

**Canadian Studies 3001. Topics in Canadian Studies: Migration in Europe and Canada.**

**Summer Term 2017 (4–14 July 2017)**

**MoTuWeThFr, 10h00-15h00 (break for lunch, 12h00-13h00)**

**Canadian Museum of Immigration at Pier 21 (1055 Marginal Road, Halifax)**

**Professors:** Jerry Bannister, Kim van Dam (University of Groningen), Jerry White, Ruben Zaiotti  
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**Office Hours:** Tuesday, Wednesday, Thursday, 15h30-16h30, or by appointment.

**Required Texts:** File of readings (available online in course dropbox)

**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 thus seeks to provide students 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 of 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 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. 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, participation in the class, and a final exam.

*Presentations:* The first day we will break you into four randomly-selected groups. Each group (which will likely be 3-5 people) will be responsible for creating a presentation of about 30 minutes (including a short Q&A at the end) that will engage with one of the units. It should include 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 precise topic well in advance of their presentation day.

*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](http://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. *We do not want a 5-page-long description of some part of the collections.* You **must** follow a well-known style guide for your citations. MLA, APA, Chicago, etc. are all fine, but **you cannot just guess at the format.** We will mark down for imprecision on citation formats.

*Participation:* This is obviously very important in a small, intensive class like this one. We will be taking attendance at each session, and each student needs to be participating actively throughout those sessions. We will also be marking participation on whether or not it indicates that you 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 cover the whole of the class, and will take up the entirety of the last session.

**The breakdown of the mark will thus go like this:**

Group presentation (4 or 5 people per group; around 30 minutes total):	20%
Pier 21 collections paper (5 pages):	20%
Participation:	20%
Final exam:	40%

**The following is the proverbial “fine print,” statements required to be on all Dalhousie syllabi. Please read the following thoroughly:**

### ***Statement on Accommodation***

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to [notetaking@dal.ca](mailto:notetaking@dal.ca)

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

### ***Statement on Academic Integrity***

**All students in this class are to read and understand the policies on plagiarism and academic honesty as referenced in the Policies and Student Resources sections of the [www.academicintegrity.dal.ca](http://www.academicintegrity.dal.ca) website. Ignorance of such policies is no excuse for violations.**

#### **Academic Integrity**

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.

#### **What does academic integrity mean?**

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people’s work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student’s responsibility to seek assistance to ensure that these standards are met.

#### **How can you achieve academic integrity?**

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie’s policies on academic integrity (linked above)
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results
- Be sure not to plagiarize, intentionally or unintentionally, for example...
- Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

#### **Where can you turn for help?**

If you are ever unsure about any aspect of your academic work, contact the professor. Other resources include:

- Academic Integrity website <http://academicintegrity.dal.ca/>  
Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre ([http://www.dal.ca/campus\\_life/student\\_services/academic-support/writing-and-study-skills.html](http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html))  
Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries Workshops (<http://libraries.dal.ca/>)  
Online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service (<http://studentservices.dal.ca/services/advocacy.html>)  
Assists students with academic appeals and student discipline procedures.
- Senate Office (<http://senate.dal.ca>)  
List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

#### **What will happen if an allegation of an academic offence is made against you?**

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart, available at [http://senate.dal.ca/Files/AIO\\_/AcademicDisciplineProcess\\_Flowchart\\_updated\\_July\\_2011.pdf](http://senate.dal.ca/Files/AIO_/AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

<b>Unit One:</b>	<b>Fundamental problems, or, “A Civics Lesson” — Jerry Bannister</b> <b>Reading:</b> <i>Constitution Act (1982)</i> , specifically Part I, <i>Canadian Charter of Rights and Freedoms</i> (here: <a href="http://goo.gl/8hZwk">goo.gl/8hZwk</a> )
4 July, 10h00-10h30: 4 July, 10h30-12h00:	Introduction: Expectations of class, paper-writing issues, research strategies, etc. Break students into groups. Lecture: Basics of the Canadian state: confederation, constitutional monarchy, Aboriginal relations, bi-lingualism.
4 July, 13h00-14h00: 4 July, 14h00-15h00:	Steve Schwinghamer (Pier 21 Museum) to provide an orientation to the Museum, including a discussion of the history of settlement and immigration in Canada based in the Museum exhibits. Discussion: differences from European models of republics or monarchies, and from US versions of federalism.
<b>Unit Two:</b>	<b>Multiculturalism and Interculturalism — Jerry White</b> <b>Reading:</b> <i>Multiculturalism and the Government of Canada</i> ; “Summary of the Full Report” and “Chapter VI: Integration in Equality and Reciprocity” in Gérard Bouchard and Charles Taylor, <i>Building the Future: A Time for Reconciliation</i>
5 July, 10h00-11h30: 5 July, 11h30-12h00:	Lecture: Emergence of Canadian multiculturalism: policy to constitution to law; the emergence of the “points system.” Discussion: How multiculturalism plays out, or doesn’t play out, in the everyday life of Canada.
5 July, 13h00-14h00: 5 July, 14h00-15h00:	Screening: <i>Strangers for the Day</i> (Jacques Godbout, 1962, 27m), clips from Fr. vers., <i>Pour quelques arpents de neige</i> . Closing lecture: Quebec’s interculturalism: republicanism, laïcité, and the Bouchard-Taylor commission.
<b>Unit Three:</b>	<b>Migration in Canada and the EU: the policy framework — Ruben Zaiotti</b> <b>Reading:</b> Sarah Greene, “Borders and the Relocation of Europe”; Elspeth Guild et al., “What is Happening to the Schengen Borders?”
6 July, 10h00-11h30: 6 July, 11h30-12h00:	Lecture: Basics of EU migration: Schengen, immigration, Europe’s quest for a unified migration policy, etc. Discussion: Key differences between European and Canadian experiences of and policies around migration.
6 July, 13h00-13h30: 6 July, 13h30-15h00:	<b>Presentation working session — students break into groups, prof. will hover and try to answer questions.</b> Closing lecture: Schengen in crisis; the challenge of Brexit; EU border control today.
<b>Unit Four:</b>	<b>Acadie — Jerry White</b> <b>Reading:</b> Naomi E.S. Griffiths, “Community Devastated” and “Exile Surmounted” (excerpts from her book <i>The Contexts of Acadian History, 1686-1784</i> ); Héménégilde Chiasson, prose-poems from <i>Brunante</i>
7 July, 10h00-11h00: 7 July, 11h00-12h00:	Lecture: Broad contours of the Acadian settlement, deportation, and continuation. Screening: Clips from <i>Éloge du chiac</i> (Michael Brault, 1969) and <i>L’Acadie, l’Acadie</i> (Brault & Pierre Perrault, 1970)
7 July, 13h00-13h30: 7 July, 13h30-15h00:	<b>Presentation working session — students break into groups, prof. will hover and try to answer questions.</b> Lecture/Discussion: Contemporary Acadian culture; the uneasy Quebec-Acadie relationship.
<b>Unit Five:</b>	<b>Trip to Grand Pré National Historic Site — Jerry White</b> <b>Reading:</b> UNESCO summary of the site: <a href="http://whc.unesco.org/en/list/1404/">http://whc.unesco.org/en/list/1404/</a> or <a href="http://goo.gl/qEbFSt">goo.gl/qEbFSt</a>
8 July (all day):	Session at Grand Pré National Historic Site, just outside Wolfville, Nova Scotia.
<b>Unit Six:</b>	<b>Identity in the EU: Beyond the National? — Ruben Zaiotti</b> <b>Reading:</b> N. Fligstein, A. Poliakova and W. Sandholtz, “European Integration, Nationalism & European Identity”
10 July, 10h00-11h30: 10 July, 11h30-12h00:	Lecture: Identity and nationalism in Europe. Discussion: The contemporary changes in Europeans’ conceptions of national identity.
10 July, 13h00-14h00: 10 July, 14h00-15h00:	<b>Groups 1 and 2 presentations.</b> Steve Schwinghamer and Jan Raska (Pier 21 Museum) on migration and the concept of admissibility.
<b>Unit Seven:</b>	<b>Nunavut: Inuit culture and governance — Kim van Dam</b> <b>Reading:</b> Natalia Loukacheva, “The Constitutional Dimensions of the Governance of Greenland and Nunavut”; watch <i>Vanishing Point</i> (Stephen Smith & Julia Szucs, 2012, 82m), available at <a href="http://goo.gl/jFegUE">goo.gl/jFegUE</a>
11 July, 10h00-11h30: 11 July, 11h30-12h00:	Lecture: Inuit culture and governance; a forced end to migration, creation of Nunavut, etc. Discussion: how to conceptualise indigenous relationships with the state?
11 July, 13h00-13h30: 11 July, 13h30-15h00:	<b>Group 3 presentation.</b> Closing lecture: Comparing the experiences of Nunavut and Greenland — traffic between them, devolution, etc.

<b>Unit Eight:</b>	<b>Refugee Movements — Ruben Zaiotti</b> <b>Reading:</b> 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”; Florian Trauner, “Asylum Policy: The EU’s ‘crises’ and the Looming Policy Regime Failure”
12 July, 10h00-10h30:	Visiting speaker: Director of the Halifax Refugee Clinic.
12 July, 10h30-11h30:	Lecture: The evolution in refugee policy in both Canada and the EU across the 20 <sup>th</sup> century.
12 July, 11h30-12h00:	<b>Group 4 presentation.</b>
12 July, 13h30-13h30:	<b>Group 5 presentation.</b>
12 July, 13h30-15h00:	Jan Raska to discuss significant refugee movements to Canada based in the exhibits and with reference to <i>In Canada</i> . <b>Collections paper due today; bring it to class or to Henry Hicks 339 on the Dalhousie main campus by 16h00.</b>

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<b>Unit Nine:</b>	<b>African-Canadians as a Case-Study — Jerry White</b> <b>Reading:</b> Ken Donovan, “Slavery and Freedom in Canada’s Atlantic Diaspora: An Introduction”; George Elliot Clarke, introduction to <i>Fire on the Water: An Anthology of Black Nova Scotian Writing</i> and excerpts from his poetry collection <i>Blue</i>
13 July, 10h00-11h00:	Lecture: Christine Harens on the broad contours of African Nova-Scotia: Black Loyalists, Refugees, etc.
13 July, 11h00-12h00:	Lecture: Jerry White on contemporary issues: Viola Desmond, Africville, separate church, socialism, conservatism, etc.
13 July, 13h00-13h30:	<b>Group 6 presentation.</b>
13 July, 13h30-14h00:	Screen <i>Encounter at Kwacha House — Halifax</i> (Rex Tasker, 1967, 17m).
13 July, 14h00-14h30:	Discussion: Minority communities and the tensions between diversity and belonging.
13 July, 14h30-15h00:	Review session for final exam.

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<b>Unit Ten</b>	<b>Synthesis — Ruben Zaiotti and Jerry Bannister</b> <b>Reading:</b> None
14 July 10h00-11h30:	Lecture: Consolidation from Pier 21 Museum curators on Canadian migration (desirability/multiculturalism/migration)
14 July, 11h30-12h00:	Discussion: Integrating the course’s overall themes.
14 July, 13h00-14h30:	Final exam.
14 July, 14h30-15h00:	Informal wrap-up / farewell. Coffee/tea/juice and pastries on site.