

## Term Information

Effective Term Spring 2021  
[Previous Value](#) Autumn 2018

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

### What is the rationale for the proposed change(s)?

Teaching this class in an online format is especially appropriate given the course's focus on immigration & mobility. The availability of media, oral testimony, podcasts, and documentary footage on the migrant & Indigenous experience means that the course draws on rich digital materials that students need to view and listen to outside of in-class meetings. Therefore, the DL format is a more efficient way of allotting time to allow students to encounter & react to these sources. In addition, this change is also consistent with the History Department's goals of expanding enrollment, greater outreach to new student constituencies, and flexibility in instructional/pedagogical approaches

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Crosslisted in History

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts  
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2750  
Course Title Natives and Newcomers: Immigration and Migration in U.S. History  
Transcript Abbreviation US (im)migration  
Course Description General survey of (im)migration history in the U.S. from precolonial times to the present. Topics include cultural contact, economic relations, citizenship, politics, family, and sexuality.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
[Previous Value](#) 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
[Previous Value](#) No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture

<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Prereq or concur: English 1110.xx, or permission of instructor.
<b>Exclusions</b>	Not open to students with credit for 2750H, History 2750, 2750H, or 2750E.
<b>Electronically Enforced</b>	Yes

## Cross-Listings

<b>Cross-Listings</b>	Cross-listed in History.
-----------------------	--------------------------

## Subject/CIP Code

<b>Subject/CIP Code</b>	05.0207
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Historical Study; Social Diversity in the United States  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Why do people migrate?</li><li>• How do the categories of migrants and natives shift over time and how do they vary based on the local context?</li><li>• How do migrants and natives negotiate, perceive, and adapt to one another?</li><li>• How do states and societies attempt to regulate migration and cultural contact? How have migrants and immigrants shaped America?</li><li>• How have original people been transformed?</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Theories of im/migration</li><li>• Native peoples in precolonial America</li><li>• Conquest and colonization</li><li>• Slavery, diaspora, displacement</li><li>• Frontier of inclusion/exclusion</li><li>• Exclusion and segregation</li><li>• Family, religion, nativism</li><li>• Empire and migration</li><li>• Labor and class</li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
2750 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
10/14/2020

**Attachments**

- Hist 2750.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- History 2750 Syllabus (WGSS 2750).docx: In Person Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- OLD assessment plan.doc: Old departmental assessment plan  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- DL History 2750 syllabus revised.docx: Revised DL syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*

**Comments**

- See ASCC feedback sent on 8-19-20, *(by Vankeerbergen, Bernadette Chantal on 08/19/2020 01:56 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	07/20/2020 04:38 PM	Submitted for Approval
Approved	Winnubst, Shannon	07/20/2020 05:25 PM	Unit Approval
Approved	Heysel, Garrett Robert	07/24/2020 11:31 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/19/2020 01:56 PM	ASCCAO Approval
Submitted	Stotlar, Jacqueline Nicole	10/13/2020 05:22 PM	Submitted for Approval
Approved	Winnubst, Shannon	10/14/2020 09:08 AM	Unit Approval
Approved	Haddad, Deborah Moore	10/14/2020 01:34 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	10/14/2020 01:34 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

# SYLLABUS: HISTORY 2750

## NATIVES AND NEWCOMERS: IMMIGRATION AND MIGRATION IN AMERICAN HISTORY

### SPRING 2020

## Course overview

### Instructor

Instructor: W Russ Coil

Email address: coil.5@osu.edu

Office hours: TR 11:00AM-12:00PM, Zoom or Carmen Chat

Office Location: Online in Carmen Chat

### Course Coordinator

### Course description

This course will survey migration and immigration history in the U.S. from precolonial times to the present. Our goal is to reflect on the origins of contemporary issues. From indigenous peoples thousands of years ago, migrating throughout and settling this continent, to today's families, performing crucial roles in American communities, migrants and immigrants have been fixtures in North American and US history. Americans, whether natives or newcomers, move. Indeed, in November, 2019, the United Nations estimated that some 270 million people around the world were migrants; approximately 51 million had found their way to the US.

They do not, however, all move equally. Climate change and environmental disasters, disease and warfare, and racial violence and oppression have forced relocation as much as economic opportunity and the possibility of freedom have persuaded people to leave their homes. Whether pushed or pulled, coerced or enticed, migrants/immigrants faced transitions, adjustments to new family relationships, new gender roles, new places, and new rules. These motions to and within what is now the US have contributed to both political and humanitarian crises as well as economic and social creativity. For better and worse, these transitions are features of American life. Their histories help us understand both today's headlines

as well as the ways migrants within and immigrants to the US have creatively responded to the legal, economic, social, and cultural pressures they have faced.

General topics include cultural contact, economic relations, citizenship, politics, family, race, ethnicity, and sexuality. In particular we will explore four themes:

- how economic and technological transformations, climate changes, and diseases shaped global migration patterns and remade local American landscapes
- how “natives” and “newcomers” interacted over time, resulting from and contributing to dynamic changes in politics, economics, and society
- how race is a changing social construct rather than a natural, timeless, static phenomenon
- how a nation that celebrates itself as a “nation of immigrants” can also explode in wrenching episodes of xenophobia

The course will offer a broad overview of migration and immigration, beginning with indigenous mobility in the precolonial period; transitioning to the intersection of indigeneity, slavery, and colonization in the shaping of the nation; refocusing on the US’s place within 19th century global movements of people; and then exploring how immigration and immigrants changed in the 20th century as the US rose to global military and economic power.

## GE Course Information

This course fulfills GE requirements for Historical Study as well as Social Diversity in the U.S.

- Historical Study GE

### Goals

Students recognize how past events are studied and how they influence today’s society and the human condition.

### Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
  2. Students describe and analyze the origins and nature of contemporary issues.
  3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
- Social Diversity in the United States GE

## Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

## Expected Learning Outcomes

- **SOCIAL DIVERSITY IN THE UNITED STATES**
  1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
  2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

## Course materials

### Required

Takaki, Ronald, *A Different Mirror: A Multicultural History of America*, 2008 (revised edition). ISBN: 9780316022361

At a minimum, the book should be available at the Barnes and Noble OSU bookstore but check other bookstores, the Internet, and area libraries.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

# Grading and faculty response

## Grades

Assignment or category	Points
Exam quizzes	10%
Midterm Essay	25%
Final Essay	25%
Online quizzes	20%
Discussion forum posts	20%
<b>Total</b>	<b>100%</b>

*See course schedule, below, for due dates*

## Assignment information

There will be TWO exam quizzes: one midterm and one final. Each exam quiz will be a multiple choice, online quiz, based largely on *A Different Mirror* plus some video lectures and other assigned reading material. The quiz windows will open for one week. The midterm exam quiz is due no later than Friday, 2/28, no later than 11:59pm. The final exam quiz is due Friday, 4/24 no later than 11:59pm. I will provide a study sheet in advance. Each exam quiz is worth 5% of your grade.

There will be TWO essays. The Midterm essay is based on video lectures and any assigned reading materials and is due Friday, 2/28, no later than 11:59pm. The Final essay, based on video lectures and any assigned reading materials since the midterm, is due Friday, 4/24 no later than 11:59pm. Each essay is worth 25% of your grade and should be approximately 5 typed, double-spaced pages in length.

There will be THREE online discussion forums, covering 20% of your grade. On average expect to watch two videos a week. Each video lasts approximately 15 minutes. After watching the videos you will then participate in an online discussion based on the videos and any assigned readings. Follow the prompt that I post and reply to at least one other student. The discussion forum windows will usually open on a Saturday morning at 8am and close the following Friday at 11:59PM. No late discussions accepted.

These discussion posts will earn a score based on a posted rubric. Please note that the rubric for these discussions includes an incentive to complete the assignment earlier in the week rather than later. Early posts allow us (the entire class) to learn from you. I try to reward that contribution. In addition to the each discussion rubric, check out the General Instructions for Online Discussions.

The remaining 20% of your grade comes from completing regularly scheduled online quizzes throughout the semester. The quizzes are based on the video lectures and reading assignments. They begin the very first week of class. Most (but not all) quiz windows usually follow the discussion assignments -- opening on Saturday morning at 8am and closing the following Friday at 11:59pm. Late video quizzes are subjected to a penalty of 5 points per day. See below for the specific schedule of assignments.

Videos will be posted on the Library Video Page. Quizzes and discussion assignments will contain links to the relevant videos.

## Late assignments

Please check the syllabus throughout the semester for a schedule of readings and assignment deadlines. Essay papers, video quizzes, and exam quizzes submitted late will be subject to a 5% penalty every day that the assignment is late. No late discussions accepted.

There are of course exceptions to every rule. An acceptable reason to adjust the rule might be documented illness or serious family/personal situations. Unacceptable reasons include: "I'm too busy with other classes right now" or "I want to attend a concert the night before the paper is due." Or, "My computer broke." Or "The Internet is down."

Keep in mind the following:

- a. Technology problems usually do not count as acceptable justifications for a late submission. They are the modern equivalent of "The dog ate my homework." So avoid blaming Carmen for eating your quiz/essay/discussion post.



- b. Avoid waiting until the last minute and always back up your files. In other words, technology failures are only problems if you have waited to the last minute to complete an assignment or neglected to take common sense steps to protect your work.
- c. Check your email and the Class Announcements and Chat regularly. "I didn't get this message until just now" is an excuse for nothing.
- d. Again: technology failures are only problems if you have waited to the last minute to complete an assignment or neglected to take common sense steps to protect your work.

Overall, busy schedules are serious and personal, but they're not situations. They're choices that you have made. By all means, follow your priorities in life. Accept the consequences too.

Plan ahead and stay in touch with me.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

### Academic integrity policy

#### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

## Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/6-1/10	Intro Watch "Intro Video" Read Takaki, <i>A Different Mirror</i> , Chapter 1 Complete Intro Quiz no later than Friday, 1/10 by 11:59pm.
2	1/11-1/17	Indigenous Prosperity and European Strangers Watch assigned lecture videos. Read Takaki, <i>A Different Mirror</i> , "Before Columbus: Vinland," Chapter 2 Complete Quiz 1 by Friday, 1/17, 11:59pm
3	1/18-1/24	Africans in the Western Hemisphere Watch assigned lecture videos Read, Takaki, <i>A Different Mirror</i> , Chapter 3 Complete Quiz 2 by Friday, 1/24 by 11:59pm Complete Module 1 Discussion by Friday, 1/24 by 11:59pm
4	1/25-1/31	Conquest and Expansion Watch assigned lecture videos Read "The Rise of the Cotton Kingdom" and Chapters 4 and 5 Complete Quiz 3 no later than 1/31, 11:59pm
5	2/1-2/7	America in the global system Watch assigned lecture videos Read Takaki, <i>A Different Mirror</i> , Chapter 6 Complete Quiz 4 no later than Friday, 2/7, 11:59pm
6	2/8-2/14	Conquest and expansion, again Read Takaki, <i>A Different Mirror</i> , Chapter 7 Watch assigned lecture videos Complete Quiz 5 no later than Friday, 2/14, by 11:59pm Complete Module 2 Discussion no later than Friday, 2/14, by 11:59p
7	2/15-2/21	Global Chinatowns Watch assigned lecture videos

		Read Takaki, <i>A Different Mirror</i> , Chapter 8 Complete Quiz 6 no later than Friday, 2/21, by 11:59pm
<b>8</b>	<b>2/22-2/28</b>	Midterm Essay and Quiz Due, Friday 2/28, no later than 11:59pm.
<b>9</b>	<b>2/29-3/6</b>	Week 9: 2/29-3/6  Continental Empire  Watch assigned lecture videos Read Takaki, <i>A Different Mirror</i> , Chapter 9 Complete Quiz 7 no later than Friday, 3/6, 11:59pm
<b>10</b>	<b>3/7-3/15</b>	<b>Spring Break</b>
<b>11</b>	<b>3/16-3/20</b>	Watch assigned lecture videos Complete Quiz 8 no later than Friday, 3/20, 11:59pm Read Takaki, <i>A Different Mirror</i> , Chapters 10-11
<b>12</b>	<b>3/21-3/27</b>	El Norte  Watch assigned lecture videos Read Takaki, <i>A Different Mirror</i> , Chapter 12 Complete Quiz 9 no later than Friday, 3/27, 11:59pm Complete Module 3 Discussion no later than Friday, 3/27, 11:59pm
<b>13</b>	<b>3/28-4/3</b>	The Great Migration  Watch assigned lecture Read Takaki, <i>A Different Mirror</i> , Chapter 13 Complete Quiz 10 no later than Friday, 4/3, 11:59pm
<b>14</b>	<b>4/4-4/10</b>	Wars  Watch assigned lecture videos Complete Quiz 11 no later than Friday, 4/10, 11:59pm Read Takaki, <i>A Different Mirror</i> , “The Problem of Color Lines” and Chapters 14-15
<b>15</b>	<b>4/11-4/17</b>	Economies and Climates Watch assigned lecture videos Read Takaki, <i>A Different Mirror</i> , Chapter 16 Complete Quiz 12 no later than Friday, 4/17, 11:59pm
<b>16</b>	<b>4/18-4/24</b>	Read Takaki, <i>A Different Mirror</i> , Chapter 17

**Friday, 4/24: Final Essay and Quiz Due No Later Than 11:59pm**

AUTUMN 2018

## **HISTORY 2750: Natives and Newcomers: Immigration and Migration in American History**

Dr. Lucy Murphy, Professor of History  
([Murphy.500@osu.edu](mailto:Murphy.500@osu.edu), 740 364-9592)

Office: Adena 145; Office hours: Thu 2:30 - 3:30 and by appointment. Please stop by and say hello.

Welcome to History 2750! Immigration and migration have been permanent features of American history. From the first indigenous peoples who migrated throughout the continent to yesterday's immigrants, people have for centuries been in motion throughout what is today the United States. Whether they moved voluntarily, or relocated against their will, men, women, and children confronted wrenching familial separations and adjustments to new lands, lifestyles, languages, and power dynamics. Some were able to convert these challenges into opportunities for themselves and their families, while others had more difficulty overcoming such transitions. Ironically, however, as Americans, we celebrate our nation's immigrant heritage at the same time that we express anxiety and alarm over immigration today. The fact remains that millions of people in motion to--and within--the United States have contributed to American cultural, social, economic, and political creativity, and have had a major impact on the character of this nation throughout its history.

This course will critically examine the dynamics of immigration and migration throughout our history and challenge some of our most fundamental ideas on this topic. Ultimately, we hope to have students understand im/migration not only from the perspective of natives or "the nation" but from the view of newcomers as well. To that end we will be drawing on sources and materials that illuminate multiple voices beyond just the typical, mainstream or "official" view of immigration and migration.

We will take a broad overview of migration in United States history, beginning with precolonial societies through contemporary dynamics in the 21st century. The course will be organized conceptually along three chronological periods—Precolonial and Colonial Era (30,000 BC - 1776), Creating a Nation (1776-1900), and the Twentieth and Twenty-first Centuries.

**GOALS:** at the end of the course, students should be able to answer the following questions:

Why do people migrate? How do the categories of migrants and natives shift over time and how do they vary based on the local context? How do migrants and natives negotiate, perceive, and adapt to one another? How do states and societies attempt to regulate migration and cultural contact? How have migrants and immigrants shaped America? How have original people been transformed?

General Education requirements: This course qualifies for GE Historical Studies and Social Diversity in the US credit.

### **GENERAL EDUCATION GOALS AND OUTCOMES**

This course fulfills the Historical Study requirement.

**Goals:** Students recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes**

1. Students construct an integrated perspective on history and the factors that shape human activity.



2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course fulfills the Diversity: Social Diversity in the United States requirement.

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**In the History major, it is a Group B (2) course, dealing with the period after 1750, and Category B (4) on North America.**

**COURSE POLICIES & PROCEDURES**

Course Website/Carmen

This course has a web page on Carmen. Students should check the website regularly for readings, announcements, course resources, and other information. Go to <http://carmen.osu.edu>.

Email

The professor will sometimes communicate with students via your OSU email account. Please make sure you check this account regularly and that you keep your account under quota. Also, please make sure you check the course’s website in Carmen for announcements, assignment instructions, or supplementary materials. Students may use email to contact Prof. Murphy outside of class, but please do not overuse email for simple questions that may be answered in class or in Carmen.

Reading: Students are expected to complete all readings before the corresponding class meeting and should bring readings to class each time we meet. The book listed below will be placed on reserve in the library and available for purchase in the bookstore. Additional readings will be placed on e-reserve and accessible via the course Carmen website. (See p. 9 for a complete list.)

**Thomas Dublin, *Immigrant Voices: New Lives in America, 1773 - 2000* Second Edition** (Urbana: University of Illinois Press, ISBN-10: 0252078721, ISBN-13: 978-0252078729

Evaluation

Your grade for the course will be determined by the following:

Participation	10%
Quiz	15% (Sept. 30)
Article and Source sheets	30% (weekly)
Primary Source Analysis	10% (Oct. 30)
Immigration Policies Paper	10% (Dec. 4)

**IMPORTANT:** You can check your grades on Carmen. Any assignment that is not completed will be recorded as zero points, which is even lower than an E, so be sure to turn everything in!

*Participation:* This includes positive contributions to discussion, preparation for class, in-class assignments, respect for classmates, effort, and attendance. Students are expected to attend class regularly, keep up with reading assignments, and come to class prepared to participate in class discussions.

*Tests* will include identification and short essay questions, and matching of names, terms, and concepts.

*Article and Source Sheets:* Students will hand in a one-page sheet for each reading assignment. Instructions will be given in class.

*For optional extra credit,* do the optional readings and hand in reading sheets for them.

*Primary Source Analysis:* A short project will ask students to locate 19th-century images of migrants and/or immigrants to analyze and present to the class. Students will hand in a copy of the image and a one-page paper. Information about how to do this project will be presented in class.

*Immigration Policies Paper:* This is a short paper of about 3-4 pages about immigration trends, U.S. government policies, and proposed reforms. You will be asked to develop your own independent analysis based upon class materials and discussions and newspaper articles, government web sites, our guest speaker, and other recent media. A handout will be given in class about this assignment.

**Attendance:** You are expected to attend class regularly and to be on time. You cannot be successful in this course without attending class regularly. Absences will reduce your participation in class, and of course, your participation grade will reflect this. Chronic tardiness is a sign of extreme disrespect. So is leaving class early. Your participation grade will reflect this, too.

- Late assignments will receive lower grades, unless approved by the professor in advance.
- Tests and presentations may be made up only if the student's absence was caused by a documented personal emergency or illness. If a crisis prevents you from taking a test or making a presentation, you must notify Prof. Murphy right away, within 48 hours of the due date.
- All cell phones, laptops, and other electronic devices should be **turned off** during class. This is done to prevent you from distracting other students, me, and yourself. It is also done to encourage you to interact with the class.

**Disability:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a

timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**Tips for Success:**

- Keep up with the reading. Keep a dictionary at hand to build your vocabulary.
- Take good notes in class and on the readings.
- Go over your class notes soon after each class to review the material.
- Ask questions. Contribute to class discussions.
- Stop by Dr. Murphy's office, Adena 145, for extra help, or just to chat.

**Reminders:**

- All assignments must be typed. Keep a copy of everything you hand in. Proofread all assignments before you hand them in. Do not waste my time by handing in an assignment you have not checked for typing, spelling, grammar, capitalization, and punctuation errors. If in doubt, have a friend proofread your final copy.

**Plagiarism:**

All assignments must be your own work and must be in your own words. Use quotation marks when borrowing someone else's phrases, and give your sources. Avoid long quotations. Do not copy word-for-word from any source without properly indicating that you are quoting; you must give the source of all quotes. When someone copies someone else's words or ideas and submits them as their own, this is called plagiarism, and is prohibited by the University. When in doubt, ask the professor for assistance.

*Academic misconduct* is defined in the Code of Student Conduct as “any activity that tends to compromise the academic integrity of the university, or subvert the educational process.” Examples include but are not limited to violation of course rules, submitting plagiarized work, knowingly providing or receiving information during exams or quizzes, and other such acts of academic dishonesty. **Any student suspected** of engaging in academic misconduct as set forth in section 3335-23-02 of the Code of Student Conduct will be reported to the Committee on Academic Misconduct.

**Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**Tips for Good Discussion**

- Be prepared for class. If you are not prepared, don't try to fake it.
- Do participate in each class discussion with comments, questions, and/or suggestions.
- Speak to the whole class, not just to the professor.
- Do not chat with a neighbor during lectures. This is rude, distracting, and immature.
- Do not run on and on. Give others a chance to participate.
- Encourage others to participate. Ask what others think.

- Explore alternative interpretations.
- Be respectful of other points of view, but don't be afraid to disagree. Disagreement can be very good for the learning process.
- Give examples and details from readings, films, etc.
- Try to keep a sense of humor, where appropriate.

If you miss a class, you are not participating. Each absence will reduce your participation grade.

### **A Field trip to Newark Earthworks Tuesday, Sept. 11, during class**

Students will visit the Newark Earthworks, a 2000-year-old complex of geometric mounds aligned to the lunar calendar. During ancient times, this pilgrimage site was visited by people who came from hundreds of miles away. A lecture will connect this Hopewell Era people to the subsequent history of the Native peoples of the Midwest, who created sophisticated societies, migrated over time, and encountered Europeans during the seventeenth century. The Earthworks tour will serve to educate students about Native cultures, and to stimulate thinking about pilgrimage as well as migration. Please notify me if you cannot attend, and I will try to help you make alternative arrangements.

## **COURSE SCHEDULE**

PLEASE NOTE: THE CLASS SCHEDULE IS SUBJECT TO CHANGE; ANY CHANGES WILL BE ANNOUNCED IN CLASS AND ON THE CARMEN WEB SITE.

### **Th Aug 28: Introduction**

#### **T. Sept 2: Concepts and Patterns in Migration**

Film: "God Bless America and Poland, Too"

Optional: Read Dublin, Introduction

#### *I. Precolonial and Colonial Period*

#### **Th Sept 4: Native Peoples and Migration in Precolonial America**

Optional, Read: The Newberry Library's Indians of the Midwest web site (links are on Carmen)

#### **T Sept 9: Precolonial Society, Conquest and Colonization**

Read: "Indian/White Relations: A View from the Other Side of the 'Frontier';" [article review due](#) (see handout and separate study guide).

**Th Sept 11: Field trip to the Newark Earthworks, starting at the Octagon State Memorial, 125 North 33rd Street, Newark. Park in the Moundbuilders Country Club lot. Bundle up for an outdoor walk. Please ask me if you need a ride. In case of rain, check the Carmen web site and/or call Prof. Murphy's office for a message regarding cancellation of the field trip. If it is raining hard, meet in our usual classroom.**

<http://ohsweb.ohiohistory.org/places/c08/octagon.shtml>

Read: [http://ancientohiotrail.org/?q=newark\\_temp](http://ancientohiotrail.org/?q=newark_temp) (no reading sheet due.) Links are also on Carmen.

**T Sept 16: Conquest and Colonization**

Read: Seaver, *A Narrative of the Life of Mrs. Mary Jemison*, excerpt.

Primary source sheet due (see handout).

Film excerpt: “500 Nations” (tentative)

**Th Sept 18: Conquest and Colonization (Bring your Dublin book to class)**

Optional, Read: Dublin, Ch. 1, “The John Harrower Diary.” Focus on introduction, pp. 25-26, 38-50 (skim the rest).

**T Sept 23: Slavery, Diaspora & Displacement: Voluntary vs. Involuntary Migration**

Read: excerpt from *The Interesting Narrative of the Life of Olaudah Equiano*; primary source sheet due.

*II. Creating a New Nation, 1776-1924*

**Th Sept 25: Nation Formation and Indian Removal: Exclusion and Segregation**

Read: Donna Akers, “Removing the Heart of the Choctaw People: Indian Removal from a Native Perspective,” Article sheet due.

View film online: “How the West Was Lost. Cherokee Trail of Tears” (tentative)

**T Sept 30: The “Old Immigrants,” The Irish Quiz**

Film excerpt: “Out of Ireland,” (tentative).

**Th Oct 2: The “Old Immigrants,” The Irish (Bring your Dublin book to class)**

Read: Anbinder, “From Famine to Five Points;” article sheet due

(Optional: Dublin, Ch. 2, “Irish Immigration Letters,” focus on intro. pp. 63-64, and letters #6-8, 12, and 15)

**T Oct 7: Westward Migration, “Old Immigrants,” Germans**

Read: Dublin, Chapter 3, “The Seyffardt letters, 1851-63, a German Farm Family in Michigan” Primary source sheet due

**Th Oct 9: Contemporary Issues: Refugees**

Film: “The New Americans,” Part 1 of Nigerian immigration

**Sunday Oct. 12** is “Open House,” a golf-free day at the Octagon Earthworks. Try to attend with your friends and family. (Optional)

**T Oct 14: Asian Immigration, In Search of “Gold Mountain”**

Read: Jack Chen, “Linking a Continent and a Nation,” article sheet due

(Optional: “The Biography of a Chinaman: Lee Chew;”)

Film excerpt: *Chinatown: Strangers in a Strange Land* (tentative)

**Th Oct 16: Mexican Immigration, Refugees**

Read: Ernesto Galarza, “The Galarza Family in the Mexican Revolution, 1910: From Mexico to Sacramento,” primary source sheet due

View film online, “New Americans, Mexican Family” part 1 (tentative)

**T Oct 21: Juan Gonzalez, guest speaker (in Warner 126, the platform) There will be a reception afterwards with refreshments. Please stay for informal conversation if you can.**

Juan González has been a professional journalist for more than 30 years and a staff columnist at the New York Daily News since 1987. He is a two-time recipient of the George Polk Award for commentary (1998 and 2010) and a founder and past president of the National Association of Hispanic Journalists. He is also co-host of the independent news program, Democracy Now! (www.democracynow.org). González has written four books: *Harvest of Empire: A History of Latinos in America* offers a history of the largest ethnic minority group in the country, spanning five centuries—from the first New World colonies to the first decade of the new millennium. It is now in its second edition. *Roll Down Your Window: Stories of a Forgotten America* is a collection of his early reporting from American inner cities to the Caribbean and Latin America. *Fallout: The Environmental Consequences of the World Trade Center Collapse*, documents cover-ups by Environmental Protection Agency and government officials with regard to health hazards at Ground Zero in New York. His latest book, *News for All the People: The Epic Story of Race and the American Media*, co-authored with Joseph Torres, is a landmark narrative history of American media that puts race at the center of the story.

(Optional: Read *Harvest of Empire*, Ch. 11)

**Th Oct 23: The “New Immigrants:” Eastern and Southern Europeans**

Read: Dublin, Ch. 5, “Rose Gollup: From Russia to the Lower East Side in the 1890s,” primary source sheet due. (Optional: Ch. 4, “Rosa Cassettari”)

**T Oct 28: Nativism and Law**

Read: (Optional) Dublin, Ch. 6, Mary Paik

*III. The Twentieth Century*

**Th Oct 30: Nineteenth Century Images: Source Analysis Due, student presentations**

**T Nov 4: Moving Up North: Internal Migration, Race, and Gender**

Read: Elizabeth Clark-Lewis, “‘This Work Had a End’: African-American Domestic Workers in Washington, D.C., 1910-1940;” article sheet due  
Film excerpt: “Sweet Home Chicago.”

**Th Nov 6: The Great Depression and World War II**

Read: Dublin, Ch. 7, “Kazuko Itoi: A Nisei Daughter’s Story, 1925-1942,” pp. 234-259, primary source sheet due.

**T Nov. 11: Veterans’ Day. No class.**

**Th Nov 13: 1945 -2000, Patterns of Immigration and Migration. Community**

Read: Dublin, Ch. 8, “The Nguyen Family: From Vietnam to Chicago, 1975-1986,” primary source sheet due  
Film: *Native American Indian Center of Central Ohio* (tentative)

**T Nov. 18: 1945+, Patterns of Immigration and Migration, Undocumented**

(Optional, Read: Ruben Martinez, “Rosa’s Journey,” in *Crossing Over: A Mexican Family on the Migrant Trail*, Dublin, Ch. 10, Letters of Angela Gomez)

**Th Nov 20: 1945+, Patterns of Immigration and Migration.**

Read: United States Homeland Security, <http://www.dhs.gov/index.shtm>  
Citizenship and Immigration Services, <http://www.uscis.gov/portal/site/uscis>;  
Immigration and Customs Enforcement, <http://www.ice.gov/index.htm>

**Think about** these government agencies and the laws and policies posted there from the point of view of immigrants or people overseas thinking about immigrating, and be ready to discuss them.

**T Nov 25: 1945 -2000, Patterns of Immigration and Migration. Assimilation**

Read: Dublin, Ch. 9, “Helene Cooper: A Liberian Immigrant’s Story, 1980” primary source sheet due

**Th Nov 27:** Thanksgiving. No class. Enjoy the day.

**T Dec 2: Contemporary Issues: Immigration Policies in the 21<sup>st</sup> Century**

News and policy proposals, class discussion. Review the news articles posted on our web site and your own reading notes. Be ready to discuss current issues and proposals for new immigration legislation. What do you think needs to be changed? What does not? What are the politics of immigration policy? Who supports which proposals, who opposes them, and why?

**Th Dec 4: New and Proposed Legislation** Policies Paper due.

**T Dec 9: Contemporary Issues, Review**

**Th Dec 11: Final Exam 12:40 – 2:25**

## Supplemental Readings for History 2750H: Natives and Newcomers: Immigration and Migration in American History

1. Alfonso Ortiz, "Indian/White Relations: A View from the Other Side of the 'Frontier'," in Frederick E. Hoxie and Peter Iverson, *Indians in American History, An Introduction* (Wheeling, Illinois: Harland Davidson, 1998) pp.1-14.
2. James E. Seaver, *A Narrative of the Life of Mrs. Mary Jemison* [1824] Edited with and introduction by June Namias (University of Oklahoma Press, 1992), pp. 66-82, 101-108.
3. Donna L. Akers, "Removing the Heart of the Choctaw People," *American Indian Culture and Research Journal* 23, no. 3 (1999): 63-76.
4. Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself* (Boston: Bedford Books, St. Martin's Press, 1995), pp. 46-58.
5. Tyler Anbinder, "From Famine to Five Points," in Frederick M. Binder and David M Reimers, eds., *The Way We Lived: Essays and Documents in American Social History*, Vol. 1, 6th edition (Boston: Houghton Mifflin, 2008) pp. 211-221
6. Jack Chen, "Linking a Continent and a Nation," in Frederick M. Binder and David M Reimers, eds., *The Way We Lived: Essays and Documents in American Social History*, Vol. 2, 3rd edition (Boston: Houghton Mifflin, 1996) pp. 27-40.
7. Ernesto Galarza, "The Galarza Family in the Mexican Revolution, 1910: From Mexico to Sacramento," in Thomas Dublin, *Immigrant Voices: New Lives in America, 1773 - 1986* (Urbana: University of Illinois Press, 1993) pp. 202-233.
8. Elizabeth Clark-Lewis, "'This Work Had a End': African-American Domestic Workers in Washington, D.C., 1910-1940," in *To Toil the Livelong Day": America's Women at Work, 1780-1980*, edited by Carol Groneman and Mary Beth Norton. (Cornell University Press, 1987), pp. 196-212
9. Ruben Martinez, "Rosa's Journey," in *Crossing Over: A Mexican Family on the Migrant Trail* (New York: Henry Holt and Company), pp. 177-192



## MEMORANDUM

**TO: Arts and Sciences Committee on Curriculum and Instruction**

**FROM: Nicholas Breyfogle, Associate Professor and Calendar Conversion  
Coordinator, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social  
Diversity in the U.S., and Diversity: International Issues**

---

### **Assessment Goals and Objectives**

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

##### **Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

**International Issues GE Requirements:**

**Goals:**

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

**Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

## II. Methods

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

### Summary of Data:

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 2750**

**Instructor: W Russ Coil**

**Summary: Natives and Newcomers**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenWiki</li> <li>• Carmen Message Boards</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			OSU accessibility policy is included
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			OSU policy on obtaining these materials is included
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/16/20
- Reviewed by: Ian Anderson

**Notes: Good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.