

## Term Information

Effective Term Spring 2021  
[Previous Value](#) [Spring 2017](#)

## Course Change Information

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

Allow course to be Distance Learning.

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

The department anticipates meeting students needs more effectively via some online sections of the course.

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?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	<a href="#">No</a>
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

Electronically Enforced No

## 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

## Course Details

Course goals or learning objectives/outcomes

- Students gain a descriptive and causal understanding of contemporary migration flows.
- Students understand recent research and theory on on immigrant incorporation;
- Students engage in the major debates surrounding contemporary immigration.

Content Topic List

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

Sought Concurrence

No

**Attachments**

- 3200 DL Syllabus.pdf: Distance Learning syllabus  
*(Syllabus. Owner: Downey,Douglas B)*
- 3200 syllabus.pdf: Face-to-face syllabus  
*(Syllabus. Owner: Downey,Douglas B)*
- 3200 technical review.docx: Technical review  
*(Other Supporting Documentation. Owner: Downey,Douglas B)*
- ELO GE Assessment\_SOC3200DL.docx: Assessment plan for DL course  
*(GEC Course Assessment Plan. Owner: Downey,Douglas B)*
- 3200 DL Syllabus Revision.docx: Revised DL syllabus  
*(Syllabus. Owner: Downey,Douglas B)*
- SOC3200DL\_Spring 21.docx: Revised DL syllabus  
*(Syllabus. Owner: Downey,Douglas B)*

**Comments**

- This revision responds to two contingencies described in e-mail 8-14-20 sent by Shelby Oldroyd. *(by Downey,Douglas B on 11/02/2020 09:16 AM)*
- See 8-14-20 email to D. Downey *(by Oldroyd,Shelby Quinn on 08/14/2020 03:00 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	06/09/2020 12:58 PM	Submitted for Approval
Approved	King,Ryan David	06/09/2020 01:12 PM	Unit Approval
Approved	Haddad,Deborah Moore	06/09/2020 02:28 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	07/15/2020 04:50 PM	ASCCAO Approval
Submitted	Downey,Douglas B	08/03/2020 09:02 AM	Submitted for Approval
Approved	King,Ryan David	08/04/2020 08:34 AM	Unit Approval
Approved	Haddad,Deborah Moore	08/04/2020 01:01 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	08/14/2020 03:00 PM	ASCCAO Approval
Submitted	Downey,Douglas B	11/02/2020 09:16 AM	Submitted for Approval
Approved	King,Ryan David	11/02/2020 09:20 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/02/2020 10:25 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/02/2020 10:25 AM	ASCCAO Approval



**SYLLABUS**

Sociology 3200DL

**Sociology of Immigration**



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**TERM:** Spring 2021

**INSTRUCTOR:** Danielle V. Schoon\*

**CREDITS:** 3

**EMAIL:** [schoon.2@osu.edu](mailto:schoon.2@osu.edu)

**SECTION:**

**COURSE WEBSITE:** [carmen.osu.edu](http://carmen.osu.edu)\*\*

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\*I prefer to be called Dr. Schoon (pronounced “scone”). My pronouns are: She, Her, Hers. Please let me know how you would like to be addressed.

\*\* This course is delivered 100% online. Students may schedule individual Zoom appointments via email. Community office hours will be held weekly in Carmen Zoom and will involve class discussions and the opportunity to ask any questions of the instructor.

**COURSE DESCRIPTION AND ORGANIZATION**

*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.*

What drives international migration: the poverty in less developed countries, or the need for cheap labor in developed countries? What is better for immigrants: to assimilate into the society of destination, or to preserve their own cultures, identities, and forms of social organization? What is the solution to the current global “immigration problem”:



more restrictive immigration laws and a more drastic enforcement of borders, or an open borders policy? This course will explore these questions from a sociological perspective.

We live in a global age of migration: today there are more people living outside of where they were born than at any previous time in history. About 258 million people currently live outside the country of their birth – an increase of 49% since 2000. The number of migrants as a fraction of the population residing in high-income countries rose to 14% in 2017; this means that more than one of every ten people residing in the most developed economies is an immigrant. More than six of every ten international migrants reside in Asia or Europe (80 and 78 million, respectively). North America hosts the third largest number (58 million), followed by Africa (25 million), Latin America and the Caribbean (9.5 million) and Oceania (8.4 million).

This is not a new phenomenon: together with Canada and Australia, the United States is a country founded by immigrants. Since the 19th century, international migrants from many different countries have been key actors in the expansion of the American economy. The history of migration to the United States is divided into four periods: the colonial, the mid-nineteenth century, the turn of the twentieth, and post-1965. During each phase, a new distinct national, racial, or ethnic group arrived in the United States. Migrants from Northern Europe arrived during the mid-nineteenth century; in the early twentieth-century migrants were mainly from Southern and Eastern Europe; and the post-1965 migrants came mainly from Latin America and Asia. In this course, we will focus on this last period, also known as New Immigration, in which an age of globalization has intensified the high demand for both high-skilled and low-skilled workers. Paradoxically, while we now live in a world in which migrant flows are proliferating at the highest level in human history, restrictive immigration laws and the fortification of national borders are becoming more drastic and vigilant. Every nation state seeks to maximize the opportunities from transnational corporations, market expansion, flows of capital, and economic integration, yet closes its legal doors to the labor migration stimulated by these economic forces. One of the consequences of both the fortification of national borders and the radicalization of global inequalities between the rich North and the poor South is a large increase in the flow of unauthorized migrant workers.

This course provides a sociological understanding of contemporary migration with a focus on the United States. Through the lens of sociology, we will analyze the forces



that have intensified this global movement of people and the economic, social, and cultural consequences of crossing international borders and settling in a new society. Why does migration occur? What are the demographic trends of contemporary immigration? How are immigrants incorporated into host societies? We will also consider concerns about national security after the attacks of September 11th, as well as the war against immigrants that has intensified after the 2016 elections in the United States, and how these are affecting the lives of immigrants already living here, but especially the ones that are just arriving.

This is an intensive reading and writing course. Students are expected to complete the assigned readings prior to each discussion topic. The readings are made up of chapters from a required textbook and academic articles. The course is organized around the following 11 main themes:

1. Phases of U.S. immigration: xenophobia in a “nation of immigrants”
2. Theories on immigration: why do people migrate?
3. New destinations and discrimination
4. Making it in America
5. Your family immigration story
6. Transnationalism and cross-border ties
7. Language, diversity, and resilience
8. The Second Generation and the “American Dream”
9. Muslims in America
10. Controlling immigration
11. Immigrants and immigration in the news

### **GE LEARNING OUTCOMES**

Sociology 3200 meets the GE Diversity: Social Diversity in the US. By the end of this course, students should be able to:



- Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### **REQUIRED READING MATERIALS**

**REQUIRED TEXTBOOK:** Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait, Fourth Edition* (Berkeley: University of California Press, 2014).

You can buy this book online. [This book is also available for FREE as an eBook in the OSU-Library system.](#) This textbook will provide you with the main theories and concepts needed to understand and analyze the immigrant issues we will discuss every week. A complete and careful reading of the textbook will help you to dismantle many dominant stereotypes about immigrants in the United States and to understand the complexities of this historical social process. The concepts and information presented in the textbook are also essential to succeed in this class.

Additional readings will be available to students through Carmen. These readings may occasionally change throughout the semester. If there are changes, you will be responsible for reading what is posted on Carmen (not the ones listed initially on the syllabus), so check Carmen regularly.

### **MOVIES AND VIDEO CLIPS**

You are also required to watch some movies and video clips posted on CARMEN. These are usually links to YouTube or an OSU library link.

### **COURSE TECHNOLOGY**

All course materials, including recorded instructor lectures, will be delivered in Carmen. For help with your password, university e-mail, Carmen, or other technology questions or requests, contact the OSU IT Service Desk. Standard support hours are available at



<https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- ❑ **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- ❑ **Phone:** 614-688-HELP (4357)
- ❑ **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- ❑ **TDD:** 614-688-8743

**Baseline technical skills necessary for online courses:**

- ❑ Basic computer and web-browsing skills
- ❑ Navigating Carmen

**Technology skills necessary for this specific course:**

- ❑ Recording a slide presentation with audio narration
- ❑ Recording, editing, and uploading video

**Necessary equipment:**

- ❑ Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet
- ❑ Webcam: built-in or external webcam, fully installed
- ❑ Microphone: built-in laptop or tablet mic or external microphone

**Necessary software:**

- ❑ All Ohio State students are now eligible for free [Microsoft Office 365 ProPlus](#) through Microsoft's Student Advantage program. Each student can install Office on 5 PCs or Macs, 5 tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Instructions for downloading and installation can be found at <https://ocio.osu.edu/kb04733>.

**COURSE REQUIREMENTS AND GRADING**

**Grading scale:**

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72)  
D+ (67-69) D (60-66) E (below 60)



## COURSE GRADING

The course offers 100 total possible points that you can earn by submitting the following assignments ON TIME (see class schedule):

1. 9 reading summaries of required articles posted on CARMEN (2 points each = 18 points)
2. 11 original posts and 22 responses (1 point each = 33 points)
3. Two essays (15 and 16 points = 31 points)
4. 3 Quizzes (6 points each = 18 points)

## **EXPLANATION OF ASSIGNMENTS**

### **Reading Summaries**

Please do not state opinions or judgments in the summary.

You are required to only write a concise summary of the reading including a) the central concept(s), b) the main argument(s), c) the evidence, and d) the conclusions presented by the author(s). After submitting your summary, you will have the opportunity to state your opinion on the reading in the discussion forum.

The summary has three main purposes: 1) to prove that you carefully read and understood the assigned reading, 2) to provide you with some knowledge to enrich the opinions/responses you will post on the discussion board, and 3) to provide you with some concepts and ideas to help you to respond to a discussion question.

Your summary must be short and clear, but **NO LESS THAN 350 WORDS**. You are required to indicate the total number of words at the end of your assignment. Summaries submitted with less than 350 words will not be accepted.

Each summary will count for two points out of your total grade. Summaries submitted after the deadline will count for only one point. The dropbox folder for each summary will be open only for two weeks. After the dropbox closes, late summaries will not be accepted. Summaries sent by email will not be accepted or graded.

### **Discussion Posts**

[Discussion Post Guidelines.pdf](#) are provided in a separate document and in the Carmen discussion board. As indicated, you are required to include the total number of words at the end of ALL your discussion posts.

FIRST POST (1 point): Will consist of a guided response and opinion. You must submit your first post before you can participate in the discussion with your classmates.



SECOND POST (1 point):

You are required to respond to at least ONE post with which you AGREE (no less than 300 words).

THIRD POST (1 point):

You are required to respond to at least ONE post with which you DISAGREE (no less than 300 words).

You have two weeks to reply to your classmates.

## Essays

For Essay 1, you will write an immigrant autobiography. Guidelines are provided in a separate document and in the Carmen assignment folder. This essay will count for 15 points and should have no less than 1,600 words, but no more than 1,800 words, double-spaced in 12-point Times New Roman font with normal 1-inch margins. You must indicate the total number of words at the end of your essay.

As I grade your essay, I will be looking for:

- Title [1 Point]: An effective title that reflects the content of your essay. Please **do not** title your essay: MY IMMIGRANT AUTOBIOGRAPHY. Be creative!
- Please include your name below the title of your essay. **Do not** include any other information about the class, date, my name, etc.
- Organization [6 points]: Essay organization that includes at least three sections: A) an engaging introduction or opening statement, B) a well-organized central narrative, and C) a powerful closing statement.
- Research [6 points]: Correct use of at least three articles.
- Citations [2 points]: Correct use of bibliography and citations following the [American Sociological Association Style](#)
- Excluding the bibliography, the essay must have at least 1,600 words

Essay 2 will be a film response. Guidelines are provided in a separate document and in the Carmen assignment folder. Your response will involve 1) a brief summary of the film and 2) an educated analysis that is informed by outside research. You must cite at least 3 academic articles, 2 of which should come from this class and 1 you will find on your own. The purpose of this essay is to situate the film within a broader context, both in terms of the history of the issue and the scholarly work that has already been done on it. You may express your opinion in this essay, but it should be an informed opinion that



either praises or critiques the film in terms of its value. As I grade your essay, I will be looking for:

- Organization [6 points]: Essay organization that includes a title and at least three sections: A) an engaging introduction or opening statement, B) a well-organized central narrative, and C) a powerful closing statement.
- Research [6 points]: Correct use of at least three articles.
- Citations [2 points]: Correct use of bibliography and citations following the American Sociological Association Style Preview the document
- Excluding the bibliography, the essay must have at least 1,500 words (that is about 6 double-spaced pages).

### Quizzes

3 quizzes worth 6 points each will be administered via Carmen at even intervals throughout the semester. They will consist of true/false, multiple choice, fill in the blank, and short essay questions. These quizzes will cover the material from you required textbook.

**You are required to post ALL your assignments on CARMEN. Assignments submitted by email will not be accepted. The guidelines and grading rubrics for the assignments and discussion posts are in the Carmen assignments folders. Before submitting any assignment, be sure that you followed ALL the required guidelines. You are required to include the total number of words at the end of ALL your assignments and discussion posts. IF YOU DO NOT FOLLOW THIS GUIDELINE, YOUR ASSIGNMENT OR POST WILL NOT BE ACCEPTED AND WILL RECEIVE 0 POINTS.**

### **FACULTY FEEDBACK AND RESPONSE TIME**

Remember that you can call **614-688-HELP** at any time if you have a technical problem. For assignments, you can generally expect grades within **14 business days**. I will reply to e-mails within **24 business hours**.

### **ATTENDANCE, PARTICIPATION, AND DISCUSSIONS**

#### **Student participation requirements**

Because this is a distance-education course, your participation is based on your online



activity and engagement. The following is a summary of everyone's expected participation:

□ **Logging in: AT LEAST ONCE PER WEEK**

Be sure you are logging into the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

□ **Office hours and live sessions: OPTIONAL OR FLEXIBLE**

All live, scheduled events for the course, including my office hours, are optional. If you want to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside of scheduled office hours.

□ **Participating in discussion forums: 3+ TIMES EVERY TWO WEEKS**

You can expect to post at least three times as part of every substantive class discussion on the week's topics (1 original post and 2 responses).

### **Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

□ **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.

□ **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. You could begin a post with something like, "While I see where you are coming from, I respectfully disagree."

□ **Citing your sources:** Please cite your sources in all assignments. For citing the textbook and other course materials, list at least the title and page numbers. For online sources, include a link.



- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into Carmen.
- **Zoom Meetings:** For all Zoom class meetings, students will be required to turn their video ON unless otherwise discussed with the instructor. Keep yourselves muted until you have something to share with the class at an appropriate moment. Zoom meetings will be recorded for student and instructor use only, and precautions will be taken to protect your privacy.

## UNIVERSITY AND OTHER CLASS POLICIES

### INCOMPLETES

Course incompletes will not be granted in this class except in emergency situations. It is the student's responsibility to be aware of the last day to drop the course.

### FINAL GRADES

I do not round up final grades more than half a percent (.5%) If you are struggling, please contact me right away to work together to make this class a positive experience.

### STUDENT SERVICES

Student academic services offered on the OSU main campus:

<http://advising.osu.edu/welcome.shtml>. Student support services offered on the OSU main campus: <http://ssc.osu.edu>.

### ACADEMIC INTEGRITY POLICY

**Plagiarism** is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. Suspected cases may be reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases would mean a failing grade in the course. I use anti-plagiarism software to check for undocumented source material. Collaboration and sharing ideas, however, is encouraged. Just make sure you acknowledge your sources and do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give



your own examples illustrating them.

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 <http://studentlife.osu.edu/csc/>. 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.htm](http://www.northwestern.edu/uacc/8cards.htm)

### **SPECIFIC COURSE POLICIES**

- **Quizzes:** You must complete all quizzes by yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In essay assignments, you should follow **ASA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in-- but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research:** Any research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your research look more successful than it was.



- **Informal peer-review:** The course includes opportunities for peer-review of each other's writing. Remember that comparing answers on an assignment is not permitted.

### **COPYRIGHT DISCLAIMER**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **STATEMENT ON TITLE IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)"

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **YOUR MENTAL HEALTH**

As a student you may experience a range of issues that can cause barriers to



learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

## **HEALTH AND SAFETY REQUIREMENTS**

All students, faculty, and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.



## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Accessibility of course technology**

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

CLASS SCHEDULE

SPRING 2021



**This schedule is subject to change with notice from the instructor.**

PLEASE FOLLOW THE MODULES IN ORDER ON OUR CARMEN COURSE SITE TO ACCESS ALL READINGS, ASSIGNMENTS, AND DISCUSSIONS. All assignments are due on Thursday at midnight.

WEEK 1  
INTRODUCTION TO THE COURSE

**READ:**

SYLLABUS AND DISCUSSION POST GUIDELINES

**WATCH:**

INSTRUCTOR INTRODUCTION VIDEO IN CARMEN

**DO:**

Use DISCUSSION BOARD to 1) introduce yourself, 2) mention any immigration classes you have taken so far, 3) explain why you are taking this class, and 4) answer the following questions:

In your opinion, what are the most relevant issues facing the United States in terms of immigration today? What are the implications of these issues for the future of the United States?

You are required to submit your post by Thursday, August 27 at 11:59 PM.

You may earn extra credit by replying to at least 3 of your classmates in this discussion.

**Before submitting your post, be sure that you followed ALL the requirements in the Discussion Guidelines. As indicated, you are required to include the total number of words at the end of ALL your discussion posts. If you do not follow this guideline, your post will not be accepted.**

WEEK 2  
TOPIC 1 - PHASES OF U.S. IMMIGRATION: XENOPHOBIA IN A "NATION OF IMMIGRANTS"



**READ:**

- 1) Textbook Chapter 1: “The Three Phases of U.S.-Bound Immigration,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (University of California Press, 2014), 1-47.
- 2) Required Article: Gary Gerstle, “The Immigrant as Threat to American Security: A Historical Perspective,” in *From Arrival to Incorporation: Migrants to the U.S. in a Global Era*, Ed. Elliot R. Barkan, Hasia Diner, and Alan M. Kraut (New York University Press, 2007), 217-245.

**WATCH:**

- 1) **The New Immigrants: A New America** <https://osu.kanopy.com/video/america-gilded-age-and-progressive-era-new-i>
- 2) Instructor Video/ Zoom Meeting

**DO:**

- 1) Submit summary of Required Article, “The Immigrant as Threat to American Security,” by Thursday, September 3 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 1, required article, and the first discussion question by Thursday, September 3 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, September 17 at 11:59 pm.

***You must submit your original post on the required article to participate in the discussion with your classmates.***

**Remember to include the word count in ALL summaries and posts!**



WEEK 3

TOPIC 2 – THEORIES ON IMMIGRATION: WHY DO PEOPLE MIGRATE?

(No classes on Monday, September 7 for Labor Day)

**READ:**

- 1) Textbook Chapter 2: “Theoretical Overview,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (University of California Press, 2014), 48-79.
- 2) Required Article: Eric A. Ruark and Shoba Sivaprasad Wadhia, “Use of the term ‘Illegal Alien,’” in *Debates on U.S. Immigration*, editors Judith Gans, Elaine Replogle, and Daniel Tichenor (Russell Sage Foundation, 2012), 529-541.

**WATCH:**

- 1) “Children in No-Man’s Land” by Anayansi Prado (2008):  
<https://osu.kanopy.com/video/children-no-man-s-land>
- 2) Instructor Video/ Zoom Meeting

**DO:**

- 1) Submit summary of Required Article, “Use of the term ‘Illegal Alien,’” by Thursday, September 10 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 2, required article, and the discussion question by Thursday, September 10 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, September 24 at 11:59 pm.



WEEK 4

TOPIC 3 - NEW DESTINATIONS AND DISCRIMINATION

**READ:**

- 1) Textbook Chapter 3: "Moving: Patterns of Immigrant Settlement and Spatial Mobility," Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (University of California Press, 2014), 80-111.
- 2) Required Article: Rubén Hernández-León and Víctor Zuñiga, "Appalachia Meets Aztlán: Mexican Immigration and Intergroup Relations in Dalton, Georgia" in *New Destinations: Mexican Immigration in the United States*, Ed. Rubén Hernández-León And Víctor Zuñiga (Russell Sage Foundation, 2005), 244-273.

**WATCH:**

- 1) *9500 Liberty* by Annabel Park and Eric Byler (2009): <https://drm.osu.edu/media/> (access to this film is scheduled for September 14-29 only!)
- 2) Instructor Video/ Zoom Meeting

**DO:**

- 1) Submit summary of Required Article, "Appalachia Meets Aztlán," by Thursday, September 17 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 3, required article, and discussion question by Thursday, September 17 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates. The discussion topic will close on Thursday, October 1 at 11:59 pm.
- 4) I recommend that you begin your research for Essay 1 this week.



WEEK 5

TOPIC 4 – MAKING IT IN AMERICA

**READ:**

- 1) Textbook Chapter 4: “Making It in America: Education, Occupation, and Entrepreneurship,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait, Fourth Edition* (University of California Press, 2014), 112-160.
- 2) Required Article: Jennifer Lee and Min Zhou, “The Success Frame and Achievement Paradox: The Costs and Consequences for Asian Americans,” *Race and Social Problems* Vol. 6, no. 1 (2014), 38–55.

**WATCH:**

- 1) *PASS OR FAIL IN CAMBODIA TOWN* Part of the Series: America by the Numbers By Maria Hinojosa (PBS 2014) <https://osu.kanopy.com/video/pass-or-fail-cambodia-town>
- 2) Instructor Video/ Zoom Meeting

**DO:**

- 1) Submit summary of Required Article, “The Success Frame and Achievement Paradox,” by Thursday, September 24 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 4, required article, and discussion question by Thursday, September 24 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, October 8 at 11:59 pm.
- 4) Take Quiz 1 in Carmen by Friday, September 25 at 11:59pm.



WEEK 6

TOPIC 5 - YOUR FAMILY IMMIGRATION STORY Essay 1

**READ:**

GUIDELINES FOR ESSAY 1

**DO:**

This week you are not required to submit a summary or discussion post.

Submit Essay 1 to CARMEN by Thursday, October 1 at 11:59 pm.

**Give yourself sufficient time for this assignment. It involves researching your family history. The Guidelines for Essay 1 are in this assignment's Carmen Dropbox. Before submitting, be sure that you followed ALL the required guidelines. As indicated in the guidelines, you are required to include the total number of words at the end of your essay. IF YOU DO NOT FOLLOW THIS GUIDELINE, YOUR ESSAY WILL NOT BE ACCEPTED.**

**This week during Zoom Office Hours, we will discuss Essay 1. All students are highly encouraged to attend.**



WEEK 7

Essay 1 Discussions

**READ:**

Two essays written by your classmates. The essays will be assigned by the instructor on Monday, October 5 at 9:00 am.

**DO:**

- 1) Use DISCUSSION BOARD to post your comments on the two essays assigned to you by Thursday, October 8 at 11:59 pm.
- 2) Optional: Use DISCUSSION BOARD to comment on your classmate's reactions to your essay for **extra points**. The discussion board for Essay 1 will close on Thursday, October 22 at 11:59 PM.
- 3) **Attend or Watch** scheduled Zoom Discussion.

WEEK 8

TOPIC 6 – TRANSNATIONALISM AND CROSS-BORDER TIES



**READ:**

- 1) Textbook Chapter 5: “From Immigrants to Ethnics: Identity, Citizenship, and Political Participation,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (Berkeley: University of California Press, 2014), 161-213.
- 2) Required article: Roger Waldinger, “Cross-Border Ties Keeping and Losing the Connection,” in *The Cross- Border Connection: Immigrants, Emigrants, and Their Homelands*, Roger Waldinger (Harvard University Press, 2015), 57- 81.

**WATCH/LISTEN:**

- 1) Listen to This American Life podcast, “The Walls”:  
<https://www.thisamericanlife.org/641/the-walls>
- 2) Instructor Video/ Zoom Meeting

**DO:**

- 1) Submit summary of Required Article, “Cross-Border Ties Keeping and Losing the Connection,” by Thursday, October 15 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 5, required article, discussion question by Thursday, October 15 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates. The discussion topic will close on Thursday, October 29 at 11:59 pm.



WEEK 9

TOPIC 7 – LANGUAGE, DIVERSITY, AND RESILIENCE

**READ:**

- 1) Textbook: Chapter 6: “Language: Diversity and Resilience,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (Berkeley: University of California Press, 2014), 214-257.
- 2) Required Article: Aristide Zolberg and Long Litt Woon, “Why Islam is Like Spanish: Cultural Incorporation in Europe and the United States,” *Politics and Society* 27, no. 1 (1999), 5-38.

**WATCH:**

- 1) Interview with Samuel Huntington: “Who Are We?” <https://www.c-span.org/video/?181499-1/who-we-americas-national-identity>
- 2) Instructor Video/ Zoom Meeting

**DO:**

- 1) Submit summary of Required Article, “Why Islam is Like Spanish,” by Thursday, October 22 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 6, required article R6, and discussion question by Thursday, October 22 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, November 5 at 11:59 pm.
- 4) Take Quiz 2 in Carmen by Friday, November 6 at 11:59pm.



WEEK 10

TOPIC 8 – THE SECOND GENERATION AND THE “AMERICAN DREAM”

**READ:**

- 1) Textbook Chapter 7: “Growing Up American: The New Second Generation,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (Berkeley: University of California Press, 2014), 258-305.
- 2) Required article: Irene Bloemraad, Heidi Sarabia, and Angela E. Fillingim, “‘Staying out of Trouble’ and Doing What Is ‘Right’: Citizenship Acts, Citizenship Ideals, and the Effects of Legal Status on Second- Generation Youth,” *American Behavioral Scientist* 60, no. 13 (2016), 1534 –1552.

**WATCH:**

- 1) TBA
- 2) Instructor Video/ Zoom Meeting

**DO:**

- 1) Submit summary of Required Article, “‘Staying out of Trouble’ and Doing What Is ‘Right’”, by Thursday, October 29 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 7, required article, and discussion question by Thursday, October 29 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, November 12 at 11:59 pm.



WEEK 11

TOPIC 9 – MUSLIMS IN THE UNITED STATES

**READ:**

- 1) Textbook Chapter 8: “Religion: The Enduring Presence,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (Berkeley: University of California Press, 2014), 306-370.
- 2) Required article: Lori Peek, “Encountering Intolerance,” in *Behind the Backlash: Muslims Americans after 9/11* (Temple University Press, 2011), 17-35 & 36-59.

**WATCH:**

- 1) Edward Said on Orientalism: [https://youtu.be/fVC8EYd\\_Z\\_g](https://youtu.be/fVC8EYd_Z_g)
- 2) Instructor Video/ Zoom Meeting

**DO:**

- 1) Submit summary of Required Article, “Encountering Intolerance,” by Thursday, November 5 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 8, required article, and discussion question by Thursday, November 5 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, November 19 at 11:59 pm.
- 4) I recommend beginning your research for Essay 2.

WEEK 12

TOPIC 10 - CONTROLLING IMMIGRATION



(No classes on Wednesday, November 11 for Veteran's Day)

**READ:**

- 1) Textbook Chapter 9: "Conclusion: Immigration and Public Policy," Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (Berkeley: University of California Press, 2014), 371-393.
- 2) Required article: Douglas S. Massey, "America's Immigration Policy Fiasco: Learning from Past Mistakes," *Dædalus, the Journal of the American Academy of Arts & Sciences* 142, no. 3 (Summer 2013), 5- 15.

**WATCH:**

- 1) *The Immigration Paradox - Diverse Stories Reveal Root Causes of Mass Migration* by Lourdes Lee Vasquez (2014):  
<https://osu.kanopy.com/video/immigration-paradox>
- 2) Instructor Video/ Zoom Meeting

**DO:**

- 1) Submit summary of Required Article, "America's Immigration Policy Fiasco," by Thursday, November 12 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 9, required article, and discussion question by Thursday, November 12 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on **Wednesday, November 25 at 11:59 pm** (schedule adjusted for Thanksgiving week)



WEEK 13  
TOPIC 11 – Essay 2

**READ:**

GUIDELINES FOR ESSAY 2

**WATCH:**

*Border South* (free screening by HT94 on September 24<sup>th</sup>, 4pm EST, and the associated Q & A session on September 25<sup>th</sup>, 5pm EST.

OR

*Immigration Nation* on Netflix or via class Zoom film showing (TBA).

**DO:**

- 1) HT94 activities
- 2) This week you are NOT required to submit a summary or discussion post.
- 3) Submit Essay 2 by Thursday, November 19 at 11:59 pm.

**The Guidelines for Essay 2 are in this assignment's Carmen Dropbox. Before submitting, be sure that you followed ALL the required guidelines. As indicated in the guidelines, you are required to include the total number of words at the end of your essay. IF YOU DO NOT FOLLOW THIS GUIDELINE, YOUR ESSAY WILL NOT BE ACCEPTED.**

**This week during Zoom Office Hours, we will discuss Essay 2. All students are highly encouraged to attend.**



WEEK 14  
Essay 2 Discussions

(No classes on November 26-27 for Thanksgiving)

**READ:**

Two essays written by your classmates. The essays will be assigned by the instructor on Sunday, November 22 at 5:00 pm.

**DO:**

- 1) Use DISCUSSION board to post your comments on the two essays assigned to you by Monday, November 30 at 11:59 pm (schedule adjusted for Thanksgiving break).
- 2) **Optional:** Use DISCUSSION board to comment on your classmate's reactions to your essay for **extra points**. The discussion board for the final essay will close on Friday, December 4 at 11:59 PM (last day of classes).



WEEK 15  
EVALUATION OF THE CLASS AND FINAL QUIZ

**DO:**

- 1) Use DISCUSSION board to comment on the impact and effectiveness of the class by Friday, December 4 at 11:59 PM (last day of classes).

All CARMEN Dropboxes for summaries and discussion posts will close on **Friday, December 4 at 11:59 pm**. After they are closed, you will not be able to post any assignments or discussion posts on CARMEN. **As indicated in the guidelines, assignments submitted by email will not be accepted under any circumstances.**

- 2) Take and submit Quiz 3.

The questions for Quiz 3 will be posted on the last day of classes: Friday, December 4 at 11:59 PM. You will submit it by **Friday, December 11 at 11:59 PM**. After the folder is closed, you will not be able to submit Quiz 3.

Any extra credit is due by **Friday December 11 at 11:59pm**.

If you are a graduating senior, please be sure to discuss your final deadlines with the instructor, as they may be earlier than the rest of the class.



## **SYLLABUS**

Sociology 3200 - 42 Distance Learning – Section 27276

### **Sociology of Immigration**

Spring 2020

#### **INSTRUCTOR**

DANIELLE V. SCHOON, PHD

Senior Lecturer

371 Hagerty Hall

OFFICE HOURS: MWF 1-2pm (please let me know when you are coming)

Please refer to me as Dr. Schoon. Pronouns: she, her, hers

Please email me through my CARMEN Inbox or at: [schoon.2@osu.edu](mailto:schoon.2@osu.edu). I do not reply to emails on weekends or holidays. I try to respond within 24 business hours. I expect the same from you.

#### **COURSE DESCRIPTION AND ORGANIZATION**

*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.*

What drives international migration: the poverty in less developed countries, or the need for cheap labor in developed countries? What is better for immigrants: to assimilate into the society of destination, or to preserve their own cultures, identities, and forms of social organization? What is the solution of the current global “immigration problem”: more restrictive immigration laws and a more drastic enforcement of the borders, or a more open borders policy? This course will explore these questions from a sociological perspective.

We live in a global age of migration: today there are more people living outside of where they were born than at any previous time in history. About 258 million people currently live outside the country of their birth – an increase of 49% since 2000. The number of migrants as a fraction of the population residing in high-income countries rose to 14% in 2017; this means that more than one of every ten people residing in the most developed economies is an immigrant. More than six of every ten international migrants reside in Asia or Europe (80 and 78 million, respectively). Northern America hosts the third largest number (58 million), followed by Africa (25 million), Latin America and the Caribbean (9.5 million) and Oceania (8.4 million).

This is not a new phenomenon: together with Canada and Australia, the United States is a country founded by immigrants. Since the nineteenth century, international migrants from many different countries have been key actors in the expansion of the United States economy. The history of migration to the United States is divided into four periods: the colonial, the mid- nineteenth century, the turn of the twentieth, and post-1965. During each phase, a new distinct national, racial, or ethnic group arrived in the United States. Migrants from Northern Europe arrived during the mid-nineteenth century; in the early twentieth-century migrants were mainly from Southern and Eastern Europe; and the post-1965 migrants came mainly from Latin America and Asia. In this course, we will focus on this last period, also known as New Immigration, in which a new age of globalization has intensified the high demand for both high- skilled and low-skilled workers. Paradoxically, today, while we live in a world in which migrant flows are proliferating to the highest level in human history, restrictive immigration laws and the fortification of national borders are becoming more drastic and vigilant. Every nation state seeks to maximize the opportunities from transnational corporations, market expansion, flow of capital, and economic integration, yet closes its legal doors to the labor migration stimulated by these economic forces. One of the consequences of both the fortification of national borders and the radicalization of global inequalities between the rich North and the poor South is a large increase in the flow of unauthorized migrant workers.

This course provides a sociological understanding of contemporary migration with a focus on the case of the United States. Through the lens of sociology, we will analyze the forces that have intensified this global movement of people and the economic, social, and cultural consequences of crossing international borders and settling in a new society. Why does migration occur? What are the demographic trends of contemporary immigration? How are immigrants incorporated into host societies? We will also consider concerns about national security after the attacks of September 11th, as well as the war against immigrants that has intensified after the 2016 elections in the United States, and how these are affecting the lives of immigrants already living here, but especially the ones that are just arriving.

This is an intensive reading and writing course. Students are expected to complete the assigned readings prior to each discussion topic. The readings are made up of a mix of chapters from a required textbook and academic articles.

The course is organized around the following 11 main themes:

1. Phases of U.S. immigration: xenophobia in a “nation of immigrants”
2. Theories on immigration: why do people migrate?
3. New destinations and discrimination
4. Making it in America
5. Your family immigration story
6. Transnationalism and cross-border ties
7. Language, diversity, and resilience
8. The Second Generation and the “American Dream”
9. Muslims in America
10. Controlling immigration
11. Immigrants and immigration in the news

### **GE REQUIREMENTS AND COURSE LEARNING OBJECTIVES:**

Sociology 3200 meets the GE Diversity: Social Diversity in the US.

Students who take this course will:

- Understand the theories and methods of sociological inquiry applied to the study of individuals and groups, organizations and societies.

- Comprehend human differences and similarities in various psychological, social, cultural, historical, economic, geographic, and political contexts.
- Develop abilities to comprehend and assess individual and group values and recognize their importance in social problem solving and policymaking.
- Understand how social structures affect individuals and their environments.
- Understand how individuals contribute to the construction, reproduction, and change of society.

## **REQUIRED READING MATERIALS**

### **REQUIRED TEXTBOOK**

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

You can buy this book online. [This book is also available for free as an eBook at the OSU-Library system.](#)

This textbook will provide you with the main theories and concepts needed to understand and analyze the immigrant issues we will discuss every week. A complete and careful reading of the textbook will help you to dismantle many dominant stereotypes about immigrants in the United States and to understand the complexities of this historical social process. The concepts and information presented in the textbook are also essential to succeed in the exams.

### **ARTICLES**

Additional articles and chapters will be available to students through Carmen. These readings could occasionally change throughout the semester. If there are changes, you will be responsible for reading what is posted on Carmen (not the ones listed initially on the syllabus), so check Carmen regularly.

### **MOVIES AND VIDEO CLIPS**

You are also required to watch some movies and video clips posted on CARMEN. These are usually links to YouTube or an OSU library link.

## **COURSE REQUIREMENTS AND GRADING**

### COURSE GRADING

The course offers 100 total possible points that you can earn by submitting the following assignments ON TIME (see class schedule):

- 1) 9 reading summaries of required articles posted on CARMEN (2 points each = 18 points)
- 2) 11 original posts and 22 responses (1 point each = 33 points)
- 3) Two essays (15 and 16 points = 31 points)
- 4) Final Exam = 18 points

**You are required to post ALL your assignments on CARMEN. Assignments submitted by email will not be accepted or graded under ANY circumstances. The guidelines for the assignments and discussion posts are in the dropboxes used to submit your assignments. Before submitting any assignment on CARMEN you must be sure that you followed ALL the required guidelines.**

**As indicated in all the guidelines, you are required to include the total number of words at the end of ALL your assignments and discussion posts. IF YOU DO NOT FOLLOW THIS SIMPLE GUIDELINE, YOUR ASSIGNMENT OR POST WILL NOT BE ACCEPTED AND WILL RECEIVE 0 POINTS!**

**Technological problems are not valid excuses for not completing an assignment or posting it late on CARMEN.**

### **Grading scale:**

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72)  
D+ (67-69) D (60-66) E (below 60)

## **UNIVERSITY AND CLASS POLICIES**

### **INCOMPLETES**

Course incompletes will not be granted in this class. It is the student's responsibility to be aware of the last day to drop the course.

### **FINAL GRADES**

Final grades are non-negotiable and I do not round up more than half a percent (.5%) If you are struggling, please contact me right away to work together to make this class a positive experience.

**PLAGIARISM** is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. All suspected cases are reported to the Committee on Academic Misconduct, in accordance with university rules.

Substantiated cases would mean a failing grade in the course and possibly expulsion. I use anti-plagiarism software to check for undocumented source material. Collaboration and sharing ideas, however, is encouraged. Just make sure you acknowledge your sources and do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

### **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

(<http://studentlife.osu.edu/csc/>).

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)”

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

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.htm](http://www.northwestern.edu/uacc/8cards.htm))

## **Disability Policy:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## CLASS SCHEDULE

FOLLOW THE MODULES IN ORDER ON OUR CARMEN COURSE SITE TO ACCESS ALL READINGS, ASSIGNMENTS, AND DISCUSSIONS.

### WEEK 1 January 6-10 INTRODUCTION TO THE COURSE

#### READ:

1) SYLLABUS AND DISCUSSION POST GUIDELINES

#### DO:

1) Use DISCUSSION BOARD to 1) introduce yourself, 2) mention any immigration classes you have taken so far, 3) explain why you are taking this class, and 4) answer the following questions:

In your opinion, what are the most relevant issues facing the United States in terms of immigration today? What are the implications of these issues for the future of the United States?

You are required to submit your post by Thursday, January 9 at 11:59 PM.

**Before submitting your post, you must be sure that you followed ALL the required guidelines. If your post does not follow all the guidelines, it will receive 0 points.**

### WEEK 2 January 13-17 TOPIC 1 - PHASES OF U.S. IMMIGRATION: XENOPHOBIA IN A "NATION OF IMMIGRANTS"

#### READ:

- 1) Textbook Chapter 1: "The Three Phases of U.S.-Bound Immigration," Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (University of California Press, 2014), 1-47.
- 2) Required Article: Gary Gerstle, "The Immigrant as Threat to American Security: A Historical Perspective," in *From Arrival to Incorporation: Migrants to the U.S. in a Global Era*, Ed. Elliot R. Barkan, Hasia Diner, and Alan M. Kraut (New York University Press, 2007), 217-245.

#### WATCH:

*The New Immigrants: A New America* <https://osu.kanopy.com/video/america-gilded-age-and-progressive-era-new-i>

**DO:**

- 1) Submit summary of Required Article, “The Immigrant as Threat to American Security,” by Thursday, January 16 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 1, required article, and the first discussion question by Thursday, January 16 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, January 30 at 11:59 pm.

***You must submit your original post on the required article to participate in the discussion with your classmates.***

**Before submitting your summary and your post, you must be sure that you followed ALL the required guidelines. The guidelines for the assignments and discussion posts are in the dropboxes used to submit your assignments. If your assignment does not follow ALL the guidelines, it will not be accepted and receive 0 points. As indicated in the guidelines, you are required to include the total number of words at the end of ALL your assignments and discussion posts. IF YOU DO NOT FOLLOW THIS SIMPLE GUIDELINE, YOUR ASSIGNMENT OR POST WILL NOT BE ACCEPTED.**

WEEK 3 January 21-24

TOPIC 2 – THEORIES ON IMMIGRATION: WHY DO PEOPLE MIGRATE?

(No classes on Monday, January 20 for MLK Day)

**READ:**

Textbook Chapter 2: “Theoretical Overview,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (University of California Press, 2014), 48-79.

Required Article: Eric A. Ruark and Shoba Sivaprasad Wadhia, “Use of the term ‘Illegal Alien,’” in *Debates on U.S. Immigration*, editors Judith Gans, Elanire Replogle, and Daniel Tichenor (Russell Sage Foundation, 2012), 529-541.

**WATCH:**

“Children in No-Man’s Land” by Anayansi Prado (2008):  
<https://osu.kanopy.com/video/children-no-man-s-land>

**DO:**

1. Submit summary of Required Article, “Use of the term ‘Illegal Alien,’” by Thursday, January 23 at 11:59 pm.

2. Use DISCUSSION BOARD to post your opinion/response to: chapter 2, required article, and the discussion question by Thursday, January 23 at 11:59 pm.
3. You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, February 6 at 11:59 pm.

WEEK 4 January 27-January 31

TOPIC 3 - NEW DESTINATIONS AND DISCRIMINATION

**READ:**

Textbook Chapter 3: “Moving: Patterns of Immigrant Settlement and Spatial Mobility,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait, Fourth Edition* (University of California Press, 2014), 80-111.

Required Article: Rubén Hernández-León and Víctor Zuñiga, “Appalachia Meets Aztlán: Mexican Immigration and Intergroup Relations in Dalton, Georgia” in *New Destinations: Mexican Immigration in the United States*, Ed. Rubén Hernández-León And Víctor Zuñiga (Russell Sage Foundation, 2005), 244-273.

**WATCH:**

*9500 Liberty* by Annabel Park and Eric Byler (2009): <https://drm.osu.edu/media/>

**DO:**

1. Submit summary of Required Article, “Appalachia Meets Aztlán,” by Thursday, January 30 at 11:59 pm.
2. Use DISCUSSION BOARD to post your opinion/response to: chapter 3, required article, and discussion question by Thursday, January 30 at 11:59 pm.
3. You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, February 13 at 11:59 pm.

WEEK 5 February 3-7

TOPIC 4 – MAKING IT IN AMERICA

**READ:**

Textbook Chapter 4: “Making It in America: Education, Occupation, and Entrepreneurship,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait, Fourth Edition* (University of California Press, 2014), 112-160.

Required Article: Jennifer Lee and Min Zhou, "The Success Frame and Achievement Paradox: The Costs and Consequences for Asian Americans," *Race and Social Problems* Vol. 6, no. 1 (2014), 38–55.

**WATCH:**

*PASS OR FAIL IN CAMBODIA TOWN*

Part of the Series: America by the Numbers

By Maria Hinojosa (PBS 2014)

<https://osu.kanopy.com/video/pass-or-fail-cambodia-town>

**DO:**

1. Submit summary of Required Article, "The Success Frame and Achievement Paradox," by Thursday, February 6 at 11:59 pm.
- 2) Use DISCUSSION BOARD to post your opinion/response to: chapter 4, required article, and discussion question by Thursday, February 6 at 11:59 pm.
- 3) You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, February 20 at 11:59 pm.

WEEK 6 February 10-14

TOPIC 5 - YOUR FAMILY IMMIGRATION STORY Essay 1

**READ:**

GUIDELINES FOR ESSAY 1

**DO:**

This week you are not required to submit a summary or discussion post.

Submit Essay 1 on CARMEN by Thursday, February 13 at 11:59 pm.

**The guidelines for the first essay are in the dropbox you will use to submit your essay. Before submitting it, you must be sure that you followed ALL the required guidelines. If your essay does not follow ALL the guidelines, it will not be accepted. As indicated in the guidelines you are required to include the total number of words at the end of your essay: IF YOU DO NOT FOLLOW THIS SIMPLE GUIDELINE, YOUR ESSAY WILL NOT BE ACCEPTED.**

WEEK 7 February 17-21

TOPIC 5 - YOUR FAMILY IMMIGRATION STORY Essay 1 Discussions

**READ:**

Two essays written by your classmates. The essays will be assigned by the instructor on Monday, February 17 at 9:00 am.

**DO:**

1. Use DISCUSSION board to post your comments on the two essays assigned to you by Thursday, February 20 at 11:59 pm.
2. Optional: Use DISCUSSION board to comment on your classmate's reactions to your essay for extra points. The discussion board for the first essay will close on Thursday, March 5 at 11:59 PM.

**The guidelines for the discussion posts are in the dropbox you will use to submit your posts. Please be sure that you followed ALL the required guidelines. If your post does not follow ALL the guidelines, it will receive 0 points.**

WEEK 8 February 24-February 28

TOPIC 6 – TRANSNATIONALISM AND CROSS-BORDER TIES

**READ:**

Textbook Chapter 5: “From Immigrants to Ethnics: Identity, Citizenship, and Political Participation,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait, Fourth Edition* (Berkeley: University of California Press, 2014), 161-213.

Required article: Roger Waldinger, “Cross-Border Ties Keeping and Losing the Connection,” in *The Cross- Border Connection: Immigrants, Emigrants, and Their Homelands*, Roger Waldinger (Harvard University Press, 2015), 57- 81.

**DO:**

1. Submit summary of Required Article, “Cross- Border Ties Keeping and Losing the Connection,” by Thursday, February 27 at 11:59 pm.
2. Use DISCUSSION BOARD to post your opinion/response to: chapter 5, required article, discussion question by Thursday, February 27 at 11:59 pm.
3. You have two weeks (plus Spring Break) to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, March 19 at 11:59 pm.

WEEK 9 March 2-6

TOPIC 7 – LANGUAGE, DIVERSITY, AND RESILIENCE

**READ:**

Textbook: Chapter 6: “Language: Diversity and Resilience,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (Berkeley: University of California Press, 2014), 214-257.

Required Article: Aristide Zolberg and Long Litt Woon, “Why Islam is Like Spanish: Cultural Incorporation in Europe and the United States,” *Politics and Society* 27, no. 1 (1999), 5-38.

**DO:**

1. Submit summary of Required Article, “Why Islam is Like Spanish,” by Thursday, March 5 at 11:59 pm.
2. Use DISCUSSION BOARD to post your opinion/response to: chapter 6, required article R6, and discussion question by Thursday, March 5 at 11:59 pm.
3. You have two weeks (plus Spring Break) to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, March 26 at 11:59 pm.

**SPRING BREAK: March 9-13**

**No assignments**

WEEK 10 March 16-20

TOPIC 8 – THE SECOND GENERATION AND THE “AMERICAN DREAM”

**READ:**

Textbook Chapter 7: “Growing Up American: The New Second Generation,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (Berkeley: University of California Press, 2014), 258-305.

Required article: Irene Bloemraad, Heidi Sarabia, and Angela E. Fillingim, “‘Staying out of Trouble’ and Doing What Is ‘Right’: Citizenship Acts, Citizenship Ideals, and the Effects of Legal Status on Second- Generation Youth,” *American Behavioral Scientist* 60, no. 13 (2016), 1534 –1552.

**DO:**

1. Submit summary of Required Article, “‘Staying out of Trouble’ and Doing What Is ‘Right’”, by Thursday, March 19 at 11:59 pm.
2. Use DISCUSSION BOARD to post your opinion/response to: chapter 7, required article, and discussion question by Thursday, March 19 at 11:59 pm.
3. You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, April 2 at 11:59 pm.

WEEK 11 March 23–27

TOPIC 9 – MUSLIMS IN THE UNITED STATES

**READ:**

Textbook Chapter 8: “Religion: The Enduring Presence,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (Berkeley: University of California Press, 2014), 306-370.

Required article: Lori Peek, “Encountering Intolerance,” in *Behind the Backlash: Muslims Americans after 9/11* (Temple University Press, 2011), 17-35 & 36-59.

**DO:**

1. Submit summary of Required Article, “Encountering Intolerance,” by Thursday, March 26 at 11:59 pm.
2. Use DISCUSSION BOARD to post your opinion/response to: chapter 8, required article, and discussion question by Thursday, March 26 at 11:59 pm.
3. You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, April 9 at 11:59 pm.

WEEK 12 March 30-April 3

TOPIC 10 - CONTROLLING IMMIGRATION

**READ:**

Textbook Chapter 9: “Conclusion: Immigration and Public Policy,” Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*, **Fourth Edition** (Berkeley: University of California Press, 2014), 371-393.

Required article: Douglas S. Massey, “America’s Immigration Policy Fiasco: Learning from Past Mistakes,” *Dædalus, the Journal of the American Academy of Arts & Sciences* 142, no. 3 (Summer 2013), 5- 15.

**DO:**

1. Submit summary of Required Article, “America’s Immigration Policy Fiasco,” by Thursday, April 2 at 11:59 pm.
2. Use DISCUSSION BOARD to post your opinion/response to: chapter 9, required article, and discussion question by Thursday, April 2 at 11:59 pm.
3. You have two weeks to use DISCUSSION BOARD to reply to at least to TWO classmates – The discussion topic will close on Thursday, April 16 at 11:59 pm.

WEEK 13 April 6-10

TOPIC 11 – IMMIGRANTS AND IMMIGRATION IN THE NEWS Essay 2

**READ:**

GUIDELINES FOR ESSAY 2

**WATCH:**

*The Immigration Paradox - Diverse Stories Reveal Root Causes of Mass Migration* by Lourdes Lee Vasquez (2014).

<https://osu.kanopy.com/video/immigration-paradox>

**DO:**

This week you are not required to submit a summary or discussion post.

Submit Essay 2 by Thursday, April 9 at 11:59 pm.

**The guidelines for the final essay are in the dropbox you will use to submit your essay. Please be sure that you followed ALL the required guidelines. If your essay does not follow all the guidelines, it will not be accepted. As indicated in the guidelines you are required to include the total number of words at the end of your essay: IF YOU DO NOT FOLLOW THIS SIMPLE GUIDELINE, YOUR ESSAY WILL NOT BE ACCEPTED.**

WEEK 14 April 13-17

TOPIC 11 – IMMIGRANTS AND IMMIGRATION IN THE NEWS Essay 2 Discussions

**READ:**

Two essays written by your classmates. The essays will be assigned by the instructor on Monday, April 13 at 9:00 am.

**DO:**

1. Use DISCUSSION board to post your comments on the two essays assigned to you by Thursday, April 16 at 11:59 pm.
2. **Optional:** Use DISCUSSION board to comment on your classmate's reactions to your essay for extra points. The discussion board for the final essay will close on Monday, April 20 at 11:59 PM.

WEEK 15 April 20 Last day of classes  
EVALUATION OF THE CLASS AND FINAL EXAM

**DO:**

1. Use DISCUSSION board to comment on the impact and effectiveness of the class by Monday, April 20 at 11:59 PM.

All CARMEN dropboxes for summaries and discussion posts will close on **Monday, April 20 at 11:59 pm**. After the dropboxes are closed, you will not be able to post any summaries or discussion posts on CARMEN. **As indicated in the guidelines, assignments submitted by email will not be accepted under any circumstances.**

2. Take and submit your Final Exam.

The questions for the Final Exam will be posted the last day of classes: Monday, April 20 at 11:59 PM. You will have four days to answer the questions. The folder for the final exam will close on **Friday, April 24 at 11:59 PM**. After the folder is closed, you will not be able to submit your final exam. **Exams submitted by email will not be accepted under any circumstances.**

**Assessing the effectiveness of the course on the ELOs will be evaluated through assignments and essay responses.**

**ELO 1) Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.**

**ELO 2) Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.**

Two examples of direct measures:

- 1. Students will be given 2 essay writing assignments throughout the semester. The essays directly assess their understanding and improvement with respect to ELO 1 and ELO 2:**
  - a. *ELO 1 Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.***

*Essay 2 Prompt:*

## **IMMIGRANTS AND IMMIGRATION IN THE NEWS**

For Essay 2, first you will watch:

*The Immigration Paradox - Diverse Stories Reveal Root Causes of Mass Migration* by Lourdes Lee Vasquez (2014).

<https://osu.kanopy.com/video/immigration-paradox> (Links to an external site.)

Then, you will analyze ONE of the following controversial issues regarding immigrants and immigration policies in the United States:

- 1) Undocumented migrants brought by their parents when they were children and the immigration policy that allowed them to remain in this country, known as DACA (Deferred Action for Childhood Arrivals).
- 2) Asylum-seekers from Central America and the Trump administration's family separation policy.
- 3) Donald Trump's description of undocumented Mexicans as criminals and rapists on June 2016, when as a businessman and television personality he formally announced his presidential candidacy and the current debate about the wall on the border with Mexico.

In the central part of your essay, you are required to analyze the topic you chose from the perspective of immigrants. You are required to use news articles, publications, or the internet to look for interviews or testimonies provided by the immigrants themselves. You are free to follow your own interests and organize this section around your own argument. But the main goal of this assignment is to try to understand the events from the immigrant's perspective. You can use the following questions to organize your ideas:

- What social or personal realities pushed them to leave their places of origin?
- How was their journey to get to the United States?
- How do they describe their experiences with immigration authorities, border patrol, policies, or laws in Mexico and the United States?
- How do they justify their decision to migrate to the United States, sometimes without proper documentation?
- What are their hopes or fears?

To support your analysis and argument, you are required to use some of the concepts or ideas from five sources: 1) at least two readings discussed in this class (the textbook can count as one); 2) at least two sociological articles published in an academic journal, not discussed in this class; and 3) the film, *The Immigration Paradox*.

- b. *ELO 2 Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.*

*Essay 1 Prompt:*

For Essay 1, you will write an immigrant autobiography. Even if you are not an immigrant yourself, we are all descendants of immigrants, especially in the United States. The purpose of this assignment is to encourage you to identify and search for your own immigrant origins and connect them to the broader historical and social 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/guardians and with other older relatives as you try to connect their (and your own) story to the immigration patterns we have learned from the readings.

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, for example, 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 assimilation experiences, as well as any experiences with racism or xenophobic reactions from other groups.

In short, THIS IS AN AUTOBIOGRAPHICAL ESSAY. The goal of this paper is for you to explore your own immigrant roots, or your own immigration experience, to document how individual life experiences are shaped by broader social forces.

2. **3 Quizzes will be used to assess student progress. Several short answer questions may be repeated across the quizzes, using slightly changed wording, in order to assess achievement of ELO 1 and ELO 2, such as those listed below:**

- a. *ELO 1 Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.*

*Sample Quiz Questions:*

- Describe the role that “ethnic capital” plays in how immigrants integrate themselves into the host society.
- Does the concept of “transnationalism” accurately describe the experiences of most migrants, or only of a minority of migrants? Explain.

- b. *ELO 2 Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.*

*Sample Quiz Questions:*

- Explain why the US’ recent immigration policies discussed in this class have not, according to the readings, achieved their goals.
- Describe how, according to Douglas S. Massey, the US’ recent immigration policies could be fixed for the benefit of both immigrants and the native-born population.

Student responses will be evaluated annually by the Director for Undergraduate Studies and the faculty who teach the course in the Department of Sociology. The Director and instructors will confer to determine if students are meeting the learning outcomes and if improvements could be made to better the course or assignments on the learning outcomes. Two different reviews will be conducted, one for in-person and one for online offerings. These evaluations will be archived and evaluated for further review of both the online and the in-person courses to ensure learning outcomes are being met regardless of the method of delivery.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Sociology 3200 DL**

**Instructor: Dr. Danielle Schoon**

**Summary: Sociology of Immigration**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen Discussion Board</li> <li>• Carmen Wiki</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available for free or are affordable
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 6/5/20
- Reviewed by: Ian Anderson

**Notes: State type of virtual office hours (Zoom) in the contact info. Note that the class is 100% DL.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.