



**History 3230E Transnational Canada,
1815 to Present
Department of History
University of Western Ontario
Summer Days 2017**



Tentative

Contact / Class Information

Monday-Thurs. 1:30-4:30.

Instructor: Dr. Peter V. Krats

Office hours: see below

Telephone: 661-2111 (X84983)

Lecture room: tba

Office: Stevenson Hall 2123

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Contacting Me:

Office Hours : tba; ask about alternative times. I try to respond to e-mails within 24 hours. Please include a clear subject heading. Phone mail messages face a longer “turn-around.” Or, speak to me at class – I usually have time after.

Course Concept :

Transnational history challenges and complements national history by examining how ideas, peoples, and phenomena transcend national boundaries, as well as play out within national boundaries. Transnational flows influence Canada and Canadians who, in turn, contribute to the manifestation and movement of such currents. Transnational history views national borders as porous and seeks to situate ideas, peoples and events in connected international contexts. Transnational approaches offer new insights into immigration and ethnicity, community development, political constructs, class, economies, technological and scientific change, international relations, and much more.

Examining these connections problematizes the nation as *the* category of analysis and basis of identity. Adopting a transnational approach envisions Canada as a social space linked to broad regional and global networks, where its history “crosses” other histories. In short, transnational history sees the nation as one (key) factor to be studied rather than the subject of study itself. This course, then, blends chronological and thematic approaches to transnational history, linking familiar aspects of Canadian history – the national, regional and local – with broader international influences.

Course Objectives

- develop transnational and comparative approaches to ethnic history
- use a varied analytical framework
- recognize the importance of elements like gender, race, ethnicity, nation, and class
- reconsider “master narratives” of Canadian history by looking from outside as well as inside
- explain patterns of continuity and change
- recognize strengths and weaknesses in historical assessment
- improve ability to assess written historical work and to summarize and evaluate materials
- synthesize issues within an essay examination
- improve communication skills, both written and verbal

Readings : Because of the wide-ranging nature of transnational history and the pace of Summer Days, there is no assigned text. We will rely mainly on electronic sources, mainly via Weldon Library & OWL.

Students with leads will provide (at least 2 classes in advance) one reading for the class. Ideally, search out “e-versions”; or perhaps scan an article as a PDF. The exercise will help ensure that the “lead” has a good grasp of the piece, and provide good experience in finding and assessing historical material.

Course Requirements

Participation	20 %
Seminar Leads [two]	10
Presentation / Paper	10
Essay Proposals [2]	5
First Essay	15
Second Essay	25
Final Exam	15

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Course Requirements [Detail]:

Participation : Students should contribute *regularly and in an informed manner in class*. Overall participation is a vital component of the course grade (20 %).

Seminar Lead (two) [10 %]

Most classes, one or more students will “take the lead,” helping to promote discussion and reporting on “bonus” material [online or provided in class]. Focus on ideas; you need not reiterate the work. It will be your responsibility to play a major role in discussion for said week. To be successful, students may well wish to forewarn (the week before) their classmates of plans, questions and the like — in short, having the “lead” is NOT just being “extra-talkative” once each term. You should hand in a page or two of notes (rough is fine) on your Leads.

First Essay: (15 %) Essays should 8-10 pages

Essay topic must be submitted (1-2 page proposal). For the last class students will provide drafts of their paper for their peers to read / assess. **We** will provide constructive criticisms of the papers in the last class of the term, thus resulting in better papers for all. Draft papers must be available for uploading online in sufficient time to allow your classmates to read the papers. [precise date tba] Good copy will be due about a week later – more specific dates tba. Papers should meet high standards of research and presentation and, of course, be original work.

Second Essay: (25 %) Essays should 12-15 pages

Essay topic must be submitted (1-2 page proposal). For the last class students will provide drafts of their paper for their peers to read / assess. **We** will provide constructive criticisms of the papers in the last class of the term, thus resulting in better papers for all. Draft papers must be available for uploading online in sufficient time to allow your classmates to read the papers. [date tba] Good copy due by final exam.

Final Examination: (15 %) There will be an exam at the end of the course. It will deal exclusively with BIG issues, not the minutia inevitably acquired during the course. Indeed, it will in all likelihood be “open book” or perhaps “take home” thus emphasizing thinking rather than regurgitation.

Class Themes : The following is a **very** tentative outline of course themes – a full syllabus will be available at the beginning of the course.

FIRST TAKES : Considering the 19th Century Transnationally

CLASS 1: WHAT IS TRANSNATIONAL HISTORY ? FIRST THOUGHTS

CLASSES 2 & 3: BEFORE 1810: Indigeneity & Settler Society from Transnational Perspectives

CLASSES 4 & 5: REIMAGINING FORMS : Empire → Colonies → State Building

CLASSES 6 & 7: TRANSNATIONALISM FROM ABOVE & BELOW : Social Class

CLASSES 8 & 9: POLITICS, IDEOLOGY AND POWER : Comparing National Histories Transnationally

CLASSES 10 & 11: DEFINING IDENTITIES : Migration / Racialized Identities / Ethnicity / Gender

CLASS 12: WRITING WORKSHOP/STUDENT PRESENTATIONS – TAKE ONE

SECOND LOOKS : Transnational vs. National Contexts : the Long 20th Century

CLASSES 13 & 14: NATIONAL IDENTITIES TORN ? : Borders and Border Crossings -- spiritual, ideological, attitudinal, physical & popular

CLASSES 15 & 16: SHARED EXPERIENCES ? : Transnational Indigeneity, Ethnicity, Norths & Gender

CLASSES 17 & 18 : CULTURES & CONSUMPTION – Canadian or Imitations ?

CLASSES 19 & 20: CROSSING & RE-CROSSING BORDERS : “Modernizations” Shared / Imposed

CLASSES 21 & 22: (Inter)national identities ? inferiorities ?

CLASSES 23: FLUID IDENTITIES AND GLOBAL VILLAGES : Transnational Canada “today”

CLASS 24: WRITING WORKSHOP / STUDENT PRESENTATIONS / ENDINGS