

Cultural Crossroads: Migration and Community Transformation

History 378 taught by Alvis Dunn (adunn1@unca.edu) & Leland Turner (Leland.Turner@mwsu.edu).

Professor Dunn's office hours are Wednesdays from Noon to 2:00 p.m. and by appointment.

Professor Turner will hold office hours on Tuesdays from noon until 2:00 p.m.

Course Description: Migration is a constant in human history and laden with cultural implications. In virtually any locale the movement *in* of people has occurred. Those migrations are not always at the forefront of the historical memory of a place. In this course students will investigate migration into the community or communities surrounding their campus. Once an immigration group is identified the students will work to discover the cultural contributions brought to bear on their communities. This movement may have happened at any time in the community's history. By thinking creatively and broadly students will find groups in their regions and identify the contributions of those one-time newcomers to the life and culture in those places. Students are asked to consider how migrant culture broadly defined may have influenced music, culinary traditions, labor relations, craft and art, agriculture, architecture, or religion. By bringing to life these stories the students' crossroads projects will rescue forgotten local history from obscurity.

Learning Objectives: In this class, students will develop and practice the following:

- An appreciation of diverse methods and processes of the digital humanities, and utilization of technological resources in research, data analysis, and presentation.
- To make discipline-specific oral presentations to groups.
- To work together cooperatively and creatively
- To conduct research in multiple sites.
- To master the skills of critical analysis and writing

Course Requirements: Every student will accomplish the following:

1. Complete a website based on a contract made between the individual and the professors.
2. Post regular (per the syllabus) progress reports on your own blog.
3. Regularly present to the class about the status of your project.
4. Participate in class discussions.
5. At the end of the semester both participants will complete a presentation (which will be filmed and archived) of their project.
6. At end of the semester, each individual participant will complete a brief paper/blog post reflecting on the process and defending their project as contracted

Students are expected to attend all class sessions or view the class sessions online and meet with professors as needed/required, read all assigned texts, and participate in class. [Students are also responsible for submitting all project drafts and the final product by the contracted due date. Assignments are considered late if turned in/posted any time after the appointed due date. Late projects will be penalized one half-letter grade per day.]

Discussions: Students are expected to attend all classes having read the assigned material or having completed assigned tasks. Class participation includes actively participating in daily discussions and responding to class presentations. To that end, for each class for which there are readings/videos, students should also prepare a list of comments on the material (parallels, problems, factual questions, reminders of past readings, connections to ideas from other classes or from “real life”) so that they have those points in front of them for the discussion. We reserve the right to require that these lists be submitted for perusal at any point during the semester.

Blogging: Distance learning courses present unique challenges with regard to collaboration and communication. One of the tactics we will use to bridge the distance gap will be blogging. Narrating the planning, research, and implementation processes via your blogs is a central part of the class and a way for us to measure your effort, your creativity, and your progress as digital scholars. Blog about your problems as well as your successes. Be sure to comment on each others’ blogs and help each other out. This is a community of people going through similar efforts that you can tap into, so do so. Weekly posts & comments are a minimum expectation of the class.

Tweeting: Everyone will establish a twitter account (through an independent gmail account) and two tweets per week minimum will be required. At least one tweet should be submitted by noon on the day of class. More are welcome. This will be a very good method for the class to communicate successes and failures in an informal way. All tweets should include the hashtag #H378XR.

Final Grades: Final grades will be determined based on class participation (including blogging, tweeting, mini assignments, and regular presentations to the class) (35%), Contract (project outline, 5%), project (50%), and on the quality of the final formal presentations on the projects (10%). Unsatisfactory performance will be reported mid-semester to your advisor on your home campus. The seminar instructors, Dr. Alvis Dunn and Dr. Leland Turner, will transmit the final grade to your advisor, and she or he will enter the grade using an independent study option at your home campus.

Academic Conduct: You should know that if you cheat or plagiarize in this class, you will fail, and we will report the incident to our liaison on your home campus. **TAKE NOTE:** On the other hand, having friends or family read and comment on your writing can be extremely helpful and falls within the bounds of proper academic conduct (assuming the writing itself remains yours). If you have questions about these issues, then you should talk to us sooner rather than later.

Project Contracts: Each student will create contracts with Professors Dunn and Turner about their projects. The first draft of the contract is due September 19 and the final contracts are due October 5. Each contract will need to be approved by us & may need to be tweaked before approval. Each contract must include:

- Mission statement (describe project)

- Tools the student plans to use
- Schedule of milestones (when critical pieces are ready to present)

NOTE: These contracts may be revised as the semester goes on, though only with good reasons and only after discussion with Professors Dunn and Turner. **A template and sample student contracts can be viewed here:** <http://course.centuryamerica.org/project-contracts/>.

Readings: Some of our Readings may be found in our Google Folder.

A tip of the hat most directly to Mary Beth Mathews, Associate Professor of Religion — University of Mary Washington and Kenneth Owen, Assistant Professor of History — University of Illinois Springfield whose Spring 2017 COPLAC Distance course, “Divided Houses: Secession & Separation” has served as a wonderful guide toward the design of this course. Additionally, we have benefitted from the work done by all of the other COPLAC Distance teachers and students that have gone before us.

Syllabus

Our Course WordPress Site: <http://xroads.coplacdigital.org/course/>

Week One:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time).

Tuesday, August 22:

Introductions

Review of Syllabus

Introduction to WordPress: <http://coplacdigital.org/resources/wp-tutorials/>

Web Architecture and course websites: <http://coplacdigital.org/handbook/technology/#tech-0>

About your WordPress Sites

Individual students will receive their own WP site -- this will serve as your blog for the course. Think of these sites as both a place to work out blogging assignments and spaces where you can experiment with the capabilities of WP before building the project sites. These sites are already created for each of you.

Student partnerships will also share a project WP site where they will work collaboratively and will serve as your exhibition space where you showcase your research and findings. These will be created by the beginning of Week Four of the semester.

OUR StoryMapJS

<https://uploads.knightlab.com/storymapjs/4fd7e3e1a8d1962052d87f2417713fe6/history-387-storymapjs/index.html>

Review of digital history projects (Show in class and provide links—look over the various digital tools such as TimelineJS and StoryMapJS and imagine yourself using either or both in your project. Do you have another digital tool that you use or would like to learn to use on this project?)

Establishing a Twitter Account

Our Hashtag is #H378XR.

Our Class Twitter Account is @H378Coplac (I will be tweeting to you via this ‘handle’). At least one tweet should be submitted by noon on the day of each class (That’s two per week unless we are only meeting once in a given week). More are welcome. This will be a very good method for the class to communicate successes and failures in an informal way.

Thursday, August 24: Discussing Immigration

Readings: “The US has come a long way since its first, highly restrictive naturalization law,” <https://www.pri.org/stories/2016-07-04/us-has-come-long-way-its-first-highly-restrictive-naturalization-law>.

Watch WordPress Tutorial – take steps to creating your own site: <http://coplacdigital.org/resources/wp-tutorials/>

Look Over These Sites...

TimelineJS: <http://timeline.knightlab.com/> --

StoryMapJS: <http://timeline.knightlab.com/> (StoryMaps must be created and edited in Google Chrome. They may be viewed in other browsers however)

ALSO: Here are the links to the digital history projects discussed on Tuesday (and more). We will continue our discussion of them in today’s class.

Century America Projects

<http://centuryamerica.org/about/> (Go to Midwestern State University State from this link)

<http://truman.centuryamerica.org/>

<http://umw.centuryamerica.org/>

Slate Magazine’s favorite digital history projects of 2016

http://www.slate.com/blogs/the_vault/2016/12/30/five_great_digital_history_projects_from_2016.html

http://www.slate.com/blogs/the_vault/2017/01/05/some_of_the_most_browsable_history_sites_we_encountered_in_2016.html

(You may like to explore further by looking at Slate’s selections from 2013, 2014, and 2015, all of which are linked at the top of the first *Slate* link)

ALSO: Look for a local/regional history that includes migration/immigration. Come prepared to talk about what you are thinking for 1 minute in class.

Week Two:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, August 29: Assignment: Blog your individual reflections on these readings. 300 words minimum please.

Readings: Adam Goodman, "[Nation of Migrants, Historians of Migration](#)," *Journal of American Ethnic History*, Vol. 34, No. 4 (Summer 2015): 7-16. (You are welcome to search this article in your library holdings)

Donna Gabaccia, "[Is Everywhere No Where? Nomads, Nations, and the Immigrant Paradigm of American History](#)," *Journal of American History*, Vol. 86, No. 3 (December 1999): 1115-34. (You are welcome to search this article in your library holdings)

Gary Gerstle, *American Crucible: Race and Nation in the Twentieth Century* (2nd ed., Princeton University Press, 2017) (View the [Introduction](#)).

In Class: Discussion of the readings and student bloggings on them.

NOTE: When you are asked to report on a reading or readings work to follow this outline: 1) Bibliographic information, 2) Topic and thesis, 3) Potential value to your project, 4) Any other observations.

Thursday, August 31: Assignment: Find out what you can about local archives (campus, municipal, state, private, public) that may have information about migration or immigration and your locale. Blog about what you have found out and be prepared to talk about this in class for three to five minutes. 300 words minimum please. Find your school at this link: <http://coplacdigital.org/resources/archival-resources/>. **In Class:** We will hear from each partnership on findings and go over some online archives that may aid your project.

Week Three:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Sept. 5: Assignment: Each student will blog a brief overview of your proposed immigration/migration moment (300-500 words). Note that a first draft of an annotated

bibliography of secondary sources of at least five sources is **due** (attached/linked to your blog) by Thursday. **In Class:** Each partnership will report on their findings and experiences in the search for secondary sources. (5 mins.)

Thursday, Sept. 7: Assignment: Each student will blog a first draft of an annotated bibliography of primary sources that pertain to your topic as it is developing. See this link for help regarding your own school and region's archival possibilities: <http://coplacdigital.org/resources/archival-resources/>. If frustrated try farther afield for sources: <http://history2016.doingdh.org/week-1-tuesday/digital-collections/> **In Class:** Each partnership will report on their findings and experiences in the search for primary sources. (5 mins.) Remaining time will be spent exploring online digital primary source possibilities that may have arisen since last we met. <http://history2016.doingdh.org/week-1-tuesday/digital-collections>

Week Four:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Sept. 12: Assignment: Blog your reflections on this week's readings. While you should write an individual blog entry you should also coordinate with your partner and write an entry on your project WordPress Site as well. Standard 300-word minimum entry on each site. **Readings:** *Readings to Be Determined* depending on student project focus. They will be selected from the previous week's secondary source annotated bibliography. **In Class:** Each partnership will report on their findings and experiences in the search (5 mins.).

NOTE: When you are asked to report on a reading or readings work to follow this outline: 1) Bibliographic information, 2) Topic and thesis, 3) Potential value to your project, 4) Any other observations.

Thursday, Sept. 14: Assignment: Blog your reflections on this week's readings. While you should write an individual blog entry you should also coordinate with your partner and write an entry on your project WordPress Site as well. Standard 300-word minimum entry on each site. **Readings:** *Readings to Be Determined* depending on student project focus. They will be selected from the previous week's primary source annotated bibliography. **In Class:** Each partnership will report on their findings and experiences in the search (5 mins.).

Week Five:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Sept 19: Assignment: First draft of project contract **due** (You will collaborate on this but a copy must appear on both partner's blog sites). Make sure that the contract submitted is attached (and shared with Dr. Dunn and Dr. Turner) as a Google Doc as well. Also, create a second blog post of introductory text regarding your team's chosen immigration/migration moment. This post should also identify goals/due dates. **In Class:** TimelineJS & StoryMapJS Work.

Template for Student Project Contracts and many examples from previous courses: <http://course.centuryamerica.org/project-contracts/>

Thursday, Sept. 21: Digitization, copyright, and other image-related issues

Activities:

Introduction to fair use

Introduction to Creative Commons

How to ask nicely for permissions

How to cite properly – especially for a website!

Reading:

Columbia University Library Fair Use Checklist:

<https://copyright.columbia.edu/basics/fair-use/fair-use-checklist.html>

Creative Commons: <https://creativecommons.org/>

Week Six:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Sept. 26: Assignment: Blog your reflection on this week's readings. Readings to Be Determined depending on student project focus. **In Class:** Reflections (5 mins. each student). Q & A on Digital Elements.

Thursday, Sept. 28: Assignment: Readings to Be Determined depending on student project focus. **In Class:** Reflections continued from Tuesday. (5 mins. each student). Q & A on Digital Elements.

Week Seven:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Oct. 3: Assignment: Complete a first Timeline JS and a StoryMap JS about your chosen immigration/migration moment. Insert both into your blog. (Each pair should produce both a Timeline AND a StoryMap. You can work on these collaboratively, but you should write separate blog posts explaining your work) Embed both in your personal blog sites. **In Class:** Review the digital projects. Troubleshoot & critique.

Thursday, Oct. 5: Final Draft of Contract Due by class time.

Week Eight:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Oct. 10: Assignment: Blog an update on project progress, including bibliography of secondary materials to be consulted. From this point through to the end of the semester each partnership will be expected to make weekly status updates in class on Tuesdays on their progress. On weeks 10, & 12 3-5 minute updates may be sufficient. On weeks 9, & 13 will need to present a more thorough update, perhaps 8-10 minutes (maximum).

Thursday, Oct. 12: Audio and video editing activities

Introduction to Audacity

Introduction to iMovie

Discussion of history podcasting

Week Nine:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Oct. 17: Assignment: Individual Blog Updates. **In Class:** Check in on Project Progress. Blog/Present in class.

Thursday, Oct. 19: (Truman State Fall Break) No Class.

Week Ten:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Oct. 24: Assignment: Personal Blog/No Class.

Thursday, Oct. 26: Assignment: Website Perusals in Class and short check-ins on projects.

Week Eleven:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Oct. 31: Assignment: Rough Draft of Website Due by class time. No Class.

Thursday, Nov. 2: Assignment: Class discussion and critique of websites.

Week Twelve:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Nov. 7: Assignment: Blog Individually. In Class: Brief check-in/progress report.

Thursday, Nov. 9: No Class.

Week Thirteen:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Nov. 14: Assignment: Blog Individually. In Class: Longer check-in/progress report.

Thursday, Nov. 16: Assignment: Class only if needed for progress reports.

Week Fourteen:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Nov. 21: Assignment: Class catch-up session.

Thursday, Nov. 23: No Class--Thanksgiving

Week Fifteen:

Note: All Bloggings are due by midnight the day before class (of course they may be entered before that time and don't forget your tweet by noon).

Tuesday, Nov. 28: Final Presentations.

Thursday, Nov. 30: Final Presentations. Blog post reflecting on general experience of researching and building website due.

Monday, December 11: Final Project Websites and Write-ups Due by 3:00 pm Eastern Standard Time.