

Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area Ethnic Studies
Fiscal Unit/Academic Org Center for Ethnic Studies - D0205
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3242S
Course Title Migration & Resettlement in Central Ohio: A Community-Based Learning Course
Transcript Abbreviation MigrationResetlmt
Course Description This course compares aspects of displacement & resettlement in newcomer communities with an emphasis on Central Ohio. Students compare experiences of communities with ties to Latin America & other regions of the world (e.g. Sub-Saharan Africa, Middle East). Through work with local advocates, students examine how resettlement is experienced differently depending on national origin & legal status.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Field Experience
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

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of one course in the Race, Ethnicity and Gender Diversity GE Foundation.
Exclusions Not open to students with credit for Spanish 3242S. Course does not apply to the Spanish major or minor programs.
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed with Spanish 3242S.

Subject/CIP Code

Subject/CIP Code 05.0200
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Migration, Mobility, and Immobility; Service-Learning

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

- Identify and describe the demographics of newcomer communities in Central Ohio, domestic policies and push factors that are relevant to them, and key factors that affect newcomers after they have resettled in Ohio.
- Engage in in-depth and comparative scholarly exploration of the processes and experiences of migration and resettlement in the U.S., both for Latino communities, and for local communities with ties to regions outside of Latin America.
- Think critically about how new Americans experience resettlement differently depending on national origin and legal status.
- Critically examine the ethical responsibilities of community-based learning by articulating personal perspectives, comparing them with those of scholars, experts and community partners, and reflecting on the reciprocal community impact.
- Identify an issue that is important to a local newcomer community and develop or improve on a product that addresses the needs of that community, thus making a connection with the community through civic engagement.

Content Topic List

- Service Learning with newcomer populations in local settings
- Civic engagement
- Community connections
- Immigration demographics, patterns, trends and push factors

Sought Concurrence

No

Attachments

- CoverLetter_GE Committee Revisions_10.10.25.pdf
(Cover Letter. Owner: Spitulski, Nicholas M)
- Re-Seeking concurrence SPAN 3242S, ETHNSTD 3242S.pdf
(Concurrence. Owner: Spitulski, Nicholas M)
- Worksheet_GE Migration Mobility.pdf
(Other Supporting Documentation. Owner: Spitulski, Nicholas M)
- Inventory_Service Learning.pdf
(Other Supporting Documentation. Owner: Spitulski, Nicholas M)
- Syllabus_MigrationResettlementCentral Ohio_Revised 10.10.25.pdf
(Syllabus. Owner: Spitulski, Nicholas M)

Comments

- Resubmitting in tandem with SPAN 3242S via Rachel Sanabria, per 9/13 feedback email. *(by Spitulski, Nicholas M on 10/14/2025 12:09 PM)*
- Please see Subcommittee feedback email sent 9/13/25. *(by Neff, Jennifer on 09/13/2025 10:08 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski,Nicholas M	08/11/2025 04:09 PM	Submitted for Approval
Approved	Kunimoto,Thalia Namiko Athena	08/12/2025 12:25 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/18/2025 12:51 PM	College Approval
Revision Requested	Neff,Jennifer	09/13/2025 10:08 AM	ASCCAO Approval
Submitted	Spitulski,Nicholas M	10/14/2025 12:09 PM	Submitted for Approval
Approved	Kunimoto,Thalia Namiko Athena	10/14/2025 12:21 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/15/2025 10:34 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/15/2025 10:34 AM	ASCCAO Approval



October 10, 2025

Dear Arts and Humanities 1 Subcommittee,

On September 9, 2025, the Arts and Humanities 1 Subcommittee reviewed a new course request for Spanish and Ethnic Studies 3242S. Jennifer Neff sent the Subcommittee's feedback to Eugenia Romero on September 14, 2025. This letter is to confirm that the recommendations made by the Subcommittee have been addressed in the revised syllabus proposal. The Subcommittee's feedback is copied and pasted below, followed by a summary of how this feedback was addressed in the proposed syllabus and corresponding worksheets.

- **Contingency:** Given the emphasis on the comparative nature of the course, the Subcommittee requests that the departments seek concurrence with the Department of Comparative Studies. Since they have withdrawn from the proposal, it is important to have formal confirmation that they have no objections.
 - **Response:** On September 26, 2025, the Department of Spanish and Portuguese sent an email requesting concurrence from the Department of Comparative Studies. After two weeks, Comparative Studies has not responded, therefore concurrence is assumed.
- **Contingency:** As of August 29th, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing from the current syllabus). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
 - Academic Misconduct
 - Student Life - Disability Services
 - Religious Accommodations
 - **Intellectual Diversity**

Instructors are welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please refer to this page to ensure that the email address link in the Religious Accommodations statement on p. 10 of the syllabus is current and accurate. Please also remove the Diversity statement on pp. 8-9 of the syllabus, as it is now the statement on "Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct" on pp. 7-8.

- **Revision:** The proposed syllabus has been edited. The course policies and statements have been removed and replaced with a link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#)
- **Revision:** The Diversity statement on pp. 8-9 has been removed from the syllabus
- **Comment:** The Subcommittee notes that, per the responses provided in the submitted cover letter, many of the service-learning experiences will not involve Latino communities. They recommend clarifying whether the Department of Spanish and Portuguese is comfortable with students enrolling

under the Spanish listing if they may not receive the expected level of engagement with Latino communities. While the cover letter does state that the course materials are grounded in Latino experiences, the Subcommittee believes this clarification would be helpful.

- **Revision:** The course description (pp. 1-2) and weekly calendar (pp. 13-19) have been revised to further ground the course in Latino experiences and to clarify the comparative nature of the course. Students gain a deeper understanding of Latino resettlement in the U.S. by comparing Latino migration experiences with those of communities from outside Latin America. Approximately 80% of course materials and community-engaged learning experiences involve Latino communities, and some 20% relate to newcomer communities outside of Latin America. Students will therefore receive the level of engagement with Latino communities that is expected by the Department of Spanish and Portuguese (SPPO). While the syllabus has been revised to strengthen the content and activities related to Latino experiences, a portion of the course still focuses on migration from regions outside Latin America. SPPO is comfortable with students having a portion of the experiential learning involve communities from outside Latin America, as this enables students to gain a deeper understanding of Latino migration through a comparison with broader newcomer experiences. Students will also examine how resettlement is experienced differently depending on national origin and legal status. The revised syllabus further grounds the course in Latino experiences in these ways:
 - The majority of service-learning experiences involve Latino communities. Additional service-learning experiences involve newcomers more broadly and allow for collaboration with communities from outside Latin America (please see the bulleted lists on p. 2 of the syllabus for service-learning descriptions).
 - The three required cultural events will involve Latino communities specifically (pp. 2 and 11-12).
 - The group excursion will be to a Latino business specifically (p. 11).
 - Additional details regarding weekly topics and course materials have been added to the course calendar.

Should the Subcommittee recommend any further changes or edits, we would be happy to make them. Thank you very much to the Subcommittee for their time and guidance,
Stephanie Aubry

Stephanie Aubry

Stephanie Aubry, PhD
Assistant Professor of Practice
Ohio State University Department of Spanish and Portuguese
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The Ohio State University

SPAN 3242S, ETHNSTD 3242S

AUXX (Lecture, 4 Credit Hours)

Migration and Resettlement in Central Ohio: A Community-Based Learning Course

Course Description, Policies, Grading Procedures, and Syllabus

Course Meeting Time & Location

Meeting Time: Wednesdays and Fridays 2:30-4:30PM

Location: Hagerty Hall XXX

Credit Hours and Work Expectations: This is a 4-credit hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect 4 hours per week of direct instruction during official class time for the duration of the semester. Additionally, students will complete approximately 8 hours per week of work outside of official class time. Work outside of class includes weekly readings, written reflections, and participation in cultural and community-based activities. Detailed information regarding weekly assignments and activities is provided below.

Instructor Contact Information

Instructor: Dr. Stephanie Aubry

E-mail: <aubry.9@osu.edu>

Office: 261 Hagerty Hall

Office Hours: Tuesdays 12:30-1:30 PM and by appointment (in person and in Carmen Zoom)

Course Description and Learning Outcomes

Course description

This course, taught in English, compares aspects of migration, forced displacement, and resettlement in newcomer communities in the U.S., with an emphasis on Central Ohio. Students analyze the experiences of Latin American migrants in the U.S. and compare them with those of local newcomer communities with ties to other regions of the world (e.g., Southeast Asia, Sub-Saharan Africa, and the Middle East). Students gain a deeper understanding of Latino resettlement in the U.S. by comparing Latino migration experiences with those of communities from outside Latin America. Through readings, guest lectures, small-group discussions, and community-based learning, students think critically about how new Americans experience resettlement differently depending on national origin and legal status (e.g., refugee, asylee, humanitarian parolee, TPS or DACA recipient). Approximately 80% of course materials pertain to experiences of Latino communities, and some 20% relate to newcomer communities with ties to regions outside of Latin America.

Course readings provide a historical overview of Latin American migration to the U.S. post-WWII and the development of domestic immigration policies, which were influenced by agricultural labor shortages, Mexican farm labor programs, and public opinion. Course readings also examine the push factors for forced displacement from Latin America, which include widespread violence, insecurity and organized crime (e.g., El Salvador, Honduras and Colombia), extreme poverty (e.g., Guatemala and Honduras), and political instability and corruption (e.g., Venezuela, Ecuador and Nicaragua). Finally, the course outlines the typical resettlement practices of Latin American migrants in the U.S. including TPS, DACA, asylum,

and humanitarian parole, and it compares these practices with the structure of refugee resettlement (e.g., domestic policies on the definition and placement of refugees; the role of government and non-profit organizations in administering refugee services), given that newcomers from Southeast Asia, Sub-Saharan Africa, and the Middle East often arrive in Central Ohio as resettled refugees. Within this context, students identify local resettlement demographics, analyze differences in domestic policies, and compare the experiences of local newcomers based on national origin and legal status.

Students also attend cultural activities specifically related to Latino identity (e.g., Latino dance performances and Day of the Dead at OSU, Hispanic Heritage Month events in Columbus, and films, performances, workshops and panels sponsored by the OSU Center for Latin American Studies), attend guest lectures with immigration scholars and advocates, and carry out 40 hours of experiential learning in the community.

While there is a strong focus on community-engaged learning with Latino communities, students also have opportunities to collaborate with newcomer communities from outside of Latin America. Examples of experiential learning in Latino communities include:

- assisting in ESL classes for Spanish-speaking adults at the Dominican Learning Center
- serving as ushers at Day of the Dead OSU
- leading arts & crafts activities for Latina girls with Proyecto Mariposas
- completing archival work with the [Oral Narratives of Latin@s in Ohio](#) project,
- assisting with research and constituent needs at the office of the [Ohio Latino Affairs Commission](#).

Students may also engage with organizations that serve newcomer communities more broadly, including Latino communities. For example, students may:

- serve as personal shoppers at the Bread of Life food pantry in North Linden, which serves many Latino and Haitian clients
- assist with the Columbus Clinic Host Group (CCHG) free clinic; in 2024 CCHG reported that 31% of clients spoke Spanish as their first language
- serve as a peer mentor or volunteer with Community Refugee and Immigration Services (CRIS), which supports newcomers from any country and with differing immigration statuses

Part of the 40 community-based learning hours are dedicated to a final product that meets a need in the community. There are many possibilities for the final product. Some examples include: creating lesson plans or teaching materials for an ESL class; designing a visual shopping guide for food pantry clients; organizing a feminine hygiene product drive and packing session to benefit local schools; leading a youth open mic event to promote creative expression; and designing educational materials for a youth summit or workshop (e.g., take-home science experiment boxes; presentations or booklets on financial literacy or women in STEM). Students reflect on their work through weekly journaling, a final essay, and a final product showcase. Through scholarly exploration of domestic policies and active participation in the community, students synthesize the experiences of new Americans in Central Ohio and think critically about how policies affect an individual's access to employment and public resources depending on

one's nationality and legal status. Additionally, students gain insight into how community partners advocate for the needs of the community.

Course Learning Outcomes

By the end of this course, successful students are able to:

1. Identify and describe the demographics of newcomer communities in Central Ohio, domestic policies and push factors that are relevant to them, and key factors that affect newcomers after they have resettled in Ohio.
2. Engage in in-depth and comparative scholarly exploration of the processes and experiences of migration and resettlement in the U.S., both for Latino communities, and for local communities with ties to regions outside of Latin America.
3. Think critically about how new Americans experience resettlement differently depending on national origin and legal status.
4. Critically examine the ethical responsibilities of community-based learning by articulating their own perspectives and comparing them with those of scholars, experts and community partners, and by reflecting on the impact they have in the community and vice-versa
5. Identify an issue that is important to a local newcomer community and develop or improve on a product that addresses the needs of that community, thus making a connection with the community through civic engagement

GE Goals and Expected Learning Outcomes for the Migration Mobility and Immobility Theme and for Service-Learning Integrative Practice courses

This course fulfills the general requirements and expected learning outcomes for GE Themes.

GE Themes Goals

1. Successful students will analyze concepts of migration, mobility and immobility at a more advanced and in-depth level than the Foundations component.

Expected Learning Outcomes

- 1.1 Successful students are able to engage in critical and logical thinking about the topic or idea of migration, mobility and immobility.
 - 1.1 In this course, students examine in greater factual detail the experiences of Latin American migrants in the U.S. and of newcomer communities in Central Ohio with ties to other regions of the world. Students study and discuss multiple scholarly texts, life narratives and oral histories, and documentary and feature films to gain a deeper understanding of this topic. Additionally, students complete service projects to benefit local newcomer communities.
- 1.2 Successful students are able to engage in an advanced, in- depth, scholarly exploration of the topic or idea of migration, mobility and immobility.
 - 1.2 In this course, students read recent scholarly texts, attend guest lectures with experts in the field, complete weekly small-group discussions on assigned topics, and complete weekly discussion board posts and a final reflective essay to develop critical and logical thinking about migration and resettlement in the U.S.

2. Successful students will integrate approaches to understanding migration, mobility and immobility 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.

Expected Learning Outcomes

- 2.1 Successful students are able to identify, describe, and synthesize approaches or experiences as they apply to migration, mobility and immobility.
 - 2.1 In this course, students describe and compare migration and resettlement experiences in the U.S., and synthesize their perspectives, by analyzing scholarly and creative work, engaging in conversations with experts, completing weekly small-group presentations and discussions, and completing a series of written reflections.
- 2.2 Successful students are able to 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.
 - 2.2 In this course, students gain a rigorous, critical, and self-aware engagement with migration and resettlement experiences in the U.S. through regular class meetings and assignments, and active learning in the community. Midway through the semester, students begin work in a final product that addresses a need in the community. Students synthesize this learning through regular writing and in-class discussions, and through a final reflective essay and a final product showcase.

This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility.

GE Goals for the Migration, Mobility and Immobility Theme

3. Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

Expected Learning Outcomes

- 3.1 Successful students are able to explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
 - 3.1 In this course, students identify and explain the complex political, economic, and social causes of migration to the U.S. from the post-WWI period to the present. Students examine the history of migration from Latin America to the U.S. from the post-WWI period to the present through scholarly texts, life histories and oral histories, and documentary and feature films. Students also examine the push factors for migration from Latin America, including U.S. agricultural labor shortages, and economic and political instability. Students then examine the domestic policies and push factors for migration affecting the newcomer communities in Central Ohio with ties to regions outside Latin America.
- 3.2 Successful students are able to describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or

flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

- 3.2 In this course, students engage with a broad selection of scholarly texts, documentary and feature films, oral histories and life narratives that explore differing perspectives on migration to the U.S. from the time of the government-sponsored Bracero program to the present. Students examine the evolution of domestic policies during this period, and they analyze the effects of these phenomena (e.g., displacement, resettlement, removal) on individuals and communities through cultural and artistic representations and community-based learning.
4. Successful students explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

Expected Learning Outcomes

- 4.1 Successful students are able to discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
 - 4.1 In this course, students engage in the exploration of each weekly topic through lectures, readings, films, oral and life histories, creative works, discussions, and writing assignments to learn how to identify and describe an issue, find evidence, articulate an argument, and synthesize views or experiences through presentations and in writing.
 - 4.2 Successful students are able to describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.
- 4.2 In this course, students gain a rigorous, critical and self-aware engagement with the key issues that are relevant to newcomer communities in Central Ohio. Through analysis of scholarship and creative works, and through collaborative learning in the community, students analyze issues relevant to global citizenship (e.g., ideologies and geopolitics), and they critically reflect on how scholars and artists understand, represent, and critique migration policies and practices.

Course Materials

Required Materials

- Nayeri, Dina. *The Ungrateful Refugee*. Catapult, 2019.
- Readings and films posted in Carmen (see course calendar below for details)
- Weekly reflection journal

Course Prerequisite, Expectations & Communication

Course Prerequisite

- Completion of one course in the GE Foundation *Race, Ethnicity and Gender Diversity*
- This course is taught in English; Spanish language proficiency is not required

Course Expectations

This course requires you to be proactive. You will be working out in the community and are expected to complete all reading assignments before coming to class, therefore you:

- Must be an organized, dedicated, independent learner
- Must be professional and respectful of cultural differences, and be a positive representative of The Ohio State University

For every hour of in-class instruction, students are expected to complete two hours of out-of-class assignments and activities. Therefore, throughout the semester, students are typically expected to dedicate:

- 5-6 hours each week to out-of-class readings and assignments (e.g., written reflections, presentations, service hour reports)
- 2-3 hours each week to completing community-based learning activities in collaboration with our community partners

Course Communications

Please email me via Carmen or via OSU email. I am available to meet after class, during office hours, and via Zoom. Please do not hesitate to contact me with any questions or concerns.

Course Policies & Statements

Please view the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) for official course policies regarding:

- Academic Misconduct
- Artificial Intelligence and Academic Integrity
- Religious Accommodations
- Disability Statement (with Accommodations for Illness)
- Intellectual Diversity
- Grievances and Solving Problems
- Creating an Environment Free from Harassment, Discrimination and Sexual Misconduct

Academic Support

Student Academic Services

The Ohio State University reflects its commitment to excellence in teaching and learning, research, creative activity, and outreach and engagement through an extensive inventory of academic services available to all students. For detailed information regarding university-sponsored academic programs and services, please call (614) 292-6961, go to artsandsciences.osu.edu/academics/current-students, or visit the Student Academic Services Building, located at 281 W. Lane Avenue, Columbus, OH 43210.

Student Services

The Student Service Center provides each OSU student convenient access to all pertinent information regarding the payment of tuition and fees, financial aid, matters concerning course registration, grades, and more. Students may visit the lobby of the Student Academic Services Building (located at 281 W. Lane Avenue, Columbus, OH 43210), call (614) 292-0300, or toll-free at (800) 678-6440, or go to <https://contactbuckeyelink.osu.edu/> for more information.

Grading Procedures

Grading Scale

A 93.00-100	B+ 87.00-89.99	C+ 77.00-79.99	D+ 67.00-69.99
A- 90.00-92.99	B 83.00-86.99	C 73.00-76.99	D 60.00-66.99
	B- 80.00-82.99	C- 70.00-72.99	E 0-59.99

- As reflected in the above grading scale, there is no rounding in this course.
- No extra credit is provided in this course.

Final Grade: Components and Weighting

40% Completion of 40 service hours with a pre-approved community partner

40% Weekly course activities, which include:

- Submission of a Service Project Application Report and Weekly Service-Hour Tallies (5%)
- Small-group presentation and weekly reflections (15%):
 - Completion of one small-group presentation (accompanied by a slide deck or bulleted notes sheet) during the semester: each presentation will summarize and critically reflect on one weekly reading or film and will articulate the student's perspectives and opinions regarding the reading or film. This presentation will be used to lead a small-group discussion. (5%)
 - Preparing and submitting written reflections for all weekly readings and documentaries in Carmen discussion boards (10%)
- Attending and actively participating community-based learning activities during class time (10%):
 - Visit a newcomer-owned business and present a summary of the excursion in class (5%)
 - Complete community-based learning activities during class time (5%)
- Attending three cultural events outside of class and submitting reflections of these events (events can include film screenings, art exhibitions, lectures, dance or theatre performances, festivals, and other events approved by the instructor) (10%)

20% Final Digital Portfolio, which includes:

- Evidence of the completed semester-long final product, which addresses a local community need (e.g., through a written summary with images and relevant documents) (10%)
- A final Power-Point style presentation that showcases the student's service-learning experience and accomplishments (5%)
- A final reflective essay that critically reflects on the student's service-learning experience (5%)

TOTAL: 100%

Attendance Policy

Each student is allowed three unexcused "grace" absences during the semester without the need for official documentation. Any unexcused absences beyond the grace session will result in a 5% deduction from the final course grade. Any additional absences beyond the grace sessions can be

excused if you have an acceptable, verifiable reason and written documentation (e.g., an illness; a significant family event, such as a wedding; a subpoena or jury duty; military service; performance in a university-sponsored athletic competition; a job interview).

Arriving to class late can accumulate into one or more absences. A late arrival to class (i.e., arriving fifteen minutes or more after the class session begins) on three different occasions will be counted as one unexcused absence from class.

Grade Components

Completion of 40 Service Hours with an Approved Community Partner (40%)

The most important assignment in this course is the completion of 40 service hours with an **approved community partner**. Over the years, the Department of Spanish and Portuguese (SPPO) has established strong relationships with our community partners. Completion of the 40 service hours must be with one of our approved partners so that, 1) we can ensure that you will have high-quality guidance and supervision during your service-learning project, 2) you will have meaningful opportunities to engage with newcomer communities in Columbus, and 3) SPPO can maintain our strong relationships with our community partners.

Throughout the semester, you will update your instructor on the service hours that you have completed via: 1) a weekly tally of the hours that you have completed which will be submitted via Carmen, 2) weekly check-ins during class in which you discuss your service-learning activities with classmates in small groups, 3) maintaining regular contact with the instructor (via service hours reports, email, and/or office hours meetings) to discuss your progress with your service-learning project during the second half of the semester, and 4) a final verification of your completed service hours (typically in the form of a letter or email sent to your instructor by your project supervisor). Please note that falsification of documentation is considered academic misconduct, and any such cases will be referred to COAM for review. Your 40 service hours must be completed by Reading Day.

At the end of the semester, your final grade for the completion of the service hours will be entered in the Carmen gradebook. This grade is worth 40% of your final course grade. Please note that this grade will not be a surprise since we will all be in weekly communication with each other as you provide updates to your instructor and to your classmates regarding your service hours and activities.

Your completed service hours will be graded as follows:

- 40 service hours completed outside of class time = 100% A
- 39 service hours completed outside of class time = 90% A-
- 38 service hours completed outside of class time = 87% B+
- 37 service hours completed outside of class time = 83% B
- 36 service hours completed outside of class time = 80% B-
- 35 service hours completed outside of class time = 77% C+
- 34 service hours completed outside of class time = 73% C
- 33 service hours completed outside of class time = 70% C-
- 32 service hours completed outside of class time = 67% D+
- 31 service hours completed outside of class time = 60% D

- 30 service hours or less completed outside of class time = 59% to 0% F (grade reduced proportionally by percentage of hours missed)

Weekly Course Activities (40%)

Throughout the semester, you will complete course activities including: submitting weekly service hour tallies, visiting a local newcomer-owned business with classmates, competing service activities during class time, attending cultural events outside of class time, studying weekly readings and films and submitting discussion board posts, and leading one in-class, small-group discussion. Each of these assignments will be given a grade in the Carmen gradebook, and all course activities together account for 40% of your final course grade.

Types of Graded Weekly Course Activities

1. Service Project Application Report and Weekly Service Hour Tallies (5%)

During the first two weeks of the semester, each student will submit a Service Project Application Report, and beginning in week 3 of the semester, they will submit a weekly tally of their service hours. Collectively, the Service Project Application Report and the Weekly Service Hour Tallies account for 5% of the final course grade. Each report is weighted equally within the Service Reports grade category. For each day that the Service Project Application Report or a Weekly Service Hour is late, 10% will be deducted from that assignment grade.

A. *Service Project Application Report:* The purpose of this assignment is to ensure that students begin completing service hours early in the semester and are not overwhelmed with a large number of service hours at the end of the semester. By the end of week 2, submit a report in Carmen summarizing the activities (e.g., emails, phone calls, applications, background checks, and/or onboarding) you have completed to get started with your service project. Include the names of individuals that you have contacted, and your status regarding the project (e.g., made initial contact with the supervisor, applied to service project, accepted for the project, completed onboarding, etc.).

B. *Weekly Service Hour Tallies:* Beginning in Week 3, submit a running weekly tally of your service hours. In addition to submitting in Carmen, please email this brief tally to your project supervisor, and copy your instructor. Keep one, single document, update it each week, and upload the most recent version of this document to Carmen each week. Do not submit a link for a live document; rather, upload a document in Word, PDF, or another format.

If you do not complete service hours in a given week, still submit your weekly tally. Students have busy weeks with high-stakes exams and projects, and the community partners will accommodate your schedule with notice. The weekly tally is a quick and important way for us to stay in regular contact with each other.

Your weekly service hours tally can be brief, and it must include:

- The hours that you worked from Monday to Sunday of the current week, and a very brief description of the activities you completed

- Your running tally of service hours from previous weeks
- The total number of hours completed for the semester

For example:

Previous weeks

- September 5 (2PM-5PM): create a pamphlet on women in STEM for the Day of the Girl event
- September 15 (3PM-5PM): serve as a volunteer leading the science experiment table at the Day of the Girl event

This week

- September 25 (2PM-5PM): write and catalog abstracts for oral histories in the ONLO project
- **Total hours this week: 3**
- **Total semester hours: 8**

To receive credit for a weekly report, you must:

- Include the total service hours completed during the current week (from Monday to Sunday)
- Include the total service hours completed up until this point in the semester (from Week 1 until the current week)
- Send a brief email of your tallies to your service project supervisor and copy your instructor on the email

2. Small-Group Presentation and Weekly Reflections (15%)

The weekly readings and documentaries in our course deal with the ethics of service-learning, the history of migration policies in the U.S., and newcomer experiences. Since we will be carrying out service activities in local newcomer communities, it is important for us to critically reflect on and discuss these materials so that we are informed about best practices. During the semester, you will lead **one** group discussion on one weekly reading or film. For all other readings and films (i.e., for those for which you are not leading a group discussion), you will submit a brief written reflection in Carmen the Sunday before the corresponding class session. This reflection should be about 5 sentences.

Both your group discussion and your written reflections may consist of: a brief summary of the reading or film, the parts of the reading or film that you found most important or surprising, and/or questions you had when reading or viewing. The objectives of these activities are to share your perspectives with your small group and encourage group discussion. Leading one group discussion will account for 5% of your final grade, and the written reflections will account for 10% of your final grade. Together, these assignments will make up 15% of your final course grade.

- A. Presentation (5%):** During the first half of the semester, you will be assigned weekly readings and/or documentaries to study outside of class time. Each student will choose one reading during the semester and will prepare a short PowerPoint-style presentation or handout summarizing and critically reflecting on the reading. This PowerPoint or handout will be used to lead one small-group discussion during class time.

- B. Reflections on Weekly Readings & Documentaries (10%):** For all readings and documentaries for which you are not leading a group discussion, submit a brief reflection in Carmen the Sunday before the corresponding class session. This reflection should be about 5 sentences, and it should be used to encourage small-group discussion. Note: If you are leading a group discussion for a reading, you do **not** need to submit a weekly reflection for that reading. You will automatically receive credit for the reflection on that reading after leading the small-group discussion.

3. Group Excursion to a Latino Business and In-Class Service Activities (10%)

During the semester, you will participate in one small-group excursion to a Latino-owned business and will complete several service activities during class time.

- A. Small Group Excursion to a Latino Business and Presentation (5%):** Midway through the semester, small groups of students will visit a Latino-owned market, restaurant, or business during class time. Your instructor will provide recommendations near campus and will provide time in class to plan the excursion. Your group can visit the business any day during the designated week. If an employee is available to talk your group without being inconvenienced, please have a conversation with them to ask about the business (e.g., When was it founded? Do the products come from a particular region? Are most of their clients new Americans?). Be sure to introduce yourselves, say that you are students at The Ohio State University and that you would like to know more about the business.

To earn full credit for this activity your group will deliver a brief PowerPoint-style presentation during the following in-class meeting. Please take pictures of your group at the business to share with the class. Every group member must actively participate in the excursion and in the class presentation.

Your presentation can include, but it is not limited to:

- A description of store, restaurant, or business
- Types of products sold
- Ambience of the business (e., music or TV playing, clientele, decor, etc.)

- B. In-Class Service Activities (5%):** During class time, we will complete several service activities on campus. To receive credit, students must actively participate in the activity and be a positive representative of OSU. Any changes or additions to our schedule of activities will be announced with notice.

4. Latino Cultural Events (10%)

Each student is required to attend three Latino cultural events outside of class and submit a brief written reflection in Carmen following the event. The written reflection should be about one paragraph in length. Please include photos when possible (e.g., a photo of a festival or art exhibition, an event program or flyer, etc.). Cultural events can include film screenings, art exhibitions, lectures, dance or theatre performances, festivals, workshops, panels, and other events approved by the instructor, and they should be relevant to the

history or experiences of Latino communities. These cultural events **may include events** sponsored by a community partner **during which you volunteer & obtain service hours**. Your instructor will post a running list of cultural events, including on-campus events, in the Carmen Announcements. Please check this announcement regularly, since Carmen may not send notifications when an already-existing announcement is updated.

Final Digital Portfolio (20%)

Your final product, presentation & reflective essay are both the culmination and a reflection of your work and experiences from this course. They are a way of documenting your learning experiences that take place outside of the classroom, and your attitudes and perspectives regarding those activities. You may use PebblePad, u.osu.edu, Canva, or another platform to create your Digital Portfolio. The Digital Portfolio will be submitted in Carmen by the designated due date. Tech help for creating digital portfolios will be available during class.

Contents of the Digital Portfolio

Your final portfolio must showcase the activities that you completed during your service project by including photos from your project and descriptions of the activities you completed. Your Digital Portfolio must include the three items listed below. Please contact your instructor early in the semester if you are encountering any difficulties related to these assignments.

Composition of the Final Digital Portfolio

Your final product, presentation & reflective essay are structured as follows:

1. Evidence of the Completed Final product (10%): Early in the semester, you should begin to identify a final product that addresses a need of a local newcomer community. The final product is part of the work that you complete during your service hours. The final product is not a "paper" based on library resources. Final products may be audio, visual, artistic, informational, electronic, or they may combine media. A final product can also be an event that you organized. The product must be related to newcomer experiences in Ohio. Part of the rationale for this assignment is the importance of creating a network of personal contacts and other resources that will assist the student in developing cultural competence and global citizenship skills, even after the course is over. By sharing the final product with the class, all of us can take advantage of the connections you provide to new cultural, social, and professional opportunities.

The final product is something that is created in collaboration with your community partner. Work on the final product **does** count toward the 40 service hours. Please communicate with your service-learning project supervisor and your instructor throughout the semester to help develop your product. There are many possibilities for the Final Product, and the product should align with your own interests. Some possible examples include: creating a collection of learning materials for an ESL classroom, developing a Canva booklet for a youth summit on best practices for applying to college, organizing a workshop on stress management for middle school students, and designing a visual shopping guide for food pantry clients.

Your research for the final product must include interviews or meetings with community partners and members of the community. You may also use internet sources, magazines, newspapers, or other local resources. Ideal projects will be those that attempt to address a need, for example:

- Making resources available to members of newcomer communities
- Bringing members of the university community in touch with newcomer issues, needs, or objectives
- Providing important information or services to public schools, social service organizations, or the general public
- Helping to organize an event to raise awareness about an issue or to support the community

Evidence of your complete final product should be included in your digital portfolio, and can include a written summary, images, and relevant links and documents.

2. Final Presentation (5%)

Your final presentation should be a PowerPoint-style presentation (Canva, Google Slides, etc. all work well). Your presentation should include:

- Several images demonstrating your work in the community
- An account of your participation in the community, the impact that you had, and how these experiences impacted you
- A description of your final product

3. End-of-Semester Reflective Essay (5%)

- Write a reflection of approximately 5 pages (typed, doubled-spaced in 12-point font) about what you learned from the activities in which you participated. Remember that a reflection is not a description, but rather an opportunity for you to review and think critically about your experiences. Detailed instructions for the essay and rubric are in Carmen.

Course Calendar

Week 1: Introduction to the Course and to Our Community Partners

In-class activities

- Introduction to course policies and assignments; overview of community partners and service project opportunities
- Small-group discussion on service project preferences and questions
- Complete weekly journal entry: Beginning-of-semester written reflection (completed in class; writing prompts posted in Carmen)

Homework due Sunday by 11:59PM:

- Explore: Websites for these community partners to learn about their missions, events and activities: Dominican Learning Center, Community Refugee & Immigration Services (CRIS), and the Ohio Latino Affairs Commission (OCHLA)
- Complete: Select your preferred community partner(s)
- Read: Irene King. "What We Are About to Do is Highly Problematic." *International Volunteer Tourism: Critical Reflections on Good Works in Central America*, edited by Katherine Borland and Abigail E. Adams, Palgrave Macmillan, 2013, pp. 81-92.
- Watch: [Oral Narratives of Latin@s in Ohio: Yahaira Rose Caraballo](#), Executive Director of Proyecto Mariposas (in Spanish with English subtitles)

- Complete discussion board post on the weekly readings/films

Week 2: Best Practices for Service Learning / Guest Speaker Yahaira Rose, on Serving Latina Mothers & Girls in Central Ohio

In-class activities:

- Student presentations and discussion on “What We Are About to Do is Highly Problematic...”
- Guest speaker: Yahaira Rose Caraballo, President of Proyecto Mariposas & Director of the Martin de Porres Center, on serving Latina girls & mothers in Central Ohio
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project application

Homework due Sunday by 11:59PM

- Service project application report
- Read: Steven G. Jones. “International Service-Learning: Fostering International Cooperation...” *International Volunteer Tourism: Critical Reflections on Good Works in Central America*, edited by Katherine Borland and Abigail E. Adams, Palgrave Macmillan, 2013, pp. 171-185.
- Read: Katherine Daly. “Who is a Global Citizen? Manifestations of Theory in Practice.” *International Volunteer Tourism: Critical Reflections on Good Works in Central America*, edited by Katherine Borland and Abigail E. Adams, Palgrave Macmillan, 2013, pp. 68-78.
- Complete discussion board post on the weekly readings/films
- Complete weekly journal entry reflecting on your experiences from this week

Week 3: What is Global Citizenship? / Guest Speaker Carol Padilla on Art Education in Latino Communities

In-class activities:

- Student presentations and discussion on “International Service-Learning...” and “Who is a Global Citizen?...”
- Guest lecture on Art Education in Latino communities: Carol Padilla, Proyecto Mariposas
- Weekly check-in: Meet in small groups to discuss progress with your service-learning project

Homework due Sunday by 11:59PM

- Weekly service hour report
- Watch: [Los Braceros: Strong Arms to Aid the USA](#) (Documentary, PBS Viewfinder, 2017)
- Listen: [‘The Evergreen’: The Mexican Braceros Who Saved Northwest Agriculture During World War II](#) (Podcast, PBS Oregon Public Broadcasting, 2025)
- Complete discussion board post on the weekly readings/films
- Complete weekly journal entry reflecting on your experiences from this week

Week 4: The Bracero Mexican Farm Labor Program, 1942-1964 / In-Class Service Activity with Proyecto Mariposas

In-class activities:

- Student presentations and discussion on *Los Braceros* and 'The Evergreen'
- Service activity: Make friendship bracelets for Proyecto Mariposas K-12 program
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service hour report
- Read: Hernandez, Kelly Lytle. "The Crimes and Consequences of Illegal Immigration: A Cross-Border Examination of Operation Wetback, 1943-1954" *Western Historical Quarterly*, vol. 37, no. 4, 2006, pp. 421-444.
- Watch: [*Operation Wetback: The Roots of Immigrant Deportations Today*](#) (Documentary, Origins OSU, 2024)
- Complete discussion board post on the weekly readings/films
- Complete weekly journal entry reflecting on your experiences from this week

Week 5: Domestic Immigration Policies & Mexican Farm Labor following WWII / In-Class Training for the [Oral Narratives of Latin@s in Ohio \(ONLO\) Project](#)

In-class activities:

- Student presentations and discussion on "The Crimes and Consequences..." and *Operation...*
- Guest speaker: Elena Foulis, Texas A&M: in-class training session on archiving interviews for the ONLO Oral History project
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report
- Read: Mize, Ronald L. and Alicia C.S. Swords. "Backlash and Retrenchment (1980s-1990s)." *Consuming Mexican Labor: From the Bracero Program to NAFTA*. University of Toronto Press, 2011, pp. 25-41.
- Complete discussion board post on the weekly readings/films
- Complete weekly journal entry reflecting on your experiences from this week

Week 6: Public Opinion of Latin Migration and the Immigration Reform and Control Act of 1986 (IRCA) / In-Class Service Day Archiving for the ONLO Project

In-class activities:

- Student presentations and discussion on "Backlash and Retrenchment..."
- Service activity: archiving interviews for the ONLO Oral History Project
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report
- Read: National Immigration Forum Fact Sheets:
 - [Temporary Protected Status \(TPS\)](#)
 - [Deferred Action for Childhood Arrivals \(DACA\)](#)
 - [Explainer: Humanitarian Parole](#)
 - [Family-Based Parole Program](#)
- Read: Moodie, Ellen. "Expert Witnessing in the Asylum Economy." *Annals of Anthropological Practice*. Vol. 46, No. 1, pp. 72-75.
- Complete weekly journal entry reflecting on your experiences from this week

Week 7: Immigration Processes Affecting Latino Migrants: Asylum, TPS, DACA, and Humanitarian Parole / Guest Speaker Liliana Vasquez, Immigration Attorney / Small-Group Excursions to a Latino Business

Important dates:

- Day of the Dead Columbus this Saturday (service opportunities available)
- No in-class meeting on Friday due to small-group excursions

Activities:

- Student presentations and discussion on "Expert Witnessing..."
- Guest speaker: Columbus attorney Liliana Vasquez, on processes for asylum, TPS, DACA, and humanitarian parole
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report
- Watch: *Separated* (Documentary, Errol Morris, 2024)
- Complete discussion board post on the weekly readings/films
- Complete weekly journal entry reflecting on your experiences from this week

Week 8: The Separation of Asylum Seekers and Border Crossers from Their Parents

Important dates:

- Autumn Recess from Thursday-Friday

In-class activities:

- Student presentations and discussion on *Separated*
- Informal reports on small-group excursions
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project
- No in-class meeting on Friday due to Autumn Recess

No readings, films, or service hour report due to Autumn Recess

Week 9: Introduction to Community Refugee & Immigration Services (CRIS), A National Resettlement Agency in Columbus, Ohio / In-Class Service Activity with CRIS

In-class activities:

- Guest Lecture: Jeremy Hollon, Associate Director of Youth Partnerships, Community Refugee & Immigration Services (CRIS), Refugee Resettlement in Central Ohio
- Watch: [Blaise Balazire](#) (Democratic Republic of Congo and Columbus, OH) at TEDx Yearling Road
- Service activity: Make friendship bracelets for CRIS youth
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report
- Read: [“How Does the U.S. Refugee System Work?”](#), Council on Foreign Relations
- Read: [“How the Rebuilt U.S. System Resettled the Most Refugees in 30 Years”](#) Migration Policy Institute
- Read: *The Ungrateful Refugee*, Part 1
- Complete discussion board post on the weekly readings/films
- Complete weekly journal entry reflecting on your experiences from this week

Week 10: The Structure of Refugee Resettlement in the U.S.

In-class activities:

- Student presentations and discussion on “How Does the U.S. Refugee System Work?”, “How the Rebuilt U.S. System Resettled...,” and *The Ungrateful Refugee*, Part 1
- Watch Switchboard TA short tutorials on Refugee Resettlement and complete the corresponding mapping handout in small groups:
 - Who are refugees and how do they arrive in the U.S.?
 - An overview of the Office of Refugee Resettlement
 - Major Service Areas and Grant Programs of ORR’s Resettlement Program
 - How Resettlement Agencies Work with the U.S. Government
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report
- Watch: [Exodus](#), a documentary on stories of refugees and migrants fleeing war (Documentary, Frontline PBS, 2016)
- Read: *The Ungrateful Refugee*, Parts 2 and 3
- Complete discussion board post on the weekly readings/films
- Complete weekly journal entry reflecting on your experiences from this week

Week 11: Processes and Experiences of Resettlement & Asylum, and the Role of the Government and Non-Profits in Administering Services

In-class activities:

- Student presentations and discussion on *Exodus* and *The Ungrateful Refugee*, Parts 2 & 3

- In class activity: Mapping the processes of asylum and resettlement using Refugee Council USA resources:
 - [Resettlement Process](#)
 - [Asylum Process](#)
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report
- Read: Cheng, Yilun. “Coming to America: Here Are Six of the Largest Refugee Communities in Greater Columbus.” *Columbus Dispatch*. 20 Oct. 2021
- Read: *The Ungrateful Refugee*, Part 4
- Complete discussion board post on the weekly readings/films
- Complete weekly journal entry reflecting on your experiences from this week

Week 12: Local Resettlement Demographics and Life Histories of Resettlement

In-class activities:

- Student presentations and discussion on “Coming to America...,” and *The Ungrateful Refugee*, Part 4
- Map activity: Identifying the countries represented in Columbus newcomer communities
- Watch: [Community Conversations: Refugees](#) (Interview, NBC4 Community Conversations with CRIS Refugees Speakers Bureau, 2022)
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report
- Read: [“Understanding the Venezuelan Refugee Crisis.”](#) *Wilson Center*. 13 Sept. 2019
- Watch Short Film: *Aforismos del lago* (2021)
- Watch [interview](#) with Humberto G. Bustillo, Director of *Aforismos del lago* (in Spanish with English subtitles), a story of Venezuelan migration
- Complete discussion board post on the weekly readings/films
- Complete weekly journal entry reflecting on your experiences from this week

Week 13: The Venezuelan Migration Crisis and Irregular Migration in the Darién Gap

Important date:

- Dia de los Muertos at the Wexner Center for the Arts this week

In-class activities:

- Watch in class: [“The Crisis in Venezuela”](#) (News Feature, CBS This Morning, 2024)
- Watch in Class: [“Darién Gap: Desperate Journey to America”](#) (News Feature, CBS Reports, 2017)
- Student presentations and discussion on “Understanding the Venezuelan Refugee Crisis,” and *Aforismos del lago*

- Weekly check-in: Meet in small groups to discuss progress on your service-learning project

Homework due Sunday by 11:59PM

- Weekly service-hour report
- No readings or films due to Thanksgiving Break

Week 14: Thanksgiving Break – No Classes This Week

No readings, films, or service hour report due to Thanksgiving

Week 15: Latino Migration, Mobility & Immobility in Animated Film

In-Class Activities:

- Watch *Home is Somewhere Else*, an animated feature documentary on Mexican-American migration
- Zine-making activity on community-engaged experiences
- Weekly check-in: Meet in small groups to discuss progress on your service-learning project & preparations for the Final Project Showcase

Homework due Sunday by 11:59PM

- Weekly service-hour report
- Submit final presentation to Carmen
- Complete weekly journal entry reflecting on your experiences from this week

Week 16: Final Project Showcase

In-class activities:

- Final presentations and reception with community partners

Homework due Sunday by 11:59PM

- Weekly service-hour report

Additional Homework to be completed by Reading Day:

- Verification of completion of 40 service hours
- Submission of Final Portfolio in Carmen

GE Migration Mobility, & Immobility Course Submission Worksheet

SPAN 3242S, ETHNSTD 3242S

Migration and Resettlement in Central Ohio: A Community-Based Learning Course

The GE Theme ELOs are included at the end of this worksheet.

GE Theme Description:

The Migration, Mobility, and Immobility theme addresses the underlying structural causes of mobility and immobility; the socio-political, economic, environmental, and cultural phenomena contributing to and resulting from migration, forced displacement, incarceration, disability, or flight; people's hopes and fears about staying or going; and the forms of artistic expression that explore these conditions.

Required contact hours & out-of-class time: Must meet requirements for formal instructional hours for a 4-credit course. (ODHE defines a semester credit hour as equivalent to "750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction"). Practically, at OSU, this typically means teaching four 55-minute class sessions per week, or two 80-minute class sessions plus one 55-minute session per week, or an equivalent amount of formalized instruction, wherein some of this time (e.g., a 55-minute class session per week) may be a recitation or lab. (<https://oaa.osu.edu/sites/default/files/uploads/general-education-review/implementation/report/GE-Implementation-Report-High-Impact-Practices.pdf>)

Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

Question: In a sentence or two, explain how this class "fits" within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below. (50-500 words)

This course, taught in English, explores and compares aspects of migration, forced displacement, immobility, and resettlement in newcomer communities in the U.S., with an emphasis on Central Ohio. Students analyze the experiences of Latin American migrants in the U.S., and they compare these experiences with those of local newcomer communities with ties to other regions of the world (e.g., Southeast Asia, Sub-Saharan and Eastern Africa, and the Middle East). Through readings, guest lectures, small-group discussions, and community-based learning, students think critically about how new Americans experience resettlement differently depending on national origin and immigration status (e.g., refugee, asylee, humanitarian parolee, permanent resident, TPS or DACA recipient). Approximately 70% of course materials (e.g., readings, films, and oral histories) pertain to the experiences of Latinos that have recently arrived in the U.S., and some 30% of course materials relate to the newcomer communities in Central Ohio with ties to regions outside of Latin America.

Briefly Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. For each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course.

Course activities and assignments that meet ELOs 1.1, 1.2, 2.1, 2.2

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

ELO 1.1 Engage in critical and logical thinking.

In this course, students examine in greater factual detail the experiences of Latin American migrants in the U.S. and of newcomer communities in Central Ohio with ties to other regions of the world. Students study and discuss multiple scholarly texts, life narratives and oral histories, and documentary and feature films to gain a deeper understanding of this topic. Additionally, students complete service projects to benefit local newcomer communities.

This course combines direct classroom instruction with active learning in the community (what has traditionally been referred to as ‘service learning’). To prepare for their work in the community, students engage in critical and logical thinking about structural causes of forced displacement and migration to the U.S. (e.g., civil war, political persecution, gang violence, economic insecurity), and the best practices and ethics of community-based learning. Students accomplish this by analyzing recent historical and cultural scholarship on immigration policies and push factors post-WWII to the present, by exploring life histories and creative representations of immigration experiences, and by engaging in evidence-based discussions and written reflections. Students will identify key moments in the evolution of immigration policy in the U.S. including: the Bracero farm labor program (1942-1964), a 1954 mass deportation operation, anti-immigrant sentiments and reactionary politics in the 1980s-90s, the criminalization of immigration and militarization of the U.S. southern border beginning in the 1990s, and different ways in which new Americans are maintaining cultural continuity in Central Ohio. Experts in immigration law, refugee resettlement, and community advocacy will also deliver guest lectures and engage in discussions with students.

Additionally, students read and discuss recent scholarship on the ethics of service learning and the development of global citizenship skills, to reflect on their own attitudes and perspectives, and the responsibility for civic engagement. Following Alice McIntyre's model for Participatory

Action Research, a guiding principle of this course is to reposition the students and instructor from volunteers to learners that are guided and educated by community partners. In this framework, students are not carrying out service to solve the community's issues, but rather they are benefiting from the opportunity to learn from the community through active engagement. Before beginning their service-learning projects, students reflect on their positions as members of a large U.S. research institution, with the goal of preventing difficulties and discomfort that might be caused when working with underserved communities.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

In this course, students explore scholarship and creative works, attend guest lectures with experts in immigration law and advocacy, complete weekly discussion board posts and small-group discussions on assigned topics, and complete a final presentation and reflective essay to develop critical and logical thinking about migration and resettlement in the U.S.

To prepare for their work in local newcomer communities, students begin the semester with scholarly readings on the ethics of service learning and best practices for developing global citizenship skills. This is followed by weekly topics that deal with the evolution of U.S. immigration policy post-WWII to the present. Through texts and documentary films, students analyze how public debates on immigration have influenced public policy, and how policies and public opinion affect mobility and immobility for new Americans. During roughly the first half of the semester, course topics are largely focused on Latino experiences of immigration. During the second half of the semester, students map the current structures of U.S. immigration practices, and analyze how these practices affect newcomer communities with ties to regions outside Latin America.

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.

In this course, students describe and compare migration and resettlement experiences in the U.S., and synthesize their perspectives, by analyzing scholarly and creative work, engaging in conversations with experts, completing weekly small-group presentations and discussions, and completing a series of written reflections.

Since new Americans experience migration and resettlement differently based on national origin and immigration status, students also examine resettlement experiences of newcomers with ties to regions outside Latin America (e.g., Southeast Asia, Sub-Saharan and Eastern Africa, and the Middle East), with an emphasis on resettlement in Central Ohio. To accomplish this, students map the structures and practices of different immigration statuses, including asylum, TPS, DACA, humanitarian parole, refugee resettlement, and permanent residency. Students then analyze how one's access to employment, public resources, and legal permanent residency differ according to national origin and immigration status. Finally, students reflect on different

perspectives of displacement and resettlement through life histories, oral histories, and creative expression (e.g., animated film). Students regularly summarize what they have learned and express their own opinions and viewpoints through weekly discussion boards, and small-group discussions and presentations. This in-depth scholarly exploration of migration, mobility and immobility prepares students for the required 40 hours of community-based learning in collaboration with local newcomer communities.

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.

In this course, students gain a rigorous, critical, and self-aware engagement with migration and resettlement experiences in the U.S. through regular class meetings and assignments, and active learning in the community. After they have gained a foundation in the ethics of service learning and the history of U.S. immigration policy post-WWII, students select the organization(s) they will work with (e.g., [CRIS](#), [Dominican Learning Center \(DLC\)](#), [Martin de Porres Center](#), [Bread of Life food pantry](#)) to complete their community-based learning hours. Depending on the organization(s) they select, students may work solely with Latino communities (e.g., with Martin de Porres), they may work with newcomers from other regions of the world (e.g., with CRIS, which largely assists resettled refugees), or they may work with both (e.g., at Bread of Life, which serves several newcomer communities in the Linden neighborhood).

As part of their community-based learning, students identify a need in the community and develop a final product that addresses it. There are many possibilities for the final product, and the product should align with the student's own interests. Some possible examples include: creating a collection of learning materials for an ESL classroom, developing a Canva booklet for high school students and parents on best practices for applying to college, organizing a feminine hygiene product drive and volunteer packing session to benefit local schools, designing a visual shopping guide for food pantry clients, and planning a hands-on science activity for a K-12 youth summit. The development of the final product is done in collaboration with the student's community partner and counts toward the required 40 community-based learning hours. Students synthesize the knowledge and experiences gained in the course through regular discussion posts, small-group discussions, weekly journaling, and a final reflective essay and final product showcase. The final product, essay, and presentation are incorporated into a digital portfolio that is a space for students to curate artifacts from the semester and tell their stories of personal growth.

Goals and ELOs unique to Migration, Mobility & Immobility

Below are the Goals and ELOs specific to this Theme. For each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course.

Course activities and assignments that meet ELOs 3.1, 3.2, 4.1, 4.2

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.

In this course, students identify and explain several political, economic, and social causes of migration to the U.S. Students examine the history of migration from Latin America to the U.S. since WWI through scholarly texts, oral histories, and feature films. Students also examine the push factors for migration from Latin America, including U.S. agricultural labor shortages, and economic and political instability, and social violence. Students begin by examining the Bracero farm labor program, the United States' largest experiment with guest workers, which brought millions of Mexican men to the U.S. to address labor shortages. Next, students analyze federal immigration policies enacted during the second half of the 20th century, as U.S. politicians simultaneously addressed labor shortages in the agricultural sector by contracting Mexican laborers and mitigated anti-immigrant sentiments through mass deportation operatives. Then, students examine the anti-immigrant proposition movement in California in the late 1980s and 1990s, which emboldened anti-immigration movements nationwide. From there, students examine a series of U.S. federal acts implemented in the 1990s that were a precursor for the criminalization of immigration and the militarization of the U.S. southern border. Students also explore some of the push factors behind Latin American emigration, including humanitarian emergencies and forced displacement caused by political violence and criminal gangs. Students then examine the domestic policies and push factors affecting newcomer communities in Central Ohio with ties to regions outside Latin America (e.g., Southeast Asia, Sub-Saharan and Eastern Africa, and the Middle East) through scholarly texts, guest lectures, oral histories, and film, allowing students to compare experiences of migration and resettlement based on national origin.

Because U.S. immigration policy is complex and constantly evolving, key activities that students complete during class include: mapping the regions of the world represented in Columbus newcomer communities, outlining the structures and practices of different immigration statuses (e.g., asylum, refugee, etc.), identifying which immigration statuses affect specific newcomer communities, and explaining the role of government and non-profit organizations in administering refugee services, both in the U.S. and in Central Ohio. These activities provide the evidence needed to define and contrast immigration practices in the U.S., and to then apply this knowledge through written reflections and small-group presentations and discussions.

ELO 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

In this course, students engage with a broad selection of scholarly texts, documentary and feature films, and life histories that explore differing perspectives on migration to the U.S. from the time of the Bracero Farm Labor Program to the present. Students examine the evolution of domestic

immigration policies during this period, and they analyze the effects of these phenomena (e.g., displacement, resettlement, social exclusion, removal) on individuals and communities through cultural and artistic representations and community-based learning.

The intention of this course is for students to develop a rigorous scholarly foundation in the history and structure of U.S. immigration policies, and to then explore varied perspectives on migration and resettlement through film, life narratives, creative representations, and experiential learning. In-depth, scholarly exploration of the theme provides the foundation needed to think critically and logically about the subject, and to make evidence-based arguments. Guest lectures with immigration experts add to this scholarly exploration, with up-to-date information from the field and credible sources beyond the library.

The exploration of creative works in this course opens a window into how individuals experience and react to immigration practices, and how they represent their perspectives. For example, after examining the history the Bracero program, students watch documentary films on the topic that include interviews with former Braceros. To accompany their mapping of current immigration structures including refugee resettlement, students read Iranian American novelist Dina Nayeri's memoir *The Ungrateful Refugee*, which recounts her experiences of flight, displacement and resettlement. In the documentary *Border South*, students follow the journey of a young Nicaraguan as he migrates north under dangerous circumstances, and that of a U.S. anthropologist that identifies the remains of migrants that have perished in the desert. The short film *Aforismos del Lago* is a visual poem in which the director is haunted by nostalgia of his childhood in Venezuela. Additionally, the animated films *Sowdo's Story* and *Home is Somewhere Else* provide youth perspectives on displacement and migration.

The experiential component of this course allows students to apply the scholarly knowledge they have acquired in new contexts. The required cultural events in this course (e.g., parades, festivals, art exhibitions, soccer matches, dance or theatre performances) provide opportunities for experiential learning outside of the classroom, so that students may explore how cultural heritage is celebrated in newcomer communities, and how heritage celebrations are affirming cultural citizenship. Finally, the required community-based learning hours allow students to actively learn through community collaboration, create a product that addresses a need, and contribute to the community through civic engagement.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

In this course, students engage in the exploration of each weekly topic through lectures, readings, films, oral and life histories, creative works, and discussions, to learn how to identify and describe an issue, find evidence, articulate an argument, and synthesize views or experiences through presentations and in writing.

By exploring the theme through a wide range of approaches, from scholarship to community heritage celebrations, students are able to discuss and compare how migration, mobility and immobility shape the perspectives of various individuals and institutions. Additionally, students will think critically about why different mediums are used (e.g., documentary vs. animated film) and the effects they have for audiences. For example, students are required to attend three cultural events outside of class time. At OSU and in the city of Columbus, there are many possible cultural events each semester, including [a film series, dance classes, and academic lectures offered by the Center for Latin American Studies](#), dozens of Hispanic Heritage month events (e.g., [Day of the Dead Columbus](#) and the [Columbus Latino Heritage Month Parade](#)), the [CRIS 5K + Advocacy Fair](#), performances hosted by the [OSU Andean Music Ensemble](#), traveling exhibitions at the Wexner Center for the Arts, Thompson Library, the Billy Ireland Cartoon Library & Museum, and many others. Having explored the theme of migration, mobility and immobility through course materials and classroom instruction, students then connect this knowledge with the cultural events and reflect on their experiences in writing.

ELO 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

In this course, students gain a rigorous, critical and self-aware engagement with the key issues that are relevant to newcomer communities in Central Ohio. Through analysis of scholarship and creative works, and through collaborative learning in the community, students analyze issues relevant to global citizenship (e.g., ideologies and geopolitics), and they critically reflect on how scholars and artists understand, represent, and critique migration policies and practices. Students share their critical reflections through weekly writing assignments, small-group discussions and presentations, and through a final digital portfolio, which is a curated selection of artifacts and experiences from the semester that tells the story of the student's personal growth through scholarly exploration and community experiences.

In addition to the course materials and assignments described above, students also receive training on how to write abstracts for and catalog oral histories from the [Oral Narratives of Latin@s in Ohio \(ONLO\)](#) archive. During class, students attend a training session via Zoom with ONLO's creator, Elena Foulis. Students then complete two service activities during class where they listen to the oral histories of Latinos in the Ohio, which recount migration experiences. Students then describe how these experiences are represented by writing abstracts for the archive and cataloging them. If students enjoy working with ONLO, there are also opportunities for students to conduct interviews and record new oral histories for ONLO.

Course Learning Outcomes

By the end of this course, successful students are able to:

1. Identify and describe the demographics of newcomer communities in Central Ohio, the domestic policies and push factors that are relevant to them, and the key factors that affect them after they have resettled in Ohio.

2. Engage in in-depth and comparative scholarly exploration of the processes and experiences of migration and resettlement in the U.S., both for Latino communities, and for local newcomer communities with ties to regions outside of Latin America.
 3. Think critically about how new Americans experience resettlement differently depending on national origin and legal status.
 4. Critically examine the ethical responsibilities of community-based learning by articulating their own perspectives and comparing them with those of scholars, experts and community partners, and by reflecting on the impact they have in the community and vice-versa
 5. Identify an issue that is important to a local newcomer community and develop or improve on a product that addresses the needs of that community, thus making a connection with the community through civic engagement
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GE Goals and Expected Learning Outcomes for the Migration Mobility and Immobility Theme and for Service-Learning Integrative Practice courses

This course fulfills the general requirements and expected learning outcomes for GE Themes.

GE Themes Goals

1. Successful students will analyze concepts of migration, mobility and immobility at a more advanced and in-depth level than the Foundations component.

Expected Learning Outcomes

- 1.1 Successful students are able to engage in critical and logical thinking about the topic or idea of migration, mobility and immobility.
 - 1.1.1 In this course, students examine in greater factual detail the experiences of newcomer communities from Latin America in the U.S., and of newcomer communities in Central Ohio with ties to regions outside Latin America. Students study and discuss multiple scholarly texts, life narratives and oral histories, and documentary and feature films to gain a deeper understanding of this topic. Additionally, students complete service projects to benefit local newcomer communities.
 - 1.1.2 Successful students are able to engage in an advanced, in- depth, scholarly exploration of the topic or idea of migration, mobility and immobility.
 - 1.1.2.1 In this course, students read recent scholarly texts, attend guest lectures with experts in the field, complete weekly small-group discussions on assigned topics, and complete weekly discussion board posts and a final reflective essay to develop critical and logical thinking about migration and resettlement in the U.S.
2. Successful students will integrate approaches to understanding migration, mobility and immobility 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.

Expected Learning Outcomes

- 2.1 Successful students are able to identify, describe, and synthesize approaches or experiences as they apply to migration, mobility and immobility.
 - 2.1 In this course, students describe and compare migration and resettlement experiences in the U.S., and synthesize their perspectives, by analyzing scholarly and creative work, engaging in conversations with experts, completing weekly small-group presentations and discussions, and completing a series of written reflections.
- 2.2 Successful students are able to 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.
 - 2.2 In this course, students gain a rigorous, critical, and self-aware engagement with migration and resettlement experiences in the U.S. through regular class meetings and assignments, and active learning in the community. Midway through the semester, students begin work in a final product that addresses a need in the community. Students synthesize this learning through regular writing and in-class discussions, and through a final reflective essay and a final product showcase.

This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility.

GE Goals for the Migration, Mobility and Immobility Theme

3. Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

Expected Learning Outcomes

- 3.1 Successful students are able to explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
 - 3.1 In this course, students identify and explain the complex political, economic, and social causes of migration to the U.S. from the post-WWI period to the present. Students examine the history of migration from Latin America to the U.S. from the post-WWI period to the present through scholarly texts, life histories and oral histories, and documentary and feature films. Students also examine the push factors for migration from Latin America, including U.S. agricultural labor shortages, and economic and political instability. Students then examine the domestic policies and push factors for migration affecting the newcomer communities in Central Ohio with ties to regions outside Latin America.
- 3.2 Successful students are able to describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
 - 3.2 In this course, students engage with a broad selection of scholarly texts, documentary and feature films, oral histories and life narratives that explore differing perspectives on migration to the U.S. from the time of the government-sponsored Bracero program to the present. Students examine the

evolution of domestic policies during this period, and they analyze the effects of these phenomena (e.g., displacement, resettlement, removal) on individuals and communities through cultural and artistic representations and community-based learning.

4. Successful students explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

Expected Learning Outcomes

- 4.1 Successful students are able to discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

- 4.1 In this course, students engage in the exploration of each weekly topic through lectures, readings, films, oral and life histories, creative works, discussions, and writing assignments to learn how to identify and describe an issue, find evidence, articulate an argument, and synthesize views or experiences through presentations and in writing.

- 4.2 Successful students are able to describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

- 4.2 In this course, students gain a rigorous, critical and self-aware engagement with the key issues that are relevant to newcomer communities in Central Ohio. Through analysis of scholarship and creative works, and through collaborative learning in the community, students analyze issues relevant to global citizenship (e.g., ideologies and geopolitics), and they critically reflect on how scholars and artists understand, represent, and critique migration policies and practices.

Service-Learning Course Inventory

Pedagogical Practices for Service-Learning

Course subject & number:

SPAN 3242S, ETHNSTD 3242S

Migration and Resettlement in Central Ohio: A Community-Based Learning Course

Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course, taught in English, compares aspects of migration, forced displacement, and resettlement in newcomer communities in the U.S., with an emphasis on Central Ohio. Students analyze the experiences of Latin American migrants in the U.S. and compare them with those of local newcomer communities with ties to other regions of the world (e.g., Southeast Asia, Sub-Saharan and Eastern Africa, and the Middle East). Through readings, guest lectures, small-group discussions, and community-based learning, students think critically about how new Americans experience resettlement differently depending on national origin and legal status (e.g., refugee, asylee, humanitarian parolee, TPS). Approximately 70% of course materials pertain to experiences of Latinos that have recently arrived in the U.S., and some 30% relate to newcomer communities with ties to regions outside of Latin America.

Course readings provide a historical overview of Latin American migration to the U.S. post-WWII and the development of domestic policies, which have been influenced by agricultural labor shortages and public opinion. Course readings also examine the push factors affecting local newcomers from outside Latin America, many of whom are resettled refugees. As such, the course outlines the structure of refugee resettlement in the U.S. (e.g., domestic policies on the definition and placement of refugees; the role of government and non-profit organizations in administering refugee services) and compares it with the practices affecting many Latino migrants, including TPS, DACA, and asylum. Within this context, students identify local resettlement demographics, analyze differences in domestic policies, and compare the experiences of local newcomers based on national origin and legal status.

Students also attend cultural activities (e.g., festivals, films, art exhibitions) and guest lectures with scholars and advocates, and carry out 40 hours of experiential learning in the community. Through their work with our community partners (e.g., [CRIS](#), [Dominican Learning Center](#), [Bread of Life Food Pantry](#), [Martin de Porres Center](#)), students collaborate with newcomer communities with ties to regions within and outside of Latin America.

Part of the 40 community-based learning hours are dedicated to a final product that meets a need in the community. There are many possibilities for the final product. Some examples include: creating lesson plans or teaching materials for an ESL class; designing a visual shopping guide for food pantry clients; organizing a feminine hygiene product drive and packing session to

benefit local schools; leading a youth open mic event to promote creative expression; and designing educational materials for a youth summit or workshop (e.g., take-home science experiment boxes; presentations or booklets on financial literacy or women in STEM). Students reflect on their work through weekly journaling, a final essay, and a final product showcase. Through scholarly exploration of domestic policies and active participation in the community, students synthesize the experiences of new Americans in Central Ohio and think critically about how policies affect an individual's access to employment and public resources depending on one's legal status. Additionally, students gain insight into how community partners advocate for the needs of the community.

Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The scaffolded approach to course assignments enables students to develop an increasing understanding of the responsibilities of community-based learning and the evolution of immigration policies and patterns in the U.S. The course assignments and classroom instruction also prepare students to engage in collaborative learning in local newcomer communities. In this course, students are required to complete 40 experiential learning hours with an approved community partner. In the first weeks of class, students learn about the mission and values of our community partners, submit a letter of interest to their preferred partner(s), and complete onboarding. Students are strongly encouraged to begin these hours early in the semester, and they are required to submit weekly service hours reports and complete weekly check-ins with their classmates and instructor. All community-based learning activities are closely monitored by the instructor and partner(s).

This course combines active learning in the community with direct classroom instruction for the duration of the semester. To prepare for their work in the community, students engage in critical thinking about structural causes of forced displacement and migration to the U.S. (e.g., civil war, political persecution, gang violence, economic insecurity), and the best practices and ethics of community-based learning. Students accomplish this by analyzing recent historical and cultural scholarship on immigration policies and push factors post-WWII to the present, by exploring life histories and creative representations of immigration experiences (e.g., fictional and animated films), and by engaging in weekly evidence-based, small-group discussions and written reflections in Carmen discussion boards. Students will identify key moments in the evolution of immigration policy in the U.S. including: the Bracero farm labor program (1942-1964), a 1954 mass deportation operation, anti-immigrant sentiments and reactionary politics in the 1980s-90s, the criminalization of immigration and militarization of the U.S. southern border beginning in the 1990s, and different ways in which new Americans are maintaining cultural continuity in Central Ohio. Experts in immigration law, refugee resettlement, and community advocacy will also deliver guest lectures and engage in discussions with students.

Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner

interaction. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The Department of Spanish and Portuguese (SPPO) has developed longstanding relationships with our community partners, and members of our department regularly volunteer at our partners' events. We have supported our partners through volunteer support and shared academic and social events. In turn, our partners have supported SPPO for many years through consistent experiential learning opportunities for undergraduate and graduate students.

These relationships will provide a foundation for the *Migration and Resettlement in Central Ohio* course, allowing students to have weekly interactions with community partners and learn directly from members of newcomer communities. Students receive regular, meaningful mentoring from the community partners and instructor to complete the required experiential learning hours, and to develop a final course product that aligns with the student's interests. Student support also extends beyond the limits of the semester. Many SPPO students receive letters of recommendation from their community partners, and several have continued to work with their partners in volunteer or paid positions. Typically, several students choose to work with the same community partner. Therefore, students often attend community events in groups, and complete collaborative final products and final presentations.

There are several possibilities for completing the required 40 experiential learning hours. Some examples include are included below. Students in SPPO have volunteered for all these events in the past, and these events are available for *Migration and Resettlement in Central Ohio* students:

- Serve as a [peer mentor](#) for newcomer youth with Community Refugee and Immigration Services (CRIS)
- Serve as a [teaching assistant](#) for an ESL class at the Dominican Learning Center
- Serve as a peer mentor for Latina girls in a local public school with the [Proyecto Mariposas](#) K-12 programs
- Design and lead an active learning activity (e.g., a science experiment, stress management, or art activity station) at the annual Proyecto Mariposas Girls Summit, which serves about 200 Latina girls in Central Ohio
- Serve as a personal shopper and guide at the Bread of Life food pantry in the Linden neighborhood, which is home to several newcomer communities (e.g., from Central America, Haiti, and the DRC)
- Write and catalog abstracts for oral histories in the [Oral Narratives of Latin@s in Ohio](#) archive
- Serve as an assistant at the [Ohio Latino Affairs Commission \(OCHLA\)](#), a state agency located in the Rife Center
- Staff a signature Hispanic Heritage Month event like Latino Heritage Policy Day at the Ohio Statehouse, the [Distinguished Hispanic Ohioan Awards Gala](#), or the [Latino Heritage Month Parade](#)

As described above, a portion of the 40 community-based learning hours is dedicated is to a final product that meets a need in a local newcomer community. There are many possibilities for the final product; some possible examples include:

- Create a collection of learning materials for an ESL classroom

- Develop a Canva booklet on best practices for applying to college for newcomer students and their families
- Organize a feminine hygiene product drive and volunteer packing session to benefit local schools
- Design a visual shopping guide for food pantry clients
- Design and lead a lesson on women in STEM for a K-12 youth summit
- Design and lead a self-care & emotional wellness workshop for high school seniors

Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students receive frequent and constructive feedback from their instructor and community partner consistently throughout the semester. Because students complete 40 experiential learning hours outside classroom, it is essential that the student, instructor, and community partner are in regular contact, to ensure student success and accountability.

During the first week of the semester, students contact their preferred community partner(s). By the end of week 2, students submit a project application report explaining any progress they have made onboarding with their partner(s). Beginning in week 3, and until the last week of the semester, students submit a weekly service hour report that includes a running tally of their service hours, and a summary of how weekly hours were spent. Each week, students also email their tally to their community partner supervisor with a copy to the instructor. This ensures that the student, instructor and community partner are in weekly contact and agree on the number of hours completed. Students also complete a weekly check-in during class, when they meet in small groups and discuss progress on their service. The instructor checks in with all groups to answer questions and to intervene if a student is falling behind or needs support. Mid-semester, the instructor begins to ask students about the final product during the check-ins, to keep students on track and provide possible ideas for the final product. If the instructor notes that a student is behind on hours or their final product is not working well, the instructor is responsible for supporting the student (e.g., by offering alternative service opportunities, and/or by modifying or planning an alternative final product). That is, if a student faces obstacles with the service project, it is the instructor's responsibility to collaborate with the student to develop a solution. This collaborative framework reflects best practices for community-based learning and acknowledges that, when working in the community, things sometimes don't go to plan. By supporting students in pivoting if obstacles arise, students learn the value of adapting to change when collaborating with the community.

As explained below, community awareness and engagement, and reflecting on one's experience with difficult differences are central to the course framework and are key parts of the weekly assignments and discussions.

Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader

appreciation of the discipline, and an enhanced sense of personal values and civic responsibility). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Since intercultural competence and civic engagement are central to this course, key assignments include weekly small-group discussions and written reflections. The course begins with a chapter titled, “What We Are About to Do Is Highly Problematic: The Unpaved Road from Service Trips to Educational Delegation” by Irene King, the Director of Service and Social Justice at Villanova University. The chapter recounts King’s experiences leading alternative-break trips to Central America and the ways in which U.S. university students and instructors may inadvertently cause discomfort or damage when collaborating with underserved communities. King concludes that, in community-based, experiential learning, students and instructors must be repositioned from volunteers to learners that benefit from community collaboration. Community members, in turn, serve as educators that make the experiential learning possible. The role of students and faculty is not to determine what the community’s problems are or to implement a solution. To do so would disempower the community and perpetuate a negative pattern of the one with the most resources knows best. Instead, university members assist with the community’s project, but the project belongs to the community. This course uses King’s chapter as guiding framework and shifts the spotlight from the university to the community. This framework requires constant dialogue, rethinking, reframing, and a willingness to see things differently.

Before beginning their work in the community, students read this chapter and chapters on global citizenship and service-learning, and then complete written reflections and discuss the chapters in weekly roundtables. Students write a beginning-of-semester reflection on their experiences with communities other than their own, what they hope to gain from community-based learning, and their ideas on best practices for working with newcomer communities. And, students keep a weekly journal where they reflect on their experiences.

In addition to exploring best practices for community-based learning and the work students complete with community partners, students also go on cultural excursions and develop a rigorous academic foundation on the history of migration and resettlement in the U.S. post-WWII. While cultural excursions provide a window into the importance of celebrating cultural heritage as a new American, the academic content provides evidence-based knowledge of immigration practices, and the varied effects that these practices have on different newcomer communities. Students also write written reflections on the cultural excursions and all assigned readings and films, and they discuss the academic content in weekly roundtable discussions. That is, direct instruction in the classroom helps prepare students for experiential learning in the community.

Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

As discussed above, the academic and classroom content prepare students for experiential learning in the community. For example, students identify the various countries represented in Columbus newcomer communities. They also examine some of the push factors that compel

populations in these countries to leave or flee, the protections for displaced individuals or the lack thereof, which immigration programs are available to an individual based on national origin, and how resettlement is experienced differently depending on one's country of origin and legal status. Students also attend guest lectures during class with experts in the field including Jeremy Hollon, a program manager for CRIS; Liliana Vasquez, a Columbus immigration attorney; Yahaira Rose, a community advocate and non-profit director; Carol Padilla, a local artist and advocate; and Elena Foulis, a Texas A&M professor that works with oral histories and community-based learning. These experts contribute to the students' academic foundation on migration and resettlement, and provide up-to-date information regarding the frequently changing landscape of immigration. They may also provide training for our students (e.g., Elena Foulis trains students in archiving oral histories during class time; Jerney Hollon trains students that choose to peer mentor with CRIS).

These academic activities are intentionally connected with the community work in which the students engage. They provide background knowledge on what newcomers may have experienced before arriving in the U.S., the challenges newcomers may face during resettlement, and the ways in which community members can provide support. The academic content is intended to make experiential learning more fulfilling, and to support students in having a positive impact. The community-based learning helps students to learn about resettlement in a real-world setting, to develop people-to-people relationships, and to understand the complexities of immigration as they relate to Central Ohio.

Public Demonstration of competence in academic settings and, if possible, in the community engagement site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students demonstrate their competence in this theme both in the academic setting and in the community engagement site. As noted above, students engage in weekly readings, written reflections, and small-group ("roundtable") discussions on the weekly assignments. Once in the semester, each student must also lead one roundtable discussion, by preparing a brief presentation and guiding questions for a reading or film. Students also demonstrate their competence through an end-of semester reflective essay, and a final presentation that is shared with the class and community partners. Students also curate their semester work in a final digital portfolio that tells the student's story of growth during the semester and explores the values that are important to them.

The students' community-based activities will vary, as the activities are intended to align with a student's strengths and interests. Yet, all community-based activities in this course involve a public demonstration of the student's competence in the theme. Some of these activities can be highly public facing. For example, a former student in SPPO that collaborated with the Martin de Porres Center delivered a presentation to a large afterschool program on the importance of civic education. A group of three women majoring in STEM fields designed take-home science experiment boxes and then demoed the experiments at a Girl's Summit attended by some 200 K-12 students. Another student applied for a grant from OSU's College of Nursing to fund a feminine hygiene product drive and organize a packing session with her peers in Nursing. This student also designed a booklet on healthy periods to be included with the products, and she

donated these materials to local public schools. Other students demonstrate their competence in the theme in a more personal setting, for example, as a personal shopper at food bank in Linden, or as an ESL tutor for the Dominican Learning Center.

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

In their work with community partners, students collaborate with members of the community that have recently arrived in the U.S. and may be seeking asylum, be a resettled refugee, or have Humanitarian Parole or Temporary Protected Status. The course readings, films, guest lectures, and direct class instruction provide students with a rigorous foundation in the history and structure of immigration policies in the U.S. Students also explore create works (e.g., life histories and animated film) that portray the diverse experiences and effects of migration and resettlement. Additionally, students complete readings and written reflections on the ethics and best practices of service learning.

These assignments allow students to think critically about how new Americans experience resettlement differently depending on national origin and legal status. They are also designed to provide students with a deeper understanding of the difficulties faced by newcomers who may have fled their countries and been displaced, and may be facing difficult challenges in Ohio. Therefore, the objective of this course is to provide students with foundational knowledge regarding displacement and resettlement, so that they are well informed about community challenges approach their service projects with care and respect. Through direct community engagement, students have the opportunity to develop intercultural competence and to learn from the community through civic engagement.

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

A key principle of this course is reposition students from volunteers to learners that benefit from collaborations with the community. Before beginning work in the community, students complete readings, presentations and discussions that reflect on the ethics of service learning and our position as members of a large U.S. research institution, with the goal of preventing difficulties and discomfort we might cause when working with underserved communities.

The spirit of mutual respect that is emphasized in the curriculum extends to the students, as a key focus of this course is to create a safe and inclusive space where students are supported and feel comfortable in the learning process. To ensure that students are not hindered by navigating the class structure, this course is focused on providing clear learning expectations and grading criteria, and a well-designed Carmen course that is easy to navigate. Since there are no assessments, this course can easily incorporate SLDS accommodations and flex plans. To support student success, the instructor regular shares upcoming service-learning opportunities

and cultural events via Carmen Announcements. Many on-campus events are available for students (e.g., events sponsored by the Center for Latin American Studies, Center for Ethnic Students, Wexner Center for the Arts, and Billy Ireland Cartoon Library and Museum). Students will only be permitted to complete service hours with an approved community partner to ensure that students have ample opportunities to engage in experiential learning in a safe and welcoming environment. Varied service-learning opportunities will be offered to meet the specific needs and abilities of students, and to connect with each student's unique interests and talents. Early in the semester, the instructor meets individually with each student to ensure that the student's service-learning project fits their interests, strengths, abilities, and class schedule.

Clear plan to promote this course to get a wider enrollment of typically underserved populations. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

While experiential learning opportunities in Columbus newcomer communities have long been available to Spanish majors and minors at OSU, the creation of a new GE Themes service-learning course would extend these opportunities to all OSU students. The course is taught in English and has as a prerequisite one GE course in the Race, Ethnicity and Gender Diversity Foundation. To ensure equitable access to learning, a significant portion of possible community-based learning and cultural activities take place on campus or are accessible by the COTA 2 bus line (e.g., Ohio Commission on Latino Affairs). In the event of an extenuating circumstance, such as a medical accommodation, in-person activities can be combined with remote service activities. The course coordinator for Migration and Resettlement in Central Ohio completed the OSU Affordable Learning Exchange (ALX) Racial Justice and Syllabus Review programs in 2023 and consulted with an OSU librarian regarding copyright, fair use, and open educational resources (OERs) for the course. By engaging in experiential learning in local newcomer communities, and by developing a rigorous foundation in the history and structure of migration and resettlement in the U.S., students in this course will develop intercultural competence skills that will allow them to approach the topics of migration, mobility, and immobility with critical and logical thinking and empathy.

Subject: Re: Seeking concurrence SPAN 3242S, ETHNSTD 3242S
Date: Friday, September 26, 2025 at 5:59:01 PM Eastern Daylight Time
From: Urban, Hugh
To: Romero, Eugenia
CC: Kunimoto, Namiko, Spitulski, Nick, Sanabria, Rachel, Arceno, Mark Anthony, Perez, Ashley
Attachments: image001.png, image002.png

Thanks for this, Eugenia. I am cc-ing it to Mark Anthony Arceno and Ashley Perez to see if they have any comments

Hugh B. Urban
College of Arts and Sciences Distinguished Professor
Chair, Department of Comparative Studies
451 Hagerty Hall
The Ohio State University
Columbus, OH 43210
urban.41@osu.edu

From: Romero, Eugenia <romero.25@osu.edu>
Sent: Friday, September 26, 2025 2:29 PM
To: Urban, Hugh <urban.41@osu.edu>
Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>; Spitulski, Nick <spitulski.1@osu.edu>; Sanabria, Rachel <sanabria.3@osu.edu>
Subject: Re: Seeking concurrence SPAN 3242S, ETHNSTD 3242S

My apologies.

Here's the syllabus.



Dr. Eugenia R. Romero, PhD

Vice-Chair & Director of Undergraduate Studies
Associate Professor of Iberian Studies

Department of Spanish and Portuguese

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Pronouns: she/her/hers

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From: Romero, Eugenia <romero.25@osu.edu>
Date: Friday, September 26, 2025 at 2:27 PM
To: Urban, Hugh <urban.41@osu.edu>

Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>, Spitulski, Nick <spitulski.1@osu.edu>, Sanabria, Rachel <sanabria.3@osu.edu>

Subject: Seeking concurrence SPAN 3242S, ETHNSTD 3242S

Dear Hugh,

I hope you are doing well. I'm writing as the Director of Undergraduate Studies of the Department of Spanish and Portuguese. Along with the Center for Ethnic Studies, we are seeking concurrence for SPAN 3242S and ETHNSTD 3242S: Migration and Resettlement in Central Ohio: A Community-Based Learning Course. The course has already gone through ASC Curriculum and has been approved, but the Arts and Humanities Subcommittee 1 of the ASC Curriculum Committee has requested that we seek concurrence from Comparative Studies.

As you will be able to see in the syllabus, In SPAN 3242S/ETHNSTD 3242S, students gain a deeper understanding of Latino resettlement in the U.S. by comparing Latino migration experiences with those of communities from outside Latin America. Approximately 80% of course materials and community-engaged learning activities relate specifically to Latino communities, and some 20% of materials and activities relate to newcomer communities from outside Latin America.

In SPAN 3242S/ETHNSTD 3242S, students will receive the level of engagement with Latino communities that is expected by SPPO and the Center for Ethnic Studies. While the course is grounded content and activities related to Latino experiences, a portion of the course focuses on migration from regions outside Latin America. This enables students to gain a deeper understanding of Latino migration through a comparison with broader newcomer experiences, and to examine how resettlement is experienced differently depending on national origin and legal status.

While course activities will leverage events sponsored by SPPO, the Center for Ethnic Studies, and the Center for Latin American Studies (CLAS) (e.g., Día de los Muertos at Wexner Center for the Arts; CLAS film series, workshops & panels), the service-learning component will allow SPPO to maintain and foster the community partnerships that it has developed since 2017 (e.g., with Proyecto Mariposas and the Ohio Latino Affairs Commission). Additionally, the course will provide training for SPPO graduate students in Latino outreach and engagement.

I am including the course syllabus for your review. We look forward to hearing from you, hopefully within the next two weeks (October 10th), after which point concurrence would be assumed.

Best,

Eugenia



Dr. Eugenia R. Romero, PhD

Vice-Chair & Director of Undergraduate Studies

Associate Professor of Iberian Studies

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