

Summer Institute on Migration and Identity in Europe and Canada

(POLI3820/CANA3000/EURO3100)

Summer Term 2024 (June 3-14)

Syllabus



Mo/Tu/We/Th/Fr, 10h00-15h00 (break for lunch, 12h00-13h00)

Lead Instructors: Ruben Zaiotti (r.zaiotti@dal.ca)
Melanie Smith (MCSmith@dal.ca)

Guest Instructor: Kim Van Dam (University of Groningen)

Office Hours: By appointment

Location: Dalhousie University (McCain 2017)
Canadian Museum of Immigration at Pier 21 (1055 Marginal Road, Halifax)

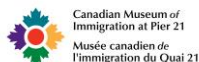
Introduction

Movements of populations across and within national borders and the (re)production of cultural, social and political boundaries that define local, national and transnational communities are two fundamental and intertwined features of the contemporary world. These processes have enriched communities' social fabrics and their dynamics, but they have also been the source of contestation and conflict.

This Summer Institute will provide students with a greater understanding of contemporary issues related to migration and identity and an opportunity to discuss and share the insights gained from this experience. The focus is on Europe and Canada, as they offer two relevant contemporary examples of the trends and dynamics that characterize these processes and the types of policy responses that have been implemented to address the challenges they raise. The Institute provides a comparative and interdisciplinary perspective on the topics covered, offering insights from fields such as political science, history, sociology, anthropology, art and literature. The Institute will also emphasize experiential learning through the direct engagement with some of the case studies examined in class.



With the support of the Erasmus+ Programme of the European Union



Canada



university of
 groningen



DALHOUSIE
UNIVERSITY

Format

The course is based on a combination of in-class activities and site-based fieldtrips. The in-class seminar-style sessions will include a presentation by EU and Canadian experts, followed by a discussion on the policies and practices currently in place in the EU and Canada to deal with migration and identity. These sessions will take place at the Canadian Museum of Immigration at Pier 21 and Dalhousie University. In-class discussion will be complemented by first hand experience including a field trip to the Acadian heritage sites at the Grand Pré National Historic Site.

Readings

All readings are available on the class Brightspace site

Assessment

This will be based on a combination of group presentations done by the students, a short paper based on the collections at Pier 21, ongoing participation in the class, and a final exam.

Presentations: On the first day, students will be divided into groups (the sign up is available on the course homepage on Brightspace). Each group (which will likely be 2-3 people) will be responsible for creating a presentation of about 30 minutes (including facilitating a Q&A at the end) that engages with one of the units. It should include drawing on research that is not part of the regularly assigned reading; the idea is to go above and beyond what everyone else is reading. Students must consult with one of the professors about the topic in advance of their presentation.

Pier 21 collections paper: The assignment consists of a paper of no less than 5 pages (around 2,500 words) that offers an analysis of some part of the collections held by Pier 21. This should involve either items already on display in the permanent exhibit, oral history clips from the Oral History gallery in the exhibit, and/or collection items (stories, images, or oral history clips) from Pier 21's online catalogue: <https://www.pier21.ca/search-our-online-collections> or goo.gl/k4aNcR. The paper must be *analytical*; the idea is to offer an *argument* about this part of the collection that can be supported with the material of the collection itself. It should not just be a *5-page description of some part of the collections*. Students **must** follow a well-known style guide for their citations. MLA, APA, Chicago, etc. are all fine, but **one cannot just guess at the format**. Students will be marked down for imprecision on citation formats.

Participation: This is obviously very important in a small, intensive class like this one. Attendance will be taken at each session, and each student needs to be participating actively throughout. The participation mark will also reflect whether students have come to class with all of the unit's reading done.

Final exam: This will be a combination of multiple choice, short answer, and short essay. It will be based on all of the material covered by the course, and will be scheduled for the last session.

The breakdown of the overall mark for the course is as follows:

Group presentation (June 13)	20%
Pier 21 collections paper (5 pages) – due June 21	30%
Participation	20%
Final exam (June 14)	30%

COURSE OUTLINE

Unit One Migration and Identity in Europe and Canada: an introduction

Monday June 3

Location: Dalhousie Campus (McCain 2017)

10h00-11h00: Introducing instructors and students; review of course content and expectations (Zaiotti, Smith)

11h00-12h00: In class activity (Zaiotti, Smith)

12h00-13h00 Lunch break

13h00-14h00: Comparing Europe and North America's experiences of migration and identity (Zaiotti, Smith)

14h00-15h00: Working session: groups set up and planning

Unit Two Multiculturalism and Migration: the Canadian experience

Tuesday June 4

Location: Pier 21 - Railside room

10h00-12h00: Lecture: The Emergence of Canadian multiculturalism (Smith)
Reading: *Multiculturalism and the Government of Canada*; "Summary of the Full Report" and "Chapter VI: Integration, Equality and Reciprocity" in Gérard Bouchard and Charles Taylor, *Building the Future: A Time for Reconciliation*

12h00-13h00 Lunch break

Location: Pier 21

13h00-14h00: Pier 21 Museum orientation visit (Pier 21 staff)
Reading: Schwinghamer, S. (2022). Historic Pier 21. <https://pier21.ca/research/historic-pier-21>

14h00-15h00: History of settlement and immigration in Canada (Pier 21 staff)
Reading: Madokoro, Laura (2019). "Peril and Possibility: A Contemplation of the Current State of Migration History and Settler Colonial Studies in Canada." *History Compass* 17, no. 1

Unit Three Migration policy in Canada and Europe

Wednesday June 5

Location: Dalhousie Campus (McCain 2017)

10h00-12h00: Lecture: Migration in the European Union: the policy framework (Zaiotti)

Reading: Zaiotti, R. (2018). Border management: The Schengen regime in times of turmoil. In Ariadna Ripoll Servent and Florian Trauner (eds.). *Routledge's Handbook of Justice and Home Affairs Research*

12h00-13h00 Lunch break

Location: Pier 21 – Windsor Foundation classroom

13h00-14h00: Migration and the concept of admissibility in Canada (Pier 21 staff)

Reading: Whitfield, Harvey Amani. "White Archives, Black Fragments: Problems and Possibilities in Telling the Lives of Enslaved Black People in the Maritimes." *The Canadian Historical Review* 101, no. 3 (2020): 323-345.

14h00-15h00: Group presentation working session/Collection Team presentation

Unit Four Mobility, identity and climate adaptation in the Arctic

Thursday June 6

Location: Dalhousie Campus (McCain 2017)

10h00-10h30: Debriefing of Pier 21 session

10h30-12h00: Lecture: Nunavut: culture and governance (van Dam)

Reading: Papillon, M., & Rodon, T. (2024). Inuit autonomy in the Canadian Arctic: comparing treaty federalism in Nunavut and Nunatsiavut. *The Polar Journal*, 14(1), 48–67
watch *Vanishing Point* (Stephen Smith & Julia Szucs, 2012, 82m)

12h00-13h00 Lunch break

Location: Dalhousie Campus (McCain 2017)

13h00-14h30: Lecture: Identity and climate adaptation in the Arctic (Vam Dam)

Reading: Ford et al. (2007). Vulnerability to climate change in Igloolik, Nunavut: what we can learn from the past and present. *Polar Record* 42(02):127 - 138

13h30–15h00 Group presentation working session

Unit Five **Histories of Forced Displacement in Canada: the case of Acadie**

Friday June 7

Location Grand Pré National Historic Site (Nova Scotia)

10h00-11h30: Departure from Halifax and arrival to Grand Pré

11h30-12h30: Guided Tour of Grand Pré National Historic Site

Reading: UNESCO summary of the site: <http://whc.unesco.org/en/list/1404/>

12h30-13h30 Lunch break

13h30-14h30 Return to Halifax

Unit Six **Refugee and Migrants in Nova Scotia**

Monday June 10

Location: Dalhousie Campus (McCain 2017)

10h00-11h00: Guest Presentation: Refugees in Halifax (Julie Chamagne, Director, Halifax Refugee Clinic)

11h00-12h00: Lecture: Colonialism, Slavery and African Canadians in Nova Scotia (Smith)
Reading: Donovan, K. (2014), "Slavery and Freedom in Canada's Atlantic Diaspora: An Introduction" *Acadiensis*. Vol.18 No.1

12h00-13h00 Lunch break

Location: Dalhousie Campus (McCain 2017)

13h00-14h00: Guest Presentation: The conditions Migrant workers in Nova Scotia (Kerian Burnett)

14h00-15h00: Group presentation working session

Unit Seven **Identity, Nationalism across the Atlantic**

Tuesday June 11

Location: Dalhousie Campus (McCain 2017)

10h00-12h00: Lecture: Identity and nationalism in Europe (Zaiotti)

Reading: N. Fligstein, A. Poliakova and W. Sandholtz, "European Integration, Nationalism & European Identity"

12h00-13h00 Lunch break

Location: Pier 21 – Ruth's room

13h00-14h00: Migration and Oral History (Pier 21 staff)
Readings: Burton, E. Collaboration and Oral History – Blog entry
<https://pier21.ca/blog/emily-burton-phd/collaboration-oral-history-research>
Video: The First Tibetans in Canada
<https://pier21.ca/research/oral-history/long-journeys-first-tibetans-canada>

14h00-15h00: Group presentation working session

Unit Eight Transatlantic Mobility

Wednesday June 12

Location: Maritime Museum of the Atlantic

10h00-11h00: Lecture: Labour, Enslavement, and Indigenous Space: Liverpool, Nova Scotia in the Atlantic World, 1759-1812 (MMA staff)

11h.00-12h00 Guided visit to the Maritime Museum of the Atlantic

12h00-13h00 Lunch break

Location: Pier 21 – Ruth's room

13h00-14h30: Refugee movements to Canada (Pier 21 Staff)
Irving Abella and Harold Troper, "The Line must be drawn somewhere: Canada and Jewish Refugees, 1933-1939"
Jan Raska, "Humanitarian Gesture: Canada and the Tibetan Resettlement Program, 1971-75"

14h30-15h00: Group presentation working session

Unit Nine Group presentations

Thursday June 13

Location: Dalhousie Campus (McCain 2017)

10h00-12h00: Group Presentations

12h00-13h00 Lunch break

Location:	Dalhousie Campus (McCain 2017)
13h00-14h00	Gender and Migration in North America (Smith TBC)
14h00-15h00	Study session

Unit Ten Synthesis and Final exam

Friday June 14

Location:	Dalhousie Campus (McCain 2017)
10h00-11h30:	Discussion: Integrating the course's overall themes
11h30-12h00:	Study session
12h00-13h00	Lunch break

Location:	Dalhousie Campus (McCain 2017)
13h00-14h30:	Final exam
14h30-15h00:	Wrap-up / farewell with presentation of certificates. On-site reception

University Statements

Provide links and brief statements as provided:

Academic Integrity http://www.dal.ca/dept/university_secretariat/academic-integrity.html

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility https://www.dal.ca/campus_life/academic-support/accessibility.html

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Student Code of Conduct
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

(read more: <http://www.dal.ca/cultureofrespect.html>)

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at elders@dal.ca.

University Policies and Programs

Provide links to:

Important Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Scent-Free Program

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

Provide links to:

General Academic Support – Advising

https://www.dal.ca/campus_life/academic-support/advising.html

(Halifax)

<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>

(Truro)

Fair Dealing Guidelines

<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Dalhousie University Library <http://libraries.dal.ca>

Indigenous Students

https://www.dal.ca/campus_life/communities/indigenous.html

Black Students

https://www.dal.ca/campus_life/communities/black-student-advising.html

International Students

https://www.dal.ca/campus_life/international-centre.html

Student Health Services

https://www.dal.ca/campus_life/health-and-wellness.html

Counselling

https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html

Copyright Office

<https://libraries.dal.ca/services/copyright-office.html>

E-Learning website

<http://www.dal.ca/dept/elearning.html>

Dalhousie Student Advocacy Services

<http://dsu.ca/dsas>

Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Faculty or Departmental Advising Support: Studying for Success

Program: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html