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|  | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
| **(EL01)**  **Students describe and evaluate the roles of such categories as race, gender, ethnicity, and religion in the pluralistic institutions and cultures of the United States** | Critically analyzes and applies knowledge of the role of historical or contemporary power structures in shaping the experiences of race, gender, ethnic or religious groups in the United States with a deep awareness of diversity of cultural perspectives and/or inequality. | Explains the role of historical or contemporary power structures in shaping the experiences of race, gender, ethnic or religious groups in the United States with a deep awareness of diversity of cultural perspectives and/or inequality. | Describe the experience of race, gender, ethnic or religious groups in the United States from multiple cultural perspectives with some awareness of diversity of cultural perspectives and/ or inequality. | Describe the experience of race, gender, ethnic or religious groups in the United States primarily from one cultural perspective with little awareness of diversity of cultural perspectives and/or inequality. |
| **(EL02)**  **Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.** | Identifies specific examples and critically analyzes ways in which cultural rules, biases, and experiences with power structures have shaped one’s own attitudes and values regarding appreciation, tolerance and equality of others. | Explains role of cultural rules, biases, and experiences with power structures have shaped one’s own attitudes and values regarding appreciation, tolerance and equality of others. | Shows some awareness of role of cultural rules, biases, and experiences with power structures in shaping one’s own attitudes and values regarding appreciation, tolerance, and equality of others. | Shows little awareness of role of cultural rules, biases, and experiences with power structures in shaping one’s own attitudes and values regarding appreciation, tolerance, and equality of others. |

**Assignment to Evaluate ELO 1: Statistical Portrait of an Immigrant Group**

This assignment is due on February 18th. Make sure that pages are stapled, paper clipped, or otherwise attached together. You may use existing graphs and/or figures from online sources BUT you must given proper attribution (i.e. state the source). For your narrative explanation, DO NOT copy any portion of your work from websites, published sources etc. This is plagiarism. Also do NOT copy the work of other students in the class. All answers must be in **your own words**. I will check! Please make sure that all parts of your written assignment are in your own words.

The goal of this assignment is to familiarize you with some of the statistical resources available to researchers of immigration and to practice presenting numerical data.

You will prepare a short statistical profile (3-4 single-spaced pages including table and figures. Actual text (i.e. explaining the patterns presented in the graphs, tables etc. should constitute AT LEAST 1 single spaced page). Your profile will integrate graphical displays of numerical data (tables or graphs) with a narrative explaining the most important points from the figures.

Choose one of the following immigrant groups: Mexicans, Central Americans (excluding Mexicans), Cubans, Chinese, Japanese, Koreans, Vietnamese, Asian Indians, or immigrants in Columbus. (If you would like to chose a different immigrant group than those listed here you can (just inform me ahead of time)) and answer the following:

1. Describe, in broad terms, the migration history of your group, graphically and in words. When did your group begin arriving to the U.S. in significant numbers? What was the magnitude of the population and how did it change over time? Have there been peaks and dips in the group’s migration? Speculate about the reasons for changes over time.

2.What is the total number of foreign-born of your immigrant group today? What is their percentage of all foreign born-residents? What is their size relative to other immigrant groups?

3. What are the predominant means of immigrant entry for your group today, i.e., migration as family sponsored immigrants, employment immigrants, temporary workers, refugees and asylees and/or unauthorized migrants?

4. Investigate two or three demographic or socio-economic characteristics of the group, e.g., their geographic residential patterns, gender or age composition, educational attainment, poverty, racial diversity, family structure, citizenship status, etc. Speculate on why you see these patterns. In speculating about the numbers, you may draw on the course readings and lecture materials, if applicable.

In putting together your report, you must use at least three different sources of statistical data. They must come from the following list (if you find data from a source not included here please contact me FIRST before you use it in your report):

1. U.S. Census (Census.gov)
2. Department of Homeland Security (DHS)
3. Population Reference Bureau
4. Migration Policy Institute
5. Pew Hispanic Center
6. Social Explorer

Evaluation: You will be evaluated on how well you use statistical data to profile your group and your ability to integrate the numerical data within a narrative account. The profile should be neat and easy to read.

**Assignment that will be used to evaluate ELO2: Immigrant Autobiography**

*Final paper*: You will write an immigrant autobiography. This paper should be about 4000 words (15-20 double-spaced pages). The purpose of the project is to encourage you to identify and explore your own immigrant origins and connect them to the broader sociological forces shaping them. You can choose to focus on one or both sides of your family (paternal or maternal). There will obviously be different degrees of knowledge about one’s own origins. I encourage you to discuss your family’s history with your parents, relatives etc. as you try to connect their (and your own) story to the immigration patterns we learn about in class. For those whose ancestors were forcibly brought to this country (e.g. slavery or indentured servitude) *or* whose ancestors include Native Americans, your paper will include a substantive discussion of these realities along with any internal migration patterns, e.g. if applicable the “Great Migration” of African-American families from the South to the North). In addition to an accounting of where your ancestors migrated from (including why they migrated, with whom, approximately when they arrived, where in the U.S. they settled and any subsequent internal migration within the U.S.), you will also provide an account of their (or your own) immigrant incorporation experiences. The goal of this paper is for you to document how individual life experiences are shaped by broader sociological forces in the case of immigration. Particular attention should be given to providing specific examples and critical analysis of the ways in which cultural rules, biases, and experiences with power structures have shaped your own and your ancestors’ attitudes and values regarding appreciation, tolerance and equality of others.