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Course Title: AHSS 2350 - Immigration & Identity in Canada
Pre-requisites: N/A
Co-requisites: N/A
Credits: 0.50
Method of Delivery: Lecture
Office Hour: Fridays, 11:30-12:30 pm
Lectures/Tutorials: Fridays, 12:40-3:20 pm
Location: GH 124

Calendar Description:
The history of Canada is of many nations. As one of the most popular destinations on earth for emigrants seeking a new life, or in search of economic opportunity, often fleeing political distress, or just wanting to join family and friends, Canada’s history is of many ethnicities. This course will explore the historical origins of hybrid, hyphenated, and multi-ethnic identity by examining the timing and extent of immigration into Canada since the late eighteenth century.

Course Learning Outcomes:
On completion of this course the student will be able to:

1. Understand and employ critically the concepts of diaspora, ethnicity, and identity.
2. Understand the movement of peoples into Canada, and situate that movement into its correct periodisation.
3. Debate critically multiculturalism within Canada from an historical perspective.
Learning Resources

Required Textbooks:

**Title:** Strangers at Our Gates: Canadian Immigration and Immigration Policy, 1540-2006  
**Author:** Valerie Knowles  
**Year:** 2007  
**Publisher:** Dundurn Press  
**ISBN:** 978-1-55002-698-6  
Available in Humber College Bookstore for purchase or as an E-book: ARES Course Reserves

**Title:** Imperial Immigrants: Scottish Settlers in the Upper Ottawa Valley, 1815-1840  
**Author:** Michael E. Vance  
**Year:** 2012  
**Publisher:** Dundurn Press  
**ISBN:** 978-1-55488-756-9  
Available in Humber College Bookstore for purchase

**Title:** To the Ends of the Earth, Scotland's Global Diaspora, 1750-2010  
**Author:** Tom M. Devine  
**Year:** 2012  
**Publisher:** Penguin  
E-chapters available: ARES Course Reserves

E-JOURNALS (see ARES Course Reserves)

*BC Studies*  
*British Journal of Canadian Studies*  
*Canadian Historical Review*  
*Journal of Canadian Studies*

TOPICS AND READINGS

Required Readings:

**Jan. 11: Introduction**  
Knowles, *Strangers at Our Gates*, 9-47

**Jan. 18: Eighteenth Century Migrations**  
Devine, *To the Ends of the Earth*, 149-172 (ARES)

Knowles, *Strangers at Our Gates*, 48-67

**Jan. 25: Diaspora, Ethnicity, Identity, and Migration**  
Devine, *To the Ends of the Earth*, 173-187 (ARES)

Knowles, *Strangers at Our Gates*, 68-83

RESEARCH PROPOSAL IS DUE IN LECTURE

**Feb. 1: Nineteenth Century European Settlements in Canada**  
Knowles, *Strangers at Our Gates*, 84-126
Film: *Famine and Shipwreck, an Irish Odyssey* (Montreal: Galafilm, 2011)

Feb. 8: Farmers, Labourers, and Unions: Immigrant Experiences in Canada  
**FILM: As Friend and Foe.** Dir. NFB (1980)  

Knowles, *Strangers at Our Gates*, 127-154

Feb. 15: Canada as Haven: World War I and II  
**FILM: Freedom Had a Price.** Dir. NFB (1994)  
Knowles, *Strangers at Our Gates*, 155-178

Feb. 22: READING WEEK

Mar. 1: Eastern and Southern European Migrations and Settlement in Canada  
Knowles, *Strangers at Our Gates*, 179-198

**BOOK REVIEW IS DUE IN LECTURE**

Mar. 8: Caribbean and South Asian Migrations and Settlement in Canada  
**FILM: Passage From India.** Dir. Scattering of Seeds (1998)  


Knowles, *Strangers at Our Gates*, 199-246

Mar. 22: Multiculturalism and the Federal Project  
**FILM: No Time to Stop: Stories of Immigrant and Visible Minority Women.** Dir. NFB (1990)  

Knowles, *Strangers at Our Gates*, 247-272  
**RESEARCH PAPER IS DUE IN LECTURE**

Apr. 5: Ethnic Pride: Parades, Carnivals and Cultural Associations in Canada  
**POTLUCK EVENT (in class): Fall 2012 and Winter 2013 Students**

**Evaluation and Due Dates**

Students will be evaluated in this course through:
1. Research Proposal = 10%
2. Book Report = 15%
3. Reflection/Reaction Paper = 5%
4. Research Paper = 20%
5. Tutorial Participation = 10%
6. Final Exam = 40%

1. Research Proposal: Students will choose their final essay based on a weekly reading topic. The proposal will comprise a brief description of the topic, research questions to be answered, and thesis statement. The bibliography will include at least 10 secondary sources. The proposal is to be 2-3 double-spaced pages with a bibliography of 1-2 pages.

**Due date: January 25, 2013**

2. Book Report: Students will write a book report on *Imperial Immigrants: Scottish Settlers in the Upper Ottawa Valley, 1815-1840*. The book review is to be 1,000 words in length. The review will describe the main arguments and theme(s) of the book, discuss primary and secondary sources used by author, analyse how the author examines immigration and identity in Canada, and conclude with a personal assessment of the book.

**Due date: March 1, 2013**

3. Reflection/Reaction Paper: To encourage you to reflect on what you are learning in the course, you are required to turn in a “personal reaction paper” during the semester. Where interesting or provocative issues are raised, we will share the papers in tutorial. The paper is to be 1 page in length or 300 words.

**Due Date: At your discretion. You must hand it in before April 5, 2013.**

4. Research Paper: The essay will be based on the Research Proposal. Students will write a research paper between 2,000-2,500 words (or 8-10 pages) in length. The essay should aim to be a finished draft. It must include a thesis statement and proper citations.

**Due date: March 22, 2013**

5. Tutorial participation: Attendance and discussion in class on weekly readings.

6. Final Exam: TBA

**Policy for Late Work**
- Late assignments will be penalized at a rate of 5% per day and will not be accepted after 1 week past the deadline.
- An assignment due date can only be extended and a missed mid-term can only be made-up at the discretion of the instructor with submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

**Drop Box Policy**
- If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.
Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2012-2013 Academic Calendar at: http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading—an indication of the standard achieved—to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or
laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

**Missed Final Exams / Deferred Privileges**

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of medical, psychological or compassionate consideration. Please see your Admission and Program advisor for details.

**Accommodation Procedures**

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "SSD Memo to Faculty".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: [http://studentservices.humberc.on.ca/ssl/pnp/fac_resp.htm](http://studentservices.humberc.on.ca/ssl/pnp/fac_resp.htm).

It is the student’s responsibility to be familiar with the University’s policies and Academic Regulations. These policies can be found at: [http://www.guelphhumber.ca/cstudents/policies/index.shtml](http://www.guelphhumber.ca/cstudents/policies/index.shtml)