

Conrad Grebel University College
University of Waterloo
HIST 351 – Canada: The Immigrant Experience
Fall 2019

Class Time: Tuesdays & Thursdays, 1:00-2:20 pm

Location: Room 1302, Conrad Grebel University College

Instructor: Dr. Marlene Epp, (Marlene, or Prof. Epp, or Dr. Epp)

Office Hours: after class, or by appointment

Office Location: Room 4205, Conrad Grebel University College

Phone: 519-885-0220 x24257

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Course Description:

Immigrants and immigration have always been central to Canadians' perceptions of themselves as a country and as a society. This course will examine the immigrant experience and Canada's changing policies and attitudes toward immigration and immigrants in the past and present.

This course will take a thematic and chronological approach to exploring and understanding the history of immigrants and immigration in Canada. Themes to be covered include: early migrations; settlement of the west; racism and exclusion in immigration policy; gendered aspects of migration; immigrant workers; refugee movements; deportation and enemy aliens; policy and practice of multiculturalism. The format of the class will include lectures, films, discussions, guests, and opportunities as they arise. Class assignments will be geared towards developing student research, reading, writing, and thinking skills.

Learning Objectives:

- To gain appreciation and understanding of the history of Canada as 'a nation of immigrants'.
- To develop skills at analyzing the connections between past and present.
- To learn to position individual / personal history in the context of national history.
- To develop awareness of contemporary questions relating to multiculturalism and immigration.
- To practise skills of reading & interpretation, and research & writing in the field of history.

Territorial Acknowledgement:

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

Textbooks:

(Books are available in the University of Waterloo bookstore)

Marlene Epp and Franca Iacovetta, eds. *Sisters or Strangers? Immigrant, Ethnic, and Racialized Women in Canadian History*. University of Toronto Press, second edition, 2016.

Other readings on Reserve as indicated in course schedule.

These two books will be on Reserve in Milton Good Library at Conrad Grebel. They both offer broad surveys of Canadian immigration history. They are not required reading.

Valerie Knowles. *Canadian Immigration and Immigration Policy, 1540-2015*. Dundurn Press, 2016.

Ninette Kelley and Michael Trebilcock, *The Making of the Mosaic: A History of Canadian Immigration Policy*. University of Toronto Press, 2010.

Grading Scale:

Assigned Letter Grades	Percentage Range	Average Calculation Values
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
D+	57-59	58
D	53-56	55
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

Course Schedule:		
Week	Topic & Assessments	Readings, etc.
1, Sept. 5	Introduction: Who is an immigrant to Canada?	
2, Sept. 10 & 12	Early migration: Irish, Loyalists, Blacks, and others Film: <i>Death or Canada</i> (2008)	Epp & Iacovetta, <i>Sisters or Strangers? Immigrant, Ethnic, and Racialized Women in Canadian History (hereafter SorS)</i> , Part Four: Labouring Domestics and Canadian Constraints
3, Sept. 17 & 19	Early Migration cont'd. Quiz #1 September 19 *** September 24: Need to finalize choice of assignment Option 1 or 2	<i>SorS</i> , Part One: Race, Crime, and Justice
4, Sept. 24 & 26	Settling the West	<i>SorS</i> Part Three: Letters and Tales of Settlement and Longing; <i>SorS</i> , Part Five: Constructing Symbols and Bodies
5, Oct. 1 & 3	Exclusion and Discrimination Film: <i>In the Shadow of Gold Mountain</i> (2004)	<i>SorS</i> , Part Two: The Making of White Settler Societies Anthony B. Chan, "Bachelor Workers," in <i>Nation of Immigrants</i> , E-reserve in Learn
6, Oct. 8 & 10	Issues of Redress Quiz #2 October 10	Jodi Giesbrecht & Travis Tomchuk, <i>Redress Movements in Canada</i> , E-reserve in Learn
Oct. 15 & 17	Reading Week: No Class	

Course Schedule:		
Week	Topic & Assessments	Readings, etc.
7, Oct. 22 & 24	Pre- and Post-World War Two Immigration Oct. 22: Guest speaker, Mike Molloy, research professor at Carleton U, and long time expert in immigration and refugee affairs for the Canadian govt.	<i>SorS</i> , Part Eight: History, Identity, and Belonging
8, Oct. 29 & 31	Interlude Oct. 29: Postwar migration cont'd. Project check-in Oct. 31: Guests: First Person immigrant voices from Project Ploughshares	No readings
9, Nov. 5 & 7	Immigration policy in the 1960s and onwards	<i>SorS</i> , Part Six: Activists and Political Subjects
10, Nov. 12 & 14	Refugee immigrants of the 1970s and onwards Film or guests TBA	<i>SorS</i> , Part Nine: Trauma, Violence, and Memory
11, Nov. 19 & 21	Building a Multicultural Canada Quiz #3 November 19	<i>SorS</i> , Part Seven: Food, Family, and Culture

Course Schedule:		
Week	Topic & Assessments	Readings, etc.
12, Nov. 26 & 28	<p>Summary & Presentations December 3: Last class, TBA</p> <p>Essay due December 4: <i>Option 1, Immigrant Interview and Story</i></p> <p>Essay due December 4: <i>Option 2, Story of your family's immigrant experience</i></p> <p>Submit to Dropbox in Learn by 11:30 p.m.</p>	

Course Requirements:

Immigrant Experience Essay – Two options 35%

(you must decide which option you will do by **Sept. 24**; a sign-up sheet will be circulated)

Option 1 – Immigrant Interview and Story (**due Dec. 4**); detail at end of syllabus.

OR

Option 2 – Story of your family's immigrant experience (**due Dec. 4**); detail at end of syllabus.

You must also do a 10-minute in-class oral presentation on your essay (both Option 1 and 2)

Tests & Exam

Quizzes 3 x 5% = 15%

There will be 3 quizzes on in-class content: lectures, films, etc. (not readings). The format will be multiple choice, fill-in-the-blank, matching, or short definition. The purpose of these is to help you retain material covered in class.

Quizzes will be on these dates: **Sept. 19, Oct. 10, Nov. 19**

No make-up of quizzes without UW Verification of Illness form or special prior arrangement with me.

Take Home Exam 25%

An essay style written exam that will allow you to summarize and integrate learning from the entire semester of class. One of the questions will ask you to identify a present-day immigration issue and to reflect on how history can help us to understand that issue. So I encourage you to read/watch/listen to media stories about immigration throughout the semester. Detail will follow. The exam will be submitted to a Dropbox in Learn on **December 18, 11:30 p.m.** (or earlier if you wish).

Reading Responses

5 x 5% = 25%

Alongside the in-class content that surveys Canadian immigration history, you will be reading essays from the text *Sisters or Strangers? Immigrant, Ethnic, and Racialized Women in Canadian History*. The book is divided into 9 Parts with 3 Chapters in each Part. In this assignment you will choose any 5 Parts from the book and compose a response to the Chapters based on the questions that are included in the introductory section to each Part. This assignment will help you develop your skills in reading and summarizing historical scholarship.

In weeks where there are additional readings on E-reserve, you should include those readings as well.

Each response of approximately 500 words will briefly summarize the readings (ie. what is the main point), and offer your response to one or more of the questions in the introductory sections. As well, offer your personal thoughts/ideas on how these historical essays on Canadian immigration relate to present-day immigration issues.

The responses will be submitted into a Dropbox in Learn on **Wednesday at 11:30 p.m.** in the week the particular readings are assigned. See specific due dates in Learn.

As time allows, we will discuss the chapters in class.

Essay Assignment Descriptions:

Option 1. Immigrant Interview and Story. 35%

Find an immigrant to Canada and interview them about their experience. The purpose of this assignment is to acquaint you with the methods of oral history and to allow you to get first-hand understanding of what it is like to immigrate to Canada. The person you interview cannot be an immediate family member nor an international student (on a student visa). Write a 1250-word essay (approx. 5 ds pages) that summarizes the process of doing an oral interview as well as your findings, ie. the person's story. Use at least 5 sources (other than textbooks) that speak to the context of the person's immigrant experience. We will spend time in class learning about oral history methodology, including what kinds of questions to ask. You can find your own interview subject or Marlene can help you find someone.

Your essay must include the following:

- A title page with your name, ID, course number, date, and title of paper.
- Footnotes or endnotes that cite sources using Chicago style for Notes and Bibliography.
- A separate bibliography.
- Page numbers.
- See also attached guidelines for essay writing.

- 5% of your mark will be an in-person progress report on your research. You must make an appointment with me (15-20 minutes) to discuss your work to date. By this point you should have identified your interview subject and made a start with finding resources. The purpose of the conversation is to ensure that you do not leave the assignment to the last minute, and to give you opportunity to discuss questions/problems that you have. **This must be done by the end of Week 9 (November 7).**

The essay is due December 4. A sign-up sheet for 10 minute oral presentations will be circulated.

You have the option of presenting your research on a non-essay format (infographic, video, artwork), but please talk to me first.

Option 2. Story of your family's immigrant experience. 35%

Do some research into your own personal or family immigrant experience' Write a 1250-word essay (approx. 5 ds pages) that summarizes your personal or ancestral immigrant experience. Use at least 5 sources (other than textbooks), such as books, articles, websites, oral interviews, etc. If you can't find much specific information about your family's immigrant experience, then write a paper that puts that particular history into a larger context that might focus on time period, place, reasons for migration, for instance. It doesn't matter if you are 1st generation Canadian or 10th generation Canadian or Indigenous (in the latter case you might reflect on the impact of Canadian immigration on your ancestors). You can choose to write about just one family line or about several. Your essay should try to address the following questions: from where did your ancestors immigrate? When and why? Where did they establish themselves? What was their experience?

Your essay must include the following:

- A title page with your name, ID, course number, date, and title of paper.
- Footnotes or endnotes that cite sources using Chicago style for Notes and Bibliography.
- A separate bibliography.
- Page numbers.
- See also attached guidelines for essay writing.
- 5% of your mark will be an in-person progress report on your research. You must make an appointment with me (15-20 minutes) to discuss your work to date. By this point you should have identified the parameters of your topic (time span, number of family trees) and made a start with finding resources. The purpose of the conversation is to ensure that you do not leave the assignment to the last minute, and to give you opportunity to discuss questions/problems that you have. **This must be done by the end of Week 9 (November 7).**

The paper is due December 4. A sign-up sheet for 10-minute oral presentations will be circulated.

You have the option of presenting your research on a non-essay format (infographic, video, artwork), but please talk to me first.

Responsibilities, Expectations, and other Academic information:

1. Look after yourself.

As I'm sure you know, an important part of academic success is personal well-being. Eat well, sleep sufficiently, get some exercise and spend time outdoors, and don't abuse your body. If you are struggling with more-than-normal (debilitating) stress, anxiety, lack of motivation and/or depression, please talk to friends, family, or relevant professionals. There are many supports here at Conrad Grebel / UW. If you need help sourcing these, come and talk to me. Take responsibility for yourself and look out for others. Be kind and compassionate with each other.

2. Attend class regularly and take notes.

Attending class regularly will help you maintain interest in the topic of the course, keep up with course requirements and guidelines for assignments, and obtain course content that isn't available in readings or on Learn. Taking notes in class is important as a practice of knowledge retention, a technique for attentiveness, and also to help you gather information that you will need for the take home exam.

3. Be attentive to each other and participate in classroom discussions.

Ask questions about things you don't understand or are not clear. Be respectful of other students and their opinions. Remember that everyone has a story.

4. You are responsible for catching up on material that you have missed.

You can do this by asking me for any handouts, borrowing notes from a classmate (don't ask me for my lecture notes; they likely won't help much!), and asking me how you might view films that you missed.

5. LEARN.

This course will have a Desire2Learn (Learn) page. It is your responsibility to ensure you can receive email through Learn, as this is how I will communicate with students and you with each other. Please check the course site regularly for announcements, handouts, suggestions, etc. You will be submitting most of your assignments to a Dropbox in Learn.

6. Communication.

If you wish to talk with me about any course related or other matters, you may do so after class, by appointment, or through email. I will do my best to respond to your emails within 48 hours. Before you make an inquiry about assignments etc., please do check the syllabus first to confirm whether the information you need is there. All requests for assignment extensions or other special arrangements must be confirmed with me by email, so that we have an agreement in writing (and so that I do not forget!). Ensure that your uwaterloo email address is forwarded to your personal email address (if you prefer to only check the latter).

7. Understand course requirements.

Please ask questions if these are not clear. Complete assignments on time. I will do my best to grade and return them in a timely manner. If Learn is not functioning, I will communicate alternate submission instructions to you by email. Please plan your academic work carefully, keeping in mind the deadlines for assignments in all your courses. I am generally amenable to requests for extensions in situations of illness, emergencies, or family/personal crises. I do expect that you consult me about an extension **BEFORE** the assignment is due.

8. Late Policy.

Assignments that are submitted past the due date without any prior consultation with me will be subject to a grading penalty of 2% per day.

9. Electronic devices.

The use of laptops for the purpose of taking notes in class is acceptable. If other activity such as facebook-ing, texting, etc. becomes distracting to other students or to me or a guest speaker, you will be asked to cease such activity, or your devices might be requisitioned for the duration of the class. Phones should be turned off during class. If you need your phone available for an emergency in a specific class, let me know.

University of Waterloo Information

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline:

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline: For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance:

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals:

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities:

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Counselling Services:

Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: www.adm.uwaterloo.ca/infocs, ext. 33528, NH Room 2080.

Mental Health Support:

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

The Writing Centre:

Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre

My general rubric for marking written assignments:

An “A” (80-100) paper is original and creative. It has a clear introductory statement and conclusion and exhibits a strong research effort. It is well-written and well-organized, appropriately footnoted/referenced (making correct use of a citation style), and thoroughly proofread and edited. This paper has gone beyond the basic requirements of the assignment, in terms of excellent writing style, originality in choice of topic, creativity in search of sources (including use of extra sources), and thoughtfulness of analysis and reflection.

A “B” (70-79) paper demonstrates wide reading, understanding and thought. It is clear and understandable. The research will be thorough, and the paper will be appropriately footnoted/referenced. This paper has met the basic requirements of the assignment.

A “C” (60-69) paper is an acceptable paper. It might be difficult to read. It will have met the research requirements, but barely. It demonstrates adequate understanding. It meets the basic requirements of the assignment overall, but falls short in one or more areas, such as: inadequate sources or heavy reliance on marginal sources (ie. wikipedia); poor writing style; incorrect citations; limited analysis, for instance.

A “D” (50-59) paper is badly organized, poorly written, or inadequately researched. The paper has not met the requirements of the assignment, whether in terms of research, writing, clarity, or referencing.

An “F” (below 50) paper has not followed instructions and has not fulfilled the assignment.

In short you will be graded on: originality, research, organization, writing, and proper documentation.