

History 208-02 (HIS 208-02)
Migration in the Modern World, Online (Asynchronous)
Fall 2021, August 17-December 1, 2021



Instructor: Ms. Loper-Nowak
Office Hours: By appointment
Email: anloper@uncg.edu ; I will try to respond to emails between 8:00 a.m. and 5:00 p.m., Monday-Friday. Response time is slower over the weekend.

Course Description:

Mobility is inherently a part of history. People have always moved whether that is voluntarily or involuntarily. Immigration, emigration, and diasporas have politically, economically, and culturally shaped the modern world. This course will explore the different forms of migration from the mid-eighteenth century to the late-twentieth century and will focus on how movement challenges ideas of national identities, culture, gender, and race. From the Atlantic Slave Trade to immigration in the European Union, this course will address questions of migration through a variety of historical lenses including labor, war, and global politics. Questions this class will consider include: Who is an immigrant? Who is a refugee? What is citizenship? How do global events affect migration?

Please understand that this is a survey course. The class is designed to cover breadth not depth. If you are interested in more information on a specific or related topic to one of the weeks, please let me know and I can send you more information.

General Education Historical Perspectives (GHP) Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

For more information on UNCG's Student Learning Outcomes, please visit the follow link:

http://assessment.uncg.edu/curriculum/GEC/GEC_SLO.html.

Course Specific Student Learning Outcomes (SLO):

1. Explain the significance of the major events, people, and debates in modern world history.
2. Engage in historical thinking to contextualize, interpret, and analyze primary and secondary texts.
3. Identify the historical origins of significant debates in today's world.

Communication and the Importance of Reading the Syllabus, Announcements, and Assignments:

It is always important to read a course syllabus carefully, especially for an online course. Students are responsible for understanding the content of the syllabus and adhering to the policies, expectations, and guidelines listed for the course.

Please practice the “three before me” rule. Before emailing the instructor, students should read the syllabus carefully, check Canvas for updates (including announcements and emails), AND read the instructions/prompts for assignments. If a student’s question is not answered in any of the three locations, they may email the instructor to ask their question(s). Students can expect a response within 24 hours during the week and 48 hours over the weekend. Please understand that this rule is not meant to discourage students from emailing the instructor. If you email asking about a due date or the length of an assignment, I will kindly ask you to refer to the syllabus or assignment sheet. If you have a specific question or would like further clarification on an assignment, I will gladly answer.

Students should check their emails and Canvas frequently. This is how information and updates about the course will be communicated. It is vital to check emails regularly to ensure information is not missed.

Required Texts:

There are no required texts for this course. All reading and source material will be available in the Modules tab on the course Canvas page and/or linked to the syllabus.

Primary vs. Secondary Sources:

This course will be examining a variety of primary and secondary documents and it is important to distinguish between the two source materials.

Primary Sources: Primary sources are materials that were created at the time the event occurred or materials created by those who experienced the event. These materials include letters, speeches, diaries, newspaper articles for the time period, interviews with people who were around when the event occurred, documents, photographs, and artifacts such as tools, weapons, or clothing from the era.

Secondary Sources: Secondary sources are materials that were created after the event. These materials might tell you about an event, person, time, or place, but they were created by someone not from the time period. Secondary sources can include history monographs, school textbooks, encyclopedias, historical journals, and documentaries.

Course Requirements:

Students enrolled in a three-credit hour course usually spend three hours in the classroom and three hours on coursework outside of the classroom per week. While this class is online and not a typical face-to-face class, students are still expected to dedicate the same amount of time to this three-credit course.

Reading Notes and Annotations (GHP 1; SLO 1, 2, 3):

Students will be required to submit reading notes for assigned secondary sources. A template and guide will be provided. Notes should primarily paraphrase the readings. Direct quotes should be used sparingly. ***Reading notes and annotations are due each Thursday by 11:59 p.m.***

Primary Source Discussion Forum (GHP 2; SLO 1, 2):

Students will be required to complete primary source discussion forums each week. For the discussion forum, students are required to write a substantive forum post that addresses the assigned reading questions on the primary source documents for the week. The initial posts should be between 200-300 words. ***Initial discussion posts are due each Friday by 11:59 p.m.***

After completing the initial post, students will respond to one or two other posts. Replies should be meaningful, contend with the primary source documents, and contribute to the discussion. In other words, replies should not just say “I agree” or “Great post.” Replies should be between 50-100 words. ***Replies are due each Saturday by 11:59 p.m.***

Discussion post guides, prompts, questions, and examples will be provided in Canvas.

All discussion posts and replies should be respectful. Please practice online etiquette. You should **not focus on your peers' grammar, spelling, etc., but rather, on the content and material. Posts that are disrespectful or insensitive to your peers or do not contribute to the discussion forum's conversation will be deleted or edited at my discretion.

Discussion forums will be graded on a thirty-point scale. The initial posts will be worth a total of twenty points and the replies will be worth ten points. **I highly recommend taking detailed notes as you read the primary sources because they will be valuable when completing the exams.**

Exams (GHP 1, 2; SLO 1, 2, 3):

Students will be required to complete three take-home essay exams. **The first exam will be due on Friday, September 24th, the second exam will be due on Friday, October 29th, and the third exam will be due on Monday, December 3rd.** The purpose of these take-home essay exams is to analyze and contextualize primary documents. Your response should convey 1) an understanding of the document's main argument and 2) an understanding of how that argument fits within the historical context. Writing topics and instructions will be provided in advance.

Submission and Pacing of Assignments:

This course has been designed to allow for some flexibility in completing assignments. You should complete all tasks in order. I recommend placing a check mark next to each task once it is completed. You should not wait until the last minute to try and complete all assignments. You may complete assignments early (something I suggest) to allow a buffer for illness and/or emergencies. Any assignment (content assessments, discussion forum initial posts, and exams) can be submitted seven days prior to its due date. (Replies to discussion posts can be completed as soon as another student submits a post.) Modules will be available, at a minimum, two weeks before its due date. For example, if the Module due date is Friday, September 24th, it will be open and available by Friday, September 10th, at the latest.

I strongly recommend staying ahead in the class. After falling behind, it is almost impossible to catch back up, especially in an online course. I also highly recommend creating a manageable schedule to stay organized with course work and/or working with other students for accountability.

Late Assignments:

There is a zero-tolerance late policy. Late assignments will not be accepted. Canvas assignments will lock automatically after the due date and will not be reopened.

Grading:

Grades will be based on three aspects of student performance: (1) take-home exams, (2) reading notes and annotations, and (3) primary source discussion board. The final grade will be determined according to the following calculation:

Exams:	50%
Exam #1	10%
Exam #2	15%
Exam #3	25%
Reading Notes and Annotations	20%
Primary Source Discussion Forums	30%

Please allow one week after the final due dates for grades to be returned for weekly assignments (reading notes and discussion boards) and two weeks for the exams.

Grading Scale:

	B+: 87-89	C+: 77-79	D+: 67-69	F: 0-59
A: 93-100	B: 83-86	C: 73-76	D: 63-66	
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62	

Syllabus Modifications:

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to watch for any class announcements about modifications.

UNCG COVID-19 Policy:

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

[COVID-19 Spartan Shield Video:](#)

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes: <https://youtu.be/Mb58551qxEk>

UNCG Academic Integrity Policy:

All work must be your own. UNCG prohibits any and all forms of academic dishonesty. It is the student's responsibility to know what constitutes academic integrity and to be familiar with UNCG policies. By submitting an assignment, each student is acknowledging their understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL:

<https://osrr.uncg.edu/academic-integrity/>. Students who engage in academic dishonesty (such as plagiarizing part of a paper or cheating on an exam) will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion. Do not attempt it.

UNCG Americans with Disabilities Act (ADA) Accommodations:

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336) 334-5440, oars.uncg.edu.

UNCG Religious Obligations Policy:

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: <https://policy.uncg.edu/university-policies/>.

UNCG Attendance Policy:

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

UNCG Fall 2021 Academic Calendar:

Please review the fall 2021 academic calendar. It can be found here: <https://reg.uncg.edu/calendars/fall-2021-academic-calendar/>.

Useful Resources:

UNCG provides a variety of useful services for students that focus on writing, speaking, and researching. Check them out!

History Department Website: <https://his.uncg.edu/>

Jackson Library Website: <https://library.uncg.edu/>

Writing Center Website: <https://writingcenter.uncg.edu/>

Speaking Center Website: <https://speakingcenter.uncg.edu>