UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: January 2004
COURSE REVISED IMPLEMENTATION DATE: September 2008
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: **History**

HIST 430		4
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Canada and Migration
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: HIST 101 or HIST 102, six additional credits of lower-level history, and four credits of 300-level history.
COREQUISITES: None.

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures:	**20**	Hrs
Seminar:	**40**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **20**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Once every second year**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ 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 I: 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