

HISTORY 2703F (001) [2017-18]  
**Immigration, Ethnicity, and Nationality in  
Canada and the United States:  
Histories of Inclusion & Exclusion**



**Time :** Tuesday 4:30 - 6:30 pm

Instructor: Dr. Peter V. Krats

**Location :** SSC 2020

Office: Stevenson Hall

2123

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**Office Hours / Contacting Me :**

My Office Hours Tues 2:30 - 4:15, Wednesday 5:00- 6:00 [there may be additional hours added]; 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

### 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*. 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) .

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### Course Requirements: [See Detail below]

Class participation		20 %	
Pre-1900 Primary Document Analysis	5	Due : Sept. 26, 2017	
Essay proposal / sources		10	Due : October 24, 2017
Essay <b>see detail below !!</b>		40	Due : November 21, 2017
Final Exam		25	

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**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**

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**Pre-1900 Primary Documents Analysis (5 %)** Due : Sept. 26, 2017

**Length** : 2-3 pages; Late Papers lose 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.

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**Essay Proposal (10 %)** Due October 24, 2017

**Length** : 1-2 pages; Late 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.

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**Course Essay: (40 %)** [Paper // Annotated Bibliography ] **Due Date** : November 21, 2017

Late papers lose 10 % first day; 5 % per day thereafter. Papers more than 10 days late no accepted.

**\* 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 clichéd “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 : (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 ? Was there continuity and/or change?

**TENTATIVE Lecture Schedule** : [Fall reading week interrupts the course]

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.



## ADDITIONAL STATEMENTS

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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.

## **Medical Issues:**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)