GE Rationale for Diversity

SOCIOL 3200

This document specifies how each of the expected learning outcomes identified in the course syllabus will be met across different dimensions of the course. Each outcome is addressed separately.

The first expected learning outcome for this course is “to describe and evaluate the roles of such categories as race, ethnicity, and nativity in the pluralistic institutions and cultures of the United States.” This outcome will be met through:

1. **The course objectives**. The course objectives are to: 1) provide a descriptive and causal account of contemporary migration flows, globally and to the U.S.; 2) introduce students to the literature on immigrant incorporation; 3) teach students to critically engage the major debates on contemporary immigration and incorporation. These course objectives will enable students to meet the first learning outcome by giving them the tools and knowledge to describe and evaluate how immigrants have shaped the demographic composition, societal institutions, and social relations of the country, with specific emphasis on the most recent contemporary wave of immigration (i.e. post 1965).
2. **The readings.** This is an intensive reading course and students will be reading between 50-60 pages per week. The readings are made up of a mix of chapters from edited books, research reports and briefs from different policy institutes, and academic articles. In addition, the book *Immigrant America,* 4th edition (2014) will be the primary text for the course. The readings focus explicitly on the foreign-born population of the U.S. (although there are also several readings that are comparative and comparisons to immigrant populations in other Western industrialized nations). The book *Immigrant America*, which we read in its entirety,is a descriptive and analytical account of the, “permanently changing diverse mosaic of peoples and cultures” in the U.S. and provides an in-depth demographic account of U.S. immigration as well as a sociological account of their incorporation into the fabric of U.S. society.
3. **The topics.** The course topics are split into three large areas. They are: 1) Demographics 2) Adaptation/Assimilation/Incorporation and 3) Challenges and Contemporary Debates. With respect to the first learning outcome, the topics included under the “Demographics” and “Adaptation/Assimilation/Incorporation” sections of the course were chosen to enable students to describe and evaluate such categories as race, ethnicity, and nativity in the pluralistic institutions and cultures of the United States. These include topics on diversity within the foreign-born population, the demographic age-racial gap, spatial trends, a local case study (i.e. the foreign-born population in Columbus), as well as topics on immigrant residential attainment, language assimilation, social mobility, and immigration and changes to the U.S. racial order, among others. All speak directly to the first learning outcome.
4. **The written assignments.** There are two written assignments in the course. The first is a statistical portrait of a contemporary immigrant group. This assignment will help students meet the first learning objective by having them describe and evaluate a particular immigrant group of their choosing. The goal of this assignment is to familiarize the students with the statistical resources available to researchers of immigration, to practice presenting numerical data, and to describe and understand one immigrant flow to the U.S. Each student will prepare a statistical profile that will integrate graphical displays of numerical data (tables or graphs) with a narrative explaining the most important points from the figures. They are charged with describing the migration history of their group, their current magnitude and residential settlement patterns, and their socioeconomic profiles. They are also responsible for linking these patterns to the migration theories discussed in class and demonstrating how their flow exhibits (or fails to exhibit) patterns predicted by the prevailing theories of migration.

The second expected learning outcomes for this course is, “to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.” This outcome will be met in through:

1. **The course objectives.** Immigration is a particularly well-suited topic with which to accomplish the second learning outcome. With the exception of American Indians, nearly every student has an immigrant autobiography that usually maps very neatly onto U.S. immigration history. Via the course objectives (which are to provide a descriptive and causal account of contemporary migration flows, introduce students to the literature on immigrant incorporation, and teach students to critically engage the major debates on contemporary immigration and incorporation), students will be able to recognize the role of diversity in shaping their own lives and those of their families. Doing so will enable them to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
2. **The readings.** The book, *Immigrant America* 4th edition is the primary text for the class. In addition, students will read a mix of chapters from edited books, research reports and briefs from different policy institutes, and academic articles. This is an intensive reading course and as such the readings and our classroom discussion of them are one of the key ways in which the learning outcomes are achieved. The historic and contemporary accounting of U.S. immigration advanced through the readings will directly enable students to recognize the role of social diversity in shaping their own attitudes and lives as well as the lives of others.
3. **The topics.** The course topics are split into three large areas. They are: 1) Demographics 2) Adaptation/Assimilation/Incorporation and 3) Challenges and Contemporary Debates. The third segment of the course speaks most directly to the second learning outcome (although it will also be addressed in the first two). In this section we will assess ongoing controversies surrounding immigration and will emphasize the appreciation, tolerance, and equality of others in the process. These topics include the undocumented population, U.S. immigration policy, the role of local law enforcement in immigration and changes over time, nativism (this latter topic will be addressed in a comparative framework, leveraging current events in Europe).
4. **The written assignments.** There are two written assignments in the course. In addition to the statistical portrait (described in reference to the first learning outcome), the second paper is an immigrant autobiography and speaks directly to the second learning outcome which is to, “recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.” The immigrant autobiography is a written account of the student’s immigrant origins. 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.

**GE Assessment Plan**

**Assessment Plan for Expected Learning Outcome #1: “**Students describe and evaluate the roles of such categories as race/ethnicity and nativity in the pluralistic institutions and cultures of the United States.”

Direct Method: This learning outcome will be assessed via a written assignment, which is a statistical portrait of a particular contemporary immigrant group (of the student’s choosing). (assignment is included in a separate document).

Level of Student Achievement Expected: 75% of students achieve the ELO at Milestone (2) standard on a scoring rubric for the assignment (equivalent to a grade of C).

Process used to review the data and potentially change the course to improve student learning: For all students who do not meet the ELO at the expected level, the instructor will review the attendance, participation, and initiative of each student in seeking help in office hours and evaluate whether student motivation and initiative was a likely factor in the student not meeting the objectives. If the number of students who do not meet the ELOs is small and largely composed of students with poor attendance and/or participation, no action will be taken. If the number of students who do not meet the ELOS is large and/or largely composed of students with strong participation and attendance, the instructor will review course content, readings, and instruction to determine if alternative pedagogical methods may be warranted to improve student learning. In addition, I will be using TopHat learning technology in each class so I will be able to ask questions in real time to evaluate the extent that students are comprehending the material and meeting the learning outcomes.

**Assessment Plan for Expected Learning Outcome #2: “Students will** recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.”

Direct Method: This learning outcome will be assessed via a written assignment, which is an immigrant autobiography. (assignment is included in a separate document).

Level of Student Achievement Expected: 75% of students achieve the ELO at a “Meets Expectations” standard on a scoring rubric for the assignment (equivalent to a grade of C).

Process used to review the data and potentially change the course to improve student learning: For all students who do not meet the ELO at the expected level, the instructor will review the attendance, participation, and initiative of each student in seeking help in office hours and evaluate whether student motivation and initiative was a likely factor in the student not meeting the objectives. If the number of students who do not meet the ELOs is small and largely composed of students with poor attendance and/or participation, no action will be taken. If the number of students who do not meet the ELOS is large and/or largely composed of students with strong participation and attendance, the instructor will review course content, readings, and instruction to determine if alternative pedagogical methods may be warranted to improve student learning. In addition, I will be using TopHat learning technology in each class so I will be able to ask questions in real time to evaluate the extent that students are comprehending the material and meeting the learning outcomes.