German Migration to Missouri in the Nineteenth Century

An Shared-Interuniversity Online Asynchronous Research Course on Canvas and Confluence

- University of Missouri-Kansas City (UMKC): HIST 400B/5500B: SPECIAL STUDIES, 3 Credits, @, Fall Semester 2018
- University of Missouri-St. Louis (UMSL): HIST 400B/5500B: SPECIAL STUDIES, 3 Credits @, Fall Semester 2018
- University of Hamburg (UHH): GERMAN MIGRATION TO MISSOURI: TRANSATLANTISCHE MIGRATIONSGESCHICHTE [Praxismodul II, ABK-Projekt, WB, FW] 5 Credits, Wintersemester 2018/19

Syllabus subject to change; all changes will be posted to Canvas

Course Instructors

There are two instructors for this course. Contact them using the following tools, in order of preference.

Prof. Dr. Andrew Stuart Bergerson for UMKC/UMSL students

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Students and instructors will each announce their **Global Availability Times** for the semester within the first week of the course: see Canvas for the spreadsheet.

Course Description

Over the course of the nineteenth century, large numbers of German migrants settled in the state of Missouri. In this three- or five-credit course, students from UHH, UMKC, and UMSL will work collaboratively to research and write an electronic flipbook about the everyday lives of German migrants before, during, and after their migration. Working in bilingual teams to assist each other with non-native languages, students will:

- Read books and watch lectures on the subject,
- Write book reviews about major scholarly works on this subject,

- Critically analyze primary sources on the subject, and
- Work collaboratively to author short historical essays based on that research.

Additionally, the UHH students will be responsible for preparing these essays and book reviews for web publication in the form of an electronic flipbook-style magazine.

This course is envisioned as an *multi-year public history research project* over the course of many semesters; students contribute only during the semester/s in which they are enrolled. Based on the available sources, the topical foci for individual semesters will vary, but in each case, we will explore the history of German migrants to Missouri from such angles as biography, economics, family relations, festivals, gender roles, memorials, politics, religion, and self-presentation.

During this first iteration of the course, we will focus on a set of German-American families who migrated to Missouri in the nineteenth century and became prominent in Kansas City and St. Louis in the arts, economy, journalism, society, and politics. The chapters are planned as follows:

1. Legal foundations of German Migration to the United States
2. Emigration from the German States
3. Immigration to the Western Frontier
4. Thekla Bernays (1856-1931): Author, Journalist, Artist, Women's Rights Activist
5. Carl Daenzer (1820-1906): Newspaper Editor, Publicist, Politician
6. Carl Schurz (1829-1906): Revolutionary, Statesman, Newspaper Editor, Statesman
7. Frank. W. (1852-1900) and Friederika Rauchenstein (1868-1951): (1868-1951): Newspaper Editors
8. The Turner movement in Missouri
9. Emil Malinckrodt (1806-1892): Entrepreneur (Malinckrodt Chemical Works in St. Louis)
10. Friedrich Hecker and the Gamer Family: German-Americans in the U. S. Civil War and First World War

We will use letters, diaries, photographs, newspapers articles, business records, and government files on both sides of the Atlantic to reconstruct the way they positioned themselves and their German community in both public and private settings as Missourians and Americans of German heritage.

Course Format
This is an *online course*. All instruction and collaboration will take place on the *Canvas* learning and *Confluence* collaboration environments. Most of the work is completed *asynchronously*, but students are required to hold *a few synchronous meetings* with their instructors or teammates. (UHH students have an additional requirement: synchronous in-person meetings in Hamburg.) Pending the receipt of full funding, students will also be invited to participate in a public presentation of our research and *study abroad experience in Kansas City, St. Louis, and perhaps Hamburg* from 14-24 March 2019.

Prerequisites
This innovative, transnational research course is designed for graduate students but may be taken by advanced undergraduate students with the permission of an instructor.

Requirements
The language of instruction and composition is *English*. German-language ability is welcome but not required. Online courses require self-discipline; timeliness is even more important in a collaborative research project where students depend on each other for the success of the overarching project. Students must commit to the *timely* completion of their work.

Technology

This online course requires *up-to-date computer resources*. We recommend:

- The latest version of *Java* available from: http://www.java.com/en
- The latest version of *QuickTime* available from: http://www.apple.com/quicktime.
- The latest version of *Adobe Reader* available from: http://get.adobe.com/reader/.
- A current word processing software that saves files as *.docx or .doc*. MS Word is best.
- A *headset* with microphone.
- A *webcam*.
- An appropriate *browser*: Internet Explorer or Firefox for Windows; Firefox or Safari for Apple computers
- *Broadband Internet* connection is preferred, such as high-speed DSL, a Cable modem, or Google fibre.

If, at any time in the semester, your *technology fails* and you find yourself without the ability to do the work of the course, even for a short period of time, contact one of your instructors immediately so we can make reasonable accommodations for your situation. Your instructors have provided instructions for how to use Canvas and Confluence. But we cannot provide you with technical support. Students can receive *technical support* from Instructional Technology Services either by calling +001-816-235-6700, emailing its@umkc.edu, or by using the chat tool. Canvas support is available 24x7.

Course Structure

Master Schedule for the Course

MASTER SCHEDULE FOR THE COURSE				
	Due Dates (Midnight)			
Module	*UMKC/UMSL*	*UHH*	*Description*	*Kind of Work*
1	25 August 2018	22 October 2018	Introduction to the Course	Individual
2	8 September 2018	4 November 2018	Learning the Secondary Literature on German Migration to Missouri	Individual
3	22 September 2018	18 November 2018		
4	6 October 2018	2 December 2018		
5	27 October 2018	21 December 2018	Preparing for Archival Research on German Migration to Missouri	Mostly Individual
6	10 December 2018	28 January 2018	Research and Writing	Collaborative
7	n/a	17 February 2019	eBook Production	Collaborative (UHH Students Only)

Modules

The course is divided into modules of different lengths. Each module lists *unit-specific goals* to help you reach the goals of the course on a step-by-step basis. Complete the tasks *in order* moving from the top to the bottom of the Module as it appears in Canvas.

This course is not self-paced. Each module has a *final assignment with a hard due date*. All assignments for that module must be completed by that hard due date. Canvas will not let you move on to the next module until you complete all of the assignments in the current module.

Begin the course with Module 1, which introduces the students to the course:

1. Navigate to our course on **Canvas**: https://www.umkc.edu/ia/it/canvas/
2. Read the Letter at the Start of the Semester.
3. Read the **goals** for the Module.
4. Follow the instructions carefully.
5. You will also be using *Confluence*: https://wiki.umkc.edu/

UMKC/UMSL students begin the Fall Semester in August 2018 and conclude the classwork in early December 2018. UHH students begin the Winter Semester in October 2018 and conclude the classwork by the end of January 2018. To accommodate these differences in schedules, *German students will be given later deadlines for their assignments*; but they will strive to complete much of the work before the Winter holiday. Modules are due by midnight on the following days. UMKC/UMSL students are not responsible for Module 7. UHH students are. Responsible for Module 7.

Assignments
Each specific assignment can be found on the Home page of Canvas under the relevant Modules. The *overall purpose* of the assignments is to guide the students through the process of collaborative research. The end products of the course will be books reviews and book chapters, the best of which will be included in the electronic flipbook published online.

Students will be asked to *collaborate* extensively on asynchronous discussion forums, in asynchronous meetings with your instructors or groups, and in peer review using the editing and commenting functions on Confluence.

Students will watch *filmed lectures* by the two instructors as well as a series of guest professors from all three institutions. Scripts of the lectures are also available on Canvas for students who would benefit from reading the lectures instead of or along with the films.

Students will take short, five-question *quizzes* to verify their comprehension of the material in the lectures. In addition there is a *quiz on this syllabus* to verify comprehension of the guidelines for the course.

Students will read one (BA) or two (MA) books from the following list and write a 1000-word *book review*. They will be expected to read the reviews written by the other students as well.

- Kristen Layne Anderson, *Abolitionizing Missouri: German Immigrants and Racial Ideology in Nineteenth Century*, 2016
- Adam Arenson, *The Great Heart of the Republic: St. Louis and the Cultural Civil War*, Cambride: Harvard University Press, 2011.
- Stephen Aron, *American Confluence: the Missouri frontier from borderland to border state*. Bloomington, Ind: Indiana University Press. 2009
- Avraham Barkai, *Branching Out. German-Jewish Immigration to the United States, 1820-1914*, New York: Holmes & Meier, 1994.
- Heike Bungert, *Festkultur und Gedächtnis. Die Konstruktion einer deutschamerikanischen Ethnizität 1848-1914*, Paderborn: Schöningh, 2016.

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- Marlis Bussacker, *Hamburgs staatliche Auswandererfürsorge im 19. Jahrhundert*, Neumünster: Wachholtz, 2006.
- Carol K. Coburn, *Life at Four Corners: Religion, Gender, and Education in a German-Lutheran Community, 1868-1945*, Lawrence, KS: University Press of Kansas, 1994.
- David W. Detjen, *The Germans in Missouri, 1900-1918. Prohibition, Neutrality, and Assimilation*, Columbia: University of Missouri Press, 1985.
- Alison Clark Efford, *German immigrants, race, and citizenship in the Civil War era*, Cambridge: Cambridge University Press, 2013
- Robert W. Frizzell, *Independent Immigrants: A Settlement of Hanoverian Germans in Western Missouri*, Columbia: University of Missouri Press, 2007.
- Louis S. Gertheis, *Civil War in St. Louis*, Lawrence: University of Kansas Press, 2001
- Walter D Kamphoefner, *Westfalians: from Germany to Missouri*, Princeton: Princeton University Press, 2014.
- Walter D. Kamphoefner, *Westfalen in der neuen Welt. Eine Sozialgeschichte der Auswanderung im 19. Jahrhundert*, Göttingen: V & R unipress, 2006.
- Daniel Nagel, *Von republikanischen Deutschen zu deutsch-amerikanischen Republikanern. Ein Beitrag zum Identitätswandel der deutschen Achtundvierziger in den Vereinigten Staaten 1850-1861*, St. Ingbert: Röhrig Universitäts-Verlag, 2012.
- Audrey L. Olson, *St. Louis Germans, 1850-1920,* New York: Arno Press, 1980.
- Ingrid Schöberl, *Amerikanische Einwandererwerbung in Deutschland, 1845-1914*, Stuttgart: Steiner, 1990.
- James R. Shortridge, *Peopling the Plains: Who Settled Where in Frontier Kansas*, Lawrence, KS: University Press of Kansas, 1995.

In the first half of the semester (Modules 1–5), students will do much of their initial *writing on an individual basis*. They will write:

- abstracts about individual book chapter
- a draft of their book review
- an abstract of their individual research plan
- a revision of their book review
- a second book review if and only if they are MA students, and
- analyses of primary sources

In the second half of the semester (Module 6 and, if they are UHH students, Module 7), students will do more *writing as a group*. They will collaboratively compose:

- a draft chapter outline
- a draft chapter
- a draft chapter abstract
- a final chapter, and
- a final chapter outline

They will also identify and provide illustrations for the chapter. *The final version of the chapter* will consist of 1,800 to 2,500 precisely and concisely written words with appropriate illustrations, all properly captioned and references. Students will also complete several other *small assignments*:

- Surveys relating to their book and collection selection as well as global availability times
- Practice exercises relating to transcribing old German scripts, and
- Informal reactions in writing to the secondary and primary sources.

There may be opportunities for *extra credit* depending on how the project proceeds. All students must evaluate this course and instructor towards the end of the semester. *Course evaluations* will remain anonymous and will not be shared with faculty until after the final grades are turned in. Go to: https://net3.umkc.edu/intapps/rooeval.

Evaluation

Feedback

In this course, students will receive formative feedback in many ways. They should review the correct answers on *quizzes*, read the responses to their posts on *discussion forums*, and participate in *conferences* with their peers and instructors. They should pay particularly close attention to the *rubrics* and *comments* embedded in the assignments, as these are also very helpful mechanisms for direct feedback on their work, with specific instruction on how to improve. If you do not understand the feedback, contact your instructor directly. Additional feedback is always available through *one-on-one conferences* with either instructor.

Qualitative Evaluation

Student work will be evaluated in terms of the course *Student Learning Outcomes (SLOs)* on the basis of content, format, and style. *Participation in discussion* will be evaluated according to these five SLOs:

- *Number of Questions Posed.* Students are expected to post questions to their peers and instructors over the course of the semester to facilitate virtual asynchronous collaboration.
- *Number of Responses to Questions.* Students are expected to propose answers to the questions of their peers and instructors over the course of the semester to facilitate virtual asynchronous collaboration.
- *Quality of Questions Posed.* Students are expected to post well-developed and carefully considered questions that encourage critical reflection about how to interpret historical events and their historical contexts in order to facilitate virtual asynchronous collaboration.
- *Quality of Questions Answered.* Students are expected to provide well-developed and carefully considered responses that encourage critical reflection about how to interpret historical events and their historical contexts in order to facilitate virtual asynchronous collaboration.
- *Evidence.* Students are expected to communicate with people from different backgrounds, cultures, languages, lifestyles, or values with curiosity, empathy, tolerance, and civility.

Informal reactions will be evaluated according to these two SLOs:

- *Concreteness.* The student's questions are concrete in terms of who, what, when, where, why, and how.
- *Interpretation.* The student posed well-developed and carefully considered questions that encourage critical reflection about the context, causes, characteristics, and/or consequences of historical events.

Abstracts of other historians' work will be evaluated according to these two SLOs:

- *Concreteness.* The student's abstract is concrete in terms of the book's hook, topic, historiography, theory, sources, method, and hypothesis.
- *Accuracy.* The student's abstract is accurate in terms of the book's hook, topic, historiography, theory, sources, method, and hypothesis.

Abstracts of your own chapters will be evaluated according to these two SLOs:

- *Concreteness. The student's questions are concrete in terms of their research question, theory, sources, method, and hypothesis.*

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- *Fit. The student's research question, theory, sources, method, and hypothesis fit logically and coherently.*

All other forms of *formal historical prose* will be evaluated in terms of the following five SLOs:

- *Analysis.* The student's work analyses the causes, characterization, and consequences of the text. The analysis in the body of the paragraph leads logically to the interpretation in the conclusion.
- *Context.* The student's work demonstrates appreciation for the various contexts that directly supports the historical interpretation: the primary sources, the specific and general historical contexts for the events, and the historiographical context.
- *Communication.* The student's work communicates the events of the past with no significant formal and stylistic errors that inhibit understanding.
- *Knowledge.* The student's work demonstrates knowledge of the topic without factual errors in content.
- *Evidence.* The student's work identifies, locates and applies appropriate evidence from the sources and the evidence supports the interpretations.

Numerical Grading

In this course, students will ultimately be graded numerically. In most cases, the numerical grade reflects a qualitative assessment. But some assignments – those marked with a * – are graded for *completeness* only. *Late assignments* will be graded at 50% of the regular score.

BA and MA students complete all of the same assignments with one exception **: BA students complete only one Book Review for 200 points while MA students complete two Book Reviews for 100 points each.

Final letter grades for *UMKC/UMSL students* will be measured using a 1000-point scale (= 100%). Letter grades will be awarded on a standard scale: 70-72.9% = C-, 73-76.9%=C, 77%-79.9&=C+, and so on.

UHH students are completing two additional credit hours and a series of additional assignments relating to the production of the flipbook, so the final determination of their pass/fail grade will be measured using a 1200-point scale (=100%).

| | | | *Point Totals* | | | |
| | | | *UMKC/SL Students* | | *UHH Students* | |
Assignments	*How Many*	*Point Value*	*BA*	*MA*	*BA*	*MA*
Collaboration						
Introduction Selfie *	1	10	10	10	10	10
Discussion Forums	2	50	100	100	100	100
Peer Reviews	4	20	80	80	80	80
Group Meetings *	2	10	20	20	20	20
Quizzes						
Syllabus Quiz	1	10	10	10	10	10
Lecture Quizzes	12	5	60	60	60	60
Short Exercises						
Surveys *	4	5	20	20	20	20

Transcriptions *	2	20	40	40	40	40
Informal Reactions	6	10	60	60	60	60
Individual Formal Writing						
Introduction Abstract *	1	10	10	10	10	10
Chapter Abstracts	2	20	40	40	40	40
Draft of Book Review *	1	20	20	20	20	20
Individual Research Abstract *	1	20	20	20	20	20
Final Book Review/s **	**	**	200	200	200	200
Primary Source Analyses	5	20	100	100	100	100
Group Formal Writing						
Chapter Abstract Draft *	1	20	20	20	20	20
Chapter Abstract Revised	1	20	20	20	20	20
Chapter Illustrations *	5	10	50	50	50	50
Chapter Draft *	1	20	20	20	20	20
Chapter Revised	100	1	100	100	100	100
Ebook Production						
Lecture Quizzes	3	10	-	-	30	30
Book Layout Proposal	1	20	-	-	20	20
Survey Book Layout	1	5	-	-	5	5
Chapter Layout Proposal	1	20	-	-	20	20
Chapter Finalization	1	100	-	-	100	100
Total			1000	1000	1200	1200

Academic Behavior

The following expectations for academic behavior are applicable to every course and every student at UMKC as well as to all students from UMSL and UHH who participate in courses with them.

UMKC Resources and Policies are located in the Canvas site for this course under the "UMKC Policies" tab. As a UMKC student, you are expected to review and abide by these policies. Please also refer to the following webpage and linked resources for critical information regarding course policies and resources. http://cas.umkc.edu/CPR/. If you have any questions, please contact your instructor for clarification.

Scholarship is founded on *honesty and integrity*. Students must complete *their own work* at all time. Plagiarism will result in failure; intellectual dishonesty in resubmission. The student's opinion is his or her own, but all students at UMKC or students from UMSL and UHH who participate in courses with them must abide by the best practices of *scholarly discourse* (see Canvas: Additional Resources: Scholarly Discourse). Students are expected to behave professionally with the other members of the class. Never use derogatory language or pejoratives. Refrain from attacking people; criticize their ideas. At all times, students must create a respectful learning environment for themselves and their peers. Online communication makes maintaining the *civility* of the classroom more difficult because text lacks the social cues that we get from nonverbal communication. The potential for miscommunication is therefore greater. *Some typical mistakes* are to write online the way we speak in person: for instance, with humor, sarcasm, or irony; with abbreviations or incomplete sentences; or

simply quickly without thinking about how their words might be mis/interpreted. Another danger is to respond immediately to a statement with which you passionately disagree with a "flaming" response. The best advice in all of these cases is to be mindful: take a moment, reflect carefully about your response, select your words judiciously to avoid any misunderstanding, and check that your tone is civil. Your words will have a stronger impact as a result.

Students who act *responsibly* with their instructors and classmates will be given the benefit of the doubt in return. Sometimes, because of illness or personal crisis, students cannot meet a deadline, cannot get access to reading materials, or must miss a scheduled event. To be excused students must:

1. discuss this situation with their instructor *in advance* of that deadline or class
2. provide a viable plan for making up their work, and
3. stick to that plan.

A special note about *recording online meetings*. University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. ***In this course, students may record Canvas Conferences if and only if they announce that they are doing so in advance and may not if specifically prohibited by the faculty member.*** You may watch the filmed lectures that are part of this course, but you ***may not redistribute*** them in any form. The redistribution to anyone of any audio or video recordings of statements or comments from the course, including those recordings prepared by the instructor, or any course materials (all of which is copyrighted), is strictly prohibited. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.