Term Information

Effective Term   Autumn 2025

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3200.02
Course Title	Sociology of Immigration
Transcript Abbreviation	Soc of Immigration
Course Description	Provides a sociological understanding of contemporary migration both globally and with a particular focus on the U.S. The course will examine why migration occurs; how it is sustained over time; and how immigrants are incorporated into the host society. Social relations as central to understanding immigration will be a focus of the course.
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings	

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
     Citizenship for a Diverse and Just World; Intercultural and Global Awareness
The course is an elective (for this or other units) or is a service course for other units
Survey Course

Course Details

Course goals or learning objectives/outcomes

- 1) Explain the history of immigration to the United States, and discuss and describe various theories about the causes and directionality of immigration and the uses of migrant labor.

- 2) Critically analyze processes of assimilation and the concept of the "American Dream."

- 3) Define citizenship and discuss how the concept is impacted by transnationalism, dual citizenship, and conceptions of national identity.

- 4) Recognize the role that language plays in defining identity and citizenship.

- 5) Describe both sides of the ongoing debate about American identity and whether immigrants pose a threat to national cohesion.

- 6) Describe the challenges that Muslim immigrants face in Western nations and the repercussions of the September 11th terrorist attacks for immigration policy.

- 7) Understand the human costs of restrictionist border policies and discuss the pros and cons of closed versus open national borders.

- Describe and discuss the situation of refugees and asylum seekers in terms of human rights and national policy.

- 9) Take a position on immigration policy and propose possible reforms.

Content Topic List

- 1.   Phases of U.S. Immigration
- 2.   Theories of International Migration
- 3.   New Destinations and Discrimination
- 4.   The "American Dream"
- 5.   Identity, Citizenship, and Political Participation
- 6.   Language: Diversity and Resilience
- 7.   Collaborative Online International Learning and Intercultural Competence
- 8.   Debate: A "Hispanic Threat"?
- 9.   Death on the U.S.-Mexico Border
- 10. Refugees and Asylum Seekers
- 11.   Immigration Policy

Sought Concurrence   No

Attachments

- SOC3200 Sociology of Immigration_HIP proposal_Schoon.docx

  (Syllabus. Owner: Downey,Douglas B)

- Ed Abroad Inventory_SOC3200 COIL.docx

  (Other Supporting Documentation. Owner: Downey,Douglas B)

Comments

- Please consider our new HIP and COIL course, Sociology of Immigration, 3200.02 *(by Downey,Douglas B on 03/07/2025 09:42 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	03/07/2025 09:42 AM	Submitted for Approval
Approved	Downey,Douglas B	03/07/2025 09:42 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/27/2025 10:02 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/27/2025 10:02 AM	ASCCAO Approval

Sociology 3200.02

Sociology of Immigration

TERM: Spring 2026	**INSTRUCTOR:** Danielle V. Schoon
SECTION:	**EMAIL:** schoon.2@osu.edu
CLASS TIME: TTh (80 min); F (60 min)	**CLASS LOCATION:** TBA
INSTRUCTION MODE: Hybrid	**OFFICE HOURS:** TBA
UNITS: 4 units	**OFFICE:** Townshend Hall 108

I prefer to be called Prof. Schoon or Dr. Schoon (pronounced "scone") https://www.name-coach.com/danielle-schoon My pronouns are she, her, hers. Please let me know how you would like to be addressed. My preferred method of communication is email. **Please identify this class in your subject line.** Class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages. My OSU email address is: schoon.2@osu.edu (**do not use my buckeye email, I don't check it!**). I do not always reply to emails on weekends or holidays but will respond within 24 business hours. I ask the same from you.

Prerequisites

None. The language of this course is English.

Course description

Provides a sociological understanding of contemporary migration both globally and with a particular focus on the U.S. The course will examine why migration occurs; how it is sustained over time; and how immigrants are incorporated into the host society. Social relations as central to understanding immigration will be a focus of the course.

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

We live in a global age of migration: today there are more people living outside of where they were born than at any previous time in history. The total estimated 281 million people living in a country other than their countries of birth in 2020 was 128 million more than in 1990, and over three times the estimated number in 1970 (according to the World Migration Report 2022). The number of migrants as a fraction of the population residing in high-income countries rose from 9.6% in 2000 to 14% in 2017; this means that more than one of every ten people residing in the most developed economies is an immigrant. Asia was the origin of over 40 per cent of the world's international migrants in 2019 (111 million). The number of migrants living in the region has grown from 52 million in 1990 to 65 million in 2019. North America hosts the second largest number of migrants (50 million), Europe the third largest (25 million), followed by Africa (20 million). In terms of countries, Turkey hosts the largest number of migrants, with almost 4 million (mostly displaced Syrians); Colombia holds the second largest, with almost 2 million (mostly displaced Venezuelans).

Migration is not a new phenomenon. Along with countries like Canada and Australia, the United States is a country founded by immigrants. Since the nineteenth century, migrants from many different countries have been key actors in the expansion of the United States economy and society. The history of migration to the United States is generally divided into four periods: the colonial, the mid-nineteenth century, the turn of the twentieth century, and post-1965. During each phase, a new distinct national, racial, or ethnic group arrived in the United States. Migrants from Northern Europe arrived during the mid-nineteenth century; in the early twentieth-century migrants were mainly from Southern and Eastern Europe; and the post-1965 migrants came mainly from Latin America, Asia and Africa.

Some scholars suggest that we have entered a new period of migration defined by an exponential increase of asylum seekers and refugees around the world. As of June 2024, the United Nations Refugee Agency (UNHCR) estimates that there are 43.4 million refugees worldwide, a 7% increase from 2023. The number of people seeking asylum, or protection in another country due to persecution or fear of harm, is also increasing, with 6.9 million people waiting for a decision in 2023, a 26% increase from the previous year. The Syrian refugee crisis is the largest displacement crisis in the world, with 13.8 million people displaced within and outside of Syria since 2011. Over 814,000 Somalis have been displaced due to conflict, drought, and hunger. Columbus, OH has almost 50,000 Somali residents, making it the second largest Somali population in the United States, after Minneapolis. It is estimated that up to 1.7 million people, or over 75% of the population, have been displaced by conflict in the Gaza Strip. More than 7.7 million Venezuelans have left their country since 2014. The majority of these refugees (more than 6.5 million) are in Latin America and the Caribbean, creating the largest forced displacement crisis in Latin America's history. There are approximately 6.6 million Ukrainian refugees worldwide, with about 6 million registered across Europe.

Paradoxically, while we live in a world in which migrant flows are proliferating to the highest level in human history, restrictive immigration laws and the fortification of national borders are becoming more drastic and vigilant. As the United States seeks to maximize the opportunities from transnational corporations, market expansion, flow of

capital, and economic integration, it also closes its legal doors to the labor migration stimulated by these economic forces. One of the consequences of both the fortification of national borders and the radicalization of global inequalities between the rich North and the poor South is a large increase in the flow of unauthorized migrant workers. While the size of the American economy and labor market continues to demand large numbers of foreign workers, the rise of nationalist populism in American politics has prevented the resolution of the plight of millions of undocumented migrants and their children and led to an offensive against refugees. At the same time, the pressure of waves of asylees at the southern border of the United States from El Salvador, Guatemala, Honduras, and Haiti has compelled agencies of the United States government to let in thousands of new claimants. These contradictory trends and unresolved dilemmas have created an explosive situation. In this election year, we find ourselves at a crossroads. Which side of the political spectrum will succeed and implement its vision for the future of the country and its immigrants?

This course provides a sociological understanding of contemporary migration with a focus on the case of the United States. We will focus on the post-1965 period up to today, in which globalization has intensified the high demand for both high-skilled and low-skilled workers but growing fractures between stable rich countries and the "Global South" has created a global refugee crisis. Through the lens of sociology, we will analyze the forces that have intensified this global movement of people and the economic, social, and cultural consequences of crossing international borders and settling in a new society. Why does migration occur? What are the demographic trends of contemporary immigration? How are immigrants incorporated into host societies? We will also consider concerns about national security after the attacks of September 11th, as well as the rise of national populism since the 2016 presidential election, and how these events are affecting the lives of immigrants already living here and just arriving. The course is organized around the following main themes:

1. Phases of U.S. Immigration
2. Theories of International Migration
3. New Destinations and Discrimination

4. The "American Dream"

5. Identity, Citizenship, and Political Participation

6. Language: Diversity and Resilience

7. Collaborative Online International Learning and Intercultural Competence

8. Debate: A "Hispanic Threat"?

9. Death on the U.S.-Mexico Border

10. Refugees and Asylum Seekers

11. Immigration Policy

Alongside these themes, we will be developing the following parallel skills:

- Effective reading of academic texts

- Critical thinking and analysis

- Research

- Concise and persuasive writing

- Collaboration and teamwork

- Oral presentation of ideas

- Debate versus dialogue: how to engage in civil discourse when we disagree

- Discussion (online and in person) and communication: how to practice active listening, perspective-taking, and mutual understanding

- Collaborative problem solving

- Intercultural competence and global citizenship

The High Impact Practices (HIPs) of use in the course are 1) ePortfolios and 2) COIL, or Collaborative Online International Learning. In both of these practices, students engage in intensive reflective learning processes, which is a key feature of HIPs. In the ePortfolios, students will reflect on their experiences, make sense of them by connecting class activities and academic knowledge to their interactions with people and places in Mexico, and assess their own development and learning experiences over time. Via the ePortfolios, students will engage in intercultural learning activities aimed at self-awareness and empathy. They will have opportunities to recognize themselves and

others as cultural beings and develop their intercultural competence in preparation for the COIL experience. COIL is:

collaborative between students and teachers at two different institutions
using **online** technology and interactions
with **international** and intercultural dimensions
and integrated into the **learning** process.

In this course, the COIL experience utilizes key HIP features including undergraduate research, engagement with diversity and global learning, and a collaborative project with students at a partner institution in Mexico. Icebreaker activities will allow students to build meaningful connections and reflect on their perspectives in conversation with others. Then a scaffolded collaborative project that involves original research in small groups will culminate in a "signature assignment" that will be public facing and shared in a virtual presentation for students and faculty. The timeline for our COIL is 8 weeks:

Weeks 8-9: Icebreaker Activities and Facilitated Discussions
Weeks 10-14: Collaborative Project
Week 15: Project Debrief

Course goals and expected learning outcomes

By the end of this course, students should be able to:

1) Explain the history of immigration to the United States, and discuss and describe various theories about the causes and directionality of immigration and the uses of migrant labor.
2) Critically analyze processes of assimilation and the concept of the "American Dream."
3) Define citizenship and discuss how the concept is impacted by transnationalism, dual citizenship, and conceptions of national identity.
4) Recognize the role that language plays in defining identity and citizenship.

5) Describe both sides of the ongoing debate about American identity and whether immigrants pose a threat to national cohesion.

6) Describe the challenges that Muslim immigrants face in Western nations and the repercussions of the September 11th terrorist attacks for immigration policy.

7) Understand the human costs of restrictionist border policies and discuss the pros and cons of closed versus open national borders.

8) Describe and discuss the situation of refugees and asylum seekers in terms of human rights and national policy.

9) Take a position on immigration policy and propose possible reforms.

Goals and Expected Learning Outcomes for GE Citizenship in a Just and Diverse World/ Global and Intercultural Learning (Virtual):

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

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.

1.1.b Analysis: Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis and thoroughly question the viewpoints of experts and professionals.

1.1.c Critical thinking & analysis: Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.

ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

1.2.a Scholarly engagement: Articulate a thorough, complex, and scholarly understanding of the issues, resources, assets, and cultures of the culture and location in which they are working.

Goal 2: Successful students will integrate approaches to the theme by making

connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

> **ELO 2.1** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
>
>> 2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to contemporary global issues and contexts and their experience away.
>>
>> 2.1.b Multiple perspectives: Evaluate and apply diverse perspectives to complex subjects from multiple cultural lenses.
>
> **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.
>
>> 2.2.a Cultural self-awareness: Engage in intercultural learning and reflect on their own cultural values and seek to understand how their actions affect and are affected by both local and global communities they live in.
>>
>> 2.2.b Intercultural empathy: Interpret and explain intercultural experience from the perspectives of their own and at least one other worldview and demonstrate intercultural empathy towards culturally different others.

Goal 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

> **ELO 3.1** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
>
> **ELO 3.2** Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

Goal 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

How the course fulfills these goals: Sociology of Immigration explores issues around immigration and immigration policy with a focus on citizenship, justice, and diversity. Students will learn at an advanced level how citizenship has been conceived and contested in the United States, in comparison to international contexts. They will practice critical thinking about immigration policy and begin forming their own proposals for possible reform, based on scholarly engagement and analysis, and the integration of multiple perspectives on the issues. Through their successful completion of this course, students have the opportunity to earn Ohio State's Intercultural Competence Certificate (https://cllc.osu.edu/undergraduate/interculturalcompetence).

How this course works

Credit hours and work expectations: This is a **4-credit-hour course**. According to Ohio State bylaws, credits work on a 1 to 3 ratio. Every 1 credit hour assigned to the class equates to total of 3 hours of work per week for a "C" grade (1 hour of instruction and 2 additional study hours per week). Therefore, a 4-credit hour course during a 14-week term should have 4 hours of direct instruction and 8 hours of indirect instruction (homework/study time) per week, for a total of 12 hours per course per week, for the student to earn a C grade.

This is an intensive reading and writing course! Students are expected to complete the assigned readings prior to each class. The readings are made up of a mix of chapters from a required textbook and academic articles, generally adding up to 50-80 pages of reading per week.

Attendance and participation requirements:

This class takes place both in person and virtually. To do well, you need to attend class sessions in person unless there are circumstances that make it impossible. If you miss class, you are responsible for all material, which will be available in Carmen. Make sure you have the contact information for one or two other students in class so that you can get the information that you need. Do not email the instructor to ask what you missed. If you need to miss several classes, especially more than one class in a row, please let the instructor know via email what's going on so that arrangements can be made for you to make up participation points. Along with in-person class meetings, you will also spend at least 20 minutes per week in virtual synchronous interactions with your small group, formed of students at OSU and our partner institution in Mexico. These virtual interactions are required and count towards your attendance and participation grade.

Course materials and technologies

Required Textbook:

Alejandro Portes and Rubén G. Rumbaut, *Immigrant America: A Portrait*, **Fifth Edition** (Berkeley: University of California Press, 2024).

You can buy a hard copy of this book online or use it through Course Reserves at the OSU Thompson Library. **<u>This book is also available for free as an eBook in the OSU-Library system.</u>**

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

Articles

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

Videos

You will view some movies and video clips in class. If you miss class, you must watch them on your own. These are usually links to YouTube or an OSU library link. Please alert me right away if the link is broken or if you need closed captioning.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Social media apps used for international communication and collaboration

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For assignments, you can generally expect feedback and grading within **1 week**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

ASSIGNMENTS AND GRADING

Grading scale:

	A 93-100	A- 90-92.9
B+ 87-89.9	B 83-86.9	B- 80-82.9
C+ 77-79.9	C 73-76.9	C- 70-72.9
D+ 67-69.9	D 60-66.9	
E <60		

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and Participation	10
7 Reading Responses x 3 pts ea	21
7 ePortfolio Reflections x 2 pts each	14
7 Online Discussions x 3 pts ea	21
Reading Quiz	8
Immigration in the News	6
Signature Assignment: Collaborative Project	20
Proposal	(2)
Policy Paper	(10)
Oral Presentation	(5)
Policy Brief	(3)
Total	**100**

*See Course Schedule for assignment details and due dates.

Descriptions of course assignments

<u>Attendance and Participation (10 points)</u>

You will earn these points by attending and participating in class. We have 40 class sessions scheduled, and you must attend and fully participate in class from beginning to end for 35 of those sessions. I do not differentiate between excused and unexcused absences and there is no need to provide doctor's notes, etc. You may miss 5 class sessions for any reason (no excuse necessary, but I appreciate an email), and after that you will lose half a point for every absence, the only exception being an emergency. Arriving late to class or leaving early constitutes a tardy. Three tardies are equal to one absence.

I take attendance with TopHat and I note your participation when you contribute to full class or small group discussions and class activities. If you are uncomfortable speaking in front of the class, your participation can occur in small groups only. If you do not like working in small groups, this may not be the right class for you. Participation means:

- Arriving to class on time and prepared.
- Doing the assigned readings before coming to class and bringing your notes.
- Contributing to full class discussions (you may be excused from this if you are uncomfortable speaking in front of large group).
- Contributing to small group activities (this is required of everyone).
- Staying on task. Laptops, iPads, tablets, phones, and other devices should only be used in the classroom for class-related activities. Please try to stay focused on the class for the designated 80 minutes and avoid distractions. You will have a much more positive experience! If I have to repeatedly ask you to stay on task, your Participation grade will be impacted.

Once we begin our COIL, you will meet in small groups for 20 minutes a week outside of class time to communicate about your collaborative project. These sessions are required and essential to the success of your collaboration, so missing them will result in a deduction of 2 attendance and participation points per session. Participation in these sessions involves scheduling the meeting, attending the meeting on time and for the full session, and fully contributing to the discussion and collaboration.

I reserve the right to count you absent if you do not participate in class activities or if you cause a disruption by talking at inappropriate moments or using your devices for non-class related activities.

7 Reading Responses (21 points):
There are 10 opportunities to submit a Reading Response this semester, and you must complete **7** of them for up to three points each. Each Reading Response consists of two parts: 1) a brief summary (250-300 words) and 2) your response to the reading (200-250 words). The total length of your Reading Response should be 450-550 words.

First, you will write a concise summary of the reading (250-300 words) including a) the central concept(s), b) the main argument(s), c) the evidence, and d) the conclusions presented by the author(s). Please do not state opinions or judgments in the summary section. (You will have the opportunity to take an informed position on the discussion board.) This part of the assignment has two main purposes: 1) to prove that you carefully read and understood the assigned reading, and 2) to provide you with some knowledge to enrich your discussion board posts. Summaries submitted with less than 250 words or that do not minimally prove that you read and understood the assigned reading will not receive full points. You should also avoid going over 350 words – being concise is an important skill. **Summaries should include internal citations** to page numbers from the article being summarized but do not need a bibliography. No outside sources should be used in these assignments.

Next, write a response to the reading in 200-250 words. Your response should answer the following questions: 1) why is this reading relevant to what we are studying in class in this unit?, and 2) how does this reading connect to what you already know or what you want to know about immigration? There are no 'right' or 'wrong' answers in this section, but your response should be thoughtful, reflective, and relevant. Again, please stay within the word limits.

A Reading Response <u>can be submitted up to a week late for half credit</u>. After the folder closes, late assignments will not be accepted, and assignments sent by email will not be accepted. Use Microsoft Word for all the assignments you will submit during the semester. Reading Responses should include a header with your name and the title of the reading, but do not use a title page. (Please do not include any additional information about the class -- my name, the date, or the name of the class are not necessary.) Be sure to submit your assignment to the correct corresponding folder in Carmen.

A note on effective reading:

1.   Read actively, not passively.

You read because you are trying to **mine the text** for insights. You are *not* reading because you have to get through it. Take an ***active* posture** while reading: you are trying to take something away from the reading.

2.   Before you begin, ask yourself: what is my purpose for reading this?

First ask yourself: What topic is the course covering this week? What are the active issues and recurrent themes? What sorts of insights do I hope to get out of the reading?

3.   Do *not* always read from start to finish.

Read the introduction or opening paragraphs. Then skip to the back and read the conclusion to see where the thing is going. Flip through the article/book and take note of the section or chapter titles. Read the beginning & end of each section to see what they're about.

Stop. Think about what this article/book is trying to accomplish and how it will get there. **Get a sense** of the overall arguments first, and how the author will develop them.

Then step back, close your eyes and think, what are the most important parts that I must read? What can I skim over for now?

4.   Read selectively.

Do not read every word in the text. Read the most important parts first and see what else you need to read as you go. You can always go back. You have my permission to skip the less important parts – no guilt, really!! But you need to be thoughtful to figure out what those are. *Better to read the most important parts thoughtfully than try to get through the entire thing like a zombie.*

5.   Stop frequently and ask yourself: what did I just learn?

Make notes as you go. Write down questions. Don't get bogged down in unimportant details. If your mind starts to wander, stop and refocus on the big picture: what's been happening in the text, and where is it going?

I use the Critical Thinking Value Rubric created by the AAC&U to grade these assignments (see below). Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

These assignments are graded for mastery. In other words, students may revise and resubmit an assignment that did not receive full points. This can only be done ONE TIME to increase the points awarded and must be resubmitted within a week of receiving a grade the first time. In order to increase points awarded, the revision must address the instructor's comments and demonstrate improvement.

	Capstone 3 points	Milestones 2.5 points	Milestones 2 points	Benchmark .5-1.5 points
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of Context and Assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's Position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.
Conclusions and Related Outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

	discussed in priority order.			

7 ePortfolio Reflections (14 points):

The instructor will schedule 7 ePortfolio reflections to be posted in Pebblepad worth 2 points each. Each reflection should be 350- 500 words. Being concise is a writing skill to be developed with this assignment. Each assignment will have its own prompt. Be sure to address each part of the prompt. These assignments will ask you to reflect on either the assigned reading/viewing materials as they relate to the Citizenship theme of this course and consider how you can apply what you are learning; or to reflect on your COIL experiences and intercultural development; or both.

ePortfolios are a mechanism for collecting, curating, and sharing work with others. They involve 1) reflective practice, 2) metacognition, 3) integrative learning, and 4) folio thinking. 1) Reflective practice refers to the act of reflecting on your own experiences, making meaning of those experiences, and how you will apply what you learned to future experiences. 2) Metacognition refers to the process of 'thinking about one's thinking.' ePortfolios provide a space and dedicated time to think about your experiences, skills, and knowledge - in other words, engage in metacognitive practice. When you upload a file or photo and choose how to tag it, you are situating your work within the broader context of your learning and starting to make connections. As you plan and develop your ePortfolios, you are making goals and self-monitoring your own progress, another essential aspect of metacognitive practice. 3) Integrative learning refers to making connections across contexts and fields to new situations. Our ePortfolios and COIL will provide an authentic context for integrative learning. Finally, 4) folio thinking entails a purposeful pedagogical approach that situates ePortfolios as a mechanism for developing a habit of mind as you critically reflect on your learning. If the ePortfolio is the product, folio thinking is the process. Our ePortfolio and COIL experiences connect when we reflect on our intercultural interactions, how to deal with difficult differences, how to communicate and resolve conflicts in intercultural situations, and consider the social and cultural contexts that shape power dynamics, language barriers, differing styles of working in a group, and more.

I use this AAC&U Integrative Learning Value Rubric created to grade them. Integrative learning is an understanding and disposition that a student builds across the curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations.

	Capstone 2 points	Milestones 1.5 points	1 point	Benchmark .5 point
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/ frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences as well as similarities and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	In a basic way, uses skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment by choosing a format, language, or graph (or other visual representation) **in a way that enhances meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment **in an appropriate form**.
Reflection &Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new*	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

and challenging contexts				

7 Online Discussions (21 points):

You must participate in **7** out of 10 small group online discussions in Carmen. A full discussion includes one reply. Due to the interactive nature of the discussions, <u>posts and replies cannot be accepted late</u>.

FIRST POST (2 points):

A) Respond to the prompt in Carmen (no less than 150 words).

B) Position: Take an informed position on the issue (no less than 150 words).

In total, your first post must be NO LESS THAN 300 WORDS and no more than 500.

* A position is your subjective reaction to the class materials. How do they affect you intellectually and emotionally? What thoughts or feelings do they provoke? What personal experiences or associations do they bring up for you? Do you agree or disagree with the central arguments or conclusions? Why or why not?

You must submit your first post BEFORE you can post a reply.

SECOND POST (1 point):

Reply to at least ONE post with which you AGREE or <u>respectfully</u> DISAGREE on some aspect, in NO LESS THAN 100 WORDS.

I suggest that you write your post in Word and then copy-paste your text into Carmen after doing a spell-check.

*Note: A separate discussion board in Padlet will be used as part of our COIL experience to provide the opportunity to interact asynchronously with students in Mexico. The first couple of discussions will serve as icebreakers to help you get to know each other and feel comfortable working together, and then the discussions will help to facilitate the collaborative project. These discussions are meant to augment your intercultural development and are graded as part of the Collaborative Project.

All posts to the Carmen & Padlet Discussion Boards must follow the <u>Discussion Post Guidelines</u>:

<u>Discussion Post Guidelines</u>

Our class Padlet is your space to interact with your small group, learn from them, and explore questions and comments related to the content of this course. This is your space. I will moderate and grade the discussions but participate only if necessary. You are also welcome to discuss the topics of this class with the instructor during office hours or by making an appointment.

Discussion posts and replies should do several of the following:

- Provide additional information

- Elaborate on previous comments from others

- Present explanations of concepts or methods to help improve the discussion

- Present an example, reason, or evidence for/against a topic under discussion

- Share an interesting personal experience that is related to the topic under discussion

- Make a contribution to each topic and show that you understood the materials assigned

- Integrate multiple views and reflect on other participants' responses

- Provide evidence that you are reading the assigned materials and other student postings

- Know the facts under discussion and analyze them

In other words, your posts will not count for any points if you just "show up" and make short, trivial, and/or uninformed comments, without adding any new thoughts to the discussion. Please try to make the discussions substantial and meaningful. Be sure to follow the <u>Discussion Ground Rules</u>:

<u>Discussion Ground Rules</u>

In order to create an optimal learning experience for all, both in the classroom and on the Padlet discussion board, and so that everyone feels safe and respected, please:

- Do not use swear words or obscenities
- Do not engage in personal attacks on other students or authors
- Do not defame a person or group of people (i.e., no racist, sexist, homophobic language)
- Do not approach someone outside of class. Only discuss these issues in Carmen or in the classroom, and do not share anyone's posts or comments outside of the class. ("What happens in Vegas stays in Vegas.")

If you do any of the above, you will not receive any points for your post and you may not be allowed to continue participating in the discussions until the issue is adequately resolved.

Be sensitive to differences and respectful to others' posts. If in doubt, ask for clarification first. If you try to understand many different points of view, you will see the world from the perspectives of others too, not only your own. It is very important to keep in mind that if we wish for other people to respect our points of view, then we must also respect theirs. If we cannot present our position or argument on an issue without resorting to offensive words, then there is a good chance that our position or argument is not very strong to begin with. We must also try to avoid over-generalizing and be careful not to make generalizations about groups of people.

ONE OF THE GOALS OF THE DISCUSSIONS IS TO LEARN HOW TO IDENTIFY THE STRENGTHS AND WEAKNESSES OF AN ARGUMENT, WITHOUT ENGAGING IN PERSONAL ATTACKS.

I use this AAC&U Intercultural Knowledge and Competence Value Rubric to grade discussions. Intercultural competence is "a set of cognitive, affective, and behavioral

skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, 2008).

	Capstone	Milestones		Benchmark
	2 points	1.5 points	1 point	.5 point
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group[s]) (e.g., uncomfortable with identifying possible cultural differences with others).
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others but is unaware of own judgment.

Reading Quiz (8 points);

A reading quiz will be administered via Carmen once we have covered the first 6 chapters of our textbook. It will consist of true/false, multiple choice, fill in the blank, and long answer (short essay) questions and you will have 90 minutes to complete the quiz, with one attempt. The quiz will cover the material from your textbook, which is also the basis for the instructor's lectures, and test students on overall understanding and synthesis of the main concepts of the course. The quiz will be available for one week and can be taken any time within that period. Late quizzes will not be accepted without previous arrangements.

Immigration in the News (6 points):

Every small group, made up of students from both institutions, will be responsible for presenting 5 current news stories to the class one time during the semester. These news stories should include a local news story from Columbus and one from (city in Mexico), a national news story from the United States and one from Mexico, and an international news story. Links, citations, and bullet points for each news story will be added to a shared PowerPoint document and presented to the classes on Fridays in our Zoom meeting. A Q & A session with students will follow the presentation, in which the class will have opportunities to compare how the news is presented in each story.

Signature Assignment (20 points):

Together in small groups made up of students from both institutions, students will research and develop a comprehensive bilateral policy proposal addressing a specific issue within immigration law or practice, including a detailed analysis of the current situation, potential solutions, and a plan for implementation, considering both the benefits and drawbacks of their proposed policy change.

Key components:

       Select a focused topic, such as:

              Pathway to citizenship for undocumented immigrants

              High-skilled worker visas

              Refugee resettlement policy

Border security

Family reunification policies

Addressing asylum seekers at the border

Do an in-depth analysis of the current situation, for example:

Relevant statistics and data on the chosen issue

Existing laws and regulations governing the topic

Impact of current policies on individuals, communities, and the economy

Identify key stakeholders involved (e.g., government agencies, advocacy groups, businesses)

Develop a policy proposal:

Clearly articulate the proposed policy

Explain the rationale behind the proposed solution

Outline the key features and mechanisms of the new policy

Consider potential implementation strategies and challenges

Evaluate potential impacts:

Analyze the potential positive and negative effects of the proposed policy

Assess the economic, social, and political implications

Consider potential impacts on different groups, including immigrants, employers, and citizens

Address counterarguments and concerns:

Identify potential criticisms of the proposed policy

Provide thoughtful responses and justifications to address concerns

Important considerations for your proposal:

Ethical considerations:

Ensure your proposed policy aligns with human rights principles and addresses potential inequities.

Feasibility:

Evaluate the practicality of implementing your policy within the current political and legal landscape.

Evidence-based approach:

   Use reliable data and research to support your arguments and policy recommendations.

The final project will consist of three parts:

1) Written policy paper: a comprehensive document outlining the issue, proposed policy, analysis, and supporting evidence.
2) Oral presentation: deliver a persuasive presentation to a simulated policy-making body, including Q&A session.
3) Policy brief: a concise summary of the key points of your proposal, tailored for policymakers.

Learning Outcomes of the Collaborative Project:

1) Students will collaborate with their peers in Mexico, using intercultural communication and conflict resolution skills.
2) Students will practice and demonstrate research, critical thinking and analysis, writing, and presentation skills.
3) Students will learn about immigration policies and their impacts in the U.S. and Mexico.
4) Students will draw connections between their research and the content of the course materials.
5) Students will be exposed to a range of perspectives on immigration and citizenship.
6) Students will compare the results of their research with their experiences with immigration and citizenship in their own communities.
7) Students will contribute the insights of their research to the body of work on immigration policy.

Extra Credit

You can earn Extra Credit in this class by 1) attending a relevant outside event and submitting a summary for up to 2 points (the instructor will share relevant events with the class as they come up) and/or 2) summarizing and analyzing a relevant reading,

film, or podcast pre-approved by the instructor, for up to 2 points. Students may earn up to 2 points total of Extra Credit in this class. Additionally, if 90% of the class completes the SEI on time, I will give everyone 1 extra credit point.

You are required to submit all of your assignments to CARMEN. <u>Assignments submitted by email will not be accepted or graded under any circumstances</u>. The guidelines for the assignments and discussion posts are in the Carmen folders used to submit them.

Course Policies

Academic integrity and collaboration policy for all assignments

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. You may ask a trusted person to proofread your assignments before you turn them in, but no one should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with your instructor.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was**.**
- **Collaboration**: The course includes opportunities for collaboration with your classmates during in-class activities. Remember that using somebody else's answers on an assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects**: This course includes a group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and

feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions or concerns.

Late assignments

Late submissions will be accepted for reduced credit <u>up to 1 week past the final deadline</u>. I do not accept make-up work after that period because it derails the flow of the course plan. Students should focus on working ahead toward assignments coming due, rather than working backwards and falling even further behind. SLDS accommodations will utilize the Default Flex Plan which provides registered students with a 3-day extension of assignments that are not collaborative (<u>online discussions and the story map assignment are exempt from this accommodation</u>). Please plan to submit your assignments on time.

Discussion and communication guidelines

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

- **Writing style**: While there is no need to participate in online discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality is fine for non-academic topics.
- **Formatting**: All written assignments for this class, with the exception of the online discussions, should be double-spaced, 12 pt font, with 1" margins.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: In all writing assignments, please cite your sources. Use credible, scholarly sources. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) You may use any citation style you are familiar with, as long as you are consistent. You can access OSU library resources remotely:

- **Backing up your work**: Consider composing your discussion posts in a word processor, where you can save your work, and then copying into the discussion.
- **Collaboration:** Students will collaborate in small groups. Each student should contribute equally to the activity and be responsible for their own work.

A component of our interactions with students in Mexico will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate in Zoom:

- **Technical Issues**: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name, pronouns, and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share

their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

- **Recordings:** If Zoom sessions are recorded, these recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

University Policies

Academic Misconduct

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

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the

sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

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

Artificial Intelligence and Academic Integrity
There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Content Warning
Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

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

Counseling and Consultation Services / Mental Health Statement
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

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

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

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

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement
The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

https://odi.osu.edu/
https://odi.osu.edu/racial-justice-resources

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Lyft Ride Smart (Previously Safe Ride Program)

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area (opens in new window) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: https://ttm.osu.edu/ride-smart.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

Policy: Religious Holidays, Holy Days and Observances

Weather / Short-Term Closing
Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the

Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

Accessibility accommodations for students with disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

- This schedule is subject to change by the instructor with prior notice to students.
- Follow the Modules in order on our CarmenCanvas course site to access all up-to-date materials and deadlines.
- Every week has instructions for BEFORE CLASS, IN CLASS, and AFTER CLASS. In general, Reading Responses are due on Mondays by midnight, Discussion Posts are due on Wednesdays by midnight, and Discussion Replies are due on Thursdays by midnight. Pay attention to quiz and essay deadlines.
- Students are expected to complete the day's readings <u>before</u> we meet for class.
- Readings and assignments are expected to take 8 hours a week: 4 hours to complete the readings and 4 hours to complete assignments.
- We will use our first 2 months of classes to lay the groundwork for our COIL to begin in <u>Week 8</u>.

WEEK 1 January 12-16
INTRODUCTION TO THE COURSE

<u>Tuesday</u>

BEFORE CLASS

 Read:

1. Syllabus
2. Course Calendar

IN CLASS

- Why should we care about immigration?
- Introduce course content and structure
- Calendar and Carmen
- Review the Discussion Ground Rules and create a class agreement
- What are your learning objectives?
- Take the Class Survey in Carmen

AFTER CLASS

By the end of this week, use the <u>Introductions Discussion Board</u> to 1) introduce yourself, 2) mention any sociology or immigration classes you have taken before, 3) explain why you are taking this class, and 4) answer the following questions:

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

Thursday

BEFORE CLASS

- **Read: "**How to Read an Academic Book or Article" handout

IN CLASS

- Discuss how to read for this class
- Explain Immigration in the News assignment
- Create small groups and get to know each other
- Syllabus Quiz
- Work on first Reading Response – clarify instructor expectations

Friday (Zoom)

IN CLASS

- Watch and discuss: *The New Immigrants: A New America* (34 min)

AFTER CLASS

Read:

Gary Gerstle, "The Immigrant as Threat to American Security: A Historical Perspective," in *From Arrival to Incorporation: Migrants to the U.S. in a Global Era*, Ed. Elliot R. Barkan, Hasia Diner, and Alan M. Kraut (New York University Press, 2007), 217-245.

Assignments:

1. Submit Reading Response 1 of Gerstle article.
2. **Complete the Introduction to Academic Integrity at Ohio State module in order to access Week 2.**

WEEK 2 January 20-23
TOPIC 1 - PHASES OF U.S. IMMIGRATION

Tuesday

BEFORE CLASS

- Bring notes on Gerstle article

IN CLASS

- Class discussion and activity with Gerstle article

AFTER CLASS

> **Read:** Textbook Chapt 1, "The 4 Phases of U.S.-Bound Immigration", pp. 1-51.
> **Assignment:** Post and Reply on Discussion Board Topic 1: Why has the fear of foreigners been a topic of persistent debate in the United States?

Thursday

BEFORE CLASS

- Bring notes on Textbook Chapter 1

IN CLASS

- Immigration in the News: Group 1
- Lecture on Chapter 1
- Small group activity: immigrants in Ohio

Friday (Zoom)

IN CLASS

- Watch and discuss *Children in No-Man's Land* by Anayansi Prado (39 min): *https://osu.kanopy.com/video/children-no-man-s-land*

AFTER CLASS

> **Read:** Eric A. Ruark and Shoba Sivaprasad Wadhia, "Use of the term 'Illegal Alien,'" in *Debates on U.S. Immigration*, editors Judith Gans, Elanine Replogle, and Daniel Tichenor (Russell Sage Foundation, 2012), 529-541.
> **Assignment:** Submit Reading Response 2 of Ruark and Wadhia article.

WEEK 3 January 26-30
TOPIC 2 – THEORIES ON IMMIGRATION

Tuesday

BEFORE CLASS

- Bring notes on Ruark and Wadhia debate

IN CLASS

- Small group debate: Ruark versus Wadhia on "Use of the term 'illegal alien'"

AFTER CLASS

Read: Textbook Chapter 2, "Theoretical Overview" pp. 52-83.

Assignment: Post and Reply in Discussion Board Topic 2: Consider the following possible scenario: If you had the power to decide, what would you do with the undocumented migrant and her family presented in the film *Children in No-Man's Land*:
       1. Put her and her children in different detention centers?
       2. Put the mother in a detention center and her children in U.S. foster homes?
       3. Provide a temporary permit for her and her family to legally stay in the U.S. after paying a fee (or not) for every year they have been living in the U.S. without authorization?
       4. Immediately deport her and her children to her country of origin?
Please explain your answer. If the options presented here do not reflect your position, you can create your own combination of some of the options presented above.

Thursday

BEFORE CLASS

- Bring notes on Textbook Chapter 2

IN CLASS

- Immigration in the News: Group 2
- Lecture on Chapter 2
- Small group discussions

Friday (Zoom)

IN CLASS

- Watch *9500 Liberty* by Annabel Park and Eric Byler (1:20 min)
  https://drm.osu.edu/media/

AFTER CLASS

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

Assignment: Submit Reading Response 3 of Hernández-León and Zuñiga.

| WEEK 4 February 2-6 |
| TOPIC 3 - NEW DESTINATIONS AND DISCRIMINATION |

Tuesday

BEFORE CLASS

- Bring notes on Hernández-León and Zuñiga article

IN CLASS

- Finish watching and discuss *9500 Liberty* by Annabel Park and Eric Byler (1:20 min) https://drm.osu.edu/media/
- Small group activity: compare immigrants in Dalton, GA (article) vs Prince William County, VA (film)

AFTER CLASS

Read: Textbook Chapter 3, "Moving: Patterns of Immigrant Settlement and Spatial Mobility" pp. 84-113.
Assignment: Post and reply on Discussion Board Topic 3: In the film, *9500 Liberty,* the Board of Supervisors allowed citizens three minutes to express their views. If you had three minutes to express your views on the Immigration Resolution discussed in the film, what would you say?

Thursday

BEFORE CLASS

- Bring notes on Chapter 3

IN CLASS

- Immigration in the News: Group 3
- Lecture on Chapter 3
- Small group discussion

Friday (Zoom)

IN CLASS

- Watch and discuss *Pass or Fail in Cambodia Town* (25 min)
https://osu.kanopy.com/video/pass-or-fail-cambodia-town

AFTER CLASS

Read: Jennifer Lee and Min Zhou, "The Success Frame and Achievement
Paradox: The Costs and Consequences for Asian Americans," *Race and Social
Problems* Vol. 6, no. 1 (2014), 38–55.
Assignment: Submit Reading Response 4 of Lee and Zhou article.

WEEK 5 February 9-13
TOPIC 4 – THE "AMERICAN DREAM"

Tuesday

BEFORE CLASS

- Bring notes on Lee and Zhou article

IN CLASS

- Class activity with article "What the American Dream Looks like for Immigrants"
https://www.vox.com/the-goods/22548728/immigrant-american-dream-middle-class
- Discuss student reading responses

AFTER CLASS

Read: Textbook Chapter 4, "Making It in America", pp. 114-160.
Assignment: Post and Reply in Discussion Board Topic 4: According to you,
what is better for immigrants: To assimilate into the society of destination, or to
preserve their own cultures, ethnic identities, and forms of social organization?
Please explain.

Thursday

BEFORE CLASS

- Bring notes on Chapter 4

IN CLASS

- Immigration in the News: Group 4
- Lecture on Chapter 4
- Small group discussions

Friday (Zoom)

IN CLASS

- Listen to and discuss podcast *This American Life* "The Walls"
  https://www.thisamericanlife.org/641/the-walls

AFTER CLASS

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

Assignment: Submit Reading 5 Summary & Question of Waldinger article.

| WEEK 6 February 16-20 |
| TOPIC 5 – IDENTITY, CITIZENSHIP, AND POLITICAL PARTICIPATION |

Tuesday

BEFORE CLASS

- Bring notes on Waldinger article

IN CLASS

- Class discussion
- Small group activity with podcast

AFTER CLASS

Read: Textbook Chapter 5, "From Immigrations to Ethnics," pp. 161-213.

Assignment: Post and reply in Discussion Board Topic 5: Using the concepts and evidence presented in Chapter 5, take a position either in support of or in opposition to the growing presence and influence of immigrants in U.S. society, culture, and politics. Is it a threat to American culture, or do immigrants enhance American culture?

Thursday

BEFORE CLASS

- Bring notes on Chapter 5

IN CLASS

- Immigration in the News: Group 5
- Lecture on Chapter 5
- Small group discussions

Friday (Zoom)

IN CLASS

- Civil Discourse Training

AFTER CLASS

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

Assignment: Submit Reading Response 6 of Zolberg and Woon article.

WEEK 7 February 23-27
TOPIC 6 -- LANGUAGE: DIVERSITY AND RESILIENCE

Tuesday

BEFORE CLASS

- Bring notes on Zolberg and Woon article

IN CLASS

- Class activity with Zolberg and Woon article: Islam and Spanish
- Discuss Quiz 1

AFTER CLASS

Read: Textbook Chapter 6, "Language: Diversity and Resilience," pp. 214-253.
Assignment: Post and Reply in Discussion Board Topic 6: Is the use of languages other than English a potential threat to the national identity and unity of the United States?

Thursday

BEFORE CLASS

- Bring notes on Chapter 6

IN CLASS

- Immigration in the News: Group 6
- Lecture on Chapter 6
- Small group discussions

Friday (Zoom)

IN CLASS

- Watch part of an interview with Samuel Huntington: "Who Are We?" https://www.c-span.org/video/?181499-1/who-we-americas-national-identity
- Discuss Huntington's theories

AFTER CLASS

Read: Irene Bloemraad, Heidy Sarabia, and Angela E. Fillingim, "'Staying out of Trouble' and Doing What Is 'Right': Citizenship Acts, Citizenship Ideals, and the Effects of Legal Status on Second- Generation Youth," *American Behavioral Scientist* 60, no. 13 (2016), 1534 –1552.

Assignments:

1. Complete the Midterm Check-In.
2. Submit Reading Response 7 of Bloemraad et al article.

3. Quiz on Chapters 1-6 will be open in Carmen on February 27 – March 6.

Tuesday and Thursday: Introduction to Collaboration Online International Learning

Friday (Zoom): Meet our partners in Mexico

Assignments:
1) Introduction Discussion Board in Padlet
2) **Quiz** on Chapters 1-6 due by March 6 at midnight.
3) **Read to prepare for the class debate:**
   1. Huntington, "American Creed: How Our Spiritual Heritage Shaped Our National Identity," *The American Conservative*, April 12, 2004.
   2. Huntington, "The Hispanic Challenge." *Foreign Policy* 141 (2004), 30-46.
   3. Citrin et al, "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5 (2007), 31-48.
   4. Fraga and Segura, "Culture Clash? Contrasting Notions of American Identity and the Effects of Latin American Immigration," *Perspectives on Politics* 4 (2006), 279-87.

   [No Reading Response for these readings)

Tuesday

IN CLASS

- Prepare class debates

Thursday

IN CLASS

- Hold class debates

Friday (Zoom)

IN CLASS

- Meet with our partners in Mexico
- Create collaborative small groups

AFTER CLASS

    Read:

1) Solano, Priscilla and Douglas S. Massey. 2022. "Migrating through the Corridor of Death: The Making of a Complex Humanitarian Crisis." Journal on Migration and Human Security 10(3): 147-172.
2) Massey, Douglas S. "The Real Crisis at the Mexico-U.S. Border: A Humanitarian and Not an Immigration Emergency." Sociological Forum, Vol. 35, no. 3, 2020, pp. 787-805.

    Assignments:

1) Submit Reading Response 8 of Solano and Massey & Massey articles.
2) Post to Padlet discussion board.
3) Submit ePortfolio Reflection 1 in PebblePad: First Impressions.

March 16-20: NO CLASSES FOR SPRING BREAK

WEEK 10 March 23-27
TOPIC 8 – DEATH ON THE U.S.-MEXICO BORDER

Tuesday

IN CLASS

- Watch "Missing in Brooks County" (2020) by Lisa Molomot and Jeff Bemiss (1 hr 20 min) ***Content Warning: This film includes brief images of dead bodies.**

AFTER CLASS

    Assignment: Post and Reply in Discussion Board Topic 8: Discuss the realities of the complex humanitarian crisis facing undocumented migrants, both as

unauthorized border crossers and as transit migrants moving between the southern frontiers of Mexico and the U.S.

Thursday

BEFORE CLASS

- Bring notes on the Massey articles and the film

IN CLASS

- Immigration in the News: Group 7
- Guest presentation and art activity with Prof. Victor Espinosa (Sociology, Ohio State Newark): Hostile Terrain 94 https://www.undocumentedmigrationproject.org/hostileterrain94

Friday (Zoom)

IN CLASS

- Meet with our partners in Mexico
- Bilateral immigration policies: U.S. and Mexico

AFTER CLASS

Read: Rogers, Rosemarie and Emily Copeland. 2006. "The Evolution of the International Refugee Regime" in *The Migration Reader: Exploring Politics and Policies,* ed by Messina and Lahav*,* pp. 199-215.

    Assignments:

1) Submit Reading Response 9 of Rogers and Copeland.
2) Post to Padlet discussion board.
3) Submit ePortfolio Reflection 2 in PebblePad: Hostile Terrain 94

WEEK 11 March 30 – April 3
TOPIC 9 – REFUGEES AND ASYLUM SEEKERS

Tuesday

BEFORE CLASS

- Bring notes on Rogers and Copeland article

IN CLASS

- Watch part of WOSU Columbus Neighborhoods: New Americans [Columbus Neighborhoods New Americans](#)
- Refugees and asylum seekers in Columbus, OH

AFTER CLASS

> **Assignment:** Post and Reply in Discussion Board Topic 9

Thursday

IN CLASS

- Immigration in the News: Group 8
- Work on COIL Project with instructor support

Friday (Zoom):

IN CLASS

- Work on COIL Project with partners in Mexico

AFTER CLASS

> **Read:** Douglas S. Massey, "America's Immigration Policy Fiasco: Learning from Past Mistakes," *Dædalus, the Journal of the American Academy of Arts & Sciences* 142, no. 3 (Summer 2013), 5- 15.
>
> **Assignments:**
>
> 1) Submit Reading Response 10 of Massey article.
> 2) Post to Padlet discussion board.
> 3) Submit ePortfolio Reflection 3 in PebblePad.

WEEK 12 April 6-10
TOPIC 10 -- IMMIGRATION POLICY

Tuesday

BEFORE CLASS

- Bring notes on the Massey article

IN CLASS

> Watch: *The Immigration Paradox - Diverse Stories Reveal Root Causes of Mass Migration* by Lourdes Lee Vasquez (1:17 min).
> https://osu.kanopy.com/video/immigration-paradox

AFTER CLASS

> **Read:** Textbook Chapter 9, "Conclusion" pp. 365-386.

> **Assignment:** Post to Discussion Board Topic 10: Using material and ideas from the readings to support your opinion, present some ideas for addressing problems with the current immigration system that would benefit both immigrants and the native-born population.

Thursday

BEFORE CLASS

- Bring notes on Chapter 9

IN CLASS

- Immigration in the News: Group 9
- Lecture on Chapter 9

Friday (Zoom)

IN CLASS

- Work on COIL Project with partners in Mexico

AFTER CLASS

> **Assignments:**

1) Post to Padlet discussion board.
2) Submit ePortfolio Reflection 4 in PebblePad.

WEEK 13 April 13-17 COIL Projects

Tuesday and Thursday

- Work on COIL Project with instructor support

<u>**Friday (Zoom)**</u>

- Work on COIL Project with partners in Mexico
- **Assignments:**
    1) Post to Padlet discussion board.
    2) Submit ePortfolio Reflection 5 in PebblePad.

WEEK 14 April 20-24
COIL Projects and Conclusion of the Class

<u>**Tuesday and Thursday**</u>

- Review and Reflect
- KWL (what you knew; what you wanted to learn; what you learned)
- Letters for future students
- Small group activities

<u>**Friday (Zoom)**</u>

- COIL Presentations
- **Assignments:**
    3) Post to Padlet discussion board.
    4) Submit ePortfolio Reflection 6 in PebblePad.

WEEK 15 Finals Week

Assignments Due:

1. Complete the Impact of the Course Discussion Post by April 27.
2. Submit all Extra Credit by April 27.
3. Submit ePortfolio Reflection 7 in PebblePad.

All CARMEN folders for assignments and discussion posts will close on the last day of classes, **Monday, April 27 at midnight.** After the folders are closed, you will not be able to submit any late assignments. **As indicated in the guidelines, assignments submitted by email will not be accepted under any circumstances.**

I will submit all final grades to the Registrar by <u>5pm on Tuesday, May 5</u>.

Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study.

Sociology of Immigration provides a sociological understanding of contemporary migration both globally and with a particular focus on the U.S. The course examines why migration occurs; how it is sustained over time; and how immigrants are incorporated into the host society. The High Impact Practices (HIPs) of use in the course are 1) ePortfolios and 2) COIL, or Collaborative Online International Learning. In both of these practices, students engage in intensive reflective learning processes, which is a key feature of HIPs. In the ePortfolios, students reflect on their experiences, make sense of them by connecting class activities and academic knowledge to their interactions with peers at an academic institution in Mexico, and assess their own development and learning experiences over time. Via the ePortfolios, students engage in intercultural learning activities aimed at self-awareness and empathy. They are given opportunities to recognize themselves and others as cultural beings and develop their intercultural competence in preparation for the COIL experience.

In this course, the COIL experience utilizes key HIP features including undergraduate research, engagement with diversity and global learning, and a collaborative project. Halfway through the semester, we begin the collaboration. Icebreaker activities allow students to build meaningful connections and reflect on their perspectives in conversation with others. Then a scaffolded collaborative project that involves original research in small groups will focus on immigration policies in the U.S. and Mexico. Research will culminate in a "signature assignment," the collaborative creation of a bilateral policy proposal that will be public facing and shared in a virtual presentation for students and faculty in both classes.

Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context).

This course will entail 4 hours of direct instruction and 8 hours of indirect instruction (homework/study time) per week. Direct instruction includes lectures by the instructor or guest scholars, in-class activities, and synchronous discussions with students at the partner institution. Indirect instruction includes reading scholarly texts, viewing relevant films and documentaries, preparing for class, and completing assignments (Reading Responses, Reflections, Discussions, Reading Quiz, Immigration in the News, Collaborative Project).

Via the assigned course materials, students prepare for the COIL experience in weeks 1-7. They begin to build meaningful connections with their peers at the partner institution in week 8, when we will begin meeting weekly in a synchronous Zoom session and holding informal discussions on Padlet. After the 2-week icebreaker period, students will begin their

collaborative project, which lasts 6 weeks. Alongside these prolonged small group synchronous and asynchronous interactions, students in both classes will hold weekly small group meetings on their own time to work on the collaborative project. Ohio State students will also begin submitting ePortfolio Reflections in PebblePad that help them reflect on the COIL experience throughout the process.

Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content.

The HIPs in this class, including ePortfolios and COIL, are directed toward these substantive matters. The ePortfolio Reflections provide students with the opportunity to make connections between course content and their personal experiences and reflect on how to make meaning out of those connections. Students are prompted to reflect on either the assigned reading/viewing materials as they relate to the Citizenship theme of this course and consider how to apply what they are learning; or to reflect on the COIL experiences and intercultural development; or both. For example, in ePortfolio Reflection 2, students will reflect on their experience with Hostile Terrain 94, a participatory art project that will be presented by Prof. Victor Espinosa in class that week. This art project is one way that academics and activists have tried to create and develop more awareness about the many migrants who have died trying to cross the desert between Mexico and the U.S. Students are asked to reflect on whether they believe this to be an effective method and offer ideas for other effective ways of building awareness. The instructor will respond to the students' ePortfolio Reflections and utilize them in class activities to encourage further discussion.

For the COIL component, Ohio State students will interact regularly with students at an academic institution in Mexico for 8 weeks. These interactions provide opportunities to reflect on cultural self-awareness, intercultural empathy, and academic content. For example, students are directed to interact asynchronously using Padlet. Their first post will be a cultural autobiography, in which they consider components of their own identity using the Identity Flower (i.e. citizenship, race/ethnicity, language, religion, gender and sexuality, social class, relationship status, ability, etc). Another post will ask students to reflect on their names and the social meanings embedded in names.

Our Padlet discussions, ePortfolio, and COIL experiences will come into play in classroom activities that give students the opportunity to discuss their intercultural experiences with each other and the instructor, including how to deal with difficult differences, how to communicate and resolve conflicts in intercultural situations, and how to consider the social and cultural contexts that shape power dynamics, language barriers, differing styles of working in a group, and more.

Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning.

Students have weekly readings and assignments including Reading Responses, ePortfolio Reflections or Online Discussions, and a scaffolded collaborative project that involves four associated assignments. Assignments will be graded in Carmen and students will have access to the grading rubric and instructor comments on their work. I use AAC&U grading rubrics that are provided to the students in the syllabus. Reading responses promote effective reading skills and should demonstrate a synthesis of the materials and critical thinking about their function in the day's lesson and broader course context. Reading Responses are graded for mastery, so students may revise and resubmit an assignment that did not receive full points. Reading Responses are graded using a Critical Thinking rubric; ePorfolios are graded using an Integrative Learning rubric; Discussions are graded using an Intercultural Knowledge and Competence rubric. The rubrics include descriptions of Capstone, Milestone, and Benchmark achievements.

The signature assignment of this course is the Bilateral Policy Proposal. Small groups of OSU and partner students will work together. Each small group will submit a proposal of their project to be approved by both instructors. Then they will create and submit a bilateral policy proposal, a policy brief, and a presentation of their proposal. Combined, the assignments that make up the collaborative project will give students the opportunity to develop skills in 1) research, 2) collaboration and teamwork, 3) intercultural learning, and 4) written and 5) oral communication.

All assignments will be graded within a week of submission and will include written instructor feedback. Oral communication about student progress will be delivered in class and office hours.

Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences.

Seven ePortfolio reflections will be posted in Pebblepad. The ePortfolios will be used as a mechanism for collecting, curating, and sharing work with others. They will involve 1) reflective practice, 2) metacognition, 3) integrative learning, and 4) folio thinking. 1) Reflective practice refers to the act of reflecting on their own experiences, making meaning of those experiences, and how they will apply what they learned to future experiences. 2) Metacognition refers to the process of 'thinking about one's thinking.' ePortfolios provide a space and dedicated time to think about their experiences, skills, and knowledge - in other words, engage in metacognitive practice. When students upload a file or photo and choose how to tag it, they are situating their work within the broader context of their learning and starting to make connections. As they plan and develop their ePortfolios, they are making goals and self-monitoring their progress, another essential aspect of metacognitive practice. 3) Integrative learning refers to making connections across contexts and fields to new situations. Our ePortfolios and COIL will provide an authentic context for integrative learning. Finally, 4) folio thinking entails a purposeful

pedagogical approach that situates ePortfolios as a mechanism for developing a habit of mind as students critically reflect on their learning.

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts.

Films and documentaries are used effectively in this class to provide case studies and real-world examples of concepts learned in the course readings. The Online Discussions apply learning through real-world applications and the integration of course content to contemporary global issues and contexts. For example, in Week 3, students are watching the film *Children in No-Man's Land.* In the associated discussion board, students are asked the following:
If you had the power to decide, what would you do with the undocumented migrant and her family presented in the film:
1. Put her and her children in different detention centers?
2. Put the mother in a detention center and her children in U.S. foster homes?
3. Provide a temporary permit for her and her family to legally stay in the U.S. after paying a fee (or not) for every year they have been living in the U.S. without authorization?
4. Immediately deport her and her children to her country of origin?
Please explain your answer. If the options presented here do not reflect your position, you can create your own combination of some of the options presented above.

The collaborative project also integrates course content and applies it to contemporary issues and contexts. According to Roach & Alvey 2021, a signature assignment illustrates something quintessential about course content, embeds the learning outcomes, asks students to synthesize and apply learning, and gives students agency and choice in the application of their learning. It also requires a significant and intentional reflective component to help students identify and articulate relationships between course material, the curriculum, their community, and their sense of self. In the Collaborative Project for this class, in small groups made up of students from both institutions, students will research and develop a comprehensive bilateral policy proposal addressing a specific issue within immigration law or practice, including a detailed analysis of the current situation, potential solutions, and a plan for implementation, considering both the benefits and drawbacks of their proposed policy change.

Learning Objectives of the Collaborative Project:
1) Students will collaborate with their peers in Mexico, using intercultural communication and conflict resolution skills.
2) Students will practice and demonstrate research, critical thinking and analysis, writing, and presentation skills.
3) Students will learn about immigration policies and their impacts in the U.S. and Mexico.
4) Students will draw connections between their research and the content of the course materials.
5) Students will be exposed to a range of perspectives on immigration and citizenship.
6) Students will compare the results of their research with their experiences with immigration and citizenship in their own communities.

7) Students will contribute the insights of their research to the body of work on immigration policy.

Public Demonstration of competence both in academic settings and, if possible, in the study away site.

After the Bilateral Policy Proposals are submitted and receive feedback from the instructors, students at both institutions will meet in Zoom to present their work to the classes and instructors. The presentations will be followed by a group discussion. The instructors at Ohio State and the partner institution will invite faculty and students with relevant knowledge and experience to attend the presentation and offer feedback. Students may choose to share their proposals with a government official, for example the chair of a legislative committee, with the support of instructors.

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.

In this course, the COIL experience utilizes one of the key HIP features, which is engagement with diversity and global learning, particularly via the collaborative project. Once we begin our COIL in Week 8, students will meet in small groups for at least 20 minutes a week outside of class time in order to work on their project. These synchronous interactions form the basis of the collaborative project and give students opportunities to build intercultural skills and consider different communication and conflict styles and deal with difficult differences. There are regular opportunities to debrief these interactions with the instructor during class time and in the ePortfolios.

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness.

I have taken a Universal Design for Learning (UDL) workshop with the Drake Institute and integrated those concepts and methods in this course, particularly the three principles of UDL: Multiple Means of Representation; Multiple Means of Action and Expression; and Multiple Means of Engagement. Content is represented first in the assigned readings and films; it is then explored further in the classroom setting; students have the opportunity to engage with the material, make connections, and demonstrate their learning via two weekly assignments, the Reading Response and the Online Discussion or ePortfolio Reflection. Classroom activities also provide opportunities for students to learn and demonstrate learning. Some class activities focus on text, others on images, and others on kinesthetic learning. Large and small group activities provide various contexts for student participation.

Central to ePortfolios is active learner engagement and responsibility in their learning. They aid students in defragmenting discrete experiences and practices to synthesize their learning long-term. Students can develop outward-facing ePortfolios to share with future employers, which immediately builds relevance and value for students as they see direct connections to their future goals. Moreover, research shows that when students are given the opportunity to show their learning in different ways, it is more engaging and motivating for them.

I explicitly share my teaching principles with students and invite them to be involved in their own learning process. Assignments like reflections and discussions provide opportunities for metacognition and integrative learning. I also utilize principles of accessibility in my classroom, so that students can participate in various ways. My syllabus clearly lays out all expectations and includes grading rubrics. My assignments leave room for multiple learning styles and approaches in a way that other assignment types do not (like exams).

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students.

This course will be attractive to all students at OSU as it fulfills the GE Theme in Citizenship for a Just and Diverse World. As a new 4-credit HIP course, it will also be attractive to students looking to fulfill this requirement because there aren't a lot of such courses available. We are offering this course to students at both the Columbus and the Newark campus. As the current COIL Fellow, I am actively promoting such courses to students at OSU. Education Abroad has been proven beneficial to students because it gives them the opportunity to develop highly valued skills, such as language learning, intercultural communication and collaboration, and perspective taking. However, many students do not have the resources to study abroad. Some places around the world are not safe for students to visit. While COIL is not a substitute for study abroad, it can provide students with some of the same skill-building opportunities. It can also be useful as a preparation tool for students who plan to travel.