

History 208-01 (Spring 2021)
Topics in the West and the Modern World: Migration in the Modern World
Online, January 19-May 6, 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.

Course Specific Student Learning Outcomes (SLO):

1. Explain the significance of the major events, people, and debates in the history of the United States.
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.

UNCG COVID-19 Policy:

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. 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:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- 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 maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

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 and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these 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 social distancing 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.

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

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>

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 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, especially for an online course. 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:

A three-credit hour course usually requires students to spend six to nine hours a week on the class. This is usually divided into three hours in the classroom and three to six hours on the course outside of the classroom per week. While this class is online and not a typical face-to-face course, students are still expected to dedicate six to nine hours a week to the class.

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. **Reading notes and annotations are due each Wednesday 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 Thursday by 11:59 p.m.**

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

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 your writing assignments.

Writing Assignments (GHP 1, 2; SLO 1, 2, 3):

Students will be required to complete three short writing assignments. **The first paper will be due on Friday, February 26th, the second paper will be due on Friday, April 2nd, and the third paper will be due on Thursday, May 6th.** The purpose of these papers 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 context of the era. Writing topics and instructions will be provided in advance.

*****Please note: There will be no exams for this course.*****

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 writing assignments) 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, February 26th, it will be open and available by Friday, February 12th, 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) writing assignments, (2) reading annotations, (3) primary source discussion board. The final grade will be determined according to the following calculation:

Writing Assignments:	50%
Writing Assignment #1	10%
Writing Assignment #2	15%
Writing Assignment #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 writing assignments.

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.

Academic Integrity:

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

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/>

Americans with Disabilities Act (ADA):

UNCG seeks to adhere to the ADA and provide equal access to a college education. Students with any questions or needs related to academic accommodations for disabilities should contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, Suite 215. For more information, please see <https://ods.uncg.edu/>.