

Term Information

Effective Term Autumn 2025
Previous Value Summer 2015

Course Change Information

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

Adding MMI theme to this course.

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

This course is an obvious fit for this theme.

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

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

n/a

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3252
Course Title	People on the Move: Migration in Modern Europe
Transcript Abbreviation	Migration Mod Euro
Course Description	Study of migration movements in Europe from the age of industrialization to the present.
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?	No
<i>Previous Value</i>	<i>Yes, Less than 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

Exclusions

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0103

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors); Migration, Mobility, and Immobility

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

Previous Value

General Education course:

Historical Study; Global Studies (International Issues successors)

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

- Students will gain an understanding of the institutional and structural developments that determined the European migration flows, and the human experience of migration and displacement.

COURSE CHANGE REQUEST
3252 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/03/2024

Content Topic List

- Theories of migration and displacement
- Emigrants
- Immigrants
- Exiles
- Refugees
- Displaced persons
- Demography and family structure
- Economic development and urbanization
- Labor and seasonal migrations
- Transatlantic migrations
- Return migrations
- Colonial migrations
- Political migrations
- The end of empires and ethnic unmixing

Sought Concurrence

No

Attachments

- 3252 SYllabus MMI 11.25.2024.docx: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)
- 3252 MMI GE form.docx: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	11/25/2024 01:25 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	11/25/2024 01:36 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/03/2024 03:13 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/03/2024 03:13 PM	ASCCAO Approval



History 3252 • Autumn 2025 • T/Th 11:10-12:30 • Ramseyer Hall 110

People on the Move: Migration in Modern Europe

Instructor: Eric H. Limbach

Email: limbach.22@osu.edu
Office: 368 Dulles Hall

Open Office Hours: 9:00-10:30 T/Th
Zoom Open Office Hours: 1:45-2:30 W

Contact Policy and Preferences:

I check my email frequently; this is usually the fastest way to reach me. If you do not receive a response from me within 24 hours, Monday-Friday, contact me again as it is likely I missed your first message. Emails delivered over the weekend may take slightly longer for a response. Please use your OSU email account to email me. I do not recommend using the messages feature in Carmen. You may also stop by my office, 368 Dulles Hall, during my open office hours on Tuesdays and Thursdays, 9:00-10:30 AM. I will also hold an open office hour on Zoom on Wednesdays at 1:45 PM; please email me to make an appointment to meet in my office or via Zoom at another time. I will provide all course announcements through the Announcements on the course page in Carmen. This includes any updates or changes to course assignments or deadlines, as well as general comments about assignment results or discussions.

Course Description:

In this course, students will learn about European migrations from the middle of the 19th century into the contemporary era. These will include economic migrations within and out of Europe due to changes in economic relations and the advent of industrialization, with a focus on European emigration to the United States; political migrations in Europe associated with the rise of nationalism, in particular the various refugee flows in the continent during and after the Great War and World War II; the transformation of Europe into a continent of immigration after 1945, paying special attention to the evolving situation of the Turks in Germany, Algerians in France, and Indians and Africans in Britain as well as Cold War-era and post-Cold War migrations from eastern to western Europe; and, finally refugee migrations into and through contemporary European countries.

All in all, students will debate the changing meaning of ideas of nationhood, border control, citizenship, community, sovereignty, and international law, making constant comparisons between historical and contemporary developments and episodes. The goal is to think what history can teach us about current events and realize how historical analysis can provide us with the tools to better comprehend today's global crises related to human mobility.

This course fulfills the general requirements and expected learning outcomes for the new General Education Theme: Migration, Mobility and Immobility as well as the legacy General Education category of Historical Studies.

Themes: General		
Goals	Successful students are able to...	In this course, students will...
GOAL 1: Successful students will analyze an important topic or idea at	1.1 Engage in critical and logical thinking about the topic or idea of the theme.	...in in-class small-group and full-class discussions, in-class written assignments, and longer written assignments, consider the ways that Europeans have understood

a more advanced and in-depth level than the foundations.		migration out of, through, and into Europe since the middle of the 19 th century.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	...write two longer essays that will provide opportunities for students to examine specific migratory movements at a more advanced level.
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.	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	...in short weekly reading journal entries, make connections between the course readings, other experiences beyond this course, and contemporary debates over migration
	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.	...in reading journal entries and in-class written assignments, along with a final self-assessment in the writing portfolio, consider how this course fits into their broader education and knowledge base.

Theme: Migration, Mobility, and Immobility		
Goals	Successful students are able to...	In this course, students will...
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.	3.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.	...in all of the in-class discussions and written assignments, consider how migration is fundamentally multi-causal—environmental, political, economic, social, and cultural aspects of migration are all influential (in different proportions at different times) in any choice to migrate or not.
	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.	...in all of the readings, in-class discussions and written assignments, consider the various experiences and portrayals of migration throughout this era of European history, from memoir to novel, reportage to scholarly writing.
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.	4.1. Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	...in the weekly reading journal entries, as well as in-class discussions and written assignments, consider how European—in a broad sense—attitudes toward and understandings of migration have shifted and evolved during this era. While many of the sources we read are by Europeans (and newcomers to Europe) who have experienced migration, all of them touch on—are addressed to or depict interactions with—Europeans who have not experienced migration.
	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.	...in discussing and writing about the various readings, including novels, reportage, memoir, and academic articles and monographs, consider how Europeans have, over the past 175 years, addressed migrations out of, through, and into Europe, from both “outside” and “inside” perspectives.

Legacy GE: Historical Studies		
Goals:	Expected Learning Outcomes:	In this course, students will...
Students recognize how past events are studied and how they influence today’s society and the human condition.	1. Students construct an integrated perspective on history and the factors that shape human activity.	...describe and assess various perspectives on migration in modern European history. Readings also introduce debates over historical interpretations and narratives related to the migration out of, through, and into Europe during the twentieth and twenty-first centuries and ask students to analyze and critique those interpretations.
	2. Students describe and analyze the origins and nature of contemporary issues.	
	3. Students speak and write critically about primary and secondary historical sources by	

	examining diverse interpretations of past events and ideas in their historical contexts.	
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Legacy GE: Diversity		
Goals:	Expected Learning Outcomes:	In this course, students will...
Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.	1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	...seek to understand how Europeans'—considered broadly—attitudes toward and perceptions of migration from, through, and into Europe have shifted from roughly 1850 to the present, especially as the continent's population has become much more diverse in the decades since 1945.
	2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	

Enrollment:

All students must be officially enrolled in the course by the end of the second week of the session. No requests to add the course will be approved by the Department Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Statement on Perspective and Language:

All college/university courses start from a specific perspective or position, established in the material they cover, by the readings and other resources that are assigned, and given the experiences and interests of the instructor and students. In other words, they are neither neutral nor objective. However, you do not need to embrace the course perspective (i.e. agree with me, with the authors of our readings, or with your classmates) to be a valuable participant and earn a high grade in the course. Keep in mind, though, that migration is often a charged topic of discussion; in this setting, we must be committed to respecting a range of opinions and points of view. Critique and disagreement should be expected, but personal attacks will not be tolerated. Ideally, what is said in class meetings should stay between participants in this course and may only be shared elsewhere with their permission.

How this course works:

Mode of delivery: This course will meet in-person, twice a week, for 80 minutes each session.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect to devote two to three times the listed credit hours to coursework every week for a standard full-semester course. Therefore, plan to devote at least six to nine hours per week (on average—some weeks will require more time, some less time) completing reading and writing assignments for this course. This independent out-of-class work (i.e. required reading and essay writing) is a significant part of your learning process at Ohio State University: it is your responsibility to be aware of the class schedule and allow yourself enough time to prepare each week.

Attendance and participation requirements: There are no explicit attendance requirements, although I expect you to attend all of the class meetings. Participation in class (whether speaking up, participating in small group discussions, or submitting short in-class written assignments) will contribute to your final grade.

Course Materials:

Books: The following books are required for this course and are available from the B&N Bookstore on High Street and from online booksellers:

Buchi Emecheta, *Second Class Citizen*, George Braziller, 1974.

Ian Goldin, *The Shortest History of Migration*, The Experiment Publishing, 2025.

Zuska Kepplová, *The Moon in Foil*, Seagull Books, 2023.

Sally Hayden, *My Fourth Time We Drowned: Seeking Refuge on the World's Deadliest Migration Route*, Melville House Publishing, 2022.

Léon Worth, *33 Days*, Melville House Publishing, 2015.

Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World*, W.W. Norton, 2017.

Carmen: All other course materials and assignments, including a required document reader and several academic articles, will be available on Carmen in PDF format.

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 ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

Self-Service and Chat support: ocio.osu.edu/help

Phone: 614-688-4357(HELP)

Email: servicedesk@osu.edu

TDD: 614-688-8743

Technology skills needed for this course: Basic computer and web-browsing skills; Navigating Carmen (go.osu.edu/canvasstudent).

Required equipment: Computer—current Mac (MacOS) or PC (Windows 10) with high-speed internet connection; Other—a mobile device (smartphone or tablet) to use for BuckeyePass authentication.

In-class technology policy: You may use laptops, tablets, or phones in the classroom for taking notes or referring to readings, so long as your use of those devices does not distract your classmates. However, if you miss a portion of the class because you were texting, checking social media, or otherwise not paying attention, you may find it difficult to get back on track.

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 - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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 (go.osu.edu/install-duo) 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.

Course Structure:

I will conduct this course in a hybrid lecture/discussion format, combining short lectures with substantial full-class or small-group discussions on the assigned readings. It is crucial that you are present and prepared for every class session promptly at the beginning of the class period, and that you plan to stay for the entire session each day.

This course is organized into several thematic modules based on an idealized pattern of migration; we will begin by considering “belonging”, and then move through “departure”, “transit”, “arrival” and, in the end, “settlement” and “belonging”. This will allow us to consider several key migrations in parallel with each other, including the departure of millions of Europeans for the Americas in the decades around the turn of the 20th century, the emergence and mobility of European refugee populations in the first half of the 20th century, the arrival in Europe of newcomers from around the world (and from other parts of Europe) in the second half of the 20th century, and the increasing visibility in the 21st century, of new refugee arrivals in Europe due to conflicts in Asia and Africa.

Assignments, Assessment and your Final Grade:

I only give one grade (A, B, etc.) for each student per term: the final grade that will go on your transcript. Individual assignments will not be graded or scored; in the self-assessment that you submit as a part of your course writing portfolio, you will propose and justify a final grade in the course (see the page on Carmen titled “How to write your end-of-semester self-assessment” for more information). Based on the initiative points that I have recorded during the semester and the essays included in your writing portfolio, I will adjust that final grade (up or down) for submission to the university.

Initiative Points: Over the course of the semester, I will keep a record of points earned by students showing initiative in some course context. This includes participating in full-class and small-group discussions, submitting short in-class assignments, participating in the peer review session, submitting draft essays for my comments, meeting with me during in-person office hours or during Zoom office hours, or for attending events at the university related to the course material. There is no set number of initiative points that you should aim to earn; rather, you should participate in the course to the best of your abilities. Overall, initiative points will count for 25 percent of my assessment and therefore your final grade in the course.

Weekly Reading Journal: Throughout the semester, you will keep a weekly journal on your course reading in a PebblePad workbook that I will distribute at the beginning of the semester. I will not assess individual entries in these reading journals, but the more that you complete before the end of the corresponding week with a substantive response to the week’s readings, the higher my assessment of this component will be. Taken together, your entire reading journal will count for 25 percent of my assessment of your performance the course; you must complete at least twelve entries on time (before the first class meeting of the week) to earn the highest assessment level.

Writing Portfolios: At the end of the semester, you will submit, via PebblePad, a writing portfolio (in addition to your weekly reading journal) that includes four separate items: two long essays (your choice of the different options laid out below), a one-page essay on how you used peer/instructor feedback to revise your writing, and a self-assessment of your overall performance in the course with a proposed final grade. Each of the two longer essays in your portfolio will count for 25 percent of my assessment of your performance in the course; the feedback essay and the end-of-semester self-reflection will not be assessed, but effort on those essays will count toward initiative points. I will read all components of the portfolio to determine how to adjust your proposed final grade (taking my record of your earned initiative points into account) for submission to the university.

Long essays (pick two different options from the four presented below):

1. Academic Article Analysis: Considering any one of the scholarly articles on the course reading schedule (also listed on the page in Carmen titled “How to write an Academic Article Analysis”), write an essay of roughly 1000 words (4-5 pages of typescript) that identifies the article’s primary argument and sources, evaluates the author’s interpretation of that evidence in support of their argument, and links that article to at least one other primary or secondary source in the class materials. I have provided on Carmen a worksheet that will help you work through the questions that I expect a well-written article analysis to answer, and I will assess the essay based on how well your essay answers all six questions on this worksheet.

2. Argumentative Essay: Considering any one of the three prompts below, write an essay of roughly 1000 words that takes a clear position on the prompt in the introduction and subsequently supports that position with multiple references to the book, to course readings (either primary or secondary) and discussions. Because each prompt is linked to a specific course module, the articles, documents and readings for that module, as well as our likely class discussions for that module, I do not recommend writing on a prompt before the class has reached the module in

which we will read and discuss that book; for this reason, you should only consider writing an essay on Prompt 1 for the Peer Review Session on October 14th. I will assess this essay based on the clarity of your position on the selected prompt as well as your use of references to the book and to course materials to support your position. Additional instructions and an assessment checklist are on the Carmen page “How to write an argumentative essay”.

- **Prompt 1**—Léon Werth—the author and narrator of *33 Days*—along with his wife and several others, spent more than a month (indeed, the “33 days” of the title) in the summer of 1940 as refugees, fleeing south from Paris toward the Swiss border as the German army invaded France. To what extent is Werth’s experience on the roads of France a “typical” refugee experience, given the other readings and discussions in this course?
- **Prompt 2**—In Buchi Emecheta’s novel *Second Class Citizen*, Adah, accompanied by her two young children sails from her homeland of Nigeria to the UK to join her husband, Francis, a student living in London, taking a job at a local library to support her family. While her education—and high-paying job at the American consulate in Lagos—had made her “elite” in Nigeria, Adah quickly discovers that, like all of the other non-white newcomers in London, migrants from around the former British Empire, she is seen as a “second class citizen”. Does Adah’s arrival in and acculturation to British society bear out that “second class” label? Does her navigation of the expectations laid on her by her extended family in Nigeria, her husband Francis, her coworkers, and British society more generally align with those of other migrating people we have considered in this course?
- **Prompt 3**—In *The Moon in Foil*, Zuska Kepplová profiles the experiences of young Slovakian emigrants in various European cities in the first decade of the 21st century. Taking advantage of the opening of European borders created by the expanding European Union—Slovakia joined the EU in 2004 and the free-movement Schengen Zone in 2007—these young people, born during the final years of the Cold War, have left their homeland in search of a more “European” future. In Kepplová’s telling, can these young Slovaks ever truly “belong” in their new homes? Is their presence in these cities accepted by the others they meet along the way? Does belonging, for Europeans, look different in the 21st century than in the 20th?

3. Film Analysis: Watch one of the films on the list below (all are available, on streaming, through the library— see links on Carmen) and write an essay of roughly 1000 words that addresses how this film presents or characterizes migration to or through Europe in the contemporary era and makes connections to past migrations from, through, or into Europe. Essays should link the film to the broader course readings and in-class discussions, and should reflect on what message(s) the filmmaker was seeking to send to audiences (especially European audiences) watching the film. Additional instructions and an assessment checklist are on the Carmen page “How to write a film analysis”.

- *Any Day Now* (2020)
- *Eden is West* (2009)
- *Io Capitano* (2023)
- *Terraferma* (2011)
- *Transit* (2018)

4. Lesson Plan: Using only course materials (or, and only after in-person consultation with the instructor, limited additional research) develop a lesson plan presenting one migratory movement (a group of people leaving from one place, transiting or ending up in another place, among other people) in modern European history since 1850, including at least two objectives, a brief reading, source, or image, a scripted introductory statement of roughly 500 words based on your reading of course materials or limited research, at least two substantive questions for open-ended discussion, and a scripted closing statement of roughly 250 words.

Peer Review Session Components: You must complete at least a rough draft of one of these essays before the peer review session on October 14th. For that session you will bring two copies of your essay draft, one for your peer to review and one for me to review. During the session you will complete an essay self-assessment (for initiative points) and a peer review assessment (which will contribute to a classmate’s revisions and feedback essay). You will receive your classmate’s peer review assessment; that assessment, as well as my assessment of your draft, will help you to revise your essay for submission as a part of the final portfolio and write the feedback essay. Participation in the peer review session will contribute to your initiative points and is required to pass the course. I will offer a makeup peer

review opportunity for any students unable to attend the session on [date], but you must send me a draft of your first essay by that date.

Feedback essay: Write a 250-300 word (roughly one page) reflection on how you used peer feedback from the peer review session or instructor feedback from sharing a draft of an essay to revise your first draft of an essay into a more polished final version. This is a required part of the final portfolio, but it will not be assessed.

Final Portfolio Self-Assessment and Proposed Final Grade: The final component of your portfolio will be a two-to-three-page self-assessment of your participation in the course. In this essay, I would like you to reflect on what you have learned about migration in modern European history and about the nature of migration, mobility and immobility more generally and connect what you have learned in this course with other courses—whether in the Department of History or in other disciplines—that you have taken. If you are participating in the new General Education program, you should also consider the connections between this course and the personal plan for learning that you completed in your Launch Seminar. In this essay, you will also propose a final grade for submission to the registrar, supporting your proposal with references to your in-class participation and the work in your written portfolio. This assignment will not be assessed, but it is required to pass the course. For more information see the page in Carmen titled “How to write the Feedback Essay and the Self-Assessment Essay”.

As a rule of thumb, a grade of A (high pass) reflects exceptional work that goes beyond my baseline expectations for well-prepared OSU students, a grade of B (pass) reflects satisfactory work that meets my baseline expectations for well-prepared OSU students, and a grade of C (low pass) reflects acceptable work that, despite not meeting my baseline expectations, is still adequate to earn a passing grade. I will also consider how you have demonstrated improvement over the course of the semester, whether between the initial essay draft submitted for the peer review session on October 14th and your final version in the portfolio, or with the initiative shown in and out of class from the beginning of the semester to the end, when deciding on a final grade. You must submit a complete portfolio (all four items) and a complete reading journal (at least twelve of the fourteen weeks) by the final class meeting of the semester to earn a passing grade in the course.

Note for participants in the new General Education program: I recommend including the final self-assessment and at least one of the two long essays (especially the one that you revised based on peer comments) as an asset in your PebblePad account as a record of your continued development in the program.

Course Schedule:

Readings will be drawn from the required books as noted below; all other readings (those marked with an asterisk*) will be on Carmen.

Week	Dates	Theme	Readings
Week 1	August 26 th , 28 th	Belonging	Ian Goldin, <i>The Shortest History of Migration</i> , Intro and Chapter 7; Zahra*
Week 2	September 2 nd , 4 th		Sally Hayden, <i>My Fourth Time We Drowned</i> , Prologue and Chapter 1; Tara Zahra, <i>The Great Departure</i> , Intro and Chapter 1; McKeown*
Week 3	September 9 th , 11 th	Departure	Goldin, Ch. 8; Hayden Chs. 2, 3, 5; Zahra, Ch. 2; De Blij*
Week 4	September 16 th , 18 th		Hayden Chs. 6, 8, 10; Zahra, Ch. 3; Salmenkari*
Week 5	September 23 rd , 25 th		Goldin, Ch. 9; Hayden Chs. 7, 12; Zahra, Ch. 4; Sorescu*
Week 6	September 30 th , October 2 nd		Hayden, Chs. 4, 9; Léon Worth, <i>33 Days</i> (all); Zahra, Ch. 5

Week 7	October 7 th , 9 th		Goldin, Ch. 10; Hayden, Chs. 11, 13, 14; Zahra, Ch. 6; Chin*
Week 8	October 14 th	Transit	Peer Review Session
Week 9	October 21 st , 23 rd		Hayden, Chs. 16, 18, 19; Kalter*
Week 10	October 28 th , 30 th		Hayden, Chs. 17 and 21; Zahra Ch. 7; Nithammer*
Week 11	November 4 th , 6 th		Hayden, Chs. 20 and 22; Blumenthal*; Jacobson*
Week 12	November 13 th	Arrival	Buchi Emecheta, <i>Second Class Citizen</i> (all)
Week 13	November 18 th , 20 th		Goldin, Chs. 11 and 12; Hayden, Chs. 23 and 24, Epilogue; Zahra, Postscript
Week 14	November 25 th		Writing Workshop Day
Week 15	December 2 nd , 4 th	Settlement/ Belonging	Zuska Kepplová, <i>The Moon in Foil</i> (all); Molnar*
Week 16	December 9 th , 11 th		Goldin, Chs. 13 and 14; Final Portfolios due on December 11 th

Academic Misconduct:

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

Disability Services:

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities.

Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity (equity@osu.edu).

Accessibility of course technology:

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Mental Health Statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you 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.

Institutional Equity:

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

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:

The University would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. 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>.

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.

This is a course on the history of migration from, through, and into Europe since roughly 1850, focusing in parallel on four major migratory movements: the departure of millions of Europeans in the second half of the 19th century for, among other places, the United States; the forced migrations of refugees within and out of Europe during the first half of the 20th century; the arrival of labor migrants from across Europe around the world into northern and western Europe in the decades after 1950 and the subsequent opening of inter-European borders under the Schengen treaty; and the emergence, since 1990 and into the 21st century, of post-cold war migrations across Europe and refugee movements into Europe.

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	At the core of this course is the shift, around the middle of the 20 th century, from Europe being a continent that was a net exporter of Europeans elsewhere in the world (sometimes by choice, sometimes not) to a Europe that, by the middle of the second half of the 20 th century, was a net importer of newcomers. By designing this course in a way that places the emigration of Europeans seeking jobs and safety before 1950 alongside the arrival of newcomers (also) seeking jobs and safety after 1950, my goal is that students will engage in crucial and logical thinking about the readings in their weekly reading journals and in their in-class discussions as well as the written assignments.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students will write two longer essays from a list of options; these can be an in-depth analysis of recent scholarly work, an analysis of a work of fiction or film on this topic, or students can use the course materials and limited outside research overseen by instructor to develop a lesson plan for teaching one particular migration story.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	The parallel structure of course rather than a purely chronological approach will allow students to synthesize, in their weekly reading journal entries, the course readings, other experiences beyond this course, and contemporary debates over migration
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.	Weekly reading journal asks students to make connections between readings and prior knowledge/previous coursework, course ends with a self-reflective essay that asks students to reflect on what connections they have made in readings and discussion, particularly to theme of migration, mobility, and immobility.

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

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.

	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.	Migration is fundamentally multi-causal—environmental, political, economic, social, and cultural aspects of migration are all influential (in different proportions at different times) in any choice to migrate or not. All of the course readings and assignments as well as the in-class short lectures and discussions will touch on this learning outcome in some way or another.
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.	All of the course readings touch on the experience and portrayal of migration at some level; we will read novels that fictionalize the processes of settlement and acculturation, a memoir of the flight of a political refugee, reportage on the contemporary migration of refugees and asylum-seekers in Europe, and a scholarly monograph on the emigration of Europeans to the United States since the second half of the 19 th century. Even the more academic works, however, are still built on a foundation of personal narratives of migration. Shorter course readings, including academic articles drawn from multiple disciplines (history, sociology, political science, international relations and others) will add complexity. In their weekly reading journals, students will synthesize all of the different approaches to and portrayals of migration that they read that week, and the longer assignments will allow them to focus on specific themes that interest them.
ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	Fundamentally this course is about how European—in a broad sense—attitudes toward and understandings of migration have shifted and evolved over the past 175 years or so. While many of the sources we read are by Europeans (and newcomers to Europe) who have experienced migration, all of them touch on—are addressed to or depict

	<p>interactions with—Europeans who have not experienced migration. By understanding these challenges in specific cases and by introducing how context shifts the conversations about migrants and mobility, this class helps students understand the fundamental reality that migration is the norm of European history, rather than the aberration. All of the assignments and the in-class lectures/discussions will contribute to this learning outcome.</p>
<p>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</p>	<p>In particular, the potential long essays meet this outcome. Students writing the academic article analysis will engage with the scholarly work of a particular scholar and focus on how they address a particular community of migration; those writing on a novel/memoir or a film will engage with the author (all of whom were themselves migrants) or filmmaker sought to portray a particular migratory movement.</p>