GE Theme course submission worksheet: Migration, Mobility, & Immobility

# Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

# Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

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.

Between 1776 and 1920, the United States transformed from a fragile confederacy of bickering states into a globe-spanning empire, incorporating new lands and people within its borders while expanding its commercial cultural, and political reach. History 3500 considers American foreign relations broadly, exploring the contested ideas of ideology and expansion that motivated both official policy and international affairs. We will explore how this experiment in democratic republicanism manage to survive amidst hostile empires; how the country used its military might, rapidly growing population, wealth, and cultural appeal to become a great power in a little more than a century; and how did this process of territorial acquisition and internationalization transformed concepts of citizenship and national identity as webs of empire, migration, and cultural exchange expanded. Immigration and migration played enormous roles in this story as not only did immigration into colonial America shape the newly-emerging nation, but over time continued immigration of new populations into the US continued to redefine society, politics, conceptions of citizenship, and thus diplomatic policy both domestically and abroad.

# Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**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.

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|  | Course activities and assignments to meet these ELOs |
| **ELO 1.1** Engage in critical and logical thinking. | The class develops student's critical and logical thinking in a number of ways. Students read both primary and secondary sources in order to learn the content they present but also critically analyze the perspectives they contain. Students will present their analysis first in class-based discussions, as well as in-class written exams. Students will also complete a reflection paper in the course that will permit them to address one of several prompts of their choice, which will require them to assimilate the information they have learned to make a substantiated argument of their own design. Students will also complete a large research project, which allows students to pick a series of political cartoons of their choosing and then use them to explore a facet of American diplomatic policy. Students get to choose their specific cartoon(s) and topic of choice, allowing them to research something that interests them in particular. They will then present an argument about how that/those cartoon(s) demonstrate a particular debate, issue, or aspect of American diplomatic policy during our period of consideration. Overall though students will be required to think critically about American diplomatic policy and actions; what shaped the decisions made and actions taken; and certainly address how the growth and shifting of American national identity, caused by the growth and shift in the American citizenry, shaped US diplomatic policy over time. |
| **ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within thistheme. | In any history course, students are required to think critically about the past and how events transpired as they did. In this course, students will consider the various forces that shaped diplomatic policy from the colonial era to 1920. The course texts are excellent resources for doing this because they employ both primary and secondary sources to explore the topics covered. This is at the core of what historians do when they conduct research on any topic: (1) use scholarly perspectives to learn about historical facts, but also (2) use primary sources written by people who experienced the events in question in order to gain a better and more direct understanding of the past. The supplementation of these materials with additional primary sources (both textual and visual), podcasts, and additional videos help enrich the content covered. The reflection paper and course project will further push students to engage in scholarly exploration. They will have to engage in both primary and secondary source analysis to complete both assignments, and then present their learning in written form using source employment and citation methods at the standards established in the historical field. In essence, these written assignments require that students engage in the scholarly process, both in terms of researching and also essay writing. |
| **ELO 2.1** Identify, describe, and synthesize approaches or experiences. | Throughout the course, students will explore the various cultures, societies, and peoples that immigrated to North America to shape colonial culture. These people then created a separate, defined culture through their interaction with indigenous populations in North America, the culmination of which laid the groundwork for the new American republic. Cultural, social, and economic mobility were bedrocks of this foundational identity as ideological underpinning of the new United States was dependent upon the idea that displaced Old World peoples were forming a new nation divorced from corrupted European traditions. This of course was juxtaposed with the migration and displacement of indigenous populations in North America, which not only characterized heavily various diplomatic policies adopted by the Revolutionary government, but impacted many aspects of American diplomatic policy through the entire 19th century as the new United States was formed and expanded westward. Manifest Destiny and the filibuster movement were key aspects of 19th century US diplomatic policy, and at their core involved the migration, expansion, and mobility of American citizens across the continent and the western hemisphere (at times at the expense of indigenous populations who were displaced because of this). The course then covers the American Civil War, which certainly deals with the mass mobilization of the American citizenry, as well as the ending of forced immobility, i.e. slavery, of a large subset of the American population. The course then explores US diplomatic policy in the late 19th and into the early 20th century, a period that was heavily shaped by immigration into the US by both Europeans and Asian populations. This, in turn, forced a reshaping of American political, economic, and diplomatic policy. At the same time there was an increase in physical, economic, political, and thus diplomatic mobility of Americans out of the United States due to America’s version of imperial action, i.e. Dollar Diplomacy. The US then engaged in World War I, wars being one of the most powerful forces for migration and mobility one can conceptualize. More importantly, involvement in WWI saw a sharp retraction by the United States into the interwar era, as a sharp version of nativism emerged that included some of the most restrictive immigration policies enacted in US history. Thus throughout the course students will explore literal and conceptual versions of mobility, immobility, and physical/socio-cultural migration with US diplomatic policy as an expression of that change. |
| **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 challengingcontexts. | Students will engage in frequent class discussions, which will require them to master course content and then demonstrate that learning in a thoughtful manner to ensure active participation in group discussions. They will also at times be required to analyze their own opinions and defend them accordingly, which can help them learn more about what they think and why they think it. Additionally, the reflection paper and research project allow students to choose topics of their choosing: the reflection paper allows students to address one of several offered prompts while the research project allows students to investigate a diplomatic issue of their choosing as expressed by political cartoons. Thus students can develop their sense of self by learning more about a topic that interests them; when one learns what interests them, they learn more about themselves in the process. These projects will also challenge students to consider content, interpretations, opinions, and attitudes different from their own in most cases as the historical experience is often different from present standards. Thus these projects and the in-class discussions challenge students in a myriad of ways, which will help them learn more about themselves as individuals. |

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

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| ***ELO 1.1*** *Engage in critical and logical thinking.* | *This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:**Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data**on immigration (Assignment #1)* |

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|  | *Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)**Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.* |
| ***ELO 2.1*** *Identify, describe, and synthesize approaches or experiences.* | *Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.**Lecture**Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students’ access to people with expertise in a variety of areas.**Reading**The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.**Discussions**Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they’ve found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.**Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie’s talk on how a single story can perpetuate stereotypes, and Claire Wardle’s talk on how diversity can enhance citizenship.* |
| ***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 conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.**Some examples of events and sites:**The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces* |

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|  | *Jazz-Age Montmartre, where a small community of African-Americans– including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I.**The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps**The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.* |

# Goals and ELOs unique to Migration, Mobility, & Immobility

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

**GOAL 4:** Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

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|  | Course activities and assignments to meet these ELOs |
| **ELO 3.1** Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility. | Throughout this course, we will explore US diplomatic policy from the establishment of the republic through 1920 was shaped by, and shaped migration, mobility, and immobility. In Week 1 and 2, students will learn about how migration into North America from Europe was key to the establishment of the United States. At the same time, this migration also forced the displacement of indigenous populations at times. In Weeks 3 to 6, students will explore how as citizens of the new United States then expanded and migrated increasingly westward, they were motivated by and supported by American diplomatic Manifest Destiny policy, which favored physical, socio-cultural, political, and economic expansion. At the same time, the United States was continually reshaped by the immigration of new populations into North America from Europe and Asia through most of the 19th century. At the same time, in Week 7 students will learn how primarily the southern states continued to enforce immobility upon enslaved populations, a status quo that heavily impacted American diplomatic policy through the American Civil War. The Civil War in many ways was a war fought over that forced immobility, and both the Union’s and Confederacy’s wartime diplomatic policies played a large part in the conflict. After the Civil War, as students will explore in Weeks 8 through 12, not only did Manifest Destiny migration into the US and further west ramp up considerably, but so too did immigration into the US. Both of these factors heavily impacted American political and diplomatic policy with US immigration in particular a large factor in many policies adopted. The US also experienced reverse migration at the same time as Americans began to adopt a new diplomatic attitude toward the wider world; this brought about the exportation, or outward migration, of American political, diplomatic, and economic influence, along with imperial presence. As students will then explore in Weeks 13 and 14, this laid the groundwork for American intervention in World War I, a war that saw American presence across the global. The trauma of the war caused a large diplomatic retraction, however, and this nativism motivated some of the most restrictive immigration policies in US history. Thus the thrust of American diplomatic policy into the interwar era in part was designed around restricting mobility and immigration, forces that shaped American attitudes towards the rise of political extremism into the 1930s. Thus throughout the course, the students will see how migration, mobility, and immobility were prominent aspects of American diplomatic policy. |
| **ELO 3.2** Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places. | The required readings introduce students to various modes of mobility, including immigration into the United States from Europe and Asia; migration across the United States over land as a function of Manifest Destiny; forced migration through indigenous relocation; and American political-diplomatic emigration across the globe as a function of American economic imperialism. The forced immobility of enslaved populations also played a major role in American diplomatic policy, and students will explore all of these aspects of migration, mobility, and immobility best through the reading of and exposure to primary sources by those who experienced it. Students will also view visual media contemplating these forces, watch videos on these topics, and then express their thoughts on these topics in written and verbal form. |
| **ELO 4.1** Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions. | Course materials cover how diplomatic policy in the colonies, and then the United States, were shaped in innumerable ways by migration, mobility, and immobility. As discussed above, these occurred throughout the rise and expansion of the United States, and so migration forces like Manifest Destiny were at the core of American continental diplomatic policy throughout the 19th century. Forced immobility, i.e. slavery, was also at the heart of Civil War, and a key component of the American Civil War dealt with Union and Confederate diplomatic relations with one another, as well as diplomatic attempts to halt (Union) or obtain (Confederacy) international diplomatic support. The later 19th and into the 20th century in the US was also heavily defined by immigration into the US, and such immigration, along with continued migration across the continent, continued to inform diplomatic policy. This was especially true as Open Door Policy and Dollar Diplomacy were adopted, which involved the migration of US influence, economic reach, and citizens outside the US, trends which culminated with American intervention in WWI. Students will explore all of these events and themes, and thus see how migration, mobility, and immobility shaped institutional/diplomatic and individual values in the US.  |
| **ELO 4.2** Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations | Students in the course will examine secondary materials discussing these forces; primary sources by those who participated in this movement (or immobility, as the case may be); view media that explores these themes in visual form; participate in group discussions to hear how their fellow students conceive of these issues; and they will view political cartoons of each era discussed in order to see how people viewed, and at times strongly critiqued, the forces around them that shaped American diplomatic policy. Thus students will rely on professor lectures, along with their own reading/viewing of primary and secondary sources, to critique these forces, trends, and representations. This, in turn, will lead them to possessing a more complicated, holistic, and historically accurate understanding of American diplomatic history from the foundations of the American republic to 1920. |