians, 1942: A Realist Critique of the Received Version"

March 5: Assignment #2 (Essay) Due

March 8: Winter Break – No Class

March 15: Cold War Migration

Readings: *Strangers at our Gates*, 155-178
Reg Whitaker, “A Secret Policy, Secretly Administered”

March 17: Last Day to Withdraw without Academic Penalty

March 22: Steps towards Diversity

Readings: *Strangers at our Gates*, 179-198
Martin Pâquet, “Toward a Quebec ministry of Immigration”

March 29: Multiculturalism

Readings: *Strangers at our Gates*, 199-211; 217-220
Yasmeen Abu-Laban, “Multiculturalism and Nation-building”

April 2: Assignment #3 (Migration) Due

April 5: Refugees

Readings: *Strangers at our Gates*, 211-217; 221-246
Peter Showler, “Bridging the Grand Canyon: Deciding Refugee Claims”

April 12: The Present and the Future – Exam Review

Readings: *Strangers at our Gates*, 247-272
John Ibbitson, “Let Sleeping Dogs Lie”

Have a Great Spring/Summer!

CLASS DISCUSSION GUIDELINES

Students will be expected to do all of the assigned readings for the class discussions. Class participation grades are determined by students' willingness to actively engage in these sessions by offering opinions and raising relevant questions. To facilitate these exchanges and to accumulate the essential material, students are encouraged to put together a brief outline of their response to each of the key questions in advance. This preparation will help you understand the course content, the methodology of historical interpretation as well as serve to prepare you for the exams and papers. Occasionally this work will be carried out by small groups of students. Most weeks (not those with exams or essays due) some students will be responsible for presenting a document analysis. Other students will be invited to offer comments and questions.

In order for everyone to have the opportunity to participate, we must strive to create an open, positive, non-threatening atmosphere. Curiosity, honesty, and above all, respect are

characteristics inherent in healthy discourse. Listen actively and speak openly. If you tend to be timid, try to share your thoughts, however uncomfortable this might seem. If you like to talk, be sensitive to the needs and size of the group. Everyone should speak at some point during each discussion. Our culture find periods of silence awkward and unacceptable, but sometimes one simply needs time to think and revise their responses. Raising questions is just as important as providing answers. In fact any response however "wrong" it may seem deserves credit since it takes courage to speak in class and most comments will usually advance the discussion.

A great deal of this class revolves around discussions of contentious issues that often lend themselves to heated debates, subjective interpretations, contested meanings, and emotional responses. It will be perfectly appropriate for us to end our discussions in disagreement. If you feel frustrated and overwhelmed, don't despair. Most questions worth asking have no simple, clear answers.

While derogatory or inflammatory language, harassment, or discriminatory behaviour of any kind will not be tolerated, many students take any negative response, comment or disagreement as a personal insult. What is at issue here are ideas, not people. We all want our views to be accepted or have others marvel at our mental capacities, but it is also human nature to disagree. Alternative perspectives exist on almost any topic and these class discussions will encourage divergent thinking.

EXAM FORMAT

The final exam will integrate material from all parts of the course: lectures, assigned readings and discussions. It will be in multiple sections and provide a choice of question in both the Identify and Explain and Essay styles. Further information will be provided before both exam.

Plagiarism / Academic Dishonesty

All sources used in the preparation of a paper which have been quoted or paraphrased must be footnoted/endnoted. Failure to do so is plagiarism. All papers must be the student's own work. Anything else, whether borrowed, purchased or ghostwritten, is plagiarism. Continual and extensive paraphrasing without quotation marks, even if footnoted/endnoted, is also plagiarism. It has no place whatsoever at any level of college work. Unintentional plagiarism is easy to commit. Some students take massive amounts of notes from research materials and forget to identify those passages they copied or paraphrased. Just remember, it is a simple matter for an instructor to recognize the difference between the writing of an average college history student and that of a published author who spent years researching a topic.

College policy with respect to plagiarism states that: "The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. If you are unsure whether a particular course of action might constitute plagiarism, you are advised to consult with the instructor."