

Term Information

Effective Term Spring 2024
Previous Value Spring 2020

Course Change Information

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

Adding 100% DL

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

One of our regional faculty members would like the option to teach this online.

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)?

N/A

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4525
Course Title	Seminar in International History
Transcript Abbreviation	Intl Hist Seminar
Course Description	Advanced research and readings on selected topics in International History.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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 Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, Or completion of GE Foundation Writing and Information Literacy Course, a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx, a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students will become proficient in the research methodologies and writing styles of historians focused on international history

Content Topic List

- Topics will vary and will focus on issues in the study of International History

Sought Concurrence

No

Attachments

- 4525 Syllabus AU23 In-Person.docx: 4525 Syllabus In-Person

(Syllabus. Owner: Getson, Jennifer L.)

- 4525 Syllabus DL.docx: Syllabus DL

(Syllabus. Owner: Getson, Jennifer L.)

- History 4525 DL Cover Sheet.pdf: 4525 Cover Sheet

(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

COURSE CHANGE REQUEST
4525 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/13/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/25/2023 04:10 PM	Submitted for Approval
Approved	Soland, Birgitte	10/25/2023 06:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/13/2023 04:02 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/13/2023 04:02 PM	ASCCAO Approval



Syllabus

History/4525

Seminar in International History

Topic: Migration in the Americas

Autumn 2023

3 Credit Hours

Online, Synchronous, W 9:00am – 11:45am

Course overview

Instructor

- Alcira Dueñas
- Duenas.2@osu.edu
- 740-366-9127
- Course Zoom Link
- Office Hours
 - Zoom Link

Note: My preferred method of contact is email.

Course description

This is an advanced undergraduate level, reading and research seminar. Its purpose is to examine the history of human mobility between countries of the Americas and other parts of the world, in the last two centuries. The course analyses the larger context in which immigration is produced. It uses a multifaceted regional approach to reconstruct the history of



transnational migration in Latin America and between South America, Central America, the Caribbean, and North America. It will be framed in the history of colonialism, modernization, and the most recent globalization phases. We will study the manifold dynamics and patterns of migration and the cultural transformations of migrants and the receiving societies. Attention will also be paid to transatlantic and transpacific migratory processes from Europe, the Middle East, and Asia to Latin America and the United States.

HIST 4525 requires intensive reading, substantial writing, and full engagement in class participation by every student. The thematic structure of the course and its selected readings reflect state-of-the-art transdisciplinary approaches to migration studies. Documented discussion of the daily reading assignments will be the staple of class meetings and reading quizzes. A research project constitutes the core assignment. Students will select a research topic early and will progressively develop the research paper (RP) as the course moves on to new topics and readings. Each new RP (new work in progress) submitted periodically will be graded independently. Critical thinking, reading, and writing skills, to be mentored in this course, are essential for a successful RP. All students must be officially enrolled in the course by the end of the second full week of the semester (Sept. 1st). No requests to add to the course will be approved after that date. Enrolling officially and on time is solely the responsibility of the student.

Requirements & Methods: For History Majors, History 4525 fulfills one of the two-seminar requirements (or “Progression” requirement), and the geographical (Latin America & U.S.) and chronological concentration (post-1750) requirements. For all students who started at OSU in 2022 or later, the course also fulfills the embedded Literacies, advanced writing requirement.

Course expected learning outcomes

By the end of this course, students should successfully be able to:



1. To understand critically the dynamics of cross-border interaction between the peoples and governments of the Americas and between the Middle East, Asia, and Latin America. All these interactions happened as those countries went through capitalist consolidation and the formation of modern nation-states, since the nineteenth century.
2. To identify critically the new challenges that the latest globalization cycle posed to hemispheric relations in the Americas.
3. To forge critical thinking skills, students will learn how to build, write, question, and communicate a historical argument through the proper use of relevant primary and secondary sources.
4. Through reading, apprehending, and discussing key theoretical approaches in the fields of Latin American and U. S. history, students will learn how historians build their arguments and narratives. Thus, they will attain the critical thinking needed to identify biases, strengths, and gaps in historiography.
5. With the assistance of the instructor, students will learn how to go investigate, structure, and compose an academic research paper.

These goals will be accomplished through 1. documented class discussions; 2. completion of a major research paper to be closely read and commented on by the instructor; 3. one-on-one sessions where students will receive extensive and individualized research assistance from the instructor; 4. shorter written assignments to be closely read and commented on by the instructor. 5. Reading quizzes.

How this online course works

Mode of delivery

This course is 100% online via synchronous delivery via Zoom. Zoom invitations will be posted in advance to Carmen “Announcements.” We will meet for one weekly zoom session per week.

Pace of online activities



This course is divided into weekly modules that are released one week ahead of time. Because the scheduled class is on Wednesday morning, modules will open Wednesday at noon, and all weekly content will be due no later than Tuesday at 11:59pm in order to prepare for the discussion session the following morning. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

You are expected to log in to the course in Carmen for every scheduled class period (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. Your attendance and participation grades depend on your logging in, completing all assigned work satisfactorily and on time, and demonstrating engagement with the course materials and themes through both written and online discussion.

Live sessions and office hours

The weekly synchronous class meeting is required and office hours are optional.



Course 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. A more conversational tone 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.

Protecting and saving your work

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course materials and technologies

Textbooks

Required

1. *The Routledge Modern History of Latin American Migration*.
Andreas E. Feldmann, Xochitl Bada, Jorge Durand, Stephanie



- Schütze. New York & London: Routledge, 2023. (Routledge)
<https://www-taylorfrancis-com.proxy.lib.ohio-state.edu/books/edit/10.4324/9781003118923/routledge-history-modern-latin-american-migration-xochitl-bada-jorge-durand-andreas-feldmann-stephanie-sch%C3%BCtzeText#2>
2. *The Harvest of Empire*. Juan Gonzalez. New York: Penguin Books, 2022. (Gonzalez)
 3. *Latin America and the United States. A Documentary History*. Robert Holden & Eric Zolov (H&Z).

Peer-reviewed journal articles and numerous primary sources posted on Carmen and marked in the Class Schedule.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment



- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response



How your grade is calculated

Assignment Category	Points and/or Percentage
Attendance & Participation	10%
Class Discussion Presentation	10%
Quizzes	20%
Research Paper Prep (Proposal/Bibliographies)	10%
Research Paper Drafts (R1, RP, R3, FRP)	40%
Research Paper Presentation	10%
Total	100%

Description of major course assignments

HIST 4525 requires intensive reading, substantial writing, and full engagement in class participation by every student. The thematic structure of the course and its selected readings reflect state-of-the art transdisciplinary approaches to migration studies. Documented discussion of the daily reading assignments will be the staple of class meetings and reading quizzes.



A research project constitutes the core assignment. Students will select a research topic early and will progressively develop the research paper (RP) as the course moves on to new topics and readings. Each new RP (new work in progress) submitted periodically will be graded independently. Critical thinking, reading, and writing skills, to be mentored in this course, are essential for a successful RP.

Assignment #1 – Attendance & Participation

- **Description**

This is a seminar-style course and is based on discussion and therefore requires active class participation. Effective participation requires that you complete the readings and are prepared to discuss your questions and comments with your fellow students. In order to participate effectively, you will need to attend each class, and this is my expectation. However, I recognize that students may need to be absent at times. Students may have one unexcused absence without it affecting their grade.

- **Academic integrity and collaboration guidelines**

Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face. At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of



reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

Assignment #2 – Class Discussion Presentation

- **Description**

You are responsible for introducing the readings and generating some discussion questions for one class session. Students may work individually or in a group of two. To facilitate discussion, you will distribute via email (no later than Monday at 11:59pm) a short summary (no 200-400 words) of the readings, and at least 4 related discussion questions (if working individually) or 8 related discussion questions (if working in a pair). You will use these materials to then facilitate discussion in class for that week's class.

- **Academic integrity and collaboration guidelines**

You are welcome to consult any of your readings and collaborate with your peers to prepare for leading discussion.

Assignment #3 – Quizzes

- **Description**

Reading quizzes, spread throughout the semester, will cover comprehension of the class readings in order to support our weekly discussion sections. Quizzes consist of approximately 5 open-ended, short answer questions (approximately 150-200 words each). They will not test your knowledge of miniscule details but rather focus on the major events, themes, trends, and concepts in the readings. Quizzes will open on Wednesdays with the module, and then will be due by 11:59pm on the following Tuesday (exact dates on Carmen).

- **Academic integrity and collaboration guidelines**



While quizzes are open-note/open-book, they must be completed alone. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper

Assignment #4 – Research Paper Prep

- **Description**

There are three assignments designed to help you learn the skills of historical research and prepare your final project: (1) project proposal; (2) annotated bibliography of secondary sources; (3) annotated bibliography of primary sources.

Project Proposal - The proposal should be written as a conventional short essay, with an argument, revealing your thinking and hypothesis about a historical issue that you define and develop, transitions between paragraphs that build upon each other, and Introduction and Conclusion. Complete sentences are expected for this assignment. The proposal should be 1-2 pages.

Annotated Bibliography – You will do two different annotated bibliographies – the first will have secondary sources, and the second will have primary sources. Please include 4 sources for each annotated bibliography. An annotated bibliography also includes a short paragraph summarizes the source (approx..150-200 words per entry).

Primary sources. The evidence that you will examine and evaluate critically to answer your question: diaries, newspapers, government reports, songs, etc., etc.

Secondary sources. A list interpretive works by historians and/or scholars in other fields that will help you understand the current state of knowledge and give you the tools you’ll need to answer your question

- **Academic integrity and collaboration guidelines**



Your written assignments should be your own original work. Another person may proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Assignment #5 – Research Paper Drafts

○ Description

Each of these assignments is a different paper in and of itself. But altogether they are building blocks towards the Final Research Paper (FRP). To earn full credit, each subsequent paper must add substantial new work and must address fully the revisions given to previous research papers. The great advantage of working like this is that you will not have to do the entire paper from scratch at once, at the end of the semester. You will build the RP by stages during the semester and will have enough time to read your sources fully and get timely assistance from me. By the time you finish your third paper, you are almost done with the FRP.

Description: Your research project may focus on a topic of your choice that is related to the course. It will require that you work with primary and secondary sources to develop your own historical interpretations. The final paper should be approximately 15-20 pages. We will be discussing the paper at greater length in class but see below for a general guideline.

Rough Drafts (R1, R2, R3) –

R1 = 5-7 pages, R2 = 7-10 pages, R3 = 10-12 pages, FRP = 12-15 pages

I do not expect your drafts to be as polished as your final paper, but I will still expect complete sentences, correct grammar, and properly spelled words. You may use parenthetical citations



(author, page #) rather than full citations for your first three drafts, but you must still always properly cite your sources. Part of your rough draft should be making sure that you know when and where to properly include citations!

Your final paper should include:

1. A title page (which also does not count towards your total pages—please do NOT number your title page). Your title page also will include your name as well.
2. An introduction that states your thesis and a brief introduction to the historical event (including the years) you will discuss. Your introduction should be 1 paragraph.
3. The body of your paper with topic sentences.
4. Your paper should have a conclusion (1 or 2 paragraphs) that sums up your arguments.
5. And lastly, you will need to include your full bibliography that lists your sources with full publication dates on a final page (which does not count towards your total pages).
6. Overall, your paper should be well-written, with topic sentences and free from misspellings and other grammar issues.
7. For citation help from the Ohio State library on proper footnotes and bibliographies, see
<https://guides.osu.edu/c.php?g=605168&p=4194384>

- **Academic integrity and collaboration guidelines**

Your essay should be your own original work. Another person may proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your



submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Assignment #6 – Research Paper Presentation

- **Description**

Your presentation should be between 6-8 minutes long. You should prepare a visual aid of your choice (such as a PowerPoint) and there will be a short (3-5 minute) period for your peers to ask questions.

- **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Late assignments

Please be advised that I do not accept any late assignments without a valid, documented excuse. You must have documentation of the reason you were unable to submit the assignment. Please do not ask to submit an assignment late, after the due date, if you do not have a documented excuse. If you feel that you are going to have trouble submitting an assignment on time, please reach out to me as soon as possible before the due date. That will give me a greater amount of flexibility in helping you complete things successfully.

Grading Scale

- 93-100: A



- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor 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 614-688-4357(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.

Preferred contact method

E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course number in the subject line so I know which course you are enrolled in. I will reply to emails within 24 hours on days when class is in session at the university. I do not regularly check my email on the weekends.

Academic policies

Academic integrity policy



See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the



1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning



in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of



faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week 1

Aug. 23. Introduction: Purpose, methods, and class organization.

Week 2

Aug. 30. Theory & Broad Context 1: Transnational history. US-LA Divergent Origins.

Assigned Readings (R): Bender; Gonzalez, Ch. 1.

RP Topics due.

I- Modern Empire-Formation & Its 'Boomerang' Effect: Migration

Week 3

Sept. 6. Theory & Broad Context 2: Migration Studies. R: Routledge Ch. 2, Massey; Gonzalez Ch. 2;

Holden & Zolov Primary Sources (H&Z PSs): 2-6, 8, 9.



Quiz 1 (readings) due + RP Secondary Sources.

Sept. 13. U.S. Expansionism into Mexico. R: Gonzalez Ch. 2; MSD; H&Z
PSs: 12, 15.

Quiz 2 Due (map)

Sept. 20. U.S. in the Caribbean & Central America. R: Gonzalez Ch. 3; H&Z
PSs : 22, 28-30, 32-34.92.

RP1 due (Annotated Bibliography + proposal)

II- Transatlantic Diasporas in the Americas

Sept. 27. Europeans in Brazil. R: Lesser, Ch. 4. + Quiz 2 due + Primary
Sources for RP due. Oct. 4. Middle Eastern Diasporas in the Americas. R:
Pastor: Introduction, Ch. 1, Conclusions. Oct. 11. Indigenous Migration in
Latin America. R: Routledge, Velasco-Ortiz.

RP2 Due

Oct. 18. Syrians in Puerto Rico. R: Balloffet.

III- The Refugee Crisis & Neoliberal “Conquest” of Latin America

Oct. 25. Neoliberalism & Migration. R: French & Lymburner; Gonzalez, Ch.
11; H&Z PSs: 123- 124, 126.

Quiz 3 due (readings)

Nov. 1. Neoliberalism & The Refugee Crisis. R: Gonzalez Ch. 13.

RP3 due

Nov. 8. The Venezuelan Diaspora in the Americas. R: Routledge, Gouveia.

Nov. 15. The Return Migration to Mexico. Central American Refugee Crisis.
R: Routledge Jacobo- Soares & Cardenas-Alamino; Refugee Crisis 1 & 2.



FRP due

Nov. 22. Thanksgiving

IV. Asian Diasporas & Contemporary Chinese Immigrants in Latin America

Nov. 29. Asians in Latin America. R: E. Hu-Dehart's; Gonzalez "Epilogue;"
H&Z PSs: 136, 137.

Final Paper Presentations (Round 1)

Quiz 4 (readings)

Dec. 6.

Final Paper Presentations (Round 2)

HISTORY 4525 (36101). INTERNATIONAL HISTORY SEMINAR

“Migration in the Americas”

Instructor: Alcira Dueñas, Ph.D.

Ph: 740 366 9127.

E-mail: duenas.2@osu.edu

Class Schedule: W - 9:00am – 11:45am. Office Hours by appointment Office: Reese Center 241

Content Summary & Purpose: This is an advanced undergraduate level, reading and research seminar. Its purpose is to examine the history of human mobility between countries of the Americas and other parts of the world, in the last two centuries. The course analyses the larger context in which immigration is produced. It uses a multifaceted regional approach to reconstruct the history of transnational migration in Latin America and between South America, Central America, the Caribbean, and North America. It will be framed in the history of colonialism, modernization, and the most recent globalization phases. We will study the manifold dynamics and patterns of migration and the cultural transformations of migrants and the receiving societies. Attention will also be paid to transatlantic and transpacific migratory processes from Europe, the Middle East, and Asia to Latin America and the United States.

Requirements & Methods: For History Majors, History 4525 fulfills one of the two-seminar requirements (or “Progression” requirement), and the geographical (Latin America & U.S.) and chronological concentration (post-1750) requirements. For all students who started at OSU in 2022 or later, the course also fulfills the embedded Literacies, advanced writing requirement.

HIST 4525 requires intensive reading, substantial writing, and full engagement in class participation by every student. The thematic structure of the course and its selected readings reflect state-of-the-art transdisciplinary approaches to migration studies. Documented discussion of the daily reading assignments will be the staple of class meetings and reading quizzes. A research project constitutes the core assignment. Students will select a research topic early and will progressively develop the research paper (**RP**) as the course moves on to new topics and readings. Each new **RP** (new work in progress) submitted periodically will be graded independently. Critical thinking, reading, and writing skills, to be mentored in this course, are essential for a successful **RP**. All students must be officially enrolled in the course by the end of the second full week of the semester (Sept. 1st). No requests to add to the course will be approved after that date. Enrolling officially and on time is solely the responsibility of the student.

Learning objectives:

- 1- To understand critically the dynamics of cross-border interaction between the peoples and governments of the Americas and between the Middle East, Asia, and Latin America. All these interactions happened as those countries went through capitalist consolidation and the formation of modern nation-states, since the nineteenth century.

- 2- To identify critically the new challenges that the latest globalization cycle posed to hemispheric relations in the Americas.
- 3- To forge critical thinking skills, students will learn how to build, write, question, and communicate a historical argument through the proper use of relevant primary and secondary sources.
- 4- Through reading, apprehending, and discussing key theoretical approaches in the fields of Latin American and U. S. history, students will learn how historians build their arguments and narratives. Thus, they will attain the critical thinking needed to identify biases, strengths, and gaps in historiography.
- 5- With the assistance of the instructor, students will learn how to go investigate, structure, and compose an academic research paper.

These goals will be accomplished through 1. documented class discussions; 2. completion of a major research paper to be closely read and commented on by the instructor; 3. one-on-one sessions where students will receive extensive and individualized research assistance from the instructor; 4. shorter written assignments to be closely read and commented on by the instructor. 5. Periodical reading quizzes.

Grading: The grading system follows the learning goals of the course. Students will be evaluated based on their reading, writing, and critical thinking effort both in written assignments and class participation. Grade Breakdown: Map Quiz: 4%. Class participation (CP): 20% (10% Discussion Leadership; 10% CP). Critical short paper: 15%; Quizzes: 16% (4 Quizzes, 4% each); RP1: 10%; RP2: 10%; First complete RP draft (RP3): 10%. Final Research Paper (FRP): 10%. Final Paper Presentations 5%.

Important note on the four Research Papers (RP1, RP2, RP3, and FRP): Each of these assignments is a different paper in and of itself. But altogether they are building blocks towards the Final Research Paper (**FRP**) 40% worth. To earn full credit, each subsequent paper must **add substantial new work and must address fully the revisions** given to previous research papers. The great advantage of working like this is that you will not have to do the entire paper from scratch at once, at the end of the semester. You will build the RP by stages during the semester and will have enough time to read your sources fully and get timely assistance from me. By the time you finish your third paper, you are almost done with the FRP.

Quizzes: Reading quizzes, spread throughout the semester, will be conducted in class, in person, and on Carmen. Please bring a device to connect to the internet on the quiz due dates marked in the syllabus.

Statement on Academic Misconduct Academic Misconduct includes all kinds of dishonest practices by students in connection with examinations, written assignments, and are not limited to cases of plagiarism. Plagiarism is the representation of another's works and ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work,

and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct for investigation (Faculty rule 3335-5-487). Please be aware that this statement on plagiarism also applies for the inappropriate use of information obtained on the internet. Plagiarism via the internet is even easier to detect with the help of search engines. More information on university policies on plagiarism may be found at <http://www.osu.edu/offices/oa/procedures/> http://studentaffairs.osu.edu/resource_csc.asp. Here is a direct link for discussion of plagiarism: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Statement on the use of electronic devices in the classroom: The use of electronic devices for texting or browsing internet sites without the instructor's authorization **is strictly prohibited in all class meetings.**

Statement on the Use of Artificial Intelligence: I am aware of this new technology. We will use it openly for one assignment ONLY, just to learn how to work productively and honestly with it.

Other than that, using an AI-content generator (such as ChatGPT) to complete coursework **IS** a form of academic dishonesty. It counts as plagiarism and will be treated as such. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the issue. Nowadays, it is even easier than ever before for instructors to detect and document the use of AI without attribution in students' essays and other assignments. So, please, spare yourself a disciplinary process, and do your assignments yourself honestly.

Disability Statement: The Office of Disability Services offers services for students with documented disabilities. (ODS: Hopewell 53 1179 University Drive, Newark Ohio 43055. Tel: (740) 3669246)

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

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 are or someone you know is 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 <https://newark.osu.edu/students/student-life/counseling-services/> You can reach an on-call counselor when the office is closed at 614-292-5766 (Columbus campus line)

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445/National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

CLASS SCHEDULE & ASSIGNMENTS

Aug. 23. Introduction: Purpose, methods, and class organization.

Aug. 30. Theory & Broad Context 1: Transnational history. US-LA Divergent Origins.
Assigned Readings **(R)**: Bender; Gonzalez, Ch. 1. + **RP Topics due**.

I- Modern Empire-Formation & Its 'Boomerang' Effect: Migration

Sept. 6. Theory & Broad Context 2: Migration Studies. **R**: *Routledge* Ch. 2, Massey; Gonzalez Ch. 2; Holden & Zolov Primary Sources (H&Z PSs): 2-6, 8, 9. **Quiz 1 due + RP Secondary Sources**.

Sept. 13. U.S. Expansionism into Mexico. **R**: Gonzalez Ch. 2; MSD; H&Z PSs: 12, 15. + **Map Quiz Due**.

Sept. 20. U.S. in the Caribbean & Central America. **R**: Gonzalez Ch. 3; H&Z PSs : 22, 28-30, 32-34. 92. + **RP1 due** (Annotated Bibliography + proposal).

II- Transatlantic Diasporas in the Americas

Sept. 27. Europeans in Brazil. **R**: Lesser, Ch. 4. + **Quiz 2 due + Primary Sources for RP due**.

Oct. 4. Middle Eastern Diasporas in the Americas. **R**: Pastor: Introduction, Ch. 1, Conclusions.

Oct. 11. Indigenous Migration in Latin America. **R**: *Routledge*, Velasco-Ortiz. + **RP2 Due**

Oct. 18. Syrians in Puerto Rico. **R**: Balloffet. + **Short paper Due**.

III- The Refugee Crisis & Neoliberal "Conquest" of Latin America

Oct. 25. Neoliberalism & Migration. **R**: French & Lymburner; Gonzalez, Ch. 11; H&Z PSs: 123-124, 126. + **Quiz 3 due**.

Nov. 1. Neoliberalism & The Refugee Crisis. **R**: Gonzalez Ch. 13. + **RP3 due**

Nov. 8. The Venezuelan Diaspora in the Americas. **R**: *Routledge*, Gouveia.

Nov. 15. The Return Migration to Mexico. Central American Refugee Crisis. **R:** *Routledge* Jacobo-Suares & Cardenas-Alamino; Refugee Crisis 1 & 2. + **FRP due**

Nov. 22. Thanksgiving

IV. Asian Diasporas & Contemporary Chinese Immigrants in Latin America

Nov. 29. Asians in Latin America. **R:** E. Hu-Dehart's; Gonzalez "Epilogue;" H&Z PSs: 136, 137.

Dec. 6. **Quiz 4 & Final Paper Presentations due.**

Required Books and Additional Readings

The Routledge Modern History of Latin American Migration. Andreas E. Feldmann, Xochitl Bada, Jorge Durand, Stephanie Schütze. New York & London: Routledge, 2023. (*Routledge*)

<https://www-taylorfrancis-com.proxy.lib.ohio-state.edu/books/edit/10.4324/9781003118923/routledge-history-modern-latin-american-migration-xochitl-bada-jorge-durand-andreas-feldmann-stephanie-sch%C3%BCtze>

The Harvest of Empire. Juan Gonzalez. New York: Penguin Books, 2022. (Gonzalez)

Latin America and the United States. A Documentary History. Robert Holden & Eric Zolov (H&Z). Oxford: Oxford University Press, 2011. (H&Z PSs).

Peer-reviewed journal articles and numerous primary sources posted on Carmen and marked in the Class Schedule above.

Statement on Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the ***History 4525 Seminar in International History*** approval proposal. This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

- This being a synchronous course design that meets less than 3 hours per week, the ASCC panel that reviews the course will want specific indications of meeting the required 3 hours of weekly *Direct Instruction* for the class. In the syllabus, one 80-minute per week of synchronous meetings is mentioned. What other direct instruction do you have planned for the course?
- I recommend being more explicit about this in *How This Online Course Works* section of the syllabus by enumerating estimated time students will spend engaged with each type of activity. By outlining the expectations of average student work each week, you can improve the transparency and metacognition of the course and also anticipate likely concerns of the curriculum panel, to support a speedy approval process.
Note: I think the individual feedback and instructor interaction in discussions that are mentioned in the *Instructor Presence* section of the syllabus are examples of direct instruction that are easy to overlook but very significant to this course plan. I think you can connect these specific plans for interaction and feedback in structuring the course with the aforementioned enumerated list of student workload to emphasize the ways in which this course plan utilizes direct instruction for individual writing feedback more than most courses the curriculum panel reviews.
- The plan for administering quizzes that are open a full week, open-note, and without any sort of time limit for completion seems unusual and not ideally configured to support academic integrity. There are a few ways to improve this:
 - Shorten the time length the quiz is open, ie.. these quizzes need to be done Monday between 8 am and 6 pm (just a random example)
 - Keep the long-time range that the quiz is available but impose a time limit to complete. For example, you have 20 minutes to complete the exam after starting.
 - Make quiz more open-ended (short answers and essays) and require students to submit exam responses through TurnItIn. This will allow for maximum flexibility and increase academic integrity.