

Term Information

Effective Term Summer 2014

General Information

Course Bulletin Listing/Subject Area Economics
Fiscal Unit/Academic Org Economics - D0722
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3900.01S
Course Title The Economics of Immigration
Transcript Abbreviation Econ Immigration
Course Description The course will introduce the various microeconomic and macroeconomic issues related to immigration. Case studies will clarify economic concepts such as opportunity costs for immigrants and the effects of flow of money, loss of labor and human capital on economic growth. Students will have the opportunity to meeting community, industry and government officials to discuss immigration issues.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Econ 2001.01, 2001.02, 2002.01 or 2002.02
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0601
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

This is the first service-learning course for the Department of Economics. A service-learning program will allow students to see the economic theory in an applied setting and better understanding of the impact of immigration.

Sought concurrence from the following Fiscal Units or College

Poli Sci, Intrntl Stds, Ctr for Latin Am.Std, AEDE,

Requirement/Elective Designation

General Education course:

Service-Learning (new)

Course Details

Course goals or learning objectives/outcomes

- The course will introduce students to the various microeconomic and macroeconomic issues related to immigration, and will review principles from this perspective.

Content Topic List

- Examination of immigration data
- Determinants of immigration
- opportunity costs for various types of immigrants
- Immigration effects on the receiving location, looking at the labor perspective and the costs to government
- Immigration effects on the source location (flow of money, loss of labor and human capital, household effects),
- economic growth
- Illegal immigration
- Immigration policies

Attachments

- Blau letter of support Econ3900.01S.pdf: Blau letter of support
(Cover Letter. Owner: Ramirez, Ana G)
- Economics of Immigration Proposal May 2013 Hartman Syllabus.docx: Econ 3900.01S
(Syllabus. Owner: Ramirez, Ana G)
- AEDE Concurrence with Econ 3900 01.pdf: AEDE Concurrence
(Concurrence. Owner: Ramirez, Ana G)
- AEDE Concurrence Email.pdf: AEDE Email
(Other Supporting Documentation. Owner: Ramirez, Ana G)
- concurrence-economics CLS.pdf: CLS Concurrence
(Concurrence. Owner: Ramirez, Ana G)
- Concurrence CLS email.pdf: CLS Email
(Other Supporting Documentation. Owner: Ramirez, Ana G)
- PolSci Concurrence Email.pdf: PoliSci Concurrence Email
(Concurrence. Owner: Ramirez, Ana G)
- ASCC Proposal III.docx: Revised Proposal
(GEC Course Assessment Plan. Owner: Ramirez, Ana G)

Comments

- Revised Proposal added and concurrence from AEDE, CLS and PolSci. *(by Ramirez,Ana G on 04/18/2013 09:28 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ramirez,Ana G	04/18/2013 09:28 AM	Submitted for Approval
Approved	Logan,Trevon D'Marcus	04/18/2013 11:37 AM	Unit Approval
Approved	Haddad,Deborah Moore	04/18/2013 01:49 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	04/18/2013 01:49 PM	ASCCAO Approval



Department of Economics

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1945 North High Street
Columbus, OH 43210-1172

Phone (614) 292-6701
Fax (614) 292-3906

April 11, 2013

Arts and Sciences Curriculum Committee
114 University Hall
230 N. Oval Mall
CAMPUS

To Whom It May Concern:

I am writing in support of Dr. Darcy Hartman's new course proposal for Econ 3900.01S, Economics of Immigration. The course will be the first service-learning course offered by the Department of Economics and will cover microeconomic and macroeconomic topics related to immigration. The service-learning component will take place Tijuana, Mexico at Esperanza International. We believe that the program at Esperanza International would be an excellent opportunity for our students to experience field-based learning and immersion in a different culture. Econ 3900.01S would be the first study abroad program offered by the Department of Economics.

Sincerely,

A handwritten signature in cursive script that reads "David M. Blau".

David M. Blau, Chairperson and Professor
Department of Economics

Economics 3900.01S: The Economics of Immigration

May 2014
M-F, Time
Classroom
Office Hours: TBD

Lecturer: Dr. Darcy Hartman
E-mail: hartman.8@osu.edu
Office: 307 Arps Hall
Phone: 292-2070

Course Objectives:

The purpose of this course is to study the economic aspects of immigration. The course will introduce students to the various microeconomic and macroeconomic issues related to immigration, and will review principles from this perspective. Lecture topics include an examination of immigration data through recent decades, determinants of immigration, opportunity costs for various types of immigrants, reasons for immigrating, effects on the receiving location (looking at the labor perspective and the costs to government), effects on the source location (flow of money, loss of labor and human capital, household effects), economic growth, illegal immigration, and immigration policies. Case studies will clarify the key economic concepts. Students will have the opportunity to meet with various community, industry and government officials to discuss issues related to immigration. A service-learning program will allow students to work within an immigrant community to have a better understanding of the impact of immigration.

Course Prerequisite: Economics 2001 or 2002

Course Materials:

Required textbook: Selected readings will be made available on Carmen through the OSU Library but will include materials from the following:

Orn B. Bodvarsson, and Hendrik Van den Berg, *The Economics of Immigration: Theory and Policy*, (Springer, 2009). (This is a graduate level book. I am working on selecting readings from this as well as other books based on appropriateness for undergraduate students with some economics training.)

Aviva Chomsky, *"They Take Our Jobs!" and 20 Other Myths about Immigration*, (Beacon Press, 2007).

Robert Guest, *Borderless Economics*, (Palgrave Macmillan, 2011).

Jeffrey Kaye, *Moving Millions: How Coyote Capitalism Fuels Global Immigration*, (John Wiley & Sons, 2010).

Mark Krikorian, *The New Case Against Immigration: Both Legal and Illegal*, (Penguin Group, 2008).

McConnell, Brue & Flynn, *Microeconomics 19e*, (McGraw-Hill, 2012).

Parkin, *Macroeconomics*, 10th Edition, (Pearson, 2011).

Pia M. Orrenius & Madeline Zavodny, *Beside the Golden Door: U.S. Immigration Reform in a New Era of Globalization*, (National Research Institute, 2010).

Michele Wucker, Lockout: Why America Keeps Getting Immigration Wrong When Our Prosperity Depends on Getting It Right, (Perseus Books Group, 2006).

Course Requirements

You are required to participate in class discussions and off-site excursions, to take a midterm and final exam, and to write a paper. The exam format will be multiple choice, short answer and short essay.

Grading

Your final grade will be calculated using the following weights:

- Class participation 10%
- Midterm 20%
- Paper 30%
- Final 40%

The class participation score will be based on a combination of regular attendance, participation in classroom discussions, brief unannounced quizzes and full participation in outside meetings and field trips. Due to the short duration of the course, a missed class results in a lot of missed material. Class will meet daily for 2.5 hours including a short break. One day a week will include viewing and discussion of documentaries related to immigration, e.g. *The Other Side of Immigration*, *Meet the New Americans*, *30 Days – Immigration*, *Crossroads – Inside the European Union*.

The midterm will be given at the end of week 2. It will be a combination of multiple choice and short answer questions based on lecture topics from weeks 1 and 2. Make-up exams may be arranged in advance. Missed exams will only be allowed a make-up with an acceptable documented excuse. The midterm will be closed book.

Students will write an opinion paper regarding immigration policy in the United States. This will require critical analysis of immigration data and current policy. Students must utilize at least three sources, including two outside of required reading for the course. Papers will be 10-12 pages long, not including graphs and charts. The paper will be due at the end of week 3.

The final exam will consist of two parts: 1) a take home portion consisting of 10 short answer questions, and 2) an in-class portion consisting of multiple choice and short answer questions. The in-class portion will be closed book. Both parts of the exam will take place at the end of the term.

There will be a minimum passing grade (lowest D) of 35% of the course maximum. The lowest C- grade will be 50% of the course maximum. The remaining grades will be as follows:

- Approximately the top 20% of the class, as determined by the course score, will receive an A or A-; however, the percentage of students receiving an A or A- may be higher if more than 20% of the students receive 90% or higher.

- Approximately the next 30%, as determined by the total course score, will receive a B+, B or B-. Again, a grade minimum of B- is guaranteed for students who receive at least 80%.
- The remainder of the class receiving a total score of 50% or more will be divided equally among C+, C and C-.

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

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.”

Course Outline (subject to change)

Week One

- Microeconomic Review
 - Production Possibilities
 - Economic Coordination
 - Gains from Trade
- Introduction to Immigration Economics
- The Determinants of International Migration
 - Why People Immigrate
 - Who Immigrates
- Different Types of Immigration
 - Refugees
 - Return
 - Temporary

- Illegal Immigration
- Involuntary
- Demand for Resources
- Labor Supply/Demand & Wage Determination

Week Two

- Macroeconomic Review
- Economic Growth, Productivity and Immigration
- Effects of Immigration on the Destination Country
- Effects of Immigration on the Source Country
- Protectionism
- Income Inequality, Poverty and Discrimination
- Earnings Distribution & Global Money Flows
- Returns to Migration, Analysis of Winners and Losers

Week Three (Study Abroad component would be planned for this week, and course topics would be altered and/or moved to reflect that.)

- Immigration Policy in the United States
- Immigration Policy in Europe and Canada
- Examining common arguments/myths related to immigration
- Comparing/Contrasting Arguments for and against immigration in the U.S.

Week Four

- Case studies
 - Agriculture
 - Construction
 - IT
- Examination of resources available – local, statewide, federal
- Immigrant perspective
- Economic writing
 - Examination of data sources and other reference materials
 - Putting together your argument
 - Creating graphs and charts
- Presentation of papers

Service Learning GE Course Proposal
May Session 2014

Course Title: The Economics of Immigration

Course Number: 3900.01(S)

Credit Hours: 3

Instructor: Dr. Darcy Hartman

Office: Arps Hall 307

Phone: 614-292-2070 (office), 614-935-5277 (cell)

Email: hartman.8@osu.edu

I. Generic Service-Learning Questions

1. Has this class previously received an S-Designation? **No**
2. Is this class always taught with a service-learning component? **No**
 - a. Connection to academic learning
 - b. Analysis of connection between academic content and service
 - c. Mutual benefit for all involved
 - d. Student preparation and support
 - e. Plan for evaluation
 - f. Plan for sustainability

Course Content/Planning

3. Describe the planned service activities to be performed by the students in this course

The course will consist of three weeks of instruction in the form of lectures, and one week of study abroad. Week one will focus on microeconomic issues related to immigration. Week two will focus on macroeconomic issues. My intention is to have students travel during week three for the service learning component. Week four will be spent on analyzing our experiences, research and writing, and policy analysis. Class time will consist of lectures, visits from business and organization leaders to discuss various perspectives, and meetings with economic and governmental organizations to discuss resources on a local level. Viewings of related documentaries will also be included.

During the study abroad portion, the primary focus will be immersion within an immigrant community. The organization that I wish to work with hosts groups for week long stays. The service aspect of this is to work every day side by side with families to help build new homes, or to improve existing structures. This involves moving building materials, building walls, pouring cement, digging trenches for foundations, and various other tasks. In my experience, a focused group can make great progress during

its five days of participation, particularly with the assistance of the family and local community. During that week, we will be helping to build houses, but more importantly, we will be hearing the stories of people in transition. Tijuana is a city of immigrants from all over Mexico and other parts of Latin America. Many are happy to stay in Tijuana, but many are hoping to get to the U.S. They often have family members already living in the U.S. with whom they would like to reunite. Along with the homebuilding component, we will have the opportunity to visit a shelter for those in transition. This visit offers the opportunity to dine with those who have recently been expelled from the United States, and are trying to figure out a plan for survival. There will be an opportunity to meet with women who were working in maquiladores, and to hear of their experiences. We will also be able to meet with a local group of artisans making treasures from trash, and making the most of very limited resources. A visit to the border will be included as well. There are several specific learning experiences, but the most significant aspect of this trip is to be immersed in a community of people in transition and to witness the economic choices being made by individuals, households, and various communities.

Of course, we will have time for less serious outings, too. A trip to an outdoor market is a great chance to witness the invisible hand at work. There are several towns nearby that are great for exploring on our first weekend, and the colonia in which we will be staying has its own midweek market.

4. Describe how the planned service activities reflect the priorities and stated goals/needs of the community partner(s).

This program will take place at Esperanza International located in the outskirts of Tijuana. The mission of Esperanza is to cultivate global citizenship through international service experiences in working toward a better world. Their partner, [Fundación Esperanza de México, A.C.](#), is a non-profit organization registered in México with no religious or political affiliations, founded in 1990. Together, they harness volunteer sweat equity to stimulate sustainable development of Mexican families by building homes in solidarity with one another. They promote the development of needy communities interested in improving their quality of life, while encouraging voluntary participation through the support of housing projects and environmental care programs. (This is borrowed from host institution's website.)

Esperanza International works with organized groups from high schools, colleges, churches and more to provide a unique international service experience that develops the global citizenship of group members. Working directly with their partner, FEM, volunteers work hand-in-hand with Mexican families to build their future home. In addition, groups have the opportunity to learn more about the local culture through after-work activities such as experiencing a local cultural event, visiting other non-profit human service organizations, and more. (This is borrowed from host institution's website)

5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service learning experience. Describe goals/expectations/responsibilities for:

a. Faculty

As the faculty member for this course, my goal is to create an atmosphere in which students can look at the economics of immigration from all perspectives. While the classroom portion is critical to enable students to understand the related concepts, the service learning portion is intended to place students outside of their normal environment, and to gain an appreciation of the experiences of others. Personal connections are an essential part of this learning process.

My primary responsibilities will include adequately preparing students for this experience beforehand, ensuring a safe and rewarding experience during the program, and working with the community partner to guarantee a successful outcome. Preparation for this trip will take place in several stages. Before the course begins, information will be made available to prospective students regarding the travel/ service-learning portion of this course. During the first week of the course, class time will be devoted to learning about the nature of this program. Students will gain an understanding of the work involved, the living conditions during our stay, the living conditions of the families with whom we will be working, packing information, emergency information, etc.

b. Students

My goal for the students is that they keep their minds open to the activity, and focus on interacting with the community partner employees, volunteers and families. Our group will undoubtedly have tendencies to stick together, but the most will be gained by extending ourselves to new people and experiences. Students will be expected to participate completely within the guidelines of the community partner's service activity.

c. The community partner

My expectation for the community partner is that the coordinators will ensure a safe and secure experience, and will provide our group with the necessary information to complete our week's work successfully. Having worked with this partner four times previously, I feel confident that they will be a great partner for this learning experience. They have excellent materials available online to assist with group planning.

6. Describe your plans for sustainability and departmental support for offering this service-learning course on the continuing basis.

The Economics Department is pursuing course approval along with approval for the travel component. We intend to offer this course annually as a May term course, and will provide funding for the teaching of this course. This course is being run as a pilot using a group studies designation for this coming May term. I have received a Service Learning grant that will allow me to participate in course development training for service learning this summer. The grant will also help to offset

costs for the initial group so that I can start with a smaller class size on our first trip. I am very interested in upholding the integrity of the service learning GE requirements. The initial interest for this class is high, and the waitlist is growing. We will be working with a local refugee group for our service learning portion this spring, but we hope to obtain approval for the Esperanza trip for 2014. There seems to be great interest in this topic, and it fits well into many other subject areas such as political science, agricultural economics, rural sociology, and international studies, which suggests that demand for this course will support its sustainability. Students will be recruited by advertising in the department core principles courses (Econ 2001 and 2002) by course instructors and academic advisors in the department and college advising unit.

Course Goals:

7. How does the service activity connect with the academic content of the course and how is the content in turn enhanced by the service component of the course?

The purpose of this course is to study the economic aspects of immigration. The course will introduce students to the various microeconomic and macroeconomic issues related to immigration, and will review principles from this perspective. Lecture topics include an examination of immigration data through recent decades, determinants of immigration, opportunity costs for various types of immigrants, reasons for immigrating, effects on the receiving location (looking at the labor perspective and the costs to government), effects on the source location (flow of money, loss of labor and human capital, household effects), economic growth, illegal immigration, and immigration policies. Case studies will clarify the key economic concepts. Students will have the opportunity to meet with various community, industry and government officials to discuss issues related to immigration. The service-learning program will allow students to work within an immigrant community to have a better understanding of the impact of immigration from a different perspective. Upon their return, students will be writing papers analyzing impacts of immigration policies. The opportunity to get beyond their normal viewpoint will enhance their understanding of the issues involved.

As we deal with the economics of immigration, it is important for my students to see the issue from various perspectives. Spending time with this community will allow students to explore various economic issues from an individual level, household level, community level, and local level, as well as to understand the impact from the country of origin, opportunities to examine the choices made on all levels, the best strategies to use, as well as incentives or disincentives to motivate. Students will be responsible for actively participating in the planning and implementation of the projects that are mutually agreed upon for our week of service learning.

II. Service-Learning GE-Specific Questions

Goals:

Students gain and apply knowledge through civic engagement with communities.

During our week of service learning at Esperanza International in Tijuana, Mexico, students will work as a group with various households and communities on the outskirts of Tijuana to help build new homes or improve existing homes. They will be able to experience firsthand the economics of production and cost as they work alongside our community partners. They will be able to witness a community in development, dealing with a lack of municipal services as a result of a rapid population growth rate due to the influx of new immigrants. They will have the opportunity to build homes while facing the issue of scarcity in resources and time – the classic economic problem. They will be able to use their economics background to help the members of the community understand how to maximize their own particular goals. Students will have the opportunity to examine choices made on all levels pertaining to immigration, the best strategies to use, as well as incentives or disincentives to motivate. Students will be responsible for actively participating in the planning and implementation of home-building projects that are mutually agreed upon for our week of service learning.

Expected Learning Outcomes

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service learning activity.

GE Rationale:

Our rationale must address the following:

1. What processes are in place to allow students to reflect on and make connections between concepts and skill learned in an academic setting and community based-work?

The final week of the course will focus heavily on guiding the students in reflection on their experiences. The intention is that the service learning week will occur in the middle of the term, preferably week three. Then we will have a week of class remaining where we can incorporate our experiences into the classroom portion. Reflection on and evaluation of the impacts of the activity will be incorporated into their term writing assignment.

Student learning will be assessed through their observation/opinion papers written in their final week, and in class discussions. The paper will be part of their course grade. Students will be evaluated on their ability to apply lecture concepts to their field experiences, and to extend their learning by proposing policies that would improve immigration issues. In addition, from a teaching perspective, I intend to prepare a student evaluation questionnaire for the service learning component so that I can improve on such experiences for future classes.

2. What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?

Preparation for this trip will take place in several stages. Before the course begins, information will be made available to prospective students regarding the travel/ service-learning portion of this course. During the first week of the course, class time will be devoted to learning about the nature of this program. Students will gain an understanding of the work involved, the living conditions during our stay, the living conditions of the families with whom we will be working, packing information, emergency information, etc. The community partner provides an excellent handbook for volunteer groups preparing for this trip:

<http://www.esperanzaint.org/wp-content/uploads/2011/01/Esperanza-handbook-8-1-12.pdf>

In addition, during the first two weeks of the course, we will be studying various immigrant groups, and their countries. Mexico will be of particular significance due to its importance as a source of immigrants in the United States. I plan to have speakers from local organizations visit my classroom to discuss these topics. I intend to utilize related documentaries and readings to enhance their understanding of the community in which we will be working. In addition, the service learning component will allow students to gain firsthand knowledge of the issues, resources, assets, and culture of the communities in which we will be working. This is not a bus tour, but a real working experience in which we partner with families and community members. During our work days, lunches will be provided by the families, and the week culminates in a celebration with the community.

3. How does the course promote reflection on and evaluation of the impacts of the service-learning activity?

While on site, students will have the opportunity for daily group discussions to reflect on their experiences through the week. In the mornings, we will meet before heading out to the jobsite. This is an important time to share observations and experiences in a formal discussion. During the evenings, the students will have ample opportunity to discuss their experiences informally while we relax in the Posada (the residential facility that we will use during our stay. This is part of Esperanza's program, and provides a safe, relaxing environment.) Class participation, including while on our service-learning trip, will make up a portion of the total grade.

GE Assessment Plan

Assessment for this course will be based on class participation (10%), midterm (20%), paper (30%), and a final (40%). Of these components, three of them will assess the service learning component. The class participation score will be based on classroom time, as well as observations of their interactions and involvement in the service learning portion. The paper will incorporate the concepts, the work experience, and the students' own analysis of immigration policy. The final will include an essay portion

that will require students to reflect on their service-learning experience and apply it to the course concepts.

Included in the final essay portion, will be the following questions:

1. How are the concepts and skills that you have learned in an academic setting connected to your community-based work?
2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community in which you worked.
3. Evaluate the impacts of the service-learning activity. Use concrete examples.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO) Students make connections between concepts and skills learned in an academic setting and community-based work	Connects, analyzes, and extends knowledge (facts, theories, etc.) from the course content to service-learning activity.	Connects and analyzes knowledge (facts, theories, etc.) from course content to service-learning activity.	Begins to connect knowledge (facts, theories, etc.) from course content to service-learning activity.	Expresses a limited, unclear connection of course content to service-learning activity.
Students demonstrate an understanding of the issues, resources assets, and cultures in which they are working.	Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which he/she is working	Identifies and clearly understands the issues, resources, assets, and cultures of the community in which he/she is working.	Identifies the issues, resources, assets, and cultures of the community in which he/she is working.	Shows minimal awareness of the issues, resources, assets, and cultures of the community in which he/she is working.
Students evaluate the impacts of the service-learning activity.	Thoroughly evaluates the impacts of the service-learning experience on himself/herself the organization, and also considers the long term impact of the work on the community.	Evaluates the impacts of the service-learning experience on himself/herself the organization, and the contributions that he/she made to the goals and aims of the organization.	Evaluates the impacts of the service-learning experience on himself/herself.	Minimally evaluates the impacts of the service-learning experience.

My goal will be to have 100% of the class achieve Milestone (2), with at least 50% achieving Capstone (4) in all three objectives. Once I collect the data, I will use it to enhance the classroom materials used the following year. I will also be able to incorporate feedback from my initial students to allow the next year's students to build on their experiences – through direct interaction, videos, power points, student papers. The information will be archived with my classroom data. There are not currently plans for

someone else to teach this specific course, but I will work with the Undergraduate program in my department to establish a database for this and other GE courses.

I will be working with the Service Learning Office to establish effective guidelines. As a recipient of a Service Learning Grant for the coming academic year, I will be attending a Course Design Institute run by Service Learning in which I can fully utilize the goals and outcomes as required for a Service Learning GE. I believe that the course requirements I have outlined will lend themselves well to achieving the goals for Service Learning in both letter and spirit.

Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from academic unit *initiating* the request:

Initiating Academic Unit: Economics Date: 4/11/13

Registrar's Listing: 3900.015 Economics of Immigration

Course Number: 3900.015 Level: U P G Credit Hours: 3

Course Title: The Economics of Immigration

Type of Request: New Course Group Studies Workshop Study Tour Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units): AED ECONOMICS

Date responses are needed: April 25, 2013

B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal
 The academic unit **does not support** the proposal.
Please explain:

The academic unit suggests:
Continued collaboration


Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

Ramirez, Ana

From: Haab, Timothy <haab.1@osu.edu>
Sent: Friday, April 12, 2013 9:03 AM
To: Blau, David; Roe, Brian
Cc: Ramirez, Ana
Subject: RE: concurrence request
Attachments: AEDE Concurrence with Econ 3900.01.pdf

David,

After having our Development faculty review the proposal, we are in agreement that the proposed course (3900.01) offers value to the University and does not overlap with AEDE's Development offerings. The concurrence form is attached. Let me know if you need any additional information.

Tim

From: Blau, David [<mailto:blau.12@osu.edu>]
Sent: Wednesday, April 10, 2013 5:07 PM
To: Haab, Timothy; Roe, Brian
Cc: Ramirez, Ana
Subject: concurrence request

Hi Tim and Brian,

The Department of Economics is proposing an undergraduate service-learning course, our first effort of this type. We anticipate offering the Economics of Immigration (Econ 3900.01S) for May 2014 as a service-learning experience in Tijuana, Mexico at Esperanza International. Your students may be interested in this course. Please see the attached course and program proposal. We would be grateful for your input and concurrence on Econ 3900.01S. We would appreciate your response by April 25th.

Thanks for your consideration, and let me or Ana Ramirez (Econ Undergraduate Coordinator) know if you have any questions.

Regards,

David

David Blau
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Fax: 614-292-3906
<https://economics.osu.edu/people/blau>

Ohio State Department Course Review Concurrence Form

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Academic units receiving this form should response to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from academic unit *initiating* the request:

Initiating Academic Unit: Economics

Date: 4/11/13

Registrar's Listing: 3900.015 Economics of Immigration

Course Number: 3900.015 Level: U P G

Credit Hours: 3

Course Title: The Economics of Immigration

Type of Request: New Course Group Studies Workshop Study Tour Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed: April 25, 2013

B. Information from academic units *reviewing* the request:

- The academic unit *supports* the proposal
 The academic unit *does not support* the proposal.
Please explain:

The academic unit suggests:

CHAS — ABUL TRIGO

Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

Ramirez, Ana

From: Trigo, Abril
Sent: Friday, April 12, 2013 10:33 AM
To: Blau, David; 'robison.26@osu.edu'
Cc: Ramirez, Ana
Subject: Re: concurrence request

David, CLAS will definitely support the course. I will send you the form signed in the next days. Good luck with the project and keep us posted

Cheers

a

Abril Trigo

Distinguished Humanities Professor

Director of the Center for Latin American Studies

The Ohio State University

alter/nativas Latin American Cultural Studies Journal

<http://people.cohums.ohio-state.edu/trigo1/>

<http://clas.osu.edu/>

<http://alternativas.osu.edu/en/index.html>

trigo.1@osu.edu

From: <Blau>, David <blau.12@osu.edu>
Date: Wednesday, April 10, 2013 5:12 PM
To: Carol Robison <robison.26@osu.edu>, "Trigo, Abril" <Trigo.1@osu.edu>
Cc: "Ramirez, Ana" <Ramirez.159@osu.edu>
Subject: concurrence request

Dear Abril and Carol,

The Department of Economics is proposing an undergraduate service-learning course, our first effort of this type. We anticipate offering the Economics of Immigration (Econ 3900.01S) for May 2014 as a service-learning experience in Tijuana, Mexico at Esperanza International. Your students may be interested in this course. Please see the attached course and program proposal. We would be grateful for your input and concurrence on Econ 3900.01S. We would appreciate your response by April 25th.

Thanks for your consideration, and let me or Ana Ramirez (Econ Undergraduate Coordinator) know if you have any questions.

Regards,

David

David Blau
Department of Economics
445 Arps Hall
1945 N. High St.
Ohio State University
Columbus OH 43210-1172
blau.12@osu.edu
Phone: 614-292-2009
Fax: 614-292-3906
<https://economics.osu.edu/people/blau>

Ramirez, Ana

From: Blau, David
Sent: Friday, April 12, 2013 8:19 AM
To: Herrmann, Richard
Cc: Ramirez, Ana
Subject: RE: concurrence request

Thanks Rick,

David

David Blau
Department of Economics
445 Arps Hall
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Ohio State University
Columbus OH 43210-1172
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From: Herrmann, Richard
Sent: Thursday, April 11, 2013 10:35 PM
To: Blau, David
Subject: Re: concurrence request

Dear David,

I have vetted your proposal with the director of undergraduate studies and the professors in the political science department who teach courses involving immigration. They report to me that your course looks very interesting and of high quality and not duplicative of courses we currently offer. Consequently, I support your proposal to create this course.

Sincerely,

Rick

Richard K. Herrmann
Professor and Chair
Dept. of Political Science

On Apr 10, 2013, at 5:08 PM, "Blau, David" <blau.12@osu.edu> wrote:

Hi Rich,

The Department of Economics is proposing an undergraduate service-learning course, our first effort of this type. We anticipate offering the Economics of Immigration (Econ 3900.01S) for May 2014 as a service-learning experience in Tijuana, Mexico at Esperanza International. Your students may be interested in this course. Please see the attached course and program proposal. We would be grateful

for your input and concurrence on Econ 3900.01S. Feel free to run this by other people in your department who may be interested. We would appreciate your response by April 25th.

Thanks for your consideration, and let me or Ana Ramirez (Econ Undergraduate Coordinator) know if you have any questions.

Regards,

David

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<ASCC Proposal II.docx>

<ECON3900-01S Concurrence.pdf>