

Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area German
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3253.02
Course Title German immigration in the US
Transcript Abbreviation German Immigration
Course Description Germans who immigrated to the US between 1820 & 1930 sought to flee political upheaval, conflict, starvation, & economic suffering. Although the majority of these immigrants were classified as "German" in US Census data, their group was anything but homogeneous. This course examines immigrant communities & their assimilation to majority society with the advent of new technologies & urbanization.
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
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for German 3253 or 3253.01
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0501
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- On completion of this course, students will have:
 - expanded their knowledge on the history of German immigration and the effects thereof;
 - studied and discussed a broad range of texts and opinions on German immigrant groups, their history, development and current status as well as about related themes (e.g., migration, culture, traditions, transformations);
 - learned how to interpret and critically analyze primary and secondary sources;
 - developed research methods to study subjects in the humanities and social sciences;
 - deepened their knowledge of academic text genres (e.g., abstract, review, article);
 - and improved their analytic writing skills.

Content Topic List

- Introduction: "The German Americans: 300 Years in the New Land" (documentary);
Early communities in Pennsylvania (18th century);
- Germans and Native Americans (18th century)
Schoenbrunn Story: Excerpts from the Diary of the Reverend David Zeisberger;
Ohio Indians in Fact and Fancy;
The Gnadenhütten massacre
- Mass migration (19th century) & Germans in the New World: Essays in the history of immigration;
The civil war (1861-65); Letters home: German-American Civil War soldiers' letters 1864-1865;
- German entrepreneurship in the US (overview); Assimilation processes (early 20th century);
World War I (1914-1918);
World War II (1940-1945);
German-Jewish refugees (1940-1950s);
- First language attrition, use and maintenance: The case of German Jews in Anglophone countries ;
Germany and the US today. Integration and Multi-Culturalism Exchanges and Cross-Currents;
Germans worldwide

Sought Concurrence

No

Attachments

- Grotans -ASC-distance-approval-cover-sheet-fillable.pdf: ASC distance approval cover sheet
(Other Supporting Documentation. Owner: Miller,Natascha)
- GER 3253 German immigration - GE course ELOS.pdf: German 3253 ELOs
(Other Supporting Documentation. Owner: Miller,Natascha)
- GER 3253.02 GE Online syllabus.pdf: DL syllabus German 3253.02
(Syllabus. Owner: Miller,Natascha)
- GER 3253.01 GE In-Person syllabus.pdf: In person DL syllabus German 3253.01
(Syllabus. Owner: Miller,Natascha)

Comments

- Please check off this course for both the legacy GE and the new GE. The categories need to be the same as for .01
(by Vankeerbergen,Bernadette Chantal on 11/20/2023 12:04 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	11/20/2023 10:12 AM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	11/20/2023 10:16 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/20/2023 12:05 PM	College Approval
Submitted	Miller,Natascha	11/20/2023 02:41 PM	Submitted for Approval
Approved	Taleghani-Nikazm,Carmen	11/20/2023 02:48 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/28/2023 03:48 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/28/2023 03:48 PM	ASCCAO Approval



Syllabus

GERMAN 3253.02: German Immigration in the US

GE Theme: Traditions, Cultures, and Transformations

Autumn 2024
3 Credit Hours
Online

Instructor

Anna Grotans
grotans.1@osu.edu
Office: Hagerty Hall 419
Office Hours: TBA

Course description

Approximately six million Germans immigrated to the United States between 1820 and 1930, either to seek religious freedom or to flee political upheaval, civil conflict, starvation, and economic suffering. Many people were drawn to the newly established states in the Midwest, where they started to build farming settlements and small towns, while others chose to settle in larger cities like New York, Chicago, or Milwaukee. Although the majority of these immigrants were classified as "German" in US Census data, their group was anything but homogeneous, and the German dialects they spoke were not always mutually understandable. These emerging immigrant communities were socially and linguistically distinct from their English-speaking neighbors but began to assimilate to the majority society with the advent of new technologies and the ongoing societal urbanization.



This online, asynchronous GE course will focus on German (-speaking) immigrants in the USA (and worldwide) and cover the history, development and current status of these immigrant groups, while critically exploring their impact on the surrounding societies. Students will utilize a broad range of texts and videos, and engage with each other through discussion boards and peer review. They will develop independent research skills through a guided project related to German immigration and explore migration studies, history, sociology, economics and linguistics from a new perspective.

Course expected learning outcomes

On completion of this course, students will have:

- expanded their knowledge on the history of German immigration and the effects thereof;
- studied and discussed a broad range of texts and opinions on German immigrant groups, their history, development and current status as well as about related themes (e.g., migration, culture, traditions, transformations);
- learned how to interpret and critically analyze primary and secondary sources;
- developed research methods to study subjects in the humanities and social sciences;
- and deepened their knowledge of academic text genres (e.g., abstract, review, article);
- improved their analytic and writing skills.

General Education Goals and Expected Learning Outcomes

Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

Expected Learning Outcomes:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.



1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future. *Expected Learning Outcomes:*

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Traditions, Cultures, and Transformations

GOAL 1: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

Expected Learning Outcomes:

1.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

1.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

1.3. Examine the interactions among dominant and sub-cultures.



1.4. Explore changes and continuities over time within a culture or society.

GOAL 2: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

2.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

2.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

This online, asynchronous course focuses on the role German immigrants have played in shaping American society as we know it today. Students will learn about the history of German settlements, the impacts of colonization of large parts of the country as well as the development of these communities across time. Students will explore the (changing) identities and attitudes of these immigrant groups and critically engage with the interactions between minority and majority society, by analyzing primary and secondary sources, engaging in discussion boards, and working on their own research project. As such, the course will consider historical, sociological, linguistic and economic aspects and employ a range of different sources such as scientific articles, (historical) newspaper articles, census data, immigration records, videos, private diary entries, and letters.

Class assignments and discussions will encourage students to critically engage with the sources (in translation) and reflect on the current relevancy of migration studies. Students will learn how the traditions and cultures that German immigrants brought with them have changed over time, while also transforming the majority society. Students will be guided in their independent research project, thus building a repertoire of research methods which can be employed in other courses and fields as well.

HOW THIS COURSE WORKS



Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. Students will be assigned to “peer cohorts” of 4-5 students, to create a more personal and communal atmosphere and to encourage social learning. Written and video-taped assignments, regular discussion boards and a guided academic research project encourage students to engage with the materials and with each other by critically reflecting on the course content.

Pace of online activities

The course includes primary and secondary texts, recorded instructions and lectures, as well as other videos and materials that students have to read or watch in order to engage in the mandatory discussion boards, regular quizzes or short reflection paragraphs. Students should be prepared to engage with the materials, reach out to the instructor with any questions and do assignments each week. Regular check-ins are provided through discussion boards, reading guides, and office hours.

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

Students are expected to read the assigned articles, watch the instructional videos, do reading guides, regular quizzes, discussion board submissions, paper summaries and work on an individual research project. Engagement in these mandatory assignments and



timely submission of the required milestones will be counted as participation in online activities.

Office hours (optional)

Office hours can be scheduled upon request and are fully online.

Course communication guidelines

- Important communications, reminders and announcements will be posted in *Announcements* on CarmenCanvas. Make sure to enable your notifications to receive email reminders of these notifications.
- Reach out to me via email at rocker.17@osu.edu with any questions or concerns.
- Emails will be answered within 48 hours, Monday – Friday between 9am – 5pm.
- Office hours: by appointment. Please email me at least 48 hours in advance with your questions and availability (at least three different dates or times). All meetings will be held via zoom.
- Please do **not** send messages via CarmenCanvas.

Tone and civility

Students are expected to maintain basic standards of professional interaction during class time, treating their classmates, instructor, and guest speakers with respect and courtesy. Statements that are racist, anti-immigrant, misogynist, anti-gay, transphobic, or otherwise intolerant or disrespectful are not acceptable in the classroom, as they disrupt the learning environment. Any student who engages in this kind of misbehavior will be asked to leave class immediately and will be counted absent during all missed class periods. The student will only be allowed to return to class after an in-person consultation with me and a university representative.

If you have experienced harassment or discrimination in this class or in any context related to this class, please let me know immediately. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at www.equity.osu.edu ,

Call 614-247-5838 or TTY 614-688-8605,

Or Email equity@osu.edu

Citing your sources



Make sure to cite all sources you are using for discussion board, paper summaries and the research project (including online, primary and secondary sources). You may choose between MLA and APA format, as long as you use it consistently.

Protecting and saving your work

Make sure to save your work on your personal computer in a separate file before submitting it to CarmenCanvas.

Course materials and technologies

Required texts

All required texts, videos or links will be posted on CarmenCanvas. This course does **not** require a textbook.

Additional resources

In order to delve deeper into the course content and to successfully complete your research project, a number of online resources will be helpful. Here is a list of links and websites to explore:

www.scholar.google.com – Search engine for academic articles, book, and chapters

www.ancestry.com – Census data, immigration records etc.

www.findagrave.org – Catalogue of gravestones and family relations in the US (and abroad)

www.ohiohistory.org/ – Information on Ohio's history

www.amishamerica.com/ – Information on Amish communities in the US

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)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

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
Quizzes	10%
Online discussion boards	20%
Paper summaries	15%
Abstract	5%
Presentation	15%
Reviews	15%
Paper	20%
Total	100%

Description of major course assignments

General Remarks



Students will be randomly assigned to “peer cohorts”, consisting of 4-5 students per group. These smaller learning cohorts are designed to ensure a feeling of community and belonging among students, and to encourage ongoing engagement and discussion with known individuals. Each group will have their own online discussion board (see below), and partners for the presentations and peer-reviews (see research project) will be randomly assigned within the peer group. Again, this is to ensure more personal engagement as well as detailed feedback by building rapport with group members throughout the semester.

Online discussion boards

Students will read an article, work on reading guides, watch a recorded lecture or engage with other materials. Based on discussion questions, students will post their views and opinions on a discussion board and engage with other students' views. Discussion boards will only be accessible to the peer cohort (see general remarks), so that 4-5 students are discussing the posted questions in their group. Students are asked to submit their initial response between Monday, 8am and Wednesday, 11:59pm. Students can only view other students' responses after posting their initial submission, which should be at least 200 words in length. In a second step, students have to engage with their peer's responses, by providing questions, feedback, comments or criticism of their answers. At least 3 responses are required, which may include answers to comments on their own initial submission. The idea is to create a discussion, where ideas and concepts are reviewed, and open questions may be answered. Responses are due by Sunday 11:59pm.

Quizzes

Every two weeks (see schedule for details) we will have a quiz. Quizzes will be based on readings, reading guides or other materials, to ensure that students have engaged with and understood main concepts and findings. Quizzes may include multiple choice, open-ended, or essay questions. On quiz weeks, the quiz will open on Thursday at 8am and close on Sunday at 11:59pm. You can begin the exam whenever you wish but once you begin, you will have 20 minutes to complete and submit the quiz.

Paper summaries

Students will have access to a pool of articles on immigration and related topics. For the first summary, students choose one paper out of the pool of available articles and summarize the study's main content based on a reading guide. For the second summary,



students find an article of their choice (but related to a list of topics) and provide their own summary. Good examples of paper summaries and a guideline will be provided.

Research Project

Choose a German-speaking group or person, a town or city, building, institution, church or cemetery (located in your hometown or elsewhere in the US). Research the story/history of your chosen subject and find out as much as possible. Please choose something who/that we have not covered in class.

- 1) Write an **abstract** (~500 words) about your idea. Summarize the information that is already available on this topic and show why this investigation is valuable. Add your methodology (how will you gather more information?) and expected findings. Include at least two sources (articles or books) that relate to your topic. Examples of good abstracts and a guideline on how to write abstracts will be provided.
- 2) **Present** your findings for a larger audience. Create a power point presentation and record yourself narrating it OR create a video (no longer than 10 minutes in either case!). Make sure to make your findings accessible to a layman's audience, without being unscientific. You will receive comments, questions and feedback from your instructor and 3 peers from your group, to make sure you can address any open questions before the final write-up. A guideline on good scientific presentations will be provided.
- 3) You will be assigned to watch three (3) students' presentations/videos and you are asked to write a critical and helpful **review** (at least 300 words per review). Address anything that may be unclear, ask questions, point out additional ideas or sources. A description on how to review presentations and a guideline of helpful questions will be provided.
- 4) **Write up** your research into a short paper (at least 1500 words). Include an introduction, overview of previous literature, your methods of gathering information and present your main findings. What is new/interesting/unexpected about your findings? How do your findings relate to other subjects we have seen in class? Are there any parallels or dissimilarities? Include any pictures, interviews, newspaper articles, maps etc. in the appendix. A rubric will be provided in advance.

Academic integrity and collaboration guidelines

You may use the texts and your notes for all assignments, but you may not collaborate with other students or anyone else. The use of AI is strictly prohibited. For the research



project, you may collaborate with a fellow student after previous written approval by the instructor. Make sure to show how each partner contributed to the project.

Late assignments

Assignments submitted after the original deadline will receive an automated 10% deduction for every day they are submitted late. Assignments submitted more than 4 days after the deadline will not be accepted.

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

- Emails will be answered within 48 hours, Monday – Friday between 9am – 5pm.
- Office hours: by appointment. Please email me at least 48 hours in advance with your questions and availability (at least three different dates or times). All meetings will be held via zoom.

Grading and feedback



Grading for assignments and feedback will be provided within 15 business days after submission.

Preferred contact method

Reach out to me via email at grotans.1@osu.edu with any questions or concerns. Please do **not** send messages via CarmenCanvas.

ACADEMIC POLICIES

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 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 Greeneville 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](tel: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](tel: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 reasonable 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	Date	To do	Assignments due
1		Overview	



		<p>Introduction: "The German Americans: 300 Years in the New Land" (documentary) The Germans in America: Chronology – overview in: http://www.loc.gov/rr/european/imde/germchro.html#top Push and Pull factors</p>	<p>Discussion board 1 (Friday)</p>
2		<p>Early communities in Pennsylvania (18th century) Fogleman, Aaron Spencer: Hopeful Journeys. German Immigration, Settlement, and Political Culture in Colonial America, 1717-1775. Philadelphia: University of Pennsylvania Press, 1996, pp. 15-45.</p>	<p>Discussion board 2 (Friday) Quiz 1 (Sunday)</p>
3		<p>Germans and Native Americans (18th century) Schoenbrunn Story: Excerpts from the Diary of the Reverend David Zeisberger. The Ohio Historical Society, Columbus, 1972. Pp. 1-23. Weinland, Joseph. The Romantic Story of Schoenbrunn: The First Town in Ohio. 1929. Schoenbrunn Village https://www.ohiohistory.org/visit/browse-historical-sites/schoenbrunn-village/ Ohio Indians in Fact and Fancy. GEORGE W. KNEPPER. Volume III, Number 3. Spring, 1981 https://www.rbhayes.org/research/hayes-historical-journal-the-ohio-indians-in-fact-and-fancy/ The Gnadenhütten massacre: https://ohiohistorycentral.org/w/Gnadenhutten_Massacre http://touringohio.com/history/gnadenhutten-massacre.html</p>	<p>Discussion board 3 (Friday) Paper summary 1</p>
4		<p>Mass migration (19th century)</p>	<p>Discussion board 4 (Friday)</p>



		<p>Luebke, Frederick. C. 1990. Germans in the New World: Essays in the history of immigration. Urbana and Chicago: University of Illinois Press.</p> <p>Wilkerson, M. & Salmons, J. (2008). "GOOD Old Immigrants of Yesteryear," Who Didn't Learn English: Germans in Wisconsin. American Speech 83 (3), 259-283.</p>	Quiz 2 (Sunday)	
5		<p>The civil war (1861-65)</p> <p>Overview article</p> <p>Litty, S. (2019). Letters home: German-American Civil War soldiers' letters 1864–1865. https://doi.org/10.1515/jhsl-2018-0030</p> <p>Brown, J. (2019). Civil War writings of the Pennsylvania Dutch. https://www.degruyter.com/document/doi/10.1515/jhsl-2018-0032/html</p>	Discussion board 5 (Friday)	Paper summary 2
6		<p>German entrepreneurship in the US (overview) https://www.immigrantentrepreneurship.org/the-mes/</p>	Discussion board 6 (Friday)	Quiz 3 (Sunday)
7		<p>Assimilation processes (early 20th century)</p> <p>Russell Kazal, Russel Becoming Old Stock: The Paradox of German- American Identity. Princeton and Oxford: Princeton University Press, 2004, pp. 12-45.</p> <p>Warren, Roland L. 1963. Community in America. Chicago: Rand McNally College Publishing.</p> <p>Ripley, La Vern J. The Columbus Germans. Nashville, Indiana: NCSA Literature, 1998.</p> <p>Putnam, Michael T., and Salmons, Joseph. 2015. "Multilingualism in the Midwest: How</p>	Discussion board 7 (Friday)	Abstract for research project



		German Has Shaped (and Still Shapes) the Midwest." <i>Middle West Review</i> 1 (2): 29–52.	
8		World War I (1914-1918) TBA	Discussion board 8 (Friday) Quiz 4 (Sunday)
9		World War II (1940-1945) Holian, Timothy J. <i>The German-Americans and World War II: An Ethnic Experience</i> . New York: Peter Lang, 1998, pp. 12-6 Anderson, Mark M. <i>Hitler's Exiles</i> . New York: The New Press, 1998, pp. 108-125; 157-182; 211-40.	Discussion board 9 (Friday)
10		Fall break	
11		German-Jewish refugees (1940-1950s) Jacqueline Vansant. <i>Reclaiming Heimat. Trauma and Mourning in Memoirs by Jewish-Austrian Reémigrés</i> . Detroit: Wayne State University Press, 2001, pp. 13-35 Schmid, M. S. (2002). <i>First language attrition, use and maintenance: The case of German Jews in Anglophone countries</i> (Vol. 24). John Benjamins Publishing. (excerpts)	Discussion board 9 (Friday) Quiz 5 (Sunday)
12		German identity and postvernacular communities (1940s-now) Litty, Samantha, Evans, Christine, and Joseph Salmons. 2015. "Gray zones: The fluidity of Wisconsin German language and identification." In <i>Linguistic Construction of Ethnic Borders</i> , ed. by Peter Rosenberg, Konstanze Jungbluth, and Dagna Zinkhahn Rhobodes, 183–208. Frankfurt/Main: Lang.	Discussion board 10 (Friday)
13		Germany and the US today. <i>Integration and Multi-Culturalism Exchanges and Cross-Currents</i> Crawshaw, Steve. <i>Easier Fatherland: Germany And The Twenty- First Century</i> . London/New York: Continuum, 2004, pp. 70-107.	Presentation of research project



		German-American Relations, 2001 to present in: http://usa.usembassy.de/garelations.htm	
14		Germans worldwide I (Guest speaker TBA) Romania, Italy, Russia	Reviews
15		Germans worldwide II (Guest speaker TBA) Namibia, Australia, Chile, Brazil, Dominican Republic	
		Last day of classes	
		Finals week	Research paper



Syllabus

GERMAN 3253.01: German Immigration in the US

GE Theme: Traditions, Cultures, and Transformations

Autumn 2024

3 Credit Hours

Wednesday and Friday 9.35-10.55am

Instructor

- Anna Grotans
- grotans.1@osu.edu
- Office: Hagerty Hall 419
- Office Hours: TBA

Course description

Approximately six million Germans immigrated to the United States between 1820 and 1930, either to seek religious freedom or to flee political upheaval, civil conflict, starvation, and economic suffering. Many people were drawn to the newly established states in the Midwest, where they started to build farming settlements and small towns, while others chose to settle in larger cities like New York, Chicago, or Milwaukee. Although the majority of these immigrants were classified as "German" in US Census data, their group was anything but homogeneous, and the German dialects they spoke were not always mutually understandable. These emerging immigrant communities were socially and linguistically distinct from their English-speaking neighbors but began to assimilate to the majority society with the advent of new technologies and the ongoing societal urbanization.

This GE course will focus on German (-speaking) immigrants in the USA (and worldwide) and cover the history, development and current status of these immigrant groups, while



critically exploring their impact on the surrounding societies. Students will utilize a broad range of texts and videos and engage with each other through discussion boards and peer review. They will develop independent research skills through a guided project related to German immigration and explore migration studies, history, sociology, economics and linguistics from a new perspective.

Course Expected Learning Outcomes

On completion of this course, students will have:

- expanded their knowledge on the history of German immigration and the effects thereof;
- studied and discussed a broad range of texts and opinions on German immigrant groups, their history, development and current status as well as about related themes (e.g., migration, culture, traditions, transformations);
- learned how to interpret and critically analyze primary and secondary sources;
- developed research methods to study subjects in the humanities and social sciences;
- and deepened their knowledge of academic text genres (e.g., abstract, review, article);
- improved their analytic and writing skills.

General Education Goals and Expected Learning Outcomes

Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

Expected Learning Outcomes:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.



GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Expected Learning Outcomes:

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Traditions, Cultures, and Transformations

GOAL 1: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

Expected Learning Outcomes:

1.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

1.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

1.3. Examine the interactions among dominant and sub-cultures.

1.4. Explore changes and continuities over time within a culture or society.



GOAL 2: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

2.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

2.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

This course focuses on the role German immigrants have played in shaping American society as we know it today. Students will learn about the history of German settlements, the impacts of colonization of large parts of the country as well as the development of these communities across time. Students will explore the (changing) identities and attitudes of these immigrant groups and critically engage with the interactions between minority and majority society, by analyzing primary and secondary sources, engaging in discussion boards, and working on their own research project. As such, the course will consider historical, sociological, linguistic and economic aspects and employ a range of different sources such as scientific articles, (historical) newspaper articles, census data, immigration records, videos, private diary entries, and letters.

Class assignments and discussions will encourage students to critically engage with the sources (in translation) and reflect on the current relevancy of migration studies. Students will learn how the traditions and cultures that German immigrants brought with them have changed over time, while also transforming the majority society. Students will be guided in their independent research project, thus building a repertoire of research methods which can be employed in other courses and fields as well.

HOW THIS COURSE WORKS



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.

Required texts

All required texts, videos or links will be posted on CarmenCanvas. This course does **not** require a textbook.

Additional resources

To delve deeper into the course content and to successfully complete your research project, a number of online resources will be helpful. Here is a list of links and websites to explore:

- www.scholar.google.com – Search engine for academic articles, book, and chapters
- www.ancestry.com – Census data, immigration records etc.
- www.findagrave.org – Catalogue of gravestones and family relations in the US (and abroad)
- www.ohiohistory.org/ – Information on Ohio's history
- www.amishamerica.com/ – Information on Amish communities in the US

Citing your sources

Make sure to cite all sources you are using for discussion board, paper summaries and the research project (including online, primary and secondary sources). You may choose between MLA and APA format, as long as you use it consistently.

Course communication guidelines

- Important communications, reminders and announcements will be posted in *Announcements* on CarmenCanvas. Make sure to enable your notifications to receive email reminders of these notifications.



- Reach out to me via email at grotans.1@osu.edu with any questions or concerns.
- Emails will be answered within 48 hours, Monday – Friday between 9am – 5pm.
- Office hours: TBA and by appointment.
- Please do **not** send messages via CarmenCanvas.

Tone and civility

Students are expected to maintain basic standards of professional interaction during class time, treating their classmates, instructor, and guest speakers with respect and courtesy. Statements that are racist, anti-immigrant, misogynist, anti-gay, transphobic, or otherwise intolerant or disrespectful are not acceptable in the classroom, as they disrupt the learning environment. Any student who engages in this kind of misbehavior will be asked to leave class immediately and will be counted absent during all missed class periods. The student will only be allowed to return to class after an in-person consultation with me and a university representative.

If you have experienced harassment or discrimination in this class or in any context related to this class, please let me know immediately. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at www.equity.osu.edu ,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

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](http://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

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 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.

How your grade is calculated

Assignment Category	Points and/or Percentage
Participation	10%
Quizzes	10%
Online discussion boards	10%
Paper summaries	15%
Abstract	5%
Presentation	15%
Reviews	15%
Paper	20%
Total	100%



Description of major course assignments

General Remarks

Students will be randomly assigned to “peer cohorts”, consisting of 4-5 students per group. These smaller learning cohorts are designed to ensure a feeling of community and belonging among students, and to encourage ongoing engagement and discussion with known individuals. Each group will have their own in class discussion and online discussion board (see below), and partners for the presentations and peer-reviews (see research project) will be randomly assigned within the peer group. Again, this is to ensure more personal engagement as well as detailed feedback by building rapport with group members throughout the semester.

Participation

You are expected to attend class regularly, volunteer often and participate actively in discussions. Students will be given a prompt every day of class where they will be asked to answer short questions on the readings and homework assigned for the day. Should you be absent and miss the question of the day talk to your instructor to make up the assignment.

Online discussion boards

Students will read an article, work on reading guides, watch a recorded lecture or engage with other materials. Based on discussion questions, students will post their views and opinions on CarmenCanvas discussion board and engage with other students' views. Discussion boards will only be accessible to the peer cohort (see general remarks), so that 4-5 students are discussing the posted questions in their group. Students are asked to submit their initial response between Monday, 8am and Wednesday, 11:59pm. Students can only view other students' responses after posting their initial submission, which should be at least 200 words in length. In a second step, students have to engage with their peer's responses, by providing questions, feedback, comments or criticism of their answers. At least 3 responses are required, which may include answers to comments on their own initial submission. The idea is to create a discussion, where ideas and concepts are reviewed, and open questions may be answered. Responses are due by Sunday 11:59pm.



Quizzes

Every two weeks (see schedule for details) we will have an online quiz. Quizzes will be based on readings, reading guides or other materials, to ensure that students have engaged with and understood the main concepts and findings. Quizzes may include multiple choice, open-ended, or essay questions. On quiz weeks, the quiz will open on Thursday at 8am and close on Sunday at 11:59pm. You can begin the exam whenever you wish but once you begin, you will have 20 minutes to complete and submit the quiz.

Paper summaries

Students will have access to a pool of articles on immigration and related topics. For the first summary, students choose one paper out of the pool of available articles and summarize the study's main content based on a reading guide. For the second summary, students find an article of their choice (but related to a list of topics) and provide their own summary. Good examples of paper summaries and a guideline will be provided.

Research Project

Choose a German-speaking group or person, a town or city, building, institution, church or cemetery (located in your hometown or elsewhere in the state of Ohio or US). Research the story/ history of your chosen subject and find out as much as possible. Please choose something who/that we have not covered in class.

- 1) Write an **abstract** (~500 words) about your idea. Summarize the information that is already available on this topic and show why this investigation is valuable. Add your methodology (how will you gather more information?) and expected findings. Include at least two sources (articles or books) that relate to your topic. Examples of good abstracts and a guideline on how to write abstracts will be provided.
- 2) **Present** your findings for a larger audience. Create a power point presentation and video recording of your presentation (no longer than 10 minutes). Make sure to make your findings accessible to a layman's audience, without being unscientific. You will receive comments, questions and feedback from your instructor and 3 peers from your group, to make sure you can address any open questions before the final write-up. A guideline on good scientific presentations will be provided.
- 3) You will be assigned to watch three (3) students' presentations/videos and you are asked to write a critical and helpful **review** (at least 300 words per review). Address anything that may be unclear, ask questions, point out additional ideas or sources.



A description on how to review presentations and a guideline of helpful questions will be provided.

- 4) **Write up** your research into a short paper (at least 1500 words). Include an introduction, overview of previous literature, your methods of gathering information and present your main findings. What is new/interesting/unexpected about your findings? How do your findings relate to other subjects we have seen in class? Are there any parallels or dissimilarities? Include any pictures, interviews, newspaper articles, maps etc. in the appendix. A rubric will be provided in advance.

Academic integrity and collaboration guidelines

You may use the texts and your notes for all assignments but you may not collaborate with other students or anyone else. The use of AI is strictly prohibited. For the research project, you may collaborate with a fellow student after previous written approval by the instructor. Make sure to show how each partner contributed to the project.

Late assignments

Assignments submitted after the original deadline will receive an automated 10% deduction for every day they are submitted late. Assignments submitted more than 4 days after the deadline will not be accepted.

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

- Emails will be answered within 48 hours, Monday – Friday between 9am – 5pm.
- Office hours: TBA and by appointment.
- Grading for assignments and feedback will be provided within 15 business days after submission.

Preferred contact method

Reach out to me via email at grotans.1@osu.edu with any questions or concerns. Please do **not** send messages via CarmenCanvas.

ACADEMIC POLICIES

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 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 Greeneville 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 reasonable 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	Date	To do	Assignments due
1	W F	Overview Introduction: "The German Americans: 300 Years in the New Land" (documentary) The Germans in America: Chronology – overview in: http://www.loc.gov/rr/european/imde/germchro.html#top Push and Pull factors	Discussion board 1 (due Friday)
2	W F	Early communities in Pennsylvania (18 th century) Fogleman, Aaron Spencer: Hopeful Journeys. German Immigration, Settlement, and Political Culture in Colonial America, 1717-1775. Philadelphia: University of Pennsylvania Press, 1996, pp. 15-45.	Discussion board 2 (Friday) Quiz 1 (Sunday)
3	W	Germans and Native Americans (18 th century)	Discussion board 3 (Friday)



	F	<p>Schoenbrunn Story: Excerpts from the Diary of the Reverend David Zeisberger. The Ohio Historical Society, Columbus, 1972. Pp. 1-23.</p> <p>Weinland, Joseph. The Romantic Story of Schoenbrunn: The First Town in Ohio. 1929. Schoenbrunn Village https://www.ohiohistory.org/visit/browse-historical-sites/schoenbrunn-village/</p> <p>Ohio Indians in Fact and Fancy. GEORGE W. KNEPPER. Volume III, Number 3. Spring, 1981 https://www.rbhayes.org/research/hayes-historical-journal-the-ohio-indians-in-fact-and-fancy/</p> <p>The Gnadenhütten massacre: https://ohiohistorycentral.org/w/Gnadenhutten_Massacre</p> <p>http://touringohio.com/history/gnadenhutten-massacre.html</p>	Paper summary 1
4	W F	<p>Mass migration (19th century)</p> <p>Luebke, Frederick. C. 1990. Germans in the New World: Essays in the history of immigration. Urbana and Chicago: University of Illinois Press.</p> <p>Wilkerson, M. & Salmons, J. (2008). "GOOD Old Immigrants of Yesteryear," Who Didn't Learn English: Germans in Wisconsin. American Speech 83 (3), 259-283.</p>	Discussion board 4 (Friday) Quiz 2 (Sunday)
5	W F	<p>The civil war (1861-65)</p> <p>Overview article</p> <p>Litty, S. (2019). Letters home: German-American Civil War soldiers' letters 1864–1865. https://doi.org/10.1515/jhsl-2018-0030</p> <p>Brown, J. (2019). Civil War writings of the Pennsylvania Dutch.</p>	Discussion board 5 (Friday) Paper summary 2



		https://www.degruyter.com/document/doi/10.1515/jhsl-2018-0032/html	
6	W F	German entrepreneurship in the US (overview) https://www.immigrantentrepreneurship.org/the-mes/	Discussion board 6 (Friday) Quiz 3 (Sunday)
7	W F	Assimilation processes (early 20 th century) Russell Kazal, Russel Becoming Old Stock: The Paradox of German- American Identity. Princeton and Oxford: Princeton University Press, 2004, pp. 12-45. Warren, Roland L. 1963. Community in America. Chicago: Rand McNally College Publishing. Ripley, La Vern J. The Columbus Germans. Nashville, Indiana: NCSA Literature, 1998. Putnam, Michael T., and Salmons, Joseph. 2015. "Multilingualism in the Midwest: How German Has Shaped (and Still Shapes) the Midwest." Middle West Review 1 (2): 29–52.	Discussion board 7 (Friday) Abstract for research project
8	W F	World War I (1914-1918) TBA	Discussion board 8 (Friday) Quiz 4 (Sunday)
9	W F	World War II (1940-1945) Holian, Timothy J. The German-Americans and World War II: An Ethnic Experience. New York: Peter Lang, 1998, pp. 12-6 Anderson, Mark M. Hitler's Exiles. New York: The New Press, 1998, pp. 108-125; 157-182; 211-40.	Discussion board 9 (Friday)



10		Fall Break	
11	W	German-Jewish refugees (1940-1950s) Jacqueline Vansant. Reclaiming Heimat. Trauma and Mourning in Memoirs by Jewish-Austrian Reémigrés. Detroit: Wayne State University Press, 2001, pp. 13-35	Discussion board 9 (Friday)
	F	Schmid, M. S. (2002). First language attrition, use and maintenance: The case of German Jews in Anglophone countries (Vol. 24). John Benjamins Publishing. (excerpts)	Quiz 5 (Sunday)
12	W	German identity and postvernacular communities (1940s-now)	Discussion board 10 (Friday)
	F	Litty, Samantha, Evans, Christine, and Joseph Salmons. 2015. "Gray zones: The fluidity of Wisconsin German language and identification." In Linguistic Construction of Ethnic Borders, ed. by Peter Rosenberg, Konstanze Jungbluth, and Dagna Zinkhahn Rhobodes, 183–208. Frankfurt/Main: Lang.	
13	W	Germany and the US today. Integration and Multi-Culturalism Exchanges and Cross-Currents Crawshaw, Steve. Easier Fatherland: Germany And The Twenty- First Century. London/New York: Continuum, 2004, pp. 70-107.	Presentation of research project
	F	German-American Relations, 2001 to present in: http://usa.usembassy.de/garelations.htm	
14	W	Germans worldwide I (Guest speaker TBA) Romania, Italy, Russia	Reviews
	F		
15	W	Germans worldwide II (Guest speaker TBA) Namibia, Australia, Chile, Brazil, Dominican Republic	



	F		
	W	Last day of classes	
		Finals week	Research paper

GER 3253 - German immigration in the US (GE: Traditions, Cultures and Transitions)

CONNECT THIS COURSE TO THE GOALS AND ELOS SHARED BY ALL THEMES

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

- **Traditions:** The course explores the various traditions that German immigrants brought with them to the USA, such as their language, food, music, religion, and customs. Students learn about how these traditions were maintained and adapted over time, and how they influenced American culture.
- **Cultures:** The course also examines the cultural differences and similarities between German immigrants and their American counterparts. This includes discussions on topics such as assimilation, acculturation, and cultural exchange.
- **Transformations:** The course highlights the transformative impact that German immigration had on American society, politics, and the economy. Students explore how German immigrants helped shape American identity and how they contributed to the growth and development of American cities and industries.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 1.1 Engage in critical and logical thinking.

Students will analyze primary sources such as letters, diaries, newspaper articles, and government documents to gain insights into the experiences of German immigrants in the USA. Through this process, they learn to evaluate the credibility of sources, identify biases, and draw logical conclusions based on the evidence.

They will also examine the historical context surrounding German immigration to the USA, including political, social, and economic factors that contributed to migration patterns. By analyzing this context, students may develop a deeper understanding of the reasons behind German immigration and its impact on American society.

Students will compare and contrast different perspectives on German immigration, including those of German immigrants themselves, their American counterparts, and contemporary scholars. By considering multiple viewpoints, they can develop critical thinking skills and the ability to evaluate arguments and evidence from different perspectives.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Students will engage in advanced, scholarly exploration by conducting primary source research on their chosen German-speaking immigrant, institution, or group. This can involve searching archives, libraries, conducting interviews or finding other sources to gather information that provides a unique and nuanced understanding of their subject.

In addition to primary source research, students will analyze secondary sources that provide historical context, theoretical frameworks, and comparative analyses. This can involve critically evaluating the arguments and evidence presented in scholarly literature and synthesizing this information with their primary source research to develop a well-supported and informed analysis of their subject. Students will also learn to write different academic text genre, such as abstracts, reviews, presentations, and research papers.

The individual research project will require students to develop original arguments and ideas based on their chosen sources and methodology. This can involve critically evaluating the existing scholarship on their subject, identifying gaps or contradictions, and developing new insights or perspectives that advance our understanding of German immigration to the USA.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

The course will introduce students to different approaches to studying German immigration to the USA, such as historical, sociological, linguistic, economic, or comparative approaches. Thus, students can gain a deeper understanding of the range of perspectives and methods used to engage with migration studies in different scholarly fields.

Students will learn to describe the experiences of German immigrants in the USA, using primary and secondary sources to develop a nuanced understanding of the challenges and opportunities they faced. This can involve exploring themes such as motivations for migration, identity, assimilation, and discrimination, and synthesizing this information to develop a comprehensive understanding of the experiences of German immigrants.

Finally, the course can help students to synthesize different approaches and experiences, by comparing different groups of German immigrants, or by exploring how different academic methods and fields can shed light on particular experiences or aspects of German immigration to the USA. This can involve drawing on the insights gained from primary and secondary sources, as well as from class discussions and assignments.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Students will engage in regular reflection on their learning experiences through online discussion boards, considering what they have learned, how they have grown, and what challenges they have faced. By reflecting on their progress, they can identify areas for improvement and develop strategies to overcome obstacles.

Students will also engage in self-assessment, using tools such as rubrics or checklists to evaluate their own work and progress. By assessing their own work, they can gain a deeper understanding of their strengths and weaknesses and identify areas for improvement.

Students will demonstrate their developing sense of self as a learner through creative work, such as writing discussion board entries, presenting their projects through a multimedia presentation, engaging in their individual research projects, and writing up their findings. By applying their knowledge and skills in creative ways, they can develop their own unique perspectives on the topic of German immigration to the USA and demonstrate their ability to respond to new and challenging contexts.

Throughout the course, students can build on their prior experiences, using their existing knowledge and skills as a foundation for new learning. By engaging in reflection, self-assessment, and creative work, they can develop a deeper understanding of themselves as learners and cultivate the skills and habits of mind necessary for success in future academic and professional contexts.

GOALS AND ELOS UNIQUE TO TRADITIONS, CULTURES, & TRANSFORMATIONS

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

In this course, students will explore the historical and current impact of German immigrants on American society, examining their economic, cultural, linguistic, and historical effects.

Throughout the course, students will develop the knowledge and critical thinking skills necessary to engage with immigration and the emotions attached to it; both from the immigrant as well as the majority society perspective. By exploring the experiences of German immigrants, students

will gain a deeper understanding of the challenges and opportunities that immigrants face when entering a new culture. This exploration will help students to be more open towards new immigrants and to consider both the (perceived) problems and opportunities of continued immigration.

Through a critical analysis of the cultural aspects of German immigration, students will also gain insights into the broader social and political forces that shape cultural identity and influence social change. For example, students may explore the influence of religious beliefs, gender roles, institutional organization, technology, linguistics, or scientific discovery on the experiences of German immigrants in America.

Students will develop a comprehensive understanding of the influence of culture on historical and contemporary issues, with a focus on the experiences of German immigrants in America. Through critical analysis and reflection, students will develop the knowledge and skills necessary to engage with complex cultural and social issues, and to evaluate the opportunities and challenges that cultural diversity presents. They will also develop the critical thinking skills necessary to engage with new immigration and to evaluate the opportunities and challenges that it presents for individuals and society as a whole.

ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.

In week 6, students will engage with the biographies of different German immigrants who were entrepreneurs, inventors or engineers, and analyze the impact of their ideas or technological advancement on broader society.

Throughout the week, students will critically engage with each inventor or engineer's background, challenges, and accomplishments, as well as the long-term impact of their creation on the broader society. This analysis will require students to consider the context in which each innovation was developed, as well as the broader cultural, social, and economic forces that contributed to its success or failure.

Through this exploration, students will gain a deeper understanding of the ways in which the work of individual inventors or engineers can contribute to broader social, economic, and cultural changes, both within the German immigrant community and in the larger society. By exploring the work of different German inventors and engineers, students will gain a deeper understanding of the factors that contribute to major and long-lasting cultural change, and the role that individuals can play in shaping the course of history.

ELO 3.3 Examine the interactions among dominant and sub-cultures.

The course contextualizes German immigrants in different ways, depending on their role in interacting with other groups. In week 3, students will learn about the interactions between early German settlers and the native population of Ohio. This includes learning about the Schoenbrunn Village, which was a mission to convert the Delaware tribe to become Christians. However, this interaction was not always peaceful, as evidenced by the Gnadenhütten massacre, in which more

than ninety innocents Delawares were killed. The involvement of German immigrants as a dominant group in these events requires critical analysis, as students will need to consider the impact of cultural differences, power dynamics, and the historical context in which these events occurred.

In weeks 8 and 9, students will learn about the discrimination German immigrants faced during WWI and WWII by the American majority society. Similarly, in weeks eight and nine, students will learn about the discrimination German immigrants faced during WWI and WWII by the American majority society. During these time periods, German immigrants were often viewed as a sub-culture, rather than a dominant one, and were subject to suspicion, discrimination, and even internment. By examining these events, students will be able to explore the complex interactions between dominant and sub-cultures, and consider the impact of power dynamics, stereotypes, and prejudice on these interactions.

The course will help students acquire a nuanced understanding of the interactions among different cultures, and the ways in which power dynamics, historical context, and cultural differences can shape these interactions. By examining the experiences of German immigrants, students will gain a deeper understanding of the challenges and opportunities that arise when dominant and sub-cultures interact.

ELO 3.4 Explore changes and continuities over time within a culture or society.

This goal is addressed in several ways throughout the course. In weeks 2 and 4, Students will learn about early German settlements and their initial maintenance of the German language and culture for multiple generations. Using a sociological lens and supported by historical primary sources, students will examine the ways in which German settlers maintained, created and adapted their culture in a new and unfamiliar environment. This exploration will help students to understand how culture is transmitted over time and the ways in which it can evolve and change.

In weeks 7 and 12, students will learn about the slow assimilation process that many German immigrant groups went through and identify areas in which the German influence is still visible in modern-day America. Through a comparative analysis of historical and contemporary data, students will examine the ways in which German culture has been maintained or lost over time. This exploration will provide students with insights into the factors that contribute to cultural change and continuity, including the influence of external pressures and internal factors such as language, religion, and social structures.

Thus, the course aims to provide students with a comprehensive understanding of changes and continuities over time within a culture or society. By examining the processes of cultural transmission and change, students will gain a deeper understanding of the complexities of cultural identity and the ways in which it is shaped by historical, social, and political factors.

ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

Students will engage with primary and secondary sources that describe the experiences of German immigrants in different parts of the country, at different historical periods, and within different social and cultural contexts. By analyzing these sources, students can identify similarities and differences in the ways that German immigrants were received by American society, the challenges they faced, and the ways in which they adapted to their new environment.

Additionally, students will engage in discussions that encourage them to consider multiple perspectives on key issues related to German immigration. These discussions include different cultural, social, and political perspectives, as well as the perspectives of different individuals and groups within society. By considering a range of perspectives, students can develop a deeper understanding of the complexities of cultural identity and the ways in which it can shape individuals, organizations, and institutions.

Students will also engage in a research project that requires them to compare and contrast different aspects of German and American culture, society, and history. For example, students may be asked to analyze the ways in which a German individual, group or institution cultural has developed over time and may have influences American society. This research project may include field trips to local German-American cultural centers, interviews with German immigrants or members of German-American communities, or research into cultural festivals or events. By engaging with a variety of sources, perspectives, and experiences, students can develop a nuanced and critical understanding of cultural diversity and its impact on individuals, organizations, and societies.

ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues

The course may provide historical context for understanding how categories such as race, ethnicity, and gender have been constructed and how they have been used to define social and economic status in American society. By examining the experiences of German immigrants in the USA, students can explore how these categories have impacted the experiences of immigrants and their descendants over time.

As such, students will examine the ways in which perceptions of difference impact individual outcomes and broader societal issues. Students will analyze how stereotypes and biases can affect the opportunities available to individuals based on their race, ethnicity, gender, or other categories. They can also explore how these perceptions of difference can shape broader societal issues, such as immigration policy, access to education and healthcare, and the criminal justice system. In this light, students will critically engage with current events related to immigration and perceptions of difference in American society. By examining historical and current news articles and other sources of media, students can explore how issues related to race, ethnicity, and gender are discussed and framed in contemporary American society.

Finally, the course can provide opportunities for students to engage with members of German-American communities or other immigrant communities to gain a firsthand understanding of how perceptions of difference impact individual outcomes and broader societal issues. This can include participating in cultural festivals or events, conducting interviews with members of these

communities, or engaging in other forms of community-based learning. By examining historical and contemporary examples and engaging in critical analysis and reflection, students can develop a deeper understanding of these complex issues and their impact on American society.

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.