

HISTORY 2703F (001) [2017-18]

Immigration, Ethnicity, and Nationality in Canada and the United States: Histories of Inclusion & Exclusion

[TENTATIVE]



Tuesday 4:30 - 6:30 pm

Instructor: Dr. Peter V. Krats

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Location: tba

Office: Stevenson Hall 2123

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Office Hours / Contacting Me :

My Office Hours tba; feel free to ask 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." Better yet, speak to me at class !!

Course Description & Goals:

Illegals", "racial profiling," refugees – newcomers and presumed newcomers to Canada and the U.S.A. regularly draw media and political attention. Immigration transformed and continues to transform North American societies. This course begins with a very brief discussion of Indigenous-Settler society exchange, recognizing that immigrants wrought many changes to already populated lands. It then examines why immigrants came to North America, political debates and decisions relating to immigration, the reception given immigrants, and the ways in which immigrants adapted to and changed each nation. We assess the "cultural mosaic" and "melting pot" concepts, examining both immigrant and host society expectations, acculturation processes, and state regulation. Questions include: to what extent and why have Canada and the U.S. sought immigrants ? Who arrived ? Why ? What did they experience ? Who was welcomed ? If not welcome, when and why? How, in short, 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
 - ✓ see history's relevance in dealing with contemporary immigration and ethnic-identity issues
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Tentative 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	20 %	
Pre-1900 Primary Document Analysis	5	Due : tba
Essay proposal / sources	10	Due : tba
Essay see detail below !!	40	Due : tba
Final Exam	25	

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 Sunday noon of the week assigned		
Weekly Group comments sheets handed in at the end of class discussion :	4 %	

*** IF you miss discussions postings you MUST contact me – I will consider any reasonable explanation **

Pre-1900 Primary Documents Analysis (5 %)

Length : 2-3 pages; Due Date : tba. Papers 10 % per day; at 7 days late they will still be commented upon, but are graded at "zero."

Primary sources are valuable yet challenging elements in Historical research. Students will briefly compare the strengths and weaknesses of one "Canadian" and one American primary document – look for two very short items (collections of documents and/or the Internet are useful sites.) The assignment should be written in proper English with proper citation techniques.

Essay Proposal (10 %)

Length : 1-2 pages; Due Date : tba. 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 questions you are considering about your topic (it is too early for a definitive thesis). Provide a tentative list of at least **six [6]** key secondary sources and at least two (2) **PRIMARY** sources that seem promising. Discuss how these sources **show potential as useful sources**. Also be sure to indicate how the paper meets the **comparative element** of the course.

The assignment should be written in proper English and use proper citation techniques. Thus, this task provides 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] Due Date : tba.

*** The essay must study a topic from both American & 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. 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 – do not repeat your paper.

Annotated Bibliography : Provide brief comments outlining the strengths/weaknesses and utility of your sources. [immediately after each bibliographic entry] **Failure to annotate your bibliography can lower your grade by 10 %**

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 (**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; **please DO paginate**
- ✓ 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
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Final Examination : (30 %)

- ◆ 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?

TENTATIVE Lecture Schedule :

- 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 ? 1914-1930
Read : Dinnerstein & Reimers, 89-107 // Knowles, 127-142.
- 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.