

Term Information

Effective Term Autumn 2022
Previous Value Spring 2021

Course Change Information

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

Adjust course to fit Citizenship theme of new GE>

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

Respond to new GE.

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)?

Minimal.

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
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, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

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; Citizenship for a Diverse and Just World

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

Previous Value

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 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

- submission-doc-citizenship for 3200 Frank Reanne.pdf
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)
- SOCIOL 3200 syllabus for GE Frank 10.1.2021.pdf
(Syllabus. Owner: Downey, Douglas B)

COURSE CHANGE REQUEST
3200 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/10/2021

Comments

- - Please remember that OAA has asked that all courses in new GE have all campuses checked off (or provide rationale why the dept has decided otherwise)
- Please check off the appropriate new GE box on the form *(by Vankeerbergen, Bernadette Chantal on 10/06/2021 01:36 PM)*
- Please consider SOCIOL 3200 for the Citizenship theme of the new GE. *(by Downey, Douglas B on 10/05/2021 06:33 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	10/05/2021 06:33 AM	Submitted for Approval
Approved	Downey, Douglas B	10/05/2021 06:33 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/06/2021 01:36 PM	College Approval
Submitted	Downey, Douglas B	10/06/2021 04:17 PM	Submitted for Approval
Approved	Downey, Douglas B	10/06/2021 04:17 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/10/2021 01:55 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/10/2021 01:56 PM	ASCCAO Approval



SOCIOLOGY OF IMMIGRATION

SOCIOLOGY 3200
Fall 2021

THE SOCIOLOGY OF IMMIGRATION (SOCIOLOGY 3200)

Semester: Fall, 2022

Professor: Dr. Reanne Frank, Ph.D.

Office: 212 Townshend Hall

Email: frank.219@osu.edu

Class Format: In-person lecture twice per week, 1hr. 20min. each meeting

Class Location: TBA

Office Hours:

Thursdays 2:00pm-3:00pm

Fridays 12:30-1:30pm

Or schedule via email

COURSE DESCRIPTION

The United States is often proclaimed to be a “nation of immigrants.” As a country, we have provided safe haven for tens of 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. The tenor of these debates became more pitched during the Trump presidency and its aftermath. In this class, we will engage such topics as: why immigrants 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.

COURSE GOALS

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.

GE COURSE INFORMATION

Sociology 3200 fulfills the GE theme of “Citizenship for a Diverse and Just World.” The goals for this theme are as follows:

1. Citizenship: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.”
2. Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies , both within the US and/or around the world.

The associated learning outcomes are:

- 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities
- 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
- 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

This is an intensive reading course and students are expected to complete the assigned readings for each week that they are assigned. We will be reading between 30-50 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 texts for this course are:

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

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

Villavicencio, Karla Cornejo. 2020. *The Undocumented Americans*. New York: Penguin Random House.

*This book is also available as an ebook via OSU Libraries and is linked on our course’s Carmen website. However, for this title only 2 users are authorized to simultaneously use the book at a time (this is not the case for the Portes and Rumbaut text). For this reason, I encourage those who can to purchase the book

<https://www.amazon.com/Undocumented-America-Karla-Cornejo-Villavicencio/dp/0399592687>. Alternatively, if we run into issues with access, the library informed me that they will work with us to come up with a solution.

Additional articles, policy briefs, and book chapters will be made available to students through the course web page on Carmen.

EVALUATION CRITERIA

The course requirements are as follows:

GRADE COMPONENTS	TOTAL POINTS
1) Class Attendance, Participation, Discussion Ques.	10 points
2) 10 Reading Summaries (2 points each)	20 points

3) 3 Quizzes (5 points each)	15 points
4) Assignment #1: Statistical Portrait Assignment	15 points
5) Assignment #2: Podcast Assignment	15 points
6) Assignment #3: Family Origins Essay	<u>25 points</u>
Total	100 points

GRADING

Percentage (%)	Grade
100	A+
99-93	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 and Participation

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

Discussion Questions

In preparation for class, students are required to compose 1-2 substantive thoughts/questions BASED ON THE READINGS that they would like to see addressed in the discussion. The comments/questions should be posted to the course discussion board on carmen.osu.edu by 9:00 a.m. on Tuesday (for Tuesday’s class) and 9:00 a.m. Thursday (for Thursday’s class), as they will become the basis for our class discussion (comments posted after the 9am cut-off will NOT receive credit). 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 25** 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 comment/question that you would like the larger class to discuss.

Reading Summaries

The readings are a core part of the course and it is imperative that they be done during the week for which they are assigned. You will complete 10 out of a possible 12 over the course of the semester for a total of 20 points (2 points each). That means that you can skip 2 reading summaries over the course of the semester. Complete directions for the reading summaries are posted on Carmen.

Quizzes

These are also designed to ensure that students have engaged in the assigned readings. We will have 3 throughout the semester. Each will be worth 5 points for a total of 15 points. Quiz dates are listed in the table at the end of this document.

Assignment #1: Statistical Portrait

You will prepare a short statistical profile (roughly 1000 words not including tables and figures) for one of the immigrant groups profiled by the Migration Policy Institute (MPI): e.g. Mexicans, Central Americans (excluding Mexicans), Cubans, Chinese, Japanese, Caribbean, Haitian, Filipino, Koreans, Vietnamese, Asian Indians, North Africans, Sub-Saharan Africans, Europeans, Canadians, Brazilians, etc.). In addition to documenting group size and an overview of their immigration history, you will 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. Further detail on assignment #1 will be posted in the assignments dropbox on Carmen. This assignment is worth 15 points and is due FRIDAY, OCTOBER 14 2022 by 11:59pm.

Assignment #2: Podcast Assignment

You will listen to episodes of the podcast “This American Life” that deal with immigration issues/stories and answer a set of questions. Note “This American Life” is a National Public Radio (NPR) radioshow. It is a human interest, journalistic non-fiction podcast. It is NOT a news program. The purpose of this assignment is to bring in some of the first-hand accounts of immigrants and to give you a chance to share your impression of the episodes. There will be a list of roughly 24 podcasts for you to choose from. This assignment is worth 15 points and is due FRIDAY, November 4 2021 by 11:59pm.

Assignment #3: Family Origins Essay

You will write a short family autobiography. This paper should be about 1500 words. The purpose of the project is to encourage you to identify and explore your own 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/settlement 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 your family's moves (international and/or internal when applicable) (including why they moved, with whom, approximately when, where in the U.S. they settled and any subsequent internal migration within the U.S.), you may also provide an account of their (or your own) 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 human migrations. You will also be required to read TWO of your classmates autobiographies and comment on them (assignments will be made randomly by me). Further detail on assignment #3 will be posted in the assignments dropbox on Carmen. This assignment is worth 25 points and is due December 2 021 by 11:59pm.

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

ACADEMIC INTEGRITY (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/>.

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)

DISABILITY SERVICES

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. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

CREATING AN ENVIRONMENT FREE FROM HARRASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

"The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,

Call 614-247-5838 or TTY 614-688-8605,

Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

GRIEVANCES AND SOLVING PROBLEMS

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

CONSELING AND CONSULTATION SERVICES

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 Counseling and Consultation Services (CCS) by visiting 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

CLASS SCHEDULE

FOLLOW THE MODULES IN ORDER ON OUR CARMEN COURSE SITE TO ACCESS ALL READINGS, ASSIGNMENTS, AND DISCUSSIONS. ASSIGNED READINGS ARE SUBJECT TO CHANGE. THE READINGS POSTED TO CARMEN ARE THE FINALIZED REQUIRED READINGS.

WEEK 1 August 23, 25

INTRODUCTION TO THE COURSE

LECTURE (in-person):

- 1) Aug 23: Introduction to Course, Professor Frank, and Classmates
- 2) Aug 25: Discussion of Immigration Innumeracy

READ:

- 1) SYLLABUS AND READING RESPONSE/DISCUSSION POST GUIDELINES
- 2) Daniel Herda, 2019. "[Tracking Ignorance: Examining Changes in Immigrant Population Innumeracy in the United States from 2005 to 2013](#)," *Migration Letters*, Transnational Press London, UK, vol. 16(2), pages 329-339, April.

DO:

- 1) RESPOND TO THE CLASS SURVEY
 - a. 1) introduce yourself, 2) mention any immigration class you have taken so far, 3) explain why you are taking this course 4) answer the following question: In your opinion, what are the most relevant issues facing the United States in terms of immigration today?

WEEK 2 August 30, September 1

DEMOGRAPHY OF MIGRATION

LECTURE (in person):

- 1) Aug 30 Demography of Migration Part I
- 2) Sept 1 Demography of Migration Part II

READ:

- 1) <https://www.nytimes.com/interactive/2018/06/20/business/economy/immigration-economic-impact.html> (approx. 3 pages)
- 2) MPI Report: "Who is an Immigrant?" pp. 1-4
<https://www.migrationpolicy.org/content/explainer-who-immigrant>
- 3) UN Report: "World Migration Report: Chapter 1. Report Overview" pp.1-15
https://www.un.org/sites/un2.un.org/files/wmr_2020.pdf

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings

WEEK 3 September 6, 8

REFUGEE/ASYLEES

LECTURE (in person):

- 1) Sept 6 Refugees/ Asylees Part I
- 2) Sept 8 Refugees/ Asylees Part II

WATCH:

- 1) Watch the film: Human Flow. <https://library.ohio-state.edu/record=e1002533~S7>
Running time: 2hr 20 min

READ:

- 1) Refugees and Asylees in the United States:
<https://www.migrationpolicy.org/article/refugees-and-asylees-united-states-2021>
(approx 5 pages)

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings

WEEK 4 September 13, 15

MIGRATION THEORIES

LECTURE (in person):

- 1) Sept 13 Migration Theories Part I
- 2) Sept 15 Migration Theories Part II

WATCH:

- 1) "The Immigration Paradox." 2012. <https://osu.kanopy.com/video/immigration-paradox> Running time: 1hr 31 min

READ:

- 1) Textbook Chapter 2: "Theoretical Overview" (STOP at the section titled "Immigrant Adaptation"). Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait. Fourth Edition* (University of California Press, 2014). Pp. 48-71

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings

WEEK 5 September 20, 22

U.S. IMMIGRATION

LECTURE (in person):

- 1) Sept 20 U.S. Immigration Part I
- 2) Sept 22 U.S. Immigration Part II

READ:

- 1) Report: <https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/> Approx.: 5 pages
- 2) 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). Pp. 1-47
- 3) Article: Foner, Nancy. 2013. "Immigration Past and Present." *Daedalus*. 142(3): 16-25.
- 4) Guidelines for Assignment 1.

The guidelines for the first assignment are on Carmen. Before submitting, 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 assignment: **IF YOU DO NOT FOLLOW THIS SIMPLE GUIDELINE, YOUR ASSIGNMENT WILL NOT BE ACCEPTED.**

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings
- 3) Begin working on Assignment 1. Due Date: Friday, October 14 at 11:59 in the Carmen dropbox.

WEEK 6 September 27, 29

GEOGRAPHY OF U.S. IMMIGRATION: A FOCUS ON COLUMBUS

LECTURE (in person):

- 1) Sept 27 Demography of Migration Part I
- 2) Sept 29 Demography of Migration Part II

WATCH

- 1) WOSU. Public Television. Columbus Neighborhoods: New Americans. <https://www.youtube.com/watch?v=HkGB9gVNR40>.
Running time: 53 minutes

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). Pp. 80-111
- 2) Article: Walker, David M. Dr. and Schemenauer, Jack (2014). "Immigrant Social-Economic Landscape Changes and Ethno-Racial Border Formation in Columbus, Ohio," *Cultural Encounters, Conflicts, and Resolutions*: Vol. 1: Iss. 2, Article 4. Pp. 1-44

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings
- 3) Take Quiz #1. The quiz will open on Monday September 26 at 9:00am and close on Friday, Sept 30 at 11:59 pm. It will cover material up through and including Week 6.

WEEK 7 October 4, 6

IMMIGRANT INCORPORATION PART 1

LECTURE (in person):

- 1) Oct 4 Immigrant Incorporation Part I
- 2) Oct 6 Immigrant Incorporation Part II

READ:

- 1) Textbook Chapters: Read the remaining segment of Chapter 2 ("Immigrant Adaptation" segment), Chapters 4 and 5 "Making It in America: Education, Occupation, and Entrepreneurship," AND "From Immigrants to Ethnics: Identity, Citizenship, and Political Participation" in Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait. Fourth Edition* (University of California Press, 2014). Pp. 71-79, 112-160, 161-213

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings

WEEK 8 October 11, 13

IMMIGRATION INCORPORATION CONT'D

LECTURE (in person):

- 3) Oct 11 Immigrant Incorporation Part III
- 4) Oct 13 Immigrant Incorporation Part IV

WATCH:

- 1) Watch Mary Waters on the National Academy of Sciences Report Summary: <https://www.youtube.com/watch?v=FWscen-hQCE>. Running time: 30 min
- 2) "Unnatural Causes: Becoming American" by California Newsreel. <https://osu.kanopy.com/video/becoming-american>. Running time: 30 min

READ:

- 1) Article: Waters, Mary. 2015. "Integration of Immigrants into American Society Summary Chapter," National Academy of Sciences, Engineering and Medicine Report. Pp 1-13
- 2) Assignment #2 Directions. Assignment #2 will be due November 4, at 11:59pm

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings
- 3) Submit Assignment #1 to the dropbox folder by Friday, October 14, at 11:59pm

WEEK 9 October 18, 20
THE SECOND GENERATION

LECTURE (in person):

- 1) Oct 18 The Second Generation Part I
- 2) Oct 20 The Second Generation Part II

READ

- 1) Textbook Chapter 7 "Growing Up American: the New Second Generation" in Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*. **Fourth Edition** (University of California Press, 2014). Pp. 258-305
- 2) "Introduction" and "Chapter 1: Staten Island" from the book *Undocumented Americans* by Karla Cornejo Villavicencio pp 7-10, 11-31

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings

WEEK 10 October 25, 27
IMMIGRATION AND RACE

LECTURE (in person):

- 1) Oct 25 Immigration and Race Part I
- 2) Oct 27 Immigration and Race Part II

READ:

- 1) Article: Foner, Nancy. 2005. "The Social Construction of Race in Two Immigrant Eras," in *In a New Land*. New York: New York University Press. Pp. 11-42
- 2) Book Excerpt: Waters, Mary. 1990. "Chapter 7: The Costs of Costless Community," in *Ethnic Options: Choosing Identities in America*. Berkeley: University of California Press. Pp 147-168
- 3) New York Times: Room for Debate.
<https://www.nytimes.com/roomfordebate/2015/06/16/how-fluid-is-racial-identity>
- 4) Guidelines for Assignment 3.

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings
- 3) Begin working on Assignment 3. Due Date: Friday, November 18 at 11:59 in the Carmen dropbox.

WEEK 11 November 1, 3

DEMOGRAPHY OF THE UNDOCUMENTED POPULATION

LECTURE (in person):

- 1) Nov 1 Demography of the Undocumented Population Part I
- 2) Nov 3 Demography of the Undocumented Population Part II

WATCH:

- 1) Beyond Borders. Undocumented Mexican Americans. Independent Production Fund. <https://vimeo.com/181639061> Running time: 57 min.

READ:

- 1) Report. June 12, 2019. "5 Facts about Illegal Immigration to the U.S." Pew Research Center. Approx. 2 pages
- 2) Report. June 28, 2019. "What We Know about Illegal Immigration from Mexico." Pew Research Center. Approx. 5 pages
- 3) Article: "America's Immigration Policy Fiasco: Learning from Past Mistakes," *Daedalus*: Summer 2013 142(3). Pp. 5-15
- 4) "Chapter 2: Ground Zero" from the book *Undocumented Americans* by Karla Cornejo Villavicencio pp 32-51

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings
- 3) Take Quiz #2. The quiz will open on Monday, October 31 at 9:00 am and close on Friday, November 4 at 11:59 pm. It will cover material up through and including Week 11.
- 4) Submit Assignment #2 by Friday, November 4 at 11:59pm.

WEEK 12 November 8, 10

THE IMMIGRATION CONTROL APPARATUS

LECTURE (in person):

- 1) Nov 8 Immigration Control Apparatus Part I
- 2) Nov 10 Immigration Control Apparatus Part II

WATCH:

- 1) "Immigration Nation." <https://www.netflix.com/title/80994107>. This is a 6-part documentary released on Netflix in August 2020. I am working to see if we can access licensing for one of the episodes for streaming for our class. If I am

unsuccessful, I will replace this with a different documentary on enforcement.
Running time approx. 2 hours.

READ:

- 1) Interview with César García Hernández. 2016. "The Rise of Crimmigration" in CityLab. Approx. 4 pages
- 2) "The political history of locking up immigrants in the U.S." by César García Hernández <https://www.latimes.com/opinion/story/2020-01-05/immigrants-prisons-cold-war-era-eisenhower> (approx. 2 pages)
- 3) "Chapter 3: Miami and Chapter 4: Flint" from the book *Undocumented Americans* by Karla Cornejo Villavicencio pp 52-97

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings

WEEK 13 November 15, 17
IMMIGRATION POLICY

LECTURE (in person):

- 1) Nov 15 Immigration Policy Part I
- 2) Nov 17 Immigration Policy Part II

WATCH:

- 1) Watch: Border South. <https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/border-south/details?context=channel:docuseek2>
- 2) Running time: 1 hr 28 min.

READ:

- 1) Textbook Chapter 9 "Conclusion: Immigration and Public Policy" in Alejandro Portes and Rubén Rumbaut, *Immigrant America: A Portrait*. **Fourth Edition** (University of California Press, 2014). Pp. 371-393
- 2) Chapter 5 "Cleveland" of the book "Undocumented Americans." Pp 98-120

DO:

1. Submit Reading Summary of the Required Reading
2. Submit Discussion Question(s) of the Required Readings
3. Submit Assignment #3 in the Carmen dropbox by Friday, November 18 at 11:59 pm.

WEEK 14 November 22, 24 (24th is THANKSGIVING!)

LECTURE (in person):

- 1) Nov 22 Immigration Policy Part III

2) Nov 24 No Lecture. THANKSGIVING!

READ:

- 1) Krista M. Perreira and Juan M. Pedroza. "Policies of Exclusion: Implications for the Health of Immigrants and Their Children" Vol 40: 147-166.
- 2) Chapter 6 "New Haven" of the book "Undocumented Americans." Pp 121-140

DO:

1. Submit Reading Summary of the Required Reading
2. Submit Discussion Question(s) of the Required Readings

WEEK 15 November 29, December 1, December 6

TOPIC 14 – OUR IMMIGRATION STORIES

READ:

- 1) Article. Zolberg, Aristide. 2012. "Why Not the Whole World? Ethnical Dilemmas of Immigration Policy. *American Behavioral Scientist*. Pp. 1204-1222
- 2) Two "Immigrant Autobiographies" written by your classmates. The autobiographies that you will read will have been assigned to you by me on Wednesday, November 24 at 9:00 am.

DO:

- 1) Submit Reading Summary of the Required Reading
- 2) Submit Discussion Question(s) of the Required Readings
- 3) Take Quiz #3. The quiz will open on Monday, November 28 at 9:00 am and close on Tuesday, December 6 at 11:59 pm. It will cover material up through and including Week 15.

SUMMARY OF QUIZ DATES

Quiz #	Quiz Opens	Quiz Closes
1	September 26 at 9am	September 30 at 11:59pm
2	October 1 at 9am	November 5 at 11:59pm
3	November 28 at 9am	December 6 at 11:59pm

SUMMARY OF ASSIGNMENT DUE DATES

Assignment #	Begin Assignment	Assignment Due Date
1	September 5	October 14 by 11:59pm
2	October 17	November 4 by 11:59pm
3	November 4	November 18 at 11:59pm

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)