

Summer Institute on Migration and Identity in Europe and Canada

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)

Required Texts:

File of readings (available at goo.gl/As6Fe5)

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, bringing together researchers and students from both sides of the Atlantic and 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.

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.

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 randomly-selected groups. 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: By the end of the class, students must turn in a paper of no less than 5 pages 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](https://www.pier21.ca/search-our-online-collections). 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 (2 or 3 people per group; around 30 minutes total):	20%
Pier 21 collections paper (5 pages):	30%
Participation:	20%
Final exam:	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 - Rainside room

10h00-12h00: Lecture: The Emergence of Canadian multiculturalism (Banerjee/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)

14h00-15h00: History of settlement and immigration in Canada (Pier 21 staff)

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: Sarah Greene, "Borders and the Relocation of Europe"; Elspeth Guild et al.,
"What is Happening to the Schengen Borders?"

12h00-13h00 Lunch break

Location: Pier 21 - Railside room

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

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: Natalia Loukacheva, "The Constitutional Dimensions of the Governance of
Greenland and Nunavut";
watch *Vanishing Point* (Stephen Smith & Julia Szucs, 2012, 82m), available at goo.gl/jFegUE

12h00-13h00 Lunch break

Location: Dalhousie Campus (McCain 2017)

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

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/> or goo.gl/qEbFSt

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 of the Halifax Refugee Clinic)

11h00-12h00: Lecture: Colonialism, Slavery and African Canadians in Nova Scotia (Smith)
Reading: Ken Donovan, "Slavery and Freedom in Canada's Atlantic Diaspora: An Introduction"

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 - Railside room

13h00-14h00: Migration and Oral History (Pier 21 staff)

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 - Railside room

13h00-14h30: Refugee movements to Canada (Pier 21 Staff)

14h30-15h00: Group presentation working session

Collections paper due

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