

COURSE IMPLEMENTATION DATE: January 2004  
 COURSE REVISED IMPLEMENTATION DATE: September 2007  
 COURSE TO BE REVIEWED: January 2008  
 (Four years after UPAC final approval date) (MONTH YEAR)

**OFFICIAL COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: HIST 430	<b>History</b>	4
COURSE NAME/NUMBER	FORMER COURSE NUMBER Canada and Migration	UCFV CREDITS
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course will survey the history and historiography of some of the key migrant groups in Canada, consider major trends in immigration policy, and assess the impact of changing immigrant profiles. It will also address major themes and the key theoretical approaches to migration studies. Migration literature will supplement the historical readings.

PREREQUISITES: Nine credits of lower-level history.

Note: As of September 2008 the prerequisites will change to the following:  
 HIST 101 or HIST 102, six additional credits of lower-level history, and four credits of 300-level history.

COREQUISITES: None.

SYNONYMOUS COURSE(S)	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM: <b>60</b>	TRAINING DAY-BASED INSTRUCTION
<b>STRUCTURE OF HOURS:</b>	LENGTH OF COURSE: _____
Lectures: <b>20</b> Hrs	HOURS PER DAY: _____
Seminar: <b>40</b> Hrs	
Laboratory: Hrs	
Field Experience: Hrs	
Student Directed Learning: Hrs	
Other (Specify): Hrs	

MAXIMUM ENROLLMENT: _____	<b>20</b>
EXPECTED FREQUENCY OF COURSE OFFERINGS: _____	<b>Once every second year</b>
<b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): _____ Barbara Messamore	Chairperson: _____ Jim Anderson (Curriculum Committee)
Department Head: _____ Sylvie Murray	Dean: _____ Virginia Cooke
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: Oct. 27, 2006

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

Students will gain an awareness of the variety of migrant groups to Canada from the seventeenth century to the present, and the circumstances that spurred such migrations. While Canadians are often self-congratulatory about their country's tradition of toleration and acceptance, a closer examination of the past might challenge this view. The study of migration is a growing interdisciplinary academic field, and students will learn about some of the most important approaches and challenges to traditional views.

Much of the reading for this course will be done on a "collective" basis. Individual students will assume responsibility for specific readings, and will share their findings with the group. The course will help refine students' skills in oral presentation, discussion, and critical thinking. In addition, good writing skills and research will be emphasized.

**METHODS:**

Lecture, discussion of readings, film, presentations, composition, and examination.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check:)  Yes  No

**METHODS OF OBTAINING PLAR:**

Challenge exam.

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Hugh Johnston, *The Voyage of the Komagata Maru: The Sikh Challenge to Canada's Colour Bar* (Vancouver: UBC Press, 1989)

Joy Parr, *Labouring Children: British Immigrant Apprentices to Canada, 1869 - 1924* (Toronto: UTP, 1994)

Barbara J. Messamore, ed. *Canada and the Migrant Experience: Migration Patterns from Britain and North America* (Ottawa: University of Ottawa Press, 2003)

Optional background: Valerie Knowles, *Strangers at our Gates: Canadian Immigration and Immigration Policy, 1540 – 1997* (Toronto: Dundurn, 1997 ed.)

**SUPPLIES / MATERIALS:**

None

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Collective reading synopsis:	15%
Essay proposal:	10%
Essay:	20%
Seminar Participation:	25%
Literature Panel:	10%
Final Exam:	20%

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

Unit 1: Introduction

Unit 2: Assisted Emigration case studies: New France, Early 19th century British Schemes

Unit 3: Loyalists and "Late Loyalists:" Migration, Ideology and Identity

Unit 4: Nineteenth Century Migration from the British Isles: Myths and Reality

Unit 5: Post-Confederation Immigrant Groups

Unit 6: Early Asian Immigration and Nativist Reactions

Unit 7: War and Work: The Alien Question in Wartime and Labour Radicalism and Ethnicity

Unit 8: Gender and Migration: Women Immigrants Post World War II

Unit 9: The 1960s and beyond: Changing Immigration Policy and the Remaking of the National Fabric

Unit 10: "The Ethnic Vote:" Modern Quebec and Immigration

Unit 11: Putting Flesh on the Bones: Family Migration Stories

Unit 12: Exploring Migration through Literature