

Term Information

Effective Term Spring 2020

General Information

Course Bulletin Listing/Subject Area Near Eastn Lang and Cultures
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2367.01
Course Title SOUTH ASIAN (DESI) DIASPORA IN THE UNITED STATES
Transcript Abbreviation S. Asia Diaspora
Course Description This course is designed (for students in any field) as a multi-disciplinary introduction to communities with South Asian heritage who live in the United States of America. South Asia is comprised of India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, Afghanistan, and the Maldives.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110.01 or equiv.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1199
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Level 2 (2367); Social Diversity in the United States

Course Details

Course goals or learning objectives/outcomes

- Students will learn about the history of South Asian migration into the United States and also issues related to assimilation, identity, heritage, enculturation, discrimination, and multiculturalism.

Content Topic List

- South Asia
 - Disapora
 - Immigration
 - India
 - Nepal
 - Bangladesh
 - Pakistan
 - Afghanistan
 - Sri Lanka
 - United States
 - Bhutan
 - assimilation
 - identity
 - heritage
 - enculturation
 - discrimination
 - multiculturalism
- No

Sought Concurrence

Attachments

- South Asian (desi) diaspora in the United States. Syllabus.docx: Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- Diversity- US - GE Assessment Plan Template.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- GE Assessment Plan for Writing level 2.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- GE Rationale US Diversity.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- GE Writing 2 Rationale.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)

Comments

COURSE REQUEST
2367.01 - Status: PENDING

Last Updated: Heysel,Garett Robert
03/23/2019

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	03/22/2019 04:24 PM	Submitted for Approval
Approved	Holub,Robert Charles	03/22/2019 04:54 PM	Unit Approval
Approved	Heysel,Garett Robert	03/23/2019 09:36 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/23/2019 09:36 AM	ASCCAO Approval

SOUTH ASIAN (*DESI*) DIASPORA IN THE UNITED STATES

NELC 2367.01

Instructor: Ila Nagar

Instructor email: nagar.5@osu.edu

Instructor's office: Hagerty Hall 320

Office Hours:

Course website: www.Canvas.osu.edu

Instructor's Mailbox: 300 Hagerty Hall Accessible 8am-5pm Monday-Friday

Course Description

This course is designed (for students in any field) as a multi-disciplinary introduction to communities with South Asian heritage who live in the United States of America. South Asia is comprised of India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, Afghanistan, and the Maldives. This area of the world houses one-fifth of the world's population which speaks more than 4000 languages and is incredibly religiously diverse. While South Asians have been part of American life for more than a century, in recent years changes in world economics and immigration laws has led to waves of migrations from South Asia to the United States. In many instances, people from South Asia move to the United States to pursue better education and employment opportunities but there is significant migration from poorer South Asian countries and communities due to human rights abuses.

Students will learn about the history of South Asian migration into the United States and also issues related to assimilation, identity, heritage, enculturation, discrimination, and multiculturalism. These themes will be explored through various lenses throughout the semester including gender, sexuality, class, language politics, religion, and race.

Learning Objectives

General Education: Writing and Communication 2

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students extend the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

General Education: Social Diversity in the United States

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

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

Academic misconduct statement: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

Disability statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Required texts in addition to the chapters and articles on Carmen

1. *The Namesake*, 2006, film by Mira Nair adapted from a novel by the same name by Jhumpa Lahiri. Available on Secure Media Library
2. *Pardes*, 1997, Bollywood film by Subhash Ghai. Available on Secure Media Library
3. Vijay Prashad (2000). *The Karma of Brown Folk*. University of Minnesota Press
4. Dhingra, Pawan (2012). *Life behind the Lobby: Indian American Motel Owners and the American Dream*. Stanford University Press
5. Borwn, Judith (2006). *Global South Asians: Introducing the Modern Diaspora*. Cambridge University Press
6. Shankar, Shalini (2008). *Desi Land: Teen Culture, Class, and Success in Silicon Valley*. Duke University Press

Where required texts are available

The required texts can be bought online. Chapters from various books and journal articles will be made available on Canvas.

Assignment format and schedule

Weekly summary of readings 30% of total grade

Students will be required to write a summary for readings each week. The summaries should be 500-1000 words long and should present the main arguments of the reading in a cohesive manner. The goal of the summaries will be to ensure that students get the point of the readings and also develop their writing skills.

Reflection on readings 20% of total grade

Students write a reflection piece addressing 1) the strengths and weaknesses of three readings, 2) opposing viewpoints to the reading and why they are important, 3) how and if the readings are connected to each other and to the class, and 4) what implicit and explicit assumptions do the readings make?

Reflections due during weeks 7 and 14

Midterm exam 15%

Students write a two to three page as a character from one of the case studies we will read in class. The goal of this assignment is to encourage students to speak from the perspective of someone they are not. Students should address the structures, advantages, constraints, and challenges that immigrants face in the United States.

Journal entry and presentation 10%

Students write a short journal entry about any two class periods. Students describe their interactions with the class period, their thoughts during it, and their thoughts about the reading(s) for the class period. Students present their thoughts in an informal class presentation.

Due by week 13

Final paper project 25% of total grade

The final paper will be a two-part project involving an abstract submission and a final paper. The final paper should be 7-10 pages and should be a discussion of two-three themes from this class and how these themes connect to your own research projects.

Abstract for final paper 5% of total grade due during week 9

Final paper and presentation 20% of final grade due during finals week

Grading scale

Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

Attendance policy

If you miss more than one in the course of the semester for any reasons other than medical or family emergencies (for which you can provide written proof), your grade will go down one letter.

Weekly schedule

History of South Asian Immigration

Students learn about the history of immigration from South Asia in the United States. While most students see immigration from South Asia as a post 1965 occurrence, the first two weeks will inform students about the nature of early immigration into the United States.

Week 1

Tuesday Introduction to the course and the syllabus
“Of India, Of the Mysterious East, Of the Oriental Menagerie” Prashad. 1-46

Thursday Dark Caucasians: “The Hindoo Question”. Takaki, 294-315

Week 2

Tuesday “Of Sly *Babas* and Other Gurus” Prashad. 47-69
Hindus Too Brunette to Vote Here, available here:
<http://www.saadigitalarchive.org/item/20101210-148>

Thursday “Intimate Dependency, Race and Trans-Imperial Migration”. Shah, 25-50

South Asians as a “model minority” in the United States

Historically different races have had different interactions with life in the United States. South Asia immigrants have often been categorized as a “model minority”. Students learn about the racial underpinnings of this designation and what this designation means for people in South Asian communities in the United States. In the weeks assigned to this unit, students learn experience two distinct parts of the South Asian experience—one in high schools and the other behind hotel lobbies. They also learn about the complexities that the “model minority” label creates are South Asians who do not fit the mold and for other minorities who suffer the consequences of this label.

Week 3

Tuesday “California, here we come, right back where we started from” Shankar. 1-53

Thursday “Defining Desi teen culture; Living and desiring the desi bling life” Shankar. 53-100

Week 4

Tuesday “Dating on the DL and Arranged Marriages” Shankar. 167-193

Thursday “Building the diaspora” Dhingra. 25-87

Week 5

Tuesday “Business hardships and Immigrant Realities” Dhingra. 88-123

Thursday “The possibility of belonging” Dhingra. 161-203

Week 6

Tuesday Indian Americans: The New Model Minority, available here:
<http://www.forbes.com/2009/02/24/bobby-jindal-indian-americans-opinions-contributors-immigrants-minority.html>

Viewing of Hari Kondabolu clip on South Asian Spelling Bee, available here:
<http://www.youtube.com/watch?v=NZPZ-9qmZkk>

Thursday “Relating to the New Homeland” Brown. 124-137

Week 7

Tuesday “Relation to the Old Homeland” Brown. 149-170

Thursday Film: *The Namesake*

Race and the South Asian experience

Week 8

Tuesday “Saris, Chutney Sandwiches and ‘Thick Accents’: Constructing Difference” Bhatia. 112-154.

Thursday “Citizenship and Dissent in Diaspora: Indian Immigrant Youth in the United States after 9/11” Maira. 131-155

Week 9

Tuesday “Of Yankee Hindutva” Prashad. 133-156

Thursday “Of Antiracist Racism” Prashad. 157-184

Assimilation and Difference

Week 10 Spring Break

Week 11

Tuesday “Professional Appearances and Backstage Hierarchies”. Dhingra. 123-160

Thursday “Being FOBULous on Multicultural Day”. Shankar. 119-142

Religion, sexuality, and gender in South Asian Communities

Week 12

Tuesday “The Modern Zoroastrian Diaspora”. Hinnells. 56-82

Thursday “Haunting Stories: Narrative Transmissions of South Asian Identities in Diaspora”. Narayan. 415-434

Week 13

Tuesday "Gendered Ethnicity: Creating a Hindu Indian Identity in the United States". Kurien. 648-670

Thursday Film: *Pardes*

Week 14

Tuesday “Relationships between Muslims and Hindus in the United States: *Mlecchas* vs. *Kafirs*?”. Mohammad. 286-308

Thursday “The Jain Plate: The Semiotics of the Diaspora Diet”. Vallely. 3-22.

Wrap up, presentations, and reviewing material

Week 15

Tuesday Contextualizing and reviewing material

Thursday Presentations of final project

Readings available on Carmen

Bhatia, Sunil. 2007. *American Karma: Race, Culture and Identity in the South Asian Diaspora*. New York: New York University Press

Maira, Sunaina. 2008. “Citizenship and Dissent in Diaspora: Indian Immigrant Youth in the United States after 9/11” in Parvati Raghuram et. al. (Eds.) *Tracing an Indian Diaspora: Contexts, Memories, Representations*. Los Angeles: Sage Publications

Shah, Nayan. 2013. Intimate Dependency, Race and Trans-Imperial Migration. In Vivek Bald (Et.al. eds.) *The Sun Never Sets: South Asian Migrants in an Age of U.S. Power*. 25-49.

- Takaki, Ronald. 1989. *Strangers in a Different Shore: A History of Asian Americans*. New York: Penguin Books
- Hinnells, John R. 1990. The Modern Zoroastrian Diaspora in Brown, Judith M., and Rosemary Foot, (Eds.) *Migration: The Asian Experience*. Oxford: St. Martin's Press. 56- 82.
- Narayan, Kirin. 2004. Haunting Stories: Narrative Transmissions of South Asian Identities in Diaspora in Jacobsen, Knut A., and P. Pratap Kumar (Eds.) *South Asians in the Diaspora: Histories and Religious Traditions*. Leiden: Brill. 415-434.
- Kurien, Prema Ann. 1999 Gendered Ethnicity: Creating a Hindu Indian Identity in the United States. *American Behavioral Scientist* 42, 648-70.
- Mohammad, Aminah T. 2001. Relationships between Muslims and Hindus in the United States: Mlecchas vs. Kafirs? in Bates, Crispin (Eds). *Community, Empire and Migration: South Asians in Diaspora*. Houndmills, Basingstoke: Palgrave. 286-308.
- Vallely, Anne. 2004. The Jain Plate: The Semiotics of the Diaspora Diet in Jacobsen, Knut A., and P. Pratap Kumar (Eds.) *South Asians in the Diaspora: Histories and Religious Traditions*. Leiden: Brill, 3-22.

NELC 2367.01 - SOUTH ASIAN (*DESI*) DIASPORA IN THE UNITED STATES

GE Rationale

This course fulfills the General Education categories of Writing and Communication 2

Course Description

While South Asians have been part of American life for more than a century, in recent years changes in world economics and immigration laws has led to waves of migrations from South Asia to the United States. In many instances, people from South Asia move to the United States to pursue better education and employment opportunities but there is significant migration from poorer South Asian countries and communities due to human rights abuses. Students will learn about the history of South Asian migration into the United States and also issues related to assimilation, identity, heritage, enculturation, discrimination, and multiculturalism. These themes will be explored through various lenses throughout the semester including gender, sexuality, class, language politics, religion, and race.

Expected Learning Outcomes

General Education:

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students extend the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

This course is writing intensive, with students submitting approximately **30 pages of written work** which will represent their understanding of the material and their ability to analyze and critique the material.

The written assignments develop skills in lucid writing, paragraph and argumentative structure, creating straightforward, analytical introductions and conclusions, reasoning and arguing from evidence, weighing different interpretive options and arguing convincingly for the writer's chosen approach.

The course also requires **two oral presentations** on the readings and cultural artifacts that are analyzed for the class that are assessed on pace, preparation, fluency, academic method in research, body language including eye contact and physical gestures and orientation. By the end of the semester students will write more confidently, more succinctly and back up their arguments with relevant evidence and analysis. Their oral presentation skills will grow based on detailed feedback and a participatory classroom environment.

GE Assessment for Writing and Communication – Level 2

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final paper <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u> Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final paper <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	
<p><u>ELO 2</u> Students access and use information critically and analytically.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final paper <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	

Appendix: Assessment Rubric for Proposed South Asian Diaspora Course

Two examples of direct measures:

1. **Students will be given written assignments throughout the semester to assess their improvement with respect to ELO 1, ELO 2, and ELO 3. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor.**
Example questions include:
 - a. *ELO 1 example question:* How does identity and conflict reflect in Prasad's writing about yoga in the West?
 - b. *ELO 2 example question:* How does gender manifest itself in South Asian communities in Southern California?
 - c. *ELO 3 example question:* In what ways have the religious values in South Asian communities reflect their association with South Asia?

2. **Reflections on Readings assignments will be used to assess achievement of ELO 1, ELO 2, and ELO 3. These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**
 - a. *ELO 1 example question:* Compare Prashad's and Dinghra's views on capitalism and how immigrant communities interact with capitalism
 - b. *ELO 2 example question:* Explain differences and similarities between religious and secular intellectuals in South Asian immigrant communities in the US
 - c. *ELO 3 example question:* In what ways has globalization and the increased presence of social media and mass communication technologies created political challenges from young South Asians?

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Writing and Communication: Level Two - ELO 1

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Writing and Communication: Level Two - ELO 2

2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Writing and Communication: Level Two - ELO 3

3. Students access and use information critically and analytically.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

NELC 2367.01 - SOUTH ASIAN (*DESI*) DIASPORA IN THE UNITED STATES

GE Rationale

This course fulfills the General Education categories of **Social Diversity in the United States**

Course Description

While South Asians have been part of American life for more than a century, in recent years changes in world economics and immigration laws has led to waves of migrations from South Asia to the United States. In many instances, people from South Asia move to the United States to pursue better education and employment opportunities but there is significant migration from poorer South Asian countries and communities due to human rights abuses. Students will learn about the history of South Asian migration into the United States and also issues related to assimilation, identity, heritage, enculturation, discrimination, and multiculturalism. These themes will be explored through various lenses throughout the semester including gender, sexuality, class, language politics, religion, and race.

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

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

Over the course of a semester students read about the social, economic, gender, sexuality, religious, linguistic and ethnic diversity among South Asian immigrants to the United States. Students write summaries of readings every week which ask them to reflect on the pluralistic nature of the cultures that South Asian immigrants represent.

Students write weekly summaries and reflection papers that compare readings and provide a platform to evaluate the role of social diversity in the United States. Students also write a midterm paper where they assume the perspective of a person that they have read about in the readings. In this assignment students address the structures, advantages, constraints, and challenges that immigrants face in the United States. The goal of these assignments is to make students aware of the prejudices, assumptions, and misinformation that exist about immigrants.

NELC 2367.01 - SOUTH ASIAN (*DESI*) DIASPORA IN THE UNITED STATES
GE Assessment Plan - Social Diversity in the United States

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final paper <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u> Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p>	<p><u>Direct:</u> Embedded questions on writing assignments and final paper <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years, and then less frequently in line with other GE assessments. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

States

Two examples of direct measures:

- 1. Students will be given written assignments throughout the semester to assess their improvement with respect to ELO 1, ELO 2, and ELO 3. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor.**

Example questions include:

- ELO 1 example question:* How does the designation of South Asians as a ‘model minority’ influence the way in which other minorities are treated in the United States?
 - ELO 2 example question:* What the interaction between *Bharatnatayam* and South Asians teach us about identity and material culture?
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- 2. Questions from reflection papers will be used to assess achievement of ELO 1, ELO 2, and ELO 3. These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**
 - ELO 1 example question:* South Asians are a very diverse minority in the United States. How is this diversity in religion, belonging, and country of origin lived and experienced in the United States?
 - ELO 2 example question:* How do issues of assimilation and enculturation reflect lived experience in the United States?

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Diversity: Social Diversity in the United States ELO 1

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

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Diversity: Social Diversity in the United States ELO 1

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

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain: