

2011-2012  
Department of History  
HISTORY 27036 (001)



# *The Cultural Mosaic and the Melting Pot*

Thursday 3:30 am - 5:30 pm  
Instructor: Dr. Peter V. Krats  
Telephone: 661-2111 (x84983) / Messages: 661-3645

Location UCC 37  
Office: STH 2123  
e-mail: [pkrats@uwo.ca](mailto:pkrats@uwo.ca)

## **Office Hours / Contacting the Instructor:**

My OFFICE HOURS are Monday 3:0 - 4:00 pm, Tuesday 1:15 - 2:15 pm and Thursday 1:15 - 3:00 pm. I will likely be in other times; feel free to speak with me about appointments. If you "catch" me at my office, I will gladly discuss matters time permitting. I make every effort to respond to e-mails within 24 hours. Be sure to include a clear subject heading - "spam" is filtered. Phone mail messages face a longer "turn-around." Or, speak with me before or after class - I usually have time !!!

## **Course Description & Goals:**

"Illegals", "racial profiling," refugees - newcomers and presumed newcomers to Canada and the U.S.A. regularly draw media and political attention. This course explores immigration to Canada and the United States, assessing the "cultural mosaic" and "melting pot" concepts of immigration in the respective nations. We examine both immigrant and host society expectations, acculturation processes, and state regulation. Questions include: to what extent and why have Canada and the United States sought immigrants? Who came to these nations? Why? What have they experienced? Who was welcomed? If not welcome, when and why? How has immigration shaped the two nations?

## **Course Learning Outcomes:**

- ✓ identify key developments in the history of Canadian and U.S. immigration, including both demographic trends, attitudes toward immigrants and the approach taken toward "ethnicity"
- ✓ recognize both strengths and weaknesses in historical assessment - the utility of "knowing" the past blended with an awareness of subjective and other potential errors
- ✓ summarize and interpret issues coming from lectures in a group-based discussion format
- ✓ show an ability to research both primary and secondary historical sources and to summarize and evaluate ideas in essay form
- ✓ summarize and synthesize course materials within an essay examination
- ✓ begin to recognize the relevance of history in dealing with contemporary immigration and ethnic-identity issues

## Course Notice:

Faculty of Social Science policy on PLAGIARISM is attached. Students violating these guidelines can expect to incur the full weight of the penalties outlined therein. Western uses software for plagiarism checking. Students will be required to submit their written work in electronic form to "Turnitin" for plagiarism checking. If you do not submit your paper to Turnitin on time, the Late essay penalties apply; failure to do so at all means a "zero" on the paper.

**Texts:** As in most History course, I will **not** constantly remind you to read the texts, but failure to do so will leave you without the support of a key information source.

Leonard Dinnerstein and David Reimers *Ethnic Americans: Immigration and American Society*. 5<sup>th</sup> edition, ( New York, Columbia University Press, 2009)  
 Valerie Knowles, *Strangers at Our Gates: Canadian Immigration and Immigration Policy, 1540 - 2007*. rev. ed. (Toronto: Dundurn, 2007)

**Course Requirements:** Students will be evaluated on the following : [[See Detail below](#)]

Class participation <b>detail below</b>	20 %	
Essay proposal / tentative sources	5	Due : <b>Feb. 2, 2012</b> in class
<b>Essay see detail below !!</b>	40	Due : <b>March 15, 2012</b> in class
Essay Turnitin		Due : <b>same day</b>
Final Exam	35	

## Class Participation: (20 %)

History is inherently interpretive, so students should think, not just listen to a litany of "facts." We will break into set groups to discuss issues arising from lectures and reading. After in-group discussion, ideas will be shared with the whole class. Discussions will be evaluated as follows:

Overall quality of shared classroom discussion :	4 %	
<b>Three</b> (3) Individual Website assignments (randomly assigned) :	12 %	[4 % each]
* postings due no later than the Friday of the week assigned		
<b>Five</b> (5) index card "Group comments" handed in intermittently :	4 %	

\*\*\* IF you miss discussions postings you **MUST** contact me **within a week** with a reason - I will consider any reasonable explanation \*\* **the WEEK limit will be applied !!** \*\*

## Essay Proposal (5 %)

**Length** : 2 pages; **Due Date** : see above Proposals lose 10 % per day; at 7 days late they will still be commented upon, but are graded at "zero."

A very brief outline of your **tentative** essay topic. Indicate your line of thought (it is too early for a definitive thesis), and questions you expect to address. Provide a tentative list of at least **six** key secondary sources **and** at least **two (2) PRIMARY** sources that will buttress your arguments.

**Indicate how the paper meets the comparative element of the course and that you understand the nature of a primary source.**

The assignment should be written in proper English and use proper citation techniques. Thus, this task will provide a "trial run" for technical matters; in addition, a topic or thesis unlikely to succeed (too sweeping, too "narrow", too obscure, ....) can thereafter be adjusted to prevent "disaster" on the main paper.

**Course Essay: (40 %)** [Paper + Annotated Bibliography + Primary source comment ]

**\*\*\* The essay must be comparative - considering an immigration topic from both American and Canadian perspectives \*\*\***

**Body of Paper** : **Minimum Eight (8) pages doublespaced** [maximum 10] A good essay presents a thoughtful, well-developed argument supported by sound, well-cited research of both primary and secondary sorts. The "thesis" is the basis of the entire paper. You must make that argument clear from the start of the paper; the remainder of your paper should develop various elements of your thesis, elaborating on it and providing supportive evidence. The combination of analysis and evidence, presented in a well-written and properly formatted manner, should conclude with a succinct but strong conclusion. A conclusion does just that - it concludes - it is not a repetition of your paper.

**Annotated Bibliography** : In brief paragraphs outline the strengths/weaknesses and utility of your secondary sources. **Failure to annotate your bibliography can lower your grade by 10 %**

**Primary Source Discussion** : Two page (max. three) discussion commenting in more detail upon your **primary** sources. This addendum should remark upon the merits of the Primary sources and their overall usefulness for your assignment. If you think that they were weak, you should explain why you chose them as your Primary sources. **Failure to provide a primary source discussion will result in a 10 % grade deduction.**

Remember that your paper is **not "handed in"** until you have **also submitted to Turnitin !**

## Format for Your Essay : [marks will be deducted if format is significantly incorrect]

- ✓ Cover page : Title, Course name & number, your name & student number.
- ✓ **eight [8] pages/ double spaced / regular font / margins** - ie. "Times New Roman" 12 font ; "Arial" 12 font or the equivalent (overly large font penalized.) Margins - 1 inch/2.5 cm sides/top/bottom is appropriate. Leave **only** a double space between paragraphs, not a gap. (Short papers penalized).
- ✓ **PROPER citations** - see the Weldon library website or a guide like Mary Lynn Rampolla. A Pocket Guide to Writing in History if you are uncertain about citation methods for History
- ✓ Bibliography also required
- ✓ **number** your pages // use regular spacing between paragraphs
- ✓ one issue per paragraph
- ✓ indent paragraph beginnings 5 spaces [hit "tab"]
- ✓ underline or italicize book titles, ships' names, magazine or newspaper titles
- ✓ write out numerals to eleven; then use numeral
- ✓ **Block format Long** quotes [single spaced / indented 5 spaces both sides, no quotation marks]
- ✓ avoid contractions, slang — it is an academic paper
- ✓ no need for "headers" in such a short paper
- ✓ NO plastic or other covers on the paper - just a staple left top corner

## Take **TIME** to draft and edit carefully.

- ✓ check for spelling / grammar / sentence / paragraph technique
- ✓ try for clear rather than long, convoluted sentences
- ✓ one issue per paragraph / try for continuity between paragraphs
- ✓ in that vein (not vain) — be careful with colloquialism - this is an academic paper
- ✓ **Get the right word:** than/then; there/their; were/where; lose/loose; border/boarder
- ✓ one "delves" into topics (not "dives") ; one is credible not "creditable"
- ✓ its (that is possessive !!) (No apostrophe) /// be careful with possessives in general
- ✓ instead of the awkward "his/her" try "their" ; possessives and plural - get them right
- ✓ simple is not a synonym for simplistic ; relevant / relative are quite different terms
- ✓ someone.... who did something (not someone that did)
- ✓ bias/biased (the author has a bias / is biased)
- ✓ "like" does not mean "such as" - "like" compares
- ✓ take care with: economic/economical ; compliment/complement ; wary/weary; then/than
- ✓ "this" is linked to a noun [for example, do not just write "there was no evidence of this."]
- ✓ they/them/their - especially when misused as replacing he/him/his or she/her/her
- ✓ avoid misuse of "actual" and "impacted" ; peaked and pique are quite different
- ✓ avoid redundancy
- ✓ avoid "a lot" - use terms like much, abundant, plentiful...
- ✓ "this" and "these" generally need a noun following
- ✓ avoid verbose forms like "of the fact that" — almost always only need "that"
- ✓ avoid cliched "sophistication" like "a plethora" (if it sounds phoney or forced, don't use it)
- ✓ political parties get upper case / political philosophy lower

These issues are NOT dealt with simply by "spellchecking" - consult a dictionary or a writers' guide.

**Good Writing is 1 % Inspiration and 99 % Perspiration !!**

---

**Plagiarism** : Some basic points :

- a) use your own words; make your own arguments.
  - b) IF you use the words, ideas, information of another - you **MUST** provide citations. Exact use of words require quotation marks and a citation. Keep notes and drafts; you must produce them if asked to by the instructor. You must write your assignment in your own words.
  - c) see the University policy on Plagiarism attached to the end of this syllabus
- 

**Final Examination : (35 %)**

- ◆ Two hours // based on **both** lectures and texts - emphasizes broad issues, **not** minutia
  - ◆ **Date** : during the time period set by the University Registrar
  - ◆ There are few secrets to success on an exam. But there are ways to struggle:
    - i. Trying to "catch up" at the last minute only creates substantial stress [I set the exam, not the textbook - going to class is an excellent means of gaining insights into exam issues]
    - ii. Memorizing "all data" is ineffective. History exams assess understanding: do you know why events occurred, what events led up to/ followed from events? Was there continuity and/or change?
- 

Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website: [https://studentservices.uwo.ca/secure/medical\\_document.pdf](https://studentservices.uwo.ca/secure/medical_document.pdf) or be picked up at the Academic Counselling Office in the student's home faculty. ( For Social Science students 2105 SSC.) Further details on this policy can be found at the following website: <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

---

**TENTATIVE Lecture Schedule** : Some topics occupy 2 weeks.

I / Course Settings & Expectations / Mosaics, Melting Pots & Multiculturalism

Read : Dinnerstein & Reimers, 1-3 // Knowles, 9-10.

II / Antecedents : Immigration to the 19th century

Read : Dinnerstein & Reimers, 4-22 // Knowles, 11-48.

III / Unprecedented Surges : 19th century experiences to about 1870

Read : Dinnerstein & Reimers, 23-55 // Knowles, 49-67. [2 weeks]

IV / Wave upon Wave : American Immigration toward the New Century

Read : Dinnerstein & Reimers, 56-88.

V / "Stalwart Peasants" into Canada and the "Last Best West" ?

Read : Knowles, 68-104.

VI / Closing Doors Even Tighter ? 1890s to 1930

Read : Dinnerstein & Reimers, 89-107 // Knowles, 127-142. [2 weeks]

VII / Depression and War reshape Immigration experiences ?

Read : Dinnerstein & Reimers, 107-114 // Knowles, 142-154.

VIII / Postwar Booms : Immigration Needed but not always Wanted

Read : Dinnerstein & Reimers, 115-120 // Knowles, 155-178.

IX / Differing Directions Part 1 : American Immigration from the 1960s

Read : Dinnerstein & Reimers, 121-176.

X / Differing Directions Part 2 : The Points System and Official Multiculturalism

Read : Knowles, 179-246.

XI / Contemporary Immigration / Revisiting Mosaics & Melting Pots / REVIEW

Read : Dinnerstein & Reimers, 177-193 // Knowles, 247-272.

THE UNIVERSITY OF WESTERN ONTARIO  
London Canada  
FACULTY OF SOCIAL SCIENCE

#### PLAGIARISM

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

- A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.  
You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number.  
Method (2) given above is usually preferable for academic essays because it provides the reader with more

information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

- B. In adopting other writer's ideas, you must acknowledge that they are theirs. You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above. Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject. In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Reprinted by permission of the Department of History.  
Adopted by the Council of the Faculty of Social Science, October,  
1970. Revised after consultation with Department of History, August  
13, 1991

### General Information

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

5.

#### TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.
- 5.

#### FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.
- 5.

#### LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

#### SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

#### EXTENDED ABSENCES



If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

## DOCUMENTATION

- . Personal Illness: If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form allowing them to notify Academic Counselling (the form is available in the Academic Counselling Office, 2105). Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
- . If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used. <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
- . In Case of Serious Illness of a Family Member: Obtain a medical certificate from the family member's physician.
- . In Case of a Death: Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
- . For Other Extenuating Circumstances: If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.

## ACADEMIC CONCERNS

- . You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
- . You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- . If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- . If you are registered in Social Science courses but registered in another faculty (e.g. Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.