

AP/HIST 4511 6.0: Themes in Canadian Social & Cultural History

York University, Department of History
F/W 2019 – 2020
Monday 11:30am - 01:30pm, BC 225

Instructor: Michael Akladios
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Course Description:

The idea that Canada is a nation of immigrants is a fundamental principle of Canadian history and mainstream identity. In the contemporary mind, Canada is generally thought to be a tolerant society that is welcoming to immigrants, irrespective of their class, gender, ethnic, or racial identity. Historically, Canada has had a very complex relationship with immigration, offering opportunities to some migrants because of labour need, but showing hostility towards these same migrants because of their perceived incompatibility with the culture of the dominant population.

This course will map the social and cultural trajectories of Central Canada, with an emphasis on the post-Second World War period. Seminar readings, discussions, and assignments will combine issues of colonialism, racism(s), ethnicity, religion, gender, family formation, immigrant acculturation, nation building, and public policy. We will be critically analyzing the role and perspective of government, business, and diverse immigrant groups. This course is certainly not limited to these topics and students are encouraged to engage with contemporary debates surrounding discrimination, Islamophobia, refugees, and rising xenophobic sentiment.

Active and informed discussion is essential for the success of individual students and the overall learning environment of the class. Students will lead discussions each week and I will only act to gently nudge the discussion towards salient themes and events. The course tries to follow a very loose chronology, but is organized thematically. A thorough understanding of Canadian history is not mandatory; however, having some idea of major landmark events and the general trajectory of the country's history will be very helpful.

Expectations and Requirements:

The success of a seminar is largely predicated upon **active and informed discussion**. Not being able to access readings is never an excuse for silence or non-participation. I have selected readings easily accessible online or through the York University library catalogue (you must be logged in for access). Please come to class prepared (having read and thought about the materials) to contribute to the discussion. Successful students should be able to articulate their ideas in a straight-forward manner, support arguments with evidence, distinguish between fact and argument, and make correlations between themes and events. In short, successful students should be focused on critically analyzing readings and contributing their own thoughts.

Also, regular attendance is an expectation and should be taken very seriously. Missing class will have an impact on your final grade. If you encounter an emergency and cannot attend one of our sessions, please try to notify me as soon as possible. Vacations, employment, and weather are not acceptable reasons for absence. It is also my expectation that you will be respectful and courteous to your peers and to me. HIST 4511 is a safe space. Listen to your fellow students and respond respectfully to their comments. While interpretative disagreements are a healthy part of learning, personal attacks are not.

Written assignments are to be submitted at the beginning of class. If a student is unable to hand the assignment directly, an essay drop-off box is located just outside the main history office, 2140 Vari Hall. Note that the staff do not time or date stamp these essays so students should email me to advise if they have left a paper in the drop-off box. A late penalty of 1% deduction will be applied daily for late assignments. Please email me in the case of extenuating circumstances to arrange for accommodations.

Grading:

- Class Presentation(s)/Leading Discussion – 20%
- Class Participation – 20%
- Research Grant Proposal (2 pages + Bibliography) –10%
 - **(Due: October 7, 2019)**
- Primary Source Analysis (4-5 pages) - 5%
 - **(Due: November 11, 2019)**
- Comparative Book Review (8 - 10 pages) – 15%
 - **(Due: January 13, 2020)**
- Research Essay (20 - 25 pages) – 30%
 - **(Due: April 13, 2020)**

Class Presentation(s)/Leading Discussion:

Each week, a student, or a pair of students, will be responsible for leading class discussion. The method that students choose to run their class is left to interpretation, but the majority of class time should be dedicated to fostering active, informed, and analytical discussion. Students will be drawn at random and will be given a choice to determine the week they would like to lead. Please send me questions for your seminar at least five days in advance so that I can circulate them to other students. I also strongly recommend that you meet with me at least one week in advance of your session to discuss how you plan to proceed as seminar director.

In the winter term, students will be asked to give a presentation on their research paper topic and how they are tackling their thesis, themes, and sources. This is designed to get you thinking about your topic well before the due date and to sharpen your analytical framework.

Research Grant Proposal:

Whether working in academia, government, or the private sector after graduation, you may be tasked with writing applications and reports to demonstrate knowledge and fluency in a

particular topic. The research grant proposal serves as both the first step in the final research paper for this class and a teaching tool for students to learn how to convince an audience of the value of their work. You are tasked with "selling" your idea to me. What is your topic? What is your proposed research question? Why is this topic significant? How will you go about answering the question (scope, resources, timeline, methodology, etc.)? Please note that you are not committed to either the topic or research question this early in the process. However, I do expect you to put thought and effort in formulating a reasonable approach to conduct this research. Grant applications are competitive and successful applicants receive awards to assist in their studies. As such, the top 5 proposal writers will receive a 24-hour extension on the assignment of their choosing.

Primary Source Analysis:

For this critical analysis, you are required to select a primary source which you plan to use in the final research paper. You will examine a document (external examination), understand its meaning (internal examination), place it within its context, and evaluate its historical significance. To understand the document, it is normal to refer to specialized sources, dictionaries, general or specialized studies, etc. You should **not** simply summarize the document but rather engage in a dialogue with the text. Start with a careful and active reading. Identify the author, the subject, and the main points of the narrative that will become the focus of your analysis. Choose some elements to discuss further and, if you wish, connect them with areas of our course.

Your text should follow a **logical progression** and include: an **introduction** (what is the document, author, date, authenticity); a **development** (contextualization limited to the important elements that are analyzed); to do this well, refer to the content and meaning, the sources of the author (how does he/she know the event), the assumptions, the specific context of the document (the context can be social, economic, cultural, etc.); and a **conclusion** on the historical significance of the primary source. **Be specific.**

Comparative Book Review:

It will be necessary to consult other books to write your final research paper and contextualize these texts properly. By comparing two books relevant to your research project, you are critically examining what other historians have said about your topic. In this paper, students need to identify the main arguments of other authors, assess how compelling each argument is, identify weaknesses in the historiography, and finally, place their own topic and tentative arguments within the historiographic dialogue. Students must include additional academic sources (books or peer-reviewed articles) in the bibliography for this paper. Be careful to reference all direct quotations as well as paraphrases. If you wish, you can add a personal evaluation of the text in your conclusion. You should clearly identify the areas/topics of comparison since they will structure and limit your analysis. Again, **be specific.**

Research Essay:

Warning: This assignment is designed, in conjunction with the proposal, primary source analysis, and comparative book review, to be a yearlong project that requires sustained attention. Students are encouraged to organize themselves early and understand that primary source research can take unexpected turns, particularly when accessing materials at an archive. Please know well in advance that this assignment will take weeks, not days, to complete.

Students will be asked to do the work of a historian in order to become an expert on an immigrant group of their choice. The assignment is designed to give students creative and intellectual control over a process that will ask you to invest a significant amount of time and attention. Students should adhere to the themes of the course and examine how immigration influenced or transformed Canadian society. There are numerous and unique questions to consider depending on students' interest. You may choose to narrow in on an event, dispute, celebration, etc, in order to answer the research question and produce, in approximately **20 – 25 pages**, a complete argument with a focused thesis.

This assignment will, in all likelihood, require you to consult archival material. For most of you, The Archives of Ontario, Clara Thomas Archives and Special Collections, University of Toronto Archives, or Toronto Public Libraries will be very fruitful resources, however there are many other resources for you to consult depending on your topic of interest.

Religious Observance Accommodation:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Student Accessibility Services: <https://accessibility.students.yorku.ca/>

Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's [Policy on accessible education for students with disabilities](#) and York University Senate Policy on [Academic Accommodation for Students with Disabilities](#).

Academic Honesty Statement:

Violations of the York Senate Policy on Academic Honesty will be treated severely. Recent penalties have included failure in the course, suspension from the University, and withholding or rescinding a York degree, diploma or certificate. Cheating during in-class or take-home examinations, collaborating on written assignments, failing to use quotations marks and citations when using or paraphrasing the printed or electronically disseminated work of others, aiding or abetting academic misconduct, and violating any other part of the Policy on Academic Honesty will result in penalties. For further details, see the relevant part of the York Website: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Academic Integrity Tutorial: http://www.yorku.ca/tutorial/academic_integrity/index.html

York Student Code of Conduct: <http://oscr.students.yorku.ca/student-conduct>

The History Department is located on the second floor of Vari Hall, 2140. The usual office hours during the academic term are M-F, 8:30am-4:00pm. The department's phone number for general inquiries is 416-736-5123.

The History Department website: Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <http://www.yorku.ca/uhistory/>

Undergraduate Program in History: links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists: <http://history.laps.yorku.ca/undergraduate-program/>

History Advising Hours: The History department offers advising times weekly. The hours are posted on our website 1-2 weeks in advance. The days and times change to accommodate student's different schedules. No appointment is necessary; students will be seen on a first-come, first-served basis. The Director of Undergraduate Studies is Prof. Adrian Shubert, and he can be contacted at dushist@yorku.ca. Please note that no grade information will be discussed via email or telephone.

The Writing Centre: One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your appointment, though they also offer some drop-in sessions. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.

York University Libraries: Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <https://www.library.yorku.ca/web/>

SPARK [Student Papers and Academic Research Kit]: This is an on-line tutorial that provides handy tips and tools for understanding and successfully completing university-level assignments. Go to <https://spark.library.yorku.ca>

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g. A+ =9, A=8, B+=7, C+=5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100; A = 80-89, B+=75-79, B=70-74; C+=65-69, C+60-64, etc.). For a full description of York's grading system, see <http://history.laps.yorku.ca/students/grading-system/>

History department policy on grade reappraisals, including link to the grade reappraisal form: <http://history.laps.yorku.ca/students/grading-system/>

Fall/Winter 2019-2020 Sessional & Important Dates:
<https://registrar.yorku.ca/enrol/dates/fw19>

Important Add/Drop Deadlines:

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17, 2019	Sept. 17, 2019	Jan. 19, 2020
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1, 2019	Oct. 22, 2019	Feb. 3, 2020
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8, 2019	Feb. 3, 2020	March 13, 2020
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 9 - Dec. 3, 2019	Feb. 4 - April 5, 2020	March 14 - April 5, 2020

SCHEDULE:

September 9, 2019 – First Day of Class

Introductions

September 16, 2019 – What is Migration History?

Roberto Perin, “[National Histories and Ethnic History in Canada.](#)” *Cahiers de Recherche Sociologique* 20 (1993): 113-128.

Franca Iacovetta, [The Writing of English Canadian Immigrant History](#) (Canadian Historical Association, 1997), 1-23.

Christiane Harzig and Dirk Hoerder, with Donna Gabaccia, “Migration in Human History—the Long View,” in [What is Migration History?](#) (Cambridge, UK: Polity, 2009), 8-52

September 23, 2019 – Migration and New Methodologies

Kathleen Neils Conzen, David A. Gerber, Ewa Morawska, George E. Pozzetta, and Rudolph J. Vecoli. “[The Invention of Ethnicity: A Perspective from the U.S.A.](#),” *Journal of American Ethnic History* 12, no. 1 (1992): 3-41.

Dirk Hoerder, “[Historians and Their Data: The Complex Shift from Nation-State Approaches to the Study of People’s Transcultural Lives.](#)” *Journal of American Ethnic History* 25.4 (2006): 85-96.

Marlene Epp, "[Eating Across Borders: Reading Immigrant Cookbooks.](#)" *Histoire sociale/Social history* 48, no. 96 (2015): 45-65.

September 30, 2019 – Oral Histories, Public Spaces

Portelli, Alessandro. "[The Peculiarities of Oral History,](#)" *History Workshop* No. 12 (Autumn, 1981): 96-107.

Alexander Freund, [Oral History and Ethnic History](#) (Canadian Historical Association, 2014): 1-32.

Craig Heron, "[The Labour Historian and Public History,](#)" *Labour/Le Travail*, Vol. 45 (2000): 171-197.

Resources

The Portuguese Canadian History Project <https://pchp-phlc.ca/>

The Greek Canadian History Project <http://archives.library.yorku.ca/gchp/>

The Coptic Canadian History Project <https://thecchp.com/about/>

The Italian-Canadian Archives Project <https://icap.ca/>

October 7, 2019 – Canada and Global Migrations

Bruno Ramirez. [On the Move: French Canadians and Italian Immigrants in the North American Economy.](#) Toronto: McClelland & Stewart, 1991, Pages 50 – 71 (Chapter 2).

Lisa Chilton, [Receiving Canada's Immigrants: The Work of the State Before 1930](#) (Ottawa: Canadian Historical Association, 2016): 1-34.

José C. Moya, "[A Continent of Immigrants: Postcolonial Shifts in the Western Hemisphere,](#)" *Hispanic American Historical Review* 86:1 (2006): 1–28.

October 14, 2019 - Immigration Policy Before World War II

***** Research Proposal Due in Class *****

Agnes Calliste, "[Race, Gender and Canadian Immigration Policy: Blacks from the Caribbean, 1900 – 1932,](#)" *Journal of Canadian Studies* Vol. 28, No. 4 (Winter 1993), pp. 131 – 148.

Reg Whitaker, [Canadian Immigration Policy](#) (Ottawa: Canadian Historical Association, 1991): 1-27.

Ninette Kelley and Michael Trebilcock, [The Making of the Mosaic: A History of Canadian Immigration Policy.](#) Toronto: University of Toronto Press, 1998, chapter 5 (164 – 215)

October 21, 2019 – The Exclusion Era

Ninette Kelley and Michael Trebilcock, [*The Making of the Mosaic: A History of Canadian Immigration Policy*](#). Toronto: University of Toronto Press, 1998, chapter 6 (216 – 249)

Lisa Mar, [*Brokering Belonging: Chinese in Canada's Exclusion Era*](#) (New York: OUP, 2010). Chapter 1: Negotiating Protection: Illegal Immigration and Party Machines.

Laura Ishiguro and Laura Madokoro, "[White Supremacy, Political Violence and Community, 1907 to 2017](#)", in Daniel Ross, ed., *Confronting Canadian Migration History* (Active History, 2019).

October 28, 2019 – Migrants and the City

John Zucchi, [*A History of Ethnic Enclaves in Canada*](#) (Canadian Historical Association, 2007), 1-23.

Mary Anne Poutanen and Jason Gilliland, "[Mapping Work in Early Twentieth-Century Montreal: A Rabbi, a Neighbourhood, and a Community](#)," *Urban History Review/Revue d'histoire urbaine* 45: 2 (2017), 7–24.

Kay Anderson, "The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category," in Gerald Tulchinsky, ed., [*Immigration in Canada: Historical Perspectives*](#), Toronto: Copp Clark Longman, 1994, Pages 223 - 248.

Louise E. Sweet, "Reconstituting a Lebanese Village Society in a Canadian City," in [*Arabic Speaking Communities in American Cities*](#), edited by Barbara C. Aswad, (New York Centre for Migration Studies, 1974), 39-52.

Resources

Historica Canada Heritage Minute, [*Kensington Market*](#) (2017).

November 4, 2019 – Gender, Family, and Migration

Yukari Takai, "[These Japanese Continuously Violated the Alien-Contract Labour Laws': The Gendered Paths of Labourers, Farmers, and Housewives from Japan Traversing the Canada-U.S. Border in the Early Twentieth Century](#)," *Histoire sociale/Social History* 80 (November 2007): 297–322.

Ruth Frager, [*Sweatshop Strife: Class, Ethnicity, and Gender in the Jewish Labour Movement of Toronto, 1900 – 1939*](#). Toronto: University of Toronto Press, 1992, Pages 98 – 118 (Chapter 5)

Donna Gabaccia, [*Immigrant Women: Nowhere at Home?*](#) *Journal of American Ethnic History* Vol. 10, No. 4 (Summer, 1991), pp. 61-87.

Resources

Digital history: "[Chinese Canadian Women, 1923-1967.](#)" Multicultural History Society of Ontario.

November 11, 2019 – Making and Unmaking Canadians During the Second World War

Dennis Molinaro, [Deportation from Canada](#) (Ottawa: Canadian Historical Association, 2018).

Irving Abella and Harold Troper, "[The Line Must Be Drawn Somewhere: Canada and Jewish Refugees, 1933-1939,](#)" *Canadian Historical Review* 60:2 (1979): 178-209.

Carmela Patrias, "[Race, Employment Discrimination, and State Complicity in Wartime Canada, 1939-1945.](#)" *Labour* no. 59 (Spring, 2007): 9-42

Resources

Orion Keresztesi and Kassandra Luciuk, Remember/Resist/Redraw 17: [Canada's Internment of Ukrainians](#) (Graphic History Collective, 2018).

"'Enemy Aliens' [The Internment of Jewish Refugees in Canada, 1940-43.](#)" Vancouver Holocaust Education Centre. Virtual Museum of Canada.

Landscapes of Injustice, [Primary Source Cache: Records of the Forced Uprooting, Internment, Dispossession, and Exile of Japanese Canadians,](#) 2019.

November 18, 2019 – Building Communities of Faith

***** Primary Source Analysis Due in Class *****

Stephen Speisman, *The Jews of Toronto*. Toronto: McClelland and Stewart Limited, 1979, Pages 211 – 234 (Chapter 13).

Roberto Perin, [The Immigrants' Church: The Third Force in Canadian Catholicism, 1880-1920](#) (Ottawa: Canadian Historical Association, 1998).

Ghada Botros, "[Religious Identity as an Historical Narrative: Coptic Orthodox Immigrant Churches and the Representation of History,](#)" *Journal of Historical Sociology* 19.2 (2006): 174-201.

November 25, 2019 – Labour, Culture, Class, and Immigrant Communities

Marilyn Barber, [Immigrant Domestic Servants in Canada](#) (Ottawa: Canadian Historical Association, 1991): 1-31.

Carmela Patrias, "[More Menial than Housemaids? Racialized and Gendered Labour in the Fruit and Vegetable Industry of Canada's Niagara Region, 1880–1945.](#)" *Labour / Le Travail* 78 (2016): 69-104.

Glenda Tibe Bonifacio, "I Care for You, Who Cares for Me? Transitional Services for Filipino Live-in Caregivers in Canada," in Marlene Epp and Franca Iacovetta, [Sisters or Strangers: Immigrant, Ethnic, and Racialized Women in Canadian History](#) (Toronto: University of Toronto Press, 2nd Edition, 2017), 252-70.

Resources

Kwentong Bayan Collective and Ethel Tungohan, Remember / Resist / Redraw #03: [Caregiving Work in Canada](#) (Graphic History Collective, 2017).

"City Builders: a History of Immigrant Construction Workers in Postwar Toronto":<https://toronto-city-builders.org/>

December 2, 2019 – Xenophobia, Antisemitism and Racism

Ninette Kelley and Michael Trebelcock, [The Making of the Mosaic: A History of Canadian Immigration Policy](#) (Toronto: University of Toronto Press, 2010), chapter 8 (311-345)

Kevin Woodger, "[Whiteness and Ambiguous Canadianization: The Boy Scouts Association and the Canadian Cadet Organization.](#)" *Journal of the Canadian Historical Association*, 28.1 (2017): 95-126.

Robert Harney, "[So Great a Heritage as Ours'.](#)" *Immigration and the Survival of the Canadian Polity.*" *Daedalus* (Fall 1988): 51-97.

Resources

Barry Greenwald, [Who Gets In](#), NFB, 1989, 52 min.

Tahani Rached, [Haïti \(Québec\)](#) NFB, 1985, 59 min

January 6, 2020 – The Cold War (In)security State

Ninette Kelley and Michael Trebelcock, [The Making of the Mosaic: A History of Canadian Immigration Policy](#) (Toronto: University of Toronto Press, 2010), chapter 9, 346-381.

Carmela Patrias and Ruth A. Frager, "[This Is Our Country, These Are Our Rights': Minorities and the Origins of Ontario's Human Rights Campaigns.](#)" *Canadian Historical Review* 82:1 (2001): 1-35.

Franca Iacovetta, "[Recipes for Democracy? Gender, Family, and Making Female Citizens in Cold War Canada.](#)" *Canadian Women Studies / Les Cahiers de Femme* 20:2 (2000):12–21.

January 13, 2020 - Refugees and Asylum Seekers

***** Comparative Book Review Due in Class *****

Isabel Kaprielian-Churchill, "[Rejecting "Misfits:" Canada and the Nansen Passport.](#)" *The International Migration Review* 28, no. 2 (1994): 281-306.

Marlene Epp, [Refugees in Canada: A Brief History](#) (Ottawa: Canadian Historical Association, 2017) 1-33.

Andrew S. Thompson and Stephanie Bangarth, "[Transnational Christian Charity: The Canadian Council of Churches, the World Council of Churches, and the Hungarian Refugee Crisis, 1956–1957.](#)" *American Review of Canadian Studies* 38.3 (2008): 295-316.

Stephanie Bangarth, "[Canada's Complicated History of Refugee Reception,](#)" in Daniel Ross, *Confronting Canadian Migration History* (Active History, 2019).

Resources

Historica Canada Heritage Minute, [The Boat People](#) (2017)

Montreal Holocaust Museum, [Building New Lives.](#)

January 20, 2020 – The "New" Immigrant

Michael Akladios, "[Navigating Sacred Spaces: Coptic Immigrants in 1960s Toronto.](#)" *Left History* 21.1 (Spring/Summer 2017): 109-122.

Sean Mills, "[Quebec, Haiti, and the Deportation Crisis of 1974.](#)" *The Canadian Historical Review*, v94 n3 (2013): 405-435.

Hugh Johnston, "[The Development of the Punjabi Community in Vancouver since 1961.](#)" *Canadian Ethnic Studies* Vol. 20, No. 2 (1988): pp. 1 – 19.

Ibrahim Hayani, "Arabs in Canada: Assimilation or Integration?" in [Arabs in America: Building a New Future](#), edited by Michael W. Suleiman (1999), p. 284-303.

January 27, 2020 - Immigrant Cultures and Identity

Jeffrey Lesser and Raanan Rein, "[Challenging Particularity: Jews as a Lens on Latin American Ethnicity.](#)" *Latin American and Caribbean Ethnic Studies* 1.2 (2006): 249-63.

Ramsay Cook, "[Identities are not like Hats.](#)" *CHR* 81.2 (2000): 260-265.

Wsevolod Isajiw, “Ethnic Identity Retention,” in Breton, Isajiw, Kalbach, Reitz, eds., [*Ethnic Identity and Equality: Varieties of Experience in a Canadian City*](#). Toronto: University of Toronto Press, 1990, Pages 34 – 91 (Chapter 2).

Alexander Freund, Introduction to [*Beyond the Nation? Immigrants’ Local Lives in Transnational Cultures*](#), Alexander Freund eds. (UTP, 2012): 3-17.

February 3, 2020 - Diaspora and Transnationalism

Kevin Kenny, [*Diaspora: A Very Short Introduction*](#), (Oxford: Oxford UP, 2013). Chapters 1 and 2 (1-39) and chapters 5 and 6 (87-109)

Grace L. Sanders Johnson, “Haitian Feminist Diasporic Lakou: Haitian Women’s Community Organizing in Montreal, 1960–1980,” in Marlene Epp and Franca Iacovetta, [*Sisters or Strangers: Immigrant, Ethnic, and Racialized Women in Canadian History*](#) (Toronto: University of Toronto Press, 2nd Edition, 2017).

Nadia Jones–Gailani, “Feminist Oral History and Assessing the Dueling Narratives of Iraqi Women in Diaspora,” in Marlene Epp and Franca Iacovetta, [*Sisters or Strangers: Immigrant, Ethnic, and Racialized Women in Canadian History*](#) (Toronto: University of Toronto Press, 2nd Edition, 2017).

February 10, 2020 - Quebec and Immigration

Michael Behiels, [*Quebec and the Question of Immigration: From Ethnocentrism to Ethnic Pluralism, 1900 – 1985*](#), Volume 18, CHA Pamphlet 1998, Pages 1 – 27.

Martin Pâquet, [*Towards a Québec Ministry of Immigration, 1945-1968*](#) (Ottawa: Canadian Historical Association, 1997): 1-28.

Paul Eid, [*Being Arab: Ethnic and Religious Identity Building among Second Generation Youth in Montreal*](#) (McGill-Queen’s UP, 2007) – Chapter 3 (47-61) and chapter 7 (151-178).

February 17, 2020 – Reading Week – No Class Scheduled

February 24, 2020 – Essay Presentations

March 2, 2020 – Essay Presentations

March 9, 2020 – Essay Editing Session I (Mandatory Attendance)

Students are expected to bring the first 2 – 3 pages of their paper to class for peer editing.

March 16, 2020 – Debating Multiculturalism

Evelyn Kallen, "[Multiculturalism: Ideology, Policy and Reality.](#)" *Journal of Canadian Studies* Vol. 17, No. 1 (Spring 1982): pp. 51 – 63.

Ross Fair, "[Theirs was a deeper purpose': The Pennsylvania Germans of Ontario and the Craft of the Homemaking Myth.](#)" in *Canadian Historical Review* Vol. 87, No. 4 (December 2006): pp. 653 – 684.

Morris Ilyniak, "Still Coming to Terms: Ukrainians, Jews, and the Deschênes Commission," Lubomyr Luciuk and Stella Hryniuk, eds., [Canada's Ukrainians: Negotiating an Identity.](#) Toronto : Published in association with the Ukrainian Canadian Centennial Committee by University of Toronto Press, 1991, 377 – 390.

Sarah Carter, "[Old Stock Canadians: Arab Settlers in Western Canada,](#)" Daniel Ross eds. *Confronting Canadian Migration History* (2019).

March 23, 2020 –Immigrant Memory and Ethnic Politics

Said, Edward W. [Orientalism.](#) New York: Random House, 1978. Introduction

Marlene Epp, "[The Memory of Violence.](#)" *Journal of Women's History* 9:1 (1997): 58-87.

Pamela Sugiman, "[Passing time, Moving Memories: Interpreting Wartime Narratives of Japanese Canadian Women,](#)" *Histoire Sociale/Social History*, 37.73 (2004): 51-79.

Gilberto Fernandes, "[Beyond the "Politics of Toil": Collective Mobilization and Individual Activism in Toronto's Portuguese Community, 1950s–1990s,](#)" *Urban History Review* 39, no 1 (Fall 2010) : 59–72.

Franca Iacovetta and Karen Dubinsky, "[Baba Wore a Burqa and Nona Wore a Niqab,](#)" Daniel Ross eds. *Confronting Canadian Migration History* (2019).

March 30, 2020 - Essay Editing II (Mandatory Attendance)

Students are expected to bring a rough draft of their paper to class for peer editing.