

Term Information

Effective Term Spring 2021

General Information

Course Bulletin Listing/Subject Area South Asia Studies
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3630S
Course Title South Asian Identities In The United States: Assimilation And Enculturation
Transcript Abbreviation S. Asia Identities
Course Description The course aims to introduce students to diversity of identities within the immigrant South Asian community in the United States. Students read about how people define, interpret, and understand identity. This is a service learning course and students spend significant time getting to know the range of experiences of South Asians in Central Ohio.
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
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0112
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Social Diversity in the United States; Service-Learning (new)

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

Course Details

Course goals or learning objectives/outcomes

- Students will understand different material, linguistic, sartorial, and class elements that are used to situate South Asians under a single umbrella
- Students will work with local communities and develop service learning projects within the specific context of an immigrant community's need
- Students will develop programs that meet needs of specific community in India that is tied to immigrants in Central Ohio
- Students will create Oral History resources documenting what they learn about the histories of local people from South Asia.

Content Topic List

- South Asia
- Immigration
- The United States
- Assimilation
- Enculturation
- Culture
- Community
- India
- Pakistan
- Nepal
- Sri Lanka
- Afghanistan
- Bhutan
- Bangladesh
- service learning

Sought Concurrence

No

Attachments

- South Asian Identities Tentative Syllabus.docx: Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- NELC 3630 - Service Learning GE form.docx: Service Learning Form
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- NELC 3630 - GE Rationale - Culture and Ideas.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- NELC 3630 - GE Rationale - Diversity in the US.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- NELC 3630 - GE Rationale - Service Learning.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- NELC 3630 - GE Assessment Plan for Culture and Ideas.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- NELC 3630 - GE Assessment Plan for Service Learning.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- NELC 3630 - GE Assessment Plan for Social Diversity in the US.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)

Comments

- Hi Jeremie, Please add "S" at the end of the course number on the form & send right back up today. (I would make that change for you but cannot.) No other change to make. *(by Vankeerbergen,Bernadette Chantal on 04/23/2020 08:20 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	04/21/2020 03:27 PM	Submitted for Approval
Approved	Holub,Robert Charles	04/21/2020 03:33 PM	Unit Approval
Approved	Heysel,Garett Robert	04/21/2020 10:21 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/23/2020 08:20 AM	ASCCAO Approval
Submitted	Smith,Jeremie S	04/23/2020 08:37 AM	Submitted for Approval
Approved	Holub,Robert Charles	04/23/2020 10:31 AM	Unit Approval
Approved	Heysel,Garett Robert	04/23/2020 10:53 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	04/23/2020 10:53 AM	ASCCAO Approval

SOUTH ASIAN IDENTITIES IN THE UNITED STATES: ASSIMILATION AND ENCULTURATION

NELC 3630

Instructor: Ila Nagar

Instructor email: nagar.5@osu.edu

Instructor's office: Hagerty Hall 320

Office Hours: TBA

Course website: www.Canvas.osu.edu

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

Course Description

South Asia comprises of India, Pakistan, Sri Lanka, Nepal, Bangladesh, Afghanistan, and Bhutan. Over 5-10 million people in the United States trace their histories to South Asia. While this is a diverse group of people, they are mostly understood as a 'model minority' and are placed under a single umbrella of successful people from India who are either doctors or engineers in the United States. In reality, South Asian are a diverse group comprising several communities and identities who are part of various social structures spanning wealthy entrepreneurs to recent immigrants from Nepal, Bhutan, and Bangladesh. The community defines itself in distinct ways.

The course aims to introduce students to diversity of identities within the immigrant South Asian community in the United States. Students read about how people define, interpret, and understand identity, students learn about the different material, linguistic, sartorial, and class elements that are used to situate South Asians under a single umbrella. This is a service learning course and students spend significant time getting to know the range of experiences of South Asians in Central Ohio. Students explore ways to understand the community through hands-on service learning projects.

Learning Objectives

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.

General Education: Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

General Education: Service Learning

Goals: Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service learning activity.

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/>.

Service learning component of the course

Each student will work for at least sixteen hours in the course of a semester with either Community Refugee Immigration Services (CRIS or Association for India's Development (AID) Columbus chapter. During the second week of the semester, students will hear brief presentations from members of these organizations.

The service learning components of this course have four different goals. Each goal is described below with a discussion of what students will do to meet the goal. To ensure that no one non-profit is overwhelmed with students from an entire class, each student will participate in meeting either goal 1 or 2. Students will pick goals with the instructor and their interest, major or minor goals, and any previous life or educational experiences will be considered in guiding them in their choices. Every student will participate in meeting goal 4.

1. Work with a local population, learn and give back within the specific context of an immigrant community's need

CRIS serves many recent refugees with Nepali-Bhutani heritage. Students will work with CRIS to devise ways in which two different populations within the Nepali-Bhutani community can be served based on their specific needs. These populations are the elderly and young children. Students will participate in two activities over the course of the semester:

- a) The elderly in any immigrant community are often in need to some language training to make their lives in their new cultures more fulfilling. Students will hold three one hour English speaking classes for the elderly. Students will receive lessons in basic language teaching pedagogy before they plan and teach these classes.
- b) Students will hold tutoring classes in local libraries for students who have recently become part of the Columbus city school system. The goal of these tutoring classes will be to help with homework and with practical advice about navigating a new community, language, and school.

2. Develop programs that meet needs of specific community in India that is tied to immigrants in Central Ohio

Association for India's Development (AID) Columbus Chapter identifies projects India and helps materialize them. Students will work with the local chapter and identify projects in India that need monetary or other types of help. Projects that AID supports range from environmental justice to women' empowerment. While the exact project and needs of the project will be decided at the time, students will have an opportunity to work with partners in India and understand the intricacies of working with a diverse group of people in a different country.

3. Tell the story of a community. Create a resource with oral histories

Coming to a new country and society brings intense challenges and rewards. Along the lines of the [South Asian Americans Digital Archive's First Days Project](#), each student will talk to a person or two people from South Asia and find out their histories in this region. Since The Ohio State University supports many international students, many of these stories are tied to this

campus. Students will highlight the achievements and struggles of Central Ohioans who once or still call South Asia home. These narratives will be posted on an open sources webpage and every new group will repeat this assignment. I envision that within a few years, the open source page will have many stories that will vary by age, class, gender, access to technology, and type of interaction with Central Ohio. This student supported open source page will provide narratives that will enrich the South Asian community. These narratives will also force students and anyone who visits them to understand the kinds of experiences immigrants go through in their adopted countries. Students will be able to interact with immigration and immigrants first hand which will allow them to form more nuanced opinions about issues pertaining to immigration. The first time this course is offered, students will participate in creating an exhibit for the Global Gallery in Hagerty Hall where they will showcase portrait photographs of willing participants and short stories about these participants for the broader OSU and Central Ohio community to experience.

Required texts

Chapters from various books and journal articles will be made available on Canvas.

Assignment format and schedule

Quizzes 15%. Three quizzes in the course of the semester

Each quiz will contains ten short answer questions. Quizzes are meant to assess student engagement with the reading material and class discussions.

Journal entry and presentation 15%

Students write a short journal entry about any two interactions with their service learning projects. Students describe their interactions, their thoughts during it, and their thoughts about their preparedness to deal with their interaction. Students present their thoughts in an informal class presentation.

Due by week 13

Service learning project podcast 10%

Since the back bone of the course is the service learning element, students prepare a podcast during week 4 to discuss the material they have read and the non-profits they have decided to work with. By week 4 students will have decided which non-profit they will work with and what they need to do to prepare for their assigned tasks. The podcast is a way for students to share what they know with the rest of the class.

Podcasts will be recorded using the Anchor app. The goal of the podcast is two-fold: it is meant to make sure that students are ready to delve into the service learning projects, and it is meant to serve as a 'place' students can go back to in the later weeks of the semester to reflect on how far they have come since they started the service learning projects.

Please see appendix a for more details on non-profits.

Service learning project presentation 20%

During week 15, the organizations that students worked with join the class and students present information about their engagement with the organizations. The goal of this presentation is to evaluate the work students did but also to discuss how their contribution to the organizations were meaningful to both parties. The presentation will contain details of every project that students did with the organization and how the project enriched their experience in the class and the experience of people in the community with whom students worked.

Narrative project curation 20%

In the course of the semester, students will identify one or two people from South Asia who currently live in Central Ohio. With permission from the community member(s), students record their oral histories about their early days in Central Ohio. Students also take a portrait picture or invite the participants to an ASC studio where their portrait picture can be taken.

The first time the course is taught, each student will design a panel for the Global Gallery in Hagerty Hall with the portrait of a community member and their history in Central Ohio. After the first rendition of the course, a data base will be maintained which will serve as an archive for students as well as the community.

Final panel due during week 13

Final paper project 20% 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 students' service learning projects.

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

Final paper and presentation 15% 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 Service learning project orientation. Organization presentations.
- Thursday “Intimate Dependency, Race and Trans-Imperial Migration”. Shah, 25-50
Hindus Too Brunette to Vote Here, available here:
<http://www.saadigitalarchive.org/item/20101210-148>

South Asians as a “model minority” in the United States. Setting us Service Learning projects

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. Students 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 Students pick project and make detailed project plans from start to completion to materialize their projects

Week 4

- Tuesday “Relating to the New Homeland” Brown. 124-137
- 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 “Critical urban collaborative ethnographies: articulating community with Sappho for Equality in Kolkata, India”. Banerjea.

Students present their progress with service learning projects

Identity, Migration, and the South Asian experience

Weeks 1-6 familiarized students with certain facets of life in the United States for immigrants from South Asia. In weeks 7-13 students read and understand general theories of identity and migration and learn to put them in the context of South Asian immigrants.

Week 7

Tuesday “Theories of Migration and Social Change” Hear. 1531-1536

Thursday “American Karma: Race, Culture and Identity in the South Asian Diaspora” Bhatia. 12-42

Week 8

Tuesday “Maintaining national culture abroad: countries of origin, culture and diaspora”. Gsir & Mescoli.

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

Week 9

Tuesday “National Identity in the United States.” Schildkraut.

Thursday Students present their progress with service learning projects

Week 10 Spring Break

Week 11

Tuesday “Intimate Dependency, Race and Trans-Imperial Migration”. Shah.

Thursday “Relationships between Muslims and Hindus in the United States: *Mlecchas* vs. *Kafirs*.
Mohammad.

Week 12

Tuesday “Saris, Chutney Sandwiches, and “Thick Accents”: Constructing Difference”. Bhatia.
112-155

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

Week 13

Tuesday “The Identity Statuses: Origins, Meanings, and Interpretations”. Kroger and Marica

Thursday “Discourse and Identity Construction”. Bamberg, De Fina, and Schiffrin

Wrap up, presentations, and reviewing material

Week 14

Tuesday Narrative project curation. Students bring images and narratives to class and prepare panels for Global Gallery exhibit. Students comment on each other’s panels and review panels with the instructor. At the end of the class, students will submit panels to Abhijit Varde, the curator for Global Gallery in Hagerty Hall.

Thursday “Imagining Homes: Identity in Transnational Diasporas”. Bhatia. 220-235

Week 15

Tuesday Organizations join students in class and students and organizations discuss their projects and contributions

Thursday Students present their progress with service learning projects

Readings available on Carmen

Bamberg, M. De Fina, A. & Schiffrin, D. (2011). Discourse and Identity Construction. In *Handbook of Identity Theory and Research*, eds. Seth J. Schwartz, Koen Luyckx, and Vivian L. Vignoles. Springer, 177-201.

Banerjea, N. (2014). Critical urban collaborative ethnographies: articulating community with Sappho for Equality in Kolkata, India. *Gender, Place, and Culture*. 22, 1058-1072.

- Bhatia, S. (2007). *American Karma: Race, Culture and Identity in the South Asian Diaspora*. New York: New York University Press. 12-42, 112-155, 220-235.
- Dhingra, P. (2012). *Life behind the Lobby: Indian American Motel Owners and the American Dream*. Stanford University Press.
- Gsir, S., & Mescoli, E. (2015). *Maintaining national culture abroad: countries of origin, culture and diaspora*. Migration Policy Centre; INTERACT Research Report
- Hear, N. (2010). Theories of Migration and Social Change. *Journal of Ethnic and Migration Studies*, 36:10, 1531-1536
- Kroger, J. and Marcia, J. (2011). The Identity Statuses: Origins, Meanings, and Interpretations. In *Handbook of Identity Theory and Research*, eds. Seth J. Schwartz, Koen Luyckx, and Vivian L. Vignoles. Springer, 31-55.
- Kurien, P. A. (1999) Gendered Ethnicity: Creating a Hindu Indian Identity in the United States. *American Behavioral Scientist* 42, 648-70.
- Maira, S. (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.
- Mohammad, A. 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.
- Narayan, K. (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.
- Shah, N. (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.
- Schildkraut, D. J. (2011). "National Identity in the United States." In *Handbook of Identity Theory and Research*, eds. Seth J. Schwartz, Koen Luyckx, and Vivian L. Vignoles. Springer, 845-865.
- Shankar, S. (2008). *Desi Land: Teen Culture, Class, and Success in Silicon Valley*. Duke University Press
- Prashad, V. (2000). *The Karma of Brown Folk*. University of Minnesota Press
- Takaki, R. (1989). *Strangers in a Different Shore: A History of Asian Americans*. New York: Penguin Books

NELC 3630: South Asian Identities

Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at slearning@osu.edu.

(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at slearning@osu.edu.)

1. Has this class previously received an S-Designation? Yes **No**
2. Is this class always taught with a service-learning component? **Yes** No
(if no, please provide details)

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

Each student will work for at least sixteen hours in the course of a semester with either Community Refugee Immigration Services (CRIS) or Association for India's Development (AID) Columbus chapter. During the second week of the semester, students will hear brief presentations from members of these organizations.

The service learning components of this course have three different goals. Each goal is described below with a discussion of what students will do to meet the goal. To ensure that no one non-profit is overwhelmed with students from an entire class, each student will participate in meeting either goal 1, 2, or 3. Students will pick goals with the instructor and their interest, major or minor goals, and any previous life or educational experiences will be considered in guiding them in their choices.

Every student will participate in meeting goal 3.

- 1. Work with a local population, learn and give back within the specific context of an immigrant community's need**

CRIS serves many recent refugees with Nepali-Bhutani heritage. Students will work with CRIS to devise ways in which two different populations within the Nepali-Bhutani community can be served based on their specific needs. These populations are the

elderly and young children. Students will participate in two activities over the course of the semester:

- a. The elderly in any immigrant community are often in need of some language training to make their lives in their new cultures more fulfilling. Students will hold three one hour English speaking classes for the elderly. Students will receive lessons in basic language teaching pedagogy before they plan and teach these classes.
- b. Students will hold tutoring classes in local libraries for students who have recently become part of the Columbus city school system. The goal of these tutoring classes will be to help with homework and with practical advice about navigating a new community, language, and school.

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3. Tell the story of a community. Create a resource with oral histories

Coming to a new country and society brings intense challenges and rewards. Along the lines of the [South Asian Americans Digital Archive's First Days Project](#), each student will talk to a person or two people from South Asia and find out their histories in this region. Since The Ohio State University supports many international students, many of these stories are tied to this campus. Students will highlight the achievements and struggles of Central Ohioans who once or still call South Asia home. These narratives will be posted on an open sources webpage and every new group will repeat this assignment. I envision that within a few years, the open source page will have many stories that will vary by age, class, gender, access to technology, and type of interaction with Central Ohio. This student supported open source page will provide narratives that will enrich the South Asian community. These narratives will also force students and anyone who visits them to understand the kinds of experiences immigrants go through in their adopted countries. Students will be able to interact with immigration and immigrants first hand which will allow them to form more nuanced opinions about issues pertaining to immigration. The first time this course is offered, students will participate in creating an exhibit for the Global Gallery in Hagerty Hall where they will showcase portrait photographs of willing participants and short stories about these participants for the broader OSU and Central Ohio community to experience.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?

Below are parts of the mission or stated goals of each of the two organizations that students will work with along with a description of how the service projects will fulfill needs of the community. These are examples of ways in which students could benefit these organizations.

CRIS. Part of stated goal: “CRIS is a refugee resettlement agency, meaning we have a contract with the Department of State to directly receive and place refugees in our community.”

Students will work directly with CRIS to assist with “placing” Nepali-Bhutani refugees in the Central Ohio community. Placing refugees involves a variety of tasks and goals including language learning, cross-cultural knowledge, and workplace training. Depending on the needs of the agency at the time, students will participate in language teaching, tutoring children, or providing assistance to the elderly with navigating life in their new community.

AID Columbus. Part of stated goal: “AID supports grassroots organizations in India and initiates efforts in various interconnected spheres such as health, education, energy, agriculture, natural resources including land and water, women's empowerment and social justice.”

Students will directly work with an assigned leader from AID Columbus and assist with the needs of any ongoing projects in India.

5. Service-Learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

a) Faculty

Goals: Ensures that the goals of the course are met.

Expectations: Students meet all expectations of the course and serve community needs.

Responsibilities: Timely management of all projects, timely reviews and feedback, teaching

b) Students

Goals: Utilize opportunities provided by the class

Expectations: Faculty and community partners will provide opportunities for student to succeed in this course

Responsibilities: Timely management of all projects, showing up, submitting assignments on time, being present

c) The community partner(s)

Goals: The anticipated community benefit is assistance with tasks related to placing refugees, assistance with outreach and development of outreach material, help with fundraising and project development.

The oral histories project that students will create will be an audio-visual resource for the community for years to come. This will be an enriching and validating experience for members of the South Asian community in Central Ohio.

Expectations: Faculty and students fulfill their part of the project

Responsibilities: Provide opportunities for students to fulfill service learning expectations

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

The course will fit into the South Asian Studies minor as an elective. The department chair has approved regular offering of this course.

COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

The course material will help 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. The service learning element of the course will require students to participate in activities supporting any one of the two non-profit institutions and a narrative project. Student participation with the non-profits will help them reflect on the diversity of need and identity among South Asian Americans in the United States. In the process of developing an understanding of diversity in the South Asian community, students will begin to understand systems such as class, education, race, and gender that define diversity in their own communities.

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work

Students present their work in the community to the classroom and feedback from each other as well as the instructor.

b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working

The course readings as well as assignments in the early part of the semester ensure that students do not go into the community unprepared. The reading assignments, class

discussions, and presentations also ensure that students are aware of the broader context of the community.

c) How does the course promote reflection on and evaluation of the impacts of the service learning activity

The course promotes reflection on and evaluation of the impacts of the service learning activity by measuring student learning outcomes through different assignments and classroom interactions. For example, the course will measure student success in achieving identified outcomes through quizzes, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of the service learning component of the class.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.

Assignments for this class will be a blend of assessing knowledge (three quizzes) and assessing student interactions with the service learning components of the class. Students will create a podcast, write a final report on their work in the community, and create an exhibit for the Global Gallery in Hagerty Hall.

NELC 3630: South Asian Identities

GE Rationale – Service Learning

Course objective: The objective of this course is to help 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. The service learning element of the course will require students to participate in activities supporting any one of two non-profit institutions and a narrative project. Student participation with the non-profits will help them reflect on the diversity of need and identity among South Asian Americans in the United States. In the process of developing an understanding of diversity in the South Asian community, students will begin to understand systems such as class, education, race, and gender that define diversity in their own communities.

Service Learning

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
 - a) The topics that students engage with each week cover various social issues pertaining to being American for immigrants
 - b) Assignments such as the podcast and narrative project will force students to consider what they have read in class in the light of their interactions with people from immigrant communities
 - c) The focus of three assignments during the course is to force students to understand how class plays out in the immigrant experience
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working
 - a) Students get a sense of how immigrants interpret their new cultures and interact with immigrants from South Asia who belong to varied class categories. Students analyse how immigrant experience can be varied
 - b) Students analyze human expression of various social forces and interpret how the expression influences lives and their ability to be tolerant towards people who are unlike them
 - c) Students will read literature that is meant to question their worldview and perform tasks that test their abilities to apply classroom learning
3. Students evaluate the impacts of the service learning activity
 - a) Students judge and give feedback on each other's service learning assignment and share their experiences during the service learning project presentations
 - b) Students get evaluated by the organizations they work with and discuss in class how the feedback they received enhanced their learning experience

NELC 3630: South Asian Identities

GE Rationale - Culture and Ideas

Course objective: The objective of this course is to help 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. The service learning element of the course will require students to participate in activities supporting any one of two non-profit institutions and a narrative project. Student participation with the non-profits will help them reflect on the diversity of need and identity among South Asian Americans in the United States. In the process of developing an understanding of diversity in the South Asian community, students will begin to understand systems such as class, education, race, and gender that define diversity in their own communities.

Culture and ideas

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
 - a) Each reading that has been chosen for this course addresses a fundamentally important issue of lived experiences in the United States, whether they pertain to religion, gender, caste, family lives etc.
 - b) The topics that students engage with each week cover various social issues pertaining to India as represented in Bollywood, and the impact of Bollywood on the region, and on other regions of the world where Bollywood is popular
 - c) The focus of every assignment, lecture, and discussion during the course is to force students to understand how culture and representation are tied to broader influences like colonialism, globalization, access, and racism

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
 - a) Students get a sense of how migration plays into the lives of communities
 - b) Students get a sense of what the general public imagination of immigration in India as well as the United States was at a particular time period in history, and the readings provide tools for students to interpret the portrayal of South Asian immigrants
 - c) Answers to each of these assignments will force students to look at their own cultural identities in an informed way
 - d) The readings will guide students to develop their thought processes and challenge their assumptions about immigrants. Students will be continually confronted with ideas that are meant to question their existing world view.

NELC 3630: South Asian Identities

GE Rationale - Diversity: Social Diversity in the United States

Course objective: The objective of this course is to help 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. The service learning element of the course will require students to participate in activities supporting any one of two non-profit institutions and a narrative project. Student participation with the non-profits will help them reflect on the diversity of need and identity among South Asian Americans in the United States. In the process of developing an understanding of diversity in the South Asian community, students will begin to understand systems such as class, education, race, and gender that define diversity in their own communities.

Diversity: Social Diversity in the United States

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.
 - a. Each reading that has been chosen for this course addresses a fundamentally important issue of lived experiences in the United States and how immigration and living in a new culture influences thought and decisions
 - b. The topics that students engage with each week cover various social issues pertaining to being American for immigrants
 - c. Podcasts, journal entries and final exam are designed to provoke students to think about how United States is constituted of various diverse cultures
 - d. The focus of every assignment, lecture, and discussion during the course is to force students to understand how class, ethnicity, and religion are perceived in immigrant communities
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others
 - a) Students get a sense of how immigrants interpret their new cultures and the community's perception of their presence in it
 - b) Students analyze human expression of various social forces and interpret how the expression influences lives and their ability to be tolerant towards people who are unlike them
 - c) Answers to each of these assignments will force students to look at their own cultural identities in an informed way
 - d) Students will be continually confronted with ideas that are meant to question their existing world view

**GE Assessment Plan for Cultures and Ideas
NELC 3630: South Asian Identities**

<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 analyze and interpret major forms of human thought, culture, and expression.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments <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” or “strongly 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 the course is offered.</p>
<p><u>ELO 2</u> Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments <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” or “strongly agree” from students at the end of the semester</p>	<p>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>

Appendix: Assessment Rubric for NELC 3630 course

Two examples of direct measures:

1. **Students will take weekly quizzes on readings and other course materials**
 - a. *ELO 1 example question:* What does the “fourth wall” refer to in theatre and how is it relevant to the history of modern Arab theatre?
 - b. *ELO 2 example question:* How does the film *Hassan wa Murqus* represent the relationship between Muslim and Christian communities in Egypt?

2. **Sample of short assignments used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**
 - a. *ELO 1 sample assignment:* Students post a reflection on how migration is represented in the novel *The Final Bet*.
 - b. *ELO 2 example question:* Students memorize, retell, and record a joke included in our readings. Include a comment on why they chose the joke and why they appreciated it.

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.

Cultures and Ideas ELO 1

1. Students analyze and interpret major forms of human thought, culture, and expression.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Cultures and Ideas ELO 2

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

**GE Assessment Plan for Service Learning
NELC 3630: South Asian Identities**

<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 make connections between concepts and skills learned in an academic setting and community-based work.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments <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” or “strongly 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 the course is offered.</p>
<p><u>ELO 2</u> Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments <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” or “strongly agree” from students at the end of the semester</p>	<p>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 3</u> Students evaluate the impacts of the service learning activity</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments <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” or “strongly agree” from students at the end of the semester</p>	

Appendix: Assessment Rubric for NELC 3630 course

Two examples of direct measures:

1. **Students will take weekly quizzes on readings and other course materials**
 - a. *ELO 1 example question:* How does caste figure in South Asian diaspora in the United States?
 - b. *ELO 2 example question:* How does gender and religion as understood in India impact South Asian communities in the United States?
 - c. *ELO 3 example question:* How has your service learning project forced you to reexamine the readings for this course?

2. **Sample of short assignments used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**
 - a. *ELO 1 example question:* How did the material you have read prepared you to undertake service learning assignments
 - b. *ELO 2 example question:* Has this course enhanced your understanding of how to work with people from diverse ethnicities
 - c. *ELO 3 example question:* How did the course force you to consider what you have read in class in the light of your interactions with people from immigrant communities?

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.

Service Learning ELO 1

Students make connections between concepts and skills learned in an academic setting and community-based work.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Service Learning ELO 2

Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Service Learning ELO 3

Students evaluate the impacts of the service learning activity

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

**GE Assessment Plan for Diversity: Social Diversity in the United States
NELC 3630: South Asian Identities**

<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></p> <p>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> Weekly reading responses, short assignments</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly 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 the course is offered. 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></p> <p>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> Weekly reading responses, short assignments</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	

Appendix: Assessment Rubric for NELC 3630 course

Two examples of direct measures:

1. **Students will write weekly responses on readings and other course materials**
 - a. *ELO 1 example question:* How has this course helped in developing a more critical eye when it comes to representation of minorities in media and beyond?
 - b. *ELO 2 example question:* How can students apply tools skills or experiences from this class in making sense of other scenarios of conflict in other parts of the world?

2. **Sample of short assignments used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**
 - a. *ELO 1 sample assignment:* Students post a reflection on how migration is represented by their service learning partners
 - b. *ELO 2 example question:* Students write a report on how their interactions with South Asians changed the way they look at immigration and the larger debate around immigration

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.

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:

Social Diversity in the United States ELO 2

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

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain: