



**History 3230E Transnational Canada,
1815 to Present
Department of History
University of Western Ontario
2017 - 2018
Tentative**



Contact / Class Information

Monday 11:30-2:30.

Instructor: Dr. Peter V. Krats
Office hours: see below
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Lecture room: tba

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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

Texts/Readings :

Because of the wide-ranging nature of transnational history, there will likely be no assigned text. We will rely mainly on electronic sources, mainly via Weldon Library & OWL.

Course Requirements [tentative – dependent upon size of class]

Participation [including 2 “leads”]	25 %
Focussed Presentations/Papers [two: each 2-3 pp]	15
Cultural Document Analysis / Presentation [2 pp]	10
First Essay [8 pp; max 10]	15
Second Essay [12 pp; max 14]	25
Final Exam	10

Notice: The Dean has exempted this course from Senate regulation (2016 04) which reads: “At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus.” See the full text at:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

Course Requirements In More Detail:

Please Inquire if you have ANY concerns or questions about expectations – much better to know in advance than find out the bad news after the fact !

Participation: (25 %)

Students should contribute regularly and in an informed manner in class. Overall participation is a vital component of the course grade. Merely attending is not participation; nor is spending most of your time connecting with your laptop, tablet or phone.

Seminar Lead (once each term) : 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 Class. To be successful, students may well wish to forewarn (the Class 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. Due Date: two classes after presented.

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.

Focussed Presentations/Papers : [two each 7.5 %]

Students will present TWO (2) brief discussions of a more “focused” element of transnational history. It could be borderlands studies related; or linking the histories of cities in various nations; or institutional linkages across borders (and so on). The goal is to offer some historical information about that issue that does not readily “fit” into the broader transnational historical “narrative”, and ideally insights into the opportunities and challenges of using a less “macro” approach. A brief paper version is due the week after class, allowing modifications based on reactions when you present. These reports will be distributed through both terms, hoping aligning chronologically and thematically with content and student interests.

Cultural Document Analysis / Presentation [10 %]

Each student will briefly report on a cultural product as a source for transnational analysis – what can fiction, film, radio, TV, songs, advertising illustrations (and so on) tell us about shared historical experiences (or perhaps their absence?). In a few minutes (15 maximum), students should discuss how their selection informs us about “Transnational Canadian history.” You might also remark on the challenges of using such sources]. A minimal (2 page) outline of your thoughts is due a week after your presentation, thus allowing some “editing” given in class reactions. These reports will be spread through the class, hoping aligning chronologically and thematically with course content.

First Term Essay: (15 %) Essays should 8 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 the end of Christmas exams – more specific dates tba. Papers should meet high standards of research and presentation and, of course, be original work.

Second Term Essay: (25 %) Essays should 12 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 mid-April – more specific dates tba.

NOTE on essays – Good copies of the papers will be due by last day of Christmas exams and by mid-April – more specific date tba. Final papers are expected to meet high standards of research and presentation and (it really need not be said) be original work. Please respect the lengths – I don’t

want to penalize for brevity, but I also want quality not quantity, so try not to write much past the expectations.

Final Examination: (10 %)

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