

2013-2014
Department of History HISTORY 27036 (001)



THE CULTURAL MOSAIC & THE MELTING POT

Thursday 10:30 am - 12:20 pm

Instructor: Dr. Peter V. Krats

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Location: UC 286

Office: Stevenson Hall 2123

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Office Hours / Contacting the Instructor:

My Office Hours are Tuesday 1:30-3:30 pm and Thursday 12:30-2:00 pm. I am in at 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 an effort to respond to e-mails within 24 hours. Be sure to include a clear subject heading. Phone mail messages face a longer "turn-around." Or, speak to me at class - I usually have a few minutes before or after !!!

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 arrived? 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 courses, I will **not** constantly remind you to read the texts; not reading will leave you without the support of key information sources.

Leonard Dinnerstein and David Reimers *Ethnic Americans: Immigration and American Society*. 5th 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: [See Detail below]

Class participation detail below	20 %	
Essay proposal / tentative sources	5	Due : January 30, 2014 in class
Essay see detail below !!	40	Due : March 20, 2014 in class
Essay Turnitin		Due : same day
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 %	
Four (4) Individual Website assignments (randomly assigned) :	12 %	[3 % each]
* postings due no later than the Friday of the week assigned		
Five (5) or more 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 [6]** 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]

Due Date : see above

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

Body of Paper : **Minimum Eight (8) pages double spaced** [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 [ideally active voice]
- ✓ 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 and other 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
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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?
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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 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.
