

Term Information

Effective Term Spring 2017
Previous Value Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add GE Category: Diversity: Social Diversity in the United States

What is the rationale for the proposed change(s)?

The course content as originally developed fulfills the GE category: Diversity: Social Diversity In the United States. The proposed change will open the course to a broader range of students who wish to use it to fulfill this GE requirement.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3200
Course Title Sociology of Immigration
Transcript Abbreviation Soc of Immgrtn
Course Description Provides a sociological understanding of contemporary migration both globally and with a particular focus on the U.S. The course will examine why migration occurs; how it is sustained over time; and how immigrants are incorporated into the host society. Social relations as central to understanding immigration will be a focus of the course.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
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 Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior

Requirement/Elective Designation

General Education course:
Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- The main goals of this course are to provide a descriptive and causal account of contemporary migration flows
- Introduce students to the literature on immigrant incorporation;
- Engage students in the major debates surrounding contemporary immigration

Content Topic List

- Immigration
- Migration & Migration flow
- Immigrants & Incorporation into society
- Social relations
- Demography

Attachments

- GE Rationale for Diversity [250374].docx: GE Rationale and Assessment
(GEC Course Assessment Plan. Owner: Williams,Kristi L.)
- Copy of Copy of Official Sociology Crim Curriculum Map Feb 2016.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Williams,Kristi L.)
- immigration syllabus FOR GE course proposal [250372]2.docx: Syllabus
(Syllabus. Owner: Williams,Kristi L.)
- GE Social Diversity Rubric Immigration.docx: Rubric
(GEC Course Assessment Plan. Owner: Williams,Kristi L.)

Comments

- The GE Rubric has been added and the syllabus revised. *(by Williams,Kristi L. on 03/01/2016 03:59 PM)*
- See 3-1-16 e-mail to K Williams *(by Vankeerbergen,Bernadette Chantal on 03/01/2016 02:46 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Williams,Kristi L.	02/16/2016 11:59 AM	Submitted for Approval
Approved	Williams,Kristi L.	02/16/2016 11:59 AM	Unit Approval
Approved	Haddad,Deborah Moore	02/16/2016 03:27 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/01/2016 02:48 PM	ASCCAO Approval
Submitted	Williams,Kristi L.	03/01/2016 03:59 PM	Submitted for Approval
Approved	Williams,Kristi L.	03/01/2016 03:59 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/01/2016 04:10 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	03/01/2016 04:10 PM	ASCCAO Approval



SOCIOLOGY OF IMMIGRATION

SOCIOLOGY 3200
Spring 2016

THE SOCIOLOGY OF IMMIGRATION (SOCIOL 3200)

Semester: Spring, 2016

Room: Cuntz Hall 140

Time: Tuesday/Thursday 11:10am-12:30pm

Office Hours: by appt. (schedule via email)

Professor: Dr. Reanne Frank, Ph.D.

Office: 212 Townshed Hall

Email: frank.219@osu.edu

COURSE DESCRIPTION

The United States is often proclaimed to be a “nation of immigrants.” As a country, we have provided safe haven for millions of immigrants who have made contemporary America what it is today. Yet, because immigration is such a powerful force, flows of immigrants have also led to contentious debates, including why they come; their impact on the economy, neighborhoods and social services; relations with other groups; and what it means to be American.

This course provides a sociological understanding of contemporary migration with a particular focus on the case of the U.S. In sociology the principal research questions related to migration are: 1) Why does migration occur? 2) What are the demographic trends of contemporary immigration 3) How are immigrants incorporated into the host society? Sociologists tend to emphasize social relations as central to understanding the processes of migration and immigrant incorporation and we will focus on them throughout the semester.

This course fulfills the GE requirement for Diversity: Social Diversity in the United States. Accordingly, this course will enable students to understand: “the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.” The three main goals of this course 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. Upon completion of the course students will have achieved the expected learning outcomes which are to be able to: 1) describe and evaluate the roles of such categories as race, ethnicity, and nativity in the pluralistic institutions and cultures of the United States. 2) recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others. A combination of readings, lecture topics, and written assignments will be used to address each learning outcome. The first learning outcome will be assessed by evaluation of a paper presenting a

statistical portrait of a contemporary immigrant group. The second learning outcome will be assessed by evaluating a final course paper: an immigrant autobiography.

This course will be structured like a seminar and class-time will be devoted to both lecture and discussion, depending on the nature of the topic. This is an intensive reading course and students are expected to complete the assigned readings prior to each class for which they are assigned. We 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.

COURSE MATERIALS

The required text for this course is:

Portes, Alejandro and Rubén Rumbaut. 2014. *Immigrant America: a Portrait*. Fourth Edition. Berkeley: University of California Press.

*This book is available as an ebook and is linked on our course's Carmen website.

Additional articles, policy briefs, and book chapters will be made available to students through the course web page on Carmen. These readings will occasionally change throughout the semester. If there are changes, you will be responsible for those that are posted on Carmen (not the ones listed on the syllabus).

TOPHAT

In this class we will be using the TopHat interactive interface. In this class TopHat will be used for in-class quizzes and for real-time feedback on substantive questions. You will need to register for TopHat at the following website: <https://tophat.com/>

EVALUATION CRITERIA

The course meets twice a week and you *must* read the assigned readings for that class session and *actively participate* in class discussions. Class participation will account for 10 percent of your grade and will be based on evidence that you have critically read the assigned articles and contribute to general discussion.

The course requirements are as follows:

- | | |
|---|------------|
| 1) Discussion Questions and Class Participation | 10 percent |
| 2) In-Class Quizzes | 10 percent |
| 3) Midterm Exam | 20 percent |
| 4) Statistical Portrait | 15 percent |
| 5) Final Exam | 20 percent |
| 6) Final Paper | 25 percent |

GRADING

Percentage (%)	Grade
100	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-60	D
59-0	F

Attendance, Discussion Questions and In-Class Quizzes

As mentioned above, class participation – preparation *and* discussion – is a core portion of the course.

Course Readings. Every student **MUST** read the assigned articles prior to the class meeting and be prepared to discuss them in class. There will be 2-3 articles or book chapters assigned for Tuesday’s class and only 1-2 for Thursday’s class to help make the readings more manageable for the second class of the week. The readings are a core part of the course and will form the basis of the classroom discussion. It is imperative that they be done *prior to* the class for which they are assigned. Each week we will have an in-class quiz on the readings to help encourage students to complete the readings prior to class. The quizzes will occur once a week on either Tuesdays and Thursdays. Quizzes on Tuesday will cover the readings for that Tuesday and the prior Thursday. Quizzes on Thursday will cover the readings for that Thursday and the prior Tuesday. Students are permitted to drop their two lowest quiz scores.

Discussion Questions. In preparation for class, students are required to compose 1-2 substantive questions that they would like to see addressed in the discussion. The questions should be posted to the course discussion board on carmen.osu.edu by 5:00 p.m. on Monday (for Tuesday’s class) and 5:00 p.m. Wednesday (for Thursday’s class), as they will become the basis for our class discussion. The questions may consist of ideas that the readings provoke; critiquing problematic assumptions, logic, and measurement; discussing theoretical and empirical advances; and considering ideas for future directions. To facilitate class discussion, prior to the beginning of class, students are encouraged to review the questions/comments submitted by other seminar participants to the discussion board. Students will have to post discussion questions for **10 of the 24** class sessions. I will be reviewing these questions. In the past some students have not given much thought to these questions and have just “dialed it in” – i.e. picked a sentence out of the reading and turned it into a question. I will not give credit for these kinds of questions. I want the questions to demonstrate that you have read the chapter or article, given it some thought, and composed a question that you would like the larger class to discuss.

Midterm

There will be a midterm in this course (see course schedule for date). The material for the exams will be drawn from the course readings, discussion and lecture.

Statistical Portrait

You will prepare a short statistical profile (3-4 single-spaced pages including table and figures) for one of the following immigrant groups: Mexicans, Central Americans (excluding Mexicans), Cubans, Chinese, Japanese, Koreans, Vietnamese, Asian Indians, or immigrants in Columbus. You can choose one of the above immigrant groups and, in addition to documenting group size and an overview of their immigration history, you can investigate any topic(s) that interests you – age structure, geographic distribution, educational attainment, occupational profile, income and poverty status, family structure, and legal status and citizenship, etc. I will show you some online data sources for immigration research. This assignment is due February 18th 2016.

Final Paper

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. The final paper is due in my Townshend mailbox on April 27th 2016.

I encourage all students who go this route to take advantage of the Center for the Study and Teaching of Writing. <http://cstw.osu.edu/writingcenter>.

Final

There will be a final in this course (see course schedule for date). As in the case of final paper, the material for the exams will be drawn from the course readings, discussion and lecture and will place an emphasis on the material covered after the midterm.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

DISABILITIES

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or slds@osu.edu. More information is available at:

<http://www.ods.ohio-state.edu/>

COURSE SCHEDULE AND READINGS (all readings will be posted on Carmen. Readings listed on the syllabus are tentative and subject to change. Confirmed readings will be posted on Carmen).

Sociology of Immigration

	Tuesday	Thursday
<i>Demographics</i>		
Week 1: 1/12, 1/14	Class 1: Introduction	Class 2: Global Patterns of Migration. Reading: UN Report.
Week 2: 1/19, 1/21	Class 3: Global Patterns Part II. Readings: Philip Martin	Class 4: Theories of Immigration Reading: Massey reading, Portes and Rumbaut, Ch. 2 pp. 48-70
<i>U.S. Demographics</i>		
Week 3: 1/26, 1/28	Class 5: U.S. Demographic History Readings: Portes and Rumbaut Ch. 1 pp 1-29, PRB report, Foner	Class 6: U.S. Case, Immigrant Types Readings: Portes Ch 1 29-48, Foner Chapter Data Exercise
Week 4: 2/2, 2/4	Class 7: Contemporary Trends, Spatial Readings: Singer Daedelus article, Portes and Rumbaut Ch. 3	Class 8: Local Case PBS Columbus Neighborhoods Movie Readings: Immigrantification article
<i>Adaptation/Incorporation/Assimilation</i>		
Week 5: 2/9, 2/11	Class 9: Adaptation Theories Readings: Portes and Rumbaut ch. 2 pp71-79, Ch 4 Portes and	Class 10: U.S. Adaptation Cont'd Reading: Portes and Rumbaut Ch 5

	Rumbaut, Foner Daedalus	
Week 6: 2/16, 2/18	Class 11: Language Readings: Portes and Rumbaut Ch. 6, Foner Chapter	Class 12: Ethnic Options Reading: Waters
Week 7: 2/23, 2/25	Class 13: Changes Wrought by Immigrants Readings: Hirschman, TBA	Class 14: Immigration and the Racial Order Readings: Bean Daedelus, Foner Ch 1 in <i>In a New Land</i>
Week 8: 3/1, 3/3	Class 15: The New Second Generation Readings: Portes and Rumbaut Ch 7, Alba and Foner MPI article, Data from MPI 2006 2 nd generation article	NO CLASS
Week 9: 3/8, 3/10	Class 16: The new second generation cont'd Readings: Portes vs. Alba Social Forces 2011 debate	MIDTERM
Week 10: 3/15, 3/17	SPRING BREAK	SPRING BREAK
<i>Challenges and Contemporary Debates</i>		
Week 11: 3/22, 3/24	Class 17: Demographic Generation Gap Readings: William Frey	Class 18: Education Readings: Alba-Schools and the Diversity Transition
Week 12: 3/29, 3/31	Class 19: the Undocumented Population. Readings: TBA	NO CLASS
Week 13: 4/5, 4/7	Class 20: Criminalization of Immigration	Class 21: Criminalization of Immigration cont'd Reading: Douglas and Saenz

	Readings: Waters, Jones Correa	
Week 14: 4/12, 4/14	Class 22: Policy Readings: Massey	Class 23: Nativism Reading: Portes and Rumbaut conclusion
Week 15: 4/19, 4/21	Class 24: Comparative Europe Case Readings: Foner	Class 25: Immigrant Autobiographies Presentation/Discussion (Paper due April 27th)

FINAL: Check Final Exam schedule for course

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 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.

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.

	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 no 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 give 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 choose 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.